

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background; (2) research problems; (3) research objectives; and (4) research significances

1.1. Background

In learning English, people are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, one of the most important skill is reading. Juyandegan (2016) defined reading as a cognitive process which includes transferring the written symbols by the reader through the eyes, so these symbols need understanding meaning and then integrating this meaning into personal experiences. In line with this, Murcia (2001) explained that reading is an interactive, socio-cognitive process involving a *text*, a *reader*, and a *social context* within which the activity of reading takes place. So, Reading is the window of the world. By reading, people will know many things. It is very important aspect in our life. Much information and knowledge can be obtained from reading.

By reading, the students can develop ideas, increase knowledge, and overcome problems. Brown (2004) indicated that reading is likewise skill that educators simply expect students to acquire. Besides, Acheaw (2014) argue that reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. All in all, reading is the process of getting new information and knowledge.

Reading comprehension is a skill that is critical in the educational success of all individuals, Bagheri and Sadeghi (2013) stated that reading is the most important academic skill. It is supported by Sari (2017) stated that students' success in academic life depends on the ability to read and understand written English. It can be concluded that reading comprehension means the students' ability in understanding the message from the written materials they read.

By reading, people can convey information, know world development, and gain new knowledge that will guide deep thinking. Ahmadi (2014) explained why reading is very important, firstly, learners continuously come across it in their daily life. Secondly, students need to study longer texts and articles and they will have to read a lot of reading texts in their academic endeavor. Astrid stated students have various personality factors that should be considered by the teacher in planning and conducting learning activities. Ghazali, Rabi, Wahab, and Rohaizad (2017) stated that to produce an effective teaching, a curriculum approach based on technology has to be produced which includes teachers' technique in planning instruction and also their knowledge in planning instruction. Therefore, without understanding the texts and improving their reading skill they cannot learn much.

In line with the above idea, Indonesian Constitution number 20 year 2003 about National Education System, chapter III has stated that one of the ways to accomplish education goal for all Indonesians is by developing their reading habit and literacy. Rahman, Hariadi, and Mustofa (2017) stated that teacher should have emotional, spiritual, social intelligence, learning awareness, proactive, and balance. Further, Jaya and Habibi (2016) stated that factors that influence students

in language learning specially in speaking are the size of class, facilities and the role of English as the foreign language.

Without equal reading comprehension, student can struggle in many subject area. Reading comprehension is an important skill needed for all areas. Bagheri and Sadeghi (2013) argue in spite of this crucial role of reading. Some people still have problems concerning reading. Also, Marliasari states that reading is the process of looking at a series of written symbols and getting meaning from them. Andres argues that language learning is affected by both domains which are the mental and reading sides of human behavior. Attraphacul (2013) explored in reading factors contributing to text difficulty may arise from some elements within the text, the knowledge base of the individual reader, or the context of interaction between the writer and the reader. So, It can be concluded that reading is an important part that needs to be developed. By reading, the students can get much information and knowledge, and also the students can improve their ability in English.

Besides, within the text lie the unknown vocabulary, the complicated sentence structure as well as the organizational pattern. The individual reader approaches the same piece of text with different background knowledge, reading proficiency, and purpose. Alharby states that those are potential problems which can avoid students to read. Lacking in reading skills, or even having lower ability than normal reading abilities can guide in truancy, underpaid jobs, and falling prey to the cycle of illiteracy in the next generations.

There are factors that influence the success in reading, Brown (2007) states that linguistic and non-linguistic factors. Linguistic is a factor that comes from the language such as vocabulary, pronunciation, grammar, etc. meanwhile, non-linguistic factor comes from the students' personality or students' psychology such as motivation, attitude, anxiety and reading maturity.

Reading maturity is one form of level in reading activities. Philbrick, and Jarman (2009) explained that reading maturity is defined as the attainment of those interests, attitudes and skills which enable young people and adults to participate eagerly, independently, and effectively in all the reading activities essential to a full, rich, and productive life. The concept of reading maturity defined as the capacity of the reader to apply information comprehended from texts in different experiences, and toward the expansion of his or her knowledge (Biancarosa & Snow, 2004). Foltz (2015) stated that reading maturity incorporates modern approaches to natural language processing and artificial maturity to assess broader and deeper levels of information in reading passages. It means that reading maturity incorporates a computational language model to estimate the language experience required for a student to be able to process the meaning of each word, sentence, and sequences of words in the English language.

For some people, reading maturity was ignored, moreover, the role of reading maturity has big contribution in second language. Squires (2014) indicates that there has been little or no information available on the reading behavior of developing readers and their relationships with reading comprehension. If students have low reading maturity, they will be suffer in comprehending the text such as

frustration, confuse to get the purpose of the text, unable to decide the kinds of good materials and difficult to make intention to read. As reading instruction evolved, what was emphasized was that such instruction should be used in more holistic approaches to comprehension and complex thought (Thomas, 2001). Thus, reading maturity can be summarized as a set of internal factors that allow individuals to use information from reading to supplement and improve their own lived experience.

Based on the informal interview with one of English teachers and the students of SMA Muhammadiyah 1 Palembang, the teacher said that every student has a different level of reading maturity. Students argued that the laziest activities in learning English is reading, because it is as complicated a subject because they must realize or comprehend what they read, when they are reading, they do not have a real aim, just focus how to read well, and they are hard to think about the meaning. Some of the students were not satisfied with their reading score. Most of them prefer playing games or social media. In fact, they got bored reading books. It could happen due to some reasons. As a result, only a few of them read, at least to finish in a day. Hence, it is critically essential to investigate the relationship between reading maturity of the students and their comprehension achievement.

There are some previous research which have been conducted before related to both variables, reading maturity and reading comprehension. But the result is still inconsistent. Squires (2014) found that there was significant correlation between reading maturity and reading comprehension. In contrast,

Abdulzhi (2012) found the correlation between reading maturity and reading comprehension was negative.

Based on the explanation above, the researcher assumes that reading maturity as one of affective factor for students to achieve successfully in reading comprehension. Then, there is no research that has been conducted at the school before related to reading maturity and reading comprehension. Therefore, I encouraged that, it is still important to concern on this study of the correlation between reading maturity and reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Palembang.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Was there any significant correlation between reading maturity and reading comprehension of tenth grade students of SMA Muhammadiyah 1 Palembang ?
2. Did reading maturity significantly influence reading comprehension of tenth grade students of SMA Muhammadiyah 1 Palembang ??

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between reading maturity and reading comprehension of tenth grade students of SMA Muhammadiyah 1 Palembang?

2. To know if students' reading maturity significantly influences reading comprehension of tenth grade students of SMA Muhammadiyah 1 Palembang.

1.4. The Significance of the Study

From this study, I hoped that this study gave some information in development for language teaching and learning process. Especially understanding the reading maturity related to the students' reading comprehension. To get success in learning, learners must aware with their capability as a power to reach the purpose of learning. Therefore, the study hopefully could be useful for teachers, material developer, course designer, next reseacher, and students.

In teaching English especially reading subject, it was expected that teachers knew the concept of reading maturity as one factor that can affect the students' success or failure in their learning especially reading. Also, teacher could handle their students and give special treatment to each student by taking consideration to students reading maturity. Besides, it was useful for material developers in making and designing material, especially reading material. Material developers could create reading material by adapting and realize the level of students reading maturity. By doing this, there was suitable from reading maturity level and reading material.

Therefore, course or class designer could conducted survey to know the level of students reading maturity. It was important for course designer to put the students in the right level of reading maturity and the suitable class with others peers. Also, this study was important information for the next researchers who

want to identify reading maturity and reading. Also, there were a lot possibilities to correlated reading maturity to other language skills. Especially for the students when they knew about their reading maturity, it helped them to realize that how to improve their ability effectively. They could improve their ability in learning reading by taking consideration to reading maturity as one of factor affects their reading comprehension. Last, as the researcher, it improved researchers' knowledge about reading comprehension and reading maturity. It was useful for the researcher as the candidate of teacher which the knowledge was applied in education term by researcher.