

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Research**

In the first process of learning something, especially a language, reading is an important activity to do because it helps people to gain knowledge easily. Rahmawati (2010) stated that reading is one of the language skills that must be mastered well by the students because it is a factor that influences one's activity in communication. Reading is a part of daily life for those who live in literate communities. The important thing to be given attention to in the act of reading is a personal capacity to understand the meaning of comprehensive reading, or as referred to by he can read and understand. Anderson in Nunan (2003) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. These show that the information on the text is not enough to make a reader comprehend a text. To sum up, reading is the most complex and difficult subject for the majority of students in Indonesia, especially in high school.

Foreign language learners may agree that reading comprehension is not a simple process because English is a second or foreign language, so they still find difficulties in comprehending the English text. Relating to the difficulties in English reading comprehension, the Indonesian government still makes some alternative ways

of conducting teaching-learning through the appropriate strategies, methods, and the others. It proves that reading is essential for the students to learn, the students receive much information about everything that they do not know or see before by reading. The information that the students learn is more detailed rather than just listening to the radio, or watching the television. By reading, the students can find some specific information, understand the whole stories, and the students also can be entertained by reading especially when the students read folktales, comics, novels, short stories, etc. Thus, the important thing to attention in the act of reading is a personal capacity to understand the meaning of form comprehensive reading, or as referred to by he can read and understanding. According to RRSB (2002, p. 13) in Cartwright (2015) the reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

According to Amer (2010) there are two important types of text structure narrative and expository text. Here, the researcher will focus on narrative text because the material is given by the teacher in schools and some students face difficulties in reading narrative text. In relation to the importance of reading comprehension for students, the government of Indonesia has set the curriculum of education focusing on the text as English subject matter. Some reading texts such as recount, descriptive, exposition, and narrative, are the types of texts that are taught and required to be mastered by the students of junior and senior high school. Among those four types of texts, narrative can be the most interesting for the student to study, because the function of the narrative text itself is to entertain the readers. Particularly to amuse

and share the actual experience in different ways. Narrative text is mainly found in stories and has a structural organization that includes beginning, a middle, and an end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, and goal, actions, and resolution or solution.

Narrative text is a kind of text which can give a lesson to the readers.

Moreover, there were previous studies done by Herlina and Melati (2020) is studied showed that An Analysis of Students' were difficulties in Finding the Character Values of Narrative Text. There was also a study done by Marzona and Ikhsan (2019) the results of study showed that study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities. There will be difference between the previous studies, here the researcher will discuss the ability and the difficulties students find in reading narrative text. Another previous research conducted by Khoirunnisa, Widodo in (2019). The research is about Students' Difficulties in Comprehending Narrative Text at SMP Manalagi Batu. The researcher used quantitative research approach and chose case study to use. The population was the 125 students in ninth grade at SMP Manalagi Batu. The samples were 29 students of the ninth grade. The result shows that these students from the best class among the four ninth grade classes had the difficulties in reading comprehension. Referring to the data gained from questionnaire, it can be concluded that ninth grade students get difficulties in comprehending narrative texts. The most difficult things students faced in reading narrative text are comprehending the structure, point of view, and majority of words.

Based on preliminary study results, they seem to have difficulties in understanding reading texts and students' reading skills are still low. In high school students are expected to be able to read text based on five English text genres, namely: procedure, descriptive, recount, narration, and report. However, not all texts are studied by tenth grade in high school. They only focus on descriptive texts, recount text, and narrative text.

From some description above, it was interested in carrying out research dealing with the topic related to the problem. It was curious to explore the students' difficulties in reading comprehension, especially in narrative text.

The result of this research were factors affect the difficulties of students in comprehending Narrative text of the students at tenth grade of SMK AL-FURQON Bondowoso was the students were difficult when they read a long text in the story to understand the main idea and the words. This research was conducted in SMK AL-FURQON on July, 2022 that was located in Bondowoso. The participants were the students of SMK AL-FURQON which was 25 students.

## **1.2 Problem of the Research**

The problem of this research is formulated as what are factors affect the difficulties of students in comprehending Narrative text of the students in the tenth grade of SMK AL-FURQON Bondowoso?

### **1.3 Focus of the Research**

In line with the identification of the problem, the focus of this research is to find out the Students' Reading Comprehension in Narrative Text, those are the difficulties and the strategies to overcome the difficulties in comprehending Narrative Text

### **1.4 Purpose of the Problem**

Based in the problem of the research, the purpose of the research is to find out the difficulties to comprehending Narrative text

### **1.5 The Significance of the Research**

This research is expected to give contribution to this research gives information, experience and knowledge about students' comprehension in narrative text on learning process. Thus, the future researcher can use this research as references to conduct another research.

### **1.6 Scope of the Research**

In this research, the researcher will conduct a research entitled analyzes the student's comprehension of narrative text at tenth grade of SMK AL-FURQON in the 2020/2021 Academic Year.

### **1.7 Operational definition of the Terms**

In this research, four terms are defined operationally.

Reading comprehension is the act of understanding of narrative text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. By reading people can get some information widely without going anywhere.

