

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of The Study

The English language is still a challenge for many junior high school students. According to Harmer (2010), the more students read, the better they become at understanding what they read. It is common for students who find it difficult to learn English to feel stressed and distrustful of the learning outcomes. Students in junior high school also experience stress.

Students' stress occurs due to cultural differences between the mother tongue and target language, learning difficulties, and anxiety about losing one's identity are among the heavy burdens faced by English Language Learners (Hashemi et al., 2011). As a result of student stress in learning English, especially in reading comprehension, students often look sleepy during class time, worry about being pointed to the front of the class by the teacher, and skip English class because they are afraid of being told to the front by the teacher.

Students feel stress in reading comprehension due to English being the second language in Indonesia, students who learn English may have difficulty understanding the text (Dahlia 2016), Students must be aware of and comprehend what they read in order to comprehend it. Learners tend to have difficulty mastering the content of reading skills because each English skill has a different level of understanding and mastery. Westwood (2001& 2008) described

difficulty for most readers as not knowing or not having effective strategies to comprehend texts.

This study takes some previous studies as inspiration and consideration in conducting the study. As written by Khait and Ogla (2022), The study's conclusions demonstrated that students' employment of metacognitive reading strategies had a major impact on their ability to comprehend what they read. According to the study's interview data, the majority of Saudi EFL students are aware that using certain coping mechanisms can help them lessen the stress they might feel when taking reading comprehension tests in high-stress situations, like when there is little time allotted to complete the task or the test is extremely difficult.

After reading in English, Nurmalasari and Haryudi (2021) figured out why they were confused. Several factors impact students' reading motivation, including their limited vocabulary knowledge in English and their challenges organizing meanings for comprehension.

The goals of this research, as demonstrated by Putri and Sumardi (2022) are to identify the many forms of stress that students experience when learning English and to look into the variables that may be connected to those stresses. Data on specific components of students' stress during their English language learning were the main focus of this study.

Fauzia (2019) found that students face several main challenges in understanding texts for reading English, including difficulties in understanding vocabulary, sentence structure, overall meaning, as well as the cultural context

and background of the text. Factors such as lack of practice, The challenges associated with reading texts include the utilization of English as a second language and insufficient exposure to diverse text formats.

Fan (2023) discussed that China's English education is increasingly focusing on enhancing senior high school students' reading ability and critical thinking. The study identifies a gap in empirical research despite extensive theoretical exploration by previous scholars on the crucial practical importance of critical reading skills for English learners. Thus, there remains ample opportunity for further investigation in this area.

Prihatini (2020) discussed that this journal is to find out the students' difficulties and what the factors are. Research findings showed that the first was inadequate instruction. Lack of student engagement was the second element contributing to students' reading comprehension problems. Vocabulary problems were the third element contributing to pupils' reading comprehension problems.

The researcher discovered that the majority of eighth-grade students at the Junior High School did not master vocabulary based on preliminary data., this situation made them find it difficult to understand words, long sentences, main ideas, grammar, and making inferences. Besides that, in the course of teaching and learning the researcher also discovered that the teacher merely translated the material for the students.

As a result, the learners struggled to comprehend the text effectively, which is not in line with the theory proposed by Sridharan and Said. According to Sridharan and Said (2020), reading comprehension involves five key aspects:

figuring out the basic idea, recognizing references, drawing conclusions, providing specifics, and deciphering terminology.

In order to understand the elements of students' stress in reading comprehension and the causative causes, the researcher made the decision to look into this study more. Furthermore, a large number of eighth-grade junior high school kids appeared extremely worried during English class, which is another reason the researcher selected this particular school for the study.

Learners' stress in reading comprehension is a topic that interests the researchers, as indicated by the description given above. This study will concentrate on talking about the elements that make eighth-grade kids stressed out when it comes to reading comprehension as well as the causes that lead to that stress.

## **1.2 The Problems of The Study**

The following is the formulation of the research problem in this formula:

1. What are the aspects of stresses faced by Junior High School students in reading comprehension?
2. What are the causes that make students stressed in reading comprehension?

## **1.3 Objectives of The Study**

According to the statement, the researcher gets the aim of this study as follows:

1. To describe aspects of students' stresses in reading comprehension at SMP Taman Siswa Medan

2. To find out the factors that caused students' stress in reading comprehension at SMP Taman Siswa Medan.

#### **1.4 The Scope of The Study**

This study is restricted to discussing the eighth-grade students' reading comprehension stress at SMP Taman Siswa Medan. It employs qualitative methodologies to identify the contributing elements and aspects of the students' stress.

#### **1.5 Significant of The Study**

For individuals who are curious about the challenges faced by eighth grade students at SMP Taman Siswa Medan, the study's conclusions were helpful. The findings will be useful:

1. Theoretically: The study's findings were useful for students who experience stress in reading comprehension.
2. Practically, the findings were useful for:
  - a. For teacher

This study is expected to be an input to improve the quality of teaching strategies in teaching reading comprehension.

- b. For learners

It is anticipated that this research would serve as inspiration for readers to increase their comprehension.

- c. Regarding the other investigator

It is anticipated that researchers will use this study as a reference for related studies.