

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In English, four language skills must be acquired to learn English: listening, speaking, reading, and writing. These skills are interrelated. Bull asserts that listening is a talent that helps in understanding what is stated aloud. Speaking is the oral exchange of information with others. Reading is a way to gain knowledge through written materials such as books, newspapers, magazines, and other sources like websites. Writing is a type of communication that, allows us to connect with others and Readers must understand the concepts we want to express through our writing Students are also expected to learn English for many reasons, including the fact that it helps expand their vocabulary (Rahman, 2012).

Reading is a process of receiving knowledge from written symbols through which reading can significantly increase your vocabulary. Reading is acognitive skill that can be used when interacting with text semantically (Urquhart & Weir, 1998). Reading also concentrates on the meaning of words, phrases, and paragraphs. Thus, it can be said that reading is the act of assimilating ideas and information from a text. People who read become more aware of the context and meaning of words, phrases, and paragraphs. Alderson & Urquhart (2000) say that reading is difficult to categorize into stages of understanding the message directly.

Reading is beneficial for learning the language and useful for other purposes. Methods that students need to master include text recognition, comprehension, and fluency. Students can improve comprehension, knowledge and insight by reading.

Reading texts gives you the opportunity to learn new vocabulary, punctuation, grammar, and sentence and paragraph construction techniques. Reading comprehension is the capacity to comprehend the content of a text, interpret it, and determine its precise meaning (Grabe & Stoller, 2011).

Reading comprehension, then, is the capacity to read a text, interpret it, and comprehend its content. Additionally, reading comprehension can help with word choice and composition. According to Nuttal (1982), in order for students to comprehend a text well, they must be able to do the following five things: determine the primary idea, track down specific information, make deductions, identify references, and understand the significance of words or in-depth details. These elements are thought to be challenges that the students have when trying to understand the text.

Descriptive text is one of the text genres. Describe a specific person, location or thing in a descriptive text. The simple present tense is used in this text. This simple that literature that aims to provide information is a type of descriptive text. Descriptions of objects, animals, people, or other people such as a pet or someone we know provide the context for this type of prose. Here, the researcher will investigate students' difficulties with reading comprehension, particularly when they are reading descriptive texts, as this kind of literature is appropriate for tenth graders and the content is included in the syllabus.

In teaching reading in schools, reading take a position as a language skill to be taught. Based on curriculum 2013, students must be able to understand functional text and deep essay descriptive, recount and procedure related to close

behavior, especially to senior high school first year students in reading understanding to be achieved in KKM is 70. Based on the pre-survey, it was found that some students get grades that do not reach the target to be achieved in reading comprehension. This makes researchers interested in investigating students' barriers to understanding English text especially descriptive text by first year students from SMAN 1 Siantan.

Use of questions as a teaching and learning tool may engage students and make them enthused about learning how to write descriptive writing. Because it delves further into how to accomplish it, the questioning method in this study is a tactic that can help students write and read descriptive prose. Since this approach will make it clearer how to interpret descriptive language in greater depth. Analysis of the issues experienced by students is required since the researcher is interested in performing this study to determine the level of students' understanding when reading texts in English. By analyzing students' problems, this research is entitled **“An Analysis of Students' Problems in Reading Comprehension of Tenth Grade at SMAN 1 Siantan.”**

1.2 Identification of the Problem

Based on the background of the problem above, the research was focused on analyzing students' barriers to understanding English text especially descriptive text for students of tenth grade.

1.3 Limitation of the Study

Based on the identification problem above, the researcher focuses on the students' problems in reading comprehension at SMAN 1 Siantan.

1.4 Research Question

Based on the limitation research focused, the researcher was formulating the problems into "What are students' problems in reading comprehension at tenth grade of SMAN 1 Siantan?"

1.5 Objective of the Study

Based on the research question above, the aim of this study is to describe students' problems in reading comprehension at the tenth grade of SMAN 1 Siantan.

1.6 Significant of the Study

The researcher hopes that the objectives of the study can be achieved, the result of this study can be beneficial practically and theoretically.

1. Theoretically

The researcher made an effort to help tenth-grade pupils comprehend any issues with descriptive texts. Both conceptually and practically, this research benefits both the group and the individual. This study adds to the body of knowledge in English language theories, especially with regard to the comprehension of reading in the tenth grade.

2. Practically

- 1) For teachers, it can be a source of knowledge and information about various teaching methods, especially those used to teach reading comprehension.

- 2) For the students, the results of this study were inspiring the students to do more practice than they did before, in order to learn English effectively.
 - 3) For other researcher, the findings of this study are expected to be one of the sources for other researchers to gain more knowledge and experience on how to teach English and what problems are faced when learning English.
- In addition, this study is expected to be one of the sources for other researchers to conduct research.

1.7 Definition of Key Terms

The terms used in this study are defined as follows by the author to clarify and prevent misunderstanding and misinterpretation of the title and content of the study:

1. Reading

Reading is the activity of looking at the reading text and the process of understanding the content of the text by vocalizing or silently.

2. Reading Comprehension

Reading comprehension is understanding reading more thoroughly because the activity emphasizes mastery of reading content rather than the act of reading.

3. Problem in Reading Comprehension

Problems in reading comprehension are problems that students are facing in reading comprehension.