

CHAPTER I

INTRODUCTION

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

1.1. Background

For many years, students from many places around the world learn English. English is the most widely used language in the world especially with the development of the era of massive globalization that is happening today, this is in line with what was said by Kirkpatrick and Sussex (2012), and English has been increasingly used as an International language along with the development of globalization.

Since English is considered as an International language, for that reason learning English has become necessity for everyone who wants to engage in international interactions as stated from Julie and Deborah (2009), language is foremost a means of communication and communication almost always takes place within some sort of social context. Based on the statement above it can be concluded that the importance of English as an international language can be used to communicate and connect with people who come from various languages

Along with the development of existing technology, English becomes a language that cannot be ignored. Therefore, we cannot ignore English as language

because the English language itself can have an effect on technological progress and science in the future which in this case is also defined by Astrid (2011), who said that it could be realized in learning English if it is not neglected there will be decreasing the value of the knowledge and the technology on its own role. Then, for all the reasons mentioned above we can conclude that the importance of English in social life that we can use to communicate with each other and as a medium of learning the knowledge.

In learning English there are 4 basic skills that need to be learned, those four things are reading listening writing and speaking. As mentioned by Baker (2001), in learning English, there are four skills that should be learnt and practiced, such as listening, speaking, reading and writing. Listening and reading skills part are regarded as receptive skills while speaking and writing are considered to be productive skills. Those are the basic language skills especially in teaching and learning English as a foreign language at schools, courses or other educational institutions whether they are formal or informal.

Moreover, from the four previously mentioned skills, reading plays its own role as well and as much as possible which in this case also reinforced with the statement of Lestari and Holandyah (2016) who said that, in regard to reading, it helps the reader improve their knowledge. Subsequent opinions also reinforce how important the reading itself is mentioned by Puspita (2016), reading is very important in daily life and it has much role in learning language. Since reading as an activity that focuses on the ability to identify written words, recognize the meanings, and

comprehend an author's message as also in line with Mawadda (2015), mentioned that reading enables the students to know how English is actually used in printed and written forms. It can be inferred that reading is most useful and important skill for people. Because, reading it can be the person ability to read a text in many forms which contribute a great deal as an advantage in their life such as gaining success at school, university or other educational institutions.

Moreover, due to the limited time people have in the globalization era, the importance of reading speed is getting higher every day. People should have an ability to read faster in order to receive information given to them in this era. Speed reading is designed by Evelin Wood in 1958, it is a technique that is very important to learn in order to know the important information quickly. Fraser (2004) states that "reading speed is estimated as being an accurate measure of reading fluency it is used. Shortly, in this case speed reading is one of the capabilities that can be used to understand and quickly conclude upon what has been read in a text in line that the ability of reading speed is important to help people in facing the huge improvement in the era of information nowadays.

Grievously, the ability to read quickly itself has a weakness in its own terms. There are such factors that affected so that fast reading itself can be an obstacle or hurdle for its readers. This is similar to what is conveyed by Nordquist (2016) which argues that reading speed is determined by a number of factors, including a reader's purpose and level of expertise as well as the relative difficulty of the text. In his opinion, the purpose of the reader's purpose refers to the usefulness of for what the

reader is reading it. In this case, if the reader reads the text related to the thing that is entertainment then he will quickly and easily understand the contents of the reading that he read. Thus, inversely proportional if he read something he did not like. Furthermore, the level of expertise in that point is referring to how much the reader can read and understand the content of the reading which is also influenced from the vocabulary as well as the grammar present in the reading. At this stage, grammar and vocabulary play their part in influencing the difficulties in rapid reading itself.

Moreover, since grammar and vocabulary have been one of the reasons behind the difficulties that readers may have encountered, this is not a mere theoretical reason. Because this difficulty is also similar to what is revealed by Nation (2005), which emphasize that the difficulty of the text is affected by the vocabulary, grammatical constructions, discourse, and background knowledge. In conclusion, the difficulty caused by the vocabulary level, grammatical construction, or discourse is proportional to the background of the student's ability level as much as he can understand the contents of the text. For this reason, the most emphasized thing in how quickly they can read should be equal to how much students understand the content of reading.

Furthermore, since we know how fast a student can read a text, it will be useless if he fails to understand and conclude what he got from text. For that case, Courbron (2012) shows that reading speed and reading comprehension have rapidly been shown to have a strong connection. Also Nuttal (1982) mention that reading speed and reading comprehension are tightly related factors. In addition, Grellet

(1981) also explains the phenomenon which students who read too slowly will easily get discouraged, they will also tend to stumble on unfamiliar words and fail to grasp the meaning. According those explanations above, it can be inferred that reading speed and reading comprehension plays an important part on reading. Because, when students tend to read the text too slowly and too preoccupied with the meaning of the word for word that he read, he will fail to interpret the whole sentence as the meaning.

Based on the test conducted by the researcher to 10 fifth semester students of UIN Raden Fatah Palembang which were chosen randomly, the result showed that their reading speed scores were around 200-250. Somehow, the score ranges of the students were as good as the range level of college students as suggested by Beale and Mullan (2009) which is 250 WPM (words per minute). Moreover, some of them considered as having bad reading. Somehow, some of them have a good reading score but not a good reading speed. In contrast, even some of them have a quite good reading speed, their comprehension is not as expected. This indicates that they just merely read and not comprehending the passage they read.

Considering these problems above, the writer is interested in doing actual research about the correlation between students' reading speed and reading comprehension achievement of the English Education Study Program of UIN Raden Fatah Palembang.

1.2 Problem(s) of the Study

Based on the problems above, the research problems are formulated in the following sentences:

1. Was there any significant correlation between reading speed and reading comprehension achievement of the English Education Study Program students of UIN Raden Fatah Palembang?
2. Did reading speed significantly influenced reading comprehension achievement of the English Education Study Program students of UIN Raden Fatah Palembang?

1.3 Objective(s) of the Study

The objectives of the study are formulated in the following sentences:

1. To find out whether or not there was a significant correlation between reading speed and reading comprehension achievement of the English Education Study Program students of UIN Raden Fatah Palembang.
2. To find out whether reading speed significantly influenced reading comprehension achievement of the English Education Study Program students of UIN Raden Fatah Palembang.

1.4 Significances of the Study

By conducting this study, it is hoped that the students of English Education Study Program realize that their rate on reading can be one of factors that influences

their reading comprehension achievement, so the students can be aware of their speed of reading in reading text and the students can improve their reading comprehension achievement.

For the lectures hopefully this study can give a solution to develop of students reading comprehension achievement. This study may reveal the current conditions and teaching learning outcomes especially in reading subject at English Education Study Program.

Moreover, this study is aimed to fulfill the requirement to receive bachelor degree and also be steppingstone to higher education for the writer. Lastly, for other researcher this research expected that it will be a reference for the research which has similarity variables.