

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Study

English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. English is one of the most important subjects learned in schools. The most sensible reason of that is because English already becomes the international language. People use English around the world.

In English, there are four skills: listening, speaking, reading and writing. Reading as one of the language skills should be mastered well by the students because reading is an essential factor that influences one's activity in communication. By reading, people can get the information widely without going anywhere. For English learners, reading is not only they can read but also they should comprehend about what they read. According to Richard and Schmid (2010), reading is the processes by which the meaning of a written text is understood and reading comprehension as the understanding that results. Grabe, et al (2002) also stated that the purposes of reading are for getting simple information, learning from text, and reading to write (search for information needed for writing).

Talking about reading, it cannot be separated with comprehending reading sources. Comprehension is one of the keys to get success in reading. Without comprehension, reading will be useless because the goal of reading is

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to comprehend what we read. Therefore, to establish the comprehension learners need some strategies in order to make reading learning process easier especially to construct the meaning of the reading (Tovani, 2000). According to McNamara (2007), reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension.

In order to develop students' ability of reading comprehension, Curriculum 2013 provides reading as one of the skills that must be taught and learned in school. Junior High School 4 is one of the schools that also uses Curriculum 2013 as guidance in teaching and learning process. In this school, English has been taught since the first year of English teaching period. Based on the syllabus, in teaching reading teacher has to ask students to read texts aloud and discuss the aspects of texts in group. The basic competence also stated in the syllabus of this school is that the students have to read texts aloud, respond and comprehend meanings of texts. Then, in the end of learning process the students will be able to identify aspects of texts such as topic, language features, specific information and communicative purpose.

Based on the preliminary research, in State Junior High School 4 pekanbaru teacher usually uses conventional media in teaching and learning process. Teacher uses textbook to explain the materials. The teacher just asked the students to read certain text in the book or students' exercises book (LKS), and then she asked them to do the task following the text. Teacher has explained the material very clear. But in fact, some students are still unable to

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get complete understanding of the text. The problems faced by the students are indicated in some symptoms as follows:

1. Some of students are not able to identify topic of descriptive text.
2. Some of students are not able to identify language features of descriptive text.
3. Some of students are not able to identify specific information of descriptive text
4. Some of students are not able to identify communicative purpose of descriptive text.

These symptoms can be seen from the students' score in reading test. There were only 9 students who got score above the passing grade and the rest got score below the passing grade. It means that only 9 students passed the reading test and the rest did not.

In order to solve students' problem in reading comprehension, the teacher should provide interesting media in order to make the classroom activities more various and interesting. There are many forms of media; the English language, books, magazines, newspaper, comics, advertising, records, film, radio, and television. In this research, the researcher had some targets to achieve by using texts from magazines in teaching reading. Magazine is a kind of media that can be used in teaching and learning process. Magazine is very useful in learning English. It can increase the students' interest in reading and improve their reading comprehension. Teachers instructors and learners are helped by using media to achieve the learning goals (Pandey, 2014).

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Therefore, the researcher considers that using Magazine can be useful, more effective, interactive and interesting in teaching reading.

According to Tafani (2009), magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing colors and clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. According to Adult Education (2006), in teaching reading, a teacher can possibly use authentic materials that can be taken from magazine and periodical journal. Mulholland (2002) said that many educators advocate using magazine to improve student's reading skills. He declared a magazine as one of the potential teaching materials that contains a variety of authentic written articles. So, magazine is one type of sources that can be used for teaching reading comprehension. Magazines are motivating since it offers so many interesting materials to read.

The phenomena described above indicate that it is necessary to conduct a research entitled **“The Effect of Using Magazine on Students' Reading Comprehension at State Junior High School 4 Pekanbaru”**.

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B. The Problem

1. The Identification of the Problem

Based on the background and phenomena of the reading comprehension of the students at State Junior High School 4 Pekanbaru, there are many problems that make the students difficult in reading text in English class. Thus, the problems of this research are identified in the following identifications:

- a. What makes some of students unable to identify topic in descriptive text?
- b. What makes some of students unable to identify language features in descriptive text?
- c. What makes some of students unable to identify specific information in descriptive text?
- d. What makes some of students unable to identify communicative purpose in descriptive text?

2. The Limitation of the Problem

Magazine and reading comprehension cover many issues that deserve to be investigated. Thus, because of having limited time and fund, the researcher limits this research on students' reading comprehension of descriptive text supported by using Magazine, not using other media. Thus, another type of media or texts will not be investigated in this research.

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3. The Formulation of the Problem

Based on limitation of the problem, the researcher formulates the problem of the research as follows:

- a. How is the students' reading comprehension of descriptive text taught without using magazine at State Junior High School 4 Pekanbaru?
- b. How is the students' reading comprehension of descriptive text taught by using magazine at State Junior High School 4 Pekanbaru?
- c. Is there any significant effect of using magazine on students' reading comprehension of descriptive text at State Junior High School 4 Pekanbaru?

C. Objective and Significance of the Research**1. Objective of the Research**

- a. To know students' reading comprehension of descriptive text taught without using magazine at State Junior High School 4 Pekanbaru?
- b. To know students' reading comprehension of descriptive text taught by using magazine at State Junior High School 4 Pekanbaru?
- c. To know whether there is or not significant effect of using magazine on students' reading comprehension at State Junior High School 4 Pekanbaru?

2. Significance of the Research

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

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- a. This research is expected to give useful solution to the students to overcome their weaknesses in reading comprehension skills, especially for the students at State Junior High School 4 Pekanbaru.
- b. This research is expected that all readers get information as a reference or additional insight in choosing the English magazine as one of media for teaching reading.
- c. For the students, it is hoped this research can improve their reading comprehension.
- d. For the teacher, It is hoped that this research will provide much information for the improvement of the quality of the teaching and learning process.

D. Definition of Key Terms**1. Effect**

Effect is a result or an outcome. According to Richards & Schmidt (2010), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. On the other hand, the researcher concludes that effect is the result that comes or changes because something else. However, in this research, the term of effect refers to The Effect of Using Magazine on Students' Reading Comprehension at Junior High School 4 Pekanbaru.

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2. Magazine

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3. Reading Comprehension

Reading comprehension is a part of the reading skills that is needed by the students in both academic and personal reading. Without comprehension, the readers are difficult to cover their reading. Klingner, Vaughn, and Broadman (2007) argued that reading comprehension is the process of constructing meaning by arranging some complex processes in brain that contain word reading, word and word knowledge and also fluency. It means that reading comprehension is not a simple process. Readers need their prior knowledge about text and understand components including in texts to build their comprehension. In this research, the researcher focuses

on descriptive text. Mursyid (2005), stated descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The social function of descriptive text is to describe a particular person, place, or thing. The generic structures of descriptive text are identification and description.

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