

CHAPTER I INTRODUCTION

In this chapter, the researcher discusses background of problem, identification of problem, limitation of problem, formulation of problem, hypotheses, purposes of research, significance of research, and definition of key terms.

1.1 Background of the Problem

Learning English is critical for preparing students for future careers and developing their skills in their respective fields. In mastering English, students should learn four skills in English. There are listening, speaking, reading and writing. As one of the language skills, reading plays an important role because reading has become a part of our daily lives. Reading is a vital component of human inclusion in current civilization.

According to Ulu and Akyol, (2016) reading is one of the first skills that people must learn when they are young. Reading is one of the important basic skills in learning English because reading ability is included in the component of language development. For students, being able to read English fluently is important. Harmer in Hudri and Naim (2019) states that reading is useful for language acquisition because when students read more, they should be able to understand more of what they read. In conclusion, reading activity allows students to broaden their knowledge and also make them wise and respectful.

Reading is not easy to learn. According to Wulansari and Cahyati (2021) reading is not as simple as many people believe since it needs not just the ability

to read a succession of phrases, but also the ability to comprehend the text's substance and goal.

Comprehension is the process of developing a supportable understanding of a text. Reading comprehension is an activity of transferred information from the text in order to gain understanding of the text. According to Gilakjani and Sabouri (2016) reading as the process of making meaning from written text. According to Singer in Maspufah, (2019) states that reading comprehension involves thinking while decoding written symbols, understanding meaning and taking in concepts offered by the writing and assimilation of those ideas.

In reading, there are some difficulties. Sardor *et.al.*,(2020) states that reading difficulty is characterized by loss in processes such as decoding phonetic information, word recognition, and comprehension. The topic, main concept, and supporting details of the text must be identified by the students. It can help them effortlessly to infer the information in the text.

In learning reading, there are some reading strategies that can be used. Reading strategies will promote students' study in reading. According to Sari *et al.*, (2015) reading strategies are useful indications of how learners tackle activities or challenges encountered when learning reading.

Reading strategies are important for students. It can help students be easier in learning reading. In learning reading, sometimes students find difficulties such as not understanding the meaning of the text. It happens because they have lack of vocabulary. When students don't understand what they read, they will not get the

point of the text. That is why reading strategies is important for students to help them to enhance their reading achievement.

Based on the discussion above, the researcher was interested in conducting a research about the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

1.2 Identification of the Problem

In learning reading, students find difficulties such as about the vocabulary and how to understand the text. They don't understand some words and can't remember what they have read. When they don't know the vocabulary, it will hard for them to understand the meaning of the text. Students should understand the meaning of the text and remember the content to get information. Using the fit learning reading strategies will help students as effective way in reading and acquiring higher studying achievement.

Reading strategies are behavior or actions that students take to enhance their own reading. According to O' Maley in Melvina *et al.*, (2020) also classifies reading strategies into three main categories; metacognitive, cognitive and social strategy. Reading strategies are important for students because they can help them to improve their skills and increase their achievement in reading. Understanding the reading strategies is important for student's success to realize how they learn best.

1.3 Limitation of the Problem

Based on the explanation in identification of the problem above, the researcher limited her study to students' reading strategies and students' achievement. The researcher only focused on the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University

1.4 Formulation of the Problem

Related to the limitation of the problem above, the researcher formulated the problem of the research as follows : “is there any significant correlation between the second year students' reading strategies and their reading achievement at the English Department of Bung Hatta University? ”.

1.5 Hypotheses

Based on the formulation of the problem above, hypotheses of this study are formulated as follows:

1. H_0 : There is no a significant correlation between students' reading strategies (X) and their reading achievement (Y)
2. H_a : There is a significant correlation between students' reading strategies (X) and their reading achievement (Y).

1.6 Purposes of the Research

The main purpose of this research was to find out whether there is a significant correlation between the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

1.7 Significance of the Research

The researcher hoped that the result of this research was useful for lecturers, students and the researchers. For the lecturers, from this research they would know how students' reading strategies and students' achievement in reading. For the students, from this research they would know what is reading strategies and they knew their reading achievement so they can use the fit reading strategies for them and did more exercise to increase their reading achievement. For the other researcher, this research can be used as a source or reference to conduct their study for future.

1.8 Definition of the Key Terms

To avoid misunderstanding in this research, the researcher defined the following key terms :

1. Correlation research is a research that aims to determine the relationship between two or more quantifiable variables
2. Reading is one skill of students to get or comprehend information from written text.

3. Reading Strategies are a specific action taken by the students to get the purpose of reading.
4. Metacognitive strategies are strategies that students use to manage their own learning or thinking process.
5. Cognitive strategies are strategies that students use to absorb and retain knowledge.
6. Social strategies are strategies that students to gain knowledge through interaction with others.
7. Reading comprehension is a level to understanding a text, process it, and comprehend its meaning.
8. Reading Achievement is a result of process to indicate or a measure of text based reading comprehension.