

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research question, research purpose, the significance of the study, the scope of the study, the conceptual framework and the research gap.

A. Background to the Study

Reading is one of the essential skills in learning English, like the other four skills such as listening, speaking, and writing (Susilo Adi, S., 2020). Reading cannot be separated from every daily life, especially in the world of education. The success of the students in comprehending English text can be affected by reading. As stated by Laraba (2007), having the ability to read comprehension is important for academic study, professional success, and personal development. In other words, it means reading must be mastered by students if they want to succeed in learning English.

Despite reading is important, problems in reading comprehension are common phenomen for students. Based on the data obtained in class, many students can only read English text but they do not understand its content. Meanwhile, Setyawati (2021) states that problems are divided into internal and external factors. Internal factors include problems within the individuals' EFL learners, such as interest and motivation. Moreover, external factors include external problems, one of which is the lack of teaching strategies. Identifying and handling reading comprehension problems is important for students and teachers because it will affect the success of student learning.

According to Sahin (2013), the type of English text also can affect students' reading problems and ability. This research conducted because that there was a difference in the level of students' reading comprehension between narrative text and informative text. In addition, there are two general types of text, namely literary text and factual text (Nurrohmah, Irmaya, et al, 2015). The literary text contains narrative text, dramatic text, and response text. In addition, the factual text contains

an explanation, a procedure, exposition, recount, and discussion text. In this study, the types of narrative text will be used. Narrative text is an imaginative text describing a sequence of events from time to time. According to AlKhaleefah (2017), narrative text shows more complex problems than other texts. It is said that narrative text causes problems for foreign learners such as lexical problems, and sentence structure. The narrative text is chosen because this text is one of the primary materials present in senior high school and has been studied by the second-year students in Indonesia (Ministry of Education and Culture Republic of Indonesia).

In dealing with the above problems, students and teachers must find a way out, namely by using reading comprehension strategies that are suitable for use in narrative text material. According to Yang (2006) in Shakoor (2019), reading strategies often help students build understanding and determine the meaning of texts.

There are several previous research studies related to EFL problems in understanding English texts and strategies for dealing with them. The first previous study was reported by Satriani (2018), the purpose of this study was to determine reading comprehension problem encountered by English university students. The second study was conducted by Yuvirawan (2020). This study was qualitative research on the problem of reading narrative text in junior high school. The third study was conducted by Banditvilai (2020). This study aims to know what kind of the effective reading strategies in English class

The researcher has found the differences between this study and the previous study. Previous research contains various causes and problems for students in understanding English texts. In contrast, this research identifies causes and problems experienced by students and how the student strategies are to solve their problems.

Based on the background above, the writer needs to figure out what problems that really exist in the second-grade students of senior high school especially in reading narrative text and how students overcome the problems. Based on those reasons, the writer decided to conduct a research with the title, “*Students’ Problems in Understanding Narrative Texts and Their Coping Strategies at The Second Grade of Senior High School*”.

B. Research Questions

This research is intended to answer the following questions:

1. What reading problems do the students experience in comprehending narrative text?
2. How do the students cope with their comprehension problems in reading narrative text?

C. Research Purposes

There are two aims of this research:

1. To identify the students’ problems in reading comprehension, especially in narrative text.
2. To find the students strategy to cope with their problems in reading comprehension narrative text problems at the senior high school level.

D. Research Significances

The theory research significance of this research is to help the senior high school students increase their skill and interest in comprehending narrative text. At the same time, the practical significance of this research is expected to help the next generation of teachers be careful in overcoming students' reading comprehension problems.

E. Research Scope

This research will examine the main problem of reading comprehension among second grade students at the senior high school level. Thus, this study is only focused on finding out what kind of students' strategy use with their reading comprehension problem in narrative text.

F. Conceptual Framework

Many authors have provided some reading definitions. Reading is an activity carried out by someone to view a text in books, the internet, magazines, and others. Gilakjani & Sabouri (2016:229) stated that reading could be defined as an interactive step in which the reader can create a meaningful description of a text with effective reading strategies. It means that reading is a step for the reader to understand the text.

Reading activities do not escape from how the reader understands the text's meaning. Reading comprehension is a reading activity to absorb information from the reading material and understand the implied meaning of the reading. Rahmawati & Hasbullah (2020:235) explains that reading comprehension means a person's skill to understand the meaning of a text through writing or reading, either in the form of simple ideas, complex ideas, and all meaning.

Through the definitions above, it can be concluded that reading comprehension can be defined as a process that involves reading activities with the goals: understanding the content, meaning, and word structure of the reading. Factors related to reading comprehension, such as the relevance of previously learned knowledge, past physical experiences, and terms or pure knowledge, were only discovered when the reader reads the text.

When reading a text, not everyone can immediately understand the contents of the text. Moreover, in Indonesia, English is not a language that must be used every day, so many students have difficulty understanding English texts. Many students are experiencing problems when they have to read English text.

According to Westwood (2008) there are six categories of students' comprehension problem when reading English text; limited vocabulary language, lack of fluency in reading, lack of familiarity with the subject matter, prior knowledge problems, difficulty level of the text (readability), lack of reading strategies, problems in recalling information after reading. Moreover, Shehu (2015) states several aspects causing reading abilities, such as vocabulary mastery, memorization, lack of reading comprehension, and text types.

Narrative is one of the types or genres of text used in senior high school level English material. Some experts define narrative text. Rebecca (2003) states that narrative is a kind of text that refers to a set of logically and chronologically related events triggered or experienced by a factor. The writer also states that the keys to understanding the narrative story are plot, themes, characters, and the sense of the relationship between sentences. Besides that, according to Anderson (2002), the narrative genre explains a story that has some purposes. There are entertaining the audience, making them think about an issue, teaching them a lesson, or exciting their emotions. The researcher also pointed out that the character of the story, the settings, and the narrative conflict are regularly placed in the first paragraph. The conflict affects its high point in the middle paragraph. The last paragraph usually states the solution to the problem.

According to Nickols (2016), strategy has the same meaning as perspective, design, and pattern. Meanwhile, Sanjaya (2006) reveals that strategy in education is defined as a plan that contains a series of activities designed to achieve educational goals. The right strategy is very important to be applied to the learning process because it will create positive benefits for students. According to Pang, S. (2003: 14), strategies are carried out for students to understand and process information in written text. Nuttal (1982) in ma'rifah (2017) states four types of reading strategies. The first is skimming the text, scanning or glancing read of the text, extensive reading, and intensive reading. In addition, Duke & Pearson (2005) state there are six types of reading strategies, they are predicting, visualizing, making connections, questioning, and inferring.

G. Previous Studies

There are several previous research studies related to EFL problems in understanding English texts and strategies for dealing with them. The first was conducted by Satriani (2018), the purpose of this study was to determine reading comprehension problem encountered by English university students at FKIP UIR Pekanbaru. The indicators of this study are lacking of reading habits, the reading material is too difficult for students, low skill of reading, low strategies or technique. This study used qualitative research design and the data was collected by interview and questionnaire. The sample of this study consist 40 of first year students at English study program. The results showed that mostly students have problems when understanding English text. The major factor of this problem too difficult reading materials, unfamiliarity vocabulary, and lack of reading motivation.

The second study was conducted by Yuvirawan (2020), the purpose of this study was to determine the difficulty students encounter while reading narrative texts. The factors causing these problems are students' understanding on; finding main idea, finding detailed of information, making inference, identifying references, and understanding the meaning of words. This data of this study was collected by questionnaire and interview. The sample of this study consist 59 eight grade students of SMPN 2 Kandangan. The results showed that the dominant students' problem when reading narrative text are making inference. Besides that, students also faced some problem such as determining main ideas, finding detailed information, making inference, identifying reference, and understanding meaning of words.

The third study was conducted by Banditvilai (2020), the purpose of this study was to analyse the effectiveness of reading strategies on reading comprehension. which strategies are appropriate by students when reading comprehension text among these strategies; skimming, scanning, making predictions, and questioning. This study is qualitative design and used questionnaire and interview as instrument of research. The population of this research is 59 of English major student at Kasetsart University. The results showed that reading strategies have a great impact on the students' reading comprehension ability.

This research is different from the previous research. The current research focuses on student problem in comprehending narrative text and also to investigate their strategies to cope with the problem. This research also used second-grade of senior high school out as the population of the research.