

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study and the definition of key terms.

A. Background of the Study

According to Oakhill, Cain, and Elbro (2014), reading comprehension is a complex task that requires a combination of various cognitive abilities and capacities. That is, reading comprehension is the ability to read a text, process it and interpret it. An individual's ability to understand a text is influenced by his nature and abilities, one of which is the ability to reason. That is, reading comprehension is the ability to read a text, process it and interpret it. An individual's ability to understand a text is influenced by his nature and abilities, one of which is the ability to reason.

Students who do not understand what to read cannot enjoy reading. Also, lack of understanding may be due to lack of vocabulary knowledge. This shows that there is a strong correlation between reading comprehension and word vocabulary. Therefore, learners of English as a foreign language must acquire sufficient vocabulary skills to understand the text. Students of English as a Foreign Language who have developed an aversion to foreign languages often have great difficulty reading material related to foreign languages. In addition, prior knowledge (outline) helps students understand reading and construct meaning (Nozen et al., 2017; Vacca, 2002). In this sense, learners of English as a foreign language who cannot predict the possible meaning of the text without connecting to previous knowledge may have difficulty understanding the text. This may be due to a lack of knowledge of English derivation. Nezami (2012), said that the most important problem faced by teachers today is the low reading comprehension of higher education students. This disability can affect your academic performance.

An important understanding is the ability to evaluate textual material. According to Kholiq (2020), creative understanding is related to the psychological and aesthetic effects of the text on the reader and therefore covers all cognitive aspects of reading.

In English Department at IAIN Kediri, Extensive reading is one of lesson that must be passed by fourth semester students, based on the writer observation, most of them face the difficulty on it. They have difficulty in interpreting and understanding words. Therefore, this study should be carried out to know what the difficulty of reading comprehension at that lesson. According to Beglar and Hunt (2014), a good reader must have good phrasing and fluency. The benefit of this research is that education actors know the difficulty of reading comprehension. This will be a contribution for them so that the teaching and learning process develops optimally.

B. Statement of the Problem

Based on the previous antecedents, the researcher formulates the formulation of the problem as follows:

1. What are the difficulties of reading comprehension in fourth semester of English Department students at IAIN Kediri?
2. Why do English Department students at IAIN Kediri have difficulties in reading comprehension?

C. The Objective of the Study

Related to the statement of the problem, the objectives of the study are:

1. To identify and describe the difficulty of reading comprehension in fourth semester of English Department students at IAIN Kediri.
2. To find out the causes of difficulties in reading comprehension experienced by fourth semester of English Department students at IAIN Kediri.

D. The Significance of the Study

The researcher chose research above because it would provide advantages, as mentioned below:

1. For the teachers and lectures

The teacher or lecturer may know the difficulty of reading comprehension. This will be a contribution for them so that the teaching and learning process develops optimally.

2. For the students

Through this research, students are expected to be able to understand reading comprehension difficulties. It also makes students aware of the advantages and conveniences of reading comprehension.

3. For the next researcher

The next researcher will get information about what reading comprehension difficulties are. This will also provide advantages for other researchers who take the same topic to use the results of this study as a reference in conducting research.

E. Scope and Limitation of the Study

This study tries to describe the difficulty of reading comprehension. This study focuses on investigating students' reading comprehension difficulties. This research is limited to the fourth semester students of IAIN Kediri who have taken the Extended Reading course. This study using theory from Grabe that published in TESOL Quarterly journal entitle “Current Developments in Second Language Reading Research”.

F. Definition of the Key Terms

The researcher defines the key terms to read and understand this research clearly. This is to avoid misunderstandings and misunderstandings from the researcher to the reader. The definitions of the key terms are:

1. Difficulty

The quality or state of being difficult to do, deal with, or understand. Difficult issues may necessitate only mental or physical effort. Other times, the individual's personal soft skills are required. As a result, the term hard or difficult depends on the type of thing.

The difficulty in this research is that it is difficult to understand a text or sentence; difficulty understanding the meaning of a word in a sentence; difficulty drawing conclusions; difficulty in identifying references; difficulty in determining the main idea; and difficulty finding important information in a sentence or text.

2. Reading Comprehension

Reading comprehension is defined as the ability to comprehend what has been read. Reading comprehension necessitates a wide range of reading abilities, including word recognition, fluency, vocabulary knowledge, and prior knowledge. It must be used quickly so that the reader can understand the text. Reading comprehension is a complex process in which the reader must apply existing skills to make any type of text meaningful. Reading comprehension is the level at which you can understand the text. This comprehension results from the interaction of written words and how they acquire knowledge beyond the message.