

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, hypothesis, the purpose of the research and the definition of the key terms.

1.1 The Background of the Problem

Reading is considered the most important skill for language learners. According to Anderson (2003), reading is a basic tool of education and becomes one of the most important skills to master in order to ensure success in learning. Almost similar, Emilia (2010) states that reading is highly important skill for English Language learner today. It is a part of communication and the way of building knowledge.

Reading is one of the language skill that can be found at every level of education dealing with teaching English. It is caused by the consideration that reading is an important skill. In addition, reading is one of the important parts of language especially English. It is widely known as something to connect the people with the information they need. Moreover, the people in most of the countries increase their knowledge through reading, and reading has become a routine activity in their daily life. Realizing these roles of reading skill, most of people in the world learn reading as an important skill to support the other skills.

While comprehension is the important thing in reading activity. Students can read so many English texts but without understanding the meaning. Snow,

(2002) states that reading comprehension is the process of understanding a reading piece of written texts. Gillet and Temple (2004) argue that comprehension is a process by which a person understand the meaning of written or spoken language. Moreover, Hanna (2013: 139) states that reading comprehension is the ability to understand what we read where words have context and text have meaning.

In more particular, students find many texts written in English; text books, brochures, newspapers, magazines, advertisements, etc. Therefore, the ability to read English text in any forms will give a great deal of advantages in their study. For senior high school students, the ability to read is very important. It is easier for them to looking for reference when they do their assignments if they have a good ability in reading.

Recount text is one of the kinds of text that the students should comprehend. Recount text is a kind of text composed by the writer to tell the past events or past experience. Coogan (2006:3) states that, recount text is written to retell event with the purpose of informing or entertaining their audience or reader. Furthermore, with reading a lot can improve students understanding recount text they have learn.

There are some factors that can influence students' reading comprehension and one of them is student's reading interest (Hidi, 2001). Reading interest is one of the key of someone to be successful in their pursuing knowledge. Many countries strive for their communities to improve reading interest. Interest is powerful factor for increasing reading comprehension. However, the students' reading interest is still neglected. They prefer chatting or playing. This bad

situation is supported by condition in the most schools that students rarely visit the library to read. Also, there are rarely the book fair, rarely reading contest or books review especially in English book. In short, the higher interest will make the readers more creative about reading actively and thinking about material.

From the background of the problem above the researcher was interested to do a research on the students' reading interest and their reading comprehension of recount text under the topic **“The Correlation Between the Tenth Grade Students' Reading Interest and Their Reading Comprehension of Recount Text at SMAN 1 Siberut Selatan”**

1.2 The Identification of the Problem

Kurniawan (2013) defines that reading comprehension is understanding, evaluating, and also getting to know the author's idea. This definition means that reading comprehension involves the understanding of the author's thought. Furthermore, Duke (2003) gives some additional concept about reading comprehension. He states that reading comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to text.

According to McKool (2007), reading interest is defined as readings done by students outside the school compound. Furthermore, the US Department of Education (2005) defines reading interest as whether or not students like to read in their spare time or at home or whether they like to go to the library. According to Murlan (2010), factors affecting interest in learning can be divided in two factors. Internal factor consists of intelligence, motivation, attention and health,

while external factor consists of family environment, school environment and community environment.

Recount text is one kind of genres learned at senior high school started at tenth grade students. Recount text is the text composed by the writer to tell the past events or past experience. It might be closely linked to actual or various experiences. Coogan (2006:3) states that recount text is written to retell event with the purpose of informing or entertaining their audience or reader. Comprehending a recount text deals with understanding of social function, content or message in orientation and followed by series of events, and re-orientation and also language features. (DerewiankaRoisonet a 2004:45).

1.3 The Limitation of the Problem

In this research, the researcher limited the scope of the study on the correlation between students' reading interest and their reading comprehension of recount text. The reading interest focuses on internal and external factors. Internal factor consists of intelligence, motivation, attention and health, while external factor consists of family environment, school environment and community environment. Furthermore, Reading comprehension of recount text focuses on content or message in orientation, events and re-orientation.

1.4 The Formulation of the Problem

The problem of this research can be formulated in the following question ‘’ Is there a significant correlation between the tenth grade students' reading interest and their reading comprehension of recount text at SMAN 1 Siberut Selatan.

1.5 Research Questions and Hypotheses

1.5.1 Research Questions

In this research, the researcher purposed two research questions as the following:

1. Is there a significant correlation between the tenth grade students' reading interest and their ability to comprehend recount text?
2. Is there any significant correlation the tenth grade students' reading interest and their ability to comprehend recount text?

1.5.2 Hypothesis

Based on research question above, the researcher purposed the hypotheses of this research as follows:

Research Hypothesis (H1)

There is a significant correlation between the tenth grade students' reading interest and their reading comprehension of recount text at SMAN 1 Siberut Selatan.

Null Hypothesis (Ho):

There is no significant correlation between the tenth grade students' reading interest and their reading comprehension of recount text at SMAN 1 Siberut Selatan.

1.6 The Purpose of this Research

The main purpose of this research was to describe whether there is significant correlation between the tenth grade students' reading interest and their reading comprehension of recount text at SMAN 1 Siberut Selatan is significant or not. In addition, this study aimed to find out the information about students' reading interest and their reading comprehension of recount text.

1.7 The Significance of the Research

This research is expected to give contribution to English teachers, students and researcher.

- 1) For English teachers, the result of this study would become scientific information about the relationship between students' reading interest and their reading comprehension. It can be an input and information for them to improve the process of teaching reading.
- 2) For students, this research can be used to enrich their knowledge, especially to comprehend recount text and how they can increase their interest and ability in reading.
- 3) For the researcher him self, this research can give experience and skill to do research, and for further researcher, it can be as one of references for doing similar or related research.

1.8 The Definition of Key Terms

In this research, the researcher defines some key terms used in this study in order to avoid misunderstanding about them.

- 1) Correlational research is the degree to which reading interest and reading comprehension are related to each other. (Brown :2002)
- 2) Interest is related to a desire which motivates someone to do reading activity. (Djaali 2006)
- 3) Reading comprehension is a process to obtain meaning from the text.
- 4) Recount text is a kind of text retelling or recounting past experience. (Roison et al 2004).