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CHAPTER I

INTRODUCTION

A. Background of The Research

As one of the language skills, reading plays an important role because it become a part of human's daily life. It is learned starting from kindergarten up to University. Through reading, someone can obtain information and knowledge that can support his/her proficiency. It is in relation to Fiprinita (2013 p.3) who says that reading is one of subjects to get information and knowledge. In addition, reading has a purpose to sole opportunity to improve primary reading skills, especially fluency and comprehension.

In reading, the readers should have comprehension. It is supported by Cook, (2008 p.121) who said that reading activity needs the readers' ability in understanding the meaning by connecting the topic of the text with their previous knowledge, because reading process is not only read the words, sentences, paragraphs, and texts but also they should comprehend what the content of reading materials. It means that the reader should comprehend what they read by knowing the meaning and getting the ideas of the written text.

State Senior High School 1 Kampar is one of Senior High Schools in Kampar. This school provides English as a compulsory subject for the students, especially reading. The Students of the school learn English 2 meetings a week for 90 minutes. They also use Thirteen Curriculum as a guidance in the learning process. Thirteen Curriculum (K13) provides reading as one of the skills that must be taught and learned at state Senior High

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School 1 Kampar. Kemendikbud (2012) mention that “In teaching reading teacher have to asks students to read the text aloud, identifying and observing the materials and discuss the aspect of the text in group” (Kemendikbud, 2012).

The basic competences also stated in the syllabus of this school. They are: students have to read the text aloud, respond and comprehend meanings of the text. By the end of learning process, the students are expected to be able to identify the aspects of the text such as main idea, generic structure, language features, meaning of words or sentences and communicative purpose ideas. However, there are many aspects that should be mastered by the students in learning reading. It means that if the students cannot master all the aspects in reading, which asked by curriculum, the teaching learning process of reading cannot be running effectively.

Based on the researcher’s preliminary observation at the tenth grade students of State Senior High School 1 Kampar, the students still have difficulties and problems in learning English, especially in reading. Actually, the passing grade of learning English for the tenth grade of senior high school in English is 75. However, based on the data from the English teacher at State Senior High School 1 Kampar, many students could not pass the passing grade. Although, the students have been taught reading in English at school for three years at elementary school and three years again in junior high school, it seems they still not enough for the students to master reading



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English. Their reading comprehension were still far from the expectation as required by the curriculum.

Actually, the student's academic success, especially in reading skill, is influenced by some factors whether they are from outside or inside factors of the students. One of the factors is students' autonomy. According to Harmer, (2001 p. 335) some students will be more successful than others as autonomous learners because of their learning styles. The autonomous learners are more enthusiastic. They spend more time learning on their own, and feel more positive about themselves and learning; both during and after a term in which self-directed learning has been actively promoted by their teacher. They are confident that they will continue learning on their own after the course.

In addition, in context of reading, Zarei and Gahremani (2010) found that there is a positive relationship between students' autonomy and reading comprehension. Verdugo (2004) in (Zarei & Gahremani, (2010 pp.82) stated that reading autonomously is important for comprehending a text. He said that through education, learners should practice to read autonomously by integrating metacognitive, cognitive and socio-affective strategies necessary for a better understanding of a text. Metacognitive knowledge enables the learners to plan, monitor, manage and reflect on the reading process. It also enriches them with more motivation, more tolerance and more engagement in learning specific skills. Cognitive strategies make them aware of their own thinking and to be reflective and strategic in the reading process. Moreover,

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Affective strategies direct their motivation toward valuable goals. Therefore, Pressley (2006) in Westwood, (2008 p. 35) argues that the goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning.

Most researchers agree that high-proficient and autonomous readers are more confident in dealing with complex reading activities (Zarei & Gahremani, 2010 p.89). Based on the researcher's interview with the English teacher, Mr Suhardi, he stated that even though some students had read independently and autonomously, they still had difficulties in reading English. The researcher found the following phenomena:

1. Some of the students had chosen reading materials by their own, but they were still difficult to find topic or main idea in the reading text.
2. Some of the students had used reading strategies, but they were difficult to recognize the generic structure of reading text.
3. Some of the students had monitored their reading progress, but they still had limited vocabularies.
4. Some of the students had determined their reading objectives, but they could not determine the communicative purpose of the text.
5. Some of the students had evaluated their reading product, but they were lack of fluency in reading the text.



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Based on the descriptions above, the researcher interested to carry out the research entitled "**The Correlation between Students' Autonomy in Reading and Their Reading Comprehension at the Tenth Grade of State Senior High 1 School Kampar.**"

B. Problem

1. Identification of the Problem

After conducting preliminary study at the tenth grade students of State Senior High School 1 Kampar, it was clear that most of the students are still getting difficulties in reading. To make the problem in this research clearer, the researcher identified the problems in the following identification of the problem:

- a. What are the factors that made some of the students difficult to find the topic or the main idea in the reading text while they had chosen reading materials by their own?
- b. What are the factors that made the students difficult to recognize the generic structure of the text while they had used reading strategies?
- c. What factors that made the students still had limited vocabulary while they had monitored their reading progress?
- d. What factors that made the students could not determine the communicative purpose of the text even though they had determined their reading objectives?
- e. What factors that made the students were lack of fluency in reading the text even though they had evaluated their reading product?



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2. Limitation of the Problem

After identifying the problems above, the researcher is necessary to focus the problems on Students' Autonomy in Reading and Their Reading Comprehension at Tenth Grade of State Senior High 1 School Kampar.

3. Formulation of the Problem

The problems of this research areformulated in the following research questions:

- a. How is the students' autonomy in reading at tenth grade of State Senior High School 1 Kampar?
- b. How is the students' reading comprehensionat tenth grade of State Senior High School 1 Kampar?
- c. Is there any significant correlation between students' autonomy in reading and their reading comprehension at tenth grade at State Senior High School 1 Kampar?

C. Objective and Significance of the Research

1. Objective of The Research

- a. To identify the students' autonomy in reading at tenth grade of State Senior High School 1 Kampar.
- b. To identify the students' reading comprehensionat tenth grade of State Senior High School 1 Kampar.
- c. To find out thesignificant correlation between students' autonomy in reading and their reading comprehensionat tenth grade at State Senior High School 1 Kampar.



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2. Significance of the Research

Related to the objectives of the research above, the significant of the research are as follows:

- a. The research findings are contributed to give the valuable input to all English teachers, especially to the English teachers at State Senior High School 1 Kampar as an attempt to improve the students' reading comprehension.
- b. The research findings are also expected to be positive and valuable information especially for those who are concerned in the world of teaching and learning English as a foreign language (second language).
- c. The research findings are also expected to be correctical and theoretical information to the development of theories on language teaching.
- d. To fulfill one of the requirements for the researcher to complete her undergraduated degree program at English Education Department of Educational and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follow:

- a. The title of this research is not yet investigated by other researchers.
- b. The title of this research is relevant with the researcher's status as a student of English Education Department.



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- c. The location of the research facilitates the researcher for conducting the research.

E. Definition of the Term

In this research, there are so many terms involved. To avoid misunderstanding toward the term used, the following terms are necessary defined as follow:

1. Correlation

According to Ary, Jacobs, Sorensen & Razavieh (2010, p.349) correlational research is a research that assesses the relationships among two or more variables in a single group. However, in this research the term of correlation is a design of this research to correlate between two variables (X and Y). Variable X (The independent variable) is referring to students' autonomy in reading. Meanwhile, Y variable (the dependent variable) refers to students' reading comprehension.

2. Autonomy in Reading

Autonomy is the capacity to take charge of learners' own learning, and to chart their own pathways to success. (Brown, 2007, p. 130). In addition, Holec in Myartawan, Latief & Suhamarto, (2013, p.64) states that to take charge of one's own learning is “to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning”, which include setting the objectives of learning, determining the contents and progression, selecting the methods of learning, monitoring the learning progress, and evaluating the product of learning.



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Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text (Fiprinita, 2013, p.2)

Therefore, Autonomy in reading means a capacity to charge one's own process of thinking in assigning meaning from printed materials which include setting reading objectives, determining the contents and progression, selecting the methods and techniques of reading, monitoring the reading progress, and evaluating the product of reading. In this research, the autonomy in reading means the students' autonomy at tenth grade of State Senior High School 1 Kampar in reading English.

3. Reading comprehension

According to Grabe & Stoller in Furqan, (2013 p.70) define comprehension as processing words, forming a representation of general mainideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. In this research, reading comprehension means students' reading comprehension at tenth grade of State Senior High School 1 Kampar.