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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the language skills that should be mastered by English language learners. Reading is the ability to recognize the messages from written language. It requires readers' ability to translate the meaning from formal language into informal language. Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading involves recognizing and comprehending words and sentences patterns. According to Wooley (2011), reading comprehension is a process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading is essentially an intellectual skill. This is the ability to correlate the black marks on the paper by way of the formal elements of language. As one of the language skills, reading is the most integral part in language learning. It enables students of a higher learning to open the window to the outside world as readers with strengthened reading skills will be able to progress and attain greater development in all academic areas. In related to Carver and Pantoja (2015), after reading, students can adjust the prediction they made prior to reading, or they can generate additional questions about the topic. An effective way to summarize might be to have the students add to information that was

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brainstormed prior to reading. In addition, reflecting in writing about what they have read is a strategy that will support comprehension and provide a window into students' understanding of a passage.

In this research, researcher focused in reading comprehension about descriptive text. Descriptive text is one of the text types that are learned in Senior High School, especially in tenth grade. According to Stanley (1988), description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In line with Syafii et. al (2011), descriptive text is the text that used to describe a place, a thing, or a person.

State Senior High School 1 Tapung is one of the formal schools in Kampar regency. As a formal school, this high school is also offering the English subject to students especially in term of reading comprehension skill. Based on curriculum 13 (K13) that is used at tenth grade students in State Senior High School 1 Tapung, the purposes of learning descriptive text are: The first core competency are understanding and implementing factual knowledge, conceptual, procedural, and meta-cognitive by curiosity about science, art, culture, and humanities with the insight of humanity, national, state, and civilization related causes of phenomena and events, as well as applying procedural knowledge in specific areas of study that suit their talents and interests to solve the problem. The basic competency of this subject is to understand the social function, structure of text, and language features of descriptive text about person, buildings,

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place, etc. The second one is processing, analyzing, and offering in abstract and concrete concerned development they have learned at school with self-employed, and able to use method appropriate the rules. The basic competency of this subject is can comprehend the mind idea of descriptive text, and produce descriptive text coherently (National Education Department).

Based on the preliminary observation of the researcher on April, 2017, the researcher interviewed a teacher of English, Mrs. Sri that taught English for the tenth grade of State Senior High School 1 Tapung. The result of interview is some of students have problems and difficulties of reading English especially reading descriptive text. Their ability in reading comprehension is still far from the expectation of the curriculum. It is provided by the result of minimum passing grade that achieved by the students. Based on the researcher's finding, the minimum passing grade for reading comprehension of descriptive text in State Senior High School 1 Tapung is 75 whereas some of students could only less than 75.

The problem above is caused by several factors, whether it is from the students itself or from the outside. One of the factors is students' cognitive process. Cognitive process is something happening in the students' mind. According to Adams and Collins in Sheridan (1981) The student has present in cognitive structure schemata which constitute a cognitive filter through which one views the world and from which one predicts or makes inferences about what is read. Schemata is represent

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generic concepts which are stored in memory. A more recent theory of reading comprehension is called “schema theory”. The goal of schema theory is to describe interaction between what is in the text and how that information is shaped and stored by the reader.

At the State Senior High School 1 Tapung, it has two majors, Natural Science major (IPA) and Social Science major (IPS). Natural science and social science are two subjects that differ from each other in terms of their subject matter. Natural sciences are the branches of science that go into the details of the natural world by using scientific methods. The students who study in natural science tend to think logically and based on the fact. On the other hand, social science is any study that is centered on society and its development. The students who study in social science major tend to memorize and recall information.

The students of the two majors have different cognitive process in doing something. The teacher belief that the students of natural science are better than students of social science. It caused of the different way of their cognitive intelligence of processing something, and also by looking at the behavior of natural science and social science students. The ways they express their ideas is not similar and depend on their characteristics. Unfortunately, the researcher can't judge someone's intelligency by his/her behavior instead the resarcher need to test them.

Therefore, the researcher interested in investigating the reading comprehension of descriptive text between natural science students who

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belong to logic mathematic intelligence and social science students who belong to inter-personal intelligence.

Based on the preliminary observation conducted by the researcher at the tenth grade of State Senior High School 1 Tapung, the researcher found the following phenomena:

1. Both natural science and social science students are not interested in reading class.
2. Both natural science and social science students take a long time to identify the topic of descriptive text.
3. Both natural science and social science students feel hard to analyze social function of descriptive text.
4. Both natural science and social science students are difficult to answer some questions of descriptive text.
5. Both natural science and social science students lack of vocabulary.

Based on the phenomena above, the researcher interested in researching the problems above in to a research project entitled “**The Comparison of Students’ Reading Comprehension in Descriptive Text between Natural Science and Social Science Students at State Senior High School 1 Tapung**”

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B. Problem

Based on researcher's preliminary observation at State Senior High School 1 Tapung, it is clear that most if students are still getting difficulties, especially in term of reading comprehension on descriptive text. To make the problems of this research clearer, thus, the problems will be identified as follows:

1. Identification of The Problem

- a. Why are some of the natural and social science students not interested in reading class?
- b. Why do some of the natural and social science students take a long time to identify the topic of descriptive text?
- c. Why do some of the natural and social science students feel hard to analyze social function of descriptive text?
- d. Why are some of the natural and social science students difficult in answering some question of descriptive text?
- e. Why do some of the natural and social science students lack of vocabulary?

2. Limitation of The Problem

In reference to the identification of the problems stated above, therefore the researcher needs to limit the problems of the research into comparison between natural and social science students on reading comprehension of descriptive text for the tenth grade at State senior High School 1 Tapung.

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3. Formulation of The Problem

Based on the problems limited above, the problems will be formulated into following research questions:

1. How is natural science students' comprehension on reading descriptive text for the tenth grade at State Senior High School 1 Tapung?
2. How is social science students' comprehension on reading descriptive text for the tenth grade at State Senior High School 1 Tapung?
3. Is there any significant difference on reading comprehension of descriptive text between natural science and social science students for the tenth grade at State Senior High School 1 Tapung?

C. Objective and Significant of the Research

1. Objective of the Research

Based on the formulation above, the objectives of this research are:

- a. To find out how the natural science students' comprehension in reading descriptive text for the tenth grade at State Senior High School 1 Tapung is.
- b. To find out how the social science students' comprehension in reading descriptive text for the tenth grade at State Senior High School 1 Tapung is.

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- c. To find out whether there is or not a significant difference between natural science and social science students on reading descriptive text comprehension for the tenth grade at State Senior High School 1 Tapung.

2. Significant Of The Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. Hopefully this research finding is able to benefit the researcher as a novice researcher in learning how to conduct a reserach.
- b. This research finding is expected useful and valuable for both teachers of english and students of State Senior High School 1 Tapung for their further teaching and learning consideration.
- c. Besides, this research finding is also expected to be positive and valuable information especially for those who are concerned with the teaching and learning english as a foreign language.
- d. Finally, this research finding is also expected to be practical and theoritical information to the development of theories on language teaching in general.

D. The Reason For Choosing The Title

There are some reasons wht the researcher is interested in carrying out this research as follows:

- a. The title of the research is relevant with the researcher's states as a student of English Education Department.

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- b. The location of the research facilitates the researcher in conducting the research.
- c. The title of this research is not yet investigated by other previous researchers.
- d. The researcher wants to find out whether there is any significant difference on reading descriptive text comprehension both natural science and social science students.

E. The Definition Of Key Term

There are so many terms involved in this research. To avoid miss understanding to the term used in this research, the following terms are necessarily defined as follows:

1. Comparison

Oxford Learner's Pocket Dictionary (2011) stated comparison is the process of studying or comparing something to find out how similar or different they are. Furthermore, comparison study is involving a systematized endeavor to compare two items, with an eye toward identifying points that the items hold in common, along with citing areas where the two items differ. Based on the explanation above, it is clear that comparison is describing the similarities or the differences between two items. However, in this research the term of "comparison" is referring to the design of this research is that to compare natural science and social science students on reading

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comprehension at the tenth grade of State Senior High School 1 Tapung.

2. Natural Science and Social Science

Natural science and social science are two of four programs provided in senior high school of Indonesia according to Indonesia's latest curricula. Natural science consists of several particular subjects that concerns on natural phenomenon such as biology, physics, and chemistry. On the other hand, social science concerns on such social phenomenon with human being as the main actor that covers in several particular subjects as economy, geography, history, and sociology.

3. Reading Comprehension

According to Wooley (2011), reading comprehension is process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Furthermore, Richard on Longmand Dictionary of Language Teaching (2010), reading comprehension is the result of understanding the meaning from written text in deeply. In this research, reading comprehension refers to the students's skill that will be compared by researcher at first year students of State Senior High School 1 Tapung.

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4. Descriptive Text

Descriptive text is a kind of text that is learned in senior high school in Indonesia especially in tenth grade. According to Setiadi (2012), a description is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non-living things such as animals, towns, buildings, etc. It is line with Syafi'i et al (2011), descriptive text is the text that used to describe a place, a thing, or a person. In this research, the descriptive text is a text that is used in giving test to compare student's reading comprehension between natural science and social science students at State Senior High School 1 Tapung.