

CHAPTER I

INTRODUCTION

A. Background

In our country Indonesia, English is one of the foreign languages that thought the students to a compulsory subject. The teaching in English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening, speaking, writing, and reading.¹ This four skill in English is very important to be learned. However, among all the skills reading is considered as the most important skill. The researcher here focused on reading because reality knows most of the students at school are still find difficulties in comprehending reading English text.

Reading is important for our language capability. As Harmer stated “Reading is useful for language acquisition. Provide that students more or less understand what they read, the better they get at it.”² So when we read something we should understand what we have already read, but if we only read the text without understanding it, it means our reading activity is useless.

In learning English at school, reading is very important to be learned and mastered by every student. By reading, students can obtain information more easily and can help them to improve their knowledge. But the main point, to make the students able to speak, listen, or write, they should be good in reading skill first. From reading the students will get a lot of vocabulary. Therefore, reading is the essential factor that influences people's communication skills. Reading is a part of daily life for those who live in one literate community. People consider reading as an

¹Depdiknas, *Pendekatan Kontekstual*, (Jakarta: Departemen Pendidikan Nasional, 2003), p.6.

²Jeremy Harmer, *How to Teach English*, (China: Longman Person, 2007), p.99.

important activity so that people usually say that reading is the way to open the world.

As Carl Lafevre said, “Reading we are told, can be a golden key to open the door”.³ It means that by reading we can improve our knowledge, ideas, experience, etc. We can conclude that reading has a significant role in increasing readers' knowledge about anything that happens in the world without going anywhere. Someone who always read a book, newspaper, magazine, article, etc will get many information and knowledge. To get the knowledge and information from our reading activity people have to comprehend the text.

Reading is several special focuses to reader or students. Many students often have read as one of their important goals to be able to read for information and pleasure for their career and their study purposes.⁴ It showed that reading activity becomes the goal of students to get information so it can be benefits for their study or their career later.

In learning reading, the students are expected to comprehend the text to get information. Supriyadi stated that “The real reading does not only read and pronounce the words in the text, but it is also about comprehending the text precisely.”⁵ It means that besides decoding written words in the text, the students have to understand the text. If the students only read the text without understanding the text, the students will not get any information from the text.

³Carl A. Lavefre, *Linguistic and the Teaching of Reading*, (London: Mc Graw-Hill Book).

⁴Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.273.

⁵Supriyadi, *Pendidikan Bahasa Indonesia 2*, (Jakarta Depdikbud, 1995), p.20.

Reading comprehension is considered as one of the prominent English skills for learners. In this skill, the students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to get the answer to the questions.⁶ These skills can help a person understand and find information from the text that has been read if we good at comprehending the text we can get much knowledge, information, and news about anything that happens.

According to Siti Aisah Aminah in her research, "Reading comprehension is a capability that should be mastered by a person in obtaining information from the written text".⁷ This capability is not difficult for us if we read the text using the Indonesian language, but it will get difficult if it using a language other than Indonesia. For example, English language, if we want to understand the English text that we read, we must have English language skills first. We can conclude that we should have reading comprehension skills if we want to understand and comprehend the text well. If we have a problem in reading comprehension it will give a bad effect on our reading activity because we will difficult to find or get the information from the text.

The teaching of reading has an important objective. Based on the school-based curriculum reading in senior high school in Indonesia is aimed at making students comprehend interpersonal, ideational, and textual meanings in various written texts. Standard of competence of reading for senior high school students grades XI states that students should be able to understand the meaning of written short functional text

⁶Ratih Laily Nurjannah, *The Analysis on Students Difficulties in Doing Reading Comprehension Final Test*, (Journal of English Language Literature and Teaching, Vol.2 No. 2, 2018), p.254. (Accessed on September 11, 2020)

⁷Siti Aisah Aminah, *An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text*, (Banten: Institut Agama Islam Negeri Sultan Maulana Hasanuddin, 2017), p.10.

and essays in the form of a report, narrative, analytical and exposition, news item, anecdote, explanation, discussion related to the surrounding to get knowledge.⁸ It means that students should understand the meaning of the text. Students at school are expected to have the ability to understand the text such as find the general idea of the text, the main idea, implied information, detailed information, and the specific information from the English text types they read.

Generally, students at school in Indonesia now may still get difficulty in comprehending English reading text because, for students in Indonesia, English is not their first language. They often find it difficult when they do reading activity especially in understanding the text, they faced difficulty in comprehending the text because of some problem. According to Nuttal, there are five aspects of difficulties that may be faced by the students in comprehending English text: determining the main idea, understanding vocabulary, making an inference, locating reference, and detailed information.⁹ This problem is often faced by most of the students at school, they still wrong in determining these five aspects in comprehending English text activity.

This research conducted in MA DDI Kanang Kabupaten Polewali Mandar which focused on second grade students in the academic year 2020/2021. This school is one of the schools that has been implemented curriculum 2013 as their standard competence for teaching and learning in school. For students at MA DDI Kanang English has become one of a subject that has been already learned from the first grade

⁸Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Depdiknas, 2006), p.23.

⁹Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, 1982).

in a class. Learning English is very difficult for several students especially for reading and reading comprehension of the text. The students still have difficulties in comprehend reading English text, especially for students who less English skills. This happens because every student at school has different skills and knowledge in comprehend reading text. The difficulties in comprehend reading English text that faced by the students usually happens because some problem: first, their reading skill is still low, second, they lack mastered of vocabulary, they low in grammatical, and also reading technique and strategies will affect students in comprehending the text well.

Based on the interview that has been done by the researcher with some students of the second grade. The researcher found that the students still found difficult in comprehend the reading text, especially in understanding long sentence and text.¹⁰ The students stated that their difficulties happened because their vocabulary mastery is low, they find it difficult to understand the text because they do not know the meaning of the text. Another problem is they low in grammatical, that's why they should translate the text they were read word by word, so it makes them difficult to understand all the text, especially when they do not have many vocabularies. While the English teacher's short conversation interview stated that their students still have low motivation in learning reading, especially if their teacher provides them reading material with long text and they do not familiar with the topic also, so that makes them have low interest in reading text moreover comprehend the text in deep.¹¹

¹⁰Interview with Some Students at the Second Grade of MA DDI Kanang on August 2020.

¹¹Interview with the English Teacher of MA DDI Kanang on August 2020.

Realizing that reading is very important for students, even it is for the goal of learning curriculum of 2013 in teaching reading for senior high school, but also for students itself. It is because by reading they can improve their knowledge, experience, and information about anything that happens in the world. It can be beneficial for them especially for their career or job later. That's why the researcher wants to know more and analyze the difficulties faced by the students in comprehending English reading text. To help the teacher find out the students' difficulties and the factors of causing they found difficult in doing reading comprehension. Hopefully, this research can give benefits to the students and teachers in the teaching and learning English process at school.

Based on the explanation above, the researcher interest in analyze the difficulties faced by the students in comprehending English reading text, especially in explanation text, and find out what factors are causing the students at the school found difficult in comprehending English text untitled: “Analyzing the Students’ Difficulties in Comprehending Explanation Text (Study at the Second Grade of MA DDI Kanang Kabupaten Polewali Mandar)”.

B. Research Question

Based on the explanation from the background above, the researcher formulates the research question as follows:

1. What are the most difficult aspects encountered by the second grade students of MA DDI Kanang in comprehending explanation text?
2. What are the factors causing the students difficulties in comprehending explanation text at the second grade students of MA DDI Kanang Kabupaten Polewali Mandar?

C. The objective of the Research

1. To analyze the most difficult aspects encountered by the second grade students of MA DDI Kanang Kabupaten Polewali Mandar in comprehending explanation text.
2. To find out the factors causing students difficulties in comprehending explanation text at the second grade students of MA DDI Kanang.

D. Significance of the Research

The significance of this research will be useful for the teacher, students, and last for the researcher. The specifically the significance of this research is below:

1. For the Researcher

The researcher expects this research will be useful for developing her ability in teaching reading to students, so the students will not get difficulty in comprehending English reading text, especially for an explanation text.

2. For the Students

This research expected that students can improve their comprehension in reading, especially for explanation text and the student's motivation and interest in reading English text.

3. For the Teacher

This research expected that teachers can use or find out creative or interesting methods, media, strategy, or technique in teaching reading activities in class, to help the students to overcome their difficulties in comprehending English text.