

CHAPTER I

INTRODUCTION

A. Research Background

English is currently used by many people from various countries. Most foreign speakers use English to build relationships with other people who come from various countries. That is one of the reasons why English has become important to master due to globalization. English can be a tool to achieve educational goals, relations between countries, economy, social culture, and career development for people. In Indonesia, English is adopted as a foreign language. Included in the educational curriculum run by each school.

Reading is one of the main skills that students must have in learning English. Reading is the act of someone who reads. Reading comprehension is not merely a process of recognizing and understanding words and their meaning. 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 fields, 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 comprehension 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 student's reading motivation in Indonesia can be considered low. This is proved by a survey conducted by the Program for International Student Assessment (PISA) that was released in 2019. The survey showed that student reading comprehension in Indonesia is considered very low since it sits on the 72th position out of 77 surveyed countries.

It was previous study with the author Ratih Laily Nurjanah entitled *Analysis of Student Difficulties in taking Reading Comprehension Final Test*, Vol 2, No 2. 2018. In this study, it was shown that student 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 in class such as games, or audiovisual media to keep them interested in lectures or reduce anxiety. This research was important to find out the difficulties experienced by student in reading comprehension, with this research, lecturer can increase student 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 Student Difficulties in Reading Comprehension*, Vol. 3 No 1. 2020. The result found that the most difficulties often faced by student in reading comprehension is lack of relevant vocabulary. Caused the student do not understand the meaning of the whole passage. Furthermore, the student strategies to improve their reading comprehension ability are comprehension monitoring. Preceding generating and asking question, activating and using background knowledge, making inferences, summarizing and visualizing the dominant strategy used by the student comprehension monitoring. The data obtained from this study found that the student lacked the vocabulary mastered in reading comprehension, it was also found that the strategy used by student was to ask question to summarize the reading text.

Based on a previous study by author N.K.R Saraswati, P.E Dambayana, N.PA Pratiwi (2021), entitled *Analysis of Reading Comprehension Difficulties for class VIII Student*. Determining the main idea is the most difficulties aspect faced by student 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 student the making inferences get the lowest percentage of difficulty namely 63%.

Because in order to obtain good reading learning result in English, student must master vocabulary first. The means that to obtain results from reading a text, it must first teach and provide good vocabulary learning as well. From previous study, many researchers conducted research at school or universities, especially to find out what difficulties student faced in reading comprehension. The researcher conducted the study is a place where it was easy to meet the participant. This study aims to analyze what are difficulties in reading comprehension . The research was conducted at the student seven grade in SMP 2 Teluk Keramat. In this study researcher will focus on analyzing several aspect that became difficulties for student.

B. Research Problems

Based on the background explanation above, the researcher concluded that the research problem of this study were :

1. What are the student difficulties in reading comprehension at SMP 2 Teluk Keramat in the academic year of 2022/2023 ?
2. What are dominan aspect difficulties in reading comprehension at SMP 2 Teluk Keramat in academic year of 2022/2023?

C. Research Purposes

Based on the research question, the researcher formulated the purpose in this study were :

1. To find out student difficulties in reading comprehension at SMP 2 Teluk Keramat in the academic year of 2022/2023.
2. To find out dominan aspect aspect difficulties to in reading comprehension at SMP 2 Teluk Keramat in the academic year of 2022/2023.

D. Significance of Study

The present research would benefit in the following aspects:

1. Theoretical Benefits

The researcher hopes that this research can contribute new knowledge and information and can make a reference for further research.

2. Practical Benefits

a. To the Lecturer

This research will be useful for lectures to diagnose student difficulties in understanding reading.

b. To the Student

This research will apply to student to help them to achieve to read and motivate them to read as often as possible.

c. To Researchers

The researcher hope this reseach can help as a source of additional reference in futher research.

E. Scope of Research

1. Research Variable

The research variable is something that is the focus of attention that has influence and has value. According to Sugiyono (2017: 61), the research variable is an attribute or nature or value of a person, object, or activity that has a variance determined by the reseacher to be studied and than draw coclusion, based on this explanation the variable in this study a single variable. The variable in this study the student difficulty in reading comperhension.

2. Research Terminology

The researcher provides the following explanations which are used in this research. The terms are below:

a. Students Difficulties

Student difficulties are one of the important aspect that must be known because by knowing the difficulties of student, lecturer and student can do what must be done so that the difficulties found can be resolved.

b. Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what student know. An individuals ability to understand, process and integrate text is invluenced by then skillls and ability to process information.

c. SMP 02 Teluk Keramat

SMP 02 Teluk Keramat is located on Sekura, Teluk Keramat district, Sambas Regency, West Borneo.