

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significance of the research, and scope of the research.

I.I Background of the Research

Most of students in senior high school usually think that reading is a difficult skill of English. And even when the teachers examine their reading comprehension the text, many of them do not understand about the text and feel difficult to comprehend the text. It should be found the solution by every English teacher in order to make teaching and learning process running well and better. In teaching reading, the teacher should have a technique which is able to improve students' reading comprehension, because reading comprehension is important for student mastery. Harmer (2007:99) states that "reading is useful for language acquisition". Mastering reading is important for all people especially students in senior high school. Reading is the language skill which learners usually find the most difficult in reading the text. They feel under pressure to understand vocabulary and idea of the text. It automatically influence their ability in making inferences, finding information detail and finding main idea.

Reading is very useful for students. Reading comprehension means extracting the required information from it as efficiently as possible (Grellet, 1996:3). In other words, by reading readers will understand the information

provided by the writer. Reading is one of the important skills in English that make students learn new information. There are two main reasons for reading, 1. Reading for pleasure, and 2. Reading for information in order to find out or in order to do something with the information you get (Grellet,1996:4). Learning English can be done by reading English book, as one of the simplest ways to acquire a language.

Based on the result of the preliminary study on English subject at SMAN Plus Sukowono Jember, the students of X IPA 2 got some difficulties in comprehending the text. They had some problems in reading comprehension especially when they learned a foreign language. First, students got difficulty on vocabulary. They did not understand about the meaning of words. Second, they felt difficulty in identify important ideas in reading comprehension. Students did not identify the important ideas in the text such as main idea, topic sentence and generic structure of the text. Third, they were not active on teachers' explanation during teaching and learning process. The percentage score of students' reading comprehension was 50. The percentage score of students was very low.

According to the explanation above, one of the techniques to improve reading comprehension of the students is using Marking Technique. Based on Wood (1996:115) marking helps the students to create external memory aids that can be used to study later. Marking technique can help students in reading comprehension, they can find important point while reading. Students need to mark something while they are reading. According to Lusiana, Martono, and Teguh (2016) text-marking as one of alter-native ways in teaching reading seems to bring positive improvement.

So, that is why the research entitled: “Improving Reading Comprehension using Marking Technique on tenth grade students at SMAN Plus Sukowono Jember in 2017/2018 academic year.

1.2 Problem of the Research

Based on the definition above, the problem of the research is formulated as follows:

1. How can the use of Marking Technique improve the students’ reading comprehension of SMAN Plus Sukowono Jember in the 2017/2018 academic year?
2. How can the use of Marking Technique improve the students’ active participation at SMAN Plus Sukowono Jember in 2017/2018 academic year?

1.3 Objective of the Research

Based on the problem of the research, the objective of the research are:

1. To know how Marking Technique can improve the students’ reading comprehension at SMAN Plus Sukowono Jember in the 2017/2018 academic year.
2. To know how Marking Technique can improve the students’ active participation at SMAN Plus Sukowono Jember in 2017/2018 academic year.

1.4 Operational Definition of the Terms

In this research, two terms are defined operationally. They are Marking Technique and Reading Comprehension.

1. Marking Technique

Marking technique is one of the technique that can be used to improve reading comprehension of the students. This technique ask students to identify information in the text. Marking technique is an active reading strategy that asks students to think critically about their reading (Maggie, 2015). Marking Technique is a technique for reading comprehension by using underline, circle and label the text. This technique asks student to underlining main ideas of the text, circling the difficult words, labelling the main idea and others important idea of the text.

2. Reading Comprehension

Reading Comprehension refers to the ability of the students to comprehend the word meanings, sentences, and paragraphs of a text. Reading comprehension is an ability to understand the reading text, in which the reader should understand what the writer means. In other word, reading comprehension is the way a reader understands a written text to get information.

1.5 The significance of the research

This research is expected to give contribution to the students, the English teacher, and the future researchers.

1. The students

The results of the research is expected to improve students' reading comprehension by using marking technique.

2. The English Teacher

The results of this research hopefully can be used as new information and can be an alternative teaching reading strategy for the English teachers.

3. The Researcher

The result of this research hopefully can give contribution and use for new information for future researcher about the use of marking technique to improve students' reading comprehension.

1.6 Scope of the research

The scope of the research is focusing on using Marking Technique to improve the X students' reading comprehension at SMAN Plus Sukowono Jember in the 2017/2018 academic year.