

CHAPTER I

INTRODUCTION

A. Research Background

English is currently used by many people from various countries. Most foreign speakers use English to build relationships with other people who come from various countries. That is one of the reasons why English has become important to master due to globalization. English can be a tool to achieve educational goals, relations between countries, economy, social culture, and career development for people. In Indonesia, English is adopted as a foreign language. Included in the educational curriculum run by each school.

English is local content in elementary school and a compulsory subject in junior high and high school. English is taught in Indonesia to prepare students for the highly competitive era of globalization. There are four main skills taught to students, namely listening, speaking, reading, and writing. It can be assumed that there are four aspects that students must master in learning English. Scrivener (2005:20), states that understanding and reading are called receptive skills, namely the reader or listener receives information but does not produce it. On the other hand, reading and writing are productive skills. From these skills, reading is one of the English skills that has an important side for English learners. Saragih, et al., (2022:95) states that reading is a set of skills that involves understanding and obtaining meaning from printed words. Therefore, if students can read and understand the text, the teaching and learning process will also run effectively and successfully.

Reading is one of the basic skills in learning a language. Kurniawati, (2015:7) states that it is an active process followed by physical activities such as eye movement when the reader reads the passage. In this case, when reading eye movements will work to recognize the word being read. Reading is a very important language skill to be taught to students because it can help students to better understand and interpret all written texts. By reading, students will be able to find a lot of information in the text that they have read. In this case,

reading is not just seeing and reciting the reading, students must understand the content of the text to get the implied meaning conveyed by the author.

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Grabe and Stoller (2002:119) stated that reading comprehension is the ability to understand the information in a text and interpret appropriately what is meant by the text. From this statement, reading without understanding the meaning of reading is an empty act. This means that understanding the reading text is the most important aspect of reading. To find out information from the text read, students are required to understand 5 aspects of understanding, namely: determining the main idea, detailed information, locating inference, making conclusions, and understanding the meaning of words. Likewise, students at SMK Negeri 1 Pontianak face difficulties in reading comprehension because they lack vocabulary and do not have confidence in reading texts.

The researcher conducted this research at SMK Negeri 1 Pontianak, based on observations at SMK Negeri 1 Pontianak, and the researcher interviewed eleventh graders and English teachers at SMK Negeri 1 Pontianak to ensure that this research could be conducted at the school. The researcher interviewed on Friday, June 3rd, 2022, and the teacher said that most of the students did not understand the reading text well. First, students have difficulty identifying main ideas, detailed information, and making conclusions. Second, students lack vocabulary. It is proven, that when the teacher asked them to translate the sentence, they asked their friends or were silent. Third, when the teacher asked the students what lessons they had learned from the text, they did not answer well. As a result, students feel bored and not interested in following the lesson. In addition, based on interviews with students, it was found that some students had difficulty understanding English texts due to several internal and external factors that caused them not to have proper reading strategies, lack vocabulary mastery, and not form a good reading habits, so that students are lazy to read an English text.

SMK Negeri 1 Pontianak is a school that applies the 2013 curriculum as a guide in the teaching and learning process. Based on the 2013 syllabus, there are several texts studied in English subjects such as recount text, descriptive text, procedure text, and narrative text (Adnyana, 2018:3). Students must be able to know the definitions, characteristics, and linguistic elements in a text. Difficulties in understanding reading texts must be known and resolved by students and teachers because understanding reading texts is an important skill and indicator of achievement in reading that must be achieved by students (Safitri, 2020:1). If students have difficulty understanding the text, it will greatly affect their learning, and cannot follow directions or instructions from an order when given an assignment by the teacher. Student's difficulties in understanding English reading texts must be identified, and what factors that make students difficult in reading comprehension. That way, teachers at schools know the difficulties of students, and can also develop appropriate learning strategies, so that students can improve their understanding of texts they read.

There are previous studies that have similarities with research conducted by Masri, R. (2016). He researched "Students' Difficulties in Reading English Recount Texts". He found the problem that every student had difficulty in understanding and analyzing the contents of the reading text. The last are Qrquez, M., & Rashid, R. (2017). They investigated "Reading Comprehension Difficulties among EFL Learners: The Case of First and Second-Year Students at Yarmouk University in Jordan". They found that most of the respondents were highly motivated to learn because every student needed to master English, but some students faced some obstacles in the reading process, such as ambiguous words, foreign vocabulary, and the limited time available to process them.

From the explanation above, this research has similarities with those described above, namely the same in explaining reading difficulties. But students and goals in research are different. The difficulties experienced by students of SMK Negeri 1 Pontianak, an eleventh grade may have differences.

Therefore, from the description above, the researcher is interested in researching further and wants to know the difficulties of students in understanding reading texts in English faced by class eleventh grade students of SMK Negeri 1 Pontianak. So this research is entitled "An Analysis of Difficulties in Comprehending English Reading Text".

B. Research Questions

Based on the background explanation above, the researcher concluded that the research problem of this study is:

1. What are the difficulties in comprehending English reading texts to the eleventh grade students' of SMK Negeri 1 Pontianak in the Academic Year 2021/2022?
2. What are the factors causing the difficulties in comprehending English reading texts to the eleventh grade students' of SMK Negeri 1 Pontianak in the Academic Year 2021/2022?

C. Research Purposes

Based on the problems above the researcher has some purpose for this research as follows:

1. To find out the difficulties in comprehending English reading texts to the eleventh grade students' of SMK Negeri 1 Pontianak in the Academic Year 2021/2022.
2. To find out the factors causing the difficulties in comprehending English reading texts to the eleventh grade students' of SMK Negeri 1 Pontianak in the Academic Year 2021/2022.

D. Significance of the Research

The significance of this study can be viewed from both theoretical and practical aspects, as described below:

1. Theoretical Significances

Based on getting the results of the research revealed in previous studies that discussed the difficulty of comprehending English reading texts. Referring to previous research will be able to help new researchers to find gaps in previous research. The results of the study will be useful for readers who want to know about the difficulties of comprehending English reading texts in eleventh grade students of SMK Negeri 1 Pontianak.

2. Practical Significances

a) To English Teacher

This research can be useful for teachers to diagnose students' difficulties in comprehending English reading texts.

b) To Students

This research will be useful to improve the students' activity in reading class and to help students solve the problem in reading activities.

c) To Other Researchers

The researcher hopes that through this research other researchers will get references to complement the existing deficiencies in this study.

E. Scope of the Research

To carry out research systematically requires a scope of research. It consists of research variables and terminology.

1. Research Variable

Research variables are all forms determined by the researcher to be investigated to obtain information about them, then concluded. Variables can be considered as subjects or objects of the process, the characteristics of which can be measured and observed by researcher. In this study, the researcher used "the difficulties in comprehending English reading text" as the single variable.

2. Terminology

Terminology is the explanation of terms in words. In this section, the terms used in the study are used to avoid reader misunderstanding.

Therefore, the researcher explains several terms in this study, namely difficulties in comprehending English, and reading text.

a. Difficulties in Comprehending English

The general, most students find it difficult to understand English texts, especially if the sentences are long with complex structures. This showed that almost all of the students had difficulty understanding long sentences in English texts in multilevel stories and academic texts. Therefore, the effect of this problem is that students who cannot understand the English text will feel that they have failed to understand the main idea presented in a reading text.

b. Reading Text

Reading text is writing that is the result of someone's thinking. Meanwhile, reading the text means understanding the content of the reading by understanding the meaning contained in it. Reading text is a series of words or sentences that have a certain structure and grammar and can be arranged orally or in writing. The goal is to convey information, explain something, or reveal meaning.