

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Students who are learning English as a foreign language are expected to gain some knowledge from their reading. It is commonly taught in secondary and higher education, students are required to comprehend a reading book as thoroughly as feasible. According to Grellet (1999), he stated that reading is divided into two main reasons, the first is reading for enjoyment and the second reading is for information that readers get from what they read. From this statement, the students were got information or knowledge they do not know before. The student was got the information in more details rather than they just listening to the podcast, or watch the YouTube video or television. By reading, students also can get more specific information from the text that they read, and also can entertain especially in reading comics, short story, novels, folktales and etc.

To get the information from the text that students read, they need to comprehend the text. Reading comprehension according to Snow (2002) is the process of constructing meaning and simultaneously extracting meaning from the interaction in written text. to gain knowledge from reading materials, you will need to be able to comprehend what you are reading. As a process of reading, reading as essentially a whole thing; it involves not just reading the text but also visual thinking, psycholinguistics, and metacognitive activities (Damanik et al., 2020). Therefore, reading by comprehending the text can get the information, knowledge, and also transfer them..

The difficulties that students faced usually they cannot comprehend and understand the text. Based on the survey from the Program for International Student Assessment (PISA) published by Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia was ranked 62 out of 70 countries, it is means Indonesia is the bottom 10 countries with low literacy

levels. Literacy is the ability in processing and understand the information through the reading process that they read. From this problem, it is means students still cannot comprehend the text that they read. (S. H. Daulay et al., 2021) Literacy is the initial step in the learning process that support students in the obtaining information and knowledge, hence a literacy culture is required to ensure the educational process's success. As mentioned in the Holy Qur'an in Surah Al-Alaq verse 1-5. Meaning:



“ Read the name of your Lord, Who has created (all that exist). Created man from clots of coagulated blood). Read! Your Lord is the beautiful one who has thought (the writing) by the pen, thought man what he did not know. (QS. Al-Alaq:1-5)

The word *iqra'* is from قرأ - قراءج - قرانا means that read, deliver, study, explore, researching and etc. furthermore, God ask us not just read, but also understand and comprehend what we read.

According to interpretation of Al Misbah by Quraish Shihab, the object of reading in the verse that using the root “qaraa” it is found that it sometimes refers to a readings that come from God (the quran and previous scriptures).

One of the causes that students cannot comprehend the text is vocabulary mastery, the students cannot find the detail information from the text that they read. (Damanik et al., 2021) Students' reading comprehension was hampered by a lack of vocabulary. According to Salah (2008) vocabulary skill and reading comprehension are related, both vocabulary knowledge and reading comprehension are closely related, and this relationship is not one-directional since vocabulary knowledge can help the learner to comprehend written texts and reading can contribute to vocabulary growth.

Daulay (2019) stated, students struggle to understand English text when they are taught to read. There are several reasons why individuals are unable to comprehend the content. There are kids who lack motivation to read because they believe the literature is not engaging to them. The meaning of the words must be looked up in a dictionary on a regular basis.

In learning and teaching process, the teacher should give the understanding to students not only know what they read, but also understand in explicit and implicit information from the text. The example is teacher can teach the students to understand the moral value of the reading text that they are reading. It will make reading activity meaningful. To understand the moral value from the text one of the solution is exploration in narrative text, especially in finding the moral value from the text.

In senior high school, reading materials should be learn to the student are many kind of text such as : descriptive, recount, report, anecdote, narrative, etc that are called genre text. Based on the curriculum of MA there are some texts that should be learned by the students those are, descriptive text, recount text, and narrative text. In narrative text, the generic structure are orientation, complication, resolution, and narrative text always presents moral value that can give students new experience and knowledge in their life. The student should be able to understand and comprehend English reading narrative text.

The comprehension in reading narrative text focus on two important things namely main idea and moral value. One of the important things that students should be concerned about in reading the text is the moral value of the text. moral value is one of the generic structures from narrative text. Angella (2004) says, the ability to identify the important information in a text is an essential factor that influences how the reader constructs meaning. When the students know about the structure from the text, it will be a useful way of identifying the points in the text. in narrative text, not only find the generic structure, but the important one is to find the moral value from narrative text. the reason why the moral value is

important in comprehending narrative text, it because the moral value can give good point of view that can be taken by the reader after they read the text.

In narrative text, moral value is one of the important things that the writer wants to express to the reader. Moral value can give the lesson and also more information about what the reader read from the text and also can make the reader interesting because of the message from the text.

Based on the studies of the problem the researcher stated above, it can be conclude that some of students did not understand what they read. This research will be conducted at the MAS Miftahussalam Medan. MAS Miftahussalam Medan is a school where researcher conducted pre-observation and interview with the English teacher. Based on the preliminary research, the writer found some problems. The data were obtained by interviewing the English teacher of MAS Miftahussalam Medan and the students. Firstly, interviewed the English teacher of MAS Miftahussalam Medan , the English teacher said that most of the students got difficulties in reading comprehension in narrative text especially in finding the moral value. They had problems and difficulties with their vocabulary and the students' ability in finding moral value was still low because they are confused to determine the moral value from the text.

From the explanation above, the writer will investigate the student's difficulties in finding the moral value in reading comprehension of narrative text. From the background of the problem the writer will conduct "An Analysis of Student's Difficulties in Finding the Moral of Narrative Text of the Tenth Grade".

1.2 Identification of the Problem

Based on the background of the study above, the writer can identify some problems related to the students. this research identifies the problem as follows :

- a. The student felt difficult in comprehend narrative text
- b. Students are still confused to find the moral value of a narrative text.

- c. The students did not have enough English vocabulary which makes them lazy to read the text.

1.3 Limitation of Study

Based on the identification of the problem above, the limitation of this research focused on the analysis of student's difficulties in finding the moral value of narrative text of tenth grade of MAS Miftahussalam Medan.

1.4 Formulation of Study

Based on the limitation of the problem above, this research used formulates the problem as follows :

1. How the students felt difficult in comprehending narrative text?
2. What factors cause students' difficulties in finding the moral value of narrative text?

1.5 Objective of Study

The objectives of this research are as follows:

1. To find out the students' difficulties in comprehending Narrative text
2. To identify the factors that cause students' difficulties in finding the moral value of narrative text.

1.6 Significance of Study

The researcher expects the result of this study will be valuable for everyone to give the significance both theoretical and practical, which is as follow:

1. Theoretical Significance

Theoretically, the researcher expects the result of this study can give the useful information to get the knowledge about students' difficulties in finding moral value in narrative text.

2. Practical Significance

Practically, the researcher expects this research can be useful for many people, such as students, teachers, and further researchers.

- For the Students

The researcher expects in this study can be beneficial for the students who have been struggling much in the reading, especially in finding the moral value in narrative text. From this study, the students can overcome their difficulties in finding the moral value of narrative text that have been the barrier for them in the learning process.

- For the English Teachers

The researcher expects that this study will be beneficial for English teachers. From this study, the teacher also know how far the students comprehend about finding the moral value in reading comprehension of narrative text, the difficulties which are faced by students when they finding the moral value in reading comprehension of narrative text, and the causes of those difficulties. Finally, when the result is complete, the teacher can make them as feedback for further remedial teaching.

- For the Further Researchers

The researcher expects that this study can be used as an additional source for further researchers who want to conduct a research about the student`s difficulties in finding the moral value in narrative text and develop it into a broader research.

