I. INTRODUCTION

This chapter presents the Background of The problem, identification of problems, limitation of problems, formulation of problems, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Bacground of the problems

It goes without saying, English as an international language is used in many fields all over the world. It is also a fact that English is widely needed by people, for example to transfer new modern science, technology, and information. Transferring new modern science, technology, and information can be done through reading process. Therefore, the writer considers that reading is a very important skill in order to increase our knowledge and our way of thinking.

In Indonesia, particularly English is one of compulsory subjects in School. Based on Curriculum (KTSP 2006), there are four skills of language to be mastered in learning English. They are listening, speaking, reading, and writing. Based on the reason that students are expected to read information, which are mostly written in

English. Reading dominates the teaching materials in almost English textbook. The curriculum introduces the concept of many kinds of English texts, where the students are expected to be able to develop their thoughts and ideas into texts both in oral and in written form: such as procedure, report, news item, recount, and narrative texts, (Depdiknas, 2006).

Dealing with these, Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understanding is determined by the purpose of reading, the context, the nature of the text, the reader's strategies and knowledge.

More operationally, in the basic course outline (BCO) of the 1994 English curriculum of SMU (Depdikbud, 1994: 6), it is stated that one of the objectives of teaching reading is that the students are able to find out the general ideas of the context. This objective is basically the same as comprehension of the reading texts. More over, there is an explanation stated on the guideline of School Based Curriculum, KTSP (Depdiknas, 2006: 297). The objectives of teaching reading for

second grade of Senior High School (SMA) are: (1) the students are able to identify main idea of whole texts or in each paragraph of reading texts, (2) the students are able to identify vocabularies of reading texts, and (3) the students are able to identify some specific information of reading texts.

The curriculum states that SMA students should be able to use the language in informational level. This means that the students are expected to be able to access knowledge and information to build knowledge by their reading skill and reading materials, which dominate other teaching materials in almost English text books. Therefore, reading skill should be paid more attention to achieve the level.

Theoretically speaking, one of the basic competences in reading skill which should be achieved by the second year students of SMA Negeri 1 Kotagajah. It is the student must be able to response to the meaning and the rhetoric steps in simple essay accurately, fluently and acceptable in the context of daily life and to access knowledge in the form of narrative, descriptive, and news item texts. It means the students have to be able to find out the general ideas and specific information of the text.

Unfortunately, there were some problems found in second grade of SMAN 1 Kotagajah that some of the students were not able to determine main idea, find supporting detail, understand vocabulary, find inference meaning, and find reference as the target of the curriculum. A few of the students in the class were hard to understand the text because of the limitation vocabulary. It was caused by

the fact that most of the students did not bring the dictionary while learning. The students also lacked the background knowledge to comprehending the text while learning in the class.

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Underlying the problem above, there were some experts that they had applied the research in school by using *Jakarta Post* article such as: (1) Khoirul Umam (2010) who took the title about improving the students' vocabulary mastery with the *Jakarta Post* newspaper article. (2) Dwi Purwati (2013). She conduct the research about the effectiveness of using *the jakarta post* science-technology article to improve student's vocabulary mastery at the second grade of SMA N 8 Purworejo in the academic year of 2012/2013. She concluded that *The Jakarta Post* Science-Technology Article is effective to improve student's vocabulary mastery at the second grade of SMA N 8 Purworejo in the academic year of 2012/2013. According to the information appear in the repository and e-journal, the researcher assume that the using of *Jakarta Post* article not only able used to measure some English skills but also able to measure the English components in learning English.

Therefore, from the previous research above the researcher intended to apply the *Jakarta Post* article in teaching news item to the second grade of SMAN 1 Kotagajah.

1.2 Identification of the Problems

In line with the previous study, there were many problems which happened at school generally. The researcher identifies some of the following problems:

1. The different of learning style of the students. Some students has their own reading styles in the process of teaching and learning but many teachers teach them with the same treatment in it.

2. The students' motivations are low when they are learning especially when they learn about reading. Students are not motivated in learning process that caused by many factors such as: the materials in reading, the way of delivering of lesson by the teacher, the using of media in learning, and facing the national examination.

3. The students lack of the vocabulary. Students face difficulties in learning and have low motivation in doing the task of understanding the texts in reading that are given by the teachers. It is hard for the students in comprehending the text if they have lack of the vocabulary.

4. The teachers often use incorrect teaching methods in teaching the students. Most of teachers use the method they know and understand. The teachers do not want to know whether the students are easily understood the lesson by the method or not. Most of them teach by translating the text especially in reading.

5. The teachers have low ability in teaching the students. The teachers teach the students based on their ability. They can not reach the competency that was design in curriculum.

6. The teacher motivation is low in teaching. This is caused the teachers do not want to teach. In other word, the teachers are lazy in teaching the students. Beside that, the Medias are not support their teaching process.

7. The teachers choose incorrect materials for students. The students fell bored when they only face the same topic in reading class. They need new materials and different in each materials that are interesting to them. Sometime the teachers only teach the grammar even if they are in class reading.

8. The teacher cannot use the media optimally. This is caused that some of the teachers are not able use the media in teaching and learning process in the class.

1.3   Limitation of the problems

In the line of the identification of the problems above, the researcher is focused on the problem related to:

1. The teachers use incorrect material in teaching reading.

2. Their low reading skill in (1) determining main idea, (2) finding supporting details, (3) understanding vocabulary, (4) finding inference, and (5) finding reference.

1.4   Formulation of the Problem

In term of limitation of the problems above, the researcher formulates the problem as follow:

1. In general, "Can the *Jakarta Post* articles significantly improve students' reading achievements in SMAN 1 Kotagajah?"

2. Specifically, "Can *Jakarta Post* articles improve students' reading achievements in terms of (1) determining main idea, (2) determining Supporting details, (3) determining Inference meaning, (4) Understanding vocabulary, (5) determining Reference?"

1.5   Objective of the Research

As stated in the formulation of the problems, the researcher states that the objective of the research is to know whether *Jakarta Post* significantly improves students' reading achievements in the second grade at SMAN 1 Kotagajah.

1.6   Uses of the Research

The findings of the research are expected to be useful for the following people:

1. Theoretically

    The result of this research bring additional information of reading comprehension by using *Jakarta Post* article as the media for reading.

2. Practically

    a. For the Teacher

        Through this research, the teacher may apply the using of *Jakarta Post* article in improving students' reading achievement.

    b. For the Students

        The implementation of the using *Jakarta Post* article can motivates the students in reading so that it can improve the students' reading achievement.

    c. For the School

        The result of this research may be used as consideration in taking decision of improving students' learning achievement and increase teacher performance.

1.7   Scope of the Research

This research will be conducted at the second grade students of SMA Negeri 1 Kotagajah. The research focused on the using *Jakarta Post* article for teaching reading.

1.8   Definition of the Terms

In order to avoid misunderstanding some terms, the terms are used in this study are cited as follows:

    a. Reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language

that include the aspects of reading. They are: 1. Determining main idea, 2. Finding supporting details, 3. Finding inference, 4. Understanding vocabulary, and 5. Finding reference.

b. Main idea is the most important idea that the author develops through out the paragraph

c. Supporting details or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause, and effect statistics and quotation.

d. Inference is an educational guess or prediction about something unknown based on available facts and information.

e. Understanding vocabulary used by person, class of people, profession. Concerning with those statements indeed vocabulary is fundamental for everyone who want to speak or produce utterance for reading

f. Reference is words or phrase used either before or after the references in reading material. They are used to avoid unnecessary repletion of words or phrases.

g. News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewers about events of the day that are considered newsworthy or important.