

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is much used by people of different mother tongues and countries of origin as language as contact in immediate interactions (Fitriani, 2018). In Indonesia, English has become a compulsory subject taught at elementary school to university level. It's has been explicitly stating in several official documents released by the government especially those related to education. This language can become a tool to achieve the goal economy, the relationship among countries, social-cultural process, education career development for people.

Reading is one of the four language skills taught in English language learning process besides speaking, listening and writing (Sahmal, 2022). According to Grabe and Stoller, reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process. Reading comprehension is the ability to understand the idea and information in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient starting from senior high school up to university (Rosdiana, 2016). According to Maulizan (2015) reading comprehension is a thought process through which reader become aware of an idea,

understand it in term of their experimental background and interpret in relation to their own needs and purposes.

Based on the explanation above, reading comprehension is important in language because the student can get information, ideas and knowledge. It can explain that reading is the combination of word recognition, intellect and emotional interrelated with prior knowledge to understand the text.

Currently, implementation of curriculum 2013 for senior high school all ready to be applied, the curriculum 2013 is very much different with another curriculum. Curriculum 2013 for the senior high school began to be implemented from eleventh grade of senior high school. The purpose the study of the curriculum 2013 in the classroom is not only based on what students learned from the curriculum but also it is hoped to achieve certain value. The religious value and some character-building value in the student's character are also taught in the classroom.

Teaching and learning method also comprehensively changed into students' center. In the curriculum 2013 English skills become the main priority at teaching and learning English for students as the activities in curriculum 2013 are expected to make students exposed in using the English language as often as possible with various theme, context and topic. In this case, the students use of skill communication become the main priority for the curriculum 2013 in term of communication purpose.

The research conducted this research in SMAN 3 Aceh Selatan is one of school that already implemented curriculum 2013 in the academic year of 2019/2020. SMAN 1 Kota Bahagia become an important language besides

Indonesia language. For students, English sometimes becomes the most dreadful subject, because the students have different intelligence, so for them to produce different comprehension especially reading comprehension in the text. They still have difficulties in reading comprehension of text, especially the reading material of English curriculum 2013. The researcher focuses on students' difficulties in comprehending English reading text.

Based on the researcher's preliminary research at SMA Negeri 1 Kota Bahagia on August 30th 2020, the grade of the students in reading was low because they did not understand about the material. When the researcher gave some questions regarding a text, the students were not able to identify the social main idea, social function, language features, and the generic structures of the text. It was proven by their daily score and many of them were not able to reach the KKM. It means that the purpose of learning reading was failed.

Moreover, this is amplified by the result of interview conducted by the researcher with some students, the researcher found that the students agreed that reading comprehension is difficult. As the result, the learning objectives cannot be achieved.

Hence, the difficulties should be investigated in order to know the factor that cause them so it will be easier to manage and determine the solution to deal with the problems faced by the students in the class room. That is why, the researcher wanted to know deeply about students' difficulties in comprehending English Reading text which was the reading materials on the descriptive text faced by the eleventh-grade students. Thus, the difficulties can be minimized by

conducting research entitled “An Analysis of Students’ Difficulties in Mastering Reading Comprehension at SMAN 1 Kota Bahagia”.

### **1.2 Problem of Study**

Based on the background of study above, the researcher tries to answer the following questions; what difficulties are faced by the Eleventh Grade Students at SMAN 1 Kota Bahagia through interview process?

### **1.3 The Objective of Study**

Derived from the questions of research problem, this study aims:

1. To find out the difficulties faced by the Eleventh Grade Students of SMAN1 Kota Bahagia Aceh Selatan in comprehending English reading text.
2. To know the factors that are influencing to the students’ difficulties in comprehending English reading text at SMAN 1 Kota Bahagia.

### **1.4 The Significance of Study**

There are two benefits of this of this research, namely theoretical and practical benefits. The expected results of this both theoretically and practically are:

#### **1.4.1 Theoretical Significance**

1. Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.
2. Giving the description of the factors that influence the students’ difficulties in comprehending English reading text at eleventh grade of SMAN 1 Kota Bahagia.

### **1.4.2 Practical Significance**

#### 1. For Teacher

This research will be useful for the teachers to diagnose the students' difficulties in reading comprehension.

#### 2. For Students

This research will be applicable for students to help them to be active to do their reading and to motivate them in reading as often as possible.

#### 3. For Future Researchers

This research will be useful for the future researcher who wants to conduct research in English teaching-learning process to get references.

### **1.5 The Scope of Study**

The researcher limits this research on the students' difficulties in comprehending English reading text, especially the difficulties of students on reading text that the materials in the descriptive text. The researcher limits the problem only at the eleventh-grade students of SMAN 1 Kota bahagia.

The researcher would like to analyze the difficulties that faced by students in comprehension English reading text in the descriptive text focuses to analyze: Determining main idea, Understanding Vocabulary, making inference, Detail Information and the factors of contributing the students' difficulties in comprehending English reading text at eleventh grade students of SMAN 1 Kota Bahagia.