

## **CHAPTER I INTRODUCTION**

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

English is one of the subjects for students of junior high school. This subject requires them to learn at least four hours per week. They are prepared to be able to communicate with other people around the world. Hence, they must study English in their schools.

In the teaching and learning of English, teachers should teach based on SKKD (*Standar Kompetensi dan Kompetensi Dasar*) or standard of competence and basic competence. There are four skills for learning English based on this standard. They are listening, speaking, reading, and writing skills. In listening skill, learners are expected to make sense spoken texts. Then, they can improve vocabulary through reading skill. By having much more vocabulary, they can write or speak to express their mind. Therefore, all skills in learning English are interrelated.

Reading is a very important skill that must be mastered by students of junior high school. By reading, they make sense what a writer means. They can also catch the information in a text even the detail information. A text can be a good model to learn English because it provides structures and information to support their learning. In addition, they can have much more vocabulary because texts supply various words. A reading text is also constructed by grammar that can be a model to improve students' knowledge.

Reading comprehension is the core of the reading activity. By having comprehension, students are able to make sense what the texts tell about. They can also catch the general or detail information what the questions ask the students. Therefore, comprehension is the purpose of reading.

Nowadays, English teaching-learning processes of junior high school have been using genre-based approach. This approach requires students to learn based on texts-oriented. The texts are classified into two kinds of text based on SKKD of junior high school. The first one is genre texts. They are narrative texts, recount texts, descriptive texts, report texts, and procedure texts. The next one is functional texts. They are cautions, notices, warnings, greeting cards, letters, labels, short messages, advertisements, announcements, and invitations.

Each text has a different purpose and function in use. It is based on the context in which the text is created. By understanding it, students can use the text to communicate their ideas. These two aspects are represented into the language that is used. In addition, they can also recognize the language features in each text. Thus, they can comprehend the texts easily after knowing the patterns of texts. For example, recount texts have some characteristics such as using simple past, using chronologically time, and retelling past events.

However, many students face many difficulties to make sense English texts. They cannot recognize the pattern of the text to comprehend the text. The texts are usually constructed in topics, main ideas, references, sequences etc. They usually neglect the patterns organization. Therefore, they often miss the information of the texts.

Students often neglect a pattern organization of text. Each text is constructed by a pattern that can be used to comprehend it. The patterns are such as listing, sequence, comparison/contrast, cause/effect, description, and problem/solution.

Students also feel bored and get difficulties to understand certain texts. They usually read the whole text, but they do not care about the patterns organization of texts. It makes them difficult to find the information of the paragraphs well. Moreover, when they are required to find specific information, they often make a mistake.

The problems can make the teaching and learning process run ineffectively. Therefore, the researcher is triggered to investigate a strategy that can improve junior high school students' reading comprehension.

## **B. Identification of the Problem**

The teaching and learning process of reading in classroom is commonly influenced by some factors such as students' ability in comprehending an English text, the material and the reading activity (Klingner, Vaughn, Broadman, 2007:131). Based on a preliminary observation conducted on October, some problems dealing with the factors influencing the students' reading comprehension are identified as follows.

The first problem comes from students. They still had difficulties in understanding reading texts. They still asked each other to comprehend a text. When they were required to identify the detail information of the text, they often

had mistakes even they could not answer the questions. They often felt confused when they read a long English text. These difficulties make them have less comprehension. They often thought that a long text was too difficult to comprehend, so that it made them bored to start looking for the certain information. They were also very passive when they were required to read a text by the teacher. When they were asked to look for unfamiliar vocabularies, some of them neglected the command and they just chatted with their friends or even they asked the teacher to know the meaning of the unfamiliar word. This condition made the class rather crowded. In addition, they also had difficulties to catch the message in a text. Most of them did not bring any dictionary and even the course books, so the teacher had difficulties to manage them.

The second problem is related to the materials. There are various text types in English but students had limited access to learn them because they only had one course book in the learning process. Then, there was no another source that the teacher used in the teaching process in her class. Therefore, they still got confused if they faced a new text.

The third problem deals with the English teacher. She just explained the text in general. She just asked her students to read a text and look up the meaning of the unfamiliar vocabulary. She also did not explain the patterns of texts completely. She said that she did not use a certain strategy to teach reading. Therefore, students did not have a good comprehension when they read the text.

### **C. Delimitation of the Problem**

Based on the identification of the problem, there are many factors influencing student's reading comprehension. It is impossible for the researcher to cope all problems. Therefore, the research focuses on the strategy of recognizing text organizations to improve students' reading comprehension.

The limitation is based on three main reasons. Firstly, comprehending a text does not only focus on vocabulary but also needs to concern the patterns organization of the texts. Secondly, there are various kinds of texts and they have different kinds of characteristics. Thirdly, students need a strategy to comprehend texts.

### **D. Formulation of the Problem**

Based on the delimitation of the problem, the problem of this research is formulated as follows.

“How could recognizing text organizations be implemented to improve students' reading comprehension at SMP Negeri 3 Polokarto Sukoharjo?”

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

Based on the formulation of problem, the objective of this research is to explain how the implementation of recognizing text organizations can improve students' reading comprehension at SMP Negeri 3 Polokarto Sukoharjo.

## **F. Significance of the Research**

This study is expected to give both theoretical and practical contributions.

### 1. For theoretical contribution

This study can support the significance of recognizing text organizations in English teaching and learning process especially in reading.

### 2. For practical contribution

This study is expected to give contributions for the following parties.

#### a. Students of the English education department

This study is useful to give sources or information for students of English education department. It also gives a contribution for them as a sample in language teaching. Therefore, they can choose an appropriate technique which is suitable for students' needs and capacities.

#### b. English teachers

This study is expected to give information and knowledge about implementing the strategy of recognizing text organizations to improve students' reading comprehension.

#### c. Other researchers

This study can be useful as a reference to conduct a similar research that deals with the same strategy and with the same or different research design to develop the teaching quality of reading comprehension through recognizing text organizations.