

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Research**

Language is an important instrument in human life. It is an instrument of human communication. It is a substantial element in communicate with people. Communication is the way people transfer information and share experience. Therefore, without language, it cannot be done. In communicating with others, people use language to help them tell their ideas or information. If there is no language, there is not any information exchange, and there is no way to share experience among people.

Every country has its own language. Indonesia, especially, has Indonesian as its national language. It is used to help Indonesian to have communication each other. This is due to the various languages in Indonesia. Every language has each standard in their use, but it will be difficult if people from different country meet and do not know other's language to have communication. However, it has been agreed that English has been chosen as international language, to help people from around the world to communicate easily. Therefore, it is important to study English to help people communicate with others. Learning English can help us to communicate with people from other countries.

In learning English, as our second language, we know that there are four skills to be learned. They are listening, speaking, reading, and writing.

Listening and speaking train the learners to have good pronunciation of the vocabularies and expressions well. In those learning, the learners have more oral practices to achieve better skill in communicate orally. Listening helps the learners to be sensitive to foreign language. While speaking, helps the learners to have good pronunciation. When listening and speaking contribute in learners' oral skill, writing and reading support their skills in written form. Writing skill helps learners to have better ability in applying good structure in making good sentence. This means, the learners have more chance to develop their skill in writing. In writing a text, there are some rules that have to be obeyed to make the meaning of the sentence can be understood. Meanwhile reading skill helps learners to understand information from the text. However, these four aspects are used inseparably in language learning process.

Reading is a complex process of getting information from the text. It is not an easy matter to do. Some readers read text to entertain them. From reading, readers can learn new vocabularies and find some vocabularies that have almost same meaning. That will improve their vocabulary list.

Readers also read texts or books to get information. This is called reading comprehension. Reading comprehension is the process of making meaning from text (Woolley, 2011: 15). Some texts do not show its meaning clearly in the sentences, so that the readers have to interpret the sentences into the whole meaning. It needs some attention to conclude the words in the text to get the important part of the information. Thus, readers learn to take inference from the sentences in the text not only from the words but related to the whole

context. By reading more, readers will be sensitive to see the clues in the text to help them in drawing an inference from the text.

In Indonesia, English has been taught since our kids are in elementary school or even kindergarten. On the very last year of their grade of study, they have School Examination to review their study after the last three or six years. School Examination, as one of the graduation requirements of the educational unit (Regulation of the Education and Culture Minister (Permendikbud) No.57 year 2015, subsection 24 c: 2015: 4), is a measurement activities of students' competence achievement undertaken by educational units to gain recognition for learning achievement (Regulation of the National Education Minister (Permendiknas) No.20 year 2007, subsection A number 8, 2007: 6).

In Junior High School, one of the School Examination is English. The elements that are examined are reading and writing skills, but usually the writing element is fewer than the reading element. The test items are made by the educational unit (Permendikbud No. 57 year 2015, subsection 19 verse 1, 2015: 14) and then collected by the team at Agency Technical Implementation Unit (UPTD) Education Authorities in the district, to be mixed with the test items from other school. The test, of course, is made to fit students' ability because it is made by their teachers. In this paper, the writer will analyze the error of students' result of reading section in the School Examination in SMP Santa Maria Monica Bekasi class IX A year 2015-2016.

In reading section of School Examination, students will read some texts and then they have to answer some questions based on the text. This kind of

examination is categorized as reading comprehension test. There are some kinds of text used in the test. Some of them are narrative, report, news item, and etcetera. The test items are about the topic of the text, vocabularies that refer to some words in the text, text's conclusion, the purpose of the text, and etcetera. Some items are easy to be answered because the answer is written clearly, but some others are not. Before the students get the right answer, they have to read the text carefully to find and interpret the clues from the text. Therefore, they will choose the right answer.

It is not impossible that people make errors in learning process because of their lack of knowledge of the second language itself. Students, even they have studied English since their very young age, often make errors in answering questions based on the text. They often choose the wrong answer in the reading examination. The errors can be caused by their lack of vocabulary list, lack of ability to understand clues in the text or to conclude the meaning of the text. Sometimes it is not that easy for students to decide the right answer because the choices seldom in different words so the students have to take inference from the clue in the text.

**B. The Scope of the Problem**

In this research the writer focuses on analysis the error of reading section students' result on School Examination in class IX A SMP Santa Maria Monica Bekasi year 2015-2016.

**C. The Questions of the Research**

1. What are students' errors in the reading section School Examination in class IX A SMP Santa Maria Monica year 2015 – 2016?
2. What causes those students' errors?
3. What kind of error is found the most?

**D. The Objective of the Research**

Based on the problem of the research mentioned above, the objectives of this research are described as the following:

1. To know the reading errors of students' result in School Examination in class IX A SMP Santa Maria Monica year 2015 – 2016.
2. To know the causes of those students' errors.
3. To find the kind of errors which is found the most.

**E. The Significance of the Research**

Hopefully, this writing can be useful not only for the writer herself but also the readers mainly who learn at least who have relation with English in their activity.

1. For the writer

The writer hopes that by this paper, she can get more knowledge about the study of error, so that she can teach reading properly, and can achieve new level of learning English.

2. For the readers

The writer hopes that this writing can give an example and inspiration to the readers to improve ability in reading comprehension and avoid making errors during comprehension test.

3. For teachers

The writer hopes that she and other teachers who teaches reading comprehension can give more attention to identify students' error, so that can help them in improving their teaching. Therefore, they can help students in reading comprehension learning to reach higher level of studying.

## **F. The Systematic of the Paper**

The systematic of the writing means to present the paper in well edited composition. This paper is divided into five chapters as follow:

Chapter I is introduction. It explains about the background of the research, the scope of the problem, the questions of the research, the objective of the research, the significance of the research, and the systematic of the paper.

Chapter II is theoretical description which contains error analysis, reading comprehension, classification of error in reading comprehension and School Examination.

Chapter III contains setting of the research, subject of the research, method of the research, instrument of the research, technique of data analysis, and procedure of the research.

Chapter IV consists of the research findings and discussion which explain about the data description, the data analysis, the data interpretation and the data discussion.

Chapter V consists of conclusion and suggestion which explain about the summary of all chapters and some suggestions through the whole of this research and also several advices concerned about making the similar research in the future to the research.