

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research, significance of the research, and hypothesis of the research.

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

In English, there are four skills, they are: listening, speaking, reading, and writing. In the four skills of the reading received greater attention to analyze that the other, as one of the most important ways to learn is through reading. Reading is also one of the most important skills in learning a language besides listening, speaking and writing. Thus a person, especially students should have good reading skills to help them in studying English.

Reading is not a passive skill, students need to be engaged while they are reading, students need to be interact with the content of the text, not just its language. Prediction is a major factor in reading, the task needs to be matched to the topic, and good teachers exploit reading texts to the full.

In the reading skills, the students are expected to know and be familiar with the teacher has explained in the context. this means that the students' are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. In other words, the students' are expected to get knowledge and understand the context that has been explained in the text. The students' need to learn a considerable amount of

information from a text. This is why the purpose of reading is to get some information from the text.

There are many teaching reading strategies might be used by the teacher to improve the students' reading comprehension and make the students more motivated in reading. Reading comprehension is most likely to occur when students or readers are reading what they want to read, or at least what they see some good reasons to read. Critical reading is one of the strategies in teaching reading to help students comprehending a text. Critical reading is the way of getting information and ideas within a text. In other words, it is a kind of reading strategies for comprehending a text.

Comprehending the text is one of the problems that the students face in reading. they can not comprehend what they read in reading activity and still have difficulty to get the ideas of the text. Mostly students are taught about the text (reading materials), not how to read the materials effectively. The students used translation method in reading English text. They translated the text in Bahasa Indonesia and then comprehended the text through it. This makes students get low achievement on English reading and it leads to problems that commonly arise in many schools. Reach to students' comprehension in English reading activity, teacher should use various kinds of teaching reading technique that can motivate the students and also fun.

Critical reading is good to be implemented because it does not only develop the cognitive aspect (understanding the text) but also the affective aspect (reading behavior). Usually teachers should teach how to think not what

to think. Therefore, a teacher does not only ask students to read and understand a text, but he should also expose strategies how to read effectively.

There are many factors that can affect students' low reading comprehension, including internal factors and external factors. Internal factors include: lack of vocabulary, mastery of diction, mastery of grammar, low of motivation, reading interest, talent and achievement as well as mental. The external factors include: learning methods, teachers, facilities, environment, completeness of books and so on. These factors affect students' reading activities.

Based on the problems on the explanation above, those problem also happen in SMA Negeri 6 Tidore Kepulauan. The dominant problems at SMA Negeri 6 Tidore Kepulauan are: lack of vocabulary, most of student do not mastery grammar, low motivation, interest in reading and mental. One of problem that happen when the teacher teach in the class is the teacher use teaching strategy unvariety. Those problem are known by the researcher when the researcher conduct an observation to the second year students' class. When the teacher teach in the reading class, students can't comprehend the reading well, so it is necessary to do more in-depth research to reading comprehension, especially the use of critical reading tasks strategy for teaching reading.

Based on the explanation above, the research decides to conduct the research with the title *Using Crtical Reading Tasks to Improve Students' Reading Comprehension at SMA Negeri 6 Tidore Kepulauan.*

## **B. Scope of the Research**

This research focuses on the students' reading comprehension by using critical reading tasks. This research will be conducted on the second year students of SMA Negeri 6 Tidore Kepulauan.

## **C. Statement of the Problem**

The statement of the research can be formulated as follow:

To what extent critical reading tasks improves students' reading comprehension at SMA Negeri 6 Tidore Kepulauan?

## **D. Objective of the Research**

The objective of this research is to know the improvement of students' reading comprehension by using critical reading tasks at SMA Negeri 6 Tidore Kepulauan.

## **E. Significance of the Research**

The result of this research expected to be beneficial theoretically and practically:

### 1. Theoretical

To enrich the literature of reading text or can be reference about teaching strategies especially using critical reading tasks in English learning,

### 2. Practical

The research does expect that the research also will give some benefits to English teachers, students, and further researchers.

a. For English Teachers

This research can maybe help teachers in teaching and learning process by applying Critical Reading Tasks to Improve Students' Reading Comprehension.

b. For the Students

Students also maybe can get some new ways or experiences in learning English through Using Critical Reading Task because it will motivated them to improve their reading comprehension.

c. Others Researchers

This research can be used as a reference for further researchers who will conduct reserach with the same title in using this Critical Reading Tasts to Improve Students' Reading Comprehension.

## **F. Hypothesis of the Research**

There are two hypothesis as follows:

1. Null hypothesis (H0) : Critical reading tasts can not improve students' reading comprehension at SMA Negeri 6 Tidore Kepulauan.
2. Alternative hypothesis (H1) : Critical reading tasts can improve students' reading comprehension at SMA Negeri 6 Tidore Kepulauan.