

CHAPTER I

INTRODUCTION

1.1 Background of This Study

Reading is means of communication through which various people convey their views. Reading is an important skill in an academic context and has received a great deal of attention. Reading as a phenomenon of meaning formation involves various complex processes that include word knowledge, word reading, and rich linguistic experience with words (Wilkinson and Son, 2011).

Reading is an important skill for students learning English as a second language. This skill is essential for succeeding in learning English and in any content class where reading is required (Mulatu & Regassa, 2022). If students' reading skills are improved, they will make progress and development in other areas of learning. Even students must be able to read. Reading is complex skill, and it essential to evaluate how effectively the thought processes underlying our understanding of written language work. Work recognition is an important part of reading, which involves matching written information (printed words) with the correct lexical representations stored memory (Robert et al., 2025).

Reading ability is one of the most important basic skills in learning English, especially at the junior high school level. This skill involves not only recognizing words and sentences but also understanding the meaning of the text being read. At SMPN 11 Tanjungpinang, the main problem is that students in class VIII.2 struggle to comprehend English texts. This is primarily due to a limited vocabulary, insufficient understanding of sentence structure, and a lack of focused reading

practice. As a result, many students struggle to properly understand text content, adversely affects their overall English achievement.

Students also do not understand new vocabulary. Low confidence worsens the problem. Students who lack confidence hesitate to try reading independently or to ask questions and discuss with teachers and peers. Weak reading skills slow their learning, both in English and in general information. Poor reading comprehension also reduces confidence and motivation. Researching this is problem is crucial to finding effective solutions.

Despite the fact that research conducted by Malinda et al., (2022), found a number of students' difficulties in English reading skills in junior high school. Students have difficulties in understanding main ideas, finding supporting details, interpreting vocabulary, and making inferences and references from the texts they read. Some of the causes include limited vocabulary, ineffective reading methods, and a lack of understanding of the material they read. However, we conducted this study at SMPN 05 Tanah Pinoh Barat, a different context and learning environment. Therefore, there is still a research gap regarding student reading problems in public junior high schools in the Tanjungpinang area, especially at SMPN 11 Tanjungpinang, considering local conditions and factors that affect students' reading abilities.

The importance of this research lies in the position of reading skills as the main foundation in language learning. Without good reading skills, students will struggle to develop other language skills such as writing, speaking, and listening. By understanding the specific problems faced by students, it is hoped that this research

can make a tangible contribution to the development of more effective teaching methods, as well as support the improvement of English language learning quality at the junior high school level.

1.2 Identification of the Problem

The researcher found problems like the following based on the research background:

1. Students have difficulty identifying main ideas
2. Students still have difficulty understanding new vocabulary
3. Students often fail to find supporting detail
4. Students struggle to make inferences and references
5. A lack of effective reading strategies contributes to these difficulties

1.3 Limitation of the Problem

In this research, the researcher will focus on the problems faced by students in learning English reading skills in class VIII.2 at SMPN 11 Tanjungpinang.

1.4 Research Question

Based on the limitation of the problem above, the researcher formulates the research question,” What problems do students face in learning English reading skills in class VIII.2 at SMPN 11 Tanjungpinang?”

1.5 Research Objective

The objective of this research is to identify the problems faced by students in class VIII.2 at SMPN 11 Tanjungpinang when learning English reading skills.

1.6 The Significance of the Research

It was expected that the result of this study would give some contributions to:

1. Students

The findings from this study can help students identify the obstacles they face when reading English texts and understand how to overcome them. This study can also boost their enthusiasm and improve their reading strategies to achieve better comprehension and performance in English language learning.

2. English Teacher

The results of this study can help teachers identify reading problems commonly experienced by students and adjust their teaching methods accordingly. Teachers can design more effective learning materials and classroom activities tailored to students' needs to help them develop better reading skills.

3. Other Researchers

This study can be used as a reference or supporting material for future studies related to difficulties in learning English, especially in reading. In addition, this study also provides useful insights and data that can be compared or develop in the context of similar studies.

1.7 Definition of Key Terms

1. Reading Skill

Reading ability is the skill of students in actively and critically capturing, translating, and connecting information from English texts, in accordance in class VIII.2.

2. Student's Problems

The obstacles or challenges faced by students include difficulty in recognizing words, understanding the content of texts, and psychological problems that affect their ability to read and understand the material wells.

3. English foreign Language

Is a term used to describe the learning of English by students in countries where English is not the primary language. In this context, english is learned only in formal settings, such as schools, courses, or educational institutions.

