CHAPTER I
INTRODUCTION

This chapter presents the discussion about background of the study, statement of the problems, objective of the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Language is one of the most important things in communication and it is used as a communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as a foreign language and taught formally from elementary school up to the university level.

English as an international language which means it is needs of communication used by more million people all over the world. Nowadays, it becomes the language of commerce, culture, technology, and politics as well as education. In addition, it contributes a lot to the development of human civilization. Realizing the importance as a tool to get involved in every aspect of international world, our government has set English as a foreign language for many periods of time in Indonesia.

Therefore, English is one of the subjects for students of senior high school in Indonesia, and it is a language that has to be learned beside Bahasa Indonesia.
Some activities made in learning process should provide a drill for the four language skills, such as listening, speaking, reading, and writing, which formulated to be unity with the three language components, such phonology, vocabulary, and grammar. According to Brown (2001 : 217), for almost six decades, research and practice English teaching has identified the “four skill” such as listening, speaking, writing, and reading as important paramount.

Reading comprehension requires a complex process to construct a meaning and the idea. Mc Whorter (2005:3) states that reading comprehension is an effort to understand, evaluate, and also recognize the author’s ideas of reading text. It is very important to be mastered by the students because in reading comprehension, the students are expected to get the main ideas and the detail information from the text. Meanwhile, Pressley (2005:4) describes that reading focuses on five literacy domains as essential to successful reading development, phonemes, awareness, phonics, vocabulary, fluency and comprehension. Students with low level of understanding are often problematic when they are reading the text. They show some reading difficulties such as decoding, fluency (reading words quickly and accurately), and vocabulary. Many students with learning difficulties have problems in more than one area that influence their text comprehension.

Westwood (2004) states that over many years students with learning problems have been given a variety of labels, including ‘dull’, ‘educationally subnormal’, ‘slow learners’, ‘low achievers’, ‘at risk’, the ‘hard-to-teach’ and
'learning disabled'. After a period of time each label attracts its own odium and is replaced by another. In addition, Lerner (2006) states that a number of learners, for unexplained reasons, are unable to use reading as a tool for learning, getting new information, ideas, attitudes, and values from standard 4 upwards. Even after they have been taught, it is quite unfortunate that a large number (17.5 percent) of them are unable to read efficiently at higher class levels.

Students start reading a text with the far that they are going to have problems with vocabularies and unfamiliar structures, and so that they read slowly and carefully, weighing and measuring every word, with a dictionary at their elbow as a life support system. Baumann & Graves (in Klingner, et. al. 2007) state that vocabulary instruction is necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. Students stop reading whenever they find unfamiliar words and then find the difficult word in the dictionary to look up its meaning and get an understanding of the sentence, while they can actually keep on reading to figure it out from the context. They still try to comprehend the sentence even though they do not know its meaning. It will be slow if they have to look up the meaning in the dictionary most of the time. Students who read slowly will easily discourage, they will tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage.

A research conducted by Asty (2013) observed about improving students reading comprehension through summarizing strategy at junior high school. The
result of her observation showed five problems faced by student in reading comprehension class: (1) student were indolent to read english text book; (2) students confused to understand the contents of reading english text book because the lack of vocabulary; (3) students did not have enough time because they spent their time to open a dictionary and find any difficult words on the reading text; (4) the students were extremely passive during the class; and (5) the use of teaching technique were not interesting when the teacher teach in class. based on the case above, the researcher found the way to solve the problem using summarizing strategy.

Based on the problems above, the researcher wants to research the students’ difficulties in reading at SMAN 3 MALANG. As for the reason, based on internship experience that has been conducted by researchers at SMAN 3 MALANG, researchers want to identify students’ difficulties in reading, in which students should be able to understand, implement, and analyze the knowledge of reading in learning activity. Researchers found there are still students’ difficulties in understanding the reading text that affects the way of thinking of students to understand the reading text so that students must read the text repeatedly.
1.2 Statement of the Problems

Based on the background above, the researcher formulates the problems as follow:

1. What are the students’ difficulties in reading at SMAN 3 Malang?
2. How does the teacher overcome the students’ difficulties in reading at SMAN 3 Malang?

1.3 Purpose of the Study

The research purpose are described on the following statements:

1. To identify the students’ difficulties in reading at SMAN 3 Malang.
2. To know the way of the teacher overcome the students’ difficulties in reading at SMAN 3 Malang.

1.4 Significance of the Study

The study is expected to give worthy contribution for English teacher, English learner and future researcher. For English teacher, the result of the study is hopefully able to be used as references in teaching reading. Meanwhile, for English learners, the research findings are expected to enrich their knowledge about handling difficulties in reading. Finally, for future researcher, the research findings are expected can be used as references in conducting further studies about reading comprehension skill.
1.5 Scope and Limitation

The scope of this research is students’ difficulties in reading at SMAN 3 Malang. The researcher limits the focus of this research on the students of grade 11 at SMAN 3 Malang.

1.6 Definition of the Key Terms

In order to avoid misunderstanding of some terms used in this study, the researcher needs to be defined as follows:

1. **Reading:** Johnson (2008:109) states that reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text.

2. **Reading Difficulties:** Subini (2012:13) states reading difficulty means hardship, worry, situation or condition, and something that is complicated. Difficulty is a condition that displaying obstacle characteristic in activity for getting the goal and need a good effort to solve the difficulties.