

**A STUDY ON READING COMPREHENSION OF THE SECOND
YEAR STUDENT OF MAN TEMPURSARI NGAWI
IN 2007/2008 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the subjects taught at school. People learn many languages to communicate with people from other countries. It is a vital area of study for a better understanding of us. Learning language especially English is a window outside the world. It has an important role in all aspects of human life such as in science, technology, education and economics. From this reason, the government of Indonesia decides that English is the first foreign language to put in the school curriculum. English as a subject matter in school covers the four basic language skill namely speaking, listening, reading and writing.

Reading, one of the language skills, is a complex language skill. It 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 (2007. www.if.ia.org). Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. Nevertheless, there are still some people who never have much initial interest or lasting interest in book and readings, so they cannot access reading activities and reading programs.

Because mastering reading is important, English teacher should prepare her or his students to be competent in reading. To do this in teaching reading, teachers have to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should revive the students attention and make them creative and active.

To reach a good achievement in reading comprehension, the students need more time to practice it. A good achievement in reading helps the students achieve the ability of other aspects of English language such as good speaking, enriching students' vocabulary and ideas. A good reading will improve the student's ability in gathering ideas to communicate. However, sometimes the language learners have difficulties in reading comprehension. So, they have the same problems in learning English especially in reading comprehension. The problems may arise from the learners, teacher and the facilities.

The problems faced by the students in reading comprehension are caused by the language, the facilities, and the reading strategies. Learners problem is usually in mastering vocabularies. 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. The other reason is students can not increase their knowledge in reading comprehension if they have limited facilities. It is also the problem usually faced by the student, the facilities do not support them to increase their skill in reading comprehension. The last is the mastery reading strategies. It is an

important aspect which influences the skill of the students in comprehending the reading text (2008 www.pbs.org). The strategies that should be mastered are, (1) previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection, (2) predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, (3) skimming and scanning, (4) guessing from context using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up, (5) paraphrasing: stopping the end of a section to check comprehension by restating the information and ideas in the text.

Reading strategies are needed to master a variety of skills, which constitute a key to comprehend the text. Mastering the skill, students will get many information and ideas which can enrich the student's vocabulary and ideas. Barrett's taxonomy categorizes reading skills into three levels of comprehension. Barrett's taxonomy presented in the hierarchy from the least to the most difficult level of reading. The skills of this reading are, (1) literal comprehension, it is the ability to read the line to understand the plain sense of what is stated in the text. Understanding literal meaning is the first step toward a deeper meaning. (2) inferential comprehension, obliges the readers to read between the lines, to consider what is implied but not explicitly stated. It requires the reader to understand the text well enough to work out its implications and (3) evaluation, this level of comprehension involves reader in

making judgment about the content of a text by comparing it with information provided by the author on the subject, or with his own experience, knowledge, or values related to the subject.

Mastering the skills is quite difficult. As a matter of fact the student's ability in applying the skills helps them understand the English reading text easier. Student often get various problems in mastering the skills, just like in MAN Tempursari Ngawi, in which sometimes the students get difficulty in understanding the text. However the teacher does not know that the skill is the source of the student's problems. To know the student's problems, in reading comprehension, the writer uses test as her instrument. So, the student's difficulties becomes the reason of the writer's interests.

Based on the background above, the writer wants to know the student's ability in reading comprehension and the problems faced by the second year students in reading comprehension for the best result of the teaching. 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 "A Study on Reading Comprehension ability of the Second Year Students of MAN Tempursari Ngawi in 2007/2008 Academic Year".

B. Problem of the Study

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

1. How is reading comprehension ability of the second year students of MAN Tempursari Ngawi in 2007/2008 Academic Year?
2. What is the most dominant reading skill mastered by the second students of MAN Tempursari Ngawi in 2007/2008 Academic Year?

C. Objective of the Study

The study is aimed:

1. to describe reading comprehension ability of the second year students of MAN Tempursari Ngawi in 2007/2008 Academic Year.
2. to describe most dominant reading skill mastered by the second students of MAN Tempursari Ngawi in 2007/2008 Academic Year.

D. Limitation of the Study

1. The reading comprehension ability is seen from the result of the test.
2. The most dominant reading skill is seen from the test items related to reading skills.

E. Benefit of the Study

The writer hopes that this research will have some benefits in the study of English especially in reading skills. There are two kinds of benefits in this research, those are:

1. Theoretical Benefit

- a. The result of the research can be used for those who want to conduct a research in analyzing teaching English language especially in reading subject.
- b. This research will enrich the study on English teaching learning, especially for teaching reading in senior high school.

2. Practical Benefit

- a. This research will give the information about the student's ability in reading comprehension.
- b. This research will give the information about problem 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 it easy to understand, the writer divides this research paper into five chapters, they are as follow:

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

Chapter II is review of related literature that consists of previous study; underlying theory: notion of reading, fluent readers, the reading technique, the notion of comprehension, factor affecting comprehension skill, reading comprehension; and theoretical framework.

Chapter III is research method. This chapter consists of research design; population, sample, sampling; research instrument; validity and reliability of the instrument, data and methods collecting data; and data analysis.

Chapter IV is research result and discussion. It consists of description of the data presentation, data analysis and discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.