CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objectives of the study, the significance of the study, the scope and limitations, and the definition of key terms.

1.1 Background of Study

In Indonesia, English is one of the compulsory subjects that students must learn. Although English is a foreign language, it has an important position in the world of education. To learn English, students must master various skills that include four language skills including: listening, speaking, reading, and writing. The four skills are inseparable and support each other. One of the four skills that is the focus in this problem is reading comprehension skills. English reading is one of the skills that is quite important for learners to learn because it can help learners understand and analyze all written texts and get information from the text. Fiprinita (2013, p. 1) cited from (Azhari, n.d.: 2013) says that reading is one of the language skills that must be mastered by students of various levels. Based on the explanation above, it shows that reading is one of the most important skills for students in the learning process.

Reading is a basic ability to gain knowledge. Through reading student can find information in the form of writing. According to Grabe and Stoller (2017), that reading is a way to get information from text and form meaning from that information. In this case reading becomes one of the activities of students in the learning process at school. Then it is necessary for students to understand the

reading text because the success of students in the learning process can be determined by understanding the content of the reading they have read. In this case if students' reading comprehension skills are good then they can easily learn many things from various reading sources. And vice versa if their reading comprehension skills are low students will find it difficult to make progress in learning.

Comprehension is one of the important aspects in reading activities, because in essence understanding a reading material can improve reading skills itself and for certain goals to be achieved. Comprehension is the most important thing in reading and is an active process in constructing the meaning of the text. (Durkin, 1993). In this case, understanding is not only about reading, background knowledge and working memory, but also about language processes such as basic skills, decoding, vocabulary, sensitivity to text structure, logical thinking and motivation. Understanding also requires the effective use of strategic processes such as metacognition and understanding monitoring. To understand a text, Westwood (2001, p. 31) argues that readers must use existing knowledge to filter, interpret, organize, and reflect on the information they have gathered from the text. According to him, effective text interpretation requires a combination of word recognition skills, connecting new information with previous information, and implementing appropriate strategies such as finding main ideas, making connections, asking questions, concluding and predicting.

Many students have difficulty in reading English texts. In this case the challenges that make students have difficulty in reading comprehension have been studied by several previous researchers. The first research was conducted by

research conducted by Yuvirawan, Listia, and Amelia with the titled "Students' Problems in Reading Narrative Text Year (2020). This study used a qualitative method with a phenomenological approach. The research subjects were eighth grade of SMPN 2 Kandangan in the academic year 2019/2020. The data were collected by using a questionnaire, interview and a reading comprehension test. The results show that the most difficult aspect of reading comprehension is that there are 52,5% of students who have problems in making inferences.

The second research by Wulansari entitled "Analysis of Students' Difficulties in comprehending English Descriptive Text at the Seventh Grade Students of Mtsn 1 Kediri." Year 2022. Found that students have difficulty determining the main idea with the highest percentage. 76%, and aspects that are difficult according to this study are caused by external and internal factors. shows the cause of difficulties is the first external factor, namely the environment. and then, internal factors that cause student difficulties are lack of vocabulary, lack of background knowledge, lack of motivation, lack of reading strategies and not interested in learning activities.

The third research was conducted by Babu entitled An Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru. The results show that the most difficult aspect in reading comprehension is the fourth indicator. This is "Students have difficulty in identifying references" with a percentage of 90.63%. And the last research by Ina, Fidunya Hasanah with the research title "An Analysis On Students' on Difficulties in Learning Reading Comprehension at The Seventh Grade of Mts Bustanul Ulum Krai Lumajang" year (2022). The results show that the most difficult aspects in

reading comprehension of seventh grade students of MTs Bustanul Ulum are understanding and analyzing reading texts. and English teachers require students to enrich vocabulary mastery and practice reading so that reading skills become better.

Based on the 2013 curriculum used by MTs Nurul Islam, students must learn and master several types of text, such as Descriptive, Recount, Report, Procedure and Narrative texts. In this case the text taken for research was Narrative text because this text was learned by grade nine students of MTs Nurul Islam in the even semester and during interviews the teacher directed the researcher to take the narrative text to be examined because the text was quite long. Lisandi and Adijaya (2019, p.54), stated that reading narrative texts is a boring activity for them because students face various kinds of problems when reading the text. For example, they are asked to understand the entire reading text, determine the main idea, conclude the contents of the text and answer questions based on the story correctly. Besides that, according to Herlina (2012, p.148) narrative text is a text that has a sequence and is difficult for students to learn because of its length, so students must understand and the teacher must overcome the difficulties faced by students related to reading comprehension of the text because reading comprehension is a skill that is quite important as a measure of reading ability that must be achieved by students.

Based on observations and brief interviews with English teachers at MTs Nurul Islam school researchers found a phenomenon where students' comprehension skills of reading texts, especially in reading Narrative Texts were quite challenging because students experienced difficulties. As for the influencing

factors such as the lack of motivation of students in learning English. This is motivated by a feeling of laziness, boredom, and a lack of confidence because they think they cannot understand the material and these things result in students not having an interest in reading English texts and have an impact on a lack of reading comprehension, so that students will find it difficult when the teacher gives questions related to the English reading texts they have read because most students can recognize words and know how the words are pronounced, but they do not know the meaning, and there are many more challenges faced by students which will be explained later in the discussion section. Therefore this research is very important to do because by knowing the challenges faced by students teachers can solve students' problems and can help improve their reading comprehension skills.

Based on the explanation above, the researcher is interested in examining in depth the challenges that cause students to lack reading comprehension in Narrative texts, so this problem was chosen as the object of research with the title. "Investigating Challenges in Reading Narrative Text Faced By Year Nine Student of MTs Nurul Islam Kediri".

1.2 Problem of the Study

Based on the background study above, the formulation of the problem in the research is:

1. What are chellenges faced by students in reading comprehension of Narrative text?

2. What are the constributing factors in reading comprehension challenges faced by students at MTs Nurul Islam Kota Kediri?

1.3 The Objective of Study

Based on the research problem, the objective of the research answered the research problem:

1. To know chellenges faced by students in reading comprehension of Narrative text?

2. To know the constributing factors in reading comprehension challenges faced by students at MTs Nurul Islam Kota Kediri?

1.4 The Significant of Study

This study aims to provide academics, educators and researchers, especially for Indonesian universities, with a better understanding of the challenges faced by students in reading comprehension of narrative texts for educational and learning purposes. The author hopes that this research will be useful for readers or English students who want to take the same topic and provide additional knowledge and information.

1.5 The Scope and Limitations

This study, the search focused on the aspects and factors that cause challenges in students' ability to comprehend the reading of English narrative texts of ninth grade students of MTs Nurul Islam Kota Kediri

1.6 The Definition of Key Terms

1. Challenges

A challenge is a situation or condition faced by someone that requires mental or physical effort and thought to be carried out successfully. Therefore testing one's abilities, finding solutions to these problems is one of the greatest challenges faced by scientists today.

2. Reading comprehension

Reading comprehension is one type of reading skill. This skill can be interpreted as a process of understanding and making meaning of the text that is read and developing an understanding of the interaction between the text that is read and the reader's response. An individual's ability to understand a text is influenced by his character and abilities, hence Reading Comprehension is a thought process to understand the contents of the text read.

3. Narrative text

Narrative text is a type of text in the form of an imaginative story, meaning a real story that is engineered by the author or often called a fairy tale. Narrative text tells a story that has a series of events connected chronologically.