CHAPTER I

INTRODUCTION

A. The Background ofthe Study

Regarding to the regulation of K13, English language learning is designed to be four skills, they are reading, listening, writing, and speaking[1]. Talk about four skills in English student learning, Reading is the on skill that have immense importance in student's success at school. In addition, student who have a good basic skill in reading and receive encouragement at home can only excel in school[2].

Based on Elsa state above, Particularly students at tenth grade high school are required to be able to comprehend all genre of the text.[3] There are some kinds of the text, narrative text, descriptive text, recount text. This research focus on reading comprehension especially in descriptive text. Descriptive text is a text that have purpose to describe the particular person, place or says as what a person or the thing is likereading comprehension[4].

However, in fact the data that found on Henna Sianturi's research at SMA swasta Pencawan Medan, some cases that students face in reading comprehension especially in descriptive text. First students lack in reading comprehension, it is because the graphic book in tenth-grade students are low reading comprehension

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[1]Ahmad Madkur, (2014), *"Teacher's Voices on the 2013 Curriculum for English Instructional Activities"*, Indonesian Journal of English Education, Vol. 1, No.2, p. 122.
[2]Elsa Ernawati, (2018), *"The Teaching of Reading Comprehension Based on 2013 Curriculum at Senior High School"*, Getsempena English Education Journal, Vol.5, No. 2,p. 193.
[3]Woolley, G. (2011). *Teaching English*. In Australian Journal of Language and Literacy, 33(2), p. 108-125
[4]Nunan,D. (2003). *Pratical English Language Teaching*. New York McGraw-Hill Competence.

mastery, as a result student was not able to answer the question of reading correctly. Second, the students are lazy to bring dictionary, they just preferr ask the teacher the meaning of problem word, it is mean students don't have an ambition to learn English. Third, the teacher still use the textbook on their teaching learning process. They only read the text book, as a result they don't get more information and more reading comprehension. Fourth, sometimes the teacher teach monotouns, so that's make students to be borred and feel not intterested during the learning process[5].

Furthermore, the researcher also found the same case research above in student of tenth grade at SMA Teladan Sei Rampah. The data is obtained by the researcher from observation and interview with the one of English Teacher in that school. In which student low in reading comprhension, lack of vocabulary. Whereas, student in tenth grade should be able to master reading comprehension.

Based on those cases, there some factors that can be raised. It showsed that the number of issues can appear from teacher and students. The activity of reading is a boring activity for them. It can be seen when the teacher giving the material they spent their times by talking to other. The student just asked to listen to the teacher during learning process, it proves that teacher still use conventional teaching in reading subject, which the teaching is focused on teacher as a major role to explain what in the text book, than translated it into Bahasa, than student is asked to answer the question.

The strategy that teacher used in the class X is still monotone strategy than

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[5]Henna et al, (2020). *Students' Comphrehension and Difficulties on Readong Descriptive Text*. Linguistic Education and Art (LEEA). Vol. 3, No. 2, p. 265-266

can ,makes failures and bored in the class. Teacher only used a single book as a media, marker, whiteboard, so there is no yet the new strategy or attractiveness media to stimullate studet's interest in studying reading.

To overcome those cases, the researcher find the main major concentrates is how strategy and media can be applied at the best choice in class to increas student's reading comprehension. As what Duffy state that using prior knowledge based to make thoughtful process is called predicting.[6] The researcher assume that predicting strategy is one of teaching reading strategy which can promotes students to contruct prior knowledge and it will stimulate their experience and their knowledge in order to keep focusing on annalyzing the clues in the text to if their prediction right or wrong.

Somes of the technology-based learning media include, weblogs, vodcast, online dictionary, E-reader, Webboard ect, those can enhances learning experience that increase the access to the target language and make the opportunities for the leaners to study at their own level and place and they can choose when and where they want to learn[7].

In this research, the predicting strategy is going to use THT epaper application as a digital newspaper, that possibly has a high effect in treating student's reading comprehension. The resercher believed that using THT epaper application as a media learning can make background knowledge of the students, so that student can achieve the better result in their reading comprehension.

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[6]Gerald, G. Duffy, (2009), Explaining Reading: A Resource for Teaching Concept Skill and Strategy, New York: The Guilford Press, p.101.

[7]Larsen-Freeman, D., & Anderson, M. (2011).*Techniques and Principles in Language Teaching*(3rd ed.).Oxford: Oxford University Press.

Therefore the researcher intereted to find the evidence to answer the formultion of the study is there significant effect in using predicting stategy with THT epaper in student of class X at SMA Teladan Sei Rampah Sei Rampah.

B. The Identification of the Problem

Based on the above background, the researcher identified the problem of the study as follows:

1. Students lack of reading comprehension mastery.

2. The teacher still use the textbook only and teach monotouns.

C. The Formulation ofthe Study

Based on the aboveproblem identifications, the researcher formulated the problem into a research question as follow: *is there any significant effect of predicting strategy with E-Paper on student reading comprehension?is the method effective to use by the teacher?*

D. The Objective of the Study

In line with the problem formulation above, the objective of the study was find out the significant effect of predicting strategy on student's reading comprehension.

E. The Significant of the Study

The researcher expected the result of this study can give significnts as follows:

1. Theorical significant

Theorically, the researcher expected the result of this study can provide useful information and extensive knowledge for the readers, specifically, about the effect of predicting strategy wit E-Paper on student's reading comprehension.

2. Pratical Significant

   a. For students

   The resultof this study expected can give a lot of benefical contribution to the tenth Grade student atSMA Teladan Sei Rampah.

   b. For English Teachers

   Hopefully, this study can poster teacher's insight in creating creative teaching media and strategy. Furthermore, if the use of E-Paper is effective to enrich student's reading comprehension, the teacher can use this application in their teaching learning process.

   c. Other Reseachers

   For other researchers who want to give a try to concern study about readng skills, this study is awaited as one of sources so they can conduct another research in reading comprehension.