

**THE CAPABILITY OF STUDENTS PACKET B IN**

**MASTERING READING SKILLS**

**AT Society Learning Center (*Pusat Kegiatan Belajar Masyarakat*)**

**“PIONEER”**



**RESEARCH PAPER**

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# **CHAPTER I**

## **INTRODUCTION**

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

Reading, one of the language skills, is an important skill to learn. It is essentially the basis of nearly all learning, and a basic requirement to progress in life. However, for students just beginning to explore reading, it can be an intimidating process. By building a strong foundation of reading, teachers will be able to help students to succeed in the classroom and beyond. Nevertheless, there are still some people who have much initial interest or lasting interest in book and readings, so they cannot access reading activities and reading programs.

In English as a foreign language, the emphasis of teaching and learning process tends to be on reading skills. It can be seen from the fact that almost 50 percent of the items of national final examination consist of reading. It seems that if the students have problems in comprehending reading text such as narrative, descriptive, procedure, recount, and report, they will fail in their examination.

Because of those reason, English teacher should prepare her or his students to be competent in reading. The teachers have to be able to make interesting materials for the students in the process of and they have to know how to apply it. The teacher should make them active and creative.

There is need more time to practice reading comprehension, when the students want to reach a good achievement. A good achievement in reading will improve the student's ability in gathering ideas to communicate; however, sometimes the students have difficulties in reading comprehension. The problem may come from the students, teacher, and the strategies that the students used.

The problem faced by the students are related to vocabulary knowledge, and reading strategies. Student's problem is usually in mastering vocabularies. English and Indonesian language is different. The students who have good understanding of Indonesian text do not have well in English text yet. The next problem is about the students reading strategies. The strategies used to master reading from the easier to the difficult. With good practice, students become better at using strategies to build comprehension. The following is a list common reading strategies that can help students read more quickly and effectively: (1) previewing : review titles, section headings, and photo captions to get a sense of the structure and content of a reading selection, (2) predicting : using the knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, (3) skimming and scanning : using a quick survey of the text to get the main idea , identify text structure, confirm or question predictions, (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 at the end of a section to check comprehension by restating the information and ideas in the text.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. Barrett's taxonomy categorizes reading skill into five levels of comprehension. The skills of the reading are, (1) literal comprehension, it is the ability to read the line to understand the ideas and information which are explicitly stated in the selection.(2) reorganization, requires the student to analyze, synthesize, and/or organize ideas or information explicitly stated in the selection, (3) Inferential comprehension, obliges the readers to read between the lines, to consider what is implied but not explicitly stated, (4) evaluation, 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, (5) appreciation, involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.

.By learning English the students will also learn about everything in English language. So that's why reading is very important to learn. By learning reading the student will be able to recognize the word meaning or phrase, arrange their fluency and intonation practice to be brave to read with a

louder voice. Besides that, the reading text is usually very helpful to the teacher in guiding questioning.

So here, the problems faced by the student packet B in PKBM “PIONEER” are on students’ ability on reading. Beside the teacher still teaches reading by using the old conventional menu and reading anything which is organized as texts, teacher also helps them with the text but sometimes students must find their own text from other writing. To make the students more focus and not bored, teacher gives them text they have to read, this is also to measure the students capability in English. There is needs more research for students in Packet B to gets the great solution for a good result conclusion. The result itself can be used as a way to overcome the reading problems in Packet B itself. In PKBM “PIONEER” the students is not facilitated by the other media such as internet, television, or tape recorder to help them study and getting information on education. But the teacher still keep tries to develop the student’s ability on reading by using their own ways.

Here the teacher uses the Barrett Taxonomy of cognitive and Affective dimensions of reading comprehension. By using this theory hoped that the student will know better about the text they’re read, with that it is also able to develop their memory on vocabulary. There are several element of Barrett Taxonomy theory such as 1) literal comprehension, 2) reorganization, 3) inferential comprehension, 4) evaluation, and 5) appreciation. The Barrett Taxonomy (Clymer, 1968), designed originally to assist classroom teachers

in developing comprehension questions and/or test questions for reading, is especially useful for classroom questioning in other content areas as well.

The phenomenon above explains that there is no doubt for a school to develop curriculum but in developing the curriculum the school has to consider the ability of the students, and it makes the researcher interested in conducting a research entitled:

**‘The Capability of the Students Packet B At PKBM ‘PIONEER’ In Maturing Reading Skills**

**B. The Problem Statement**

The problem statements of this research are:

1. How is the ability of the third year students Packet B At PKBM ‘PIONEER’ in understanding in reading text?
2. What are the problems faced by the students to understand reading text?

**C. The Objectives of the Study**

In general, the study aims to describe the ability of the third year students of Packet B At PKBM ‘PIONEER’ in understanding the reading text, and to describe problems faced by the students in understanding reading text.

**D. Limitation of the Study**

The researcher only focuses the problem of the study on the ability and problem faced by the third year students of Packet B At PKBM ‘PIONEER’ in understanding the reading text.

## **E. The Benefits of the Study**

From this research, the writer expects many benefits theoretically and practically:

### **1. Theoretical Benefit**

- a. The result of this study hopefully can give much input to other researchers who want to analyze the ability of the students in reading for students in Packet B
- b. This research can be used for the teacher to find new innovation in teaching reading text for students in Packet B
- c. It is expected that the writer be more references about descriptive research, especially in doing the teaching analysis.

### **2. Practical Benefit**

- a. This paper can give much information for the teacher about the ability of students in reading, in order that the teacher can teach English especially reading easily.
- b. This paper shows the ability of the students in reading, so they will be encouraged to improve their ability in reading.
- c. This paper will increase the knowledge of the researcher in teaching practically to have practice in the real teaching to apply the theory got at the campus.

## **F. Research Paper Organization**

In conducting the research, the writer organizes it in order to give a clear guidance in reading and understanding the content of the study. The writer conducts her study into five chapters.

Chapter I, introduction, consists of background of the study, the problem statement, the objective of the study, limitation problem, the benefit of the study, and research paper organization.

Chapter II is underlying theory. It consists of previous study and Theoretical review. Theoretical review it discusses the notion of packet A, B and C school and the notion of reading, reading skills and strategies, the Barrett Taxonomy of Reading Comprehension skills and strategies, and theoretical framework

Chapter III is research method, which consists of place and time of the research, type of research, subject of the study, object of the study, data and data source, method of collecting data, credibility of data, and method of data analysis.

Chapter IV is the research finding and discussion. Research finding are consists of students' reading skills and problems faced by the student and then discussion of finding.

Chapter V is conclusion and suggestion.