

CHAPTER 1

INTRODUCTION

1.1. Background of Study

Mastery of four essential skills is required in learning English: listening, speaking, reading, and writing. Reading is a fundamental skill necessary for the learning process, as it informs and enhances knowledge and understanding. Reading is the process of comprehending a text to infer its inherent meaning. Numerous individuals question the significance of reading proficiency in comparison to other skills. Reading possesses the capacity to broaden the intellect, hence enhancing its significance. As children acquire reading skills, they gain access to a wealth of valuable knowledge from the materials they engage with. Consequently, reading skills are imparted from a young age. Students must possess reading skills during the educational process.

As articulated by Moreillon in Hana Junika (2018:7), the process of reading involves deriving meaning from both printed text and visual information. However, it is important to recognize that reading is not a straightforward endeavor. Engaging with written material is a dynamic endeavor that demands considerable practice and a refined set of skills. As stated by Harmer in Yuliana (2018:13), “reading is an exercise dominated by the eyes and brain.” This assertion highlights the intricate relationship between visual perception and cognitive processing in the act of reading. The eyes capture the information conveyed through reading, while the brain processes these messages, assigning significance and enabling our comprehension of their content. In the process of reading, students engage in not merely the act of reading itself, but also in comprehending the material they encounter. This dual engagement fosters a deeper connection with the text, enhancing their overall learning experience. Thus, they are able to acquire knowledge and derive enjoyment from their reading experiences. Moreover, Walker, as highlighted in Yuliana (2018:14), expresses that reading represents an

active endeavor in which readers traverse multiple sources of information and participate in the development of meaning. (Nila Rosaria Hutagalung et al. 2019)

In addition, being a good reader is very difficult for students. There are hundreds of thousands of words in English, and these voices will intimidate students as students. To master reading, a lot of practice is needed. In addition, reading skills to understand texts can help students understand the author's intent and the meaning of the text.

In the English language, one can encounter a diverse array of text types, including narratives that tell stories, descriptions that paint vivid pictures, reports that present information, expositions that explain concepts, explanations that clarify ideas, discussions that explore various viewpoints, procedures that outline steps, reviews that critique works, spoofs that offer humorous takes, anecdotes that share personal stories, news that informs about current events, and recounts that retell experiences. Nevertheless, the authors engage in a thorough discussion regarding the recalculation text presented in this section. A recount text is defined as a narrative that details an individual's activities, events, and experiences from the past. It serves to provide a structured account of what has transpired, allowing for a reflective exploration of those moments. This differs from narrative texts in that narrative texts typically include elements such as orientation, conflict, and problem-solving. These components are essential in shaping the structure and progression of the narrative, providing a framework that guides the reader through the unfolding events and character developments. Describe the experience or event in a straightforward manner, ensuring that it is free from any previous conflicts or complications. Anderson in Yuliana (2018:40), suggested that a recount serves as a narrative that conveys events that have transpired in the past, organized in a chronological sequence. The objective of this text is to inform the audience regarding events that transpired in the past, as well as the specific timeframes in which these occurrences took place.(Nila Rosaria Hutagalung et al. 2019)

The teacher added that students of SMP Budi Murni 1 Medan, especially students in grades IX-3, received daily test scores between 40 and 70 in reading

comprehension learning. To understand how important reading skills are to improve English language proficiency, it is important to identify the factors that cause students' difficulty in understanding the texts read in English. Thus, teachers in schools can identify problems faced by students and develop effective learning approaches to help students better understand the texts being read.

There are previous studies that have similarities with this study conducted by Estika Satriani in 2018. She analysed "Reading Comprehension Challenges Faced by English Students at Universitas Islam." She identified several obstacles encountered by students. These include a lack of motivation to read, a lack of skills, and a lack of prior knowledge, so they cannot learn the lessons well. Additional study written by Febri Nila Rosaria Hutagalung, dkk. This study aimed to evaluate students' proficiency in comprehending Recount Text. This study employed a descriptive qualitative methodology. The study was performed at SMK Dharma Bakti 1 Medan. The research sample comprised 17 students from class 10 TKJ. This research employed a reading assessment and interview tools.(Malinda et al. n.d.)

According to the explanation above, this study is similar to the previous study because it explains the difficulty of reading and assessing students' abilities. However, students and research objectives different, students at SMP Budi Murni 1 Medan may experience different difficulties. As a result, this research must be conducted.

In accordance with the previous description, the researcher conducted a study on assessing the level of students' abilities and their difficulties in grades IX-3. The researcher conducted a study entitled "Assessing The Level of The Students Reading Comprehension Abilities and Their Difficulties at SMP Budi Murni 1 Medan".

1.2 Problems of Study

1. What is the level of students' reading ability at SMP Budi Murni I Medan?
2. What difficulties are students face in taking reading comprehension test?

1.3 Objectives of Study

1. To find out the reading comprehension of students at SMP Budi Murni 1 Medan.
2. To find out the difficulties face by students in doing the reading comprehension test.

1.4 Scope of the Study

The objective is to assess the students' proficiency in reading and comprehending Recount Text at SMP Katolik Budi Murni 1 Medan. This study involves a cohort of 30 students from class IX.3. The researcher employs Recount Text as a tool to assess students' academic performance by providing them with texts accompanied by multiple-choice questions.

1.5 Significant of Study

The results of this study are expected to be of benefit to the following individual or institution below:

1. For students: Gaining a deeper understanding of Recount Text can significantly enhance their motivation to engage with and comprehend English texts more effectively.
2. For teachers: The findings of this study offer valuable insights and advantages to English instructors regarding students' comprehension of Recount Text, as well as resources for material input and assessment purposes.
3. For further researchers: The findings of this study may serve as a valuable reference for individuals engaging in comparable research endeavors.
4. For the author : Furthermore, there exists a necessity for a deeper understanding and a broader spectrum of insights regarding experiences within the realm of education, particularly in the area of reading comprehension