

CHAPTER

INTRODUCTION

1.1 Background of Problem

Reading is a receptive skill in English as a foreign language for students in Indonesia. It is an essential process of readers combining information from the text that they read and their own background knowledge to build meaning and understanding. It is highly important for English students. However, reading activity has many advantages such as getting information and knowledge, news, increase vocabulary, and develop one's creativity. Reading in English is essential for the students. Students need to be able to read and understand the texts in English, not only for study purposes or entertain themselves, but also for students' successful. Besides, students need to know the strategy that used to make reading successful.

Reading Comprehension is the process of understanding and constructing meaning from the text. It is a key to figure out what have students read and a key to refresh mind and ideas, and also can understand many types of word and sentence which can improve comprehension. Reading comprehension also helps to know new information and knowledge. It is very useful for learners to have knowledge and skills, which bring through them easily in comprehending reading material. Reading strategy plays an essential role in reading comprehension.

Reading comprehension is the ability to read text, process it and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice (K12 publishing, LLC, WIS). By mastering reading comprehension, students should have strategy to explore "world" and the opportunity to reach students' goals in life.

Reading comprehension skill is a very important skill to obtain further academic learning success. To get further knowledge, college students are required to have critical and

analytical competence in comprehending academic tests in searching more academic information through various types of reading materials, such as textbooks, journals, reports, or electronic messages; however, not all students are good at comprehending the text being read. Most of them understand the informational of the text; In other words, they are good in decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text are. In this condition Perfetti (1985) asserts that the reason why some students struggle is due to the lack of reading comprehension strategies used as parts of background knowledge.

Students need to know how to learn from reading so that be able to have a successful communication. To acquire high reading potential, especially reading comprehension, students need to know some strategies in efficient reading. Researchers agree that reading strategy is a main precondition and important role in comprehension and that there is a relationship between reading strategy and reading comprehension.

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior of knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic (Baker & Brown, 1984a, 1984b). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading talk. Strategic readers use a variety of strategies and skills as they construct meaning. (Paris, Wasik, and Turner: 1991).

Strategy is a process of learners to get idea. Strategy is different in each person. When students are able to select and use strategy automatically, they have achieved independence in using the strategy. Based on observation of the researcher at third semester of English Study Program of FKIP UIR many students have different strategy in reading. The rest is they do not know the strategy that they used.

From the explanations mentioned above, the researcher know how important the reading strategy in reading activity to build connection with the text that they read. Finally, the researcher would like to conduct a research entitled “ **Correlation between Reading Comprehension and Reading Strategy Used by Students of Third Semester at FKIP UIR.** ”

1.2 Setting of the Problems

In many cases, students feel difficult in reading comprehension because they still do not know what proper strategy to understand what have they read.

To acquire high reading potential, students need to know some strategies in efficient reading.

Based on the phenomena, the researcher wants to know the correlation between reading comprehension and reading strategy used by students of third semester at FKIP UIR.

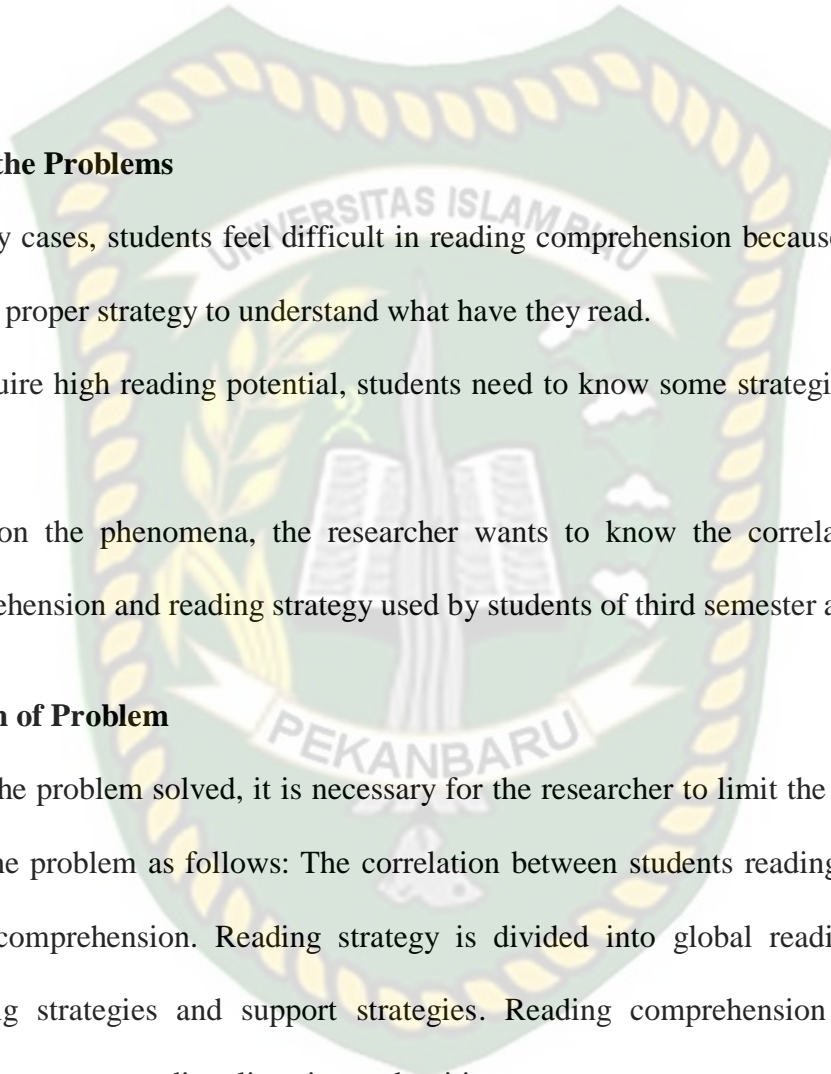
1.3 Limitation of Problem

To make the problem solved, it is necessary for the researcher to limit the problem. The limitation of the problem as follows: The correlation between students reading strategy and their reading comprehension. Reading strategy is divided into global reading strategies, problem-solving strategies and support strategies. Reading comprehension or CEFR is divided to language use, reading, listening and writing.

1.4 Formulation of Problem

Is there any correlation between learners’ reading comprehension and strategy of third semester at English Study Program of FKIP UIR Pekanbaru?

1.5 Objective of Research



The researcher performs this research to find out the correlation between students' reading comprehension and reading strategy of third semester students at English Study Program of FKIP UIR Pekanbaru.

1.6 Significance of Research

The research will give some beneficial information about reading strategy and reading comprehension achievement. This research will also present the correlation between students' strategy knowledge and their reading comprehension among the third semester students at English Study Program of FKIP UIR Pekanbaru. I expect the result of this study is useful for researchers, students, teachers, and all the readers. The results will be used as follow:

1. For the researchers

By doing the researchs, the writer expects that they can study and get more information to identify the problem in reading strategy and reading comprehension.

2. For the teachers

English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program can be achieved.

3. For the students

The students can get some lesson and information to figure out their problems in reading comprehension and reading strategy.

4. For the readers

This research is expected for the readers will have no find any difficulties in understanding reading comprehension.

1.7 Definition of Key Terms

1. Correlation is the state or relation of being correlated; specifically : a relation existing between phenomena or things or between mathematical or statistical variables which

tend to vary, be associated, or occur together in a way not expected on the basis of chance alone stated that Contant in Amailia (2011:8) In this research, correlation means the relation between students' reading comprehension and reading strategy of third semester students at English study program of FKIP UIR Pekanbaru.

2. Reading Strategy has beendefined by (Cohen, 1990) as mental processes that readers consciously select to use to complete reading taskssuccessfully. Reading strategies was defined (Baker & Boonkit, 2004) as “techniques and methods readers use to make their reading successful” (p. 302). Moreover, reading strategies also has been defined as plans and behaviorsfor solving problems when faced in constructing meaning (Janzen, 2003).
3. Reading Comprehension, Jennifer Serravallo (2015) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind the text.