CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, research question, purpose of the study, significance of the study, scope and limitation of the study, also the definition of key terms in of the study.

A. Background of Study

The first thing students learn when learning a language is reading, because reading is an important component to help students' learning process. The most essential advantage of mastering reading skill is not only the ability to convey data but also the students' understanding of the information provided by the text they read (Perdiana & Suryadi, 2022). In addition, all the materials are in the form of text which students must be able to read to be able to retrieve the information contained in the text. In the field of education, reading is a crucial process that students learn material starting by reading it from textbooks. Reading skill is one of the main objectives of the English language curriculum in Indonesia (Digeyasa & Naibaho, 2021). Students also have to look for the information they need for learning by reading it from books or the internet. However, reading can help students find information and also help them improve their other skills in learning English (Tarigan et al., 2022).

In reading skill, there is reading comprehension which is an important component for students. Reading comprehension can be said to be the process of understanding in depth the information obtained from the text being read.

Reading comprehension also requires critical thinking and exploring the meaning of the text being read (Sari et al., 2020). Furthermore, reading comprehension is not just about being able to know the meaning of the text you read, reading comprehension has more than a more complex cognitive understanding (Saraswati et al., 2021). Students can not only know the meaning of the text they read but can also understand and relate the information they read to information they previously knew. Reading comprehension is very important for students as the basis for student development in the field of education (Perdiana & Suryadi, 2022). Students can also take useful things from reading activities with their reading comprehension ability.

In reading activities in class, students improve their reading skills, one of which is by reading narrative texts. Narrative text is currently taught to students at junior and senior high school levels according to the currently implemented school curriculum in Indonesia. Furthermore, narrative text is a text that tells a fictional story or event. In this type of text, students can learn the moral of the narrative story they read. Narrative text is the most commonly read text because it is popular and entertaining (Purba, 2018). Thus, students tend to be interested in reading stories such as legends, fairy tales, and myths, which are some types of narrative texts. Narrative text tells a story that is set in past events with a plot that has a peak and resolution.

Students' reading ability is very important for them to be able to understand the texts they read so that they can grab the information they need

from any text well and thoroughly. Moreover, to measure how good students understand the reading they read and how their abilities in reading comprehension are necessary to know (Mustafa & Bakri, 2020). With different results for each individual, there are definitely several factors that influence students' abilities and success in comprehending narrative text in their reading activities in class.

Based on the result of preliminary conducted by the researcher, from the interview with English teachers at MTs Negeri 3 Nganjuk it is known that on average, students have quite good reading comprehension ability and some students have some difficulties on their reading comprehension ability.

Previously, research had been conducted that examined students' ability in reading comprehension. However, not many research that discuss students' reading comprehension ability in narrative text. Several research about the ability of students' reading comprehension in Indonesia conducted by Sari et al., (2020), Mustafa & Bakri (2020) and Digeyasa & Naibaho (2021). The results of the three studies showed that students' reading comprehension ability were still at an average level and some students still experienced difficulties in reading comprehension. Moreover, the researcher has not found studies that discuss students' reading comprehension ability with factors that influence it in one study. Thus, the researcher feels there is urgency in exploring students' reading comprehension ability and what factors that influence students' reading comprehension on narrative text at MTs Negeri 3 Nganjuk.

B. Research Question

Based on the background of the study above, the identification of research questions are:

1. How is MTs Negeri 3 Nganjuk students' reading comprehension ability?

2. What factors do influence the students' reading comprehension ability?

C. Purpose of the Study

Based on problem of the study above, the researcher has the objectives of the study:

1. To identify the MTs Negeri 3 Nganjuk students' reading comprehension ability,

2. To find out the factors that influence MTs Negeri 3 Nganjuk students' reading comprehension ability.

D. Significance of the Study

By conducted this research, the result is expected to be useful for:

1. Students

It is hoped that the results of this study can help them improve their reading comprehension and more motivated in reading activities in the class reading comprehension ability,

2. Teacher

It is hoped that the results of this study can add to their insight in knowing factors that influence students' reading comprehension ability,

3. Further researcher

It is hoped that this study can motivated researchers to contribute in the field of education by conducting related studies. Furthermore, researchers who want to conduct studies in this field can use this study as a reference also can be a consideration of students' reading comprehension.

E. Scope and Limitation

Students' reading skill is the focus of this research. To limit the focus of this study, the topic of comprehension ability will be used as the scope of the study. The researcher will focus on the study of 9th graders at MTs Negeri 3 Nganjuk. The problem that the researcher will face is that perhaps some students cannot answer the test questions. However, the researcher will focus on the students' reading comprehension ability of narrative text.

F. Definition of Key Terms

1. Reading

Reading is the process of identifying the order of words written in text that contain information that can be understood by the reader. In addition, reading is processing symbols that form words and form sentences that have meaning, which is needed by someone who wants to get information or simply as a medium for entertainment. When we want to learn something, we

must start by reading. Therefore, reading is a basic and fundamental skill in learning English.

Moreover, to be able to understand the material and also find information as ideas for writing, reading skills are really needed. Reading will help students identify, evaluate, and understand the information contained in the text. However, reading is a way to increase knowledge since students can read lots of books to gather all the important information. For this reason, reading is a very important skill in learning English.

2. Reading Comprehension Ability

Reading comprehension is the process of understanding reading text in a complex and in-depth manner. Reading comprehension does not only require knowing the meaning of the words read but also understanding the context and purpose of reading. The ability of students to be able to create new understandings in reading is an ability that depends on the individual. All individuals have their own level of ability in reading comprehension. To read and understand reading more deeply, having prior knowledge is very important.

Students must be able to recognize letters, words, sentences and context in reading to be successful in their reading comprehension ability. In addition, Students can independently recognize the words and sentences they read and trigger their prior knowledge so that students can achieve a new understanding after reading them. Furthermore, to be able to fully understand what we read, we must have prior knowledge so that we can connect it with

the information we get from reading. However, this makes us understand the context more thoroughly.

3. Narrative Text

Narrative text is a text that tells a fictional story that tells a story that happened in the past. Narrative text has a non-fiction problem and a solution where the message of the story can be learned by the reader even though it describes this as a fictional story. In narrative text stories, readers will be able to imagine how the story happened with the images that the author has outlined in the text. Some of the most common types of narrative texts are legend, fable, fairy tale and myth. In general, stories in narrative texts are for entertainment. However, with fictional stories that have interesting and sometimes tense plots, readers will feel entertained when reading them. Thus, narrative text is also liked by readers, especially students.