

CHAPTER 1

INTRODUCTION

This Chapter presents (A) Background, (B) Problem of the study (C) Limitation of the study, (D) Formulation of the problems, (E) Objectives of the study, and (F) Significance of the study.

A. Background of the Study

Reading is an important skill in the learning process because it allows you to obtain information from a text. The main idea of reading is to find information from some resources and messages conveyed in the text. Reading is an important skill to learn when studying the four English language skills because it allows learners to comprehend all of the new information in English printed and written texts. Patel and Jain (2008, p.113), stated that reading is the most useful and important skill for people. This skill is more important than speaking and writing. "It means that students use their reading skills to access and understand the knowledge and ideas from the text. Therefore, a student's ability to comprehend the text must be strong. Reading is a fundamental communicative skill, yet it involves a complex process. Reading can be defined as a process in which a reader seeks out information provide by a writer in the form of a written text. In this situation, reading might be described as a participatory activity involving checks and queries regarding the content of the text. Reading is a process in which the author communicates with the reader. Reading, probably the most

important talent for success in all educational environments, resurfaces as a skill of paramount relevance as we build tests of general language competence, according to Brown (2004). Reading, according to Herlina (2018), is the ability to think about and generate meaning from a text in order to obtain information. According to Desmarais (2018), reading books increases cognitive engagement and improves a variety of skills, including language, cognitive skills, and focus. Empathy, social awareness, and emotional intelligence may all be correlated, with the latter allowing individuals to live longer on the planet. Reading is a bridge to understand or comprehend the material of the text, so the students can catch the meaning or the idea of it. In short, students can get information and expand their knowledge about what they are learning and what they need to know by reading. Through reading, students can improve their reading skill and the students can develop their ability in using English. Reading can give them more information and knowledge that they need. In many cases, student's reading ability is still low and students have some problems in reading, especially to comprehend the meaning or the message of the text. They can read the text, but they do not understand about the message or purpose of the text. Because of that, they cannot answer the questions based on the text. Parmawati (2017, p.1) stated that, Reading is a complex process that involves the generation and getting information, analyzing meaning, and making any decision about content to improve the students' learning interest toward reading skill, the

lecturer needs to know how to teach reading effectively, and what instructional materials are the most suitable for their students. Duke and Pearson (2001, p.423), stated that, Reading Comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which the meaning is construct through interactions between text and reader. It means that Reading is also involved accessing previous knowledge and students will be understanding vocabulary, concepts, making inferences, and linking key ideas. Sulaiman (2017, p.1), stated that teaching is such as verbal interaction among the teacher and the student in a good learning sequence or atmosphere. It means that teaching is a process of transferring knowledge between teacher and student in daily activity in the class.

Language is one of the most important aspects of human contact. We use language to interact with others and to pique their attention. English is one of the most widely spoken languages in the world, with many individuals using it as their first, second, or foreign language. As a foreign language, English is also important in many aspects of life. English is taught as a foreign language, particularly in Indonesia, and is also a required subject in Junior High School till college level. Above all, how crucial English is. Sawirman et al (1994: 8) stated that "Teaching and learning have transformed from an emphasis on teaching to an emphasis

on learning," The most important aspects of language learning are meaning and usage, not structure and information." As a result, language learning, particularly English or a foreign language, is more likely to be successful if it occurs in the context of meaningful dialogue and opportunities for physical activity and movement. Furthermore, a good language learning process is organized around a communicative syllabus rather than a grammar syllabus, as well as language learning activities that have resulted in English becoming a true communication tool. There are four language skills to learn in English: listening, speaking, reading, and writing. Reading is one of the most crucial abilities that students must learn in order to understand and communicate effectively in English. Reading, in addition to listening, is included in receptive skills. Individuals with receptive skills absorb information without having to produce language; instead, they receive and comprehend. Students must comprehend the material in order to attain the goal of reading in order to obtain detailed information from it.

In Indonesia, reading still becomes a problem for students. PISA (Program for International Student Assessment) results for Indonesian reading pupils are still low. Indonesia is currently placed 60 out of 72 nations in the 2015 PISA, with a total reading score of 350, showing that the education system in Indonesia remains weak. Students' interest in reading has not been adequate, based on the statement above regarding the necessity of reading in light of reality. According to data from UNESCO

poll on reading interest in 61 countries, Indonesia received only 0.001% of the vote, ranking second last among the countries examined by only one level in Africa, above Botswana (kominfo.belitungkab). According to data from the National Library of Indonesia in 2017, Indonesians read only three to four times per week on average. Despite the fact that the average number of books read per year is approximately five to nine.

Reading is an expression of the learner's personality. It's no coincidence that books are referred to as "windows to the world," and that reading is regarded as an investment in the future.

This demonstrates that learners are not delighted by reading a book published in a foreign language due to a lack of language understanding. In this sense, seeking up unknown vocabulary words in a dictionary can be considered a time-consuming operation. Reading interest is vital for text comprehension because it serves as a foundation for students to achieve their reading objectives. According Parmawati and Rasi Yugafati (2017, p.2) Learning interest, as a supporting element of learning, plays a very important role in teaching and learning process. Students with high learning interest usually perform better than those with low learning interest. The students with high learning interest usually work harder than those with low learning interest. They tend to have low learning interest because of some factors. They are: (1) the teaching materials are far from their surroundings; (2) the teaching materials are monotonous; (3) the

class is dominated by the lecturer; and (4) the students do not have opportunity to develop their communicative competence. It seems that the students' low learning interest is mainly caused by the teaching materials used in the class by the lecturers. Learning interest plays a critical part in the teaching and learning process as a supporting factor of learning.

Additionally, the researcher found some problems in teaching reading at Universitas Muhammadiyah Palembang when the researcher did observation at Universitas Muhammadiyah Palembang lectures of English. The researcher classified that had some problems when students read a text, the first, the students are not interested in reading and the second, the students did not understand the meaning of the words in the text.

The difficulties in reading comprehension text was also faced by the students English of study program at Universitas Muhammadiyah Palembang in accordance with the study related to this research, the researcher also did an observation and found some problems faced by the students English of study program Universitas Muhammadiyah Palembang in learning reading text. Many factors affect them, first, students were not interested in reading. Second, students did not understand the meaning of the text. Then the student's achievement in reading is low. Some of these problems can make students bored in the teaching-learning process. The teacher has an important role to improve student's ability to reach and understand. With this condition, the teacher

should explain the text, identifying the relationship between the readers determine the main idea or topic of the text, etc.

Based on the explanation above, the researcher would like to know the correlations of language learning strategy, reading interest and their reading achievement and researcher proposes the research an titles: “The correlations of language learning strategies and reading interest towards students’ reading achievement of English study program at Universitas Muhamadiyah Palembang”.

B. Problem of the Study

The problem of this research, the students in the class at study program of English education still had difficulties to find the main idea in reading text because the student's ability in reading was low, they did not understand the meaning of the words in the text and also they are not interested in reading.

C. Limitation of the Problem

In this study, the researcher limits the problem of the correlations of language learning strategies strategy and reading interest toward the student's reading achievement of English education study program at Universitas Muhammadiyah Palembang?

D. Formulation of the Problem

The problem of this study is formulated as follows:

- a. Is there any significant correlations of language learning strategies on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?
- b. Is there any significant correlations of reading interest on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?
- c. Is there any significant correlations of language learning strategies and reading interest simultaneously on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

D. Objective of the Study

In the line with the formulation of the problems, the objectives of the research are to find out:

1. The significant correlations of language learning strategies on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?
2. The significant correlations of reading interest on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

3. The significant correlations of language learning strategies and reading interest simultaneously on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

E. Significance of the Study

This study was significant for the following parties, as follows:

1. For the researcher herself

- a. This study can give valuable information and knowledge to improve student's reading achievement.

For the teacher of English

Hopefully, this study can be a good reference for the teachers of English to improve their teaching skills in reading text to the students in the classroom activity.

2. For the students

A study hopefully was can make the students interest in learning reading text with the teacher in the classroom

3. For other writers

The study was can be a good source of reference for other writers to conduct deep ongoing research about the topic of this study

