

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the most necessary pillars to acquire and transmit various types of knowledge both in our daily life and in the educational world as it is an activity that is performed in most of everyday life, therefore it is essential for the child to acquire reading comprehension (Solé in Valenzuela R. Á. et al. 2024).

According to Klingner (2007), reading is a complex, multicomponent, and very complex process that involves many interactions between readers and what they bring to the text related to the text. Snow (2002: 19) also defines reading comprehension as the process of extracting and constructing meaning simultaneously through interaction and engagement with written language consisting of three elements: readers, texts, and reading activities or purposes. This means that reading comprehension is not a simple process. In reading comprehension, readers need prior knowledge about the text they are reading to build their understanding.

Reading comprehension is an important learning skill for all students (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), as reading comprehension is “a simultaneous process of extracting and constructing meaning through interaction and engagement with written language” (RAND Reading Study Group, 2002, p. 11).

Reading comprehension has become a key characteristic of good readers who can be significant contributors to the development of society. Reading comprehension is an activity that requires accuracy, independence in reading, deep comprehension, speed of comprehension, enjoying reading, variety of reading purposes, engaging with events, giving opinions, being critical, and being creative. To develop reading comprehension, a basic skill that students should have, they need to learn different types of texts, including Narrative Texts, Story Texts, Procedural Texts, Descriptive Texts, and Short Story Texts. Short stories, a form of fictional prose, fall into the category of narrative texts as well as the factors that influence them.

Narrative text is one of English text types. Anderson (in Marzona, Y. & Ikhsan, M., 2019) stated that narrative is a piece text which tells story and in doing so, entertains the audience. Porter (in Marzona, Y. & Ikhsan, M., 2019) also defines narrative as the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented.

Furthermore, Gerot and Wignell (in Marzona, Y. & Ikhsan, M., 2019) mentioned some language features of narrative text, as follows:

1. It can be written in the first person or third person.
2. It uses temporal conjunction and circumstances that describe time and place.
3. It uses past tense.
4. It uses material process (action verb) and some behavioural and verbal process; Behavioural process usually describes process of physiological and psychological behaviour, such as dreaming, smiling, breathing, and etc. Verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc.
5. It uses relational process of doing or showing what happened and what someone do or what is done.

Narrative texts are to entertain the readers or listeners through stories. Iwuk (2007) stated that narrative text is a text that contains about fiction, non-fiction, fairy tales, or folklore. Iwuk (2007) also stated that the purpose of narrative text is to entertain and attract the reader's attention. But narrative text can also be used to teach, inform and change the mind or behaviour of the reader.

Moreover, during the pre-research at UPT SMP N 10 MEDAN, the researcher found the phenomenon that most of the students get low scores in reading comprehension test especially in narrative text. The students admit that reading comprehension is a difficult subject for them. Based on this experience, the researcher is very interested in conducting a study entitled ***“Analysis Students' Reading Proficiency on Narrative Text of English Comprehension Skills at UPT SMP N 10 MEDAN”***.

1.2 The Problems of the Study

1. How is students' reading proficiency on narrative text in English comprehension skills at UPT SMP N 10 MEDAN?
2. What factors influence students' reading proficiency on narrative text in English comprehension skills at UPT SMP N 10 MEDAN?

1.3 The Objectives of the Study

1. To find out the students' reading proficiency on narrative text in English comprehension skill at UPT SMP N 10 Medan.
2. To find out what factors influence students' reading proficiency on narrative text in English comprehension skills at UPT SMP N 10 MEDAN.

1.4 The Scope of the Study

The research will be carried out in class VII at UPT SMP N 10 Medan with 30 students. Additionally, this study is only conducted in one class. The purpose of this study is to determine students' reading proficiency on narrative text of English comprehension skills.

1.5 The Significances of the Study

1. Benefits for Teachers

Teachers can gain insight into effective strategies to improve students' reading comprehension proficiency, especially in understanding aspects of narrative text.

2. Benefits for Students

Students can be helped in improving their proficiency to read and understand English narrative texts, so that they can more easily grasp the meaning, structure, and purpose of the texts they read.

3. Benefits for Schools

The results of this study can be used as a reference in designing a more structured and effective English literacy development program in the school environment.

4. Benefits for other Researchers

The researcher hopes that this study will be as a source of information for other researchers in the same topic.

1.6 Relevance Studies

There are some previous researches that will be used as the references or comparisons in this study, such as:

1. The research was done by Diwa Rhaudhatul Firdaus, Yessy Marzona and Sherly Franchisca (2024) entitled *“An Analysis of Students’ Skill in Reading Comprehension Narrative Text through Power Point at Eleventh Grade of SMKN 6 Padang”*. The research aims to find out the student’s skill in reading comprehension of narrative text, the students’ problems in reading comprehension narrative text, and the advantages of narrative text through power point. The study was conducted at SMKN 6 Padang in the academic year 2020/2021. This study applied the descriptive research. The subject of this research was 55 students second year of SMKN 6 Padang, namely Second Busana One and Second Busana Two. The researcher used cluster random sampling technique. The class Second Busana One was selected as a sample with a total of 25 students. The reading test was used as instrument for collecting data in this research. Based on the findings, the researcher concluded that the students' ability to read narrative texts in English using power point media is at the moderate.
2. The study was conducted by Yessy Marzona and Muhammad Ikhsan (2019) entitled *“An Analysis of Students’ Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau”*. This study was conducted based on the problems found during the teaching and learning process in class IX IPS 1 of SMAN 1 Talamau, on students' understanding of narrative text. The students could not determine the main ideas and topics in narrative text, understand the meaning of words, understand implied information, and understand the general structure and features of language in narrative texts. This study was conducted by using quantitative descriptive research. The population in this study were students of class IX SMAN 1 Talamau, consist of 159 students, divided into 4 classes. The instrument was an objective test. Based on the results, it can be concluded that students faced many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Moreover, the teachers

are expected to be able to provide better teaching techniques and students should be given more exercises to improve students' reading comprehension skill.

After reading the previous researches above, the researcher can prove that this study will be different with the two above. This study will discuss about students' reading proficiency and factors influence them at UPT SMP N 10 MEDAN. The qualitative method will be applied in this study. Aside from the test, the researcher will also use the observation and the interview to collect the data.