

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Reading is a part of language which plays an important role as a medium to get information and knowledge. In every subject, students learning activities involve reading. Reading is one of the complex ways in learning English. Reading is such kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words. Reading is important for every body in order to cope with new knowledge on the changing world of technological age. The existence of the importance of reading will hopefully continue to increase the knowledge to the better life in the future. Nevertheless, there are still some people who never have much interest to read books, so they cannot access to reading activities and reading programs.

English and Indonesian language are different. There is no guarantee that the students who have good understanding of Indonesian text will have good understanding of English text. When the students are reading Indonesian text they have mastered vocabulary and the structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which have different system. Reading comprehension involves a variety of skills, which are a key to comprehend the text. Based on the description above, students should master reading skill.

Good achievement in reading comprehension is important to the students. Students will get many information and ideas which can enrich the student's vocabulary.

Reading comprehension is a thought process through which reader become aware of an idea, understand it in terms of their experiential background, and interpret in relation to their own needs and purposes (Kennedy, 1981: 192).

Reading is not only read the text without understanding the content of the text. The reader must know the information, message, or idea about the text. Each written text has clear purpose, that all of information, message or idea in one form of the texts (description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, and review). It means that to consider the effectiveness of using language, each form of written texts is preferably created based on genre. Genre can be defined as a type of the text functioned as a frame of reference, so the text can be created effectively; in purpose, election, and arranging of text elements, and accuracy in using grammar.

In genre concept, there are 11 types of texts. Namely description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, and review. Each type has different in purpose and rhetorical structure. In reading, the students must have capability to comprehend or understand. Capability is ability or qualities necessary to do something. The teacher must lead his or her students in developing reading the written texts, it is one of the ways for increasing the students' capability. The reading skills and strategies that should be mastered are, (1) skimming:

reading quickly to find the core of the text, (2) scanning: reading quickly to find the needed information, (3) reading for detailed information: reading to understand or to find all data included in the texts, (4) reading between the lines: reading to find the implied conclusion of the text, (5) predicting: Predicting what the happening. The students have to use the available data found in the text, because the answer is not stated, and (6) deducing meaning from the context: guessing the meaning of few words without looking up to the dictionary, but by reading the text carefully.

Reading is given not only in regular schools but also in *RSBI* schools. *Rintisan Sekolah Bertaraf Internasional (RSBI)* refers to a path of international standardized school. *RSBI* is an Indonesia government program in education which is implemented for developing quality of school to be an international standardized school. *Sekolah Bertaraf Internasional (SBI)* is a national school which prepares the students with National Education Standard, in Indonesian is *Standar Nasional Pendidikan (SNP)* which has an international quality and the graduation from it has international competitive capacity.

*SMP Negeri 1 Wonogiri* is an international standardized school. This school has good quality that is supported by multimedia facilities. This school also uses bilingual in teaching learning process especially using English language. And based on the English curriculum, the teaching learning process in *RSBI* class focuses on genre texts, short functional texts, poems, and songs.

There are some reasons why the writer chooses this school. The first, *SMP Negeri 1 Wonogiri* is an international standardized school (*RSBI*) and also the best Junior High School in Wonogiri. Second, this school has good quality that is carried by multimedia facilities. Third, the school has good achievement of their graduates.

Based on the background above, the writer wants to know that by using multimedia facilities how is the *RSBI* students' capability in understanding written texts and what are the problems faced by the second year students of *RSBI* class in understanding written texts. Reading test is used to be a base together with the knowledge about the technique, theory, and evaluation of the teaching. The result of research can be used as an input in teaching learning process especially in teaching reading. Therefore the writer is interested in conducting a research entitled **STUDENTS' CAPABILITY IN UNDERSTANDING WRITTEN TEXTS OF THE SECOND YEAR STUDENTS OF *RSBI* CLASS AT *SMP N I WONOGIRI*.**

## **B. Problem Statement**

Based on the background above, the problems of the study can be formulated as follows:

1. How is the students' capability in understanding written texts of the second year students of *RSBI* class at *SMP N I Wonogiri*?
2. What are the problems faced by the second year students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts?

3. What are the causes of the problems faced by the second year students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts?

### **C. Objective of the Study**

The writer has some objectives of the study, those are:

1. to describe how is the students' capability in understanding written texts of the second year students of *RSBI* class at *SMP N I Wonogiri*.
2. to describe the problems faced by the second year students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts.
3. to describe the causes of problems faced by the second year students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts.

### **D. Limitation of the Study**

In conducting the research, the writer limits the study of the students' capability in understanding written texts of the second year students of *RSBI* class at *SMP N I Wonogiri* that focuses on the genre texts (procedure, recount, descriptive and narrative) and short functional texts . And the reading comprehension capability is seen from the result of the test. Then the writer wants to know the problems faced by the second year students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts.

### **E. Benefit of the Study**

The writer hopes that this research can give some benefits in the study of English especially in reading skill. There are two kinds of benefits in this research, those are:

### **1. Theoretical Benefits**

The writer hopes that the research can give reference for conducting such kind of research in the future. This research gives description about the student's capability in understanding written text , and the problems faced by the second year students in understanding written texts that is useful for improving teaching ideas especially in the reading subject.

### **2. Practical Benefits**

- a. This research can give the information about the student's capability in reading comprehension so that the students can improve their capability in understanding written texts.
- b. This research can give the information about problems in reading comprehension so that the teacher in the school can find some techniques to teach reading.

### **F. Research Paper Organization**

To enable the writer in arranging the research and to make easy to understand, the writer divides this research paper into five chapters, there are as follows:

Chapter I is introduction. It deals with background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that consists of previous study, theoretical review, reading comprehension, teaching reading, genre, and reading skills and strategies.

Chapter III is research method. This chapter presents type of research, place and time of the study, subject of the study, data and data source, technique of collecting data, and technique for analyzing data.

Chapter IV is research result and discussion. The research result is divided into the students' capability in understanding written texts, the problem faced by the second year students, and the causes of the problem faced by the students of *RSBI* class at *SMP N I Wonogiri* in understanding written texts.

Chapter V is conclusion and suggestion.