

CHAPTER 1

INTRODUCTION

This chapter discuss about background of the resesarch, problem of the research, objective of the research, and significances of the research.

A. Background of the Research

In learning English some skills should be mastered by students. They are speaking, reading, listening, and writing (Haerazi 2019). One of the English skills that can improve other skills is reading (Nerim 2020). According to Troyer (2019) reading is a process of understanding a written language or text. From the reading activity, students can get information and support their writing, speaking, and listening skills because it can acquire vocabulary, grammar, and discourse markers. Rohmah (2018) the knowledge reading of the students is gradually increased and it may cause other language skills are developed such as listening, speaking, and writing. In addition, knowledge and experience obtained from reading can make wide intellectual abilities (Aziz, et al. 2019). Reading texts cannot be separated in Indonesian and English subject matter. There are a wide variety of text types that you may already have learned while learning these two languages.

Based on KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006 of Junior High School, kinds of texts are inroduced to students from the first year until the third year at junior high scool. One of them is descriptive text that had been learned by second year students of junior high school. But, the students usually faced difficulty in reading descriptive text because it must use present tense

which is complicated for them and they have the little vocabulary in reading especially in reading descriptive text. Learning achievement is the result of a process in which there are a number of factors that influence each other, the high and low student achievement depends on these factors, one of the factors that influence achieving learning achievement is gender or what is commonly called gender (Esteves 2018). For students, learning achievement is absolutely necessary to support the development of cognitive, affective, and psychomotor abilities. Because when one becomes an adult, a positive perspective on gender must be instilled in students. differences in learning achievement between boys and girls. Women in this case manifest as individuals who have better learning achievements than men (Haryono 2015). Therefore, the researcher is interested in knowing students' abilities in reading descriptive text because at MTs Al-Azhar Center Baturaja the male and female students are in separate classes and one of the teachers at MTs Al-Azhar Center Baturaja also suggested using descriptive text to find out students' ability to read because according to the subject matter eighth graders already knew descriptive texts in seventh grade and learned again in eighth grade. According to Oshima and Hogue (2013) descriptive text is writing about the characteristic form of certain things. The descriptive text show things that can be observed because the text describes how something or someone.

The students must have the ability to read descriptive text when they are given a test, students must know the parts of the descriptive text. Furthermore, there are some difficulties that can arise when students learn about descriptive

texts. Meanwhile, difficulties in understanding reading descriptive texts are related to several causes; lack of vocabulary, difficulty in finding ideas or themes, inability to build a generic structure of text, inability to use grammar correctly, and write unclear sentences and others.

Based on the results of pre – observations conducted through interviews with one of the teachers at MTs Al-Azhar Center Baturaja, it is known that there is a lack of interest and activeness of students in reading, based on the average student report scores in learning English, especially in reading ability there is a lack of ability to recognize and understand the content of the text.

Based on the description above, the researcher is interested in carrying out a study entitled “**Students’ Ability in Reading Descriptive Text at MTs Al-Azhar Center Baturaja**” The purpose of this research is to determine students’ ability in reading descriptive text.

B. Problem of the Research

1. Limitation of the Research

In this research, the researcher limited the research to reading descriptive text to eighth grade students of MTs Al-Azhar Center Baturaja.

2. Formulation of the Research

Based on the limitations, the researcher formulates the problem of the research as "What are the students’ ability in reading descriptive text to eighth grade of MTs Al-Azhar Center Baturaja?"

C. Objective of the Research

The purpose of this research is to find out the students' ability in reading descriptive text to eight grade MTs Al-Azhar Center Baturaja.

D. Significances of the Research

The significance of the research as follows:

1. For teachers:

This research can make a good contribution to teachers in recognizing the strengths and weaknesses of their students in reading descriptive text.

2. For students:

This research intends to improve students' reading descriptive text, which will have a good effect on students and can optimize their reading descriptive text so they are more motivated to learn English.

3. For researcher:

The research would get a new experience, deeper knowledge in this subject and mastered reading descriptive text.

4. For TEFL

The benefits of this research for TEFL in this study are that it can be a reference for prospective educators to develop research on foreign language teaching skills, especially in English, and can add to the knowledge of readers in improving their ability to convey English learning in a clear and interesting way.