

CHAPTER I INTRODUCTION

1.1 Background

Reading is one of important skill in English to be mastered by English students with purpose to improve their English. It is one of ways for student to understand and know English in any situations. Furthermore, reading is useful specially for understanding the English text, even the simple one. Without knowing most of the words, students will find some difficulties to understand the text they are reading. Reading includes in all skills have been mentioned previously. It can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words, it has to be admitted that with vocabulary, language any form of mental and physical, creativities, and activities and be communicated and conveyed.

Indonesian people as English Foreign Learners face some difficulties in comprehending the text. Especially, for those who only use English in certain place such as in school or in courses need more effort to comprehend English reading text. Based on Human Development Index (HDI), Indonesia is categorized as one of the poorest English mastery countries in Asia. Sunggingwati and Nguyen (2013) stated that reading in English as foreign language is challenging. Students in Indonesia lack of English literature such as English book, English newspaper or English novel. They only have classroom to learn.

Although students in Indonesia categorized as lack of English literature, actually reading is highly supported by the Indonesian government by some policies. Based on Permendikbud Number 21 (2015), government makes School Literacy Movement to encourage students' interest in reading. Anies Baswedan as the Minister of Education at that time, urged the young generation to get use to read, so they are expected to be able to enlarge their knowledge.

According Gunning (2010), reading entail not just to read each sentence in a paragraph but also comprehending the text's contents. Comprehension is the process

of understanding words, phrases, grammatical, knowledge and experience with text, as well as other ways to assist readers comprehend written texts. Comprehension is also a creative activity where in students use their background knowledge to create meaning.

In the eighth grade of junior high school, there are a variety of texts that should be taught and mastered, one of which is narrative text, Anderson declared narrative text is a piece text which tells a story and in doing so, entertains the audience, as noted in Marzona (2019). According to Grace (2007), the text's generic structure includes orientation, complication, resolution, and re-orientation. It implies that narrative text form of text that tells a story and involves events to amuse readers or listeners. Orientation, complication, resolution, and re-orientation are all part of the generic structure.

However, based on the preliminary research conducted by the researcher experience when she came to SMPN 2 Bua Ponrang, the researcher found that the students have some difficulties in understanding the text specially in knowing the meaning of the text that they are reading, the students at SMPN 2 Bua Ponrang still have low reading comprehension. The students can not answer the question when the teacher ask them to answer the question according the text that they have read.

Related to the researcher explanation above, the researcher is interested to do a research with tittle "The Students' Reading Comprehension Ability at the Eighth Grade of SMPN 2 Bua Ponrang".

1.2 Problem Statement

Referring to the problem statement above the researcher formulates the problem statement as "How is the students' reading comprehension ability at the eighth grade of SMPN 2 BUA Ponrang?".

1.3 Objective of the Research

Relating to the problem statement the objective of this research is to find out the students' reading comprehension ability at the eighth grade of SMPN 2 Bua Ponrang.

1.4 Scope of the Researcher

The Researcher focused on Students' Reading Comprehension especially at the narrative text.

1.5 Operational Definition

To get general understanding about the tittle. Below is the operational definition of the research:

1. Reading

Reading is one of four English comprehension and it has important relation in mastering English reading skill.

2. Reading Comprehension

Reading comprehension is getting information form a text or book through a complex process that requires knowledge and experience from the reader too fully understand what inside the text and the meaning behind it.

CHAPTER II

REVIEW AND RELATED LITERATURES

2.1 Some Pertinent Ideas

1. Definition of Reading

Reading by Burhan Bungin (2012) is a physics and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It is a physics activity because the parts of body, particularly the eyes do it and it is a mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading itself is a process of comprehending written texts.

According to Leli Sari (2017), reading is the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what they read. That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader.

According to Richard and Julian (2010), reading is the construction of meaning from a printed or written passage. It means that the most important thing when the reader reads the text is how the reader can understand what is in the text or how the reader gets information from the text.

Based on the explanation by experts above, The Researcher concludes that reading is a long process of learning where the readers reveal the meaning of the written text through a physics and mental activity, Reading is transfer information between writer and reader.

2. Types of Reading

A. Intensive Reading

Brown (2014) Intensive reading is usually an activity-oriented in the classroom. Students focus on the linguistic or semantic details of section. Intensive reading calls student attention to grammatical forms, discourse markers, and other surface structure

details to understand literal meaning, implications, rhetorical relationships, and like. According to harmer (2007), intensive reading means to read shorter text to extract specific information. It means that intensive reading is the reader activity to read a short text to get information. Types of intensive reading are:

1. Reading Aloud

According to patel and jain (2008), Reading aloud has an important role in teaching English. Practice to read aloud should be given at the primary level because it is the basis for pronouncing words. Only those text should be read, which have been written to read like poetry, dialogue and other type of text. The text which have no need to no to read aloud should not be read aloud. It means that means that reading aloud is one of type of reading by using a loud voice when reading text. The primary level suitable for practicing this type of reading

2. Reading comprehension

Clarke and Chesher (2014), Intensive reading can aim to understand a particular text. Reading comprehension is the process for constructing meaning by coordinating some complex operations that include word reading, word and world knowledge, and fluency. It means that reading comprehension is a complex process of transferring information from the writer to the reader so that they understand what the writer means.

3. Reading Speed

Nation (2009), Reading speed is affected by range of factors including the purpose of the reading and the difficulty of the text. Text difficulty is influenced by discourse, grammatical construction, vocabulary, and background knowledge. There are basically so many goals that can be achieved through reading, but the most basic and important one is to comprehend the text. Comprehension itself is about understanding what has happened and is happening in the book or text that had been read. The next one is fluency and expression.

B. Extensive reading

According to Brown (2014), extensive reading as longer stretches of discourse, such as a long article, and books that they are usually read outside a

classroom hour. It means that extensive reading is carried out to achieve a general understanding of the normally longer text. According to Patel and Jain (2008), the purpose of the extensive reading is to train students to read directly and fluently in the target language for enjoyment, without the help of the teacher. It means that extensive reading is a reading activity to obtain information, in addition to understanding all the meaning components of a longer reading material.

3. The Goals of Reading

Grabe and Stoller (2011: 6-10) propose some purposes of reading more detail as follows.

a. Reading to search for simple information and reading to skim quickly

In reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get specific information in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, a biology teacher reads a book that is written in English entitled 'Amoeba' and needs to learn detail information in the book. He/she wants to improve their knowledge about that topic.

c. Reading to integrate information, write and critique texts

Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that will support his/her statements, her ideas, or against someone's statements. The information is taken from many sources. Then, he/she decides what information to integrate and how to integrate it in his/her writing.

d. Reading for general comprehension

Comprehension is the most basic purpose of reading. Getting to know a content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure. Reading

for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text.

Another goal of reading is visualizing. This one is based on that person's basic knowledge because in this goal, the person who reads should imagine about what is going on or happening in the book or text that has been read. The reader is expected to imagine it all as if it is a movie. In that way, the reader can understand the meaning behind it deeply.

From the discussion above, it can be concluded that there are two essential off-focus on reading, they are reading for getting information and reading for getting pleasure. In addition, there are some specific purposes of reading; reading to search for simple information, reading to learn from texts, reading to integrate information, write and critique texts, reading for general comprehension. Therefore, deciding the purpose of reading before reading a text is important because it influences our goals.

On the other hand, there are two main reasons why people read. One is for their own pleasure and the other one is to get information from what they have read. As a pleasure, reading can be described as something to do to spend time without having to leave the house. Some people read to entertain themselves and do it as a pleasure while the others do reading just to find information that they need.

4. Reading Comprehension

Comprehension is one of the reading goals. Comprehension means to comprehend or understand the text to get the information from it. The problem is the readers find it hard to comprehend the thing that they read in some cases because they find difficult words. It made them unable to understand the full meaning behind what they have read.

There are so many factors that affect reading comprehension and the result of it actually depends on the process. The process itself is complex and requires knowledge of the readers about the real world, that means the readers are needed to know what he reads and then understand it to imagine it as a real condition in the world.

Wolley. G (2011:15) states that 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. In understanding read text information students develop mental models, or representations of meaning of the text ideas during the reading process. Thus, reading is an important skill that enables readers to find some information for knowledge and it can share the information for everyone when they need it.

Caroline T. Linse and David Nunan In Mella Prasetya Windawati (2013) Reading has a close relation with comprehending it means that every reading needs comprehension. Comprehension is the process of understanding the meaning of the text includes the vocabulary and the sentences highlighted in the text. Reading comprehension involves higher-order thinking skills and is much more complex than merely decoding specific words. For general, reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension is a very complex task involving many different skills.

He Ji Sheng In Andi Nirwana (2017) says that reading is a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simple process than comprehension. Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. It is a more complex, psychological process and including linguistic factors, such as psychological, syntactic elements, in addition to cognitive and emotional factors. Whereas John F. Savage and Jean F. Mooney define that reading comprehension is the process of acquiring or deriving meaning and understanding of printed language; involves cognitive functioning related to what one reads.

According to explanations above, the researcher concluded that reading comprehension is getting information from a text or book through a complex process that requires knowledge and experience from the reader too fully understand what inside the text and the meaning behind it.

5. Kind of text

According to Siahaan and Shinoda (2008), based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation news item. These variations are known as Genres:

a. Narrative text

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, and orientation.

b. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount text are orientation, events, reorientation.

c. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structure of descriptive are identification, description.

d. News Item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The dominant generic structure are news worthy events, background events, sources.

6. Narrative Text

a. Definition of narrative text

Narrative text is a text that tells about sequence of events in the past. According to Barbara as cited in Khusnul (2017), the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers. It also has another function that is about to deal with actual or various experiences in different ways. On the other hand, Mark and Anderson (in Sari, 2015) state that the narrative text is constructed to appeal to our emoticon and imagination that can make us laugh or cry think about our life or consider our

benefit. If the students understand about the content of narrative text, they will feel the situation of the story.

b. Types of narrative text

Senior High School students must be familiar with types of narrative text because when in kindergarten and elementary school they have been told many times about stories related to legend, fairy tale, folktale, or fable. According to Nuning as cited in Khusnul (2017) state that there are several different types of narrative text, as follow:

c. Generic structure of narrative text

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focused on a text on a series of action (Rodearta Purba, 2018:29). Generally, there are four steps for constructing a narrative text, such as:

1. Orientation

It is about the opening paragraph where the sets, the scene and the characters of the story are introduced. It consists answer of Who, When, Where questions.

2. Complication

It is a series of complication or where the problems happened and developed.

3. Resolution

Where the problems are solved, it means the characters finally short out the complication.

4. Reorientation

It is the ending of the story. It may be happy or sad ending.

The example of narrative text:

The Legend of Toba Lake

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free. (ORIENTATION)

Batara Guru sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru sahala fell in love with that fish-woman and wanted to marry her. Batara guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it. (COMPLICATION)

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it. (COMPLICATION)

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba. (RESOLUTION).

Lutung Kasarung

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. (ORIENTATION)

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. (COMPLICATION)

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got.

He just kept going. (COMPLICATION)

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him. (RESOLUTION)

2.2 Previous Studies

In writing this thesis, the researcher found some researches which are related. Those are:

1. Khalik (2005: 10) in his thesis entitled “The Ability of The Second Year Students of SMP 3 Palopo in Comprehending Reading Text Through Picture”. He found so many problem in teaching reading comprehension at school and that made The Researcher tried to find a media that can help students reading comprehension which is through picture.
2. Patadungan (2007: 15) in her thesis entitled “Developing The Students Reading Skill by Using Folk Tales”. The writer found that by using folk tales that is suitable, it can help to boost the students’ reading ability at school and also at home.
3. Hasnidar (2017: 13) in her thesis entitled “Students’ Motivation in Reading Through Online Story at The Fifth Semester Students of Cokroaminoto Palopo Univesity”. She found that reading ability can be improved through method that is comfortable and make those who read feel relax in learning and online story is one of the way.

Based on the explanations of the thesis above, the reasercher concludes that they have similarity which in this case in order to improve the readers’ reading skill. The difference between the previous studies and this research is the first research focused in the usage of picture to improve the skill, the second one focused in the usage of folk tales, and the third one focused in the usage of online stories, while this research is more focusing to evaluate the students’ reading skills.