

CHAPTER I INTRODUCTION

A. Research Background

English is a unique language. It is different from other languages functionally and structurally. English is the only language that links the whole world together. Although we are not native speakers, we need to be able to master English. Even if people travel to different countries where different languages are spoken, English is the common language to express their views on situations. English is an important language as it is used as the first language and in some countries, it is taught as a second language in schools. It has been widely spread across the globe. One of the main reasons for English being used as an important language is that it is demanded in modern life. The English language is a tool to establish one's viewpoint. A language shapes the way how people perceive the world.

For good communication, communication skills are essential. The basic skills are listening, speaking, reading, and writing. These are called "language skills". The four language skills are related to each other in two ways. Language skills are divided into receptive skills and productive skills. Productive skills are speaking and writing. The first way is the learner possesses efficient productive skills can produce something, they also know are active skills. Students need to generate language to communicate their ideas either in speech or text, for example, students have already spent time practicing receptive skills within a shape of a poem, by listening to it and reading it. They now move on to productive skills by writing their own. The second way is receptive skills, which are the ability to listen and understand a language. Reading and listening are receptive skills, listening is stage one of the responding act of communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuing interactions. Language is received and meaning is decoded for the easy development of the critical thinking of the person. It develops the productive and receptive skills of communication in an efficient way. The four skills go in pairs. The reading needs an extensive study to improve it. The best selection of material for reading, and different ideas on the same subject also help to improve these skills.¹

¹ S. Sreena, M. Ilankumar, "Developing Productive Skills Through Receptive Skills – A Cognitive Approach". *International Journal of Engineering & Technology*. (2018). P. 671.

The criteria for someone who has mastered English is correct skills in four skills, namely: listening, reading, writing, and speaking. Of the four skills, people cannot read English text well if they can not read the English vocabulary with the correct pronunciation. Notice how many of us can speak fluently, how many can read newspapers, articles, or news in English fluently and have the correct pronunciation, such as writing in The Jakarta Post, The Jakarta Globe, or just reading children's short stories. Another consequence of not being able to read written in English correctly is that the person will not understand the correct of the reading quickly. There is a saying "good writers are good readers" which means that people cannot write well if they only read a little. Therefore if people can read and understand that well, they will know how to write correctly. reading skills have essential to help upgrade others' skills.² By reading we can get more information since it is a window of knowledge. Reading is one aspect of language skills that is very important in every person's life, both at school and university whenever the students study.³ Reading is the link between humans, knowledge, and science, both classical and modern. This activity is the main medium for filling vacancies, fulfilling tendencies, and increasing knowledge. Reading has always been the most effective means of knowledge transfer in modern life.⁴

Students can get many benefits if we read something such as a book or others. In a broader sense, Nation from Victoria University of Wellington, New Zealand said that. "it is clear from these studies that extensive reading can be a major factor in success in learning another language"⁵. This explains that reading is indeed very important to be trained and has an effect on one's success in learning a language. However, many students still get difficulties reading English text since it is a foreign language in Indonesia. Furthermore, this is also influenced by the lack of student familiarization with the foreign language. They only get English learning in school. Since English is an international language and certainly useful for life, many teachers

² Nano Suharno, *Pintar Inggris Guides*. (Pintar Inggris Publishing. 2020). P. 21.

³ Estika Satriani, "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau", *Journal of English for Academic*. Vol. 5, No 2. (2018). P. 15.

⁴ Muhammad Musa Asy-Syarif, *Smart Reading for Muslim*. (Solo: Aqwam, 2009), P. 21.

⁵ Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power*. (America: Pearson Longman: 2007). P. 3.

and educators use various methods and also combine students with reading text to make students understand English easily. The aim of English at the secondary school level is to use English functionally, performatively, and epistemically. For this reason, it is necessary to have a supporting component involved in the learning process at school and this goal can be achieved by reading, in the sense that the reader can understand the content of the reading itself because the role of reading is essential for the development of knowledge.⁶

So, this research is relate to Q.S. Al Alaq 1-5 about reading is important for our life.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝
 اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝
 عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

It means:

In the name of Allah, the entirely merciful, the especially merciful

1. In the name of thy lord who createth
2. Createth man from a clot
3. Read, and thy lord is the most bounteous
4. Who teacheth by the pen
5. Teacteth man that which he knew not⁷

B. Research Focus

This study will focus on the difficulties of students with several weaknesses, especially in reading comprehension because it cannot deny that reading is important to open students' understanding, especially those who are still in high school. There is differences with others previous study, *The subject of the first previous study* was 8 second – semester students of English Literature at Universitas Ngudi Waluyo. The study adapts the explanatory multi-method strategy proposed by Creswell. From the research of the previous study, it can be concluded that all the student's difficulties in reading

⁶ Fernandita Gusweni, "Reading Difficulties: Comparison On Students' And Teachers' Perception". ISELT-4. (2016). P. 297.

⁷ Q.S. Al Alaq 1-5

comprehension tests are caused by vocabulary, especially the limited knowledge or mastery of vocabulary. *The second previous study* by Kate Chain&Jane Oakhill in the research entitled “Reading Comprehension Difficulties”. The children need to develop two broad skills to become successful and depend on readers. *The second previous study* by Kate Chain&Jane Oakhill in the research entitled “Reading Comprehension Difficulties”. The children need to develop two broad skills to become successful and depend on readers. They must be able to recognize and decode the individual words on the page and they must be able to comprehend the text.

C. Research Questions

1. how are the process of learning English and the process of reading comprehension carried out by students in class?
2. What Kind of The Student’s Difficulties in Reading Comprehension and Solutions of the Difficulties?

D. Research Objectives

1. To describe definition of Reading Compreehension and explain how the learning process in learning English MA Sholahuddin especially in Reading Comprehension
2. To explain and find out what kind of the student’s difficulties in reading comprehension and solutions in a class eleventh grade of MA Sholahuddin Kerangkulon students

E. Research Significances

This Research expects to provide some significant contributions both theoretically and practically, which are as follows:

1. Theoretically Significances

This study aims to find out the solutions to overcome reading difficulties in English for IAIN Kudus students in general and can be used for high school students in particular. And the results of this study can be used as a reference and motivation to develop English from scratch with various methods that are balanced with effective English reading skills.

2. Practically Significance

Practically the result of this research expert to be useful, as follows:

a. For Students

Students become better at understanding how to overcome difficulties in reading English and can develop their

understanding of English so that English learning in class is better understood and can be followed properly.

b. For Teacher

Teachers who know the difficulties experienced by students in the class can adjust the method to the students being taught. The meaning of the process of learning to teach English even though it is a foreign language can be conveyed.

c. For School

Can improve the quality of teaching and learning English by the educational goals that have been formulated by the school

F. The Organisation of Thesis

This paper is divided into chapters:

Chapter I :

Introduction, contains the research background, the research focus, research questions, research objectives, research significance, and the organization of a thesis

Chapter II :

A review of related literature contains theoretical descriptions, a theoretical framework, and a review of the previous study

Chapter III :

Research Methodology, contains the research method, research setting, research participants, instrument and data collections technique, research data validity, and data analysis technique

Chapter IV :

Research findings and discussion contains their research and discussion.

Chapter V :

Conclusions and recommendations, it contains conclusions and recommendations