

**THE INFLUENCE OF GLOBAL READING STRATEGIES ON READING
COMPREHENSION ACHIEVEMENT AT THE ELEVENTH GRADE
STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG**

THESIS

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**FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
UNIVERSITAS MUHAMMADIYAH PALEMBANG
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THESIS

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"The Influence of Global Reading Strategies on Reading Comprehension Achievement at the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang "

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Yang menyatakan,



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MOTTO AND DEDICATION

- ♥ *Stay focus and completed the journey.*

This thesis is dedicated to :

- ♥ *My beloved father, thanks so much for everything. You are the one who always I remember when I got stuck on my thesis. It is the first give to you that I can give to you. Your big dream is your daughters' graduation. And I have I achieved it. Then to my mother thanks for your support and effort to make me ca finish this thesis. I love you so much.*
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ABSTRACT

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Key Words : influence, global reading strategies, reading comprehension achievement.

This thesis is entitled “The Influence of Global Reading Strategies on Reading Comprehension Achievement at the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang”. The formulation of the problem was “Is there any significant influence of global reading strategies on reading comprehension achievement?”. Therefore, the objective of this research was to find out whether or not : there is a significant of global reading strategies on reading comprehension achievement. The hypothesis of this research were (1) There is no significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang. There is a significant influence of global reading strategies reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang. To conduct this research descriptive quantitative was used. The population of the research consisted of 347 students of SMA Muhammadiyah 1 Palembang in the academic year of 2021/2022. The researcher chose 2 class of eleventh grade students consisted of 64 students. The sample was selected by using convenience sampling. The data were collected by using questionnaire and test. The data were analyzed by using correlational (spearman rho) and regression analysis. The result showed that there was strong correlation between global reading strategies and reading comprehension achievement ($r = .878$). The influence of global reading strategies was 0.759 or 75.9 % to the reading comprehension achievement. From the F-test, it can be seen that the F-obtained was 195.152 with the significant level $p < 0.05$ was higher than the value of F-table (F-table = 3.99) . Since the F-obtained was higher than F-table, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. So it can be conclude that there was a significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang.

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The writer realizes that the thesis is far from perfect. There are many mistakes and weaknesses. Therefore, the researcher hopes for suggestions and expects that this thesis will be useful for readers.

Palembang, Oktober 2021

The researcher,

Sunarti

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CHAPTER I

INTRODUCTION

This chapter presents: (A) background of the research, (B) problem of the research, (C) limitation of the research, (D) formulation of the research, (E) objective of the research, (F) significance of the research and (F) hypotheses of the research.

A. Background of the Research

Amberg and Vause (2009, p. 2), explained that language is a foremost means of communication which is communication almost always takes place within social life. Therefore, language that is used in communication enables us to express our ideas, our feelings. Language can be said as the core of humanity. Language enables individuals to engage socially, initially within the family, and later in a broader network of relationship.

English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy (Subasini and Kokilavani 2013, p. 56). In learning English, students are required to be able to understand some of the language skills. There are four language skills, listening, speaking, reading and writing. In addition, Lotherington (2004, p.65) argued that the four basic language abilities were commonly regarded as speaking, listening, reading and writing. By mastering these skills, students were expected to integrate them was communication acts.

Among those for skill, Debat (2006, p.1), stated that reading is the most crucial skill for students of English as foreign language (EFL) or second language (ESL). Reading in a second or foreign language (SL/FL) has been a significant component of language learning over the past forty year (Zoghi, Mustapha, Rizan and Maasum, 2010, p. 439). Devito (2014), also stated that reading helps children to develop their vital language skills, to open up new world and to enrich their live, to enchase, to improve their hand-eye coordination, and to provide them with fun activity. It is arguable to say that reading plays important part in developing students' knowledge.

Furthermore, Komiyama (2009, p.32), argued that reading is very important skill for English language learners in today's world, it supports the development of overall proficiency and provided access to crucial information at work and in school. Through reading, students can gain and add knowledge about many subjects and reading also gives students pleasure. This significance has made reading education an important issue in educational policy and practice for English language learners (Slavin and Cheung, 2005, p. 247). However, reading is a complex, interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an individual process, which explains the different interpretations of different readers (Maarof and Yaacob, 2011, p. 211).

There are some factors that contributed for having good reading comprehension. One of them is reading strategies. Reading strategies are very important to help reader comprehend the text in the act of reading (Kuru- Gonen, 2015, p. 2924) and the implementation of special reading strategies enable more efficient use of time (Sen, 2009, p. 2301). Moreover, it is effective way to solve reading problems encountered by students while reading academic material (Lien, 2011, p. 200). Reading strategies are defined as the comprehension processes that readers used in order to made sense of what they read that categorized as approaches, actions, and procedures used to improve reading comprehension (Brantmeier, 2002, p. 1). Research studied on second or foreign language reading have consistently confirmed the importance of reading strategies on developing language learners' reading comprehension skills (Zare and Nooreen, 2011; Brantmeier, 2002; Slataci and Akyel, 2002; C). They argued that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledge that reading strategies can be taught to learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002).

The role of strategy used in reading comprehension has been a topic of discussions in second or foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the

underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). It implied that being a strategic reader help reader comprehend the text and handle the reading problems. The effective strategies produced an effective result. Lau and Chan (2003, p. 13), stated that skill readers know how to use affective strategies to facilitate the functioning of various cognitive process and construct meaningful understanding of the text, poor readers simply read the text word by word without using any strategies. In addition, Saracaloglu (2009, p. 249) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand and remember the content. Their findings indicated that in reading text, good readers often use effective reading strategies to enhance their comprehension. Furthermore, Chen and Chen (2015, p. 156), said learning to read is an absolutely necessary skill for understanding SL/FL texts. Readers may use useful strategies to help them read SL/FL texts as they construct meaning. Those strategies helped learners, not only to understand general information in the reading text at very fast rates but also to remember new lexical items from the text.

Most readers may face comprehension problems while reading a text but proficient readers would face the problems by consciously applying effective reading strategies to solve the comprehension challenges. Alfassi (2004, p. 171), stated that students should understand the meaning of the text, critically evaluate the message, remember the content, and apply a new-found knowledge flexibly. Using reading strategies appropriately may be of great help to non-native readers because it can serve as an effective way of overcoming language deficiency and obtaining better reading achievement on language proficiency test (Zhang, 2008). As an EFL educator, it is essential to explore how students learn to read in English and understand more the problems they have encountered in reading strategy used, so that teachers could help them acquire better strategies.

Furthermore, Based on the researcher's observation found the problem about reading, especially doing reading TOEFL test. Based on the results of interviews with the teachers at SMA Muhammadiyah 1 Palembang, it was found that students had difficulties to identifying information and also to found main

idea of the text. The problems happened because students did not use strategies when they read. The researcher gave information about global reading strategies to improve reading comprehension achievement and also to found out the influence of global strategies on reading comprehension.

Based on the background above, the researcher intended to research with the title *“The Influence of Global Reading Strategies on Reading Comprehension Achievement at the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang”*.

B. Problem of the Research

Based on the background above, the problem of this research was formulated on the following question :

“is there any significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang?”

C. Limitation of the Research

In this research, the researcher has limited time, data, and so on. To avoid misunderstanding to the problems, it was necessary for the researcher to limit these problems in this research. The researcher focused on the influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang.

D. Formulation of the Research

Based on the limitation of the problem, this research was formulated on the following question “is there any significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang?”

E. Objective of the Research

Based on the formulation of the problems above, the objectives of the research was find out whether or not it is significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang.

F. Significance of the Research

The result of this study would be beneficial for some parties;

1. The English Teacher

The result of this research was hoped to broaden the teachers horizon about their knowledge in teaching English reading text. Both of these two components are important to teach especially for reading comprehension as an important component of second language proficiency. It was also hoped that this study may broaden the teachers' horizon about the students' individual differences, especially in their reading strategies together with the alternative to solve the problems in reading because each students has different characteristics and problems.

2. The Students

The result of this research would be able to inform the students about the existence of reading strategies. The information is hoped to help them understand themselves by being able to recognize and develop their strategies in reading to improve their reading comprehension achievement.

3. The Researcher Herself

The result of this research was hoped to give valuable information and knowledge to the researcher herself in her capacity as an English teacher, a student, and also a part of society. It was also hoped that the results of this research might give contribution to other researchers as the basis for them to do further studies.

4. The Others Researcher

This research gave much information about not only the influence of reading strategies on reading comprehension achievement, but also how much it influence learners' reading strategies. Therefore, this research could be used as reference for future studies with similar problems or variables.

G. Hypotheses of the Research

The hypotheses of this research were start below :

1. The null hypotheses (H_0) : There is no significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang.
2. The alternative hypotheses (H_a) : There is a significant influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang.

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