

I. INTRODUCTION

1. 1 Background of the Problem

English is a compulsory subject at senior high school. Developing language skill is necessary for the students who learn English as a foreign language. As is generally known, reading is one of language skills that the students should know and master. Reading is strongly recommended for all of the students of English because they can get much information and knowledge from the text that they have read.

According to the school based- curriculum (2006) that is applied in Senior High School in Indonesia, the students are expected to be able to comprehend the meaning of every reading text. They are asked to be good at reading. Good reading means building frameworks for connecting words to think.

There are two kinds of communication; oral communication and written communication. Relating to written communication, it refers to printed material of reading. This material is very important because it contained information about science, technology and knowledge that is needed for development of our country.

By reading, the students are able to access much information which is available in the English textbook. In fact, the students did not master one of language skills, that is

reading. The students' reading comprehension ability was low because most of the students feel bored when the teacher taught them reading skill. The students also only know the words without understanding what they read, it happened because they lack of vocabularies.

In teaching learning process, the teacher functions as a facilitator who has responsibility to make their students interested in the lesson. The teacher is required to be able to choose and create an interesting technique in order to reach the aims stated in the curriculum. Anthony (1979: 7) says that technique is particular trick, strategy, or contrivance used to accomplish an immediate objective. The technique depends on teacher, she/he should be able to select or choose the technique which is support the teaching learning process.

Whatever the technique will be used by the teacher, it is better for the teacher to consider which technique is the most effective for teaching reading so that the teaching of reading comprehension will be useful and the students will be able to comprehend reading materials.

Sally (1980: 40) says that the problem in teaching reading in foreign language is that knowing the word only doesn't help the students to understand what they read. It means that the students also have to understand the content of the text, for example the main idea of the text, the language function of the text and etc.

In general, the students faced the problem in comprehending a text are influenced by many factors such as students' lack of motivation, lack of vocabulary, and lack of

background knowledge. However, the researcher underlined one of most important factor is the reading comprehension technique used in the reading class. It is indicated that the teacher still applied the same old teaching reading technique and did not try other various techniques.

From that statement above, the researcher assumed that to decide which techniques are effective is not easy. The teacher should improve the students reading skills by finding out the ways that are more creative and suitable for the senior high school which fix with the tasks and materials. On other hand, the teacher should practice suitable tasks for the students and choose good technique to solve their problems. In this case, the researcher would like to solve the problem by independent task.

Concerning the implementation of task, Dyahwati (2004) has done a research about *the implementation of Independent Task in reading*. Her quantitative research was found that independent task is one of the ways in teaching reading comprehension that is good to implement to help the students understand reading texts, especially for students of senior high school.

Rubin (1987: 15) states about some students' approach on the language learning task is more successful ways than other. That is, all other things being equal, some students will be more successful than others in learning a second or foreign language.

Based on the statements and facts above, the researcher intended to investigate the implementation of independent task in reading comprehension. The researcher also wanted to describe about how independent task will be implemented in reading

comprehension. The research focused on the reading classroom and the implementation of independent task in teaching reading. This research is very important in order to know the problems arise in term of practicing the task especially for the first year students of senior high school. Thus, the researcher entitled the research: “The Implementation of Independent Task in Reading Comprehension at The First Year of SMAN 1 Natar”.

1. 2 Formulation of the Problems

In consideration to the background above, the researcher formulates the problems as follow:

1. 2. 1 How is independent task implemented in reading comprehension class?
1. 2. 2 What are the students’ and teacher’s problems in the process of teaching learning reading comprehension by using independent task?

1. 3 Objectives of the Research

Based on the formulation of the problem above, the researcher proposes the research objectives as follow:

1. 3. 1 To describe how is independent task implemented in reading comprehension class.
1. 3. 2 To find out the students’ and teacher’s problems in the implementation of independent task in reading comprehension.

1. 4 uses of the Research

In relation to the problem and objective, the uses of this research are:

1. 4. 1 Theoretically, to give contribution to EFL/ ESL teachers and curriculum developers about the quality of independent task in reading comprehension, the problems that they might be faced, and the strategies that the high and low proficiency readers used to cope with the problems in reading comprehension.
1. 4. 2 Practically, to give the information to English teacher that the technique in this research is more effective in improving the students' achievement in reading comprehension.

1. 5 Scope of the Research

The design of this research is qualitative descriptive research focusing on the process of the implementation independent task in reading comprehension and the problems that will be faced by the students and teacher during the implementation of independent task. This research was administered at the first year of SMAN 1 Natar involving the students of class X. 9 academic year 2011/ 2012. Independent task was applied by the teacher and the researcher as a non- participant observer. This research carried out in five meetings, one meeting used for introduction, three meeting used for classroom observation and one meeting used for giving the questionnaire to the students and for interviewing the teacher. And the reading materials are taught based

on the school based-curriculum (KTSP). The materials that the teacher gave to the students are three descriptive texts.

1. 6 Definition of Terms

Reading

is more than a sensory process; it is more than the simple recognition of the graphic symbols of the words (Emerald, 1988: 25). He then states that reading is a progressive comprehension of the meaning of ideas represented by sequence or words. It includes recognizing the words in its context. It means that reading not only calling out the name of words but also knowing the meaning of the words, message of the text and translating the printed words into spoken words.

Reading comprehension

means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions and expectations are already have in readers' head (Smith, 1978: 15).

Independent task

is a kind of task that the teacher gives to the students where most activities in the class are dominated by the students. The activities in the class will be interesting, communicative, and meaningful because it is not time consuming and the students really comprehend the task. At least they can answer the task easily. Further the students can perform activities with a high chance of success (Nation, 1990: 9).