

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In social life, language is very important means to communicate among people from different places or cultures. There are two kinds of language that have to be learned by Indonesian students: Indonesian and English. English is the most important language in the world. It is one of the international languages. Therefore, it becomes a mean of communication among people in the world. So, it is very important for us to learn English.

Learning English involves the four language skills that must be mastered if someone wants to be successful in English. They are speaking skill, listening skill, writing skill, and reading skill. Reading is one of the language skills that can help in all subjects, especially in English teaching learning. Hodgson (1960:43-44) in Tarigan (1986:7) defines reading as “a process that is carried and used by readers to get the message, which was about to be submitted by the author through the medium of words or written language”.

Reading comprehension skills increase the pleasure and effectiveness of reading. Reading comprehension is important, because we can improve science and knowledge. According to Zimmerwan (1999: 4) reading comprehension is essentially the ability to understand what has been read.

Wallace (1996: 5) states that reading is so much a part of daily life for those who live in literate communities that much of the time we hardly consider either the purpose or processes involved. In addition, by reading the readers can draw the conclusion of the text. Reading is one of the skills in learning English. It is a part of language which plays an important role as a medium to get information and knowledge. Smith (1971) in Fauziati (2002: 139) states that it is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) it can help us to plan to study in English –speaking country. Moreover, by reading, the readers can do the other activities, such as writing and speaking.

English and Indonesian are two different languages. No one can guarantee that students who understand Indonesian texts will also understand English texts. It is easier for the students to read Indonesian texts because they have mastered the Indonesian vocabulary and grammatical structures, but when they are reading English texts they should have enough vocabulary and understand the grammatical structures of the target languages.

Based on the description above, students should master reading skill. Good achievement in reading comprehension is important for 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 reading the text but also understanding the content of the text. The reader must know the information, message, or idea about the text. To consider the effectiveness of using language, each form of written texts is preferable created based on genre.

Nowadays, the English teaching process in Indonesia applies the genre-based approach. Genre is a type of the texts that express and has the certain social function. The genres taught in school are descriptive, narrative, recount, argumentative, report, spoof, news item, and many others. Each genre has the certain generic structure and conclusion of the paragraph in the end of the text, especially argumentative text. According to Houghton (2010: 12), conclusion is the last part of something or an opinion reached after some thought.

The development of argumentative writing is studied here by examining the structural organization of argumentative texts. It is assumed that the ability of constructing the structure of argumentative texts can make the supporting relationship, that is, the conclusion supported by argument statements, is acquired gradually with age (Courier, 1993: 169). Before the students draw the conclusion of the text they have to understand the text. In

argumentative text, there are several arguments. The students will draw the conclusion from several arguments of the text.

Capability is abilities 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, (4) reading between the lines, (5) predicting what the happening, and (6) deducing meaning from the context.

In argumentative text, reading is important for the students to get the conclusion. Before the students start to draw the conclusion, students must read the several arguments, namely main part of the text. But the second year students still make mistakes when drawing the conclusion, especially for the eleventh grade of SMA N I Kradenan. Sometimes they are confused with several arguments of the text. The other reason is many students have bad vocabulary and they are lazy to read a passage.

Based on the background above, the writer wants to identify the students' capability in drawing conclusion from argumentative text and what are the problems faced by the eleventh grade students in drawing conclusion from argumentative text. 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 *STUDENT'S CAPABILITY IN DRAWING CONCLUSION FROM ARGUMENTATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 KRADENAN IN 2013/2014 ACADEMIC YEAR.*

### **B. Limitation of the Study**

In this research, the writer focuses on analyzing student's capability in drawing conclusion from argumentative text at the eleventh grade of SMA N I Kradenan in 2013/2014 academic year. The student's capability is seen from the results of the test, then the writer wants to know the strategies that uses by the eleventh grade students of SMA N I Kradenan in drawing conclusion from argumentative text to get the results of the research.

### **C. Problem Statement of the Study**

Based on the background of the study, the problems that are going to be discussed in this research are as follows:

1. How is the student's capability in drawing conclusion from argumentative text by the eleventh grade of SMA N I Kradenan in 2013/2014 academic year?, and
2. What are the strategies that uses by the eleventh grade students of SMA N I Kradenan in drawing conclusion from argumentative text?

#### **D. Objective of the Study**

Based on the problem statements, the objectives of the study of this research are:

1. to describe the student's capability in drawing conclusion from argumentative text made by the eleventh grade of SMA N I Kradenan in 2013/2014 academic year.
2. to describe the strategies that uses by the eleventh grade of SMA N I Kradenan in drawing conclusion from argumentative text.

#### **E. Significance of the Study**

The writer hopes that this research can give significance both for the theoretically and practically.

##### 1. Theoretical Significance

The result of this research might be useful for other researcher for those who want to conduct a research in reading comprehension, especially in argumentative text.

##### 2. Practical Significance

###### a. Teacher

This research can give the description about the student's capability in drawing conclusion from argumentative text in the eleventh grade of SMA N I Kradenan in 2013/2014 academic year.

b. Student

This research can improve the students' capability in drawing conclusion from argumentative text.

**F. Research Paper Organization**

This research is organized in such a way that makes the readers easy to understand. The following shows the content covered in the research paper.

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

Chapter II is review of related literature. This chapter covers previous study, definition of capability, notion of reading comprehension, the process of drawing conclusion, the use of conclusion, and the notion of argumentative text.

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

Chapter IV is research finding and discussion. The research finding is elaborated into students' capability in drawing conclusion from argumentative text, what are the problems in drawing conclusion from argumentative text, and what are the causes faced by the eleventh grade of SMA N I Kradenan.

Chapter V is conclusion and suggestion. The researcher draws the conclusion, and proposes the suggestion taken from the result of the research.