

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the four fundamental abilities that must be taught to pupils is reading. According to Halik (2016), reading is an interaction between a writer and a reader in which the writer transmits his thought through written symbols, and the reader subsequently understands it.

Reading is an activity in the form of pronouncing or spelling a writing. According to Saddhono (2012) Reading is a very important language skill, this is based on the fact that reading is a means to learn something so that it can expand knowledge and explore written messages in reading material which can eventually be poured into writing, namely writing. Students' reading instruction should be designed to make reading enjoyable, enable quiet reading at a variety of speeds, and ensure that they comprehend the reading material to a suitable degree. Reading instruction should be able to develop positive character traits in pupils in addition to these three elements, such as a love of reading, diligence, inventiveness, curiosity, and so on. Students will learn something by comprehending the discourse they read because one of the goals of reading is to provide a grasp of the reading's topic. Students' knowledge or information, including both what they already know and new information.

According to Monika (2018), reading is an intentional act undertaken for a specific objective. Someone can read to get existing information. Additionally, reading for purposes of determining the proper strategy for reading comprehension. Reading is not change process. This indicates that when people read a text, they must comprehend the text's primary idea in addition to reading individual sentences. So that readers can derive value from the text they read.

Based on the experience of researchers when teaching at MAN Bintan, Reading in English while studying is highly challenging for students. The difficulty is the trait of being challenging to perform or comprehend. (Hornby, 2001). The challenge is that mistakes students make during the teaching and learning process. It happens because the students don't know or grasp the content that the teacher has explained, or because they are confused about it. The student's inability to understand English reading text presents a challenge in this scenario. Suardhiani (2018) outlined several challenges that students face when it comes to understanding texts. These difficulties include struggles in discerning the main idea or topic, locating relevant supporting details, recognizing the overall structure of the text, finding references within the material, and making inferences based on the information provided.

1.2 Identification of The Problem

Based on the research, the problem is identified as follows:

1. The lack of student interest in reading.
2. Students experience a fear or apprehension when it comes to making mistakes.
3. Students may feel shy or exhibit a lack of confidence due to their apprehensions or uncertainties.
4. The students lacked of motivation in reading.

1.3 Limitation of The Problem

The limitations of the problem in this research are as follows: it can be inferred that the researcher limits the research focuses on the students' difficulties in reading comprehension.

1.4 Research Question

The research problem formulation in this study is as follows: "What are the difficulties in reading comprehension faced by the students?"

1.5 Purpose of the Research

This study aims to find out the English student's difficulties in reading comprehension.

1.6 Signification of the Research

The research is conducted with the aim of identifying the uses and benefits it can provide. These uses can be categorized into theoretical and practical aspects.

1. Theoretical Significance:

The research holds theoretical significance as it offers an overview of the difficulties encountered by English students in reading comprehension. It contributes to the existing body of knowledge by shedding light on the specific challenges faced in this area.

2. Practical Significance:

The practical uses of this research are manifold and can benefit various stakeholders, including English teachers and other researchers.

a. English Teachers

English teachers can utilize this research as a valuable reference and overview when preparing and implementing reading instruction. It provides insights into the identified difficulties, enabling teachers to structure their teaching methods and strategies more effectively. By being aware of these challenges, teachers can better support their students' learning and create a more well-prepared and organized learning environment.

b. Other Researchers:

For other researchers, this study serves as a valuable resource and additional knowledge in conducting further research in the same field.

It can provide a foundation for future studies by highlighting the specific difficulties faced by English students in reading comprehension, encouraging researchers to delve deeper into related areas and explore potential solutions.

In summary, this research contributes to the theoretical understanding of the difficulties in reading comprehension for English students and offers practical benefits for English teachers and other researchers in enhancing teaching practices and inspiring further investigations in the field.

1.7 Definition of Key Terms

To establish a shared understanding and perception of key terms used in this study, the following definitions are provided:

1. **Student's Difficulties**

The difficulty is a condition where students cannot learn because of inference. Learning disorders are caused by students' lack of understanding of the material.

2. **Reading Comprehension**

Reading comprehension is the fundamental essence of the reading process, involving extracting meaning from the text being read.

3. **Recount Text**

Recount text is a text that is telling the reader about one story, action, or activity. Recount text is a text which retells event or experiences in the past.