

CHAPTER I

INTRODUCTION

A. Background

Reading comprehension has become a primary challenge in teaching and learning reading skills. Reading comprehension is not a simple process of recognizing individual words, or even of understanding each individual word as eyes pass over it. Snow (2002) states that there are some challenges faced by students in reading comprehension, that are: the text sometimes use difficult language, inappropriate topic, and unfamiliar genre potentially making the readers difficult to comprehend the text easily.

English is used by Indonesian as a foreign language (EFL). This is stated in the Government Regulation of the Republic of Indonesia number 57 of 2014 Chapter 1, Article 1, Paragraph 6 which reads "*Bahasa Asing adalah bahasa selain Bahasa Indonesia dan bahasa daerah.*" [Foreign Languages are languages other than Indonesian and regional languages]. In contrast to some countries that use English as L1 / L2, when they easily understand the reading text which is only available in English. Indonesian students may get challenges in comprehending English reading text. For examples, they were lack in vocabulary, lack in grammar, inability to find main ideas in English text and another difficulty faced by the Indonesian students is in finding the main idea of the text.

In addition, based on the reseacher's experienced during school-based internship program (*Pengenalan Lapangan Persekolahan*), this program in

senior high school, the lack of students in comprehending the English text is they depended on Google translate. There were previous studies that have similarity with this research. Alyousef (2006) said , the cognitive tasks involved in reading as well as the various activities teachers use in teaching reading comprehension. Shehu (2015) conducted the related research for the three different high schools in Albania, she found main problems on students' reading comprehension; vocabulary, they need to open the dictionary and do not understand the new word. They need to hold the information in working memory, absence of extensive reading, the students read a little or nothing and the type of text can be a problem for the students in reading comprehension. Qarqez (2017) states reading comprehension difficulties faced by EFL students at an university in Jordan. The problem faced by students in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. Although a plethora of studies have focused on teaching and learning reading, a few of them emphasized on students' challenges in reading comprehension, particularly in Indonesian EFL context. Therefore, the present study aimed at investigating the students' challenges in reading comprehension.

B. Formulation of the Problem

What are the students' challenges in reading comprehension of English text?

C. Operational Definitions

To avoid misunderstandings about the terms set out in this study, researchers provide several definitions related to this study, including:

1. Reading Comprehension : Reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author.
2. The Indonesian EFL Students : The students in Indonesia who study English as a foreign language.
3. Reading Comprehension Challenges : Challenges is the situation of being hard to comprehending the reading text.

D. Aim of the Research

The present study aimed to portray the students' challenges in reading comprehension.

E. Significances of the Research

1. Theoretical Contributions

Theoretically, the present study expand reading comprehension theory and support the theories related to the challenges in reading comprehension.

2. Practical Contributions

This study presents the information for the readers about the challenges faced by students in reading comprehension.

3. Empirical Contributions

By conducting the academic writing, the writer can find out the challenges faced by students in reading comprehension.