

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is unique capability of human being that has differentiated man from animal. Without language there may not be any progress, no culture and no civilization either. With language people can keep records and store knowledge. Language plays very important role in our life. Every creative thought is in fact based on language. We cannot imagine what life would be like if there were no language.

People need a language for communication. It means they use the language to communicate one another to express their ideas, to understand, and to speak with other people. Gorys Keraf (1986:6), states that the communication is the manifestation of self-expression. The communication will not be perfect if the self-expression does not make sense. In order to comprehend the language, we must know its structure, vocabulary and sound system.

Muhajiron Amir (1987:22) says that a language is primary speech. Learning language means learning to speak it. Something which should be spoken is not something which should be written. Melony Thompson (1982:v) states that the purpose of learning a language is to increase the learner's communicative competence, that is the ability to express one-self in society as well as they can.

English has become international language, so it is necessary to acquire that language. The main reason why people learn another language is to know more about the world both in speaking and writing. English has been widely used for business, commerce, research, academic study and travel. It is important to bear in mind that English is regarded as an instrument to gain knowledge and science for the development of Indonesia. Furthermore, English is viewed as a primary tool for international relation. The advantage of knowing English are experienced by many people in the world.

In Indonesia, English is the foreign language introduced to the students of junior high schools. Generally, it is supposed to be a tool to have knowledge, skill and to help them when they go on their further study. The English teaching materials, especially the English materials which must be taught to students of secondary schools has been listed in the English curriculum.

In countries where English is taught as a foreign language, total fluency is very difficult to achieve. The best process of learning the language is spoken everyday. Most of students have a lot of difficulties to study English. Many factors are faced by students and teachers.

There are four skills of language such as listening, speaking, reading and writing. The purpose of learning English as a foreign language is to examine current English teaching situation with a particular focus on reading in order to improve English at the second year students of *SMPN 11 Cirebon*.

Reading is one of language skills. So it is very important for us to learn reading because through reading our knowledge will increase. Accordingly, reading is considered as to play a great role to enlarge anyone's reputation.

Moreover, the teacher finds that the students' ability in reading comprehension is poor. The writer would like to help the students to overcome their problems. This thesis will present how language teaching, which makes use of reading comprehension, can include practice and development of all four skills. In this situation effective methodologies and techniques play a significant part if language improvement is the goal. It is important for language teachers to be aware of theories of language learning and teaching.

As a part of the teacher's daily teaching preparation they must assemble lesson units based on national syllabus. Principals should approve these units, an English teacher at the second year students of *SMPN 11 Cirebon*. An English teacher at junior high school is supposed to implement the school curriculum by carrying out the instructional objectives known as 'the Broad Lines of Teaching Program' that has been established by the government. He cannot change the curriculum. Teachers are admonished to finish the curriculum by the end of the semester. He must be aware of the students' progress and report this to the principal and to the students' parents at the end of the semester. Students must regularly attend the class. Actually they arrive with only a basic knowledge of English from their priory study. They present teaching situation mostly using reading passage with an emphasis on grammar and no focus on listening and

speaking. In fact, teachers teach grammar rather than developing reading skills and teacher speaks mostly in Indonesian and the students listen.

Often there will be some students who do not understand a particular passage or language item, but English teacher cannot review those lessons, because the instructional time is limited. The teacher is also obliged to finish all objectives by the end of each semester. Whenever he is not able to finish all objectives, he must give reasonable explanations to the principal. For example there has been no school days because of so many holidays, school meeting, and the like.

Based on the interview with the English teacher of the second year students of *SMPN 11 Cirebon*, he said that the second year students of *SMPN 11 Cirebon* still get difficulties in learning reading comprehension although it has been taught by the English teacher for about two years accordance with the broad lines of teaching program (*GBPP*).

B. The Formulation of the Problem

From the statements, the writer draws some questions which become the formulation of the problem as follows:

1. What difficulties do the students' in reading comprehension?

2. What factors which make the students find difficulties in learning reading comprehension?
3. What efforts has the English teacher carried out to overcome students' difficulties in learning reading comprehension?

C. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To find out the data of the difficulties do the students' in reading comprehension.
2. To find out the data of the factors which make the students find difficulties in learning reading comprehension.
3. To find out the data of the efforts carried out by the English teacher to overcome students' difficulties in learning reading comprehension.

D. The Frame of Thinking

It has been mentioned previously that junior high school is the first stage where English is introduced. The students are supposed to be taught the basic principle of English. The next step is to give the basic structural patterns of English and their usage and the pronunciation using very limited vocabulary.

It should be kept in mind that in Indonesia, English is learned as a foreign language. Learning English as a foreign language means that all of learning

activities should refer to the ability of learners to communicate with other people by using English both in oral form as well as in written form.

From the statements above, it is clear that reading is one of the main aims or goals for the students and it is reasonable to ask this question: Is it possible for the students to develop their ability in reading comprehension without having any basic knowledge of the language? In order to be able to read and understand English, the students should have the knowledge of the English grammar because grammar is a science that teaches us to speak and write correctly.

Paying attention to the clarification above, it is obvious that mastering the English grammar including the use of 'ing form' is one factor that will influence the ability of the students in learning reading comprehension.

Reading is a process of understanding something through written text, it is also a process of decoding in which the reader uses the process of sight and associative thought (Rudi Rudiya, 1989:10). He furthermore says that:

Reading is the process of sight, dealing with the eye movement from left to right, occurs when the reader sees words he will look quickly from the words he has already seen and recognized to the new words. When he encounters the new words, his eyes and mind stop reading while his speech muscles begin to form the words. If he finds the meaning of the words fit into phrase or sentence he begins their progress again along the line.

The statements above emphasize that reading is an activity of language to understand the written text. To understand what we read, certainly we must know the rules of language that shows how the language is used, such as the use of 'ing form' is used for continuous tenses, gerund, present participle and free adjunct,

especially for reading comprehension because it will use understanding of how the language is symbolized.

E. The Steps of the Research

The steps of the research carried out by the writer are as follows:

1. Data Resources

a. Theoretical Data Resource

To obtain these data, the writer has read the 1994 English language curriculum for *SMP* students, some English grammar books, some English scientific books on teaching and learning and some other books either they are written in English or in Indonesian that are relevant with the topic of the research.

b. Empirical Data Resource

To get the empirical data, the writer interviews the headmaster, the English teachers, and the students of the second year students of *SMPN 11 Cirebon*.

From their information, the writer knows the objective condition of the school, the teachers and the students, and the books used for teaching and learning English.

2. Population and Sample

a. Population

Hadari Nawawi (1995:141), states that populasi adalah keseluruhan obyek penelitian yang dapat terdiri dari manusia, benda-benda, hewan, gejala-gejala, nilai tes atau peristiwa-peristiwa sebagai sumber data yang memiliki karakteristik tertentu dalam suatu penelitian. *Population is all research objects consists of men, things, animals, phenomena, test score, or events as the source of data which has a certain characteristics in research.*

The population of this research is one class of the second year students' of *SMPN 11 Cirebon*. The number is 37 students.

b. Sample

According to S. Margono (1997:121), sample is a part of population as a sample taken by using contains ways. Here, the writer will take sample based on Suharsimi Arikunto's opinion (1997:107) as follows:

The research may be carried out if the population is homogenous indeed. If the subjects of it are less than 100, it would be better for the researcher to take all the number of the population so that the research becomes a total population research. And if the subjects of the population are more than 100, he/she may take 10-15% and 20-25% of the population or more than this; it depends on his/her ability and financial power.

Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar ancang-ancang, maka apabila subyeknya kurang dari 100, lebih baik diambil seluruhnya, sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subyeknya lebih besar, dapat diambil antara 10-15% dan 20-25% atau lebih tergantung kemampuan peneliti.

In this research the writer use the convenient sample. The number is 37 students at second year students.

3. Techniques of Collecting the Data

- a. Observation, that is the writer has carried out an observation to find out the data of the objective condition of the school, the teachers, the administrators, the students, and the facilities of the school.
- b. Interview, that is the writer has interviewed the principal of the school, the teachers, the administrators, and the students in order to find out the data of the objective process of teaching and learning, especially the teaching and learning English process.
- c. Questionnaire, that is the writer has given out 37 sheets of questionnaire to 37 students who have been taken as the sample of the research. The questions in the questionnaire are, of course, written in Indonesian so that the students are able to understand each question clearly and answer it easily.
- d. Test and other measurement such as observations and or questionnaire is a means to ascertain results being achieved and progress being made towards objectives of language learning (Finocchiaro, 1984 : 278).

4. The Techniques of Analyzing the Data

To analyze the result of questionnaire, the writer analyzed by means of percentage calculation with the following formula: (Ahmad Supardi dan Wahyudi Syah, 1984 : 52).

$$\frac{F}{N} \times 100\% = P$$

Where:

F	=	Frequency (the number of respondents answers)
N	=	The number of respondents
100%	=	Constant number
P	=	Percentage of the expected answers

To interpret the percentage of the expected answer above, the writer uses the formulation formulated by Ahmad Supardi and Wahyudi Syah (1984 : 52) as follows:

100%	means all respondents,
90% - 99%	means almost all respondents,
60% - 89%	means most of respondents,
51% - 59%	means more than half of respondents,
50%	means half of respondents,
40% - 49%	means almost half of respondents,
10% - 49%	means a small part of respondents,
1% - 9%	means very few of respondents,
0%	means none of respondents.

To estimate the above percentage, the writer uses the standard put forward by

Nasrun Harahap (1980:97) as follows:

81% - 100%	means excellent (very good)
61% - 80%	means good (high)
41% - 60%	means sufficient (middle)
21% - 40%	means insufficient (low)
0 % - 21%	means very sufficient (very low)