

CHAPTER I

INTRODUCTION

The success of learning in higher education is based solely on proficiency in reading and writing. One will not be able to produce good quality writing without studying a lot of reading material. Reading is divided into two categories, namely reading for academic purposes where reading readers require a deeper and deeper understanding of critical analytical skills to engage with different types of texts, and reading for pleasure where one reads for a hobby or leisure time. but it cannot be denied that both of them have the same goal, namely understanding a text

A. Background of Study

Language is very important for human life because it is a tool to communicate with others. Language plays a significant function in the interaction of humans by expressing emotions and teaching others. As an international language, English is used to communicate with other people around the world. And so many people learn English, especially in formal schools.

In education, the teaching of English normally contains teaching the four skills of speaking, listening, writing, and reading. The four important English skills to learn, especially reading, are because reading can seek knowledge and information from certain sources, which enhances the reader's "critical thinking" John S. Hedgcock (2009: 213-215).

According to Oakhill (2015:1), reading comprehension is a complicated job that includes a combination of different cognitive abilities and skills. This means comprehension of reading is the capability to read text, process it and understand it. As students read, they perform a thought process by understanding all the words, phrases, sentences, and paragraphs to make sense of the entire text.

Snow (2002) argues that the comprehension of reading is a simultaneous process of discovering and constructing meaning through

engagement and interaction with written language. Regarding the above definitions, the reader must have a balanced experience and knowledge and must be able to adapt the source of information in an adaptive context. Reading comprehension is not quite easy, the readers should require their thought and perception to obtain information from the text. The comprehension of reading is the process of understanding written text. Though, this is not a one-way passive decoding process. Rather, it is an active two-way process in which there is mutual interaction between the reader and the text

Reading plays a significant role in the learning process because reading affects the development of students' English (Susanti, 2014). Reading is essential because reading can increase critical thinking. The background knowledge developed through reading can boost the reader's "critical thinking capacity". Reading is applied to acquire information and knowledge for students learning English as a Second Language (ESL) or English as a Foreign Language (EFL). Consequently, reading books can increase the "critical thinking" of readers (Hedgcock, Ferris, 2009: 215).

Based on some of the above definitions, the researcher concludes that understanding reading text is very essential in a language because from reading comprehension we can find various information, ideas, knowledge needed, and word recognition in a reading text. In the educational system, reading comprehension is essential for fundamental survival. Every student's life is filled with passages and word problems that require them to understand what they have read, from math class to history. like in math Children are frequently presented with word problems in math. Children who lack reading comprehension skills may have trouble understanding what is being asked or said. after that History Many important historical figures and occasions, like Abraham Lincoln, the Constitution, and the American Civil War, are taught to children. Children must comprehend what is being said in order to read about history well. They will be able to comprehend and digest the text's information with the aid of reading comprehension.

In addition, Islam also deliberates reading imperative for Muslims because Islam necessitates Muslims to read books and recite the Quran. For Muslims to know the Islam rules.

Consequently, Allah instructions Muslims entirely to read, as stated in Al- Alaq verses 1-5. Al-Alaq is the first Surah discovered by the Prophet Muhammad SAW.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

“Read: In the name of thy Lord who created (1) Created man from a clot of blood. (2) Read: And thy Lord is Most Gracious (3) Who teaches with a pen (4) Teaches man what he does not know (5)” (QS. Al-Alaq: 1-5)

The verse that Allah sent down ordered Muslims to read it so that they would know Allah's obligations and prohibitions. In Islam, reading is not only to know Islamic rules but also to enhance the knowledge of Muslims. Islam deliberates knowledge very essential.

A program that is made will be successful if we find a difficulty encountered and a strategy. The difficulty is a circumstance where students cannot study well, because of distractions. Learning disorders are caused by students' lack of understanding of the material being taught. This causes the learning process to be hampered and causes their learning achievement to decline. Word-level difficulties relate to word decoding and recognition skills and comprise problems with comprehension, knowledge of phonic and orthography units of the word, using analogies and context of sentences or paragraphs (Westwood, 2008)

Brown (2007 P.119) describes strategies as " a specific method for approaching a task or problem, a form of action for the realization of a specific goal, planned design to control and manipulate certain information". It distinguishes strategies and styles. Style is "the consistent and fairly enduring trends and preferences of an individual". Style is what sets you apart from

others, it's pretty consistent and defies change. On the other hand, strategies change from one individual to another as specific issues and contexts change.

In previous studies, several studies discussed difficulties and strategies in reading comprehension such as Masri, R. (2016), who researched "Students' Difficulties in Reading English Recount Texts". The researcher concludes with the results of the test 17 instruments used and a list of questions, and this study used a descriptive method. every student has difficulties in the recount text process: retention and comprehension in reading recount text, the problem is that students have difficulties in understanding and analyzing the contents of the reading text. Some students are still confused about understanding English texts, especially recount texts. Sometimes students do not have prior knowledge as a basis for understanding reading texts. Thus, students have difficulty completing reading the recount text. Students also have problems memorizing vocabulary caused by low motivation in learning to read English texts.

Noor Aziz Kurniawan (2017) this research resulted in the observation in the tenth year of SMK Islam Sudirman 2 Ambarawa. This research concentrated on the strategies used to improve student's reading skills and the strategies most recurrently used by teachers in teaching reading in the SMK Islam Sudirman 2 Ambarawa. This study is a descriptive qualitative study. Data is organized from observations, documentation, interviews, questionnaires, and data descriptions. The strategies application to progress students' reading skills is to continue applying Jeremy Harmer's principles of teaching reading; Reading is not a passive skill, students need to be involved in what they are reading. The student feedback is good, most of them are interested and enjoy the strategies to teach reading. Strategies are divided into 4, such as 1. Memorization, 2. Feedback relationships, 3. Using games, and 4. Discussion. The most used is the use of Game.

In this study, the researcher concentrated on reading comprehension English lessons in *Takhossus* program one of the vocational schools located in Mojokerto, namely SMK *UBP (unggulan berbasis pesantren) Nurul Islam*.

Takhossus comes from Arabic *خصص* which has the meaning of specialize or *اختص* which means specific, and which the author *تخصص* means something that is devoted or focused. The *Takhossus* program is the characteristic program was created with an official permit at the Ministry of Education, although this program is not included in curriculum created by the Ministry of Education. *Takhossus* program is divided into three programs as *Takhossus Lughowiah* program studying about bilingualism (English and Arabic), *Takhossus Ilmu Alat* studying about classic book (*kitab kuning*) and the *Takhossus Tahfidul Qur'an* focus memorizing Al-Qur'an.

Therefore, each class has more expertise or specifications in the special classes that have been chosen. This program was created to support, explore, and students' abilities. This program is which students choose at their own pace, starting from the first grade. Schools create their syllabus and modules to support the *Takhossus* program, even teachers who focus on *Takhossus* lessons are teachers who have very supportive skills for students to accept and understand the *Takhossus* program. This program was created to multiply the abilities and talents of students to develop student's abilities with the hours that have been set in teaching and learning activities on effective days.

In this study, the researchers focused on the English lesson in *Takhossus* class and the difficulties and strategies in reading comprehension. Because reading comprehension is considered very important and influential in every aspect, and by choosing the English Lesson in *Takhossus* class this program is considered right on target, every day they always practice English in their class.

B. Research Questions

According to the background of the study explained above, the author formulated the research question as follows:

1. What are student's difficulties on reading comprehension English lessons *Takhossus* class (*Lughowiah, Alat, Tahfidz*) at the tenth grade of

students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*?

2. What are the student's strategies on reading comprehension English lessons *Takhossus class (Lughowiah, Alat, Tahfidz)* at the tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*?
3. What are teachers' strategies in resolving students' difficulties on reading comprehension English lessons *Takhossus class (Lughowiah, Alat, Tahfidz)* at tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*?

C. Study Objectives

According to the above research questions, there are three the purpose for this study as follows:

1. To reveal the difficulty of students in reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in the tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*?
2. To reveal the student's strategies in reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in the tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*?
3. To reveal teachers' strategies in overcoming in resolving students' difficulties in reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*?

D. Significance of the Study

This study should be able to contribute to students, teachers, and future researchers.

1. For teachers

The results of this research are expected to present information and an overview of why students choose language classes according to their wishes and abilities, feedback to advance the quality of the teaching and learning process for students as the ability to reading comprehension in English lessons even though it is not the focus of learning.

2. For students

The results of this research are expected to provide continuous information to expand reading skills from the difficulties and strategies they have found and hope to be involved more students in class reading and improve them, especially in reading.

3. For a further researcher

The results of this study are expected to be applied as a guideline and reference for their research

E. Scope and Limitation of Study

This research was limited to teachers who taught English lesson and students in *Takhossus* class at tenth grade at *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam*. There were 5 tenth graders, among others one *DPIB (Desain Pemodelan dan Informasi Pembangunan)* class *Tahfidul Qur'an Takhossus* program, two *Multimedia class Alat Takhossus* program, and two *multimedia class Lughowiah Takhossus* Program. which were observed in three *Takhossus* class one *DPIB (Desain Pemodelan dan Informasi Pembangunan)* class *Tahfidul Qur'an Takhossus* program, one *Multimedia class Ilmu Alat Takhossus* program, and one *multimedia class Lughowiah Takhossus* program. All classes are taught by the same teacher, Miss D to teach English lesson in all of the class. The author focuses on the difficulties

and strategies the students in reading comprehension and teachers' strategies in resolving students' difficulties in reading comprehension in English lessons in *Takhossus class (Lughowiah, Ilmu Alat, Tahfidz)* in tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam*.

F. Definition of Key Terms

1. Reading Strategy

Hornby (2009:179) states that a strategy is a plan intended for a particular purpose or planning process. It is also a specific method for approaching tasks or problems, an operating mode for achieving certain goals, and a planned design for manipulating and controlling certain information.

2. Reading Difficulty

The difficulty is the quality or state of being difficult to do or comprehend (Hornby, 2001). The difficulty lies in the mistakes made by students in the learning process. This happens because students do not understand or are confused or know the material explained by the teacher. In this case, the difficulty is a situation where students find it difficult to understand texts in English.

3. Reading Comprehension

Sandra (1994:12) explain reading as a way of interpreting or understanding. Reading is a complicated information processing ability in which the reader interrelates with text to (recreate) more meaningful discourse

4. *Takhossus Class in SMK UBP (unggulan berbasis pesantren) Nurul Islam*

The process of simultaneously extracting and producing meaning is known as reading comprehension. Reading without comprehension shouldn't be referred to as reading because comprehension is a necessary component of reading, according to Dalmann et al. (2002: 25). It implies that reading and comprehension are inextricably linked. As a result, reading should not be used as a verb if understanding is not involved. Everyone who

wishes to increase their knowledge and information should read comprehension. Some students find it challenging to understand the literature they have read at times. Therefore, the issue needs to concern teachers more

a) *DPIB (Desain Pemodelan dan Informasi Bangunan) class Tahfidul Qur'an Takhossus Program.*

In this class, all students take the *Takhossus Tahfidul Qur'an* program in which all students memorize the Qur'an, in the other hand students also study lessons according to the vocational curriculum in general including English lessons.

b). *Multimedia class Lughowiah Takhossus program.*

In this class students choose multimedia and the *Lughowiah Takhossus Program* (English and Arabic), the students in this class must have more bilingual abilities than in other classes. Students have two English subjects, English lesson according to the government curriculum and English lesson which focuses on the *Takhossus Lughowiah Program*.

a) *Multimedia class Ilmu Alat Takhossus Program.*

In this class, students choose a multimedia major and the *Takhossus Program Alat*. The students in this class have more ability in understanding *classic kitab* (kitab kuning). On the other hand, students also study lessons according to the vocational government curriculum in general including English lesson.