

CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is the ability that used by humans to communicate with others by using signs, for example words and movements. Wibowo (2001:3) said that language is a communication system as a symbol that produces sound freely and is a habit to communicate with others. According to Owen (2006:1), Language can be defined as a communication system that combines symbols as a condition for conveying communication with one another as desired. According to Edward Sapir, Language is having a relationship and influence on others. We cannot understand what the people say if we don't have language. So, language is very necessary so that humans can interact with others. There are several countries use English as their language. English is very important to learn and is an international language. So we have to know English well.

English is studied in all countries in the world including Indonesia as a foreign language. It is studied from elementary school to university students and have to study hard to understand it. In learning English occur four foundational skills namely: Speaking, Listening, Writing and Reading. Students have to know these four basic skills and develop their knowledge so can communicate and expression their feelings with others in English well. Reading is one important skills. By reading, students can find out information and increase their knowledge. So, it is very helpful for students.

Reading is the activity of expressing something in writing that can be verbalized or silently by reading. Reading is very important to learn in increasing knowledge. In reading activities, it requires understanding and assessment of the text that is read so as to give rise to a thought process. Reading can obtain previously unknown information and can train brain function and strengthen memory. So that the students are able to provide ideas or responses from the text they read. Mikulecky (2011:5) states that reading is the process of capturing the meaning carried out by the reader mentally consciously and unconsciously. In addition, Elizabeth (2008:1-2), Reading is build meaning from writing or other symbols.

According to Johnson (2008:3), Reading is the process of making meaning using text. In addition, a good reader must have a good ability or comprehension to know the meaning of the text they read.

However, students are difficult to understand the text they read. Some students have limited ability in terms of reading and have difficulty capturing or mastering information from the text they read. There are several factors influence students' reading interest that lack of communication or disire to read. Besides that, in the enviroment a person's mindset and personality will be formed so that if affects one's reading interest and teaching methods also affects students in understanding the text.

This difficulty occurs due to a lack of communication or reciprocal interaction between teacher and students and how delivery of material is too monotonous and innacurate. So that it affects students reading comprehension. The purpose of teaching reading comprehension is to increase students' insight in understanding the text, and students are able to find messages and interpret the contents of the reading in the text.

Students should practice reading to improve their reading comprehension. Strategy needed to increase students' ability in reading comprehension. So that, the students easier to understand the text they read. Reading comprehension is the ability to understand text that has been read and be able to process or develop the text. Snow (2002:11) defines reading comprehension as the process of building an taking meaning simultaneously in social relations through written texts. According to Duke (2003), stated that Reading comprehension is a process of understanding the readings that have been read and the information obtained before and after obtaining information related to the text. Duffy (2009:14) simply defines Reading comprehension as to understand the text by drawing conclusions from the text that has been read.

In English, there are several types of text are Descriptive text, Recount text, Procedure text, Recount text and Recount text. The researcher discusses about Narrative Text. Narrative text is non-fiction story with the aim to entertain chronologically and are related.

According to Rebecca (2003), a Narrative text is a text, a plausible collection of events with a chronological flows caused by several events.

The kinds of narrative text are Personal Experience, Fairy stories, Fables, Legend, Myth, Romance, Mysteries, Science fiction, Horror Stories, Adventure Stories, Historical narratives, and Slice of life.

Based on research conducted by Siti Aisah Aminah (2017) at the Second Grade of MA Sholatiyah Petir-Serang District, The writers found that the students' difficulties to catch information from the text is 27.31%, the students' difficulties to make conclusions from the text is 30.38 %. The students' difficulties to analyze, make questions or provide an assessment of the text they read is 40.77 % .So, the result the students difficulties are on highest percentage, namely to analyze, make questions or provide an assessment of the text they read that is 40.77%.

Based on research conducted by Dian Hervi Novita (2019) at Senior High School 8 Mandau, The writers found the problem in identifying the orientation, complication and resolution of narrative text. The students was poor in identifying the orientation, complication and resolution of narrative text was (54.28%) and the writers found that the problem caused of the students difficulty in reading narrative text. There was (75.14%) of students that have difficulties in reading narrative text.

Based on research conducted by Sutriyono (2018) at The Eleventh Grade of SMA Negeri 1 Sekampung East Lampung, the highest percentage of the case in reading comprehension there are 7% students can find the generic structure, 20% students cannot identify the main idea a text, 20% students can identify the reference, 20% students can specific information, and 33% students know about the synonyms of word.

Based on results the previous research above it can be concluded that the students' ability in reading comprehension is still low. So, in this research, the writers discuss reading

comprehension in narrative text. Reading comprehension helps students to understand the text they read and improve students' vocabulary.

1.2. The Problems of Study

1. What difficulties are faced by students in reading comprehension at SMP PENCAWAN MEDAN?
2. Why did the students at SMP PENCAWAN MEDAN have difficulties in reading comprehension?
3. How to overcome the difficulties experienced at SMP PENCAWAN MEDAN in reading comprehension?

1.3. The Objectives of Study

1. To find out the difficulties faced by students in reading comprehension at SMP PENCAWAN MEDAN
2. To find out the cause of the students get difficulties in reading comprehension at SMP PENCAWAN MEDAN
3. To find out the solution to overcome the difficulties in reading comprehension at SMP PENCAWAN MEDAN

1.4. The Scope of The Study

This research is limited on reading comprehension of Narrative Text.

1.5. The Significances of The Study

The result of this research can be useful for :

1. Students
The students can able to increase their reading comprehension and more fluently to read the narrative text.
2. Teachers
The teacher can know what the difficulties faced by students in reading comprehension and solve their methods in teaching and improve their experience.
3. Other Researchers

Giving the information of the difficulties face by students in reading comprehension and find out new information or knowledge to carry out the same method of research