

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, included in the teaching of reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world, Yet, the importance of reading has not been realized by most of our society. A large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most

important one because it can influence other language skills (listening, speaking, and writing)

Reading is a fluent process of reader combining information from the text and the reader's own background knowledge to build meaning. The goal of reading is comprehension. This definition of reading is divided into two parts i.e. strategic reading; it is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading, and fluent reading; it is defined as the ability to read at appropriate rate with adequate comprehension. The reader's background knowledge integrates with the text to create the meaning (Nunan, 2003:68).

Reading comprehension is the primary aim of most reading classes. In fact, the most common weakness of reading courses is this kind of reading. However when developing comprehension questions, we must make sure the questions reflect the focus and the direction of a passage and that the information demanded by a question is accessible to the students during careful reading (Long and Richard, 1987:239).

Less knowledge on reading can influence him or her-self to comprehend the text. Regarding this, the writer presents such related materials or theories to guide the readers in reading comprehension as the nature of reading abilities as the purposes of reading including to search for simple information and reading to skim, reading to learn from a text, reading to integrate information, write and critique text, reading for general comprehension; defining fluent reading comprehension; describing how reading works; component of reading abilities;

basic levels of comprehension skills; developing reading skills; and the models of the process of reading and its interactive models.

Since 2006/2007 school year, junior high school have applied new curriculum named KTSP (Education Unit Level Curriculum). As explained above this curriculum gives opportunities to the school or teacher to develop the curriculum which considers the culture, regional potentiality, and the ability of the students. The schools also, develop the curriculum based on the potentiality that it has.

Based on the writer's teaching experience when she did her teaching practice in SMAN 7 Kupang. She found that many students still had problems in reading, take for example, the students made mistakes such in answering the questions about the text they have read for example the text about (why do hawk hunt chicks) . It is assumed that the students did not understand yet how to comprehend the reading text. That is why it makes the researcher interested in conducting a research entitled: **“A STUDY ON READING COMPREHENSION ABILITY OF ELEVENTH GRADE STUDENTS OF SMAN 7 KUPANG IN THE SCHOOL YEAR 2015/2016”**.

1.2 Statement of the Problem

Based on the background, this study is aimed at answering the following questions.

- 1) Are the eleventh grade students of SMAN 7 Kupang in the school year 2015/2016 able to understand the text they read or not?

- 2) What is the level of the ability of the eleventh grade students of SMAN 7 Kupang in the school year 2015/2016 in understanding the reading text ?

1.3 Objective of the Study

The following are the objectives of this study:

- 1) To know whether the eleventh grade students of SMAN 7 Kupang in the school year 2015/2016 are able to understand the text they read or not.
- 2) To know what is their level of ability of SMAN 7 Kupang in the school year 2015/2016

1.4 Significance of the Study

This study has some benefits for the following persons.

- 1) For the English Teacher at SMAN 7 Kupang.

The English teacher will know his/her result in teaching English, especially reading comprehension.

- 2) For the Writer.

This study is expected to be a means to deepen her knowledge about how to teach reading comprehension.. The writer is also trained in how to write a scientific writing especially in form of thesis.

- 3). For the students : the result of this study on reading comprehension can motivate the students to improve skill and knowledge of reading comprehension.

1.5 Scope and Limitation

This study is about reading comprehension. In this study the writer limits the study on the ability of the students in reading narrative text. The writer wants to know whether students of SMAN 7 Kupang in the school year 2015/2016 are able to understand the narrative text they read by answering the questions, and also to know the students ability level is, the writer focuses on Literal Reading Comprehension.

1.6 Definition of Term

In this part the writer wants to clarify some key words in relation to the topic of this study in order to help readers in understanding this writing better. They are as the following:

1. Ability

Ability is a potential capacity or power to do something physically or mentally (Hornby, 1982:2). Dealing with the study, ability means capacity or power of the Eleventh grade students of SMAN 7 Kupang in comprehending a reading text.

2. Reading

Grabe and Stoller, 2002:9, defined reading as the ability to draw meaning from the printed page and interpret this information appropriately. In this study, reading means the ability of Eleventh grade students of SMAN 7 Kupang in drawing meaning from the text they read.

3. Comprehension

Comprehension is a process by which a person understands the meaning of the written or spoken language (Richard, 1985). In this study, comprehension means the process by which the Eleventh grade students of SMAN 7 Kupang understand the reading text they read.

4. Reading comprehension

It is the process of using syntactic and rhetorical information found in printed text to reconstruct in readers' mind, using the knowledge she or he possesses, plus appropriate cognitive skills and reasons ability, a hypotheses or personal explanation which may account for the intended message that existed in the writers' mind as the printed text contain (Devine 1986:126). To this sense, Reading comprehension means the process to construct the meaning and using the knowledge she or he possesses towards the printed text contains of the Eleventh grade students of SMAN 7 Kupang dealing with an English reading text.

5. SMAN 7 KUPANG:

It is one of private senior high schools in Kupang which is located on Jln.Frans Da Romes Tofa-Maulafa- Kupang.