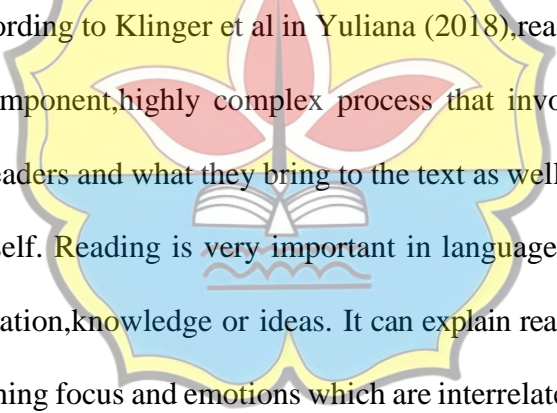


CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is a fundamental skill that is closely related to another fundamental skill, which is writing and applying knowledge so that students can learn the material and achieve good results. According to Clarke et al. (2014 : 13) , reading is a process that is very difficult to understand, therefore it is not surprising that some children have difficulty becoming proficient readers.



According to Klinger et al in Yuliana (2018), reading comprehension is a multi-component, highly complex process that involves much interaction between readers and what they bring to the text as well as variables related to the text itself. Reading is very important in language because students will get information, knowledge or ideas. It can explain reading is combination of words, training focus and emotions which are interrelated with knowledge and understanding of a reading text. In addition, reading is important for students to learn the information available in the text.

According to Westwood (2002,p.33) the difficulties facing the least proficient readers are made worse by the fact that they lack and are ignorant of useful tools for assisting them in deriving meaning. They lack a mental action plan to assist them in identifying the primary ideas, crucial details and essential concepts as well as in drawing conclusions. All they deal with are the pinheads. They don't give much thought to the challenges faced

by the least fortunate readers. are made worse by the fact that they lack and are ignorant of useful tools for assisting them in deriving meaning. they don't engage in critical thought about what they read, nor do they apply cognitive processes to the material. It is challenging to comprehend anything more than the literal because of this. for students to obtain information or complete lesson and tasks in the learning process.

Reading is an active process that involves the interpretation of part rather than just receiving messages that they are unable to understand. Because it will facilitate their acquisition and enrichment of knowledge, students who have a solid grasp of English reading will benefit. As a result, the researcher thinks it's critical to carry out research on this subject while keeping in mind that every student may experience learning English texts in a different way. A lot of students struggle with reading comprehension. Usually, they have trouble understanding the text, because understanding text while reading is an important skill and indicator of student reading achievement.

This research was conducted at senior high school number 2 Muaro Jambi, which is a school that implements the 2013 curriculum. In Senior High School Number 2 Muaro Jambi, the researcher found that the cause of student lack of understanding reading texts. the researcher also interviewed teachers and asked about grade recapitulation, the researcher found several students who had low grades ranging from 50 to 70. the researcher also found that the cause

of students lack of understanding of reading texts was that students had difficulty reading long texts. The number is 70 based on the school's KKM.

In sum, the researcher was motivated to conduct research with the title "Students' Difficulties in Reading Comprehension on Narrative Text at Eleventh Grade Students' of SMA N 2 Muaro Jambi" based on justification and problems faced by students. It is hoped that the findings of the research can help the teachers and students improve the english teaching and learning process.

1.2 Identification of the Problem

Many students have difficulty understanding long texts and have difficulty with vocabulary, which is of the causes, namely the difficulty in determining main idea, making inference, identifying reference, finding specific information, and understanding the meaning of word. apart from that, the lack of interest in reading affects them in understanding reading comprehension. A case like this occurred in one of the high schools at SMA N 2 Muaro Jambi.

Based on the background above, the researcher identified the following problem:

1. Most students find it difficult to understand long texts.
2. Most students have difficulty in vocabulary.

1.3 Limitation of the Problem

This study will focus on analyzing the difficulties in reading comprehension of narrative texts by students of SMAN 2 Muaro Jambi. The researcher focused in Students' difficulties in determining main

idea, making inferences, identifying references, finding specific information and the understanding meaning of words or vocabulary.

1.4 Formulation of the Problem

What are the difficulties in reading comprehension of narrative texts in class XI SMAN 2 Muaro Jambi?

1.5 Purpose of the Research

The purpose of this research is to find out the students' difficulties in reading comprehension of narrative texts in class XI Senior high school number 2 Muaro Jambi.

1.6 Significance of the Research

The advantages of this research are as follows :

1. For teacher.

This research will be useful for teachers to diagnose students' difficulties in reading comprehension of narrative texts.

2. For students.

This research is also useful for students to help them be active in reading and motivate them to read as often as possible.

3. For researcher.

Can add insight into the problem of reading comprehension difficulties in narrative texts in the field and of course to improve the competence of researchers as prospective educators.

4. For future researchers

Provide an overview for future researchers who want to study the same case, hopefully this research can be a source of information and reference.

1.7 Definition of Keyterms

The following key terms are used to make sure that the readers comprehend the research in the same way :

1. Reading Comprehension

According to Klinger (2007, p.8) explain the reading comprehension is more than just how readers respond to the text. According to Snow (2002, p.11) reading comprehension is the process of interacting with written language to simultaneously construct and extract meaning. It means that students are struggling with the process of deciphering meaning in order to develop a deeper comprehension of the data and concepts from the written text.

2. Reading Difficulties.

According to Westwood (2001, p.31) argues that readers must use their prior knowledge in order to filter, interpret, organize, and reflect on the information they are receiving from the text. In addition according to Westwood (2001, p.33) the majority of readers' difficulties are exacerbated by the fact that they do not know and do not have effective strategies to assist in the extraction of meaning. They don't have mental models to help them recognize key concepts, important details and main ideas, let alone draw

conclusions. They immediately turned to printing issues. they read without much reflection and do not interact cognitively with the material. It is difficult to go beyond a literal level of understanding because of this.

3. Narrative text

A narrative text is one that describes an incident that took place in the past. where in the incident both amuses the reader and carries a deeper message. one type of text that is preferred by in addition to recounting historical events, narrative texts are also an fascinating fiction, including fairy tales and legends.

Based on the 2013 curriculum, narrative text are used in the eleventh grade classroom. teachers want to use narrative texts to make students more self-assured, compassionate and responsible. conversing about short story text in the short story texts in the short story format. student can identify social and intellectual characteristics of text forms, functions, and simple narratives language text-based narratives that are displayed. with reference to short stories, student must also consentrate on the components.

Richards (2010) stated that a narrative text is an oral or written account of a story, either true or made up.