

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a comprehensive description of the research. It consists of the background of the study, formulation of the problem, operational definitions, the aim of the research, and the significance of the study.

#### **1.1 Background of the Study**

The ability to grasp English is crucial because it is a language used internationally in many nations. With their development and involvement in all language skills, EFL students are expected to be proficient in English. Out of the 72 nations examined, Indonesia ranks 32nd on the English Proficiency Index (EPI). The Indonesian score was 52.91 points, which placed it under the ‘moderate proficiency band’. The learner should have all four skills of language; listening, speaking, reading, and writing. The ability to master English can be seen from the result of the English proficiency test. Test of English Language Proficiency (TELP) is used by students at Siliwangi University to fulfill graduation requirements. The English language proficiency exam TELP shares features with the TOEFL, which is divided into three sections: reading comprehension, structure and writing expression, and listening comprehension. With a passing score of 400–450 as a minimum (the score varies depending on each faculty need), Siliwangi University employs TELP to evaluate students' aptitude and abilities as part of graduation requirements. With the use of the TELP test, students' comprehension of English and how the learning process worked was assessed.

By highlighting students' shortcomings and challenges, reading comprehension was developed to identify students' issues while dealing with the subject matter included in the texts (Rohadi, 2019). As one aspect of reading proficiency, students

should be able to understand reading comprehension. Students who have received reading instruction may be able to identify the text's primary theme, particular details, and word meaning. Achieving a higher score in TELP is not an easy task. The results of many studies were conducted to determine the issue with reading comprehension exams. According to Samad and Fitriani (2016), just 2.77% of students can reach the score, and the majority of them cannot achieve it.

In several research to find the common issue in difficulties of students on English proficiency tests, reading comprehension had more trouble for the students. On the English proficiency test's reading comprehension component, a number of kids received low marks. Nezami (2012) claimed that the student's poor knowledge and abilities contributed to their struggles on reading comprehension exams. According to Mahmud's (2014) study, students' lack of motivation and competence levels prevent them from understanding texts. In accordance with Antoni's (2014) research, students struggle to understand the meaning of the passages they are given in the reading section and are unable to fully understand all of the topics that are offered. She claims that the issues are brought on by their limited vocabulary, use of certain words, and amount of time allotted for the part. Since the problem with students' reading comprehension is that they are unable to identify difficult words, subjects, essential concepts of the text, and vocabulary (Chawwang, 2008).

Students should prefer the way they choose from the range of reading methods as the outcome of strategies used by students with good test results (Schmitt and Schmitt, 1995). Even so, the previous research has focused more on the common difficulties of the students in reading comprehension test. However, the studies does not mention how strategies they are used to finished the test. Therefore, this study was carried out to establish the reading comprehension test strategies for EFL learners. To validate the extent to which reading comprehension strategy may be attained, extra analytical work is necessary. This study was carried out to analyze reading methods to

explore undergraduate students' strategies in reading comprehension of TELP based on the phenomena previously described.

## **1.2 Formulation of the Problem**

A research question addressed in this study is ” What strategies are used by students who got high scores in reading comprehension of TELP at Siliwangi University?”

## **1.3 Operational Definitions**

### **1.3.1 Reading Comprehension**

The capacity to read text (words, sentences, etc.) and comprehend its meaning by analyzing and inferring from it without concern for language (Antoni, 2014). Reading comprehension in this study is based on some questions provided to TELP exam takers by the state of Siliwangi University.

### **1.3.2 TELP (Test of English Language Proficiency)**

A test designed to determine the level of the student's English proficiency. Reading comprehension, writing structure and expression, and listening comprehension make up the three sections of the exam itself. Siliwangi University administers the test as a condition of graduation. And the author will concentrate on reading comprehension assessments in this study.

## **1.4 Aim of the Research**

This study aims to investigate students' strategies in answering reading comprehension of TELP.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical Use**

The knowledge and requirements of learning the English language for EFL students will be expanded by this study, especially in the context of a reading comprehension test.

### **1.5.2 Practical Use**

This research will serve the readers about reading comprehension by using strategies to expand students' proficiency in attending the reading comprehension text.

### **1.5.3 Empirical Use**

This study will enrich the researcher's knowledge about how reading comprehension strategies can help the reader if a problem arises in students' perception to help miscomprehension of the meaning-making process. Collecting the data strategies of memory, metacognitive, social, determination, and cognitive and measuring the impact of vocabulary in reading comprehension (Nation, 2001).