

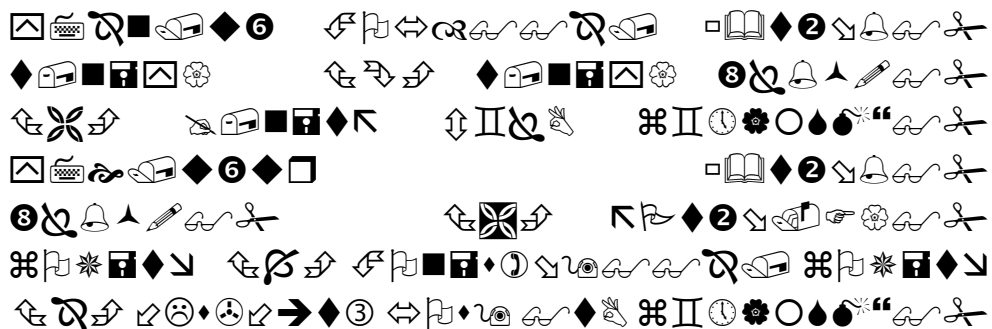
CHAPTER I

INTRODUCTION

A. Rationale

English as foreign language includes four skills, or complexes of skills: listening, speaking, reading, and writing. It is perhaps in this order that we originally learned our native language, and it is indicated that foreign languages are now very frequently taught.¹ These skills have their own way to master. The students have to be trained adequately in all four skills; he had to make efficient use of the time of disposal.

Among the four language skills mentioned above, reading is one of very important skills. By reading, human life develops like nowadays. There are a lot of inventions founded because humans read. As Allah said in the Holy Qur'an at Surah Al-Alaq verse 1-5 as follows:



Even as we are bombarded with an unending supply of visual and auditory media, the written word continues in its function to convey information, to amuse and entertain us, to codify our social, economic, and

¹ David P. Harris, *Testing English as a Second Language*, (New York: Mc Graw Hill Book Company, 1969), p. 9

legal conventions, and to fulfill a host of other functions. In literate societies, most “normal” children learn to read by the age of five or six, and some even earlier. With the exception of a small number of people with learning disabilities, reading is a skill that is taken for granted.² For teachers, they expect students have ability in reading skill.

In foreign language learning, reading is likewise a skill that teachers simply expect learner to acquire. Basic, beginning-level textbooks in a foreign language presuppose a student’s reading ability if only because it’s a *book* that is the medium. Most formal tests use the written word as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.³ In this case, students should learn to read step by step until they have good reading ability.

Is reading so natural and normal that learners should simply be exposed to written texts with no particular instruction? Will they just absorb the skills necessary to convert their perception of a handful of letters into meaningful chunks of information? Not necessarily. For learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental **bottom-up** strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as a part of that **top-down**, second language

² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 185

³ *Ibid.*

readers must develop appropriate content and formal **schemata**-background information and cultural experience to carry out those interpretations effectively.⁴ Both of this process cannot be separated.

The central notion behind the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. The reader processes each letter as it is encountered. These letters, or graphemes, are matched with the phonemes of the language, which it is assumed the reader already knows. These phonemes, the minimal units of meaning in the sound system of the language, are blended together to form words. (Phonemes are the individual units of sound in a language.) The derivation of meaning is thus the end process in which the language is translated from one form of symbolic representation to another.⁵ This approach emphasis the words or symbol in the language.

Insights from sources such as the Reading Miscue Inventory led to the postulation of an alternative to the bottom-up, phonics approach. This has become known as the top-down or psycholinguistic approach to reading. As with the bottom-up models, there are a number of variations in this approach, but basically all agree that the reader rather than the text is at the heart of the reading process.⁶ This approach is not a matter of recognizing and decoding a series of written symbols into their aural equivalents.

⁴ *Ibid.*

⁵ David Nunan, *Language Teaching Methodology, A Textbook for Teachers*, (UK: Prentice Hall, 1991), p. 64

⁶ *Ibid.*,p.65

Top down approach emphasises the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process, and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text. Rather than decoding each symbol, or even every word, the reader forms hypotheses about text elements and then ‘samples’ the text to determine whether or not the hypotheses are correct.⁷ Background knowledge has important role guides comprehension processes in reading.

There are many genre of reading. In junior high school, students learn essay text and short functional text. Examples of essay text that learned are descriptive, narrative, recount, report, and procedure. Whereas example of short functional text are short message, advertisement, shopping list, announcement, notice, greeting card, and invitation.

MTsN Banjar Selatan 2 is one of formal education in Banjarmasin. English as a compulsory lesson is taught from seventh class until ninth class. Students in the ninth year class have learned about advertisement text.

Advertisement text is one of the text types and become reading material. It can be found in the lesson. Besides that, advertisement text also often can be found printed in paper like in newspaper, magazine, and tabloid, and it is become part of daily life today. People can look for goods or jobs and

⁷ *Ibid.*, p.65-66

offering something by it. So having ability in reading and comprehending the advertisement text is one of important skill.

Students are expected be able to identify and find information that related to the text. However, the text only consists of few words and may insert a picture. It needs skills and deeps understanding in reading it. The student may vary in ability in comprehending the advertisements text.

Based on the statement above the writer tries to research the reading comprehension to advertisement text into the research entitle:

STUDENTS' MASTERY IN READING ADVERTISEMENT TEXTS OF THE NINTH YEAR STUDENTS OF MTSN BANJAR SELATAN 2 BANJARMASIN ACADEMIC YEAR 2011/2012.

Then, to avoid any misinterpretation toward the title adopted in the research, it is necessary to describe some term concerning the title as follows:

1. Mastery is study of something by examining it's parts.
2. Advertisement is a public notice offering or asking for goods or services.⁸
4. Text is the main written or printed part of a book or page, contrasted with notes, illustration, etc.
5. The ninth year students of MTsN Banjar Selatan 2 Banjarmasin academic year 2011/2012 means the students who are sitting in the class three on MTsN Banjar Selatan 2 Banjarmasin academic year 2011/2012

⁸As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford University Press, 1995)

B. Problem Limitation

The problem that will be limited and the one to be investigated are:

1. How is the students' mastery in reading advertisement texts of the ninth year students of MTsN Banjar Selatan 2 Banjarmasin academic year 2011/2012.
2. What are the factors help students in comprehending advertisement texts?

C. Reason for Choosing the Title

There are some reasons the writer to conduct the research, they are:

1. Advertisement text is one of reading material that has learned by students in the ninth class.
2. Advertisement text is one of question in national examination in junior high school
3. Advertisement is part of our daily life. Having ability to identify it according our needs will be useful for us.
4. Students in Banjar Selatan 2 have learned advertisement text so that the writer intended to know students' mastery in reading advertisement text.

D. Purpose of the Research

Based on the reason above, the purposes of this research are:

1. To know the student's mastery in reading advertisement text of the ninth year students of MTsN Banjar Selatan 2 Banjarmasin academic year 2011/2012.
2. To know what the factors that help students in comprehending advertisement texts.

E. Significance of the Research

This research has significance as follows:

1. As information of the students' mastery in reading advertisement text of the ninth year students of MTsN Banjar Selatan 2 Banjarmasin academic year 2011/2012.
2. As information to the teacher to decide the instruction in the future.
3. As an input for the writer herself to enrich knowledge about reading comprehension to the advertisement text.

F. Writing Organization

This research consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of rationale, problem limitation, reason for choosing the title, purpose of the research, significance of the research, and writing organization.

The second chapter contains theoretical review on related subject, consisting of reading skill, reading in junior high school, and advertisement text, and factors that help students in comprehending advertisement text.

The third chapter contains method of research consisting population and sample of the research, data, source of data, techniques of data collecting, design of measurement, technique of data processing and data analysis, and research procedure.

The fourth chapter contains report of research result that is general description of research location, data presentation and data analysis.

The fifth chapter is conclusion and suggestion.