

# CHAPTER I

## INTRODUCTION

### A. Research Context

In Indonesia, English is not the first or mother tongue, but it is a foreign language that must be taught or acquired by today's youth. English is a language that must be taught in schools from elementary to high school. learning English in junior high school aims to develop students' communication competence in speaking English orally and is limited to accompanying actions (language accompanying action) in the school context, as well as preparing students to have an awareness of the nature and importance of English to improve the nation's competitiveness in global society.

Reading is one of the four language skills that should be mastered well by the students besides other skill such as writing, speaking, and listening. Reading can improve students' ability to add the knowledge. Reading a book, journal, newspaper, magazine or article make students know everything that they want to know. Students will get information from various sources that are important to increase their knowledge and understand something. In reading comprehension, students should know about topic, main idea, and supporting details in reading that can make students understand the text. Students have to identify the topic, main idea and supporting details. It can help them easily to get the information in the text. Reading comprehension is needed by the students as the readers,

because the goal of reading is comprehension. Through comprehension, the readers are not only read the words, but also should add their experiences and background knowledge, since a good readers needs to think before, during and after reading.<sup>1</sup>

From reading a person can interact with thoughts and feelings, obtain information, and get a lot of knowledge transfer to develop his knowledge. As in learning in schools from elementary to tertiary levels, reading is a skill that must be possessed by every student in addition in other skills. One of the reading skills is reading comprehension. Reading comprehension is a reading skill that must be mastered by students, implied in the competency standards for students to read English.

In learning a foreign language, reading is useful for learning provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has an appositive effect on students' vocabulary knowledge, on their spelling and writing. Reading can be easily found as the process by which a person receives and interprets printed materials. Reading play an important role in language learning because to help people understand the meaning of a text, gives the input of information, knowledge, an idea to be applied in speaking and writing. Furthermore, by reading, students can get a lot of vocabulary they need to be apply in speaking and writing. Students with rich vocabulary knowledge will find that reading comprehension is easy. So do those who have good knowledge

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<sup>1</sup> Desita Syafutri Lisiana, Yelliza, Dian Mega Putri," THE STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL IN PADANG," *Jurnal Horizon Pendidikan* 1, No. 4, (2021) : 757-758, [10.22202/horizon.v1i4.5078](https://doi.org/10.22202/horizon.v1i4.5078)

of grammar. Each student may face different difficulties from others that lead to different needs on teaching methods and learning activities.

People are typically interested in reading when they believe it will be beneficial to them. English can be a tough topic for pupils since they have varying levels of intelligence, resulting in different understandings, particularly reading comprehension in text. Difficulties in understanding English reading text should be known to students and teachers since understanding the reading text is a key skill and sign of achievement in reading that the student must attain. Students' learning outcomes will suffer if they have difficulties understanding the text.<sup>2</sup>

Difficulties faced by students, namely reading English text is a difficult thing for students to do, especially to understand reading, students often have difficulties. First, students cannot understand the overall content of the reading, the content consists of the opening paragraph, the main paragraph, and the closing paragraph. Students cannot relate picture to the contents of reading, students cannot answer all questions about reading, students are only able to answer two out of five questions about reading, students cannot answer questions about reading if the keywords in the reading are not written in the question sentence. From these difficulties, students should be able to understand the entire contents of the reading, students can relate the relationship of the image to the content of the reading, students can answer at least four of the five questions, students can answer question about the

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<sup>2</sup> Idayanti, "THE ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENSION ENGLISH READING TEXT AT SMP MUHAMMADIYAH AL-AMIN SORONG CITY," *Transkip: Review of English Teaching and Learning* 3, No. 1 (May, 2021): 2-3

reading even though the keywords in the reading are not written in the question sentence.

According to Mr. Baidi as an English teacher of MTs Al-Amien Tegal Prenduan he said that there are some inhibiting factors especially for the students such as English is not the daily language of students so they are not used to practicing it, then lack of adequate environment where students can apply their English language with interlocutors who have the same capacity, and for the next factors is lack of confident in students expressing what they learn, and of course lack of vocabulary so that students find it difficult to assemble sentences, and the last factor is lack of enthusiasm for learning.<sup>3</sup>

According to findings of interviews with students, students generally struggle with reading English texts because they do not understand the content of the text they are reading, they lack confidence in reading English texts, they do not understand the meaning of vocabulary, and they are lazy when reading English texts.

As a result, the audio listening method is used by the teacher repeatedly recording the text and the students listening, and the repeating method is used by the teacher reading the text slowly and the students imitating, and the throwing ball reading method is used by one student reading and the other listening before moving on to the next student in turn.<sup>4</sup>

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<sup>3</sup> Baidi Samlan, Pricipal and English Teacher of MTs Al-Amien Tegal Prenduan, *Interview Via WhatsApp* (30<sup>th</sup> April 2020).

<sup>4</sup> Refan Nur Fadli, Radit Tia Hidayat, Robit Fuadi, Zaka Andreyansah, Rocan Hibbani, Students of MTs Al-Amien Tegal Prenduan, *Live Interview* (30<sup>th</sup> April 2020).

Based on the description above, the researcher is interested in doing research about an analysis of students' difficulties in reading English text comprehension at first grade A of MTS Al-Amien Tegal Prenduan.

## **B. Research Focus**

According to Creswell, he said that research problem is a general educational issue, concern, or controversy addressed in research that narrow the topic.<sup>5</sup>

From the explanation above, there are some problems that are necessary to be investigated.

Based on research context, this research will focus on:

1. What are the students' difficulties in understanding reading English text?
2. What are the factors of students' difficulties in reading English text comprehension at first grade A of MTs Al-Amien Tegal Prenduan?
3. How do the students' solve the difficulties in understanding reading English text?

## **C. Research Objectives**

According to John W. Creswell state in his book that a purpose is the major intent or objective of the study used to address the problem<sup>6</sup>. In short, the purpose of research here to announces the purpose, scope, and direction of the paper.

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<sup>5</sup> Jhon W. Creswell, *Educational Research* (United State : Pearson Education, 2012), 59.

<sup>6</sup> Ibid, John W. Creswell, 60.

The research objective are as the following:

1. To find out students' difficulties in understanding reading English text.
2. To know the factors that cause students' difficulties in reading English text at first grade A of MTs Al-Amien Tegal Prenduan.
3. To find out how students' solutions to solve the reading difficulties at first grade A of MTs Al-Amien Tegal Prenduan.

#### **D. Significane of Study**

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).<sup>7</sup>

The researcher expects that the result of the study will give some benefits to the students, the teachers, and the researcher. They are as follows:

##### **1. Theoritically**

By doing this research, the researcher expected can to find out what are the students' difficulties in reading English text.

##### **2. Practically**

###### **a. For the student**

Actually English is easy if you want to learn it, but students need to learn it. Hopefully reading English text can help student to understanding in learning English.

###### **b. For the English Teacher**

The results of this research is beneficial for the teachers. How

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<sup>7</sup> *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

to make the students can improve the reading skill and make students more interested in learning English.

**c. For the researcher**

The research is expected to give contribution to other researcher as a reference for the next studies in a similar topic.

**E. Definition of Key Terms**

The definition of key terms are stated below in order to make everything clear and avoid any misinterpretation.<sup>8</sup>

1. Reading comprehension is one of the linguistic abilities required to read fluently.
2. Students difficulties is to focus on reading dialogue text and get the information.
3. Students solutions is to focus in understanding dialogue text.

**F. Previous Study**

Actually, the researcher found three previous studies. From the thesis "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT SMA NEGERI 1 SUKODADI LAMONGAN"<sup>9</sup> written by Sulih Okta Prihatini, that this research told about students difficulties in reading English text and they have different levels of difficulty and the most difficult is when they want to understand the text. The similarity between this research and the researchers research is that to find out what are the difficulties of students in understanding reading

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<sup>8</sup> Ibid, John W. Creswell, *Educational Research*, 259.

<sup>9</sup> Sulih Okta Prihatini, "An Analysis Of Students' Difficulties In Reading Comprehension At SMA Negeri 1 Sukodadi Lamongan," *E-Link Journal*, 7, no.1 (2020): 21, <https://doi.org/10.30736/ej.v7i1.261>

English text. The difference between this research and the research of researchers is that the research used the audio listening while this research did not use that method.

Another previous study is "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test"<sup>10</sup> written by Ratih Laily Nurjanah. The findings show that students face problem related to vocabulary knowledge or mastery. These problems are related to poor habit of reading and less interesting reading comprehension course they have in the classroom. Students need more interactive learning activities to be applied in the classroom such as games, or audio visual media to keep them interested in the lecture or reduce the anxiety. The similarity between this research and the researchers research is to examine what causes the difficulties. The difference between this research and the researches research is that the researcher examine the difficulties experienced by students in reading English text namely understanding the contents and the method used is throwing ball reading while this research focus on the difficulties experienced by students on difficulties in doing reading comprehension final test and methods used.

Another previous study is "An Analysis Of Students' Difficulties In Reading Comprehension"<sup>11</sup> written by Teni Lestari, Setia Muljanto, Amir Hamzah. This research told about the difficulties in reading comprehension

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<sup>10</sup> Ratih Laily Nurjanah, "The Analysis On Students' Difficulties In Doing Reading Comprehension Final Test," *Metathesis: Journal Of English Language Literature And Teaching*, 2, no.2 (October, 2018): 254, <http://dx.doi.org/10.31002/metathesis.v2i2.958>

<sup>11</sup> Teni Lestari, Setia Muljanto, Amir Hamzah, "An Analysis Of Students' Difficulties In Reading Comprehension," *English Education and Applied Linguistic (EEAL)* 3, no.1 (2020): 43, <https://doi.org/10.31980/eeal%20journal.v3i1.1095>



strategies used by learners to improve reading comprehension ability. The similarity between this research and the researchers research is to examine students difficulties in understanding reading English text while the difference is this researcher used repeating.