CHAPTER I
INTRODUCTION

A. The Background of the Study

Reading is an important skill in our daily life because it can give so many advantages for us. Through reading, we can obtain plenty of informations which can expand their knowledge more and more. Besides, in learning English, being able to comprehend reading passage is a must. When the teacher gives text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It is like two aspects which cannot be separated like fire and fume, two things that are inseparable. That is a fact in comprehending text that is absolutely needed.

Klinger (2007:2) states reading comprehension is the process of constructing meaning by coordinating a number of complex process including word reading, word and world knowledge and fluency. It refers to ability to an ability in interprating the words understanding the meaning and the relationships between ideas conveyed in a text.

Importantly, the skills such as acquiring the correct meaning, analyzing the author's point of view and applying what one learns from reading to real life situations are what constitute reading comprehension which must be the basic consideration of all readers. Moreover, the ability of the readers to understand what they are reading; interpret ideas and inject meaning to printed words is comprehension. Thus, reading alone is not enough; there must be comprehension

so that learners may not only focus on the text but also on the interpretation of its deeper meanings.

The importance of reading comprehension is emphasized in the education community. Everyone may be not realized how important reading actually is. Although strong reading skills can help students do well in language arts and reading class, that is only the beginning. Students have to use reading skills in every single subject they ever study and in almost every aspect of life. It is so sad to note that students who struggle with reading comprehension may fall so far behind in school that they have limited opportunities as an adult. Indeed, a student, who can read comprehensively, can also be successful in all his/her lessons.

Tizon**'s**(2013) found that more than the majority of the grade VI pupils are average in their reading comprehension ability. Majority of the pupils have average literal ability. Also, the pupils' higher level of thinking/comprehension is very low as reflected in their lowest creative ability, and lower interpretative and evaluative skills. However, based on the 2006 Institutional Based Curriculum (KTSP), students of eight grade are taught to understand the meaning of the text only. In other word, it only covers literal and inferential level.

Blooms in Wei (2010) introducesframework of thinking skill concept that used in past 50 years in education. Anderson & Krathwohl (2001) then revised Blooms Taxonomy to 6 categories. They are low remember, understand, apply, analyze, evaluate, and create. The categories deal with students thinking which include low (remember, understand and apply) and high order thinking (analyze,

evaluate and create). Based on the curriculum that used for the eighth grader in junior high school it is only low order thinking that will be used in this research.

Genre is related to all skill of language.Genre in English text is meant to be determinative to the form of language.Genre plays an important role to construct the conceptual meaning of the readersfrom a text. Therefore the good understanding of genre is considered as a vital to findout what the expected meaning in a text. In education, for instance, students areexpected to be familiar with genre and good at identifying and applying it in gettinginformation from a reading text, since the knowledge and skills will be useful fortheir future jobs or higher education.

Siwa (2015) finds that the students' reading comprehension has a positive correlation with students' ability to identify genre text in learning reading. It was proved by the result of correlation coefficient that showed correlation between the students' reading comprehension and the ability to identify genre in learning reading is very significant. It means that by having good reading comprehension, the students' have opportunity to increase their knowledge to identify genre text.

A preliminary data has done to get information about the practice of English language teaching at SMP Negeri 2 Pancurbatu by the researcher. It is carried out on 16 January 2017 by interviewing the English teacher Ade Irma Suryani. Based on her explanation, the school is applying Institutional Based Curriculum and using English Focused as a textbook and worksheet for teaching learning process.

She also informedthat she had never test the student's ability based on each skill. However, she tested the English skill integrated with other skill. As a result, she does not know the student's skill especially in reading skill. She also said that she had never measure the students reading comprehension skill based on text genre. So, the researcher used students English score from DKN (Daftar Kumpulan NIlai) as the preliminary data.

Based on the result of preliminary and the background, "Students Reading Comprehension of Text of Different Genres on SMP Negeri 2 Pancurbatu" is interesting to be conducted by the researcher

B. The Problem of the Study

Based on the background of the study above, it is important to identify the research problem. They are;

1. To what level do students comprehend texts of different genres?
2. How is students reading comprehension of texts of different genres?

C. The Objective of the Study

In order to make the present study measurable, certainly it was a need to declare an objective to be achieved. It was a guidance in taking any decision needed and also starting point of doing the research. The objective of the study were to

1. Describe out junior high school students' level of reading comprehension of texts of different genres.

2. Describe out junior high school students' reading comprehension of texts of different genres.

D. The Scope of the Study

The scope of the study is focused on reading comprehension of text type or genre of reading descriptive, narrative text, recount text andprocedure text. They are 4 text types in the area of English language teaching reading skill in junior high school.

E. The Significance of the Study

The findings of this study were expected to give some contributions in

1. Theoretically
   a. The future researcher may be use it as the references to conduct another research.
2. Practically
   a. Students may be able to determine their reading performance and may evaluate their strengths and weaknesses on reading.
   b. Teachers may be guided on their teaching methodologies of teaching reading

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