

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher explained about the researcher's background, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, as well as definition of key terms.

### 1.1. Background of the Research

In learning English, there are four skills. They are listening, speaking, reading, and writing. Beside the four language skills above, Reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students. Reading skills is essential whether in the target of source language. Reading comprehension is a part of reading subject which is emphasized in reading comprehension of the content. In other word, reading comprehension is meant as the act of grasping the reading content with the mind. Through reading, student can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world.

Mardianti and Ohoiwutun (2014) states that the teaching of reading is very important because it helps the students develop more skills in comprehending and interpreting the content of an English text. Through reading, learners can build vocabulary and sentences that help them improve their listening and speaking skills as well. It means that reading can develop other skills in language learning.

According to Nunan (2003), reading is a smooth process wherein readers integrate information from the text with their background knowledge to construct meaning. The act of reading involves the creation or interpretation of meaning from the text. When students engage with material that captures their interest, they typically endeavor to comprehend it meticulously, delving into each word to grasp the individual meanings and overall significance. It means that reading is an important ability that must be learned and mastered when learning English as a foreign language. It can teach students to learn new words, to use the right words, and to teach how to spell words and their meanings in reading comprehension.

Reading comprehension is a process of extracting and constructing the meaning of the text at the same time through an interaction with the text. In line with that Grabe (2009) states reading is centrally a comprehending process; in which reader understand what the writer intended to convey in writing. It means that in reading, comprehension is really important to be known in order to catch the intended information provided by the writers in form of written text. Durkin (1993) stated that the essence of reading is comprehension. It means students take a role as the reader of the text who will be able to comprehend the reading passage. Based on durkin's explanation above the researcher can say that the point of reading aspect is about comprehension, where students act as readers who can understand the content of the reading. In the students' twelfth grade of high school, there is a lot of material used in the reading comprehension process. To understand it and one method that is often used in the teaching process is to use descriptive text.

Description text is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to the reader clearly (Pardiyono (2007: 34) cited in Sumarsih and Sanjaya 2013: 108). Moreover, Artono (2008:115) stated descriptive text is a text that describes the features of someone, something, or a certain place. It means that descriptive text is a very good material to use for the process of teaching reading comprehension because it provides specific information in the text so that it functions effectively to make it easier for students to understand in the process of teaching reading comprehension.

Based on the unstructured interview result with the teacher to find a solution concerning students' reading test, there are some difficulties probably faced by students in reading activities such as: First, most of students just have the ability to pronounce and recognize the individual words without assigning the message what the author extends. Second, they actually have good knowledge of words and sentence meaning but they fail to understand longer reading materials like stories. Third, they are hardly to concentrate as they read. After students read a story, a small part of them are difficult to analyze the schematic structures of the story concerning identification, description, and conclusion whereas they had read the text for several times. It also could make the students lack of interest in reading. The students just read without knowing why they read the material given and what elements they should look for. They did not know what the important elements in the text. At the end of reading activity, they could not even tell other people about what they have already read comprehensively. As a result, they have difficulty in

figuring out the plot of the story. Next, based on the observation, the writer found that the students' activity in reading is not very interesting because the teacher just asked the students to read the passages from the beginning until the end of the text. Then, the teacher explained the schematic structures and linguistic features of the story almost all of the time; hence it made students are seldom to participate in the class. After that, they discussed it together and answer the questions. This method was very boring for students. It also could make the students lack of interest in reading. Those cases are quite problematical one and according to the writer, it should be solved because it can be arisen further difficulties to the next reading lesson if their low degree of reading comprehension is not improved soon. As the effect, they will be probably continuous difficulty to understand any other texts.

Furthermore, for the need research the researcher chooses the eleventh grade student especially XI F2 because it is based on the recommendation from the teacher, small part of them difficult to understand the text, it could be seen from they are difficult to the retell the story from the text that they have read. Based on the text and questions, the researcher found that the small part of students could not understand the descriptive meaning of the text so that students could not answer questions from the descriptive text.

Based on explanation above, researchers want to conduct research entitled "Analysis of Students' Reading Comprehension Ability through Descriptive Texts of Eleventh Grade Students at SMAN 9 Jambi". Researchers will conduct a test in the form of descriptive text with multiple choice questions and requires students to

answers to determine the reading comprehension by using descriptive text at eleventh grade students at SMAN 9 Jambi.

## **1.2. Identification of The Problem**

Based on the background of the problem above, it could be identified the problem as follows:

1. The eleventh grade students of SMAN 9 Jambi ability on reading descriptive text was still low.
2. The eleventh grade students of SMAN 9 Jambi are unable to comprehend on reading text.
3. The eleventh grade students of SMAN 9 Jambi are less interested on reading text.

## **1.3. Limitation of The Problem**

To limit the area of the research, the following limitations are set in this for this research as the following: it focuses on measuring the reading comprehension of the eleventh grade students of SMAN 9 Jambi by using descriptive text on reading comprehension. The instrument of the proposed research uses descriptive text as the media for answering a multiple choice test.

## **1.4. Formulation of The Problem**

The problem of the research is formulated as the following, "How students' reading comprehension by using descriptive text at the eleventh grade of Senior High School 9 Jambi?".

### **1.5. Purpose of The Research**

Based on the formulation of the problem above, research on the “An Analysis of Reading Comprehension By Using Descriptive Text at the Eleventh Grade Students’ of SMAN 9 Jambi” can contribute to the objectives of this research as follows: to find out the students ability to understand descriptive text in reading comprehension at the eleventh grade students’ of Senior High School 9 Jambi.

### **1.6. Significance of The Research**

Based on the research objectives, its significance can be considered as follows:

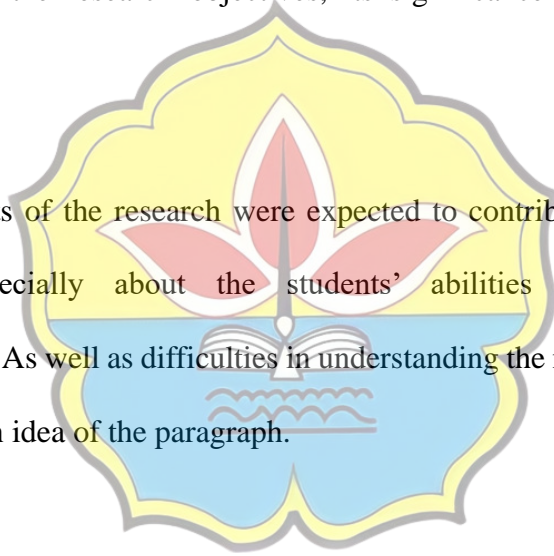
#### **1. Theoretically**

The results of the research were expected to contribute to development of education, especially about the students’ abilities in learning reading comprehension. As well as difficulties in understanding the meaning of the text and finding the main idea of the paragraph.

#### **2. Practical**

a) For students, this research can help students realize their difficulties in understanding descriptive text. This can help them in improving their grammar knowledge, especially in understanding students' reading comprehension.

b) For teachers, the results of the research can provide important information to educators about the reading comprehension abilities faced by twelfth grade students in using descriptive text.



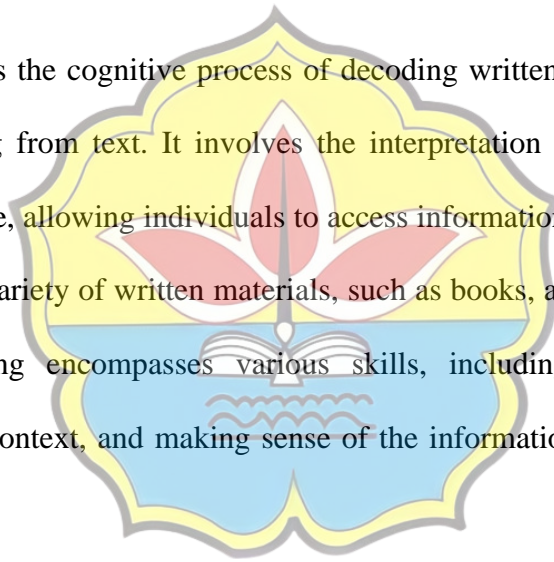
c) For future researchers, this research will look at the level of understanding of reading skills. Future researchers can use the results of this research to conduct further research.

### **1.7. Definition of Key Terms**

The following definitions of the important key terms from the research “An Analysis of Reading Comprehension by Using Descriptive Text at The Eleventh Grade Students of SMAN 9 Jambi” are explained as follows:

#### **1. Reading**

Reading is the cognitive process of decoding written or printed symbols to extract meaning from text. It involves the interpretation and comprehension of written language, allowing individuals to access information, gain knowledge, and engage with a variety of written materials, such as books, articles, or other textual sources. Reading encompasses various skills, including recognizing words, understanding context, and making sense of the information presented in written form.



#### **2. Comprehension**

Comprehension refers to the ability to understand, interpret, and grasp the meaning of information or concepts. It involves mentally processing and making sense of what is being read, heard, or observed. In the context of reading, comprehension entails not only recognizing words but also understanding the ideas, context, and implications conveyed in the written text. It is a cognitive skill that involves the integration of prior knowledge with new information to form a

coherent understanding of the subject matter. Overall, comprehension is the capacity to derive meaning and insight from information in various forms.

### 3. Descriptive Text

Anderson and Anderson (2003) states that, "Descriptive text is a text which describes a particular person, place or thing in detail. Its purpose is to inform the reader about how something looks, smells, tastes, feels, or sounds."

From this opinion, it can be concluded that descriptive text is a type of text that aims to describe a person, place, thing or event using detailed words and lots of information so that the reader can imagine or feel what is described. Descriptive text functions to provide a clear and detailed picture to readers, so that they can understand and imagine better what is described by the author.

