# CHAPTER I

# INTRODUCTION

## Background of the Study

Reading is an important skill in education. Goodman in Burt (2003) states that reading is essential to learn because it helps people learn to think about new languages, build a better vocabulary and be more comfortable with written English. Therefore, students who master good reading skills will find it easy to extract meaning from English text because they have a better vocabulary in context. It is also supported by Harrison (2004) that reading is part of a person's development ranging from cognitive, emotional, moral, and verbal intelligence. It means that reading is vital for students to develop their knowledge and their way of thinking. One of the most important skills in reading is reading comprehension. Nearly all students' learning practices are about understanding the text. Reading is not just looking at the text without understanding it (Duke et al., 2011). Therefore, it is clear that the need for reading comprehension skills is important.

However, for junior high school students reading in another language is more complicated than reading in the first language (Nation, 2009). Moreover, even it will be a complex process if students have to read in another language with various genres. For instance, in the case of narrative text, they are troubled with structure, including orientation, complication, resolution, reorientation, and vocabulary. As a result, reading comprehension of narrative text, especially in secondary students, is still low.

From the explanation above, it is important to investigate in detail the students' problems regarding reading comprehension of narrative text and the teachers' possible solutions in overcoming the issue because it will be beneficial for students and teachers as an evaluation in the teaching-learning process.

There have been many studies investigating students' problems in reading comprehension. Studies from Khoirunnisa and Widodo (2019) showed that narrative texts are the most difficult for students to face at school. Then, students have difficulty due to lack of vocabulary, use of simple past tense and instructions for understanding moral values, and problems related to trying to understand structure, point of view, and words. Another study from Yuvirawan (2021) showed that the issues faced by students in reading narrative text are determining the main idea, finding detailed information, making conclusions, identifying references, and understanding the meaning of words. Other than that, studies from Mangen (2013) showed that students face seven problems in reading narrative and expository text: new words, context information, text form, structure, lack of illustrations, tenses, and connecting words. The other studies from Shehu (2015) showed that students' reading comprehension difficulties include unclear words and unfamiliar language.

From the previous studies above, most studies focus on investigating students' problems in reading comprehension in different types of text, hence, this needed another study with a different focus, namely focusing on the problems from students' perspective and solutions from the teachers' perspective. Accordingly, this present study centers on the problems faced by students in reading comprehension of narrative text and the possible solutions to solve students' problems through teachers' perceptions. Therefore, this study aims to investigate the students' problems and teachers' possible solutions in reading comprehension of narrative text in junior high school.

## The Reason for Choosing the Topic

The reason why the writer is interested to conduct this research are based on several considerations:

1. This research problem is very interesting and challenging to research in terms of problems and possible solutions in reading comprehension of narrative texts.
2. As far as the researcher is concerned, the research title has never been investigated by any researcher.

## Research Questions

1. What are the problems faced by students in reading comprehension of narrative text?
2. What are the teachers' perceptions on the possible solutions for the students' problems in reading comprehension in the context of narrative text?

## Objectives of The Study

Based on the research question, the objective of this research is to investigate the students' problems in reading comprehension of narrative text. In addition, investigate the teachers' possible solutions regard to the students’ problems in reading comprehension of narrative text in junior high school.

## Significances of The Study

The result from this study is expected to be used theoretically and practically.

1. Theoretically

It is expected that the result of this study will enrich the theory of reading comprehension.

1. Practically
2. Teachers: It is hoped the study can be used as an input for the teachers in teaching English, especially in reading skills. In fact, the students have many problems related to reading comprehension of the narrative text, so the teacher will improve the effectiveness of the teaching and learning process.
3. Students: The students can understand their weaknesses and strengths, so they will try to find other ways to increase their strengths and reduce their weaknesses.
4. Researchers: It is expected that the result of this study can be additional information for future researchers about the students' problems in reading comprehension of narrative text.

## Definitions of Terms

1. Reading Comprehension

Reading comprehension is the ability to understand the meaning of the text or the process of obtaining, understanding meaning, and interpreting the information correctly from the text (Carreker & Birsh, 2011; Grabe & Stoller, 2019; Westwood, 2012)

1. Narrative Text

The narrative text tells a story related to a sequence of events. Narrative text types tell a story to entertain readers, make readers take lessons from the story, and arouse their emotions (Floriast, 2011).

1. Students' problems

Student problems are student conditions that can hinder the process of learning activities. Many factors can cause the problem. Three factors influence students in the learning process. The factors are internal, external, and learning approaches (Syah, 2007, cited in Pristiyan, 2010).