

CHAPTER I

INTRODUCTION

A. The Background Of the Study

Understanding how to read is a useful lifelong ability. The capacity to finish reading assignments fast and effortlessly while also gaining a deeper knowledge to improve grades and accelerate learning is a sign of good reading. According to Rahim (2019), reading is one of the abilities that students need to learn when they are in school because it is closely associated to their learning process. Reading comprehension and media awareness are therefore essential.

Reading proficiency is essential to kids' whole educational journey, beginning in junior high school grade 1. According to (Sparapani et al. 2018), reading abilities can be taught to young children as they learn to engage with others and build their social communication skills. Reading is an initial activity that involves recognizing letters or written symbols and pronouncing them. It is necessary for students to be able to sound a writing fluently, clearly, perfectly, and with natural intonation, as well as to understand the text they are reading, according to Wahyuni and Alpian (2020: p. 22).

The four language skills that pupils need to learn or be taught when they enter school are speaking, listening, reading, and writing, according to Pratiwi (2020). (Mumpuno & Afifah, 2022) state that teachers frequently deal with students who struggle with reading, particularly in lower grades. Letter recognition issues, word-by-word reading, improper paraphrasing, omissions, repetitions, reversals, insertions, substitutions, employing lip movements, index fingers, and head, and consonant issues are some of these challenges.

Teachers frequently struggle to address their pupils' learning challenges. Teachers can assist students in overcoming these challenges and realizing their full potential by using effective tactics. Wilson (2020) asserts that teachers may assist students in overcoming obstacles and achieving both academic and personal success by comprehending their needs, putting suitable strategies into practice, and cooperating with others. According to (Hammons, 2020), every student has a different history, set of skills, and preferred method of learning. Some of them might have trouble understanding the lessons, which could have an impact on their academic performance.

According to Asnur (2019), one of the elements that determines a student's success is their teacher. Teachers must thus create lesson plans in order to help pupils overcome learning obstacles. But since the goal of this study is to help kids overcome their reading challenges, teachers must work hard to help students develop their reading abilities.

Students' struggles with beginning reading, which are largely impacted by internal variables, are one of the challenges to the teaching and learning process. According to (Jayanti et al., 2020), the state of the students themselves indicates how prepared they are to accept instruction from teachers. Self-motivation, or motivation, is necessary to follow learning. Students who lack desire for learning will have unfavorable opinions about school. Students' early reading habits are also significantly impacted by motivation. the drive to become proficient readers at their level. Additionally, physical health is a critical component of learning. Starting to read might be challenging for kids who are highly motivated to learn but whose physical health frequently suffers from illnesses or disabilities.

Class IX at SMP N 7 Medan experienced the same issue. In class IX of SMP N 7 Medan, English instruction is still taught using traditional methods that make the teacher the focal point of the learning process and make the pupils passive. The findings of observations and interviews with SMP N 7 Medan's class IX teachers indicate that the reading proficiency of the pupils in class XI is still lacking. The low result on the researcher's pre-action reading exam serves as proof of this. Lack of comprehension of the reading's contents, inability to identify the reading's subject, and inability to extract information from the read text are characteristics of students' reading incapacity. When pupils

The primary issue that needs to be addressed right away is the low reading proficiency of SMP N 7 Medan's grade IX students. In actuality, pupils in grade IX at SMP N 7 Medan have not been actively participated in their reading instruction. Reading instruction that has been put into practice thus far still employs traditional techniques, such as giving pupils reading materials and having them respond to questions about what they have read. Students that learn in this way are less motivated to pay attention in class, which leads to subpar learning and subpar reading comprehension abilities.

According to Morris (2019), teachers need to have strategies for dealing with students' learning difficulties because these students need special attention or guidance from their parents or teachers during the learning process so they can follow other students' journeys.

B. The Problems Of the Study

1. What are the obstacles or difficulties in learning to read for students in class IX of SMP N 7 Medan?
2. What are the solutions to overcome the difficulties in learning to read for students in class IX of SMP N 7 Medan.

C. The Objectives Of the Study

Based on the research problem, the objectives of the study are:

1. To find out the obstacles and difficulties in learning to read for students in grade IX of SMP N 7 Medan.
2. To find out the solutions to overcome the reading difficulties of students in grade IX of SMP N 7 Medan.

D. The Scopes Of the Study

The researcher restricts this study's emphasis in the following ways:

This study examines how students in class IX at SMP N 7 Medan struggle with reading, one of the English language abilities.

E. The Significances Of the Study

This study theoretically identifies reading issues among students. The findings of this study can enhance the creation of successful teaching resources and learning techniques, as well as assist in the development of curricula, instructional methods, and assessments that are suitable for the needs of the students. In practice, the findings of this research should:

1. Teachers are able to draw conclusions and employ the most effective approach while instructing children in reading.
2. Students can utilize this study as a source of information on reading challenges, particularly the associated factors and remedies.
3. As supplementary data for future studies on the experience of teaching English, particularly in reading.

