

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, Problem Statements, Objectives of the Study, Significance of Study, Scope and Limitation, and Definition of Terms.

1.1 Background of the Study

The Indonesian government has treated English as the first foreign language to be taught at Junior High School, Senior High School and Universities. Recently, the teaching of English has also been offered to elementary school. Even now days it is also offered to be taught kindergarten. English is very important for assisting those who intend to enroll for higher education; it is to cope up with globalization demands, high technology development, for culture enrichment and to establish international communication.

Teaching is not only a technique and a way to transfer knowledge, skills, talents or attitudes to the students, but it is also an art. The teaching of English involves many interrelated factors such as teacher's competence, performance, personality, ability, behavior, knowledge and skills of how to teach. As an international language, English is used by many people around the world. There are also many books and resources written in English. In many countries English has become one of the main subjects to be taught to the students as a second foreign language. Yet, it is as the first foreign language in Indonesia.

As a language, English has its own basic skills and sub skills. Among other things, listening, reading, writing and speaking and sub skills those are pronunciation, vocabulary, and grammar. As a prospective teacher, the writer is aware that the effective teachers are those who remember that the students are the most important part of teaching learning proce. For the purpose of teaching reading, Gloria in Marokaha (1991:29) said that teacher of English as a second language (ESL) have for centuries been interested in finding better ways to help students understand and retain knowledge they encounter in the classroom and in next materials which are required to read. Based on this opinion, the writer tried to find out the better ways in teaching reading for the students.

Rivers (1987) stated that to get the best classroom interaction, the teacher should have variety of approaches and techniques. They need to consider the age of the students, their scholastic background, culture and their motivation in studying language. Based on the writers experience doing Teaching practice program at SMA Swasta Terakreditasi PGRI Kupang for three months, the writer found that, most of the students didn't understood the text they're read it can be seen from the way they answer the questions provided after they read certain text doing the reading and learning process. So the writer is motivated to conduct a study in relation to the reading comprehension ability of the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang under the title; A Study on the reading comprehension ability on the eleventh grade student of SMA SWASTA TERAKREDITASI PGRI Kupang in the School Year 2017/2018".

1.2 Problem Statements

Based on the background of the study the problem statements of this study are:

1. Are the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang in the school year 2017/2018 able to comprehend the narrative text they have read?
2. What is the comprehension ability level of the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang in the school year 2017/2018 reading the narrative text?

1.3 Objectives of the Study

The objective of the study is the aim of doing the study. The objectives studies of this study are:

1. To find out whether or not the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang able to comprehend the narrative text they have read.
2. To find out the ability level of the eleventh grade students of SMA Swasta Terakreditasi PGRI Kupang in reading narrative text

1.4 Significance of the Study

The result of the study will be beneficial for the following:

1. For English teacher

The result of this study is expected to be beneficial for the English teacher as an input about the students' reading comprehension ability.

2. The writer

In conducting this study, the writer hopes that to obtain more positive and beneficial input which in turn will hopefully be the best assisting him in pursuing the future career as an English teacher.

3. The Students

This study will inform the students about their level of ability in reading.

1.5 Scope and Limitation

This study is about assessing reading comprehension ability. In comprehending a text; there are 4 types of comprehension namely Literal comprehension, Interpretation, and Critical comprehension. In this study the writer focused on the Literal comprehension in senior high school, there are 4 types of Readings taught. They are Literal, interpretation, and Critical comprehension and creative. In this study, the writer focused on comprehension narrative text. Reading. However, the writer focused on assessing the students' reading ability especially on literal comprehension. The students were asked to read narrative texts and answer questions provided.

1.6 Definition of Terms

In this part the writer presents some terms that the writer used and the meaning of each;

1. Ability

Hornby (2007) defines that ability is the capacity of power (to do something physical or mental). In this study ability means the capacity or power of the students of SMA Swasta Terakreditasi PGRI Kupang to read the narrative text.

2. Reading

Leipzig 2001, (in Marokaha 2007) defines that reading as a multifaceted process involving word recognition comprehension, fluency, and motivation. Reading is making meaning from a reading text. It requires that we identify the words in print a process called recognition, construct an understanding from them a process called comprehension.

3. Reading Comprehension

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader (Grade 200:29). In his study, reading comprehension is the ability of students to answer some questions of what they read.

4. SMA Swasta Terakreditasi PGRI Kupang

SMA Swasta Terakreditasi PGRI Kupang is one of the private senior high school that located in Jl. Swakarya 1, Kuanino Kupang, Telp. [0308] 832170.