

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with background of the problem which tells about English and the students' reading skill. Setting of the problem contains about the main problems which have previously the researcher formulated in background of problem. Limitation of the problem is the focus of the researcher in this research. Formulation of the problem contains a research question which will be answered by researcher in this research. Purpose of the research describes about purpose which will be gained through the research's process. Significance of the research describes about contribution related to the research' result. This chapter ends with the definition of the key terms.

#### **A. Background of the Problem**

In the globalization era, English as an international language becomes very important. English is now one of the most widely spoken languages in the world and plays an important role in communication throughout the world. It means that English is very important and has many relationship with various aspects of live owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. That is why language is one of the most important things in communication and it is used as a tool

of communication among the nations in all over the world, English is considered as an international language.

In English there are four skills that have to mastered by the learners, they are listening, speaking, reading, and writing. All of the skill is very important and in this research used reading skill to develop their reading ability. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background to build meaning. It is clearly stated that reading is a process to mix information of the text with the reader's intelligent background to build the meaning of the text.

Reading is one of the language skills that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways. Moreover, Moats points out that reading is the fundamental skill upon which all formal education depends. So, it is clear to say that having reading activity is very important for students at any level of education because it can help them to get much information in their learning process.

Based on curriculum 2013 at point 4.14 at exploration stage for second grade of senior high school as cited in Sundiawan (2013), there are two indicators of successful reading that should be achieved by the students and one of them is the students are able to catch the meaning of the text. Then, the students are able to write out the content of the text together with their friends by paying attention to the content and vocabulary. Nevertheless, it seems that those two indicators of successful

reading have not been achieved. It can be seen that some students did not understand the text well as a result they got bad score in their reading test.

Another proof is the students were not able to write out the content of the text when this activity serves as test to check their reading comprehension and this result actually shows that the students had not comprehended the text. Moreover, based on the researcher's observation to the eleventh grade students at SMAN 1 Tandun, it was found that many students did not understand what they had read. Although some students got good scores in doing a test but it did not prove that they had understand about the content of the text. The students might consider that understanding the meaning of the text was unnecessary as long as they could get good scores in reading test and they just focused on reading certain paragraph or sentence that perhaps indicated the answer of the question.

In addition, there are four main problems that are frequently faced by the students during the reading process. First, some students had lack of vocabulary mastery. It makes them get difficulty to understand the meaning of the words or sentences in the text. Second, most of the students had sentence problem. Students could not understand the meaning of some English sentences based on its structure and context. That is why if students open up their dictionary to find out the meaning of every words in a sentence they would get different meaning from the text. Third, students are lack to understand the word reference, especially the mastery of using pronouns. Most of the students get difficulty to refer the pronouns or personal pronouns found in the texts. Fourth, students' background of knowledge also

becomes the problems of their reading ability. Those who read a lot have more understanding about the topic of the text than those who read less. Students who read a lot of books will have more information or general knowledge than students who read a few books. These problems are assumed as the main factors that make the students fail to understand the content of text.

On the other hand, another problem comes from the teacher's side. The teacher has limited information source text to use in teaching and learning activities. Teacher rarely ask the student in active reading with interesting text source, teacher just used text book or work book monotonously as text source to read. Students just listen to the teacher explanation without any innovation then impact to student's boredom. From the problems above, the researcher is interested in conducting a research entitled **“An Analysis of Students' Reading Skill in Reading News Item at the Eleventh Grade of SMAN 1 Tandun”**

## **B. Setting of the Problem**

Based on the problems above it can be seen that there are four main problems that are frequently faced by the students during reading process. First, some students had lack of vocabulary mastery. It makes them get difficulty to understand the meaning of the words or sentences in the text. Second, most of the students had sentence problem. Students could not understand the meaning of some English sentences based on its structure. That is why if students open up their dictionary to find out the meaning of every words in a sentence they would get different meaning

from the text. Third, students are lack to understand the word reference, especially the mastery of personal pronouns. Fourth, students' background of knowledge also becomes the problems of their reading ability. Those who read a lot have more understanding about the topic of the text than those who read less. Students who read a lot of books will have more information or general knowledge than students who read less books. Problems found on preliminary research students' score, driven the writer to find a compatible media to solve the student's problems in improving their reading comprehension by using new media that is newspaper in learning activity. Because of those problems above, the researcher wants to analyze the students' reading skill through reading the news item.

### **C. Limitation of the Problem**

Based on the setting of the problem above, the researcher limits the object of this research only the students' skill in reading news item at the eleventh grade students of SMAN 1 Tandun.

### **D. Formulation of the Problems**

From the limitation of the problem above, the researcher formulates the research question into the following question "How is the students' skill in reading news item at the eleventh grade students of SMAN 1 Tandun?"

### **E. Purposes of the Research**

The purpose of this research is to analyze the students' skill in reading news item at the eleventh grade students of SMAN 1 Tandun?

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

Related to the purpose of the research above, the significant of the research are as follows:

1. For the students : This research hopefully may help the students know their reading skill and they are able to encourage to improve their reading skill.
2. For the lecturer : this research hopefully can give information to the lecturer about the eleventh grade students' reading skill at SMAN 1 Tandun.

### **G. Definition of the Key Terms**

**1. Analisis :** According to Lestari (2003), analisis is a study which is conducted to examine the structure of a language to the language in depth. The purpose in order to describe or correct problems in the well studied and obtain maximum change.

**2. Reading :** According to Thomas and Ezkey in Hapsari (2012), reading is the process of recognition, interpretation and perception of written or printed material. It is an active activity that tries to catch some information from the text.

**3. News Item :** According to Cambridge Dictionary, news means some information or reports about the recent events. It can be concluded that news is something that happens in certain time and it is reported in the newspaper whether it is online or offline and television or internet.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discussed about the review of the related literature. It consists of review of the related theories (reading), and review of related findings, and conceptual frame work. In review of related literature, the researcher puts some theories about reading from several experts to support the direction of this research. The researcher also quoted several findings from the previous similar research to see their differences with this research.

#### **II.I. The Nature of Reading**

Talking about definition of reading, it can be seen that experts or researchers may define reading in different ways but the purpose is no far a part. According to Salehi, et al (2013), reading can be seen as an interactive process between a reader and a text. In this process the reader interacts dynamically with the text as he/she tries to elicit the meaning. Reading is the recognition of printed or written symbols, which serves as stimuli for the recall of meanings built up through the reader's past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived the meaning. It means that there is an interaction between the authors and the readers in this activity because the writer delivers her/his ideas to the readers through the texts. The readers do not only read the texts as a mediator to deliver the ideas from the



writers to the readers, but the readers also have to interpret what the writers want to tell them about the ideas.

In addition, Pang, Elizabeth S. (2003: 14) also argues that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students learn to read and read to learn. The readers actively engage with the texts to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. In this case, reading can give the readers more knowledge and experiences in order to make the readers have more vocabulary, good comprehension, and have critical thinking.

Reading a text does not just translate the words alphabetically. The students need to engage themselves in the content of text itself to make them able to explore their feelings and give some responses to what they read. Harmer (1998) states the principles of reading are: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) a teacher has to match the task to the topic when using intensive reading texts, (6) a good teacher exploits reading texts to the full.

Based on the explanations above, it can be concluded that reading is an interaction and a process of transferring the ideas from the writers to the readers

through the printed letters. The purpose of reading is to have the communication between the writers and the readers. In addition, the readers do not only read the text but also interpret what they have read by using critical thinking. It means that the readers have to find out the ideas from the text they read based on their background knowledge. Therefore, the readers should be active to get the factual information of the text.

## **II.2 Teaching Reading**

According to Nunan (2003: 68), there are at least two aspects in teaching reading. First, teaching learners who are learning to read for the first time. Second, teaching learners who already have reading skills in their first language. The background of teaching reading is as follows:

1. *Silent reading.*

It is the primary activity in reading as the purpose of reading comprehension. Thus, the strategy which is used to teach reading comprehension should emphasize on the learners' silent nature instead of using oral reading.

2. *Reading Processes*

Understanding process is the main focus of reading. The models of how the printed words can be understood have emerged from this research. The models can be divided into three categories: bottom-up model, Top-down model, and interactive model.

### 3. *Bottom-up model*

It consists of lower-level reading process in which the students start from the fundamental basic of letter and sound recognition until the longer text to achieve comprehension. Many teachers and researchers suggest that for the readers who want to be successful, they must be able to break a word down into the smallest part, the individual sound.

### 4. *Top down model*

The process begins from the readers' background knowledge to the individual words. In this case, the teacher should focus on meaning generating activities rather than on mastery of word recognition.

### 5. *Interactive model*

This is the combination of the elements in bottom-up model and top down model assuming that pattern is synthesized based on information provided simultaneously from several knowledge sources. This approach should include intensive and extensive reading by providing learners with shorter passages to teach specific reading skills and strategies explicitly

Nunan (2003:74-78) offers some principles of teaching reading. They are as follows:

#### 1. *Exploiting the readers' background knowledge*

Background knowledge includes all of the experiences that a reader brings to a text: life experience, educational experience, knowledge of how texts can be organized theoretically, knowledge of how one's first language works, knowledge of

how the second language works, and cultural background and knowledge. So, before reading, readers should know how far their reading skills and their background knowledge about text is.

## *2. Building a strong vocabulary base*

The basic vocabulary should be explicitly taught readers should be taught to use context to effectively guess the meaning of less frequent vocabulary.

## *3. Teaching for Comprehension*

In teaching reading comprehension, teaching readers how to comprehend is the point of teaching instead of testing reading comprehension as monitoring comprehension is essential to successful reading.

## *4. Working on increasing reading rate*

One great difficulty in second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students increasing their reading rates, teachers over emphasize accuracy which impedes fluency. The teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension. So, in teaching reading, the teacher can balance the text with students reading skill, its purpose is to increase students' rate in reading.

## *5. Teaching reading strategies*

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. In teaching process, the teacher must use some strategies for developing students' reading ability.

6. *Encouraging readers to transform strategies into skills*

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives.

7. *Building assessment and evaluation into your teaching*

Reading classroom should include the assessment and evaluation including quantitative and qualitative assessment.

8. *Striving for continuous improvement as reading teacher*

The quality of every teacher is integral to the success of second/foreign language readers, so the reading teachers should be passionate about their work.

Richards (2002:273) says that reading receives a special focus on teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, a written text serves various pedagogical purposes. Third, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes; any exposures to English to provide students understand it more is a good thing for language students; it also provides good models for English writing and provide opportunities to study a language.

### II.3. Strategies in Reading

There are strategies of reading According to Grellet in Usman (2017), there are four main ways of reading. They are as follows:

- a. *Skimming* : Quick running one's eyes over a text to get the gist of it
- b. *Scanning* : Quickly going through a text to find a particular piece of information.
- c. *Extensive Reading* : Reading longer text, usually for one's own pleasure.  
This is a fluency activity, mainly involving global understanding.
- d. *Intensive Reading* : Reading shorter text, to extract specific information.  
This is more an accuracy activity involving reading for details.

In order reading process can be more successful, here based on Lander (1983:2) there are three reading strategies that can be helpful for the reader, they are :

1. *Scanning* is moving the eyes rapidly down an article or a list to find specific facts such as names, dates, figures, or number. Scanning is frequently used to confirm facts or information in material that has already been read. Scanning is best practiced before the material becomes familiar. Read the question, remember what you are looking for, and then turn to the following articles, scan and remember. Stephen D. Krashen and Tracy D. Terrell (1983 :134) a scanning is making a quick overview of a passage, looking for a specific information. Scanning commonly occurs when using the telephone book, reading the classified ads, ordering from a menu, and so forth.

2. *Skimming* is a tool of reading quickly over new material to get a general idea of the content and overall organization. A reader who already knows the material will probably not want to read it again. When reading a new material, it helps to get a general idea of the content before you read for detail. Moreover, they state that “skimming uses the same approach, except that instead of concentrating on specific information, we are looking for the main idea or the general gist of a passage. in pleasure reading, we usually neither skim nor scan, but read for main ideas, without always close attention to details.”
3. *Rapid Reading* : The instructor will allow a maximum time of approximately 100 words per minute. Some students will not finish and others will finish sooner. You should try to guess word meanings from the surrounding context, but do not stop reading to use a dictionary. Furthermore, they state that rapid reading for main ideas of a large amount of text.

#### **II.4. Indicators of Reading**

According to Mc Whorter in Usman (2017), in mastery reading, students should know how paragraph are structured, the first thing we need to know is what the paragraph is about than we have to understand each of the sentences and what they are saying because a paragraph is a group of related sentence about a single topic. In order to become a better and faster reader, recognizing the main idea is the most important skill you can develop.

### *1. Supporting Details*

Supporting details are reasons, examples, steps, or other kinds of factual evidence that explain a main idea.

### *2. Recognizing Implied and Stated Ideas*

Sometimes a selection lacks a topic sentence, but that does not mean it lacks a main idea. The author has simply decided to let the details of the selection suggest the main idea. You must figure out what that implied main idea is by deciding upon the point all of the details make when they are all added together.

Passages that imply an idea give supporting details first. The reader must extrapolate (or makes an educated guess) in order to understand the main idea. In these sorts of passages the main idea is the general statement that all of the details make when they are considered as a whole. The main idea must be general enough that all of the details fit into it.

### *3. Understanding Relationships That Involve Addition and Time*

To help readers understand the main points, authors use two common methods to show relationships among ideas and to make ideas clear. These two methods are transitions and patterns of organization. Transitions are words or phrases (like first of all) that show relationships between ideas. Two forms of transition are words that show: addition, contrast, exception, time or sequence.

Addition words tell you that writers are adding to their thoughts. The writers are presenting one or more ideas that continue along the same line of thought as a



previous idea. Addition words include: furthermore, additionally, next, in addition, etc. Contrast words show differences between two or more items being compared. Contrast words include: on the other hand, in contrast, and despite. Exception words point out an unusual or unique feature of one item that is otherwise part of the same main category. Exception words include: however, nevertheless, with the exception of, and in the case of.

Time words provide chronological organization to writing. Time words include: later, during; and a specific time period such as a decade, a year, a month, a week, or a century e.g. the 90's, or the nineteenth century. Sequential words provide step-by-step organization to writing. Sequential words include next, first, second, after, and before.

#### *4. Understanding Relationships That Involve Illustration, Comparison Or Contrast, Cause and Effect*

##### a. Illustration

Illustration is one method of clarifying our ideas. Writers often use examples and illustrations introduced by a phrase such as for example or for instance to demonstrate the point they are trying to make.

##### b. Comparison and Contrast

Comparison shows similarities. Contrast shows differences. Writers often use comparison and contrast together as a way of explaining and or analyzing the relationship between or among items, ideas, or people.

## **II.5. Aspects of Reading**

### **1. Main Idea**

Main idea is called the topic sentence (Mc. Whother, 1986:36). It tells the content of the paragraph. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message. For example: The topic is the story of “Cinderella”. From the topic the writer delivered the idea about the story by giving one main idea in one paragraph. Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died.

Feel that Cinderella needs a mother figure in her life, Cinderella’s father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella’s father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl. While her stepsisters no matter how splendid and elegant their clothes were still clumsy, lumpy and ugly.

Cinderella lived with her step mother and two step sisters. (It is called main or important idea because it will be developed by specific information or supporting idea and become paragraph 1).

### **2. Specific Information**

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

For example: The Story of “Cinderella”.

Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life, Cinderella’s father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella’s father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl. While her stepsisters no matter how splendid and elegant their clothes were still clumsy, lumpy and ugly.

One day, invitations from the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before then. (specific information).

The italic sentences are called specific information because it is developed from the main idea, in this case the specific information gives the detail information about the character of Cinderella and her two stepsisters and stepmother in that story as an

example of bad character and facts about the new family of Cinderella. It was also the comparison between Cinderella a beautiful girl and her step sister an ugly girl.

The underline sentences are also called specific information because it is developed from the main idea, in this case the specific information gives the detail information about the reason (cause and effect) why her stepsister did not allow Cinderella came to the party and how she can come to the party.

### **3. Reference**

According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

For example: *Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.* What does the word "they" in the sentence refer to?. The word "they" is called reference because it becomes pronoun to "her stepsister and stepmother".

### **4. Inference**

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

For example: *One day Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone.* Did Aladdin enter the cave with Mustafa? No, he did not. Aladdin entered the cave alone (inference). The inference or the conclusion from the sentences above is Aladdin entered the cave alone because from the sentences we can make the conclusion that Mustafa did not enter to the cave so, Aladdin entered the cave alone.

## **5. Vocabulary**

Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

For example: *“He took his plough and hit tiger. Then he said. “Now, you know about my intelligence even if you haven’t see it”.* The antonym of the underline word is? In this case, the question was usually about the antonym, synonym and meaning.

## **II.6. The Nature Concept of News**

According to Charles A. Dana (2010), editor of the New York Sun, once he defined news as anything that interests a large part of the community and has never been brought to its attention before. In other words, news is what people are talking about. News is new. In addition, Evelyn Waugh (2012) stated that news is what the chap who doesn't care much about anything wants to read."

1. Put another way, news is a change in the status quo. But does a change in the status quo guarantee that an event is newsworthy? Suppose Philip, a normally reliable 10-year-old, is late for dinner. That may be of consequence in his household, but it is not news. What if he is three hours late for dinner? Then he may be missing and that is news. Then his tardiness takes on community import, especially if he has become the victim of foul play. So, as this example illustrates, news is not just a change in the status quo. It is a change of consequence in the status quo.
2. In a very real sense, news also can be defined as what reporters and editors say it is. They are the gatekeepers, allowing the accounts of some events, but not others, to reach the reading public. And there are other factors that sometimes can determine whether an event is news. These include the prejudice of the management, the size of the paper, pressure from advertisers and the news hole, or the space allotted to news.

3. Still, news professionals agree on at least seven main factors that help them determine if an event has consequence, if it is news. These are:
- a) Impact—How many people does the event affect? How seriously does it affect them?
  - b) Proximity—An event will be more important if it is closer to the readers. An earthquake in a far-off land is not as interesting as one that is close to home.
  - c) Timeliness—Is the event fresh? Is it new? The news must be timely to be of use to readers.
  - d) Prominence—Names make news, and big names make big news. Ordinary people are intrigued by the doings of the rich and famous.
  - e) Novelty—This is the new in news, the unusual. The "first," "last" and "only" have been the staples of the news business for many years.
  - f) Conflict—Conflict has been the currency of great literature, drama and movies for all time. From the stories of Shakespeare to those of Disney, conflict has played a crucial role. Newspapers are no different.
  - g) Audience—Who is the audience? The answer to that question helps determine whether an event is news at all, and if it is, where it will be played in the paper.

## **II.7. Newspaper and Its Usefulness**

Newspaper has become part of modern life, it is daily needs. Every morning we can accept many kinds of information from newspaper. Information that can be find in newspapers not only politic, economy, sport but also entertainment issue. It means newspaper is one of media that deliver all kind of information. In education field, newspaper was used as media to deliver the information those students need.

Meanwhile, Djamarah and Zain (2011) define media as dealer vehicle of learning information or message dealer. Newspapers as information supplier therefore newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank.

According to Brumfit, et.al (2003), In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. Meanwhile, newspaper as one of media that is use in learning English which is the benefits and innovative uses of Newspaper reading which will help in learning English language. It emphasizes that educators and learners need to be media literate if they are to operate effectively. Beside newspaper is easier and it could be read at any time during the day.

Teacher can use media to hone critical-thinking skills. It means that there are some advantages of using newspapers, it can help students to think along various dimensions which can bring diversity into language classrooms and richer the student experience. It is function as tool in illustrating the lesson besides gaining students' critical thinking. Newspapers also can be an alternative information resource to



develop the student's ability in English reading out of student's textbook and workbook that available at school. Newspapers can be a valuable learning media for promoting critical thinking skills, enhancing students' writing and reading skills, and developing their vocabulary knowledge.

Knowlton and Barefoot (1999) stated a newspaper is cheap for less than the price of a textbook, students receive a huge amount of information. It can state that newspapers are regarded one of the most reliable, easily available, less expensive and effective sources of sharing information and knowledge. In the other hand, the use of newspaper in classroom setting will inculcate good ideas and habit of grasping vocabulary spontaneously by read the text even passage inside the newspaper. Mittal (2014) stated that there are some major uses of newspaper in her journal. The uses are 1) Learning a lot of Vocabulary, 2) Increase in reading speed, 3) Process of learning becomes innovative and interesting, 4) Offers a wide variety of information in every walk of life, 5) Cost savvy, 6) Develop writing and listening skill, 7) Learning grammatical structure, 8) Learning crafty words and construction, and 9) Use of idioms, phrases and many new innovative constructions.

Newspaper has many uses for reader in gaining their abilities in reading. By read newspaper the reader can raise their vocabulary, reading ability, grammar even writing and listening skill. On the other hand by using newspaper also the process of learning more innovative and interesting which this is offer variety information to the reader and the reader can learn grammatical structure in the text. The newspaper can be a valuable learning tool in the classroom because it has great variety in terms of

topics and interests, is expendable, is available in all communities, incurrent, and is inexpensive.

### **III. Review of Related Findings**

In this chapter, there are some of the previous researches which are related to the students' reading skill. The researcher compares the findings of the previous researches with this research. The previous researches are:

1. Febri (2018). *The Effectiveness Of Using Jakarta Post to Improve Students' Reading Comprehension at The Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018*. Found that the result of students' post-test is higher in pre-test. Besides that, Jakarta post article can improve each aspect of students reading comprehension including main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Jakarta post article got better result than the students who taught by using text book. The mean score of post-test in experimental class was 79.53 and the mean score of post-test in control class was 65.07 It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the

result of data analysis, the researcher concluded that there was an effectiveness using Jakarta post article to improve students reading comprehension at tenth grade in the second semester of SMAN 01 Abung Semuli Lampung Utara in the academic year of 2017/2018.

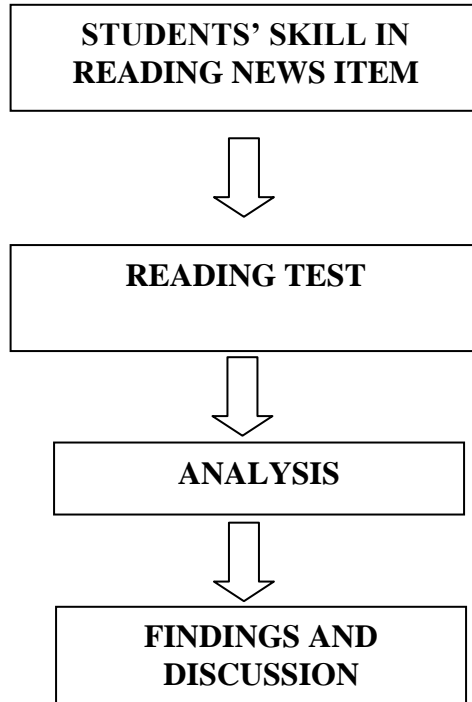
2. Ahmed (2016), on his research paper entitled *“Effectiveness of Reading English Newspapers for Improving Vocabulary and Reading Skills of Students of Dhaka University”* found that It is believed that reading English newspapers improves learners’ reading skills. The respondents were asked whether their reading skills are improving or remaining the same. 13 participants (43%) strongly agree whereas 13 participants (43%) simply agree about their improvement of reading skills. Again, it is evident that no participants deny this improvement. Therefore, it is evident that the reading skills of all the participants are improving day by day. By reading English newspapers students can have knowledge about their country as well as about the world. Again, reading English newspapers widens students’ outlook and enriches their knowledge. Reading English newspapers can be supplementary to texts books. Students who want study and learn outside of their syllabus can read English newspapers regularly. They can enjoy reading the articles which they like most. Besides, reading English newspapers is very helpful for learning new words, idioms phrases and sentence structures. It also helps them to learn how to take out the meaning of the sentences. To sum up, English newspapers help students to become better learners.

3. Brandt (2010) on here research paper entitled “*Reading Between the Lines of Enquiry: Introducing First-Year ESL University Students to Scholarship through Literacy Skills Development*” found that that first-year ESL students can benefit from reading various types of unabridged academic reporting. Such material has the significant advantage of supporting the dual goals of academic socialization and the development of academic reading skills. It is suggested that students are best supported by a phased approach in which they progress from reading articles on topics closely related to their preparation, to those concerned with scholarship in teaching and learning in their disciplines, and, finally, to articles from within their disciplines. The materials and the support provided are also likely to encourage students to feel included and involved in the academic culture, rather than left languishing on the periphery, trying to work out what they need to do in order to be fully accepted by a culture that can appear, from the perspective of a new student, intimidating and unwelcoming. Most importantly, carefully-selected articles exemplify high standards of scholarship, which, when mirrored by good teaching and high lecturer expectations, can elicit student writing of an exceptionally high quality.

#### **IV. Conceptual Framework**

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the scheme of its conceptual framework will be shown by the following diagram.

**Figure 1. Conceptual Framework of the Research**



From the figure above, the researcher tries to explain the outline of this research by taking the observation to find out the students' reading skill. The description of the students' reading skill at SMAN 1 Tandun will be described in the chapter 4 as the findings of this research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data will be taken at the eleventh grade students of SMAN 1 Tandun. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data. The researcher also explains that in analyzing the data it was helped by the formula of determining students' score and quality.

#### **A. Research Design**

This research design is a descriptive quantitative research Gay (2000:275) said that a descriptive research determine and describes the things are. In this problem a descriptive is used to find out the mastery of the eleventh grade students of SMAN 1 Tandun. In addition, descriptive research takes place in the natural setting of language usage where the researcher is able to make interpretation of the data. According to Siregar (2010), a quantitative research is a kind of research which is conducted to find out the value of one or more independent variables without making any comparison or correlating to other variables. In this research, the researcher wanted find out the students' ability in reading news item text.

## **B. Setting of the Research**

This research will be conducted at SMAN 1 Tandun which is located at Jl. Raya Tandun in Tandun sub district of Rokan Hulu Regency. The research will be conducted in May 2019. The subject of this research was students' in reading news item text.

## **C. Population and Sample**

### **a. Population**

Population is a generalization region consisting of the object or subject has a certain quantity and characteristics defined by the researchers to learn and then drawn conclusions. According to Arikunto (2010:173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher is interested in taking the population of the research at the eleventh grade students of SMAN 1 Tandun in academic year 2018/ 2019. There are 150 students in the grade eleven. The total population of the grade eleven students can be seen on the following table:

**Table 1. Population of the Research**

No	Classes	Number of Students
1	Class XIIPA 1	25
2	Class XIIPA 2	25
3	Class XIIPA 3	25
5	Class XI IPS 1	25

6	Class XI IPS 2	24
7	Class XI IPS 3	26
<b>Total</b>		<b>150</b>

### **b. Sample**

Sample is a fraction of the number and characteristics possessed by this population, or a small part of members of the population taken pursuant to certain procedures so as to represent the population. In this research, the researcher took a sample by using cluster random sampling. The large number of the sample becomes a problem for the researcher in taking the data of the research. Arikunto (2002:10) says that if the population is huge enough and it is more than 100 people the sample can be taken is between 10% to 25%. So, in this research, the researcher will use random sampling method in taking the samples of the research. The population of the eleventh grade students of SMAN 1 Tandun is 150 students, and the researcher take only 20 % of them to get involved as the sample, it means there will be 30 samples of this research.

### **D. Instrumentation of the Research**

The instrumentation is used to measure students' understanding in a particular subject to be observed. According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be



analyzed. The instrumentation will be used to measure students' understanding in a particular subject to be analyzed. In this research, the researcher wants to measure students' skill in reading news item. The instrumentation will be used in this research is a reading test. The test will be given to the students in multiple choices, it is purposed to measure students' reading skill.

### ***Technique of Collecting the Data***

In collecting the data, the researcher have used reading test to the students and gave a news items text where there were was 20 question. In collecting the data of the research, the researcher will ask the students to answer the questions from the reading text which will be taken from the news item of newspaper given by the researcher. The researcher will give time allocation for 60 minutes in doing the test.

### ***Technique of Data Analysis***

According to Satori and Komariah (2012 : 201-202) “ Data analysis is the process to look for and arrange systematically the data had getting from the test and then making conclusion in order make to easy understand by self or other people”. In this research, researcher analyzed the students' reading skill news items text and also analized the mean of the score found. The formula used in getting the score of students' skill in reading news item text will can be seen on the following formula from (Sudijono, 2009: 43)

$$P = \frac{F}{N} \times 100\%$$

*Notes:*

*P= Total Score*

*F= Number Correct Answer*

*N= Number of Test question*

To determine the students' level in answering the test, the reseacher used the guidance in determining every student's score. It can be seen from the following table.

**Table 2. Score Range of Students' Answer**

<b>Score Range</b>	<b>Letter Case</b>	<b>Quality</b>
85 - 100	A	Excellent
70 - 84	B	Good
55 - 69	C	Fair
50 - 54	D	Poor
0 - 49	E	Very Poor

Arikunto (2002)