

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

#### 1.1 Background to the Study

Based on political and geographical framework nowadays, the knowledge of foreign languages becomes a fundamental requirement to reach certain professional, personal success and academic. Specifically, because most of scientific literature is published nowadays in English, being able to read in this language has become important in University studies. Reading is one of the four basic skills in language learning which must be mastered by students. The reading goal is to read for meaning or to recreate the writer's meaning, with reading learners can get information and knowledge. Reading can provide the learners a source of comprehensible input and serves to facilitate communicative fluency in other language skills. Furthermore, reading has always been viewed as critical to academic success. With strengthened reading abilities, they will make greater progress and attain greater development in all the academic areas (Anderson, 2002). As a result read on academic purpose greatly assist students for academic success.

However, many learners feel that they cannot effectively comprehend what they read. The reason for this phenomenon is that learners have not mastered

and applied effective reading strategies. Reading strategies refer to “the mental operations involved when readers purposefully approach a text and make sense of what they read” (Barnett, 1988). In addition, 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 task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik, & Turner, 1991). A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991). When students are able to select and use a strategy automatically, they have achieved independence in using the strategy. Along with the strategies that expert readers use, they also use a number of comprehension and study skills. It is clear from research that readers develop the use of strategies and skills by reading and writing and being given the support they need to grow in these processes (Wells, 1990).

The goal of reading strategy is to help students become expert readers so that they can achieve on English as foreign language proficiency and can use literacy for lifelong learning. Learning to use strategies effectively is essential to constructing meaning. Readers who are not strategic often encounter difficulties in their reading (Paris, Wasik, & Turner, 1991). These early difficulties in reading may influence the way readers learn throughout the rest of their lives (Anderson, Hiebert, Scott, & Wilkinson, 1985). The reading strategies that make the second and third category are employed during reading and they enable students to develop text-based understanding and construct situation model of text, which are two levels of comprehension specified in the construction-integration model (Kintsch, 1998). Bridging inferences help readers to make connections among concepts, arguments, and theories in the text, in order to build a global representation of the text (McNamara, O'Reilly, et al., 2007).

Based on another research most learners have reading problems because they lack the specific strategies necessary for efficient reading. Based on (Civelek, 2006) reading strategies are generally employed by ELT students while reading a text, and which, reading strategies are needed to be developed to understand the text better, and therefore, to continue academic studies successfully. The results of the analysis indicated that there were some significant differences on the effective use of cognitive reading strategies with regard to students' gender, age, and proficiency in reading, school source, and duration in

learning English. In addition, according to (Kate Tzu and Sabina ,2015) the results indicated a medium awareness of reading strategy use among EFL high school students. Female students used EFL reading strategies significantly more frequently than male students. When EFL reading is a laborious, unpleasant, and unsuccessful process, readers will often be unwilling to read in the target language. This explains why most ESL/ EFL learners do not enjoy reading in English. They simply do not understand what they are reading (Arnold, 2009; Nuttall, 1982).

In addition, most ESL/EFL learners encounter difficulties in reading text. In 2009, Arnold indicated that about 52% of adults with reading problems had difficulties in learning a FL. Schiff and Calif (2004) further explained that EFL students had reading problems because of a lack of knowledge and awareness of how to apply reading strategies. Consequently, ESL/EFL students need to master sufficient reading strategies to construct the meaning of the text.

In Indonesia, English is foreign language and reading English is important for academic purpose. In English language Education Department English is used in all aspects of teaching and learning so it continuous to be important. English language Education students are required to learn reading in the classroom in order to successfully gain new information and knowledge for academic purpose. They are also require take some of subjects in reading, for example BRAW (Basic Reading and Writing), Reading and Writing for Academic purposes, etc. To peruse further their English proficiency . However, BRAW has become a subject challenge because BRAW is one subject prerequisite that must be taken to process to the advance level that related to reading and writing skill. In addition, Basic Reading and Writing subject taken in the first semester when students became English Language Education students. This subject will show their skill about reading and writing, mainly about reading strategies.

Considering the phenomena mentioned earlier, this study aims to capture the correlation between reading strategies and academic achievement among English Language Education students in Islamic University of Indonesia. This study appeals to capture correlation reading strategies and academic achievement, especially in this study category of academic achievement are GPA (Grade Point Average) and BRAW (Basic Reading and Writing) subject score. The reason choose two category for academic

achievement because the first BRAW subject is the only subject conduct by the respondents in the first semester, and the second GPA is a horde from all students performance.

## 1.2 Identification of the Problem

The researcher analyzes the correlation between reading strategies and academic achievement PBI students. The problem are related to the self-rated reading and proficiency PBI's students reading academic material, interesting in reading on reading academic material, students' knowledge and also students strategies use in reading academic material.

Reading ability is skill to be possessed by the students to understand the text and help them to get knowledge and make them good in academic achievement. In term, self-rated reading ability and proficiency, effective reading strategies may help learners a great deal in improving their reading proficiency so that, as Grabe (1991, p.27) says, they can read more effectively for their academic studies regardless of the type of text they encounter. Many students lack in choose strategies for reading that make their not effective on reading academic material.

Make students good in academic achievement but not interest in reading is one problem who have for many students, whereas interest in reading is one way to make students to be smart in reading and they will use the true strategy for the time he read from being bored; According to Pressley and Afflerbach (1995), skilled readers approach the reading task with some general tendencies. These tendencies are shaped into specific responses depending on the goals of reading and the nature of the text being read.

Students' knowledge, any students have a different ability such as knowledge about reading strategies. Students have many experience commonly they have many knowledge; moreover they take a many subject in class certain they have many knowledge about reading strategies and how to use reading strategies.

In term strategies use by students to reading academic material, most of EFL students have a same problem, they feel difficult and not enjoy in reading especially in reading academic material. According to Schiff and Calif (2004) further explained that EFL students had reading problems because of a lack of

knowledge and awareness of how to apply reading strategies. Consequently, EFL students need to master sufficient reading strategies to construct the meaning of the text. Moreover, if most of EFL students mastered to use reading strategies then they will easily to understand the material from the text and help them to good in academic achievement.

### **1.3 Limitation of the Problem**

The problem of the related the correlation between reading strategies and academic achievement among English language Education students they are self-rated reading ability, interest in reading, students' knowledge and reading strategies use by students. The awareness of reading strategies is limitation on metacognitive awareness.

### **1.4 Formulation of the Problem**

This subchapter provides research question which will be answered by the end of the study. Therefore, the number of questions in formulation of the problem is in accordance with the objective of the study.

1. What are the types and how is the frequency of reading strategies do the students apply while reading academic texts?
2. Is there a correlation between reading strategy and academic achievement (Basic Reading and Writing score) of PBI students?
3. Is there a correlation between reading strategy and academic achievement (Grade Point Average) of PBI students?

### **1.5 Objective of the Study**

The objectives of the study are closely related to the research question;

1. To describe the type and frequency of reading strategies do the students apply while reading academic text.

2. To describe the correlation between reading strategies and academic achievement (BRAW) score of PBI students.
3. To describe the correlation between reading strategies and academic achievement (GPA) of PBI students.

### **1.6 Significance of the Study**

The results of this research are to give contribution to students of English Language Education, English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers

1. For Students of English Language Education

The researcher expect that this research will help students of English Language Education Department to know score of Reading Strategies in order to understand type or reading strategies to improving reading strategies.

2. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences.

The researcher expect that this study can be useful for the English Language Education Department especially in developing knowledge on use reading strategies help student on improving academic achievement.

3. For Other researchers

The researcher expect that this study can inspire the other researchers to investigate what the reason occurs have correlation or not correlation.