

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The ability to read and comprehend texts is important for students to understand the information included in the text. As a result, enhancing students' reading comprehension is necessary not only for learning English, but also to improve the overall quality of their knowledge. According to (Klingner et al. in Ganie et al., 2019:687), Reading comprehension is the interaction between the reader and what the reader brings into the text such as prior knowledge or background and application of strategy. This process also includes text related variables, such as the reader's interest in the text and understanding of the text's genre. This means that the reader's experience with the text, and how they react to and understand it, is individualistic. Individual abilities, such as experience and the ability to read texts, play a role in creating meaning.

For students having the ability to understand reading are very important to get information from the teacher, friends or texts. If a student's ability in reading comprehension is weak, then students will have difficulty receiving information for themselves or informing other people of the information that obtained and there will be misunderstandings between each other.

Reading is one of the important skills in learning English. Reading skills are the first priority and one of the competencies in the language curriculum. However, there are still many students who have difficulties in reading. In fact, reading is important to assist students in obtaining information about general knowledge to adapt to changes in the world and ensure the continuity of their own growth. According to (Stainthorp, 2020: 1), reading means receiving language through eyes, not ears. The language process is used for reading because the writing system was developed to present verbal information in a permanent visual form.

According to (Grabe & Stoller in Ahmadi, 2017:1), reading comprehension of texts can easily and effectively be very important for learners. Having the motivation to read are very important in improving reading comprehension for students. Therefore, all EFL learners need to improve their motivation in reading for better understanding of written texts. Reading comprehension is a process to find meaning from a text. The aim is to understand the text in order to obtain meaning of individual words or sentences. Foreign language learners should develop their reading skills for better understanding of written texts.

It can be said as a news text, if there is an important event that must be known by many people, then the event deserves to be reported. On the other hand, if an event is inappropriate for someone else, then it is not worthy of being newsworthy. According to (Risani, 2020:25), news item text is arranged systematically. The general structure of news items has its own structure which is different from other types of text. News item text consists of background events, newsworthy events, and sources.

Trading Place strategy is a cooperative strategy among students by giving them the opportunity to change their minds, ideas and solve problems based on the text. This approach requires students to meet each other's friends. When teaching reading comprehension, the teacher must not only help students understand the text, but also provide ways to increase student interest and activity in the classroom so that students really enjoy the learning process.

Trading Place strategy usually made by small group discussion. According to (Hadriana, 2008: 37) its mean that Small Group Discussion is the technique to effective teaching in the class can solve the problem speaking students. The purpose of the research is to improve students speaking skill using small group discussion technique.

According to (Rabia, 1996), this study examines the impact of schema on comprehending cultural narrative content in two different languages, Hebrew and English. The aim is to explain how different reader

attitudes and cultural backgrounds are related to reading comprehension. For example, consider an Arab student learning Hebrew as a second language (SL) and a Jew learning English as SL in Israel.

According to (Soriano et al., 2011:47), Reading comprehension is a school skill that plays an important role in school success. Reading is a fundamental goal of the curriculum, yet many students have serious problems with this basic skill. It is therefore not surprising that there is a great deal of interest in studying the factors that influence reading. Employment difficulties. Currently, the most common interpretation is that dyslexia is caused by inefficiencies in phonological processing. Similarly, various studies conducted in Spain found deficits in phonological recognition in children with certain reading disabilities.

According to (Sulistiyo in Muhassin et al., 2021:254), many students in Indonesia still face some difficulties in reading comprehension because Indonesians prioritize teaching and learning English as a foreign language (EFL). Problems in EFL reading comprehension among Indonesian students are: lack of English vocabulary and their knowledge of previous vocabulary, unable to master grammar, and do not use reading strategy.

This phenomenon was proven when researchers found a problem in one of the schools in Asahan. Based on the researcher's interview with the teacher at the school, that students often face difficulties in comprehending the reading text, finding the main idea, getting information from the text and making inference from the text. Therefore the teacher has a strategy that can be used for students to understand and get information from a text. This is supported by previous studies experienced by students in Indonesia who have difficulty in reading comprehension.

There are five previous studies related to this research. These studies can support this research and can be a consideration for further research. For the first previous study, a study on "The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading

Comprehension of Report Text at Eight Grade of MTs S Al Husna Marindal Medan Academic Year 2018/2019” was examined by Siti Fitri Hasibuan (2018). The second previous study, a study on “The Implementation of Trading Place Strategy to Improve the Students’ Ability in Reading Comprehension of Narrative Text At Ninth Grade MTsN Tanah Jawa” was examined by Resi Auliani Ulfa (2018). The third previous study, a study on “The Effect of Using Question and Answer Relationship Strategy to the Students’ Ability in Reading Comprehension News Item Text” was examined by Bertaria Sohnata Hutauruk (2018). The fourth previous study, a study on “An Analysis of the Students’ Difficulties in Reading Comprehension at MTs Al Mahrus Medan” was examined by Suci Sintia Putri (2020). The fifth previous study, a study on “The Effect of Trading Place Strategy on Reading Comprehension at Eight Grade Students’ at Madrasah Tsanawiyah Madinatussalam Sei Rotan”, was examined by Silmy Anggita Putri Panjaitan (2020).

Although many research have discussed about the improvement of students' ability in reading comprehension, a little bit of research that have discussed about the improvement of students’ ability in reading comprehension of news text by using trading place strategy at tenth grade students. This research is expected to improve students' ability in reading comprehension, especially to improve students' ability in reading comprehension of news text by using trading place strategy. This research focus to find out the the improvement of students’ ability in reading comprehension, to find out the improvement of students' ability in using trading place strategy, to find out the improvement of students’ ability in reading comprehension of news text by using trading place strategy. Therefore, the researcher interested to conducting a research entitled "**The Improvement of Students’ Ability In Reading Comprehension Of News Text By Using Trading Place Strategy At Tenth Grade Students**".

## 1.2 Identification of the Problem

In relation to background of the problem above, the following problems can be identified:

1. The students are lazy to memorize the words and practice English, so that they are lack of vocabulary.
2. The students often face difficulties in comprehending the reading text, finding the main idea, getting information from the text and making inference from the text.
3. The students get feel bored during the learning process, because the techniques used by the teacher are monotonous,
4. In teaching and learning process, the teacher uses the same strategy in teaching reading in all types of text.

## 1.3 Limitation of the Study

Based on the identification of the problem above, the researcher has limited the research to problem in reading comprehension. One of the things that can affect reading comprehension is a strategy to teach and understand the reading text. Because according to researchers, a strategy can help increase students' ability in reading comprehension of the text. Reading here is limited on news text and strategy here is focused on trading place strategy at tenth grade students in MAN Asahan.

## 1.4 Formulation of the Problem

1. How is the difference in the students' ability in reading comprehension of news text between students who receive learning reading comprehension of news text using the Trading Place strategy and students who learning without using the Trading Place strategy at tenth grade students?
2. How does the Trading Place strategy affect students' ability in reading comprehension?

## **1.5 Objective of the Study**

The aims of this research are:

1. To find out the difference in the students' ability in reading comprehension of news text between students who receive learning reading comprehension of news text using the Trading Place strategy and students who learning without using the Trading Place strategy at tenth grade students.
2. To find out the Trading Place strategy affect students' ability in reading comprehension.

## **1.6 Significances of the Study**

The results of this research divided into two categories:

### **1.6.1 Theoretical Benefits**

The author hopes that this research can be input and additional knowledge for scientific interests in the field of education. Especially for those who want to know about the improvement of students' ability in reading comprehension in MAN Asahan.

### **1.6.2 Practical Benefits**

- a. For the students, the benefit is that they are more careful in understanding reading. Because reading is not just reading the text, but must be able to give a deeper understanding of the text so that the information that has been read can be conveyed and understood by others.
- b. For English teachers, the benefit is that it can help them in teaching and learning activities and give the solutions for them how to improve students' ability in reading comprehension to provide good feedback for students.
- c. For School, the results of this research are expected to be a source of reference for university students, considering that if they want to do similar research in the future.

- d. For the researcher (as material before becoming a teacher), to find solution, strategy or method for students to decrease the errors.

