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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the important skills in English. According to Richards & Schmidt, (2010) reading is the processes by which the meaning of a written text is understood. In reading activity, students should be able to comprehend meaning of texts to acquire information and also knowledge from texts. Thus, the readers not only have to know the meaning of words but also be able to comprehend the meaning contained in texts.

In line with statement above, Moreillon (2007) stated that reading is making meaning from printed and visual information. It means that in reading activity, students should be able to have information from texts that can be in printed or visual forms. According to Patel & Jain (2008), reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life, which one can update his/her knowledge. Reading skill is an important tool for academic success. Therefore, reading skill is an important tool to update knowledge for the success by comprehending texts.

Futhermore, Alfassi (2004) also states that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes. The main goal of

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reading is to gain comprehension to find the meaning of what they read and answer the questions based on the reading text.

SMP Negeri 4 Siak Hulu is one of the Junior High Schools located in Kampar. As a formal education, it also provides English language to the students, especially reading skill. This school uses the new curriculum that is introduced by the Indonesia Government in 2013. In this curriculum, English is one of the primary subjects that must be taught to the students. Based on 2013 curriculum, the students should learn English twice a week. In learning process, there are four kinds of English skills that are given to the students; reading, writing, speaking and listening.

Based on the 2013 curriculum that is used in that school, eight grade students are designed to master reading skill. The aim of teaching reading is to make students be able to read English text effectively and efficiently. The students have to master and comprehend not only the structure of the sentences in the text, but also explicit and implicit way. Reading is not only to understand the overall text, but also to understand the implicational meaning that existed in the text. It gives much contribution to the other skills. It means other skills will go together if the students are able to read and comprehend text well.

The basic competence about reading stated in the syllabus of this school is that the students have to be able to get meaning contextually about social function, structure of the text and language features of texts. In teaching reading activity, teacher asked students to pay attention when he/she read text

in front of the class. In turn, students were asked to read the text and discussed it together. Students were taught to understand the text; social function, generic structure and language features. At the end of the lesson students were asked to rewrite the story about text that had been read before.

Reading comprehension of the students are vary, includes in understanding recount text. Some students might understand easily but some others not. The teacher has used good strategies for students in teaching and explaining text. The teacher also taught how to comprehend the text. But in fact, students are still difficult to understand the reading subject especially on recount text. It happened because some of the students have no dictionary and lack of vocabulary.

Therefore, the writer wants to find out about the real condition of students' ability in comprehending recount text. The writer is interested in doing a research entitled **“An Analysis of Students' Reading Comprehension in Recount Text of Barrett Taxonomy at the Eight Grade of SMP Negeri 4 Siak Hulu”**

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## B. Definition of the Term

The terminology used in this research can be defined as follows:

1. An analysis means finding clear information about something, somebody or some cases (Suharwinoto, 2001). In this research, an analysis means to find clear information about students in comprehending recount text.
2. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, et.al 2007). Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. It means that reading comprehension is not a simple process. Readers need their prior knowledge about text and understanding components include in texts to build their comprehension. In this research, the writer will focus on reading comprehension of recount text.
3. Recount text is a text that telling the reader about one story, action or activity (Wardiman, *et al*, 2008). In this research, recount text is one of the genres used by the writer in order to know the students' ability in comprehending reading text.
4. Taxonomy is classification of items into classes and sub-classes (Richard and Schmidt, 2010). In this research, it focused on Barret Taxonomy about classification of reading comprehension.





### C. Problem

Referring to the background and the phenomena, it is clear that most of the student of SMP Negeri 4 Siak Hulu still face difficulties in comprehend the recount text.

#### 1. Identification of the Problem

The identification of the problems as follows:

- a. Why did some of the students have lack of vocabularies?
- b. Why were some of the students difficult to get the main idea of recount text?
- c. Why were some of the students not able to identify the generic structure of recount text?
- d. Why were some of the students not able to identify the meaning of unknown word of recount text?

#### 2. Limitation of the Problem

The writer limited the research into the students' reading comprehension of recount text at the eight grade of SMP Negeri 4 Siak Hulu based on Barret's taxonomy.

#### 3. Formulation of the Problem

Based on the explanation above, this research is formulated as follow:

- a. How is the students' reading comprehension in recount text of the eight grade students at SMP Negeri 4 Siak Hulu based on Barret Taxonomy?
- b. What Barret Taxonomy of reading comprehension in recount text is the most difficult for the students at SMP Negeri 4 Siak Hulu?

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## D. Objective and Significance of the Research

### 1. Objective of the Research

- a. To find out the students' reading comprehension of recount text of eight grade students at SMP Negeri 4 Siak Hulu based on Barret taxonomy.
- b. To find out Barret taxonomy of reading comprehension in recount text is the most difficult for the student at SMP Negeri 4 Siak Hulu.

### 2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. The research findings are expected to support the theories related to the English education, in the terms of students' reading comprehension.
- b. The research findings are also hopefully, useful and valuable, especially for students and the teachers of English at State Junior High School 4 Siak Hulu to be consideration in their teaching and learning process in the future.
- c. These research is also expected to be theoretical information to the development of the theories in language teaching.