

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, assumption, limitation and scope, definition of key terms, and organization of the thesis.

1.1 Background of the Study

Not all people like reading. For some people, reading is boring. The readers should spend a lot of time to sit and read what is written by the writer. However, for the some people, reading can provide our knowledge or simply for pleasure.

It also happens to some students in a school. Some students like reading and the rest do not, but most of them say the same reason why they do not like it. Some say it takes a lot of time if they read a passage. Actually, they do not know the way to get the general idea about the passage which appears in each paragraph. Moreover, they should not read all the contents of a passage. This becomes the main job of a teacher to help her students find the general idea of a passage.

Another way to make students get interested in reading is for the teacher to provide curriculum materials. According to Heilman, Blair, and Rupley (1981, p. 53) the curriculum materials

focus primarily on teaching concepts that can be characterized as facts. According to syllabus on the curriculum 2006, there are three competence achievement indicators of teaching reading on the second grade students of junior high school at the second semester. First, students are able to understand the information in the functional text. Second, students are able to identify the communicative purpose of the functional text. Third, students are able to identify language characteristics of a functional text. From these three indicators, the students should be able to answer the questions about the information explicitly stated in the text.

The reading texts also provide opportunities to study vocabulary, grammar, punctuation, and the way teacher constructs sentences, paragraphs and texts.

1.2 Statement of the Problem

The study is an attempt to see the reading achievement of second grade students of junior high school. The central question formulated is:

“How are the second grade students of junior high school reading achievement?”

1.3 The Objective of Study

Referring to the statement of the problem above, the objective of the present study is to find out the reading achievement of the second grade students of junior high school.

1.4 Significance of the Study

This study is required to provide benefits for English teachers and other researchers. The teachers will be aware that students still need teacher's guidance to understand a reading text. Therefore, the teachers can recall word meanings, draw inferences from content, follow the structure of a passage, recognize a writer's purpose, attitude, tone, mood, and find answers to questions answered explicitly or in paraphrase.

Also, this study can be useful for the other researchers who want to conduct other relevant studies. They can use this as their reference. This study can support other relevant studies and they can learn from the good things done in this study.

1.5 Theoretical Framework

According to Heilman, Blaire, and Rupley (1981, p. 4), "Reading is interacting with language that has been coded into print". In the reading process, the readers are trying to understand what the text tells about and get the information from the text. Heilman, Blaire, and Rupley (1981, p. 4) also present that "Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment"

1.6 Assumption

This study is based on the following assumption:

The reading achievement of the second grade students of junior high school represents their reading skill is good.

1.7 Limitation and Scope

The writer limited this study for the second grade students of junior high school. The writer chose Santa Maria Junior High School because the accreditation of this school is A and she also had done teaching practice in this school. The writer also decided to make reading tests by herself for getting the data in the form of students' test score.

1.8 Definition of Key Terms

The definitions of key terms which used in this study are reading and achievement.

Reading is interacting with language that has been coded into print Heilman, Blaire, and Rupley (1981, p. 4).

Achievement is measuring knowledge and skills in an area in which instruction has been approved. Reynolds, Livingston, and Willson (2010, p. 5). So, the reading achievement in this study is an achievement which obtained by the students who has been doing the reading test given.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter I of this study is the introduction. It contains the of background of the study, the statement of the problem, the objective of the study, the significance of the study, the theoretical framework, the assumption, the limitation and scope, the definition of key terms, and organization of the thesis. Chapter II review of related literature. It contains of a

review of literature and review of related study used in this study. It presents all of the theories used to support this study. Chapter III is research method. It reviews about the research design, the subject of the study, the research instrument, the validity and reliability of the instrument, the procedures of data collection, and the procedures of data analysis. Chapter IV is data analysis. It contains the analysis of the data and findings related to the research question. The last chapter, chapter V, presents the conclusion and suggestions for further researches.