

Chapter I

Introduction

Basic Consideration

Getting knowledge can be done by reading. Because reading will giving many information. In addition, reading also can entertain the reader, for example by reading some texts such as: novel, comic and etc. According to Sheng as (cited in Rozimela Y, 2014, p. 461), reading is a process of communication from the writer to the reader involving the recognition of letters, words, phrases clauses and a process of negotiation between the reader and the writer. Therefore, reading text needs a purpose to know what function that we read for. It is similar with Linderholm & Van Den Broek's statement as (cited in Grabe, 2009, p.11) that successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose, are met.

Reading is an important skill to understand the information from the text. The students should not only read the text but also have to understand it in order they have a good comprehension in reading text. Understanding what we have read is called reading comprehension. It needs more critical thinking to understand the text that we are going to read. It means, the reader must be active to find out the meaning of vocabularies in a text, in order they can comprehend and transfer the information to her/him or others. It is similar with Brummitt's statement (2008, p.1) that reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

In this case, the students must know what the text tells about and try to identify the main idea, genre of text and so on. Students in senior high school are demanded to know genre text.

There are some kinds of text that students should know in learning reading. It is supported by

The Correlation between The students' Comprehension and Ability to Identify Genre

Indonesian curriculum "KTSP" (Kurikulum Tingkat Satuan Pendidikan) as (cited in Tahir, 2010 P.2) that there are fourteen genres or types of the text that have been taught at senior high school; They are recount, report, anecdote, discussion, explanation, analytical exposition, hortatory exposition, descriptive, news item, spoof, narrative, procedure, review text and a commentary. In addition, text types have characteristic including social function, generic structure and language features. Then, teaching genre needs more comprehension from the students. If the students can understand well what they have read, they will know how to identify the kinds of text itself.

Then, based on the researcher experience when taught in SMA Negeri 1 Bonepantai, the researcher has found some students' difficulties in understanding about the content of the text. It was proved by the researcher's daily observation in teaching and learning process in class. When the teacher explained about the genre of text, and the students were given a chance to read and answer some questions from the text, they unfortunately cannot answer the question correctly. The students did not understand about genre of text such as report text, recount text, spoof text and news item text that the teacher gave in learning process. It was caused by the students' capability in comprehending the texts were still lack.

The students need to improve their reading comprehension, in order, they can achieve the material for example the kinds of text, easily. Therefore, if the students' reading comprehension is less, they will be not able to identify genre of text. Otherwise, if the students' reading comprehension are good, they will know to identify genre of text. It is supported by Reading Rocket which stated "Comprehension is the understanding and interpretation of what is read". And it is proved by the researcher observation, when the researcher gave the reading comprehension and genre test to them. The students' capability in reading comprehension give impact to their ability in identifying genre of text.

The Correlation between The students' Comprehension and Ability to Identify Genre

Based on the explanation above, the researcher is interested to observe about the students' reading comprehension and genre of text by trying to find out the correlation between the students' reading comprehension and the ability to identify genre in learning reading.

Problem of Study

Based on background, the researcher formulates the problem of this research as follow:

“Is there any positive correlation between the students' reading comprehension and ability to identify genre text in learning reading?”

Objective of Study

The objective of study is to find out whether or not students' reading comprehension has a positive correlation with students ability in identifying genre text.

Significance of Study

In conducting this research, there are some significance which can be taken by students, teacher and the further researchers or the readers. They are:

- a. For the teacher, it will give some ideas to the teacher to make the class more active. They will obtain some information from this research and can make the students understand about the text.
- b. For the students, this research will improve their reading comprehension, and the students will know how to identify genre text.
- c. For the further researchers, it will be a reference for them to make research. Probably, they use the same method but different purpose.

Scope and Delimitation of Study

Generally, there are 14 kinds of text such as recount, report, anecdote discussion, explanation, analytical exposition, hortatory exposition, descriptive, news item, spoof,

The Correlation between The students' Comprehension and Ability to Identify Genre

narrative, procedure, argument and review text. However, this research is focused on students' reading comprehension and students' ability to identify the genre of report text, news item, spoof text and recount text.

Reason for choosing the Topic

The researcher chooses this topic because of some reasons, such as:

- a. Through reading comprehension our mind will explore to think. Then, we can easily understand and identify what kinds of text that we have read.
- b. It can make the students get a lot of information and become a good reader to distinguish every genre of text.
- c. When the students are easy to understand the meaning of the text, they also can identify the genre of text that they read. It means that reading comprehension has a correlation with genre of text, specifically in reading skill.