

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (a) background, (b) identification of the problem, (c) limitation of the problem, (d) formulation of the problem, (e) objective of the study, (f) significance of the study.

#### **A. Background**

The 2013 curriculum aims to prepare Indonesian to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization (Kemdikbud,2013). The ultimate goal of English language teaching in Indonesia is to realize high school graduates who have the ability in the field of knowledge, skills and a good attitude in English.

Reading as a form of written language has to be developed besides the other skills, i.e. listening, speaking, and writing. Reading is generally recognised as one of the important skills because this is a way to increase one's knowledge. It can be done anywhere and anytime. Most things cannot be enjoyed without friends but reading can. For example, while sitting alone at home we can travel around the entire world and can understand thousands of things.

Reading has important role, so that it should be taught seriously to students. By reading, students could develop and enlarge their knowledge

and skills; they could learn a lot of reading. Reading might give readers many benefits, for examples readers could improve their knowledge besides getting information. Furthermore, reading is one of the most crucial skills for the students' success in school and in life.

According to Simaibang (2016), "Reading is one of the four language skills. It is categorized under receptive skill that is concerned with the ability to comprehend the meanings of the written or printed materials". By reading, students could increase their knowledge, because it could give a great contribution to the readers who are willing to get information.

Reading is essential skill in learning English. Therefore, the students had to have ability in reading comprehension. It is not only about read story, text or sentence, and it is not only about assigning the words or sounds of written words, but also understanding the message or comprehending the written words. Reading is the practice of using texts to create a meaning (Paryati, et al 2019).

Reading comprehension should be gained by the students as the important things of reading activity. Without comprehension, reading is nothing because comprehension became the most important factor to indicate how well the students read. We could say that one of the ways to get new information and knowledge is by reading and comprehending what we are reading. Comprehension in reading is also important for the

readers in order to get the main idea and information that are included in the text.

Based on the explanation above, and writer's teaching experience at Senior High School 20 Palembang, it is found that a number of students had low interest and low achievement in reading comprehension that some of them could not reach the criteria of success. Thus, the writer would do classroom action research because the writer teaches there and knows a lot about students' achievement in reading comprehension. The writer chooses this school due to the fact that some students still obtained poor or unsatisfied reading comprehension achievement when they are given an assessment or evaluation. Furthermore, the writer want to improve the students' reading comprehension achievement in order to that the criteria of success for English applied in this school could be reached. The criteria of success applied in this school is 70,00. But, it was found that a number of students had low interest and low achievement in reading comprehension that some of them could not reach the criteria of success. For example, from one class that consist of 35 students, only 15 students passed the criteria of success, and 20 students still could not pass the criteria of success. The table below demonstrates the percentage of students reading achievement of class XI. IPA 1 SMA Negeri 20 Palembang.

Table 1.1

Percentage of Students Reading Achievement

No	Students	Score	%	Criteria Of Succes (70)
1	15	70 – 80	42,86 %	Pass
2	20	30 - 60	57,14 %	Not Pass
Total	35			

From the fact that a number of students had low interest and low achievement in reading comprehension, the writer reflected the results of the previous teaching and learning activities and considered that the writer needed to conduct a classroom action research to cope with the problems during the process of teaching and learning. The successful indicator of this classroom action research is that the students can reach criteria of success were set at 85% of the total 35 students reaching the minimum passing grade of 70 for reading comprehension achievement and high reading interest.

Regarding to the problem above dealing with is on reading comprehension, that the writer took to implement the self-assessment. Talking about reading, reading can be considered as the most difficult language skill to assess. Eskey (2005) reminded us that there is a general lack of reading ability beyond some basic competence and every reader

can read various texts better than others. Shohamy (2000) called for the purpose of assessment of comprehension of reading, a number of measures shall be used. The problem with reading is that these processes are in essence, unobservable, and abstract. Self-assessment can be useful in enabling him or her to develop an internal measure of progress so that he or she becomes more aware of the invisible processes and is able to make them visible. The learners should then be given the opportunity to take part in an evaluation exercise because their knowledge of what they have known about a language is, by all accounts, more detailed than any person who can read or judge it. In students' self-assessment as a reading strategy to cope with the problems, the teachers and students can do the assessment.

Assessment to the reading text is important to improve students' reading ability so that they can tackle longer and more challenging assignments. It is also time to become a more flexible reader. Material with new vocabulary, complex sentence structure, and new concepts may require several readings before they comprehend it.

Reading comprehension ability has a more intriguing history than is commonly recognized, and it is a history that has profoundly affected how reading comprehension is assessed (Grabe, 2004).

Reading assessment in these contexts is primarily used to measure student learning (and presumably to improve student learning). This type

of assessment usually involves the measurement of skills and knowledge gained over a period of time based on course content and specific skills practiced.(Grabe, 2004)

Since these studies discuss about students' self-reading assessment as a reading strategy, so it should be related with types of readers. According to Lee (2017), there are three Categories of readers, namely low-interest readers, traditional readers, moderate readers, and high-interest readers. In self-assessment as a reading strategy, students should be aware of their strengths and weaknesses as readers, so that they know the type of their skilled readers and to be skill readers, students must first be aware of when they do and do not fully comprehend what they have read.

In conclusion, the writer believes that students' self-reading assessment plays an important role in students' effort to become active readers. Moreover, the writer believes that the students' self-assessment as a reading strategy develop their performance in reading comprehension achievement.

Based on the brief introduction or description above, the writer is interested in conducting a classroom action research for this thesis and the thesis is entitled **“Improving Eleventh Grade Students’ Reading Comprehension Achievement and Reading Interest Through The Implementation of Students’ Self-Reading Assessment (An Action**

**Research at SMA Negeri 20 Palembang)."** Another reason why the writer wanted to conduct this research is to cope with the students' boredom in learning English. It is expected that the students could increase their reading interest and reading comprehension mainly for students of Senior High School 20 Palembang in learning English for specific purpose.

## **B. Identification of the Problem**

Based on the background that is described above and problems faced by the researcher in her daily activities as teacher of English at Senior High School 20 Palembang, the researcher described the following problem identifications.

- 1) The students had low reading comprehension achievement and more than 50% of them once in a while did not meet the criteria of success. It could be proved by the result of sub-competency evaluation or tests;
- 2) Most of students had low interest in reading English. This could be proved based on the researcher's observation during the teaching and learning activities;
- 3) Students needed a long time to complete the exercise or evaluation. The time allocation 2 x 45 minutes is not enough for students to complete the exercise or evaluation given;

- 4) Students did not have good enough knowledge on reading strategies or techniques.
- 5) Students did not know how to use students' self-assessment as a reading strategy.

### **C. Limitation of The Problem**

The problem of this research is limited towards **“Improving Eleventh Grade Students’ Reading Comprehension Achievement and Reading Interest Through the Implementation of Students’ Self-Reading Assessment (An Action Research at SMA Negeri 20 Palembang).”**

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem of this research is formulated as follows, “How could the implementation of students’ self-reading assessment as reading strategy in eleventh grade students of SMA Negeri 20 Palembang improve their reading comprehension achievement and reading interest?”

### **E. The Objective of the Study**

The objective of this classroom action research is to know and describe the significant improvement in eleventh grade students’ reading



comprehension achievement and reading interest at SMA Negeri 20 Palembang.

## **F. The Significance of the Study**

It is hoped that the result of the study would give some contribution to the development of the English teaching and learning process, especially for the teaching of reading. It would hopefully benefit for the following:

- 1. For students,** the results of this action research are expected to be able to increase students' reading interest and reading comprehension achievement.
- 2. For teachers,** the students' self-reading assessment is expected to be able to become an alternate strategy in teaching reading comprehension.
- 3. For Senior High School 20 Palembang,** the results of this classroom action research are expected to be able to give an alternate for improving the students' achievement in learning English.