

# CHAPTER I

## INTRODUCTION

### A. Research Background

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 (see: Fithriani, 2018.). Because of its universal nature, of course English is one of the most widely used languages in the world. So if we master English, we can communicate with people from various countries easily. 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..

In learning reading, the students are required to comprehend the text to get the information. Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Pourhosein and Sabouri, 2016). Without comprehending, reading would serve no purpose. It means that understanding words is the goal of reading skill should be achieved by the is the goal of reading skill that should be achieved by the student at each level of the language learning process.

Reading is one of the main idea skills that students must have in learning English. Reading is the act of someone who reads. According to Hornby (2005), reading is an active and complex process based on the application of a number of skills and knowledge of language and print. In reading, vocabulary is an important thing that students must know to understand the text. According to Aunnurahman, et al (2020), reading comprehension allows students to

understand the contents of a book and other reading texts. So understanding in reading is something that is indeed mastered by students.

Reading comprehension is not merely a process of recognizing and understanding words and their meanings. It involves a more complex cognitive process where students could understand the meaning of written language, link it to their prior knowledge, and build up a mental representation of the information that they have read (Keenan, et al., 2008). This includes lack of vocabularies, difficulties in academic field, and difficulties in mastering English in general. Therefore, reading comprehension needs to be given more attention, particularly in EFL classes (Robinson, et al., 2019).

Unfortunately, since English is taught as a foreign language in Indonesia, students have higher possibilities of facing difficulties in comprehending reading text. Students are also not regularly exposed to the language, which makes it harder for them to master it in a short period of time and further leads them to have limited vocabularies. Moreover, when it comes to their reading motivation, the students' reading motivation in Indonesia can be considered low. This is proven by a survey conducted by Program for International Student Assessment (PISA) in 2018 that was released in 2019. The survey shows that the students' reading ability in Indonesia is considered very low since it sits on the 72th position out of 77 surveyed countries.

In a previous study with the author Ratih Laily Nurjanah entitled *Analysis of Student Difficulties in Taking Reading Comprehension Final Tests*, Vol 2, No 2. 2018. In this study, it was shown that students faced problems related to vocabulary knowledge or mastery. These problems are related to poor reading habits and the lack of interest in learning reading comprehension that they have in class such as games, or audio-visual media to keep them interested in lectures or reduce anxiety. This research is important to find out the difficulties experienced by students in reading comprehension, with this research, lecturers can increase students' willingness in reading comprehension through interesting learning strategies such as applying games and using audiovisual media.

Article with the authors Teni Lestari, Setia Mujianto and Amir Hamzah entitled *An Analysis of Students' Difficulties in Reading Comprehension*, Vol. 3, No. 1. 2020. The result found that the most difficulties often faced by students in reading comprehension is lack of relevant vocabulary. Caused the students do not understand the meaning of the whole passage. Furthermore, the students strategies to improve their reading comprehension ability are comprehension monitoring. Preceding generating and asking question, activating and using background knowledge, making inference, summarizing, and visualizing the dominant strategy used by the students is comprehension monitoring. The data obtained from this study found that the students lacked vocabulary mastered in reading comprehension, it was also found that the strategy used by the students was to ask questions to summarize the reading text.

Based on a previous article by author N.K.R. Saraswati, P.E. Dambayana, N.P.A. Pratiwi entitled *Analysis of Reading Comprehension Difficulties for Class VIII Students*. Vol. 19, No. 1. 2021. Determining the main idea is the most difficult aspect faced by students with a difficulty percentage of 72%. Followed by locating reference which gets 70%. For the difficulty level is 68% and 67% which is only a difference of one percent. While the difficulty of students in making inferences got the lowest percentage of difficulty, namely 63%.

Realizing that comprehending text is very important to be achieved by students in reading skills, these weakness in comprehending reading on recount text should be known and solved both by the students and the teacher because the weakness give a negative impact on the students ability and motivation to achieve the reading target. Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different weaknesses in reading comprehending recount text.

There are also some researches related to the student's weakness in reading text. The researcher analyzed some related researches, the researches considers those researcher can be an additional and valuable source of

information. Besides, the research review also supported valuable reference, the first is Aiman (2019). This research aimed to find out the student's difficulties in comprehending recount texts viewed from the generic structure, social function, and lexical grammatical features. Based on data analysis, it was found that the student's difficulties in comprehending recount texts were average. Furthermore, it causes by a lack of knowledge, limited vocabulary, less concentration, and poor reading interest.

The second previous research was a descriptive study conducted by Khoirunnisa (2019). Based on the researcher's conclusion that students have weaknesses and strengths in the recount text process, students from the best class in eighth grade experience weaknesses and strengths in reading comprehension. . The most difficult thing faced by students in reading recount texts is understanding determining the main idea, understanding vocabulary, understanding grammar and detailed information. Referring to previous research, this research is intended to answer research questions about what are the weaknesses and strengths of students in reading comprehension of recount texts. This is intended to find and provide further information to teachers regarding the weaknesses and strengths of students in understanding recount texts at SMP Negeri 10 Sungai Kakap and identify the weaknesses and strengths in reading comprehension of recount texts at SMP Negeri 10 Sungai Kakap. The subjects of this study were Grade VIII students of SMP Negeri 10 Sungai Kakap in the academic year 2022/2023 and focused on the weaknesses and strengths faced by Grade VIII students of SMP Negeri 10 Sungai Kakap in reading comprehension of recount texts.

## **B. Research Questions**

What are students strength and weakness in reading comprehension on recount text at SMP Negeri 10 Sungai Kakap?

### **C. Research purpose**

The purpose of the research based on this research question is to find out the strengths and weaknesses of students in reading comprehension of recount texts at SMP Negeri 10 Sungai Kakap

### **D. Research Significances**

Beneficial research should provide important benefits and impacts for the subject which are researcher, environment, information, and further research. In this research, two significances are obtained from the point of theory and practice.

#### **1. Theoretical Significance**

The finding of the research is expected to add beneficial theory and give a better understanding of the student difficulties reading comprehension on recount text. And also for the theoretical purpose, it can act as additional knowledge to further research that can be done in the future by other research findings of this research other research. Moreover, the research findings of this research add another theoretical value not only for the researcher but also for student scholars as references for their researcher in the same particular area of teaching English.

#### **2. Practical Significance**

The significances of this research are expected to be useful for :

##### **a. For Teachers**

The results of this study can be an input to increase knowledge which caused students to experience difficulty in reading comprehension so that they can be a reference in designing English learning, overcoming student learning difficulties, and providing motivation to students in learning English.

##### **b. For Research**

This paper is expected to contribute ideas to other researchers if they want to carry out research related to the difficulty of reading comprehension.

c. For a Student

This research was useful to improve the students activity in reading class and to help students solve the problem in reading activities.

## **E. Scope of Research**

### 1. Research Variable

The researcher used independent variables because focus to find the students difficulties in reading comprehension of the text view from students competence and attitude. A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study (Creswell, 2012:112). An independent variable is an attribute or characteristic that influences or affects an outcome or dependet variable. So, the variable is the students difficulties in reading comprehension on recount text.

### 2. Research Terminology

Terminology is the explanation of terms in words. In this section, the terms used in the study are used to avoid reader misunderstanding. Therefore, the researcher explains several terms in this study, namely students difficulties, and reading comprehension.

#### a. Students Difficulties

Difficulties are errors faced by students in the teaching and learning process. This happens because students are confused or do not know or understand the material that has been explained by the teacher.

#### b. Reading Comprehension

Reading Comprehension is an active process of reading that derives the meaning of connected text. It is about an understanding the content of a particular text. Reading comprehension is essentially the ability to understand what has been read.

c. Recount Text

Recount text is a piece of text that retells past events, usually the order in which they happened. The recount text purpose to give the audience a description of what happened and when it happened.

d. Eighth grade students of SMP 10 Sungai kakap is one of the state Junior High Schools in Sungai Rengas. It is located in the stronghold where this research will be conducted.