

# CHAPTER I

## INTRODUCTION

### 1. 1 Background of Study

English is an international language worldwide because the English language is used in many fields such as politics, education, and business. As a foreign language in Indonesia, English communication must be seriously studied. This aim to Indonesian people can face global competition with other countries that use English as an international language. To be proficient and master the English language is not an easy thing because four skills must be known by EFL learners, such as listening, speaking, reading, and writing. Reading is central to the learning process, and by reading activities, people may gain important information not presented by teachers in the classroom.

For better learning outcomes, students must read extensively and comprehend the reading material. Reading can be taught as a way to extract information from texts and create interpretations of that information, claim Grabe and Stoller (2002). Thus, reading serves as a means for students to acquire knowledge and information during the educational process. Students who enjoy reading and read frequently also need to be proficient writers. Reading helps students develop their vocabulary and writing abilities. On the other hand, a student who has poor reading skills will struggle during the learning process. As a result, when adjusting to the school environment, students will feel self-conscious.

Students' ability and knowledge to understand reading text material, such as the ability to read various texts in English, the goal is to adjust the reading style and the ability to have a critical perspective on the content of the text (Hedge, 2003, as quoted in Alyouef, 2005). By reading, people can know a lot of information because reading is a world window. Recently, most information and knowledge have been available in newspapers, magazines, books, etc. Books can contain excellent ideas and can be numerous sources of ideas. Generally,

reading is a process to obtain such information.

It's difficult to do something or understand something when it's difficult (Hornby, 2001). The challenge is that students make mistakes during the teaching and learning process. It happens because the students don't know or understand the material that the teacher has explained, or because they are confused about it. In this instance, difficulty refers to the fact that it is difficult for the students to understand English reading text. Suardhani (2018) claims that students struggle with choosing a topic or main idea, gathering evidence, recognizing a generic structure, locating sources, and drawing conclusions.

The students' reading abilities are still quite weak, though. This can be demonstrated by the fact that students struggle to comprehend reading book texts due to their poor reading comprehension skills. They have a very difficult time deducing the text's main point when they draw conclusions about it. These issues arose as a result of the students' limited vocabulary knowledge and the fact that reading text in a foreign language differs from reading text in one's native tongue. It's possible that the students have read a lot in their native tongue. They must therefore take a number of language proficiency factors into account when reading English-language content. Readers will notice linguistic elements that are distinct from those in their native language when reading material written in a foreign language.

Reading is critical in English because many books are written in English, such as academic books, magazines, newspapers, and storybooks. Reading becomes essential because it can develop our knowledge. We get a lot of information, enjoyment, and even problem solutions through reading. Therefore, reading the text in any form will give many advantages in our lives. But, mastering reading is difficult because reading comprehension is remarkably complex. This activity involves many processing skills coordinated in a very efficient combination. It means that reading is an action word, which is the readers need a lot of skills to be coordinated well in getting the comprehension

of the text they read.

Students need material that is simple, easy, authentic, educational, engaging, motivating, and fun to learn reading comprehension of narrative texts. Narrative text tells about an exciting story that can make students happy. Materials that have ideal characteristics are short stories. A short story is a literary work in a written form whose contents are not too long, unambiguous, and concise. Short stories tell a fictional story centred on a single character along with the conflict and its resolution. A short story can also be defined as a short narrative fiction in prose that people can read in a short time.

A person's whose success in learning is often supported by his willingness to read a lot. Reading and memorizing certain vocabulary and grammatical proficiency, cultural variances, and sociolinguistic aspects are all part of learning English. However, in reality, students' reading abilities are still low. This can be proven by the fact that students have problems understanding the texts because they have limited capabilities in reading comprehension. It is challenging for them to find the central message of the text, draw conclusions from the text, and answer questions from the text. This problem occurs because students' knowledge levels are low, reading texts in foreign languages are different from reading in their first language. Perhaps, the students have had a lot of reading experience in their first language. So, when reading English material, they need to consider several language proficiency elements. In particular, when reading material in a foreign language.

For that, knowing students' difficulties in reading short stories is essential. Perhaps in every school, the problems faced by students differ from one school to another. Based on observations, it turns out that most of the students at MTS NEGERI 2 MEDAN still have difficulties in understanding the text reading material, such as they have problems in finding detailed information, making inference from the short stories, it means students have difficulty in understanding the text so make student difficult to find conclusions from the

text. And students difficult to understand the meaning of particular words from context, it means students do not master English vocabulary well, so it makes them difficult to understand some of the sentences in text. Some of the reasons are because they do not understand to use reading comprehension strategies, lack vocabulary and lose concentration in reading comprehension. However, most students have difficulty reading English texts from materials adopted from academic books/textbooks and magazines.

Previously, research on reading difficulties experienced by students had been carried out. Such as, Huda Babu focused on Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru. In another study conducted by Sulih Okta Prihatini, An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan, her research focused on knowing the factors of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi. And the other research from Khoirunnisa Hasibuan, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2019. In her thesis, she focused on The Effect of Short Stories on The Students Reading Comprehension at MTs Islamiyah Medan.

Although students' difficulties in reading have been discussed a lot, but little has been discussed about the analysis of students' difficulties in reading shortstories. Recognizing the significance of understanding students' difficulties and seeing these conditions, the researcher is interested in analyzing students' difficulties in reading comprehension of short stories and the research titled "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING SHORT STORIES AT EIGHT GRADE STUDENT IN MADRASAH TSANAWIYAH NEGERI 2 MEDAN".

## **1. 2 Identification of Problem**

Based on the background of the research above, several problems can be

identifies as follows:

1. The students still struggling in reading short stories
2. The students have difficulties to making inferences from the text.
3. The students have difficulties to understand the meaning of particular words from context.

The reason the researcher choose difficulties in reading short stories because there are many students who cannot understand what they read.

### **1. 3 Limitation of Study**

Based on the identification of the problem above, the researcher wants to focus on the students' difficulties in reading short stories in finding detail information, and difficulties in term of vocabulary. This research was only conducted in class VIII-13 Madrasah Tsanawiyah Negeri 2 Medan.

### **1. 4 Research Problem**

1. What are the students' difficulties in finding detail information in reading short stories at MTs Negeri 2 Medan ?
2. What are the students' difficulties in term of vocabulary when reading short stories at MTs Negeri 2 Medan ?

### **1. 5 Objective of Study**

1. To find out the students' difficulties in finding detail information in reading short stories at MTs Negeri 2 Medan.
2. To know the students' difficulties in term of vocabulary when reading short stories at MTs Negeri 2 Medan.

### **1. 6 Significance of Study**

Theoretically, the results of this study can provide valuable information and enrich knowledge to develop reading skills in the teaching and learning process. Practically, the significance of this research is as follows:

1. For English teachers, they can use short stories to develop students' reading skills at MTs Negeri 2 Medan.
2. For students at MTs Negeri 2 Medan, students can develop their reading

skills by using short stories. They can apply reading skills to reduce their difficulties in understanding English reading texts.

3. For other researchers, as a reference to conduct further research on the same subject in various topics in different contexts.
4. For researchers, when researchers educate about reading, they can use it to gain a deeper understanding of the subject.
5. For the principal of MTs Negeri 2 Medan, to improve the teachers' competence in teaching reading.



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