

CHAPTER I

INTRODUCTION

1.1 Background of The Study.

English is not a foreign language to everyone in this day and age. due to the fact that English is a universal language that is spoken everywhere (Rao, 2019). English is now one of the subjects taught in schools in Indonesia (Panggabean, 2015). There are 4 skills in English, reading being one of them. According to Hyland, (2018) reading is a method of extracting information from printed material and of correctly interpreting that information. Everyone should become proficient in this talent because it allows for the communication of a text's message (Tracy, 2019).

One of the talents required in the realm of lectures is the capacity to read English-language texts. This is evidenced by the fact that the Higher Education Entrance Test Institute's computer-based written examination includes an English test (Weir et al., 2013). One requirement for pupils to succeed in the academic world in lectures is the ability to comprehend reading in English. There are still many English-language sources of information that are utilised in many different scientific domains (Snow, 2015).

Additionally, there aren't many novels translated into Indonesian because the process is time-consuming and difficult (Akil et al., 2018). Because of this, it is a requirement for college admission that applicants can speak and understand English. The intention is for them to be able to research material from first-hand accounts or English-language sources when they are studying (Warriner, 2016).

Sadly, there is a discrepancy in the level of difficulty between the reading texts used in the UTBK and the English reading books taught in high school. English-language journal articles, where complicated sentence structure and the use of academic jargon (Denizer, 2017). High school students or potential UTBK participants will be less familiar with the exam material for the English section as a result (Scott-Railton, 2017).

According to some accounts, students believe they must seek assistance in order to pass university entrance examinations like the UTBK (Reimers et al., 2020). Because of this, prospective UTBK participants will have to spend more money in order to potentially graduate at a better level (Reimers et al., 2020). However, not every candidate for a test is able to set aside money for tutoring. Recognizing these circumstances, the professors at Diponegoro University's Applied Foreign Language study program took the initiative to create training sessions to go over UTBK questions with potential test takers.

This activity is conducted online via webinars on the Zoom platform in order to reach a larger audience. According to Akmal, (2013) the financing for this community service project comes from the Diponegoro University Vocational School DIPA. Students studying Applied Foreign Languages participated in this activity as moderators and speakers as well (Green,

2013). Students' participation is meant to provide them the chance to use what they learn in college to benefit the community.

Previously done research by Kamberi, (2019) to this study, eighth-semester students had issues with their lack of background knowledge, comprehension of the text, and reading methods, all of which contributed to their failure to successfully respond to reading comprehension questions on the UTBK test. Myers et al, (2013) additionally mentioned were pupils' challenges with text interpretation, vocabulary limitations, and time restraints.

This study is unique because this research focuses on UTBK, no researcher has yet discussed reading comprehension in UTBK. In that it examines students' difficulties with reading comprehension at UTBK (Persada et al., 2020). Since many students frequently struggle with reading comprehension, which lowers their assessment scores, this study is particularly noteworthy. According to Rios et al, (2017) when reading comprehension questions are presented as multiple-choice responses, students often choose carelessly and occasionally choose not to respond at all. And the interesting thing about this is that they already have reading comprehension skills, so they don't have to worry about that anymore (Kintsch & Vipond, 2014).

1.2 The Problems of The Study

Researchers must develop difficulties if they are to concentrate their research on the objectives that must be met. The researchers create issues to be discussed in the form of research questions using the backdrop described above, they are :

1. What are the english reading comprehension difficulties of UTBK by senior high school at SMAS Pangeran Antasari Medan?
2. How to solve the english reading comprehension difficulties of UTBK by senior high school at SMAS Pangeran Antasari Medan?

1.3 The Objectives of The Study

Given the aforementioned problem, the study's aims are as follows :

1. To find out the english reading comprehension difficulties of UTBK by senior high school at SMAS Pangeran Antasari Medan.
2. To solve the english reading comprehension difficulties of UTBK by senior high school at SMAS Pangeran Antasari Medan.

1.4 The Purpose of The Study

Theoretical benefits

The researcher expects that other researchers working on related projects will find this study to be useful. This study is consulted for information about english reading comprehension difficulties of UTBK.

Practical Benefits

a) For Students

1. Understanding the reasons why it's challenging for children to practice reading comprehension.
2. Solving reading comprehension questions on the UTBK with ease.
3. Instructing students to complete reading comprehension questions by UTBK.

b) For Teachers

1. Be aware of the causes of students' reading comprehension issues.
2. Make teaching reading comprehension easier for teachers.
3. The teacher doesn't worry when the students answer the reading comprehension in UTBK.