

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is very important in this globalization era. It is not easy for us to get a job in this era. Because of the demand of globalization, many companies require the applicants to be able to master English both orally and written. English has important to development of knowledge, social, science and culture. Like, English has included curriculum of education. The students need English language to improve their knowledge, for example is reading skill. By reading, people may get a lot of information. The more people read, more people will get it.

Reading is one of the four language skills in English as a foreign language for Indonesian students. It is very important in second language learning situation for academic purpose. However, reading is useful activity because we can get knowledge, news, improve vocabulary, and develop a person's creativity. For example, reading a book allows a student to exercise and cultivate students' creativity thinking skills. Reading in English is becoming increasingly important for the students. They need to be able to read texts in English, not only for study purposes or simply for pleasure, but also for their careers. Some information can be obtained without reading, for example by listening to teacher, radio, television, etc. But, by reading someone may get wider

information than someone who watches news on television. A reader can read the text again when people forget or tries to get detailed information, while a listener cannot.

Reading strategies are skills under consideration which closely depend on specific reading contexts as well as reader awareness, control and intention. Strategies refer to mental actions deliberately employed to facilitate a reading process, to enhance reading comprehension and to overcome reading difficulties in order to achieve particular reading goals. Many reading experts have investigated English reading strategies in order to solve the reading problems. Reading strategies are considered one of the fundamental factors that promote students' comprehension improvement in reading. Furthermore, reading strategy is the foundation of students' self-regulated reading (Syafriзал, 2000:4). The reader can motivated and self-regulated encourage himself to set his own planning in determining his reading strategies which contribute a great deal of success to his reading comprehension (Wenden, 1987:11).

Reading comprehension is the process of understanding and constructing meaning from the text. It is a tool to get comprehend about what we have read and a tool to refresh ideas, and also can understand many types of word and sentence which can improve comprehension. Reading comprehension also helps to know new information and how to make a good comprehension in reading with own knowledge. It is essential for students to have knowledge and skills, which enable them easily in comprehending reading material. Reading comprehension is not as simple as people imagination to achieve it. There are many aspects that must be considered if the

teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson and also make sure that they completely understand what they read. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. Teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

Based on Interviews with a Teacher at SMPN 12 Pekanbaru, there are three problems why students feel difficult in reading comprehension. The First, they still have lack of vocabulary knowledge. There are many difficult words in the text which make them could not understand about the passage. So they are difficult to get the meaning from the text. In addition, the students' vocabulary knowledge could also influence the student ability in comprehended reading text because they do not know enough words.

The Second is the student cannot focus to find the main idea. Usually, students seem to focus only on the details of the passage and do not see the larger picture. They do not understand the differences between topic sentence and main idea. Then, to looking for the main idea students should be mastered vocabulary. By looking for the meaning in dictionary, the students know the true meaning of difficult word but not

meaning in the context. Because, one word has many meaning and different characteristic.

The Third, the students cannot identifying inferences. Inferences means something that we can find out indirectly from what we already know or find out the conclusion of something. In this case, it is hard for the students to conclude the text because they lazy to read. So, they cannot comprehend and cannot conclude what the text about. Students can comprehended the text with the correct strategy.

Based from the explanation, the researcher intends to conduct a research under the title of **“The Correlation between Reading Strategy Used and Reading Comprehension by Second Grade Students at SMP N 12 Pekanbaru.”**

1.2 Setting of the Problem

Based on the Background of the problem, the researcher found some of students' problem in the class, first, students feel difficult in reading comprehension because they still have lack of vocabulary knowledge. Second, students cannot focus to find the main idea of the text. Usually, students seem to focus only on the details of the passage and do not see the larger picture. They do not understand the differences between topic sentence and main idea. Third, the students cannot identifying inferences. Inferences means something that we can find out indirectly from what we already know or find out the conclusion of something.

1.3 Limitation of the Problem

Based on setting of the problem, this research is limit to analyze the correlation between reading comprehension and reading strategy used. There are three indicators of reading strategy, such as, cognitive strategy, metacognitive strategy and support strategy. Then, there are five indicator of reading comprehension, such as, finding main idea, finding factual information, finding the meaning of vocabulary, making inference and identify reference.

1.4 Formulation of the Problem

Based on the limitation, the problem can be formulated as follows:

Is there any correlation between reading comprehension and reading strategy used by second grade students at SMP N 12 Pekanbaru?

1.5 Objective of the Study

The objective of the study is to find out the correlation between reading comprehension and reading strategy used by second grade students at SMP N 12 Pekanbaru.

1.6 Significance of the Research

For the Researcher, the researcher can study and get more information to identify the correlation between reading comprehension and reading strategy. Besides, the writer will get new experience and knowledge for the future of his life.

For the Students, this research can motivate the students' to increase their interest in reading.

For the Teachers, the result of the research will be useful as a reflection in order to increase and develop teachers' strategies in teaching reading.

1.7 Definition of the Key Terms

1. Correlation is a mutual or reciprocal relationship between two or more things. (World English Dictionary). In this research, correlation means that the relation between reading strategy used and reading comprehension by second grade students at SMP N 12 Pekanbaru.
2. Reading strategies are the mental operations involved when readers approach a text effectively to make sense of what they read (Barnett, 1988). In this research, reading strategy means that the students can know which the good strategy for reading.
3. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van Den Broek & Espin, 2012). In this research,

reading comprehension means that understand about the reading comprehension test.



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