

CHAPTER I

INTRODUCTION

This chapter presents (1) background (2) problems of the study (3) objectives of the study and (4) significance of the study.

1.1. Background

Now days English become the International language that mostly used in many countries in the world, Crystal (2003) states “English has become the international language because of the spread around the world since 1584 when Walter Raleigh of England landed in North Carolina” (p. 31). Furthermore, Harmer states “English is a worldwide language that used in all parts of life such as in the arts, science, humanities, travel and the social sciences” (as cited in Astrid, 2011, p. 176). It makes English learned in almost all part of the world. Indonesia is also one of countries that learns English as a foreign language.

According to Lauder (2008), “English is widely recognized that it is important in Indonesia and the reason most frequently put forward for this is English is global or international language” (p. 10). English becomes a foreign language that often used and studied in the field of science. Students in Indonesia learned English since in elementary school through University. Sari and Saun state “English has become an important subject from junior high school up to senior high school” (as cited in Saputra & Marzulina, 2015, p. 1). But in Indonesia the limited time allocation in the school is not long enough, Sahiruddin argues “in the 2013 curriculum, time allocation for English subject at schools is reduced and

this condition can definitely lead to some consequences for the quality of ELT in Indonesia” (as cited in Pitaloka, 2014, p. 2). At this time it is easier to find places to learn English beside formal school, such as informal course. And the aim of teaching English is to enable students to speak, read, listen and write in English.

In learning English there are many skills that have to be mastered. Peregoy and Boyle (2008) state “English has four skills which is not separated and isolated from one another” (p.117). They are listening, speaking, writing and reading. One of the skills that really important is reading, Kyzykeeva states “reading is the most important academic language skill for foreign language students” (as cited in Holandiyah & Utami, 2015, p. 13). It can be said that reading is assumed to be the main skill that needs to be developed in learning and teaching activities because people get many knowledge and information by reading.

Reading is the ability to identify and understand the text. Moreover, Alyousef (2005) states “reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency” (p. 144). In this case, when people are reading a text it means that they are trying to understand what is actually described by the text they have read, after that they can understand what they have read even use what they get from the text. There are many factors that influence reading comprehension. One of them is individual differences, Narvaez (2001) states “Individual who read or view the same text often end up with different mental models or understandings of the text” (p. 159). It means that when people read the same text will have different views about the text.

Individual differences (ID) constructs from Dörnyei (2005), “refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (p.4). In this case, it can be said that it is the difference character of each person where everyone has a uniqueness of its own. It has been long observed that there is a particularly wide variation among language learners in terms of their ultimate success in mastering an L2 and therefore the study of IDs, especially that of language aptitude and language learning motivation. According to Dörnyei (2005), there are five ID variables:

That have traditionally been seen as the main learner characteristics in L2 studies (personality, language aptitude, motivation, learning and cognitive styles, language learning strategies) and also another five variables : anxiety, creativity, willingness to communicate, self esteem and learner beliefs. learner beliefs were first highlighted in applied linguistics in the 1980s as a potentially important ID variable. (p.197).

Since, many factor that influence L2 studies and the most highlighted is learner beliefs. Learner beliefs often defined as a student beliefs about anything, whether it is about learning in school or not. Moreover, Gabillon (2002) states:

Language learners’ beliefs have appeared under different rubrics and categories such as: a) L2 learners’ metacognitive knowledge; b) mental and social representations; c) self-beliefs such as self-concept beliefs, and

self-efficacy beliefs: d) control-beliefs, such as self-regulatory beliefs, locus of control-beliefs; e) attributions” (p.235).

Control belief is one of the categories that divided in to two divisions such as self- regulatory beliefs and locus of control beliefs that have contribution to the student in second language learning. Moreover, White states “control-beliefs have increasingly been gaining importance in the SLL (second language learner) / FLL (foreign language learner) field” (as cited in Gabillon, 2002, p. 239). It can be said that control beliefs is one of the factor that can predict foreign language learner success. Findley and Cooper state “locus of control (LOC) as an ID variable refers to a person's belief about control over life events” (as cited in Ghonsooly & Rezvani, 2011, p. 89). That is involve how person views about every events that happen in their life. The concept of locus of control defined by Rotter (1966), “refers to the extent to which individuals believe that they are in control of their life events or whether events in their life are product of external factors such as luck and fate” (p. 1). LOC refers to person’s beliefs about control over what happens to them, whether is it happen because of their own action or not. There are two kinds of locus of control, internal and external.

According to Rotter (1966), “locus of control focus on whether individual view events as being a matter of luck, chance, or fate, or life that events are influenced by one’s own action” (p. 1). People with an internal Locus of control believe that events in their life occur primarily from own actions, for example, when the people receiving score from their test, people with high internal locus of control would blame or commend themselves and their abilities. On the contrary,

people with high external locus of control would blame or commend the test or the situation. In this study, I focussed on the intervene of locus of control to reading achievement.

Locus of control will have a high influence on our behaviours. Individuals with external locus of control believe that their behaviours or their skills make no difference in getting reinforcement and they do not value their efforts. These people have less belief that they can control their lives in the present or future. Moreover, Scholts states “they are who internal people determined to try more, recognize better, read more and have more efficiency in getting information” (as cited in Fini & Yousefzadeh, 2011, p. 867) . Internal oriented individuals believe that they have infinite control on their life and act according to that. These individuals tend to get higher ranking in the school and get higher grades in testing educational motivation. furthermore, Alexander and Filler state “affective concerns, including interest, attitude, motivation, locus of control, self-concept, feelings, and emotion, are important to reading because they provide the desire and the will to read” (as cited in Fredericks, 2014, p. 38). So it can be said that locus of control have a contribution in learning reading since it was provided the eagerness and the will to read the text, considering the constructivism theory by Budiningsih "learning is more determined by the wills of individuals” (as cited in Alhamuddin & Bukhori, 2016, p. 7). This phenomenon also happen at MAN 2 Palembang.

It was proved by the results of interviews to some students at MAN 2 Palembang (see appendix A). It was found that some students enjoyed to

following their English subject in the classroom and they were satisfied with their English score. They always tried to do the best as they could do, and sometimes when they got the score from their test and the score was smaller than they expected, they would try to improve themselves because they believed that it happened because they less study, they had lack of vocabulary about the material and the main problem was their reading comprehension and they believed if they studied more they got what they want. But some students had problems with their English score, sometimes when they received the result of the test was low, they thought that it was not their fault, it happened because the material was too difficult for them, or some of them said that the teachers did not explain the material clearly, therefore they thought that even if they tried to study they would get the same result. And they who thought that the material was not appropriate or the teachers did not explain the material clearly and they assumed that when they got a good score, it was because of their luck. Based on the explanation above, it can be assumed that the students who satisfied with their English score believe that it happen because of their effort, it means that they have a high internal locus of control and the other ones are the students with high external locus of control.

This situation was supported by some studies that have been done to investigate the relation between locus of control and L2 reading and writing achievement. Ghonsooly and Shirvan (2011) examine 136 undergraduate in some university in Iran. And the result indicated that locus of control had a positive correlation with their L2 reading and writing achievement. Ghabanchi and Golparvar (2011) examine 149 students. And the result showed there was

significantly positive relationship between students LOC and their GE achievement in the entrance exam. Moreover, Chalak and Nasri (2015) examine 100 student of different age group at Iranian Language Institute. The result showed that there was no significant difference between male and female participant of locus of control, and also there was no relationship between locus of control and academic achievement among internal males and female.

Therefore, it is important to conduct this study to reveal the inconsistency of the roles locus of control in reading achievement. So, I interested in conducting the study to find out whether or not there is any significant correlation between students' locus of control and their reading achievement by conducting a study entitled: "The Correlation between Locus of Control and Reading Achievement of Tenth Grade Students at MAN 2 Palembang".

1.2. Problems of the Study

The problems of the study are formulated in the following questions :

1. Is there any significant correlation between Locus of control and reading achievement of tenth grade student at MAN 2 Palembang ?
2. Does Locus of control significantly influence reading achievement of tenth grade students at MAN 2 Palembang ?

1.3. Objectives of the Study

Based on the research questions, the objectives of the study were:

1. to find out whether or not there is a significant correlation between Locus of control and reading achievement of tenth grade students of MAN 2 Palembang.
2. to know whether or not Locus of control significantly influences reading achievement of tenth grade students at MAN 2 Palembang.

1.4. Significance of the study

It is expected that this study provide a meaningful contribution for participants such as :

1. For the students, this study hopefully can help to increase their internal locus of control that can help them to improve their reading achievement.
2. For the teachers, hopefully this study will give information about the influence of locus of control to the students' reading achievement and hopefully the teachers can give support and build internal locus of control to their students.
3. For other researchers who will conduct the research that concern about locus of control, and make this to be one of the reference.
4. Finally, this study can be useful for me and enlarge my knowledge about locus of control, appreciation myself properly and can apply this in my life.