

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading comprehension is a complicated process that necessitates the coordination of several cognitive skills and talents. Reading comprehension is defined as the capacity to read text, process it, and comprehend its meaning. The capacity to form inferences is one of the talents that influences an individual's ability to interpret the text. Reading comprehension is defined as the capacity to read text, process it, and comprehend its meaning. The capacity to form inferences is one of the talents that influences an individual's ability to interpret the text. (Oakhill *et al*, 2015).

Besides, reading is one of the basic skills from several aspects in mastering English. Reading involves interaction between readers and writers by processing information through language and thought (Henrietta & Corresponding, 2016). Both perception and thinking are involved. Understanding the text is also the outcome of an interaction process between the reader and the text. The letters, words, sentences, and paragraphs in the text all have meanings that are encoded. In order to interpret the meaning, the reader employs knowledge, abilities, and techniques. Reading is therefore one of the abilities that must be learned because only through reading will pupils be able to comprehend what the author is trying to convey to the reader.

Likewise in learning English, we must understand what is explained so that we can understand properly and correctly related to reading comprehension.

English is one of the foreign languages taught to Indonesian students from junior high school to university. It is critical to study English in the modern period since English has become a universal language utilized in technology, science, education, and other fields. Furthermore, English as a foreign language in Indonesia serves the objective of absorbing and developing information, technology, and relationships with other countries. As a result, learning English is critical to assisting individuals in their quest for information and knowledge in many areas, including education, society, technology, and religion.

English is made up of numerous abilities. Reading, along with speaking, listening, and writing, is one of the abilities taught in the English language acquisition process. One of the active skills is reading. Reading is the process of comprehending information from a text; via reading, pupils may expand their knowledge. As a result, reading is one of the abilities that pupils develop. Learners can acquire information and knowledge by developing reading abilities to grasp texts, textbooks, and references published in English. It follows that reading instruction is critical since it assists students in developing the ability to grasp an English text.

Reading is an important ability that must be fostered in learning and teaching activities since it provides people with a wealth of knowledge and information. According to Medina (2012), reading is crucial for academic reasons since it is one of the most commonly utilized language abilities in everyday life to

obtain information. Reading is very vital for pupils in the educational area. Reading, according to Gilakjani and Sabouri (2016), is the procedure for deriving meaning from textual content. It requires coordinating data from several sources. It's the process of interpreting textual data, reader background knowledge, and the reading situation together. Reading may be used to strengthen and broaden one's language skills in addition to being a fun activity and a source of knowledge.

It takes reading to broaden one's horizons and comprehend the cultures of other countries (Putranti & Supriyanti, 2015). Thus, the primary objective of reading is to extract the meaning that the author intends for the reader to understand from a text. It seems that increasing our vocabulary is another benefit of reading. It implies that reading will enable us to accomplish a number of objectives or advantages quickly. It is impossible to dispute the importance of reading as a talent. The methods used in reading instruction to gauge students' comprehension should go beyond simple, traditional exercises like answering basic questions. Instead, they should push students to grasp the meaning structure. It indicates that it not only focuses on finding the solution of classical theory, such as the main concept, but it may also be in reciting the passages in a concise manner or summarizing employing their self words. Reading comprehension, according to Gilakjani and Sabouri (2016), is the method of deciphering textual content. Understanding the text is more important than trying to interpret specific words or phrases. A mental picture of a text's meaning is created through reading comprehension and is combined with the reader's past knowledge. These sources therefore vary according on the age and skill level of the reader.

Reading comprehension is one of the abilities that Junior High School students should be able to acquire since the goal of teaching reading comprehension is for pupils to grasp the meaning of the text. Students may also be able to draw conclusions from the material. However, in actuality, the pupils' reading abilities remain poor. This is demonstrated by the fact that children struggle to grasp the text of a reading book due to their inadequate proficiency in reading comprehension. It is quite difficult for them to discern the essential message of the text and make conclusions about it. These issues arose because the pupils' vocabulary knowledge is limited, and reading a material in a foreign language differs from reading in one's own language. The kids may have a lot of reading experience in their native language. As a result, while reading English literature, individuals must consider a variety of language competency criteria.

The problem stems from the mistakes made by pupils during the teaching and learning process. It happens when the pupils are perplexed or do not know or grasp the content that the teacher has explained. In this situation, difficulty refers to the kids' inability to grasp English reading texts. According to Suardhani (2018), students struggle with recognizing the topic or main concept, locating supporting facts, identifying the general structure, finding references, and forming inferences.

SMP N 1 Satu Atap Tinada was picked with the idea that this scenario may happen to the children at the school. As a result, the researcher undertook preliminary investigation to ensure that her research could be undertaken at this institution. The preliminary research was conducted by interviewing the English

instructor of ninth grade pupils about his class, particularly when the emphasis of the lesson is on reading.

Table 1. 1 Interview Result

No	Question	Answer
1	R : In your opinion, is the level of reading comprehension in grade IX still considered low?	T :yes, in my opinion their understanding of reading can be said to be low, because during the learning process they did not know about the text.
2	R : In general, have the students understood the procedure text?	T : I don't think so
3	R : Are there any obstacles faced by students in learning reading comprehension of procedural texts?	T : There are several difficulties they face starting from vocabulary, knowing the meaning of the text and others

Based on the interviews, the researcher discovered that many ninth-grade students at SMP N 1 Satu Atap Tinada have difficulty understanding the reading text, particularly the process text. According to the English instructor, he still sees a lot of kids that make mistakes when working on reading comprehension, which results in low comprehension accomplishment. These errors were most likely caused by a lack of comprehension of the text's topic.

The researcher is interested in assessing students' reading comprehension challenges because the researcher wants to learn more about students' difficulties in comprehending English reading content. Difficulties with reading comprehension are a critical difficulty to tackle since reading is seen as a basic necessity in many facets of life, particularly in learning English. pupils with

reading comprehension difficulties are encouraged to study since there are still many pupils who do not comprehend the meaning of the text.

Therefore, researcher is interested in conducting this study to prove and to observe the students in reading procedure text at grade ix of SMPN 1 Satu Atap Tinada.

B. The Problem of the Study

Based on the background of the study the researcher formulate the research problem as follow :

1. What are the types of students difficulties in reading procedure text at grade IX of SMP N 1 Satu Atap Tinada ?
2. Why do students realize the difficulties as the way they do?

C. The objective of this study

According to Sugiyono (2018) says that: "In general, the purpose of research is to find, develop and prove knowledge, while specifically the purpose of qualitative research is to find." Finding means that it hasn't existed before or hasn't is known. The aims of this research are as follows:

1. To know the types of students' difficulties in reading procedure text at grade IX of SMP N 1 Satu Atap Tinada.
2. To know the reasons why students realize the difficulties as the way they do.

D. The Scope of the Study

The scope of the investigation, according to Simon and Goes (2013), refers to the conditions within which the study will operate. This includes establishing the domain of the research and explicitly expressing what the researcher is examining, as well as the elements that are within the research's acceptable range (Simon & Goes, 2013). This might include specifying the topics, the level of coverage of the ideas used in the study objectives, and the time period to establish the study's reach in the context. Within the scope of this research, the researcher will limit this research to only focusing on students' reading difficulties in the process of teaching and learning procedure texts in the classroom and the reasons that make students have difficulty reading procedure texts.

E. The Significances of the study

The relevance of the study must be aligned with the study's issue statement and legitimately address the study's importance and advantages. For clarity, the study's advantages must be properly articulated, and the beneficiaries must be clearly specified in hierarchical order, often from the top to the bottom rungs of the ladder (Regoniel, 2015). This research is anticipated to be informative and beneficial to all parties involved in English language instruction. This research has a number of potential outcomes:

1. Theoretical

The results of this study can be used to add references to readers or further researchers in conducting research related to reading comprehension.

2. Practical

a. For english teachers

For the English teachers in SMP N 1 Satu Atap Tinada, The research is hoped to give information about the appropriate method to improve the teaching learning especially in reading comprehension.

b. For Students

The researcher hopes provide motivation and enthusiasm for students to read often to increase their reading comprehension skills.

c. For furthers

For next researchers, as references to do further research in the same subject in various topics in the different context.