

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains six sub chapters. They are background of the study, problems statement, objectives, significance, scope and limitation, and definition of terms.

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

English as a subject matter in school curriculum covers four language skills namely listening, speaking, reading, and writing. Reading is the most salient activity in school. Reading is one of so many complex ways in learning English. Among other is to comprehend the writer's idea in different texts.

Teaching reading for adolescent learners or Junior high school students must be different from children in elementary school because of different characteristics of psychological background. Peer approvals may considerably be more important for students than the attention of teachers which, for younger children is so crucial (Harmmer, 1991: 229). It is important for considering their classmates as motivation in deep learning of improving teaching learning process of reading. Harmmer also states that students must be encouraged to respond the text and situation with their own thought and experience, rather than just answering question and doing abstract activities.

Reading is necessary when students continue their study, especially at the secondary level students. They need good reading skill for acquiring knowledge and learning new information. However, we can see that most students reading abilities are not good enough.

Today, reading comprehension programs employ explicit reading strategies using teacher direct instruction with additional student practice. Comprehension through discussion involves lessons that are “instructional conversations” that create higher-level thinking opportunities for students. The purposes of discussion are to promote critical and aesthetic thinking about text and encourage full classroom involvement. Making connections will help students understand what the author’s purpose is and what the story is about. For students to be successful in learning (able to find out form of knowledge) the teacher should design and do learning activities, that give chance to student’s directly enable to find out knowledge themselves (Suciaty, 2002: 2). In learning theory, a student’s is expected to be more active to build up his/her knowledge.

Learning of English at the Junior High School level is based on the 2013 curriculum. The implementation of the 2013 curriculum is carried out in stages for class VII up to IX. The 2013 curriculum requires students to be more active in understanding the texts that exist in understanding reading through reading especially narrative text. The curriculum appears to focus more on readings. Thus the test covers reading material from class VII to class VIII.

The writer wants to make a research in the eighth grade students of SMPN 1 Kupang, because the writer thinks the students have known and were able to use English. In this case, the eighth grade students are able to master reading as one of English four main skills. Seeing the situation above, the writer feels interested to conduct **“A STUDY ON READING COMPREHENSION ABILITY OF THE EIGHTH GRADE STUDENTS OF SMPNEGERI 1 KUPANG IN THE SCHOOL YEAR 2018/2019”**.

### **1.2 Statement of the Problems**

Based on the background of the study, the writer formulates the problem into questions to be answered:

1. Are the eighth grade students of SMP Negeri 1 Kupang in the school year 2018/ 2019 able to comprehend the text they read?
2. What is the level of ability of the eighth grade students of SMP Negeri 1 Kupang in the school year 2018/2019 in comprehending the text they read?

### **1.3 Objectives of the Study**

This study has some objectives. The objectives in detail are presented in following part:

1. To find out whether or not the students of SMP Negeri 1 Kupang are able to understand the text they have read.
2. To measure the student's ability level in comprehending the text they read.

### **1.4 Significance of the Study**

The significance of the study is actually the use fullness and the benefit or the study for human beings. So the result of this study might give benefits for the following persons:

### **1. for English Teachers**

The result of this study will inform the English teacher at the researched school about the student's ability in reading comprehension.

### **2. for the Students**

By reading the result of this study the students will be informed about their level of comprehending the text they read.

### **3. for the Writer**

To increase the writer's knowledge about reading comprehension skills and enable the writer to do research.

### **4. for English Education Study Program**

The result of this study can give information about the ability of the students of Junior High School on English to the English Education Study Program.

## **1.5 Scope and Limitation**

There are four language skills, they are listening, speaking, reading and writing. In reading there are three types of comprehension, they are: Literal comprehension, Interpretive, and Critical comprehension. In this study the writer focus in reading especially literal reading comprehension of the eighth grade student's of SMPNegeri 1 Kupang.

## **1.6 Definition of Terms**

There are some terms used in this study and in order to avoid reader's misunderstandings, then the writer clarifies the terms in the following:

### **1. Ability**

It is capacity of someone physics or mental that can develop through optimal exercises (1987). Here the ability means the capacity of eighth grade student's of SMP Negeri 1 kupang in comprehend a text marked by being able to answer the question.

### **2. Reading**

Reading is a complex of skills that the individual uses to derive meaning from the printed page. (Karlin: 1963: 1). In this study reading means the skills that the eighth grade student's of SMP Negeri 1 Kupang use to derive meaning from the reading text they read.

### **3. Reading Comprehension**

Reading comprehension is the process of the using syntactic, semantic and rhetorical information found in printed text to reconstruct in the reading mind using the knowledge of the world he or she posses, ability, a hypothesis, or personal explanation, which may account for intended message that existed in writers mind as the printed text was prepared (Devine, 1986: 150). In this study, reading comprehension is the level of understanding of a text or message and thus understanding comes from the interaction between the message and the students as the readers.

#### **4. SMP NEGERI 1 Kupang**

SMP Negeri 1 Kupang is one of the public Junior High Schools located on Jln. Prof. Dr. W. Z. Johannes No. 30. Oebobo.