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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English, reading is one of the important ability which must be studied by the students besides writing, speaking, and listening for almost all levels school in Indonesia. Reading is a basic ability to stimulate literacy and accumulate the knowledge. One goal of reading is to understand and comprehend the materials. To understand and comprehend the text, students must be able to identify the topic, topic sentences, supporting details, main thought, reference, conclusion, and etc. Therefore, the students are easy to get information from the text.

According to Grellet (1999), reading is continuous of guessing process. It means that the reader gets the information depend on guessing the purpose of the text and the process to understand the text. Thus, reading is an active or a receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text. Furthermore, he also stated that there are two main reasons for reading: reading for pleasure and reading for information (in order to find out something or in order to do something with the information the readers get).

Following this statement, the students will get information about everything that they do not know by reading. The information that the students will get more details rather than they just listen the radio, or watch the

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television. By reading, the students can find some specific information, understand the whole stories, and also can be entertained by reading especially when the students read folktales, comics, novel, short story, and etc.

In addition, Oberholzer (2005) said that understanding reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read to comprehend the text the students should fully understand of all the aspect of the text.

Syatriana (2010) stated that in Indonesia, English is the foreign language that used in classrooms but not in everyday communication. This condition makes English difficult for Indonesian students. They have limited time to practice the language. Since English in Indonesia is a foreign language, most students at any levels of education have difficulty in reading English texts. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseperable part of any English course.

State Senior high School 5 Pekanbaru uses Curriculum 2013. Based on the Syllabus of the tenth grade of learning objective, the students are able to understand and comprehend the material in reading comprehension. But, in a fact, based on the document score transcription when the researcher did preliminary observation in State Senior High School 5 Pekanbaru, it shows that the students had the difficulties in reading comprehension. In this case,

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the students had low score in reading comprehension text from under passing grade. Based on the syllabus, the passing grade of the students at tenth grade of State Senior High School 5 Pekanbaru is 76. Meanwhile, some students had low score. So, the students ability of reading was still very far from the expectations. Therefore, the researcher believed that it was important to do research based on this topic with the assumption that every student might have different difficulties in comprehending reading text.

The texts, such as descriptive text, recount text and narrative text, were taught at the tenth grade of State Senior High School 5 Pekanbaru. So, the researcher focused on the narrative text. However, the students were seemed not to perform their reading comprehension based on the indicators. This situation happened because the students seldom practiced to read English reading text, especially narrative text, because they had just a few words to support their reading. Briefly, the students did not have prior knowledge about the topic.

Based on the explanation above, considering the problems that researcher found in the field on the preliminary research, the researcher is interested in conducting a further research in the students' reading difficulties in reading comprehension at State Senior High School 5 Pekanbaru.

In fact, the researcher found some phenomena faced by some students can be seen as follows :

1. Some of the students were difficult to identify the main idea in narrative text.

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2. Some of the students were difficult to identify the factual information in narrative text.
3. Some of the students were difficult to identify the generic structures in narrative text.
4. Few of the students were difficult to identify the language features in narrative text.
5. Few of students were difficult to make inference in narrative text.

Based on the phenomena describe above, thus, the researcher tries to investigate the problem into the research entitled “**The Students’ Reading Difficulties in Reading Comprehension of Narrative Text at Tenth Grade of State Senior High School 5 Pekanbaru**”.

B. The Problem**1. Identification of the Problem**

Based on phenomena above, the problem of this research can be identified as follows:

- a. Why did some of the students have difficulty to identify the main idea in narrative text?
- b. Why did some of the students have difficulty to identify the factual information in narrative text?
- c. Why did some of the students have difficulty to identify the generic structures in narrative text?
- d. Why did few of the students have difficulty to identify the language features in narrative text?

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- e. Why did few of the students have difficulty to make inference in narrative text?

2. The Limitation of the Problem

From the problems, the researcher intends to limit this research, focused on students' difficulties in reading comprehension of narrative text. The researcher studied on five aspects in reading comprehension; main idea, factual information, generic structures, language features, making inference.

3. The Formulation of the Problem

Based on the limitation of the problem explained above, the research questions can be formulated as in the following:

1. What are the difficulties of the students in reading comprehension of narrative text at tenth grade of State Senior High School 5 Pekanbaru?
2. What factors are contributed to students' difficulties in reading comprehension of narrative text at tenth grade of State Senior High School 5 Pekanbaru?

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C. Objectives and Significance of the Research

1. Objectives of the Research

- a. To find out what difficulties are faced by the students in reading comprehension of narrative text at tenth grade of State Senior High School 5 Pekanbaru.
- b. To find out what factors are contributed students' difficulties in reading comprehension of narrative text at tenth grade of State Senior High School 5 Pekanbaru.

2. The Significant of the Research

Every research will be expected to bring any improvements and changes. As, theoretically, the results of this research can be used as input in teaching reading and give a contribution to teacher for development teaching reading based on students' reading difficulties. This research also can be used as the reference for other researchers to get information about students' difficulties in reading comprehension of narrative text. Practically the result of this research is hoped to be meaningful for teachers who are responsible for planning and developing lesson especially in reading comprehension.

D. Reasons for Choosing the Tittle

There are some reasons why the researcher interested in carrying out this research.

1. Based on the problem of the research, this tittle is appropriate to explore the students' reading difficulties in comprehend narrative text.

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2. The title of this research is relevant with the researcher's status as a student of English Education Department.
3. The title of this research is not yet investigated by other previous researchers.
4. The location of the research facilities the researcher in doing the research.

E. Definition of the Term

The terms defined below are used to clarify their meaning in order to avoid misunderstanding and misinterpreting.

1. Reading difficulties

According to Klinger, Vaughn, & Boardman (2007,p.4) students who are less interested in reading, with low motivation use few metacognitive strategies to monitor their learning from the text, and have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning are often failed in reading comprehension. It means that difficulties can occur for many factors such as; limited vocabulary knowledge, working memory, absence of extensive reading and type of text, and so many.

2. Reading Comprehension

Reading comprehension according to Grellet (1999), is an activity to understand the written text. It means extracting the required information from it as efficient as possible to do this, there are two ways that students must do.



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