

CHAPTER I

INTRODUCTION

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

Reading is the fundamental ability that underpins all others, including writing, speaking, and listening. Students must read extensively and comprehend the reading content in order to attain better results in the learning process. Reading according to (Grabe & Stoller, 2002), may be taught as a method of extracting information from text and forming an interpretation of that information. This indicates that reading is also a tool for students to obtain information and knowledge during the educational process.

The importance of teaching reading is to develop students' capacity and understanding of reading text content. Such as the capacity to read a variety of English texts, the ability to adapt reading techniques based on the goal of reading (i.e., skimming, scanning), and the ability to have a critical viewpoint on the substance of the texts ((Hedge, 2003, as cited in Alyousef, 2005).

According to Madjdi & Sukirman, (2022) Reading is crucial for both students and teachers in the field of education. The majority of reading difficulties among students are caused by their inability to comprehend texts. They have low comprehension capacity or difficulties comprehending the text of a reading. These factors contribute to students receiving inadequate exam results. The primary cause of students who are unable to comprehend or who struggle to comprehend a material is boredom with reading. They will rapidly become tired of reading since it is boring, making it harder for them to comprehend. Another explanation is that some students are not engaged in reading activities, in addition to the fact that they are tired of the repetitive reading exercises. As a result, they won't read as much and will find the

reading's topic challenging. They lack vocabulary and don't get the message, especially for those who don't fully understand reading in English.

Reading comprehension can also help you enhance your vocabulary and writing skills. According to Nuttal (1982), there are five aspects of reading comprehension that students should understand in order to properly comprehend a text: determining the main idea, finding specific information, making inferences, identifying references, and understanding the meaning of words or detail information. These elements are regarded as obstacles that students face when reading the text.

According to the Basic Competence 2013 provided by the Kementerian Pendidikan dan Kebudayaan, students are required to grasp social function, text structure, and linguistic elements in reading text (descriptive, narrative, recount text, and so on) in oral and written form. In practice, however, the children have not met the curriculum expectations and have poor reading comprehension skills. Obviously, real literature such as English magazines, newspapers, and articles play an important role in enhancing students' reading abilities and understanding of current concerns. However, it is difficult for children to read and grasp.

There is a previous research that is comparable to this one that was done by (Zuhra, 2015). The study is on Senior High School Students' Reading Comprehension Difficulties. Her research seeks to identify the most difficult types of reading comprehension problems encountered by students in reading exams, as well as the reasons behind these challenges in national assessments. Her senior high school thesis was a case study from second grade. As a result, she discovered that the most challenging sort of reading comprehension question encountered by students was an inference question since they did not understand the questions asked. It is due to their inability to distinguish between the characteristics of different sorts of reading comprehension questions.

The researcher choose the title “Students’ Difficulties In Learning Reading Comprehension At The Tenth Grade Of SMK N 2 KUDUS”, based on the his observation while carrying out the PLP internship program at SMK N 2 KUDUS. The

majority of students in SMK N 2 KUDUS continue to struggle with grasping the reading materials text, such as forming inferences, determining primary ideas, and discovering references. Some of the causes are that they do not understand how to employ reading comprehension tactics and that they lose attention when reading. However, the majority of students struggle to understand English text from materials such as newspapers, articles, textbooks, and magazines. As a result of this circumstance, the researcher is interested in assessing the students' challenges in reading comprehension and determining the difficulties elements that the students encountered in reading comprehension.

1.2 Statement of the Problem

Based on the background above, the research topics for this research are as follows:

1. What are the difficulty aspects of reading comprehension that encountered by students' of tenth grade at SMK N 2 KUDUS ?
2. What are the factors that influence the students' difficulties in reading comprehension of tenth grade at SMK N 2 KUDUS ?

1.3 Objective of the Research

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

1. To find out what are the difficulty aspects that encountered by the students' of tenth grade at SMK N 2 KUDUS in reading comprehension
2. To know what the factors that influence the students difficulties in reading comprehension of tenth grade at SMK N 2 KUDUS

1.4 Significance of the Research

By conducting this research, hopefully it will be useful in theoretically and practically;

1. Theoretical significances
 - a. The readers of this research get new concept in carrying the same research and find new theories in teaching reading.
 - b. The finding of the research will contribute to the development of knowledge in language teaching especially in reading.

2. Practical significances
 - a. For the teachers
The teachers can get new information and reference in teaching reading.
 - b. For the students
The students are expected to gain reading interest.
 - c. For the other research
The researcher hopes the other researcher find out the new concept in carrying the same research.

1.5 Scope of the Research

The researcher grouped the problems encountered by students in this research into three categories: 1). The problem of making conclusion, 2). The main idea is difficult to understand, 3). The problem of making references. The researcher also focuses on the variables that affect the reading comprehension problems that students encounter.

1.6 Operational Definition

To avoid misunderstandings about this research, the researcher should define some terms. Some examples are: Reading Comprehension and Difficulty.

a. Reading Comprehension

According to Pang et al (2003), Reading is about understanding written texts. Both perception and thinking are involved. Understanding the text is also the outcome of an interaction process between the reader and the text, the letters, words, sentences, and paragraphs in the text all have meanings that are encoded. In order to understand the meaning, the reader employs knowledge. Abilities, and techniques. Reading is therefore one of the abilities that must be learned because only through reading will students be able to comprehend what author is trying to convey to the reader,

b. Difficulty

Difficulty is defined as the state or quality of being difficult to do or understand (Hornby, 2022). The problem is that students make mistakes during the teaching and learning process. It occurs when students are perplexed, do not know or understand the material that the teacher has explained. In this case, difficulty refers to the students' inability to comprehend English reading text.

c. The Tenth Grade Students

The tenth grade students refer to students who are in their respective grade at senior high schools. These students are typically between the ages of 15 and 18 and are expected to have a basic to intermediate level of proficiency in English.