

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading is one of the four skills which must be mastered by students in learning English. Reading is purposeful of identifying and evaluating ideas in terms of the mental content or awareness of the reader. It is a complex process that is dependent upon the individual's language development, experiential background, cognitive ability and attitude towards reading. Reading ability results from the application of these factors as the individual attempts to identify interpret and evaluate ideas from written materials (Bayete and Talingting: 2006 in Yolanda, Avril, Arthur, Adelfa: 2014). Background knowledge is very important to support the process of reading. Because when the reader reads the text, they must understand the information.

Reading the text makes the reader get the information and add the new vocabulary. According to Pourhosein Gilakjani and Ahmadi (2011) in Narjes (2016) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. The purpose of reading is looking for and getting information from the text or book. In reading the text, understanding the context, idea and the meaning of the text are needed by the reader.

Comprehending a text, for instance, is a complicated process in which the text's meaning is a combination of the explicit, literal meanings of the

words and sentences, as well as the inferred meanings that can be uniquely generated by the reader (Green & Roth: 2013 in Rizka, SitiNira: 2017). In comprehending the text, the reader does not only know the meaning of words, but they must be able to connect word by word to understand a sentence. Because a word will have a different meaning if it has become a sentence. AlOdwan (2012) in Rizka, Siti, Nira (2017) also stated that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

When reading the text, the readers are indirectly connected to aspects of reading to comprehend the text. According to Nuttal (1982) in Dasrul (2018), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining the main idea, finding specific information, making an inference, identifying the reference, and understanding the meaning of words or detail information. These aspects are regards as difficulties readers encounter in comprehending the text. The difficulty that face by readers makes they cannot overcome their difficulties.

It is strengthened by a previous study that has similarities to this research which was conducted by Zuhra (2015). The research is about Senior

High School Students' Difficulties in Reading Comprehension. The study aims to find out the most difficult type of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. She used a test, a questionnaire and an interview as her instrument. Based on the result of her study, it can be concluded that the students did not comprehend the questions asked due to their weaknesses in differentiating between the natures of different types of reading comprehension questions. Their difficulties were also influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures.

Based on the explanation above, the researcher inspires to research to find out the students' difficulties in reading comprehension deeper in SMK Ma'arif NU 1 Sumpiuh. Knowing the students' difficulties in reading comprehension can help the teacher to make the students comprehending the text well. So that it can be used as a reference for the teacher.

#### **B. Reason for Choosing the Topic**

The reason why the researcher chose this study because reading skill is one of the crucial skills that have to be mastered in Learning English so that the researcher wants to know the difficulties faced by students.

#### **C. The problem of the Study**

What are the students' difficulties in reading comprehension?

#### **D. The aim of the Study**

This study aims to know the student's difficulties in reading comprehension.

## **E. Clarification of the Study**

This title of this study is "Students' Difficulties in Reading Comprehension of Second Grade SMK Ma'arif NU 1 Sumpiuh in Academic Year 2018/2019".

To understand the topic more easily, the key terms of the study are classified as follows:

### **1. Students' Difficulties**

The difficulty is the state or quality of being hard to do or to understand (Hornby, 2001). The difficulty is the mistakes that are faced by the students in the teaching and learning process. It occurs because the students are confused or do not know or understand the material which the teacher has explained. In this case, the difficulty is the state that the students are hard to comprehend English reading text.

### **2. Reading Comprehension**

★ According to Tarigan (2008: 7) in Nurul (2017), reading is a process that is carried and used by readers to get the message to be conveyed by the author through the media of words or written language.

Reading comprehension is the process of constructing meaning from text.

## **F. Contribution of the Study**

For the teacher:

The teacher can use this research as guidance for giving more vocabulary in the teaching process. It is expected that English teachers can improve their students' vocabulary.

For the other researchers:

The researcher suggests other researchers to follow up the research in order to develop other types of research and to make their research as reference.

