

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow stated that “reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement.”¹ Furthermore, according to Komiyama, “reading supports the development of overall proficiency and provides access to crucial information at work and in school.”² Therefore, it can be concluded that people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life. Reading is important for our language capability. This statement supported by Harmer says, reading is useful for language acquisition. Provide that student more or less understand what they read, the better they get at it.³ So when people read, they must understand what the people read. When they read and do not get meaning, their activity is useless. According to Radiah (2016), language is a communicative device. As a tool of communication, there are many languages in all over the world. It is used to express our thoughts, ideas, and feelings in written or spoken form. By language, people can learn about the variety of things, whether social or science.

Indonesian students still have difficulties in learning English. four basic skills that should be mastered by them. Those skills are listening and reading as receptive skills, the others are speaking and writing as productive skills (Cahyaningsih, 2017). Reading is the important skills in teaching English. It is a common skill that often met by students while studying English (Kasim & Raisha, 2017). They should have good ability in reading to build other skills. People who likes reading many books or articles will be better in writing than

those who never do that. Through reading, they can improve their vocabulary knowledge and master the language. Hung and Ngan (2015) states that reading can help learners to reach the target language. Therefore, students should master reading skill in order to master the other skills more easily.

Some researchers have done the research related with the students' difficulties in reading text; Albader (2007), Atikah (2009), Sasmita (2012), and Chung (2012). The findings of their researches convey that the students' difficulties in reading comprehension are vocabulary, grammar knowledge, and reading interest.

Further, Irena Shehu (2015) also conducted the related research for the three different high schools in Albania, she found main problems on students' reading comprehension; *Vocabulary*. They need to open the dictionary and do not understand the new word. Working memory. They need to hold the information in working memory, *Absence of extensive reading*. The students read a little or nothing. Type of text. The type of text can be problem by the students in reading comprehension.

Therefore, the researcher believes that there are other difficulties that have not been found in previous studies such as students' motivation and reading habit, material of reading, reading skills and reading strategy used, with the assumption that every student may have different difficulties in understanding the reading text.

Based on the fact found by the researcher during teach reading subject until today, many students who make mistakes while working on reading questions, the mistakes resulted their low reading achievement. These mistakes happened probably because they do not understand the content of the text.

Indonesian students still have difficulties in learning English. Especially in SMPN 1 Insana There is has the difficulties in reading comprehension. Learning English as a foreign language still becomes a burden for most students in Indonesia especially SMPN 1 Insana. The main goal of this researcher is to find out some of the main problems Indonesian students face

in learning English. It is four difficulties in reading there are: reading, listening, writing and speaking. So students' in reading skill is the important in English language. Some researchers have done the research related with the students' difficulties in reading text, so in this research it will be to research the students to reading text because many students still has difficulties in reading comprehension why students still has difficulties it is there are difficulties to study, she not has time to study in the house and so on, when students come here in school students not focuses to study she more joking than improving their learning ability so t hat many students still has difficulties in reading.

1.2 Statement of the Problem

The problems of this research are as follows:

- 1.2.1. What are the difficulties in reading comprehension?
- 1.2.2. What are the factors of difficulties in reading comprehension?

1.3 objectives of the Study

The objectives of the study are follows:

- 1.3.1. To know the difficulties in reading comprehension
- 1.3.2. To know the factors at difficulties in reading comprehension

1.4 Significant of the Study

There are two benefits of this study of this research, namely theoretical and practically benefits. The expected result of this both theoretically and practically are:

1.4.1. Theoretical

This research were provide contribution for the readers to enrich their knowledge about the difficulties in English reading.

1.4.2. Practical

- a. For teacher

This research were be useful for teacher to diagnose the students' difficulties in reading comprehension.

b. for the students

This research were be applicable for students to help them to be active to do their reading and to motivate them in reading as often as possible.

c. for researcher

This research were be useful for the future researcher who wants to conduct research in English teaching-learning process to get a reference.

1.5 Scope and Limitation

This study focuses on students' difficulties in reading comprehension using pictures. According to Westwood in mushulah (2013:14), there are many kinds of students' difficulties in reading, but this study is only limited on the discussion of extracting main idea, finding specific information, identifying reference, understanding the meaning of word and understanding text structure. The study would take place at SMP NEGRI I INSANA.

1.6 Definition of Terms

The writer gave the definition of the terms in order to avoid misunderstanding and ambiguity, as follows:

1.5.1. Reading comprehension

Reading comprehension is understanding a written text mean extracting the required information from it as efficiently as possible (Grallet, 2010:2). In reading comprehension, the students' need to read a text the comprehend and construct the meaning from the text.

1.5.2.

1.7 Organization of the Study

This thesis consists of the five chapters. The first chapter is Introduction, explain about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, definition of terms and organization of the study. Chapter two is related to: Review of related literature, previous studies concept of reading, component of reading,

problems in reading, cause of reading problems, and Chapter three: Method of research, consists of research design, population and sample, instrument, procedure of data collection, and technique of data analysis, Chapter four: Research finding, difficulties in the meaning of words, difficulties in reading, difficulties in sentence, difficulties in question, and discussion. Chapter five: Conclusion and suggestion.