

CHAPTER I

INTRODUCTION

This chapter aimed introduction. It consists of seven sub-chapters, included (a) Background of the study, (b) Formulation of Research Problem, (c) Purpose of the study, (d) Significant of the study, (e) Scope and limitation, and (f) Definition of key terms.

A. Background of the study

Learning language in senior high school, people use their productive skills includes listening and reading. While receptive skills includes speaking and writing. Both of them must have to develop in English classes at senior high school. From that four elements, reading skills considered one of the most crucial in learning language, because it is related to literacy and civilization development as well.

Reading is the process of opening a window to the world, seeing existing insights and making it one way to get as much information as possible. Reading skills are needed in order to understand a message conveyed by the author through his writing quickly and understand the content of the reading appropriately. However, some children find it difficult to understand a reading correctly.

Based on the curriculum, high school students are qualify to get to know social functions, text structure and language features in the reading text. They taught some types of the text included recount, narrative, and descriptive text in oral or written form. In senior high school level, reading is complicated for student especially on understanding some text. So that, most of them have a low ability in reading comprehension.

Students who are able to read really understand the writings that the authors write. This ability is what readers who have a background in reading knowledge and competence want. Razali (2013) reveals that some

readers use their background knowledge and experience to describe the meaning of the text in the reading process, then the readers will connect the main thoughts in the text with what they already understand to gain further understanding. In fact, most humans can know what material they learn after reading word for word, and they spend a lot of time to repeat a term challenge of the text.

To achieve success in reading skill. Student must be able to connect the ideas in the text to find the message who has written by writer. That skill is called reading comprehension. Reading comprehension is ability to recognize information in a text and interpret it appropriately what is supposed through the textual content (Grabe and Soller: 2002). It means that reading comprehension is ability to read text, processing and comprehend the message.

In reading process, sometimes student lost their concentration and motivation to read a text. Juel (1998) found that 40% of readers' problems were caused by a shortage of motivation to read. So that, the student finding difficulties in understanding the text. Students with knowledge strategies in learning language will become more appropriate and flexible, so that they can obtain language more easily. To overcome some weakness, most of the student applied self-regulation.

Self-regulation is a student ability to focus their behavior, though and emotions or the attainment of their learning goals, has been widely acknowledged to facilitate mastery of complex skills, including reading (Blar & Diamond : 2008, Ladd Birch : 1994, Pintrich : 2000). Student who can self-regulated are good in performing the learning materials because they possess a set of learning and metacognitive strategies. Throughout the reading period, the student is predicted to explore the main idea and be aware of the parts that he has not understood and take anticipation to this.

Based on the theory of social cognitive learning, Zimmerman (1989) describes self-regulation as the extent to which students are metacognitively, motivated, and active in their behavior in their learning

process.. So that, self regulation give a strenght to the student to understand a passage. It will also make a student with good self regulation being active in the class.

From the previous research , I find the research from the five researcher. The first one is made by Roya Ranjbar Mohammadi (2020) also have conducted study that aimed to investigate self-regulated learning instruction and the relationships among self-regulation, reading comprehension and reading problem solving in PLSSEM approach. The findings is there are significant relationship among those variables. The other research was explored about the relationship between critical thinking and self-regulation with learners reading comprehension by Narges Kamgara and Esmail Jadidi (2016), it was investigated among Iranian EFL Learners. The result is there is significant correlation with greater critical thinking skill among advanced and intermediate learners, however there is no significant relationship among self-regulation and reading comprehension ability in beginners and intermediate levels. Reza Fahlepi, (2019) also has conducted the study that aimed at the correlation between students' self-regulation and their reading comprehension of the tenth grade at SMA N 1 Kampar. He find that H_a is accepted, that means there is a significant correlation between those two variables. The other researcher was explore Self-regulated Learning Strategies as Predictors of Reading Comprehension, conducted by Abbas Ali Zarei, Rajab Esfandiari and Azam Akbari (2016). The result of their research show that only planning and effort components were significant predictors of reading comprehension.

The previous study was conducted by Maryam Khodaverdian, Shahin Sheikh and Fereidoun Vahdany (2015) with the title, "The Relationship between Self-regulatory Development, Language Learners' Metacognitive Awareness and L2 Reading Comprehension of Iranian Intermediate EFL Learners", to find out the relationship between self-regulatory development, language learners metacognitive awareness and

L2 reading comprehension of Iranian intermediate EFL learners. Their finding is there was strong relationship between reading comprehension and self-regulation. In the present study the researcher examined about relationship between self-regulation and reading comprehension ability with the different instrument and participants.

B. Formulation of Research Problem

Based on the background described above, the research problems can be phrased as “Is there any correlation between student’s self-regulation and student’s reading comprehension skill?”

C. Purpose of the Study

Based on the research questions above, the purpose of research is to find out whether there is any correlation between student’s self-regulation and student’s reading comprehension skill.

D. Formulation of Hypothesis

Hypothesis is a statement about the relationship among two or more variables that are being studied. The hypothesis of the study can be classified into two:

1. Ha (Alternative Hypothesis)

There is any correlation between student’s self-regulation and student’s reading achievement.

2. Ho (Null Hypothesis)

There is no any correlation between student’s self-regulation and student’s reading achievement.

E. Significant of the Research

Theoretically, the result of this research is intended to give a feed back to the writer in the application of the knowledge which is got theoretically. Practically, the writer hopes that this research will give the advantages for English teachers, students, other researchers, and the researcher herself.

1. The Teachers

The finding of this research can be a valuable information for the teacher in teaching foreign language

2. The other researchers

The writer hopes that the result of this research can be used as reference for other research in conducting the research.

F. Scope and Limitation of the Research

To avoid the study being too abroad, This study aims to determine the relationship between self-regulation with student reading achievement in senior high school.

G. Definition of Key Terms

1. Self-regulation

Self-regulation is a person's ability in controlling over himself included emotions and behavior in changing any situation.

2. Reading Comprehension

Reading comprehension is an ability of students to understand the meaning in a descriptive text that happen in the past.

3. Correlation

Correlation is an analytical techniques in statistics are used to find the relationship between two variables such an independent variable and dependent variable.