

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is an essential skill that is related to other abilities like writing, speaking, and listening. In order to achieve better results in the learning process, students must read extensively and comprehend the reading material. Examining the relationships between knowledge and comprehension processes, documenting the social and cultural practices that shape meaning making, and analyzing the impact of digital technologies on reading are all topics covered in reading studies. They invoke interconnected systems with varying degrees of influence, ranging from macro (state and societal systems) to meso (school and education policies and systems) to micro (students' learning and with their learning spaces) (classrooms, informal learning spaces, homes, and families) according to (Moje et al., 2020).

According to (Peter, 2017) reading is a skill that is learned through conscious effort, and the process usually begins in the first language (L1) around the start of formal education, with a very high proportion of the population succeeding in the task. The reason for reading a particular text, as well as the level of detail we require from it, will influence how we read that text, including how we balance bottom-up and top-down processing, as we have seen. In other words, word recognition, intelligence, and feeling are all involved in reading, all of which are interconnected with relevant information is required to understand the message communicated.

In using a cognitive approach has greatly aided the study of reading and its development, and the research has important implications for how reading should be taught according to (Moje et al., 2020). Reading is a skill that a learner must have in order to learn a language. Reading that is related to a language. Language is a tool for communication in everyday life because language is a tool or communication, it requires information in order to function. The learner or user must be communicatively competent in order to obtain information.

The learner or user can obtain timely information if they have communicative competence. In order to find or identify information in written text, the learner or user must develop communicative competence. Surprisingly, children with comprehension issues are frequently very competent, in word reading, they are extremely fluent. If they are asked detailed questions in the book or what might happen next, they may be able to provide a basic answer, or no response at all, if they are asked about the book they are reading. (Oakhill et al., 2014).

(Nicole, 2018) argues that reading comprehension is a multifaceted procedure for advancement that necessitates the integration of cognitive, linguistic, social, and text-related systems. Reading comprehension necessitates the use of strategies and abilities. The strategies are first skimming, then scanning, then extensive reading, and finally intensive reading. Comprehension, based on the Cambridge dictionary, its defined as skill to completely comprehend and and be knowledgeable about a condition, factual data, and so on (based on Cambridge Dictionary). The reading comprehension abilities are vocabulary in context, finding topic and main ideas, finding purpose and organization, finding references words, finding details and factual information, finding inference words, and finding the author's and the passage's attitude and tone. Reading comprehension can also help you improve your vocabulary and writing skills.

In assessing reading comprehension, the teacher or tutor must also have communicative competence or knowledge, which will aid the teacher in determining the assessment of the students' reading comprehension. Reading is the most complex and difficult subject for the majority of Indonesian students, particularly those in junior high school. All students who study reading would agree that comprehending English text is a difficult way it is because English is a second or foreign language, and they still struggle to understand the English text. This research is critical because knowing the difficulties of students can help teachers identify problems that students face while learning reading comprehension.

In understanding a text requires more than just understanding individual sentences and how they relate to one another. According to (Oakhill et al., 2014) comprehension also necessitates a broader understanding of how the sentences' ideas are related. In other words, comprehension necessitates knowledge of the text structure. Structure is important because it can assist the reader in identifying the main idea of a story or other text as well as providing a framework for the mental model.

Some factors commonly influence the teaching and learning process of English class, such as the students, the teacher, the materials, and the teaching method. In fact, in my pre-observations made during the teaching and learning of English in grade eight at SMP Al-Farabi, the researcher found out the problem that students have in reading comprehension such as; students confusion about the meaning of words and sentence, the students can not able to connect ideas within a paragraph, and students also difficulty distinguishing important information from minor details in reading comprehension English text book by grade eight in SMP Al-Farabi. It proven when teacher asked them one by one in the class to read aloud the material randomly, then the teacher asked them to conclude what they have just read, they incapable to do it well, other evidence such as standard score that students get on exams, reading simulations, and it shown by what they are expressed and felt at the moment (bored).

In conclusion, the majority of the students at SMP Al Farabi constantly trying to comprehending the reading materials text, such as making inferences, determining main ideas, and locating references. The research was carried out in SMP Al Farabi, the schools that has already been applied curriculum 2013 in the present academic year. Apart from Indonesian, English has become an important language in SMP Al-Farabi. English is perhaps the most dreaded topic for pupils since they have diverse intelligence, which occur in various comprehension, particularly reading ability in the material. They continue to struggle with text reading comprehension, particularly when it comes to reading material from the 2013 English curriculum.

Actually this research, the researcher concentrate on students' difficulties in comprehending English reading text. The researcher have got some information from an interview with students, and they said that reading and comprehension is tough. They stated that this occurred as a result of various of circumstances, like teacher's strategy for teaching reading, which was uninteresting and bored the students, and the students' lack of motivation to learn about the learning material. Because they were unfamiliar, despite their knowledge of the subject, the students lacked vocabulary and grammatical abilities.

Students in junior high school must now master English reading skills as well, because reading provides more information. When students read and comprehend what they read, they can find all kinds of information. We have known that this research is critical, there have been many researchers who have discussed research on reading. However, only a few have discussed what the students' difficulties when doing reading comprehension in the classroom. So that, the researcher want to find out more about the students' difficulties in understanding English reading texts at SMP Al Farabi in grade eight, which are reading material in English textbooks. Referring to the explanation above, this study is conducted in the hope that the findings would help students and teachers improve the teaching and learning process of English. As a conclusion, the researcher would like to conduct the research entitled **"The Students' Difficulties in Reading Comprehension at SMP Al Farabi."**

1.2 The Research Question

Based on the study's context, the researcher attempt to answer the following questions:

1. What are the students' difficulties in skimming of English written text by students grade eight SMP Al-Farabi?
2. What are the students' difficulties in scanning of English written text by students grade eight SMP Al-Farabi?
3. How is the process of reading comprehension in English subject by students grade eight SMP Al-Farabi?

1.3 The Objective of Study

Based on the formulation of the problem above, the objective of the study as follows:

1. To know the students' difficulties in skimming written English text by eight grade students at SMP Al-Farabi.
2. To know the students' difficulties in scanning written English text by eight grade students at SMP Al-Farabi.
3. To know the process of reading comprehension in English class by eight grade students at SMP Al-Farabi.

1.4 The Limitation of Problem

This study focuses on students' difficulties with reading comprehension of English text. The problem, according to the researchers, is limited to grade eight students at SMP Al-Farabi in Sunggal. The researcher want to identify the obstacles that learners experience in understanding English reading texts, with a focus on analyzing: details information and factors that cause students' difficulties in understanding English reading texts, as well as how the teacher's strategies in teaching English in the reading class are for class VIII students at SMP Al-Farabi in Sunggal.

1.5 The Significance of Study

There are benefits towards this studies: theoretically and practically. The theoretical and practical outcomes are as follows:

1. Theoretical Importance

The researcher expects that the findings and the theories that include in this research are useful as information and reference for the further researcher who wishes to investigate the same case.

2. Practical Importance

a. For Teachers

This research will assist the English teacher in diagnosing students' difficulties with reading comprehension. Then, the English teacher can support learners in the eight grade in resolving challenges with comprehension skills.

b. For Students

This study will be beneficial to learners because they will be aware of their challenges in interpreting English text and will avoid repeating the same mistakes in the future learning process. This research also encourages students to be more active readers and to read as much as possible.

c. For Prospective Researcher

This study will be valuable as information and a reference for academics who intend to do research in the English teaching and learning process.