

## **CHAPTER I**

### **INTODUCTION**

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

#### **1.1 Background of the Research**

The four important skills of speaking, writing, reading, and listening must be taught to students. Reading is one of the language tools that students must acquire when studying English. Through reading, students can get information and improve their knowledge. Students can develop their language skills and obtain new perspectives by reading. Students in senior high school who are beginning to read must understanding the text is necessary to acquire the knowledge. Although they are not necessary to comprehend every word in a sentence or paragraph, they should be able to understand the main idea. All of those purposes need reading skill that will help students to develop their ability in English (Marzona & Ikhsan, 2019).

Reading comprehension is an ability for the reader to understand the text meaning (Mujani, 2022). In addition, reading is essential for students in order to extract information from a chapter. The ability to read will remain with them longer than other skills, and it will be the most useful skill from senior high school through college. Nuttall (1982) as cited in Dewi, (2022) there are five component of reading comprehension that students should know to understand a text well, such as finding factual information, finding main idea, guessing vocabulary in context, reference and inference. To enhance their reading comprehension, students should read more often. A strategy is required to improves students' reading skills to make it simpler for the students to comprehend the text they read. According to (Gultom et al., 2021) reading comprehension is the ability to understand text that has been read and be able to process or develop the text.

At junior high school, a variety of text genres are taught, including recount texts, report texts, narrative texts, descriptive texts, and procedure

texts. In this study, researchers focused more on narrative text as a research object. According to Anderson (1997) as cited in (Marzona & Ikhsan, 2019) narrative text is English text type that has a purpose to entertain the reader or listener. The story tells imaginatively or something that is just a fantasy. There are various kinds of narrative texts, including: fable, fairy story, science fiction, mystery, slice of life, myth, horror story, fable, personal experience, and romance.

As reading is one of the most difficult abilities to learn, it is not a simple way to learn. Reading difficulties can happen to anyone even a student. According to (Gultom et al., 2021) students have limited ability in terms of reading and have difficulty capturing or mastering information from the text they read. Students and teachers must know and solve difficulties related to the comprehension of English reading texts, because reading comprehension is an important skill and indicator of reading success that students must achieve (Dewi, 2022).

In fact, there are several factors that make reading of narrative text difficult for the students. Based on the researcher experience in observation during PLP II at SMA N 1 Mejobo, most of the students have lack of vocabulary knowledge especially a narrative text because they told the researcher that they do not understand what they are reading, they spend much time to find the meaning of the words in getting information details. So, it is difficult for them to understand a text because they focused on words they do not understand. The second factor is the lack of processing information, because students do not master vocabulary, students do not understand the content of the reading that has been given. Therefore, by utilizing readability, EFL teacher shall select the textbook as a learning source with appropriate reading materials for EFL learners' level and competence (Handayani et al., 2021).

Based on the statement above, the researcher wants to know more about difficulties in reading comprehension, especially in narrative text, besides that the researcher also wants to know the factors make it difficult for

students to understand reading. Based on the explanation, the writer was interested to conduct research entitle “Difficulties in Reading Comprehension on Narrative Text Faced by the Eleventh Grades of SMA 1 Mejobo”.

### **1.2 Statements of the Problem**

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. What are the students’ difficulties in reading comprehension on Narrative text by Eleventh Grade of SMA 1 Mejobo?
2. What are the factors cause the students’ difficulties in reading comprehension on Narrative text by Eleventh Grade of SMA 1 Mejobo?

### **1.3 Objectives of the Research**

Based on the statements of the problems written above, this research aims to:

1. To find out the students’ difficulties in reading comprehension on Narrative text faced by Eleventh Grade of SMA 1 Mejobo
2. To find out the factors cause the students' difficulties in reading comprehension on Narrative text faced by Eleventh Grade of SMA 1 Mejobo

### **1.4 Significance of the Research**

Theoretically, it is hoped that this research can be used as a reference for someone who wants to do research in analyzing students’ difficulties in reading comprehension on narrative text

Practically, this research was conducted so that teachers and students can find out the students’ difficulties in reading comprehension and develop reading comprehension quality in narrative text.

### **1.5 Scope of the Research**

The focused of this research is to analyze the types of difficulties and the factors that cause difficulties in comprehending narrative text faced by the eleventh grades students at SMA 1 Mejobo in academic year 2022/2023. Therefore, the discussion focuses on finding the students’ difficulties in

answering the questions of reading narrative text especially in detail information, finding main idea, guessing vocabulary in context, identifying reference and making inference (Nuttal, 1982). The researcher would like to find the cause of difficulties such as lack in processing information, lack of vocabulary knowledge, lack of effective reading strategies, lack of the text familiarity, the level of difficulty of the text (Westwood, 2008).

## **1.6 Operational Definition**

### **1. Student Difficulties**

The difficulty is the mistakes that are faced by the students in teaching and learning process. In this case, difficulty is the state that the students have difficulty in working on test questions with aspects of difficulty such as detail information, finding main idea, guessing vocabulary in context, identifying reference and making inference.

### **2. Reading Comprehension**

The ability to understand the messages contained in the text read by connecting the knowledge possessed to understand the main ideas, and important details.

### **3. Narrative Text**

Narrative text is reading that contains a series of events that are imaginative in nature with the aim of entertaining the reader, while the generic structure is orientation, complication, resolution and re-orientation.