

CHAPTER I

INTRODUCTION

1.1 The Background of Study

English is regarded and used as an international language as one of the world's languages. Since then, practically everyone in the globe has learnt it, spoken it, and practiced it. English is significant for a number of reasons, and many people endeavor to learn it. These include things like looking for work, traveling, interacting with people, doing business, taking examinations, doing research, writing in a foreign language, etc. The most important language in the world is English. Almost everyone uses it to converse with others from various nations. English has long been a subject of great interest. This is due to the significance of English in many aspects of our existence.

Because English is utilized in so many different domains, including politics, education, and business, it is a universal language. English communication must be learned attentively and seriously in Indonesia as a foreign language. The goal is for Indonesia to compete internationally with other nations that speak English as a common language. It is difficult for EFL students to become proficient in English since they must possess empathy-related abilities including speaking, listening, reading, and writing. Reading is the core of learning, and via reading, people may acquire a lot of crucial knowledge that isn't taught in school.

One way for readers to learn information from the texts they read is through reading. Reading is another crucial English ability that pupils should be able to master. Reading is an activity with a goal. Connecting the concepts in a text with what you already know is the goal of reading. Reading may be used to confirm long-held views or learn new information. Reading can be done for pleasure or to enhance comprehension of the language being read. In public life, reading is highly essential. One learns about his nation's political, social, economic, and cultural difficulties through reading. Reading has an impact on attitudes, beliefs, standards, morals, perceptions, and conduct in general. It affects our ideas and action.

According to (Sudirman & Said, n.d.), Reading is very crucial one that must be learned by the students. Following this assertion, the pupils studied a lot of material to learn about anything they had never seen or known before. Instead of merely listening to the radio or watching TV, the pupils learned more specific knowledge. Students who read can learn particular information, comprehend entire stories, and also enjoy entertainment, especially if they read folktales, comics, novels, short stories, etc.

An essential ability that helps students get better grades on many academic projects is reading comprehension. It aids people in understanding language, analyzing written information, and communicating their own opinions about it. Students must master a strong capacity to hide textual content if they are to cope with the academic obligations placed upon them by their lecturers. The fundamental objective of reading comprehension is to support kids in developing their comprehension and reading abilities so they may become proficient readers. Reading comprehension is described by (Young et al., 2019) as a set of activities readers engage in to locate and comprehend the information contained in a reading text. In order to grasp the information in a text and to discover meaning, readers must go through a number of procedures reading for fun and information. A learner could read for information or to confirm prior understanding of the language being read. It indicates that a reader who has reading comprehension is able to learn from and apply what they have read.

Many students struggle with reading. Students frequently struggle to grasp the content, and this makes it harder for them to comprehend effectively. For teaching and learning activities, students err. It occurs when pupils are perplexed, ignorant of, or unable to comprehend the information that the instructor has attempted to express. Students have difficulties understanding English reading in this instance, which is referred to as a difficulty. Students in this situation confront a number of issues, particularly those who are having trouble with skimming and scanning, two approaches for interpreting written English materials. Good readers, in the opinion of (Van Dyke, 2021) are engaged and purposeful people who possess

the aptitude to comprehend what they read and apply it to their own lives. reading without understanding what you've read is a pointless deed. It implies that the most crucial component of reading is comprehension.

Vocabulary must also be a contributing factor in the difficulty with text comprehension. Finding a certain word's meaning in the text is difficult for the pupils to do. They might not be able to extract the text's specific information as a consequence. Vocabulary knowledge and reading comprehension are strongly associated, and this relationship is not one-directional because vocabulary knowledge may aid the learner in comprehending written texts and reading can aid in vocabulary growth, according to (Muijselaar et al., 2017). Students must comprehend the meaning of the text in order to read comprehension, in addition to their vocabulary knowledge.

One type of literature that employs the simple past tense is narrative text. A narrative text is a narration or storytelling that tells a genuine or fictitious story, according to (Grenner et al., 2022a). In a narrative text, an experience or experiences are described. As a result, writing or reading this content is enjoyable. So, it is difficult for the kids to understand a narrative text. They must be able to identify each textual component, including orientation, complexity, resolution, and reorientation. A fictitious, untrue story created by the author with the intention of amusing the reader and including a moral lesson relevant to MTsS pupils is referred to as a narrative text. Al-Barakah Galang learns about narrative texts in the eighth grade, but in this case the emphasis is on research that shows students had reading comprehension problems in the ninth grade. These problems were related to the general structure of narrative texts, which includes moral values, reorientation, reading complications, and the structure of feature narrative texts, as well as to students' difficulties in reading.

This study analyze the difficulties of students in grade 9 Tsanawiyah in reading narrative texts at the Mts Al-Barakah Galang school. This research was conducted because of the experience of the researcher. When observing Mts Al-Barakah Galang, the researcher found that many students had problems reading English texts, especially in understanding narrative texts and they said that this happened because they found it difficult to master English vocabulary. Therefore the researcher is interested in conducting research at Mts Al-Barakah Galang, the researcher also wants to know what are the students' difficulties, and the factors that influence their difficulty in reading narrative texts.

It is an analysis of interests to create new knowledge about difficulties, factors and ways of understanding English narrative text reading, therefore the researcher is interested in conducting an analysis of students' difficulties in learning English thesis entitled “The Students’ Difficulties in Reading Comprehension on Narrative Text At 9th Grade Students of Mtss Al-Barakah Galang”.

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 reading comprehension on narrative text?
2. How the students’ difficulties realise in reading comprehension on narrative teks?
3. Why are the students’ difficulties realise in reading comprehension on narrative text in the way they are?

1.3 The Objective of Study

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

1. To find out the students’ difficulties in reading comprehension on narrative text for ninth graders of MTsS Al-Barakah Galang.

2. To know how the student difficulties realise in reading comprehension on narrative text in class 9 MTsS Al-Barakah Galang.
3. To know why the students difficulties realise in reading comprehension on narrative text in class 9 MTsS Al-Barakah Galang

1.4 The Limitation of Problem

After identifying the problems mentioned above, the researcher must limit the problem of this research. The problem is student difficulties in reading comprehension on narrative text at 9 grade students of MTsS Al-Barakah Galang. That researcher focused on students' difficulties in identifying, meaning, main ideas, generic structures, language features, references, conclusions, and vocabulary moral value narrative text.

1.5 The Significance of Study

The significance of this research is as follows:

- 1) Hopefully this research can be useful for writers as beginner researcher, especially in learning how to do research.
- 2) The results of this study are also expected to be useful and valuable, especially for students and teachers of English class 9 at MTsS Al-Barakah Galang pay attention to their teaching and learning process in future.
- 3) In addition, the findings of this study are also expected to be positive and valuable information, especially for those who working in the world of teaching and learning English as foreign or second language.
- 4) Finally, the findings of this study are also expected to be practical and theoretical information to develop theories about language teaching and learning.