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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that the students have to master. By reading, someone can obtain much information. For the students who study English, reading is not only reading something but also comprehending its content. In general, reading is also one of the most important activities in language classes because the ability to read the materials effectively contributes to the success of the learners at school and also in every phase of their life because through reading they can get information from the text that can improve their knowledge.

On the other hand, reading is a way to find the meaning of what is read. In this case, reading is a direction to get knowledge. According to Hansen (2016, p.26) reading is the process among the reader, the writer, and the text to constructing meaning. Furthermore, reading is a way to get information what is written because the main point of reading is comprehension. Grabe and Stoller (2001, p. 187) state “Commonly we read texts to learn information (i.e., reading to learn), and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, in order to take critical position with respect to that information (i.e., reading to integrate and evaluate information). Perhaps most often, we read for general comprehension (i.e., reading to understand main ideas and relevant supporting information).”

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Reading needs comprehension, the readers do not only need to read but also understand the information in the text. According to Tovani (2000, p.17) understanding how meaning is constructed from print is essential to improve the comprehension of students. When students are reading, they are doing thinking process by comprehending all the words, sentences and paragraphs in order to get the meaning of the text as a whole and to understand its content. Furthermore, Sanford (2015, p.57) state comprehension is the main goal of reading. So, its means that comprehension is very important in reading because Reading comprehension requires the reader to actually know and understand what they are reading.

Through reading comprehension, we can improve our reading. Pearson et.al (2002, p.23) reading comprehension its means that the ability to understand a passage of text and answer question on it, as at school or psychological exercise. Snow (2002, p.13) in education area, teaching reading comprehension is away to provide students to become good readers because it is the mean goal of teaching reading. To comprehend, a reader must have a wide range of capacities and abilities. By using a good strategy, students are expected to be able to comprehend reading materials well.

In Indonesia education which uses 2013 curriculum (K13), reading is included into English subject learned by students from elementary school to senior high school. K13 (2013 curriculum) used by Indonesia



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education is an operational curriculum that is designed and implemented at each educational institution (school). SMA Negeri 1 Bandar Petalangan Regency of Pelalawan, 2013 curriculum (K13) is used in teaching and learning processes.

According to the curriculum 2013 Reading is one of the productive skills that must be learned by the students of English as a foreign language. Based on curriculum, the basic goal of reading instructions for SMA students are: (1) Improving their language development; (2) giving them personal knowledge of the function of prints; helping them to learn about books, understanding written text and the importance of reading. Based on the curriculum 2013 competency based curriculum for senior high school, the first years students of SMA are introduced several kinds of genre, such as, descriptive, narrative, recount, and announcement and understanding English written text. Each genre has its own characteristic. A descriptive text is used to describe person, place or thing. By introducing students several kinds of texts, the students not only get knowledge but also pleasure.

Based on the writer's observation at SMA Negeri 1 Bandar Petalangan, English is taught two times a week in 90 minutes for each meeting. The teacher teaches English by using some various techniques in developing students' reading comprehension, such as group work strategy, group discussion strategy, grammar translation method and many else in order to achieve the basic competence based on the syllabus. In the

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implementation of learning process, the English teacher explained the material and then asked the students to discuss it in pairs. Besides, the teacher gives support to students in order to improve their reading comprehension by providing English books.

The passing score (KKM) of English subject in SMA Negeri 1 Bandar Petalangan is 65. The explanation of the rubric for Criteria of Minimum Achievement can be seen as follows:

Score	Category	Ability
90-100	Very Good	The students are able to identify main idea, generic structure, language feature, reference, and inference in descriptive text by giving and asking short and simple information related to the people, things, and places based on the context used very well.
78-89	Good	The students are able to identify main idea, generic structure, language feature, reference, and inference in descriptive text by giving and asking short and simple information related to the people, things, and places based on the context used well.
65-77	Sufficient	The students have enough skill to identify main idea, generic structure, language feature, reference, and inference in descriptive text by giving and asking short and simple information related to the people, things, and places based on the context.
51-64	Less	The students do not have enough skill to identify main idea, generic structure, language feature, reference, and inference in descriptive text by giving and asking short and simple information related to the people, things, and places based on the context used.
0-50	Fail	The students are not able to identify main idea, generic structure, language feature, reference, and inference in descriptive text by giving and asking short and simple information related to the people, things, and places based on the context.

Based on pra research in SMA Negeri 1 Bandar Petalangan at the tenth grade, that was conducted on September 2017 and regarding to the

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observation and interview the English teacher with Netriani Valoren,S.Pd, the writer found that there was a lot of tenth Grade students at SMA Negeri 1 Bandar Petalangan had not achieve the basic competences in English lesson especially in reading. According to Valoren as the English teacher, until today, she still finds a lot of students who make mistakes while working on reading questions, the mistakes resulted in their low reading achievement. These mistakes happened probably because they do not understand the content of the text.

Based on description above, English especially in reading is taught maximally but in fact, some of the students can not comprehend the reading materials well and their reading comprehension is still away from the expectation of Curriculum. The writer found the following phenomena:

- a. Some of the students are not able to identify main idea
- b. Some of the students are not able to identify generic structure
- c. Some of the students are not able to Identify language features
- d. Some of the students are not able to identify reference
- e. Some of the students are not able to identify inference



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Based on the phenomena depicted above, it can be stated that some of students are still have difficulties in comprehending descriptive text in learning English. So, in this study the writer decided to use descriptive text as the tests. Thus, the writer is interested in investigating the phenomena above into a research entitled **“A Study on Students’ Reading Comprehension of Descriptive Text at SMA Negeri 1 Bandar Petalangan, Regency of Pelalawan”**.

B. Problem

1. The identification of the problem

Based on the explanation above, the writer identifies the problems as follow:

- a. Some of the students are not able to identify main idea
- b. Some of the students are not able to identify generic structure
- c. Some of the students are not able to identify language feature
- d. Some of the students are not able to identify reference
- e. Some of the students are not able to identify inference

2. The limitation of the problem

All the problems which have been explained above are very complicated. Because of limitation on capability, the problem this research is limited to students’ reading comprehension in descriptive text.



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3. Formulation of the Problem

The Problems of this research is formulated in the following questions:

How is students' reading comprehension of descriptive text at SMA Negeri 1 Bandar Petalangan, Regency of Pelalawan?

C. The Objective and the Significance of the Research

1. The Objective of the Research

To find out students' reading comprehension of descriptive text at SMA Negeri 1 Bandar Petalangan, Regency of Pelalawan especially the tenth grade students.

2. The significance of the Research

The research activity is significantly carried out for the following needs. They are:

- a. To give information to the teacher and school about reading comprehension of descriptive text at SMA Negeri 1 Bandar Petalangan, Regency of Pelalawan.
- b. To give to the students about their reading comprehension in descriptive text.
- c. To help writer enlarge her knowledge in this topic.
- d. To fulfill one of the requirement to accomplish the writer's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

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D. The Definition of term

1. Oxford (2008) **Study** is piece of research that examines a subject in detail. In this research, study means an activity done by writer to measure students' reading comprehension in descriptive text.
2. **Reading Comprehension:** Healy (2002, p.3) is the understanding of the word, the content, and the construct meaning from a text. Furthermore, Reading is a purposeful and active process. A reader reads not only to understand, to remember, and understanding but also to learn, to find out information, or to entertain. In this research, reading comprehension means the process of making meaning from text done by writer to build the understanding from the text.
3. **Descriptive Text:** according to Wishon and Burks (1980 p.379) descriptive text is stated that descriptive text shows how something looks, sounds, smells, tastes or feels. It can be conclude that descriptive text is a text for describe people, place or a thing. Kane in Harmenita and Tiarina (2013, p 31) the purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description and give information for the reader. In this research, Descriptive text is a kind of text which will be given to the students.