

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the language skills that students have to master to obtain information. For the students who study English, reading is not only “reading” but also comprehending its content. According to Yukselir (2014:66) states that reading is one of the most beneficial, fundamental, central skills for students to master in order to learn new information, to gain access to alternative explanations, interpretations and to start the synthesis of critical evaluation skills.

Students who have critical reading skills tend to comprehend the reading well. As supported by M. Chiara et al (2006:291) reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the elaboration of a mental representation. According to Neiser (1997) as cited in Kalaiya & Kumar (2018:57) state cognitive is defined as the process by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used. Consequently, as a reader who will interact with text, it becomes one way to gain knowledge. Those reading has become an important cognitive process in human development because it is an open door that provides knowledge through written communication.

Therefore, reading comprehension needs a set of necessary processes (Grabe and Stoller, 2002) as cited in Akbari Z (2014:122). This process will help the students to understand the content from the text. Townend (2003) cited by Ariyanti (2017:2) also said that understanding means that students must fully understand all aspects of the text.

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is an important skill and as an achievement indicator in reading that should be achieved by the students. If the students find difficulties in comprehending the text, it will affect their study. As Oberholzer (2005) cited by Ariyanti (2017:3) stated that difficulty with reading can increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive. Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the students' difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading.

Based on the Curriculum 2013, the types of text that are learnt by 11th grade students of Senior High School are descriptive text, report text, recount text and narrative text. The researcher chooses those kinds of text because those text has been learnt by the 11th-grade students in the first semester so they already know about it.

The researchers' interest on 11th-grade students of SMA 5 Purwokerto to know what kind of constraint that they have in reading comprehension. Knowing the constraint that being faced by the students in reading will help the teacher to short the problem and react accordingly in order to solve based on the real constraint itself. Knowing the students' constraint will lead to more effective action by the teacher in order to try to make their reading comprehension better. Therefore, the researcher wants to know more about why students in SMA N 5 Purwokerto can not understand reading well. This is also in accordance with what the researcher will do with the title “*An Analysis on Students' Reading Comprehension Constraints in SMA N 5 Purwokerto.*”

B. The Reason of Choosing the Topic

The writer chooses this topic because when dealing with written text in English, students may have constraints when it comes to reading comprehension. Therefore, it is important to know what kind of constraint that being faced by the students.

C. Problem of the Research

The problem of this research are:

1. What are the reading comprehension constraints among 11th grade students in SMA N 5 Purwokerto?
2. What are the factors of constraints in reading comprehension for students in SMA N 5 Purwokerto?

D. The Aim of Research

The aim of the study is intended to find out what constraints that faced by students in understanding the reading of English texts in SMA N 5 Purwokerto and to find out the factors of constraints in reading comprehension.

E. The Contribution of Research

This research is expected to give contribution in English teaching and learning process especially in Senior High School:

1. For English Teacher

The result form this research be an important input for the teachers in doing their work in guiding the students in the teaching-learning process. The teacher can give the reinforcement in teaching reading comprehension to the aspects of the problem. So the teacher can increase the effectiveness and the efficiency of the process of teaching and learning that they do to solve the limited effective time to get the target curriculum.

2. For Students

By using the information from the research, students can know what kind of common constraint that being faced among other students, and then use the information about it to better themselves in order to avoid those constraint in the future.