

CHAPTER I

INTRODUCTION

This chapter discuss about the reason why the researcher is interested in this topic, What questions that the researcher is eager to discover, The essential of this thesis and some definition relate to this thesis. This chapter consist of six part. They are research context, research focus, research objective, significance of the research, definition of key term and previous study.

A. Research Context

Reading is an activity that can add knowledge, ideas, and information that is needed for social, education, communication, and other. This activity needs to comprehend the text, not only read without understanding the meaning of the contents. Reading comprehension in the English text is not just about how to read well, which includes the accuracy of pronunciation and loud sounds, the purpose of reading comprehension is important in reading activity.

Each student may face different difficulties from others, causing different needs on teaching method and learning activities. Without understanding the text in reading, students can only read without getting the information needed, because every student has different problems in doing reading comprehension.

English has a significant role in today's world because it is spoken as a native and international language in practically every country. Based on the fact above, it becomes one foreign language, which has to be mastered by all people in the world. As a result, English must be taught at every level of

education. The growing demand for English in many countries' educational resources are under severe strain as second or foreign language. The scope of teaching and learning English in Senior High School includes the ability to grasp and generate texts, spoken and written using listening, speaking, reading, and writing skills, as well as the ability to comprehend and create a variety of short texts, all of which are required.

The most significant consideration in the process of reading is a person's ability to comprehend the meaning of comprehensive reading, often known as "he can read and understand". Reading comprehension, according to Samsu Somadayo, is a complicated intellectual procedure involving two key abilities: mastery of the meaning of words and the ability to think about concepts verbally.¹

Reading can be defined as the act in terms of reaction to and comprehending as a means of communication, a written text is used. Reading does not result in always necessitate a thorough examination of a given text. It is critical to understand genre is required in order to grasp the written material contains information and message. Text comprehension is a skill linked to begin reading ability, as reading is one of the most significant abilities in communicating in English to meet daily demands such reading the newspaper, instructions, rules, books, advertisements, and magazines. Reading is not about reading aloud, but about comprehending the message and information contained within the text. Reading is enjoyable an important skill to teach in an English class. In the text, there is a remark. Reading is an

¹ Samsu Sumadayo, *Strategi dan Teknik Pembelajaran Membaca*, (Yogyakarta:Grahailmu,2011), 7.

important skill to instill in children in an English class. It is critical to conduct research on analyzing students' texts because knowing the students' issues can help the teacher fix the students' problems.²

A person is considered to understand here, because he or she is capable of supporting two things: comprehending the definition of a word by a writer, grasping the making inferences based on the reality of believers. According to Lamb and Arnold, things that may alter his ability to comprehend someone include physiological, intellectual, environmental, and there are psychological factors (motivation interest, social ripeness, emotion and adjustment of themselves).³

According to the English teacher at SMKN 3 Pamekasan, there are many students getting into difficulties in comprehending narrative text, such as difficulties in determining the topic or the main idea, they also could not get a value from the story because they are lack of vocabulary and the use of simple past tense.⁴

Based on previous research from Rika Susanti Department of English Education, Tarbiyah Faculty and Teacher Education, Ponorogo State Islamic Studies Institute 2018, entitled **“Students Difficulties Understanding Narrative Text For Eighth-Grade Students at SMPN 1 Siman Ponorogo during the academic year 2017/2018”**. There are several issues that contribute to their inability to read narrative material. Students never study the content also do not arm themselves at home as a result of these issues.

² Emi Emilia, *Menulis Tesis Dan Desertasi*, (Bandung: Alfabeta, 2012), 201.

³ Farida Rahim, *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: Bumi Paksara, 2011), 16.

⁴ Preliminary research, on 17 January 2022 at SMKN 3 Pamekasan.

⁵ Donald ary, s.

They either study English while in class or rely on the teacher's instructions. Beside from being too sluggish to open the dictionary, pupils frequently seek their lecturers for help other aspects are less interested in reading the narrative in English due to the lengthy and difficult to understand story, which causes them to grow bored and tired.

This research focuses on the difficulties faced by students in comprehending narrative text of the tenth graders of SMKN 3 Pamekasan. Based on the preceding description the writer is interested in conducting research on a problem related issue. She is interested in learning about the pupils issues with comprehension of reading, particularly in narrative text. This concept encourages according to the description, the writer wants to research under the following title: **“The Difficulties in Comprehending Narrative Text Faced by the tenth Graders at SMKN 3 Pamekasan”**

B. Research Focus

Another term of research focus is called research problem that refers to question raised in a research project which clearly reflects what kind of answer is Research problem also expected to be discovered through the process of research defined by Donald Ary that research problem the recognition of a sensed difficulty, impediment, or problem that perplexes the researcher is the first stage in the scientific method.⁵

Based on research context as explained above, researcher can formulate the following problem namely:

1. How does the teacher solve the tenth graders difficulties in comprehending narrative ?

2. What difficulties do the tenth graders face in comprehending narrative text ?

C. Research Objective

In qualitative research, a research objective is a statement of intent that describe the goals that the investigator intends to attain in a study. So, it will focus on the researcher in conducting the research. It means that research objective is to find out the problem solving and to give a short answer to research problem.

Based on the research focus above, the writer can determine the research objective of the study namely:

1. Describe what difficulties faced by the tenth graders in comprehending narrative text.
2. Describe how the teacher solves the tenth graders" difficulties in comprehending narrative text.

D. Significance of the Research

This step explains about the usefulness or importance of research, both scientific uses and social use. Scientific use is in the development of science, while social use is directed at effort and stages in solving social problems. In conclusion, it consists of the reason of feasibility of the problem that will be study.

1. For Readers

The researcher hopes this investigation result in the research will improve the readers in getting knowledge and add the difficulties in comprehending narrative text.

2. For Eleventh Graders

The researcher hopes that the findings of this study will contribute to the field of research the tenth graders at SMKN 3 Pamekasan and to move motivate in order to make the them easy in comprehending narrative text.

3. For Teacher

The researcher hopes this research result will improve the way of teach difficulties in comprehending narrative text.

4. For Research

This study will be alternative reference to researcher and make it easier to provide an overview to be examined.

E. Definition of Key Term

The researcher tries to stay away from the reader misinterpretation of this research. Creswell suggests we are better let's start our investigation by limiting our subject to a few key terms (one or two words or short phases). In this research there are some definitions that are used avoid misunderstanding, they are:

1. Narrative Text is a story with complication or problematic events and it tries to find the resolution to solve the problems.
2. Reading comprehension is a skill that a person must possess in order to extract information from a written text.

F. Previous Study

There are two previous studies on this study. The first similar study was conducted by Aulia Khoirunnisa under the title **“Students Difficulties in Comprehending Narrative Text reading skill has been to be one of difficult skills to achieve for many learners of English as a Foreign Language (EFL)”**. Importantly, based on the preliminary study, narrative text are deemed to be difficult. This study was conducted to investigate the students’ difficulties reading text at a private primary school in Batu, involving 29 ninth grade students in the academic year of 2018-2019 as the samples. According to the English teacher, students got the difficulties because of lack of vocabulary, the use of simple past tense, and the instruction to make sense of the moral values. Further, difficulties pertain to the effort to comprehend the structure, point of view, and the word.⁵

The same studied was conducted by Irmawati under title **“The Students Difficulties in Comprehending Reading Text at the Eleventh Grade of SMA NEGERI 6 SIGI”**. This research was conducted to find out the students difficulties in comprehending English reading narrative text. The subject of the research was the tenth grade IPA 1 students of SMA Negeri 6 Sigi. The finding showed that the students difficulties are lack of vocabulary, low ability in comprehending narrative text, not have enough understanding about the general structure and types of narrative text, have not interest in English reading text, bored in reading English texts, and difficulties used past tense in narrative text. In other words, the students at the tenth grade SMA Negeri 6

⁵ Aulia, students difficultiies comprehending narrative text, Universitas Muhammadiyah Surabaya.

SIGI still got difficulties in comprehending reading narrative text.⁶

The similarities between this study and both previous researches are talking about the students' difficulties in comprehending narrative text and in the research method used, that is descriptive qualitative. While the dissimilarities are the previous researches took place in primary and senior high school but this research will take place in vocational school.

⁶ Irmawati, The Students Difficulties in Comprehending Reading Text at the Eleventh Grade of SMA Negeri 6 Sigi, Muhammadiyah Universitas of Palu.