CHAPTER I
INDRODUCTION

1.1 The Background of The Problem

In learning English, there are four language skills that should be mastered by the students, they are listening, speaking, reading, and writing. However, it is not easy to master all the skills, there must be one important skill that convers the whole skills. One of them is reading.

Reading is general activity, it meansthatthestudentswillnotonlyread any materials inside the classroom such as text-books in teaching and learning process, but also read magazines, newspapers, novels and other materials in English as their target language in outside and wider space. From these wide reading activities, students willabsorb more vocabularies that will engage them for improving their skills in language competence. This real fact showsthat readingcanbespecialinterest and attention. (Martiarini, 2017: 292)

Reading is a cognitive skill when a person can interact with the written passage. Reading skill include: finding word meaning, making an inference, writer's writing method, knowing the mood of the text, answering questions, knowing the language script, understanding meaning, using lexical items, understanding explicit and implicit meaning, the communicative meaning of a passage, coherence between sentences, and the basic skills such as skim, scan, decode information from diagrams. Meanwhile, according to Hellyer, Robinson, & Sherwood, 2001; Kalayci, 2012, reading is a process of self-discovery as readers have interaction with written passage through cognitive and metacognitive skills to develop new knowledge or understanding meaning. (Yulianah dan Lasim, 2020: 66)

Reading is one of the important skills that are needed by the students in getting information based on what they have already read. It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, and language community which is culturally and socially situated. Grellet mentioned that reading as the process of understanding a written text, means extracting the required information from it as efficiently as possible. It also supported by Bernhardt in Suparman that quoted reading is considered as an intrapersonal problem-solving task that takes place within the brain knowledge structure. It meant that, people read and tried to understand and got a lot of information based on what they were reading. (Putri, dkk., 2019: 3)

For students, comprehending a text is vital, especially in English reading activity. It is one way to conquer reading English. There are many ways to know the students' reading comprehension achievement, one of them is test.

Test is important part in learning, because test is one of step in learning to measure students' ability. Test also refers to any structured attempt to measure language ability. It means that the test is very needed to increase the achievement. McNamaraargues that there are some reasons for administering language tests, which play a powerful role in an individual's social and working life. Test can be used to evaluate the learning process and student's achievement. It means that a test can be a tool to measure how successful a language teaching that had been held. Tests that can be used to assess students' abilities are multiple choice and cloze test. (Nugraha and Anis, 2019: 163)

Unfortunately, it is not easy to construct an appropriate test to measure language ability accurately. The feature of the test is easy or difficult. Kirkpatrickas cited as Brown said that one of the biggest obstacles in constructing test is to measure the desired criterion. Brown also claimed that if an instrument does not specify a form of reporting technique, it cannot be defined as a test, because the test used two testing

techniques "its result have shown acceptable correlation with tools testing a variety of abilities". (Nugraha dan Anis, 2019: 163)

In mastering reading skills students must understood some kinds of reading reading texts; narrative, procedure, recount, expository, descriptive, and etc, it can be concluded that there are four skills that should be mastered by the students in learning English (listening, reading and writing). In this study, the research of reading narrative text. (Klinger and Vaugh, 1998: 32)

Based on the description above, the researchers conducted preliminary research on May 17, 2022 at SMAN 1 Kutacane, the researchers conducted research in class II Science Plus SMAN 1 Kutacane about how students' reading comprehension in narrative texts. Observations made by researchers, researchers found that the lack of interest in reading in class II IPA Plus SMAN 1 Kutacane was shown when working on questions, most of the students did not focus on reading the text, some students still had difficulty answering questions about narrative texts correctly, some students did not read the entire text. This study intends to find out how focused students are in reading a text and examine the problems they feel in reading comprehension.

Based on the description above, the researcher is interested in doing more in-depth research with the title "**An Analysis of Student Reading Comprehension on Narative Text at SMAN 1 Kutacane**".

1.2 The Statement of The Problem

Based on the background described above, the researcher found the identification of the problem as follows: (a) Teacher still can't achieve the learning outcome on narrative text. (b) The students have difficulties to comprehend narrative text.

1.3 The Reserch Problems

Based on the previous background, the researcher formulated the problem statements of this researcher:How is the students' reading comprehension in narrative text at SMAN 1 Kutacane?

1.4 The Purpose of The Study

Based on the formulation of the problem above, the researcher formulates that the objectives of the reesearch were:To know how is the students' reading comprehension in narrative text at SMAN 1 Kutacane.

1.5 Significance of Study

The results of the research carried out are expected to provide benefits to many parties, while the benefits to be achieved are:

1. For Teachers:As input, information and consideration for teachers in providing teaching to students, especially regarding students' reading comprehension learning, and as input for teachers in providing better and more effective and efficient learning strategies in learning to read.

2. For researcher: Can add knowledge, insight, experience and skills in the field of research.

3. For other researcher : This research is expected to be used as reference for the other reseacher for their research.