

CHAPTER I

INTRODUCTION

A. Research Background

Reading is an activity which consists of recognition and comprehension skills. Reading cannot be separated from comprehension. It means that reading will be useless without comprehension. Based on Patel and Jain (2008: 113) mentioned that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success, in era industry revolution 4.0 having an appropriate reading skill will help a person for having a good understanding. Reading is the most important activity in any language class because reading is a productive skill of the English language. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

According to the curriculum K13, especially for eighth-grade students should understand the meaning of the text and understanding the social function of the text. In the standard of competence in the eighth grade of junior high school, the students should be able to understand the meanings of very simple short functional written discourses. In comprehending the reading text, they should be able to determine the main idea, guessing vocabulary, finding factual information, identifying reference and drawing an inference in a text.

In teaching reading comprehension, students face some problems due to several factors, especially in rural schools. In rural schools, students face more problems than their urban counterparts. These are some factors that affected students' reading comprehension process. First, the environmental factors, environmental factors are the school environment is on unstable internet access and have no electricity. Second, problem is students are difficult in comprehending a text, those problems were found

by the researcher on pre-observation. Those problems influence the students' achievement in the learning process, especially in reading comprehension.

The environment in the rural school is very important to the achievements of a student. Rural school students especially in eighth-grade students, generally come from a family with little or no exposure to the English language. On the other side, the students' environment is do not having stable internet access yet makes them cannot have an experience like students in the urban area like playing a game on the gadget. Mostly game are display with English language so the player indirect learn the language.

Based on the pre-observation, the researcher found that the students are bored like while teaching and learning process the students played their pen or some of them were talking to their friend next to them, they also lack of self-confident or shy and did not want to come in front of the classroom to read a text, also inactive in teaching and learning process, especially in reading comprehension class. In teaching reading comprehension, the teaching and learning activity used a cooperative learning method, the teacher asked the students to make groups and discussion.

Some previous research by Singh (2007: 202) mentioned that the students' difficulties in teaching reading comprehension in rural school covered a limited teaching and learning activity in particular group of participants. Which meant, the students did not focus on the learning process, lack of vocabulary and have a low grammatical understanding. The second, Don-Ezenne (2014: 13) has done a research entitled identification analysis of the problem of word recognition, that used reading as the skill measure among rural area students. The result showed that the students had a low reading skill and problems in recognized the vocabulary.

Based on the explanation above, the researcher found out how teaching reading comprehension in rural schools looks like. Moreover, the researcher conducted this descriptive study to the teacher of eighth grade of junior high school of the sungai betung sub-district. Through this research, the researcher hopes that the teacher can applies a new strategy in teaching reading comprehension and the government give attention to a rural area school, for example, improve the infrastructure like electricity, dictionary, and books to facilitate the reading comprehension activity.

B. Research Problems

Based on the background above, here the researcher formulated the research problems as follows:

1. How is the teaching reading comprehension of a rural school in eighth-grade students of junior high school in the Sungai Betung sub-district in the academic year of 2019/ 2020?
2. What are the difficulties of teaching reading comprehension in rural schools to the eighth-grade students of junior high school in the Sungai Betung sub-district in the academic year of 2019/ 2020?

C. Research Purposes

The purposes of the research aim to describe:

1. To find out the teaching reading comprehension in a rural school in the eighth-grade student of junior high school in the Sungai Betung sub-district in the academic year of 2019/2020.
2. To find out the difficulties of teaching reading comprehension in rural schools to the eighth-grade student of junior high school in the Sungai Betung sub-district in the academic year of 2019/2020.

D. Significant of Study

The findings of this research are expected to give useful information and also a positive contribution. Even not only for the students, but there are also some contributions to this research.

1. For the Teachers

Hopefully, this research can give a good impact on teaching and learning English, especially for the teacher reflection to make good strategies for the rural students and to know how to create a good interaction in the classroom between teachers and students.

2. For the Students

Hopefully, for students, they can make good cooperation in teaching the reading process in the future. Knowing the reasons for the learning difficulties of teaching reading comprehension is to grab students' attention so they will more motivated in learning reading.

3. For the other researcher

The researcher hopes this research can be useful resource and help the other researcher to enrich the theories by information from this research, and attract the other researcher to implement the same title in the future to find out the same problems in different area in the world so it will be useful for the teacher and students in that area.

E. Scope of Research

The scope of research is the essential guideline to define explicitly the scope of the study. In this research there are two aspects in the research, they are variable and terminology.

1. Research Variable

Variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that the experimenter introduces, removes, or changes Independent variables, Best (2007) in Salaria (2012: 1).

This researcher only has one variable, which called a research single variable. The single variable of this research is teaching reading comprehension to eighth students in rural schools.

F. Research Terminology

Research terminology is defined as the context which provided operational definitions as well as constitutive definitions. An operational definition is a variable in the research. In research terminology, the researcher will explain some terms and their use and also the specific meanings of each term to avoid any misconception or misinterpretation of a term in this research, some of the terms explained as follows:

a. Reading Comprehension

Reading comprehension is the act of understanding what you are reading for. While the definition can be simply stated the act was not simply to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing

b. Rural School

Rural school is the school located in a remote place, in this research rural school located in Sungai Betung Sub-district. There are two Junior High School, those are SMP Negeri 2 Sungai Betung and SMP Negeri 3 Sungai Betung.

c. SMP Negeri 2 Sungai Betung and SMP Negeri 3 Sungai Betung

The first school in SMP Negeri 2 Sungai Betung is located at Karanji Street, Sungai Betung Sub-district, Bengkayang District, West Kalimantan Regency. SMP Negeri 2 Sungai Betung has the total number of students are 97 students.

The second school is SMP Negeri 3 Sungai Betung is located at Sepoteng Street, Sungai Betung Sub-district, Bengkayang District, West Kalimantan Regency with a total number of students are 50 students.