

CHAPTER I

INTRODUCTION

A. Background of Study

Reading serves as the basic source of new information about all kinds of topic in range of second language learning. Many previous studies emphasized on the role of awareness on native language or a second language reading comprehension. Most researchers noticed that there are some important aspects of skilled reading such as strategy and managing of the comprehension process. Reading is the relationship among the reader, the text, the fluent reading, and strategy reading. Actually reading is an important means to literacy as well as language learning. Reader and reading material are some important elements in reading. It is impossible achieve to reading goals unless establishing an adequate match between these two elements. Actually, awareness and using of reading strategies and reading comprehension ability should be selected. According to (Birjandi et al., 2006) reading comprehension includes two types; the first is focus and second is reading aloud without reader's attention. Reading comprehension is reading a text to getting meaning or to reproduce the writer's meaning without saying what is being read. Comprehension of written passage is the final goal of reading (Birjandi et al., 2006).

Reading is an activity in which readers respond and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Strategies as defined by Winograd & Hare, 1998 (as cited in Anderson, 1999) are “deliberate actions that learners select and control to achieve desired goal or objectives.” Reading strategy is employed and effective in improving or helping a learner in understanding or memorizing materials such as the academic materials, vocabulary.

In short reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Specifically they have the following characteristics; (1)deliberate, conscious plans, techniques and skills; (2) aim to enhance reading comprehension and overcome comprehension failures; and (3) behavioral and mental. They are of interest for what they reveal about the way readers manage their interaction with the written text and how these strategies are related to text comprehension (Carrell, 1989)

According to statement above, the study is to investigate students’ reading strategy and vocabulary competence. It is important to make a study with the title “A Correlation Between Students’ Reading Strategies and Their Vocabulary Competence”. The study based on a questionnaire (The Survey of

Reading Strategies (SORS) (Sheorey and Mokhtari, 2001) is adapted for use in this study. This Survey classifies reading strategies into three categories; *global reading strategy, problem solving reading strategy, and support reading strategies*, and vocabulary test.

B. Reason for Choosing the Topic

There are some reasons of choosing the topic. The reasons are as follows:

1. Reading strategies are employed and effective in improving or helping a learner in understanding or memorizing materials such as the academic materials, vocabulary.
2. Vocabulary items are essential to improve the students' language skill (speaking, listening, reading, and writing).
3. Learning English through reading strategies can be students' alternative study vocabulary competence.

C. Problem of Research

The problem discussed in this research is as follow: "Is there any significant correlation between students' reading strategies and their vocabulary competence?"

D. The Aim of Research

The aim of this research is to find out how significant the correlation between students' reading strategies and their vocabulary competence.

E. The Contribution of Research

This research is expected to give contribution to:

1. Lecturer :
 - a. Reading strategies can be used as:
 - 1) Develop student's vocabulary.
 - 2) Information or reference to correlation between reading strategies and vocabulary competence.
2. Students :
 - a. for understanding students of EFL use reading strategies.

F. Clarification of Terms

The title of the study is “ A Correlation Between Students' Reading Strategies and Their Vocabulary Competence of Third Semester Students of Muhammadiyah University of Purwokerto Academic year 2015/2016”.

1. The Correlation

Correlation can be described as exist or happen together (Hornby, 1989 : 173).

In Oxford Advanced Learner's Dictionary(1989 : 226), it is described that the word “correlation” means to show such a relation or connection between something and something else.

2. Reading Strategies

In short, reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Specifically they have the following characteristics; (1) deliberate, conscious plans, techniques and skills; (2) aim to enhance reading comprehension and overcome comprehension failures; and (3) behavioral and mental. They are of interest for what they reveal about the way readers manage their interaction with the written text and how these strategies are related to text comprehension (Carrell, 1989).

3. Vocabulary Competence

“Vocabulary” is the total number of words in language (Hornby, 1995 : 1331).

So vocabulary competence means the ability to make a language with total number of words (with rules for combining them).