

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has urgent position in the world because English as international language which all of people in this world have to comprehend and communicate it even in orally or written. In Indonesia, English is one compulsory subject taught to the students for all levels; primary, Junior High School, and Senior High School, as well Higher education. The decision is taken that English is an International language, and it is possible that it will be as a second language after Indonesia language, because of that, it is very important for the students specifically and Indonesian people generally to master English. In mastering English there are four basic skills should be mastered, namely reading, listening, speaking, and writing. Those skills are related to one another

Reading is an important language study. Someone who wants to study English should be able to read English welly. It is also a tool of gathering information as well as for enjoyment, Hence, it enables us to add our knowledge because the more we read the more knowledge we get.

Reading comprehension involves a complicated of skills in which students involve their understanding of various elements finding topic or general idea from the text, main idea, detail information, and meaning of the words or phrase and reference based of the text.

Reading comprehension is important for the students, since it will help the students to increase their vocabulary. Considering the important of that skills, every State Junior High School has prepared its students with reading skill in learning. Reading has been given more attention with reading comprehension has been a central skill tested in English National Final Test (Ujian Akhir Nasional-UAN).

In line, the reading importance is reading comprehension, it is appropriate if the reading becomes an important part of language skills that is developed in school. Reading has been learned since the students are the elementary school until senior high school level. In elementary school, the students are asked to understand the sentence, while in junior high school level, they have to understand the text or passage like descriptive, narrative text. Etc.

In-School –based curriculum (KTSP), teaching English subject uses genre-based approach. The purpose of reading subject at second grade of senior high school is to make students be able to understand the idea in functional text and short essays which focuses on descriptive, Recount and narrative text form in order to increase students' knowledge and are accepted in daily life. The indicators of the reading are finding topic or general idea from the text, main idea, detail information, and meaning of the words or phrase and reference based on the text (Depdiknas :2006).

Based on the preliminary research had been conducted in Junior High School 20 Padang on March 29<sup>th</sup> 2018, There are some facts have

been founded in Junior High School 20 Padang in teaching reading. First, most of student did not understand text. However The English teacher has not analyzed student's comprehension based on component of yet. Second, Students' have not mastered the genre of text yet. Unfortunately, the teacher didn't asses the student mastery on the text. It was indicated by the score of the students in daily examination. It can be seen in table as follow:

**Table 1.1 Students' PRA UN USBN Score of English Subject Test at Class IX**

No.	Class	Total of Students	PRA USBN Score
1.	IX1	32	63,75
2.	IX2	32	49,87
3.	IX 3	30	56,83
4	IX 4	31	44,05
5	IX 5	31	54,12
6	IX 6	30	45,00
7	IX7	30	49,00
8	IX 8	32	54,56
<b>Total Score</b>		<b>248</b>	<b>417.18</b>
<b>Mean</b>			<b>52.14</b>

From the data above, it was found that the students' achievement in English subject was still low. It means that the mean of students' score was below the Minimum Achievement Criteria for English lesson that was 76 point.

However, English teacher has not analyzed student' reading comprehension based on component yet. English teacher has taught descriptive Narrative and Recount Text. However, she has not analyzed students' mastery on genre and difficulties reading yet.

The related of genre, the researcher identified the student reading comprehension concern on the genres studied at the class Nine of State Junior High School 20 Padang., they were : Descriptive, Narrative, and Recount text.

So that, related to the explanation above, this research have been focused on *A Study On Students' Reading Comprehension in Genre Texts At Grade IX Of State Junior High School 20 Padang.*”The text focus on Descriptive, Narrative and Recount.

### **B. Focus of the Study**

Based on the background of the study above, this research was focused on student's reading comprehension on genre texts at grade Nine of State Junior High School 20 Padang .The genre texts are Focus on descriptive, Narrative and Recount Text.

### **C. Formulation of the Problem**

Based on the Focus above, the researcher are:

1. What component of reading comprehension has not been mastered by the student's at grade IX state of Junior High School 20 Padang?
2. What type of genre has not been mastered by the students at grade IX state of Junior High School 20 Padang?

### **D. Purpose of the Study**

Based on the formulated above, the main purpose of this research are:

1. To identify component of reading comprehension has not been mastered by the students yet at grade IX state of Junior High School 20 Padang

2. To identify the type of genre has not mastered by the students yet at grade IX state of Junior High School 20 Padang.

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

The finding of the study will be expected to be beneficial for giving significant results in improving the quality of student's reading comprehension, by doing a study of student's difficulties in their reading comprehension. The researcher gives suggestions as a problem-solving approach to the problematic reading comprehension of students, which concerns: reading comprehension of genre texts.

#### **F. Definitions of Key Terms**

In this research, the writer uses several terms. To avoid misunderstanding, it is necessary to define them:

1. Reading: is the process of constructing meaning from written texts, an activity done to extract meaning from writing. (Nuttall, 1982:)
2. Reading Comprehension : is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading and fluency
3. Descriptive Text: Descriptive Text is a text that describes a particular person, place, or thing (Gerot and Wignel in Mursyid: 2006)
4. Narrative: is a text focusing on specific participants. Its social function is to tell stories or past events
5. Recount : is a text which tells about events happening in the past in a sequence of time, Anderson (1997:49)