

# **CHAPTER I**

## **INTRODUCTION**

This chapter is divided into eight sub chapters, they are; the background of the study, the reasons for choosing the topic, the statement of the problems, the objective of study, the limitation of study, the significance of study, the definition of key terms, and the last is the organization of the study.

### **1.1 Background of the Study**

Language is one of the important things that is needed by people as a social human being to interact with others (Sirbu, 2015). According to Radiah (2016), language is a communicative device. As a tool of communication, there are many languages in all over the world. It is used to express our thoughts, ideas, and feelings in written or spoken form. By language, people can learn about the variety of things, whether social or science.

Every country has their own language. However, English takes part as an international language (Choi & Lee, 2008). There are many of them positioned it as a second language and the others as a foreign language. They have included English to be one of the courses in their school curriculum. According to Lin & Chien (2010), TESL (Teaching English as a Second Language) is commonly used in the countries that has many immigrants which the mother tongue is not English. While TEFL (Teaching English as a Foreign Language) is a teaching where is both of the teacher and students are studied with different mother tongue. It is

used in the countries that is not controlled by English people or colonized by England (Lin & Chien, 2010). For example, the Indonesian government which takes English as a foreign language to be taught in the school.

Indonesian students still difficult in learning English. There are four basic skills that should be mastered by them. Those skills are listening and reading as receptive skills, the others are speaking and writing as productive skills (Cahyaningsih, 2017). Reading is the important skills in teaching English. It is a common skill that often met by students while studying English (Kasim & Raisha, 2017). They should have good ability in reading to build other skills. People who likes reading many books or articles will be better in writing than those who never do that. Through reading, they can improve their vocabulary knowledge and master the language. Hung and Ngan (2015) states that reading can help learners to reach the target language. Therefore, students should master reading skill in order to master the other skills more easily.

Students of senior high school are still difficult in comprehending texts. It is caused by some factors, one of them comes from the teachers' teaching strategies such as the material and the media for teaching and learning that makes them cannot enjoy the lesson (Safitri, 2014). In addition, the students have low interest in reading which makes them have low motivation. Furthermore, the reading process sometimes makes them confuse if they do not accustom to read every day.

Through the writer's experience during her internship in SMA N 11 Semarang, she found out there were some students who were difficult in comprehending the text. It can be proven from the students' final result of midterm test. If the teacher still ignores it, then it will be offended their reading scores.

Based on the pre-survey, it is find out that some of students' score in SMA N 11 Semarang not achieve the target. That is why the writer is very interested in doing research on reading comprehension difficulties to analyze the problem that faced by students with the title of the research "An Analysis on Students' Difficulties in Doing Reading Comprehension Test of Recount Text".

## **1.2 Reasons for Choosing the Topic**

Through this study, there are some reasons why the writer chooses the topic deals with the analysis on students' difficulties in doing reading comprehension test of recount text in SMAN 11 Semarang:

1. The students were difficult in comprehending the test especially recount text.
2. Some teachers still ignored the students' difficulties in reading comprehension skill.

## **1.3 Statements of the Problem**

Based on the point above, this study is to find the answer of the following question:

1. What are the students' difficulties in doing reading comprehension test of recount text in the eleventh grade students' of SMA N 11 Semarang?
2. What are the factors that make the students difficult in doing reading comprehension test of recount text in the eleventh grade students' of SMA N 11 Semarang?

#### **1.4 Objectives of the study**

The objective of the study are:

1. To find out the students' difficulties in doing reading comprehension test of recount text in SMAN 11 Semarang.
2. To find out the factors that make the students get the difficulties in doing reading comprehension test of recount text.

#### **1.5 Limitation of the Study**

In this study, the writer limits the scope of the study only to analyze the students' difficulties in doing reading comprehension test of recount text.

#### **1.6 Significances of the Study**

The writer hopes that the result of this study gives some advantages. It is divided into two aspects, pedagogical and practical. The advantages of the study can be stated as follows:

1. Pedagogical significance

Through this research, the writer hopes that the teaching and learning of reading comprehension of recount text will be better.

## 2. Practical significance

### a) Teachers

The result of the study will be useful for English teachers to facilitate the students' difficulties in doing reading comprehension test of recount text.

### b) Students

The students can know their difficulties in doing reading comprehension test of recount text. Hence, they can improve their ability in answering reading comprehension test of recount text.

## 1.7 Definition of Key Terms

Definition of key terms is used to ensure the general understanding of key concepts, especially if the terms are unusual. The writer includes some key terms in order to make the reader easier in understanding this study.

### 1) Students' difficulty

Difficulty is a situation that makes people in some condition being hard to do or to understand (Hornby, 2001). It produces an error while the students in the process of learning. Students' difficulty is learners that have specific problems processing certain forms of information.

### 2) Reading comprehension test

According to Cahyaningsih (2017), reading comprehension is ability of finding information from the written text. It is an interactive process that is made the readers have to use background of knowledge, vocabulary, grammatical

knowledge, and other strategies to help them to understand a written text. Reading comprehension test is someone ability to read and comprehend written information quickly by answering some questions.

### 3) Recount text

Recount text is a text which retells event to the reader in a purpose to inform the past experience (Coogan, 2006).

## **1.8 Organization of the Study**

Outline of the study is arranged to facilitate and make the readers understand more about this study. It is organized into five chapters.

Chapter I deals with the Introduction. It includes the background of study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the limitation of the study, the significances of the study, the definition of key terms and the organization of the study.

Chapter II is review of related literature. It includes English learning, reading as a receptive skill, intensive reading, reading comprehension, reading comprehension test in senior high school, recount text, and the previous studies.

Chapter III is research method. In this chapter, the writer presents the research design, the subject of the study, the instrument of the study, the validity and reliability, the data collection, and the data analysis.

Chapter IV is result and discussion. In this chapter, the writer presents the profile of school, the result of validity and reliability, the result of the test, the result of questionnaire, and discussion.

Chapter V is research method. In this chapter, the writer presents the conclusion and the discussion.