

**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN READING COMPREHENSION
AT AN 8th GRADE OF MTs MA'ARIF NU 1 KEBASEN**



THESIS

**Presented to English Education Study Program, State Islamic
University of Prof. KH. Saifudin Zuhri
as a Partial Fulfillment of the Requirements for Under Graduate
Degree in English Education**

**By:
EFRIDA AMALIA
1717404055**

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH
AND TEACHER TRAINING FACULTY STATE ISLAMIC
UNIVERSITY OF PROF. KH. SAIFUDIN ZUHRI
PURWOKERTO
2022**

STATEMENT OF ORIGINALITY

Herewith I,

Name : Efrida Amalia

Students Number : 1717404055

Grade : Undergraduate

Faculty : Trabiya and Teacher Training

Study Program : English Education

Declare that this Thesis Manuscript is entirely my own research outcome or work,
except in given parts which are cited the sources

Purwokerto, March 21, 2022

I who declare,



Efrida Amalia
S N 1717404055



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat: Jl. Jend. A. Yani No. 40A Purwokerto 53126, Telp. (0281) 635624, 628250 / fax: (0281) 636553, www.iainpurwokerto.ac.id

APPROVAL SHEET

This thesis, entitled
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Written by Efrida Amalia, Student Number 1717404055, English Education Program, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on March 31, 2022 and declared qualified for achieving the degree of Sarjana Pendidikan (S.Pd) in English Education.

Examiner I/Head of
Examiners/Supervisor

Examiner II/Secretary,

Desi Wiyayanti Ma'rufah, M.Pd
NIP.199212152018012003

Main Examiner,

Muflihah, S.S., M.Pd
NIP.197209232000032001

Khairunnisa Dwinalida, M.Pd
NIP.199211152019032034

Legalized by:

Dean,



Dr. H. Suwito, M.Ag
NIP.19710424 199903 1 002

OFFICIAL NOTE OF SUPERVISOR

To the Honorable.

Dean of Faculty of Tarbiya and Teacher
Training State Institute of Islamic Studies
Purwokerto

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Efrida Amalia,
Student Number 1717404055, entitled:

**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN READING COMPREHENSION**

AT AN 8th GRADE OF MTs MA'ARIF NU 1 KEBASEN

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and
Teacher Training, State State Institute of Islamic Studies Purwokerto, and examined
in order to get Undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Purwokerto, March 26, 2021

Supervisor,



Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

فَإِذَا فَرَغْتَ فَانصَبْ

وَإِلَىٰ رَبِّكَ فَأَرْجَبْ

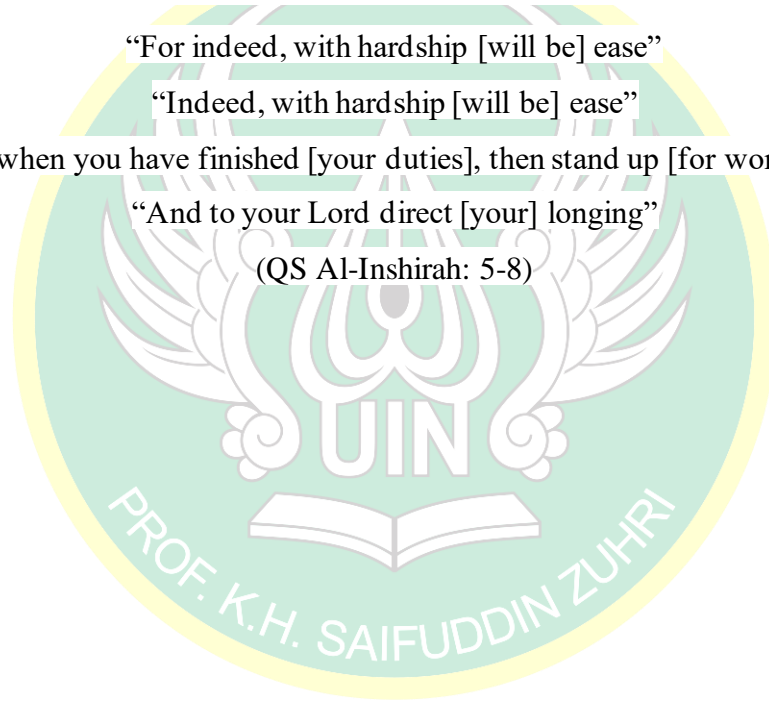
“For indeed, with hardship [will be] ease”

“Indeed, with hardship [will be] ease”

“So when you have finished [your duties], then stand up [for worship]”

“And to your Lord direct [your] longing”

(QS Al-Inshirah: 5-8)



DEDICATION

In the name of Allah SWT for the blessing and the merciful, with the deep thanks and pride, Shalawat to Prophet Muhammad SAW his coming really change the world.

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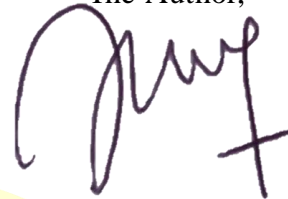
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2. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.
3. Dr. Subur, M.Ag., as the II Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.
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The Author,



Efrida Amalia
1717404055



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**Efrida Amalia
(1717404055)**

**English Educational Department
State Islamic University of Prof. KH. Saifudin Zuhri Purwokerto
ABSTRACT**

Reading is a basic ability that must be possessed by every human being in the world. The objective of this research is to identify the difficulties faced by 8th grade students of MTs Ma'arif Nu 1 Kebasen and to find out the factors causing the students' difficulties in reading comprehension.

This research is qualitative descriptive research. The research was conducted in February 2022. The subject of research was the an eighth grade and English teacher of MTs Ma'arif NU 1 Kebasen. The techniques of data collection are interview, observation, and documentation. The technique of data analysis used in this research was data reduction, data display, and data verification.

The result showed that there are two difficulties faced by students in reading comprehension, those are: (1) they have difficulties to Understanding Vocabulary and (2) They Have Lack of Pupil Interest. Some of the students feel difficult to know the meaning of the text because they do not know about the meaning of the word. Students are also not interested in English teaching-learning process because English language is still foreign language for them. So, they do not know about the material that had been delivered by the teacher in the class. There are also four factors causing students' difficulties in reading comprehension. These are: (1) The Students Had Difficulties To Understanding Long Sentence In The Text, (2) House Environment, (3) School Environment, and (4) Limited Vocabulary.

Keywords: Reading Comprehension, Students' Difficulties, EFL

TABLE OF CONTENT

| | |
|--|------------|
| COVER PAGE | i |
| STATEMENT OF ORIGINALITY | ii |
| APPROVAL SHEET | iii |
| OFFICIAL NOTE OF SUPERVISOR | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| ABSTRACT | x |
| TABLE OF CONTENT | xi |
| CHAPTER I INTRODUCTION | |
| A. Background of The Study | 1 |
| B. Conceptual Definition | 2 |
| C. Research Questions..... | 3 |
| D. Objectives and Significances Of The Research | 4 |
| E. Review of Relevan Studies | 5 |
| F. Structure of The Research | 7 |
| CHAPTER II LITERATUR REVIEW | |
| A. Students' Difficulties | 9 |
| B. Definition of Reading Comprehension..... | 16 |
| C. The Difficulties In Reading Comprehension | 19 |
| D. Factors Causes Students' Difficulties In Reading Comprehension | 21 |
| CHAPTER III RESEARCH METHOD | |
| A. Type of Research..... | 24 |
| B. Sources of Data | 25 |
| C. Technique of Data Collection..... | 25 |
| D. Technique of Data Analysis | 27 |

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings 29
B. Discussion..... 39

CHAPTER V CONCLUSION

A. Conclusion 49
B. Suggestion 50

REFERENCES

APPENDICES



CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Reading is a basic ability that must be possessed by every human being in the world. By reading, humans can get knowledge, information, and ideas. Alderson and Urquhart state that in the world, reading foreign language knowledge is very important in academic studies, professional success, and personal development.¹ Recently a great deal of professional, technical, and scientific literature has been published in English. Farhady argues that English is often used in the language of science and technology. Therefore, reading in English is a priority among other destinations of English in many countries of the world. Especially in educational programs, it is set to improve their reading skills.²

According to McNamara, reading is a great achievement when we can consider the components and the number of levels to master.³ Among all the skills reading is considered the most important skill. The ability to read is highly valued and important for social and educational advancement. Kumar, Kumar, & Rani say that students who have better reading skills, will be successful in their academic fields and people with better reading skills also get a greater opportunity for a brighter career.⁴ Therefore, apart from mastering listening, speaking, and writing, reading is one of the skills that must be mastered and is important.

¹ Anderson, R. C., & Pearson, D. A. Schema-thematic view of basic processes in reading comprehension. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research*. New York: Longman. 1984. p.255-291.

² H. Farhady. Constructing reading comprehension tests. *Roshd Foreign Language Teaching Journal*, vol. 13. No. 49. 1998. p. 37-48.

³ Danielle, McNamara. *Reading Comprehension Strategy*. New Jersey: Lawrence Erlbaum Associates. 2007. p.3

⁴ Rani, R. & Kumar, N., Kumar, N., *Gender Disparity in Literacy: District Level Evidence from Selected States of India*. *An International Journal of Education and Applied Social Sciences*. 2016. P.243

Puspita state that, Indonesian students have difficulties in reading comprehension, especially in English reading text. It is because English is not their first language. For example, students will get difficulties when the teacher asked about some information related to English reading texts that they have read. The difficulties faced by students are caused by several factors, one of which is, students have a lack of vocabulary, so they difficult to comprehend the text.⁵ Reading comprehension is the meaning of a written thought about the exchange of ideas between readers and messages in a particular text.⁶ In these words, the readers must be able to understand, interpret and select actual information from the text. Reading comprehension is important in language because the student can get information, ideas, and knowledge.

Based on the result of the preliminary research held on March 4th 2022 with Mrs. Mutiara Hikmah, S.Pd. as an English teacher in MTs Ma'arif NU 1 Kebasen especially in class 8 D. She explained that students in class 8 D at MT's Ma'arif NU 1 Kebasen have difficulties in reading comprehension because of a lack of vocabulary. Students from MTs Ma'arif NU 1 Kebasen who have difficulty in reading comprehension due to a lack of vocabulary were also interviewed.

Based on the problem above, the students' difficulties in reading comprehension at an eighth-grade of MT's Ma'arif NU 1 Kebasen will describe in this research. So the research entitles "**An Analysis of Students' Difficulties in Reading Comprehension At An 8th Grade Of MTs Ma'arif NU 1 Kebasen**".

B. CONCEPTUAL DEFINITIONS

To make it easy and avoid misunderstanding in understanding the meanings that there are in the title of this thesis, some parts will be explained as the following:

⁵ A, Puspita. Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro. Universitas of Lampung, 2017.

⁶ H Douglas, Brown. Reading on Second Language Acquisition. New York: Longman. 2003. p. 54

1. Reading

According to Nassaji, reading is a cognitive skill that involves sub-skills, processing, and sources of knowledge.⁷ Reading ability is a very complex skill, to define or to understand some text the reader needs to understand or summarize the meaning agreeable with their comprehension.

2. Students' Difficulties

Students' difficulties are a problem that happens to students in their activities that makes them feel difficult to get reach the their purpose. Each problem should solve which many ways so that the students would be easier to get information in their learning. Different factors contribute to student difficulties i.e. student background, the teaching approach, the learning environment, and some may be related to the working relationship between teachers and students.⁸

3. Reading Comprehension

Comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. In other words, reading comprehension is a process of relating the readers' background knowledge to the information in the text to get the message of the text. Klingner states that reading comprehension is the process of making meanings or/ meanings by coordinating several processes which include reading words, knowledge of words and words, and fluency.⁹

C. RESEARCH QUESTIONS

This research attempts to answer the questions:

1. What difficulties are faced by 8th Grade Students at MTs Ma'arif NU 1 Kebasen in reading comprehension?

⁷ H, Nassaji. Issues in Second-Language Reading: Implications for Acquisition and Instruction. Reading Research quarterly. 2011. p. 173-184

⁸ Peter, Westwood. Reading and learning difficulties a process of teaching and assessment. Australia: Acer press. 2001. p.26.

⁹ Klingner, K. J., Vaugh, S., Boardman, A. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guildford Press. 2007. p. 2

2. What are the factor causing the students' difficulties in reading comprehension at 8th grade of MTs Ma'arif NU 1 Kebasen?

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. Objectives of the Research

The objectives of the research are:

- a. to identify the difficulties faced by the 8th grade students of MTs Ma'arif NU 1 Kebasen.
- b. to find out the factors causing the students' difficulties in reading comprehension.

2. Significances of the Research

The significances that can be expected from this research are:

- a. Theoretical significances

The theoretical significances of this research are:

- 1) The result of this research is expected can be helpful for any further researcher who wants to study the same case. Hopefully, this research becomes a source of information and reference.
- 2) The result of this research describes students' difficulties and the factors causing students difficulties in reading comprehension.

- b. Practical significances

Partical significances of this research are:

- a. To the English teacher

From this research, a teacher can be the role important to increasing students learning achievement and also an important person in the teaching-learning process, especially for teaching reading. The teacher should be more creative in applying the teaching techniques and reading skills. It can solve the students' difficulties in reading comprehension.

- b. For the school

Hopefully, this research can motivate the school to provide more English reading books in the library.

c. For the further researcher

The result of this research hopefully can help the next researcher with a similar topic.

E. REVIEW OF RELEVANT STUDIES

This part explains the previous studies relevant to this research. The first relevant study is a thesis written by Yuni Kartika Sari, entitled "An Analysis Of Students' Difficulties In Comprehending English Reading Text On The MT's Negeri Mlinjon Klaten In Academic Year 2016/2017". The purpose of this research is to know what are students' difficulties in reading comprehension. The result of this thesis is there are the students get the problem looking for the identifying main idea of the text, identifying specific words in the text and many students have difficulty understanding the structure of the text. They have a limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have a problem to visualize the text or material. There are similarities and differences between Yuni's studies and this thesis. The similarity is that both researchers want to find out the difficulties faced by the students and difficult factors that the students' faced in reading comprehension. The difference is that Yuni's study analyzed the factor causing students' difficulties in reading comprehension at MT's Negeri Mlinjo Klaten, especially in Descriptive Text, but this thesis focuses on students' difficulties and the factors causing students' difficulties in reading comprehension in MTs Ma'arif NU 1 Kebasen.¹⁰

Second, the journal was written by Sulih Okta Prihatini, entitled "An Analysis Of Students' Difficulties In Reading Comprehension At SMAN Sukodadi Lamongan". The research aims to know the student's difficulties in reading comprehension at SMA Negeri 1 Sukodadi and to know the factors of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi. The

¹⁰ Yuni Kartika Sari, "An Analysis of Students' Difficulties In Comprehending English Reading Text On The MT's Negri Mlinjin Klaten In Academic Year 2016/2017" *Thesis Tadris Bahasa Inggris, Fakultas Trabiayah dan Ilmu Keguruan, IAIN Surakarta, 2017.*

result of this journal is there are some difficulties that the students still find in reading comprehension. The difficulties that students have can be seen in their students' worksheets. Difficulties for students in reading comprehension can be caused by 3 factors. The first factor is the inadequate instruction of teachers who do not accustom students to reading and the teacher sometimes explains beyond the topic being discussed, the second is the lack of pupil interest some students are not interested in reading because they are not accustomed to reading and are not accustomed to reading by their teacher. Third-factor vocabulary difficulties students find it difficult to translate some words in reading but students do not want to use a dictionary to find out the meaning of words they do not know. So the factor most experienced by students is difficulties with vocabulary, almost all students experience this because they do not want to find out the meaning of words they do not know. There are similarities and differences between Sulih's studies and this thesis. The similarity is that both researchers want to find out difficulties faced by the students and difficult factors that the students' faced in reading comprehension. The difference is that Sulih's study analyzed the factor causing students' difficulties in reading comprehension for Senior High School in SMA Negeri 1 Sukodadi, but this thesis focuses on students' difficulties in reading comprehension and the factors of causing students' difficulties in reading comprehension for Junior High School in MTs Ma'arif NU 1 Kebasen.¹¹

Third, the thesis was written by Dwi Larasati, entitled "An Analysis Of Students' Difficulties In Comprehending English Reading Text At The Eleventh Grade Students Of MA LAB UIN-SU Medan". There are students who get the problem to look for the Determining Main Idea, Understanding Vocabulary, Making Inference, and Detail Information. Then many students have difficulty understanding the structure of the text. They have a limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have a problem to visualize

¹¹ Sulih Okta Prihatini, "An Analysis of Student's Difficulties In Reading Comprehension At SMA N 1 SUKODADI LAMONGAN", *E-Link Journal*, Vol. 7, No. 1, 2020. p.22

the text or material. From the result of the data analysis of the interview, there are also found five factors causing the students difficulties in comprehending English reading text. There are: Difficulties in Understanding Long Sentence in the Text, Inadequate Instruction presented by the Teacher, Difficulty in Understanding Vocabulary, House Environment, and School Environment. There are similarities and differences between Dwi's studies and this thesis. The similarity between the current research and Dwi's study is want to find out difficulties faced by the students and difficult factors that the students' faced in reading comprehension. The difference is that Dwi's study analyzed the factor causing students' difficulties in reading comprehension for Senior High School, especially for Eleventh Grade in MA LAB UIN-SU Medan, but this thesis focuses on students' difficulties in reading comprehension and factors causing students' difficulties in reading comprehension for Junior High School, especially for eighth grade in MTs Ma'arif NU 1 Kebasen.¹²

F. Structure of The Research

To make a logical and systematic discussion of this research. The structure of this research will be described as follows:

Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II contains the theories of students' difficulties in reading comprehension faced by 8th-grade students in MTs Ma'arif NU 1 Kebasen. which are three sub-chapters: the first is reading, the second is students' difficulties, and the last is reading comprehension.

¹² Dwi Larasati, "An Analysis of Difficulties In Comprehending English Reading Text At The Eleventh Grade of MA LAB UIN-SU MEDAN", *Thesis Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN-SU Medan, 2019.*

Chapter III contains the research method which is consisting of four sub-chapters: type of research, sources of data, techniques of data collection, and techniques of data analysis.

Chapter IV contains about results and discussion of this research which consists of the general description of students' difficulties in reading comprehension faced by 8th-grade students in MTs Ma'arif NU 1 Kebasen.

Chapter V contains the conclusion and suggestions of the research.



CHAPTER II

LITERATURE REVIEW

A. Students Difficulties

1. Student's Difficulties

The difficulty is the errors faced by students in the teaching and learning process. This happens because students are confused or do not know or understand the material that has been explained by the teacher. In this case, the difficulty is the condition that students find it difficult to understand the English reading text. Factors difficulties faced by students are divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments.¹³

2. Reading Difficulty

To comprehend a text, Westwood argues that readers must use the information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text.¹⁴ He thinks that efficient interpretation of the text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring, and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why their many students find difficulties comprehending the English text.

Reading difficulty refers to the problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom.¹⁵ It means that reading difficulty is the problem that is faced by

¹³ Rahim. *The Primary English Teacher's Guide*. England. 2006.

¹⁴ Westwood. *The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University*. *International Journal on Studies in English Language and Literature (LISEL)*. Volume 2, Issue 5, May 2014, 2001. pp.90-95.

¹⁵ Oberholzer. *The Importance of Vocabulary in Language Learning and How to be thought*. *International Journal of Teaching and Education*, Vol. III(3), pp.2134.10.20472/TE.2015.3.3.002. 2015.

the students in comprehending the text. This problem can have a negative effect on their study, especially on their reading ability.

Moreover, Kuswidyastutik said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions.¹⁶ The basic questions on the reading test are about the main idea, finding references, understanding the difficult word, and making an inference based on the passage. These questions are also a fundamental difficulty faced by students in understanding the text. However, in this study, the difficulties experienced by students will be analyzed based on three aspects of reading comprehension by Kennedy.

3. Reading

a. Definition of reading

Reading has a positive effect on students' vocabulary knowledge, spelling, and writing. Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible. Kustaryo state that reading is the introduction of various written symbols with knowledge and understanding of the information and ideas communicated.¹⁷

According to Nuttal, reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer.¹⁸ In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

¹⁶ Kuswidyastik. Bahasa Inggris Studi dan Pengajaran Jakarta: Kemendikbud. 2013.

¹⁷ Kustaryo. Reading Technique for college students. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan. 1988. p.2

¹⁸ Nuttal, C. Teaching Reading Skill in a Foreign Language. London: Heinemann Educational Books. 1982

Nuttal also state that there are many definition about reading. Becasue of many people use the term in different ways. Nuttal classified reading in short definition, those are:¹⁹

- 1) Understand interpret meaning sense
- 2) Decode decipher identify
- 3) Articulate speak pronounce

From the definition, it can be explained that reading is a combination of word recognition and intellect emotionally interrelated with prior knowledge to understand the text. By reading, students may get beneficial information that is not given by teachers in the classroom. It is important in language because the student can get information, ideas, and knowledge.

b. Reading Skill

Reading skill is the ability to relate textual material to one's knowledge by comprehending the text. The purpose or activity is language ideas. In reading, the process of thinking is very urgent and vital, because of the sentences they read.

According to Grelet, reading involves a variety of skills to construct meaning from a text. The main ones are:²⁰

- 1) Recognizing the script of the language.
- 2) Deducing the meaning and use of lexical items.
- 3) Understanding explicitly stated information.
- 4) Understanding when not explicitly stated.
- 5) Understanding conceptual meaning.
- 6) Understanding the communicative value (function) of sentences and utterances.

¹⁹ Ika, Atikah. Analisis on the Stusents' Linguistic Problems in Reading Comprehension, Second Grade Students of MTs Baiturrahmah Sukabumi Jakarta: State Islamic University Syarif Hidayatullah. 2009. p.14

²⁰ Francois, Grellet. Developing Reading Skills: A Practical Guided to Reading Comprehension Exercise. New York: Cambridge University Press. 1981. p.4-5.

- 7) The understanding of relation between parts of a text through grammatical cohesion devices.
- 8) Identifying the main point /idea or important information in a piece of discourse.
- 9) Distinguishing the main idea from supporting details.
- 10) Skimming.
- 11) Scanning to locate specifying required information.

c. Reading Strategy

Reading strategy helps the students become active readers to control their reading in order or comprehend the whole meaning of a text. Brown mentions principle strategies of reading, as follows:²¹

- 1) Identify the purpose of reading.
- 2) Apply spelling rules and conversations for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- 4) Guess the meaning (of words, idioms, etc.) when you are not certain.
- 5) Skim the text for the gist and main ideas.
- 6) Scan the text for specific information.
- 7) Use silent reading techniques for rapid processing.
- 8) Use margin notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distingue between literal and implied meaning
- 10) Capitalize on discuss markers to process.

d. The Purpose of Reading

²¹ H Douglas, Brown. Language Assessment Principle and Classroom Practice. New York: Longman. 2004. p. 188-189.

The purposes of reading are as follows:

1) Reading for survival

Reading for survival is reading a text that is very crucial for life, for example, a warning sign, an admonition sign, an instruction sign, etc. Survival reading serves the immediate need.

2) Reading for learning

It is expected to be exclusive in school. Reading is the support for learning in class. The reader needs to translate the text, literally or metaphorically, to learn vocabulary, identify useful structure, use a text as a model for writing, and practice pronunciation.

3) Reading for pleasure

It is reading to get happiness. He wants to enjoy the rhythm or rhyme of the text. Meanwhile, reading is very important to do for all people as what has been stated, there are main reasons for reading, that is reading for pleasure.

e. The Importance Reading

Reading is one of the most important skills in learning a language besides listening, speaking, and writing. Reading is an activity that involves a greater level of concentration and gives conversational skills to the reader. It acquired a lot of knowledge.²² Besides, reading can improve students' attention span and comprehension. In general, there are two reasons why reading is important in daily life:

1) Reading will help to achieve some clear aim or information. It means that reading is one of the ways to get information.

2) Reading is needed for a career, for study purposes, or simply for pleasure. Teachers or students read a book to improve their knowledge and people read comics, magazines, or novels for

²² Damian Sofsian, The Importance of Reading By Damian Sofsian, 2011. <http://pagbasaaypagasa.blogspot.com/2011/03/importance-of-reading-by-damian-sofsian.html> accessed on March 6th, 2022.

pleasure. For language teaching, reading is useful for language acquisition. It can help to improve student's English ability.

Reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and the development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too.

f. Type Reading

Patel and Praveen mention the type of reading consists of intensive reading, extensive reading, and silent reading. There are of type reading.²³

1) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. It will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

According to Macleod, intensive reading practice is understanding what is implied in the text, making conclusions, seeing the order of information and how it affects the message, identifying words that connect one idea to another, and identifying those words show changes from one part to another.²⁴

2) Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for, oral reports, to the rest of the class, or full-class discussion.

3) Aloud reading

²³ Patel, M. F., and Jain Praveen, M. English Language Teaching. Jaipur: Sunrise. 2008. p.117.

²⁴ M, Macleod. Types of Reading.2011. accessed on <http://www.readinganswer.com/html>, on April, 2021

Reading aloud also play important role in the teaching of English. The teacher should know that the training for reading aloud must be given at the primary level because it is the basis of word pronunciation. If it does not care, it will be very difficult at the secondary level.

4) Silent Reading

Patel and Praveen state that silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they can able to read without any difficulties.²⁵

g. Reading Attitude

According to Guthrie and Greaney, reading attitude is derived from perceptions gained from people's reading history and experience.²⁶ A learners experience of reading in the first language influences the learner's attitude to reading. Mc Kenna state that, there are three components of attitude, namely emotional, cognitive and behavioral.²⁷ The first one is emotional that comes from emotionl reactions towards the attitude. The second is cognitive components that comes from ideas and believes that the individual has about the attitude object. The third one is behavioral components that involves behaviors towards attitude.

h. The Indicator of Reading

Brown mention the question of reading involve these features:²⁸

²⁵ Patel, M. F., and Jain Praveen, M. English Language Teaching. Jaipur: Sunrise. 2008. p.122.

²⁶ Neuman, S. B. & Greaney, V. The function of reading: Across-culture perspective. Reading Research Quarterly, 25, 1990. P.172-195.

²⁷ Ellsworth, R. A., & McKenna, M.C. Kear, D. J. Children's attitudes toward reading: A national survey. Reading Research Quarterly, 30, 1995. P.934-156.

²⁸ H Douglas, Brown. Language Assessment Principle and Classroom Practice. New York: Longman. 2004. p.206.

- 1) Main idea (topic).
- 2) Expression/ idiom/ phrases in the context.
- 3) Inference (implied detail).
- 4) Grammatical feature.
- 5) Detail (scanning for a specifically stated detail).
- 6) Excluding facts not written (unstated detail).
- 7) The supporting idea (s).
- 8) Vocabulary in context.

B. Definition of Reading Comprehension

Reading comprehension is much similar to verbal communication involves the ability to think critically about the author's message so the exchange of and the building of the new ideas can continue.²⁹ It means that reading is not only stuck in the one reader but also can carry on to others by building ideas. Reading comprehension is the ability to think words together into sentences and recognize the idea that the author is trying to transfer in those sentences.³⁰ The writer always tries to give the idea or its meaning to the reader so that the point which the author writes can be understood by the reader. Comprehension is the process of deriving the meaning of one word from another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts.

From the explanation, some experts above can take the conclusion that reading comprehension is an active cognitive process to catch meaning or understand the author's meaning by coordinating words, and fluency.

1. The Process of Reading Comprehension

²⁹ Pang, E.S, A. Muaka. E. B. Bernhardt, M. L. Kamil, Teaching Reading, Education Practice12, 2003.

³⁰ Grabe W. and F. L. Stoller. Teaching and Researching Reading. Harlow: Pearson Education Ltd. Accessed Februari 28th, 2022, from <http://www.llas.ac.uk/resources/gpg/1420>, 2002.

According to Nunan, reading is a process to get, understand, and catch the content of the reading.³¹ Kennedy state that the process of reading has five headings, there are (1) Foundation, (2) Background, (3) Word Recognition, (4) Comprehension, and (5) Utilization.³² From the explanation above, reading is a complex process and require a variety of definition. Whatever the complex, reading is that there must be a reader, writer, and text in it. Readers and writers use the same thing that the author has a message in the text and what the author wants it, readers, to understand the message.

2. The Purpose Reading Comprehension

The purpose of reading comprehension according to Rahim is.³³

- a. The student can ask the question about the content read that read.
- b. The students can find the main ideas that there are in texts.
- c. The students can compose the summary.
- d. The student can reveal back the content discourse with words itself as ways right.

3. Kinds of Reading Comprehension

Kennedy states that the skill of comprehension is grouped into three major divisions reading literal, inferential, and critical. The explanation of these three kinds of reading comprehension is as follows:³⁴

a. Literal Reading Comprehension

Literal reading comprehension is meant reading to understand, remember the information explicitly, containing the passage such as

³¹ Davit, Nunan. Language Teaching Methodology. Sydney: Prentice Hall International English Language Teaching. 1991. P.72.

³² Kennedy, Eddy C. 1981. The Method of Teaching Development Reading. Washington: Peacock Publisher. 1981. P.6

³³ Rahim. The Primary English Teacher's Guide . England. P. 11 .2000.

³⁴ Kennedy, C. Eddy. The Method of Teaching Development Reading. Washington: Peacock Publisher. 1981. p.218.

identifying explicit stated main ideas, details, sequence. Cause-effect relationships and patterns.

b. Inferential Reading Comprehension

Inferential reading comprehension is meant to find information, which is not explicitly stated in the passage. The readers use his experience and intuition. This refers that the readers have to be able to make reasoning or find information that is not stated in the text or implicit information.

c. Critical Reading Comprehension

Critical reading comprehension is reading to compare information in a passage with the reader's own knowledge and value.

4. The strategy of Reading Comprehension

According to Brown, he states that strategy for reading comprehension is:³⁵

a. Identify the purpose of reading a text.

- 1) Apply spelling rules and conventions from the bottom-up decoding.
- 2) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- 3) Guess the meaning (of words, idiom, etc.) when the reader is not certain.
- 4) Skim the text for the gist and main ideas.
- 5) Scan the text from specific information (names, dates, keywords).
- 6) Use silent reading techniques for rapid processing.
- 7) Use marginal notes, outlines, or semantic maps for understanding and retaining the information.
- 8) Distinguish between literal and implied meaning.
- 9) Capitalize on discourse markers to process relationships.

Based on the explanation above, reading is a process that can make readers use some of the strategies to understand something they

³⁵ H Douglas, Brown. Reading on Second Language Acquisition. New York: Longman. 2002. P.188-189.

read. To develop students' understanding, students must know which skills and strategies are suitable for the type of text and understand how to apply them to achieve reading goals.

b. Concept of Difficulties in Reading Comprehension

The difficulty is a fundamental error. Trouble occurs because students do not understand the material text. Therefore, they made a mistake. This is the main factor that makes students make mistakes. Richards states that the sources of difficulty can be divided into two types:³⁶

1) Interlingual Difficulty

Interlingual difficulties are a significant source of difficulty for all learners. The second language is very vulnerable to interlingual difficulties from the mother tongue or interference. In this stage, before the existence of a familiar second language system, the mother tongue is the only linguistic system. Differences in the first language and a second language may cause interference.

2) Intralingual Difficulty

Intralingual difficulties are a type of difficulty reflecting grammar characteristics of learning rules. It can be concluded that difficulty is something that is difficult to do. It can be seen from errors during the student learning process. Difficult is the basic form of mistakes made by students in the teaching and learning process.

C. The Difficulties in Reading Comprehension

Kennedy states that the difficulties in reading comprehension are produced by a variety of factors, there are: ³⁷

1. Inadequate instruction presented by the teacher

³⁶ J, C. Richard. Error Analysis: Perspective on Second Language Acquisition. London: Longman Group Ltd. 1974. P.174

³⁷ Kennedy, C. Eddy. The Method of Teaching Development Reading. Washington: Peacock Publisher. 1981. p. 195-197.

Inadequate instruction presented by the teacher is a practice that includes selecting the wrong skill to emphasize, presenting the skill too rapidly for groups or individuals, grasping them adequately, or neglecting to evaluate progress adequately.

2. Lack of pupil interest

Lack of pupil interest is difficult for any but the most thoroughly disciplined readers to concentrate on the material they dislike or that is related to their interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourages a dislike for the task and reduces consciousness.

3. Understanding Vocabulary

Students increase their knowledge of vocabulary when reading a text, like finding the meaning of new words in a dictionary and guessing the meaning of the context. Context helps students create general predictions about meaning.³⁸ This means that making predictions about something will help students understand the meaning of a passage without searching for every new word in a dictionary. But, excessive vocabulary burden focuses the reader to rely on the dictionary or bypass many important words. When any appreciable number of words is left out understanding must suffer.

According to Heilman, he states that there are five students' difficulties in reading comprehension. Those are:³⁹

a. Words attack

Most of the students often have or encounter word attack problems. Sometimes students mispronounce words or hide them. Incorrect types of phonics instruction can be characterized as follows:

- 1) It is too abstract, requiring sophisticated prerequisite abilities
- 2) It spends time on tasks that do not contribute to reading

³⁸ J. P, Sharpe. How to Prepare the TOEFL Test 11th Edition: Ohio. 2005.

³⁹ Arthur W, Heilman, and R. Blair Timothy, and H. Rupley William. Principle and Practices of Teaching Reading fifth. Olombus: Charles E. Meril. Publishing Company. 1967.

3) It omits components needed for successful decoding.

b. Fluency

Some students often stammer and have many doubts. Students will have difficulty when the text is read with poor sentence processing and word reading that is too fast.

c. Syntactic structure

The next difficulty reading is syntactic structure. In this syntactic structure can appear in several ways. First, when students read, the child's ability to understand syntactic structures will be seen. Secondly, some syntactic structures are found more often in speech than in print and are unfamiliar when encountered in print.

d. Word meanings

The last difficulty was reading are words' meanings. Students have difficulty with the meaning of some words. The number of words is increasing and the difficulty of students is also increasing. Vocabulary becomes more diverse, and the meaning of words becomes more problematic.

e. Lack of concentration

Another reason that can make students' reading skills poor is lack of concentration. Because the most important factor for good and effective reading is concentration. The reader can understand the text if the reader reads with concentration. But in some cases, students cannot concentrate well while reading, or they do not give their attention for a long time due to a lack of patience. This situation can lead to their frustration and reluctance to continue reading.

f. Anxiety

Language anxiety, a complex psychological construct, is regarded as an affective variable in the language learning. It means that language anxiety has also become one of the factors involved in the success of language learning, either it is in a positive or negative way. Students feel anxious regardless of their preparation of learning that

language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc.

Horwitz conducted his research about reading anxiety and reading comprehension of 125 junior military college EFL students and found that anxious students tended to recall less content of the text than less anxious students.⁴⁰ Similarly, Sellers (2000) also investigated the possible relationship of language anxiety to reading comprehension with 89 Spanish as a foreign language university students. The results revealed that reading anxiety was related to, but distinguished from, language anxiety. The students with high reading anxiety and language anxiety could recall less content of the article. This is likely the outcome of the research that the writer expected by considering that anxiety is a negative factor rather than positive.⁴¹

D. Factors Cause Students' Difficulties In Reading Comprehension

Many different factors contribute to the cause of students' difficulties in understanding text. Some of those factors are:⁴²

1. Difficulty in Understanding Long Sentences in The Text

A common problem is that most students find difficulty in understanding long sentences with complicated structures. According to the report of Barfield that shows almost 12 percent of students had difficulty understanding long sentences in the graded story and 20 percent in academic

⁴⁰ Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety From Theory and Research to Classroom Implications*. Englewood Cliffs, New Jersey: Prentice Hall. 1986.

⁴¹ Sellers, V. 2000. Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annuals*. 2000. 33: p.512-522.

⁴² Peter, Westwood What teachers need to know about Reading and writing difficulties. Australia: Acer Press. 2001. p.16

text.⁴³ Therefore, the effect of this problem is the students who can't be understanding long sentences fail to understand the meaning of the text.

2. Teaching Technique

The teacher is one of the school environmental factors who have an important role to increase students learning achievement. The teacher is a subject in education who must transfer to the students. A teacher is an important person in the teaching-learning process, especially for teaching reading, because the teacher also determines whether their students are good readers or not. The teacher also will become the source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the student's understanding of the material.

3. House Environment

It cannot be neglected that parents play important role in the home. Freeman and Long stated that every student needs attention from their parents to reach their learning achievement.⁴⁴ Since learning English is not the same as learning Indonesia, children need parents' or his/her family's attention to learn about English. Learning reading without family attention will make students feel difficulty in learning. They can feel down if no one supports them to learn English text.

4. School Environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as a school with a lack of learning media. The lack of learning media such as English books, magazines, or newspapers makes the reading learning process become ineffective and will be impeding students from understanding the material. School environment affects the level of students' ability to understand the

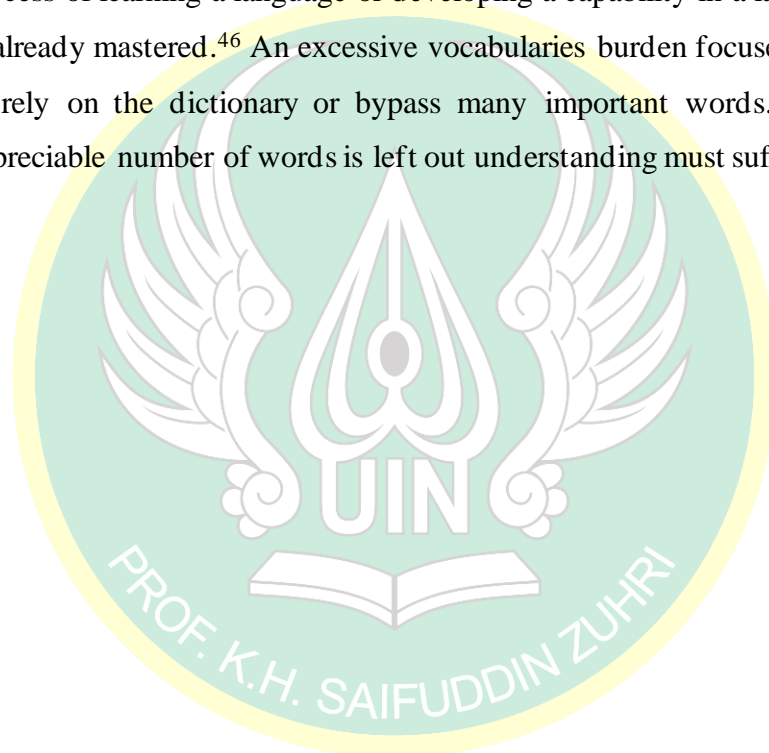
⁴³ Barfield, A. In Other Wird: How learner constructs Reading Difficulties. Retrieved February 26th, 2022 from <http://www.aasa.ac.jp/~dcdycus/LAC99/bar399.html>.

⁴⁴ Long, M. H, and Freeman, D. L. An Introduction to Second Language Acquisition Research. Newyork: Longman. 1990.

reading. The more reference books or literacy there are in schools, the more knowledge they will get.⁴⁵

5. Limited Vocabulary

According to Perera students' difficulties are presented by unfamiliar vocabulary. Students who have a lot of vocabulary that will easily learn the English language as learning vocabulary is one important component. Mastery of vocabulary is generally regarded as an important portion of the process of learning a language or developing a capability in a language that is already mastered.⁴⁶ An excessive vocabularies burden focuses the reader to rely on the dictionary or bypass many important words. When any appreciable number of words is left out understanding must suffer.



⁴⁵ Samsu, Somadayo. Strategi dan Teknik Pembelajaran Membaca. Yogyakarta: Graha Ilmu. 2011.

⁴⁶ Perera. Metode Penelitian kuantitatif Kualitatif dan R&D. Bandung: Alfabeta, 1984.

CHAPTER III

RESEARCH METHOD

This chapter describes the research methodology. This chapter consists of the type of the research, data sources, the technique of data collection, and the technique of data analysis.

A. Type of the Research

This research is field research with the type is descriptive qualitative research. So, in this research describe the use of students' difficulties in reading comprehension texts were only described as what they were, without giving any treatment. Because the only analysis is based on the fact that was discovered, the qualitative method is utilized in this research. This thesis will focus on describing data on students' problems in reading comprehension. The use of descriptive research methods in this study is to describe every single kind of students' difficulties in comprehension of English reading text

B. Sources of Data

1. The Place and Time of The Research

The research was conducted in MTs Ma'arif NU 1 Kebasen. The aim of taking this place is because this school is one of the favorite schools that are of great interest to the student. After all, there is quite a lot of championship that are obtained both in the subject and extracurricular fields. The data was obtained from observation and interviews on February 17th, March 10th, and 11th, 2022.

2. Subjects of The Research

The subjects of the research are the teacher and students of the 8th grade of MTs Ma'arif NU 1 Kebasen specifically the eighth class of D in the academic year 2021/2022. Because students' learning motivation is lower and student learning outcomes are lower in this class than in other classrooms in the eighth grade of A, B, and C in English lessons notably in reading, this class was chosen as the focus of the study. That is why only class 8 D was chosen as the research subject. The goal of this study was to

identify what the students' difficulties were and find out what factors cause their inability to grasp English courses. This class consists of 19 males and 15 females.

3. Object of The Research

The object of the research is the analysis of student's difficulties in reading comprehension and the factor causing the students' difficulties in reading comprehension at 8th grade of MTs Ma'arif NU 1 Kebasen.

C. Techniques of Data Collection

Techniques of data collection are essential as a way to know some techniques of data collection. In this research, there are three kinds of instruments that are used to collect the data, they are observation, interviews, and documentation:

1. Observation

In this case, the observation was conducted by observing students' behavior during the teaching and learning English reading process because it can support this research in order to see when the students comprehending reading text. It's supported with theory of McKenna, McKenna state that there are three components of attitude, namely emotional, cognitive and behavioral.

To gather the valid data, the non-participant observation model was used in this research. A passive participant or non participant observer means that the researcher is present at the scene of action but does not interact or participate. Field note were used as the instrument of observation in this research. Observations was conducted three times because due to time constraints. Therefore, it is hoped that further researchers will be more optimal in conducting observations and extracting research data.

2. Interview

Another technique of data collection is interview. The interview is a purposeful interaction in which one person is trying to obtain information from another. This is verbal communication between the interviewer and

interviewee to get the information. It means that interview helps the interviewer to know what the interviewee feels about something. In this research, the teacher and students will interview to get more information about the difficulties faced by the students and the factors causing students' difficulties in reading comprehension. Through interviews, several questions such as the teacher's role in teaching and in overcoming students' difficulties in reading comprehension will be asked of the English teacher. After that, all of the students in eighth class of D will become the next informant. The aim of the interview is to confirm the data from observation.

This research will use semi-structured interviews, this type of interview is included in-dept interview category. The semi-structured interview is to find problems more openly, where the parties are invited to interviews were asked their opinions and ideas. In conducting interviews, researcher needs to listen carefully and take notes what the informants said.

3. Documentation

To complete the data collection, documentation was used as the technical data collection. Documentation was used in this research as a data resource to gain the information about students' difficulties in reading comprehension. Some documentation in the form of pictures during teaching and learning process was used in this research.

Besides that, field notes were made during observation and interviews. In this research, the document used is the student's score and student's attendace list. The aim of taking the student's score is to know the student's ability in learning English reading text. The data are taken from the test reading that had been received before by the teacher and the score.

D. Techniques of Data Analysis

Miles and Huberman state that qualitative analysis used the word that is arranged in the text.⁴⁷ They are data reduction, data displayed, and conclusions.

1. Data Reduction

It is the process of choosing, focusing on simplifications, abstracting, and transformation of hard data in written notes that are found in the field. Reducing the data is a type of analysis that made sharpens, categorizes, directs, eliminated the data, and organizes the data to get the conclusion and verification. The data taken is the most important data at the time it is collected. Then, the data is categorized into data related to the difficulties faced by students and factors causing the students' difficulties in reading comprehension in the eighth grade of MTs Ma'arif NU 1 Kebasen.

This research used data reduction to reduce the data after gaining various data as written in the field note. There are several steps carried out in this research to reduce data, including:

- a. The data get from interviews, observations, and documentation in the research field.
- b. Choose appropriate data and classify some related data.
- c. Removing unnecessary data.

2. Data Displayed

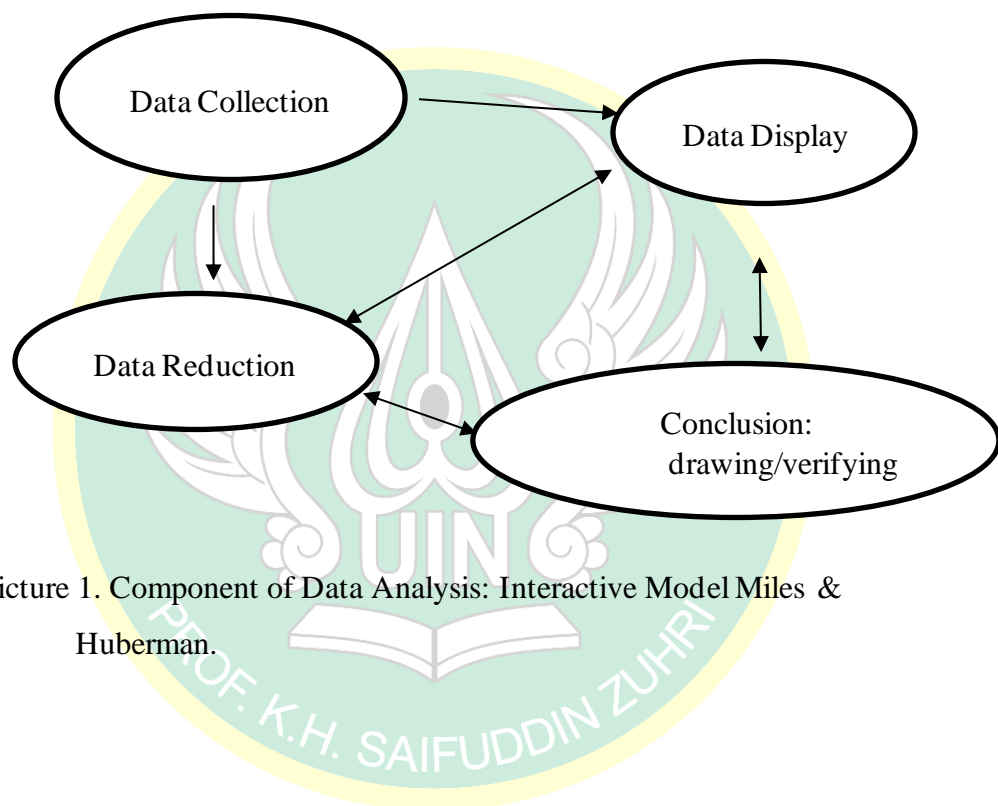
Data display is data to convey the idea that data is presented in an organized, compressed manner assembly of information that allows conclusions to be analytically drawn. The data displays are used in this research is to help in understanding the data. Data displayed is used to interpret and describe the data from interviews, observation, and documentation. From the interview, data about students' difficulties in reading comprehension by students and teacher has been taken. In observation, the data about students' difficulties in reading comprehension during the teaching and learning process has been taken too. Whereas

⁴⁷ Matthew B and Huberman, Miles, A Michael. Qualitative Data Analysis. California: SAGE Publication. 1994. p. 16-20.

documents were taken from students' scores to know students' ability in learning English reading text.

3. Conclusion Drawing and Verifying

Conclusion drawing and verifying is the third part of this analysis. It involves, and is conceptually distinct from the other stages. After the data is reduced, displayed, and the concludes. And the drawn conclusion will be verified.



Picture 1. Component of Data Analysis: Interactive Model Miles & Huberman.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents two aspects, they are data presentation and discussion. The difficulties in reading comprehension and factors causing the students' difficulties in reading comprehension at eighth grade of MTs Ma'arif NU 1 Kebasen will be described in this chapter.

A. Research Finding

1. Students' Difficulties In Reading Comprehension

Based on Kennedy theory, there are three difficulties in reading comprehension faced by students. These are: (1) Inadequate instruction presented by the teacher, (2) Lack of Pupil Interest, and the last one is (3) Understanding of vocabulary. The first difficulties in reading comprehension faced by students are:

a. Inadequate instruction presented by the teacher

The first problem is inadequate instruction by the teacher. It is one of the factors causing students' difficulties in reading comprehension the teacher. Teacher errors can make students have difficulties to understand English reading text. The teacher must be able to deliver the material according to what is being thought delivered by the teacher before. If the teacher explains something that is not related to the material, students will be confused and have difficulty to understand the material presented by the teacher.

Based on an interview with one of the students in the eighth class of D about how the teacher to delivering material in the class, the students said that:

*“When Mrs. M delivers the material, she always provides examples until we understand the material. The way she conveys the material is also very easy to understand and in accordance with the material being discussed.”*⁴⁸

⁴⁸ Interview with the students, on February 17th, 2022.

The clarity of the teacher's instructions has a significant impact on the pupils' ability to understand English reading. Students will grasp what they must to do if their teachers provide clear directions.

Based on the observation, the teacher delivering the material is very easy to understand. Intonation and also clear instructions. So, students know what to do according to the direction of the teacher. When the teacher reads the material or question, it also gives meaning to the words by words contained in the reading or question. So, it can be adding students' vocabulary by reading. The teacher always gives examples if students feel difficult or don't understand the material that had been delivered before.

From the interview and observation above, we know that the teacher is a key factor in teaching. Without the teacher, the learners will not gain and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. The teacher must make a way how to sustain needs in teaching. Through these ways, the teaching-learning process will become productive and conducive.

From the explanation above, the English teacher in MTs Ma'arif NU 1 Kebasen specifically in eighth class of D can deliver the material with clearly direction and instruction. So, in this case, instruction presented by the teacher can not be a student's difficulties in reading comprehension.

b. Lack of Pupil Interest

The second problem was the lack of pupil interest. The lack of pupil interest in learning English lessons, especially to understand English reading text, can be one of the causes of students' difficulties in reading comprehension. If the students felt not interested to do something or learning something, they will not try to understand more deeply what are they not interested in.

Based on the first interview with one of the students in eighth of class D about his interest in learning English lessons. He said that:

*“English lessons are sometimes fun and sometimes not. Because I do not know the meaning or content of each material studied in class, and for me, English lesson is difficult so I don't like English lesson”.*⁴⁹

When children do not know the meaning of each word, it will be difficult for them to comprehend the contents of the text. Therefore, they consider that English is difficult for them.

Then, in the interview with Mrs. M (Initials) as an English teacher, during the learning and teaching process, questions about student behavior will be asked. Mrs. M said:

*“Some are paying attention and some are not. Because some of them are not interested in English because it is difficult for them to know the content of the material that I delivered the words are still foreign to them. For example, they will feel bored if I read an example of a text that it never seen before for them”.*⁵⁰

During the teaching and learning process in the classroom, students' interest in grasping the content can be seen. Students who pay less attention to the content delivered by the teacher are more likely to be disinterested in it.

Based on observation, that some students feel bored or pay less attention during the teaching and learning process. Especially the students who sit in the back. They feel bored because according to them, English is a foreign language and they do not understand the meaning of the material being delivered by the teacher in front of the class.

From the explanation above, the students had a lack of interest in reading English text. So, the students' understanding is less, and don't understand the meaning of the material. The students can't understand

⁴⁹ Interview with the students, on February 17th, 2022.

⁵⁰ Interview with Mrs. Mutiara, on February 17th, 2022.

the content of the material or the sentence makes the students feel bored and lazy. The students at eighth of class D in MTs Ma'arif NU 1 Kebasen are bored, and not interested when the teaching-learning process was happening.

c. Understanding Vocabulary

The third problem is understanding vocabulary. Understanding vocabulary is the important thing to make the students know about the meaning of the text that they read. If the students do not understand the meaning of the word, they can not understand the content of the text too. So, most students have difficulties when reading English reading text to understand vocabulary.

Based on an interview with one of the students in eight classes of D about their understanding of vocabulary. She said that:

*“There are some that I know, there are also words that I have never heard or seen before. So I don't know what they mean. When I feel difficult about the meaning of the word in the text, I will always ask Mrs. M (Initials) about the meaning of the word, or I open my dictionary.”*⁵¹

The students still find it difficult if they find new vocabulary they have never seen before. Open a dictionary or ask the teacher directly is the students' efforts to find out the meaning of the word

This data is supported by a statement from Mrs. M (Initials), she said that:

“The student's vocabulary is less. Most of them are lazy to read an English text and if they don't know the meaning, they don't want to look up the meaning in a dictionary or on the internet (Google translate). To handle this, I usually ask students to write down any foreign vocabulary or words that they don't know the meaning of in the English reading text and the meaning,

⁵¹ Interview with students, on February 17th, 2022.

then memorize them every meeting. At least, they can memorize 25 vocabularies every week".⁵²

The students still lack vocabulary. To solve this problem, the English teacher asks the students to memorize 25 vocabularies every week to add the student's vocabulary.

Based on observation during the teaching and learning process, if they read an English reading text, they don't know the meaning of a word in the text. For example, they ask the teacher the mean of heavy (*berat*), clever (*pandai*), went (*pergi*), etc.

Based on explanation above, the students can not understand what the text is about because they don't know the meaning of the word or can not understand the vocabulary. If the students do their assignment and find the difficult word, they will be confused and difficult. Because they can not know the content of the text to answer the questions. So, the students at eighth class of D in MTs Ma'arif NU 1 Kebasen can not understand the content of the text because they can not understand the vocabulary.

The conclusion is there are two students' difficulties in reading comprehension. Those are: (1) Lack of Pupil Interest and (2) Understanding Vocabulary. However, based on the observation it was found that there are two students' difficulties in understanding English reading outside of the theory used in this thesis. Those are: Students Anxiety and Difficulty on Concentration. The first one is Students' Anxiety.

d. Students Anxiety

Another students' difficulties in reading comprehension is Students Anxiety. Anxiety can create feelings of fear, worry, uneasiness, and dread. However, anxiety should not be confused with

⁵² Interview with Mrs. Mutiara, on February, 17th 2022.

fear, it is more of a dreaded feeling about something which appears intimidating and can overcome an individual.

Students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. The students with high reading anxiety and language anxiety could recall less content of the article or can not understand the content of the text.

Based on an interview with one of the students in eight classes of D about their anxiety. She said that:

"I feel anxious in reading English when answering questions and when asked by the teacher to read aloud the text in front of the class because English is a foreign language"

Most students have anxiety in learning English because English is foreign language.

Based on observation in the class, if students get random questions from the teacher, they will feel anxious, tense, and confused to answering them. Based on the explanation above, students will feel anxious if they read English text, especially if it is read in front of the class. They are afraid if they make a mistake like misspelling, etc.

e. Lack of Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading.

Based on an interview with one of the students in eight classes of D about their concentration. He said that:

“When I'm reading English, I can't focus. Aside from the difficult words, the classroom environment is sometimes not conducive, being too crowded.”

Based on observation in the class, the condition of the class is crowded and not conducive making students not concentrate on learning, especially in English lessons. This will certainly make it difficult for students to answer each question or to understand the material.

Based on explanation above, student concentration is very influential on students' reading ability. Students will better understand the texts they read, if they read them with focus and concentration. Therefore, students can more easily answer each question and understand the material being studied.

2. Factor Causing Students Difficulties In Reading Comprehension

The students' difficulties in reading comprehension it happen because several factors. The first is The Students Had Difficulties To Understanding Long Sentence In The Text. Second, Teaching Technique. Third, School Environment. Fourth, House Environment. Fifth, Limited Vocabulary. As explained in Chapter II, the factors that are causing students' difficulties in reading comprehension will find out in this chapter. Those are:

a. The Students Had Difficulties To Understanding Long Sentence In The Text

The first factor is difficult to understand a long sentences in the text. Some of the students had difficulties if they found a long sentences in the text. Besides having difficulty with how to spell the sentence or the word, they have difficulties to understand the content of the text too. So, in this part, the data between theory and data from interviews will be strengthened. Based on the interview with students in eight classes of D about their difficulties if found a long sentences in the text. She said that:

*"I had difficulties if found long sentences in English reading text because the sentences are too long and I don't know about the meaning. I need time to understand the content".*⁵³

Most of students feel difficult if they found a long sentences in the text because they need more time to understand the content of the text.

The English teacher was also interviewed about this factor. She said that:

*"Most of the students have difficulties if they found a long sentences in the text. They feel difficulty with how to spell each word or sentence especially to understand the meaning or the content of the text. To solve this problem, I should explain step by step accompanied by the meaning word by word to make the students easier to understand the content of the text."*⁵⁴

Based on the observation, the students had difficulties reading the long sentences in English reading text. If they found long sentences they don't know about the content of the text and they need more time to understand the text. They also don't know how to spell each word, for example: was(wos), car(car), plane(plan), etc.

From the explanation above, the effect of the long sentences in the text is students can't understand the content of the text and difficult to spell each word.

b. Teaching Technique

The second factor is the teaching technique. Teaching technique is an important thing in the teaching-learning process. A teacher with a poor teaching technique will make the students feel difficult to understand the material delivered by a teacher. Otherwise, a teacher with good technique who can deliver material clearly and easily to understand

⁵³ Interview with students on March, 10th, 2022.

⁵⁴ Interview with Mrs. M, February 17th, 2022.

will make the students easy understand the material or English reading text too.

Based on the interview with one of the students in the eighth class of D about teaching technique in the class, she said that:

*“Of course, Mrs. M explained the material not too quickly and with and not angry or be upset if we make any mistakes. So, when we learn English lesson in the class we do not feel afraid and funny.”*⁵⁵

Based on the observation, Mrs. M (Initials) as an English teacher explained the material it's so funny so the students are not afraid during the teaching and learning process in the class. She always gives awards to students who can correctly answer every question and understand the material that had been received before by the teacher. She always gives applause or gives support sentences like "good job", "good boy or good girl", "good answer", etc. For the students who are still confused about the material or who have incorrect answers, Mrs. M not being angry or upset. She will give motivation and enthusiasm so in the next meeting, that they can be better than before and can correct answer".

Based on the explanation above, teacher technique is very important to students' understanding of English reading text. If the teacher can deliver the material clearly, then students will also easily understand the learning objectives of the material presented.

c. House Environment

The third factor is house environment. Support and motivation from the student's house environment are the important things to help students to study at their home. If the student's house environment does not give them support to study at home, students will have low motivation to study. This result is, students do not do the assignment from the teacher at home. So, this study wants to know deeply about the

⁵⁵ Interview with students on March, 10th, 2022.

influence of the home environment on the students' difficulties in reading comprehension.

Based on the interview with one of the students in the eighth class of D about the student's house environment. She said that:

"I only study when I want to take a test, or if I have an assignment. No one helps, I study by myself at home. Because my parents or my old sisters do not understand deeply about English lessons". ⁵⁶

Based on the observation, some students forget if they have an assignment so they can't answer the question when discussing together in the class. When the teacher asked one of the students that did not do his assignment, he said that I forget if I have homework and I study English at home rarely. Moreover, one of the students forgets to bring the student's worksheet.

From the interview and observation above, the result of this thesis is house environment has an important role to help students to study in their homes. They said that they lacked direction or supervision from their parents to learn English. They have low motivation to study in their home.

d. School environment

The fourth factor is the school environment. School environment is the most important thing too. A school with not adequate facilities and infrastructures will make the students difficult to develop their abilities or do not help students to study. So in this research, the influence of the school environment on students' difficulties in reading comprehension will be knowing.

Based on an interview with one of the students in the eighth class of D about this factor. He said that:

⁵⁶ Interview with the student on March, 11th, 2022.

"I never read an English reading text especially an English worksheet because there is not much English reading text at the school library. " ⁵⁷

From the interview above, the conclusion is the school didn't provide enough reading material for them at the library so they can't learn to read English books except for textbooks well. They said that reading is boring. Mostly, the students in MTs Ma'arif NU 1 Kebasen had a lack of prior knowledge of reading English text.

e. Limited Vocabulary

The last factor is an as limited vocabulary. Limited vocabulary that students have can cause the students to not know about the material or the text that they read. This is because they do not know the meaning of the word. So from this research, the influence of limited vocabulary on students' difficulties in reading comprehension will be knowing.

Based on the interview with one of the students in the eighth class of D about this factor. He said that:

"Yes, I had difficulties because I don't know the meaning of the word in the text. If I do not know the meaning of the word, I did several ways. There are I will open my dictionary to find out the word, or I ask my friend for that word, and the last way is I will find out the word in Google Translate". ⁵⁸

Mrs. M (Initials) as an English teacher was also interviewed. She explained that:

"The students still lack the vocabulary they have. They don't know about the material because they don't know the meaning of a word. I should give them the meaning word by word during the teaching and learning process so they can know about the material that I presented". ⁵⁹

Based on the observation, the students mostly don't know the meaning of the word in reading text. If the teacher asked the students

⁵⁷ Interview with students on March 11th, 2022.

⁵⁸ Interview with the student on March 11th, 2022.

⁵⁹ Interview with Mrs. Mutiara on February 17th, 2022.

the meaning of the word for example zookeeper (penjaga kebun binatang), book (pesan), went (pergi), heavy (berat), clever (pandai), etc, they don't know all of the meaning of the word above. From the interview and observation above, we can conclude that students in the eighth class of D had a lack of vocabulary.

From the explanation above, there are two difficulties are faced by students in reading comprehension. These are: The Lack of Pupil Interest and Understanding Vocabulary. There are also four factors causing students' difficulties in reading comprehension. These are: Had Difficulties Understanding a Long Sentences In The Text, School Environment, House Environment, and Limited Vocabulary.

B. Discussion

In this research, will answer the research questions in the first chapter which are: to identify the difficulties faced by the 8th-grade students of MTs Ma'arif NU 1 Kebasen and to find out the factors causing the students' difficulties in reading comprehension. This part describes the justifications of finding based on the theories of some experts. Furthermore, the finding will be discussed with the relevant references from the expert to justify the research findings on the students' difficulties in reading comprehension at MTs Ma'arif NU 1 Kebasen.

Hornby state that difficulty is the state or quality of being hard to do or to understand.⁶⁰ The difficulties faced by students are mistakes during the teaching and learning process or in the classroom. It happens because the students feel confused and don't understand the material which the teacher had explained in the class. Besides that, the students who can't handle the process of learning in class can make the student's results not good. In this case, difficulties are the student's hard to comprehending English reading text.

⁶⁰ Hornby, A.S. Oxford advance Learner's Dictionary of Current English Sixth Edition, New York: Oxford University Press. 2001

According to Pang, reading comprehension is much similar to verbal communication involves the ability to think critically about the author's message so the exchange of and the building of the new ideas can continue.⁶¹ It means that reading is not only stuck in the one reader but also can carry on to others by building ideas. Grabe also states that reading comprehension is the ability to think words together into sentences and recognize the idea that the author is trying to transfer in those sentences.⁶²

The writer always tries to give the idea or its meaning to the reader so that can get the point that the author writes and can be understood by the reader. It can conclude that difficulties in reading comprehension are when the students feel confused and don't know about material that they read or learn in English reading text.

Kennedy states that the difficulties in reading comprehension are produced by a variety of factors, there is Inadequate Instruction Presented by The Teacher, Lack of Pupil Interest, and Understanding Vocabulary.⁶³ From this explanation below, we can know difficulties are faced by students in reading comprehension.

1. Difficulties are faced by Students In Reading Comprehension

In learning English reading text, the difficulties in reading comprehension are faced by students are:

a. Lack of Pupil Interest

The first difficulty faced by students is lack of pupil interest. It can be so hard for readers to concentrate on the material they don't like or are interested in. Without deep attention to understanding the content of the material will be ignored. Lack of interest causes a loss of desire for achievement and a lack of liking for homework. If students are not interested, it's will be very difficult to understand the English reading

⁶¹ Pang, E.S, A. Muaka. E. B. Bernhardt, M. L. Kamil, Teaching Reading, Education Practice12, 2003

⁶² Grabe W. and F. L. toller. Teaching and Researching Reading. Harlow: Pearson Education Ltd. Accessed Februari 28th, 2022, from <http://www.llas.ac.uk/resources/gpg/1420>, 2002.

⁶³ Kennedy, C. Eddy. The Method of Teaching Development Reading. Washington: Peacock Publisher. 1981. p. 195-197.

text. Students will have difficulty understanding English readings. Students not to be interested is because of the difference in the language that they use every day with the language they have just learned.⁶⁴ This is related to Kennedy theory, that one of the difficulties in reading comprehension faced by students is a lack of pupil interest. Kennedy state that it is difficult for any but the most thoroughly disciplined readers to concentrate on the material they dislike or that is related to their interest.⁶⁵

Difficulties in reading comprehension are presented by the lack of pupil interest they have. It is also faced by eighth students of class D, they are interested in English reading text because the language is a foreign language. Based on the interview with the students and observation during the teaching and learning process in the class, a factor causing students' difficulties in reading comprehension are lack of pupil interest is because they don't know about the language. They felt that the language is a foreign language, so they were not interested in the material delivered by the teacher. This research has similarities with the Sulih Okta Prihatini's Journal as mentioned in Chapter I. The result of the journal is there are three students with difficulties in reading comprehension at SMAN Sukodadi Lamongan. One of them is a lack of pupil interest. Some students are not interested in reading because they are not accustomed to reading and are not accustomed to reading by their teacher.

Based on the observation, the conclusion is during the teaching and learning process in the class, most of the students play with their classmates or do not pay attention when the teacher is explaining the material. Some students forget to bring their student worksheets.

⁶⁴ Okta Prihatini. Sulih, An Analysis Of Students' Difficulties In Reading Comprehension At SMA NEGERI 1 SUKODADI LAMONGAN: E-Link Journal, Vol. 7, No.1. 2020, p. 27.

⁶⁵ Kennedy, C. Eddy. The Method of Teaching Development Reading. Washington: Peacock Publisher. 1981. p. 195-197.

b. Understanding Vocabulary

The second difficulty is understanding vocabulary. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write.⁶⁶ In learning activities to read reading English text, large vocabulary knowledge is very important for students in understanding the contents of the reading text. In addition, students' reading interest is also important. The students in understanding reading texts needs a lot of vocabulary. They always find a foreign word in every text. It can be concluded that understanding vocabulary is the main point of student's difficulties in reading comprehension

This explanation follows Sharpe theory that difficulties are faced by students in reading comprehension is understanding vocabulary.⁶⁷ Sharpe state that students increase their knowledge of vocabulary when reading a text, like finding the meaning of new words in a dictionary and guessing the meaning of the context. Context helps students create general predictions about meaning.

The students' difficulties are presented by unfamiliar vocabulary. This is also faced by eighth students of class D in MTs Ma'arif NU 1 Kebasen, they had difficulties knowing the words in the text and the content. Mostly, the students didn't know about the content in the text. Based on observation during the teaching and learning process and the result of the interview with students, the difficulties faced by students

⁶⁶ Richard, Jack C and Willy A Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University. 2002.

⁶⁷ J. P, Sharpe. *How to Prepare the TOEFL Test 11th Edition*: Ohio. 2005.

are they had a lack of vocabulary. Because they don't know the meaning of the text, can make them feel confused.

Then, the result of the interview showed that there are students who don't like English reading text because they didn't know the meaning of the text. To solve this problem, if the students found a foreign word in the text, the teacher asks the students to write the word and the meaning on a piece of paper and memorize 25 vocabularies every week.

c. Anxiety

Anxiety is the one of students' difficulties in reading comprehension. Anxiety can create feelings of fear, worry, uneasiness, and dread. However, anxiety should not be confused with fear, it is more of a dreaded feeling about something which appears intimidating and can overcome an individual. The students with high reading anxiety and language anxiety could recall less content of the article or can not understand the content of the text.

This explanation relates to the findings of Horwitz. Horwitz conducted his research about reading anxiety and reading comprehension of 125 junior military college EFL students and found that anxious students tended to recall less content of the text than less anxious students.

Based on interview and observation, students feel anxious if they find English reading because English is a foreign language for them. They will feel anxious if called by the teacher to answer questions or read English texts in front of the class. This anxiety is because they are afraid if they make mistakes such as answering the questions incorrectly, reading the text incorrectly, etc.

d. Lack of Concentration

The most important factor for good and effective reading is concentration. The reader can understand the text if the reader reads with concentration. But in some cases, students cannot concentrate well while

reading, or they do not give their attention for a long time due to a lack of patience. This situation can lead to their frustration and reluctance to continue reading.

This explanation follows Heilam theory, Heilman state there are five students' difficulties in reading comprehension and of them is Lack of Concentration.

Based on the interview and observation, students will find it difficult to understand reading or material if they are not focused or not concentrating. This is due to various factors, firstly, the class atmosphere is crowded or less conducive, the students' lack of interest in reading, etc. It can be concluded that students' concentration is an important thing for the students to comprehend English reading text.

2. Factors Causing Students Difficulties In Reading Comprehension

There are factors causing students difficulties in reading comprehension, some factors are:

a. The Students Had Difficulties To Understanding Long Sentence In The Text

The first factors are students' difficulties if they found long sentences in the text, and how to spell each word. The students feel confused if they found long sentences in English reading text because they don't know about the meaning of the text or content and also how to spell each word. They need more time to understand the meaning of text or sentences. This explanation is followed by Barfield theory. Barfield state that almost 12 percent of students had difficulty in understanding long sentences in the graded story and 20 percent in academic text.⁶⁸ Therefore, the effect of this problem is that students who can't understand long sentences fail to understand the meaning of the text.

⁶⁸ Barfield, A. In Other Wird: How learner constructs Reading Difficulties. Retrived February 26th, 2022 from <http://www.aasa.ac.jp/~dcdycus/LAC99/bar399.html>.

Long sentences in the text can be factors causing students difficulties in reading comprehension. This is also faced by eighth students of class D in MTs Ma'arif NU 1 Kebasen, they felt confused if found long sentences in the text because they don't know the meaning of the text and take time to understand the content. Based on observation during the teaching and learning process in the class and interviews with students and the teacher, most of the students felt confused about the meaning of the text and how to spell each word so they can't answer the question well because they do not know about the content of the text. For example, they difficult to find the main idea of the text and they can't spell each word well like was(wos), like(lek), etc.

This research is related to Yuni Kartika Sari's thesis. The result of the thesis is the author state that having difficulties to understand a long sentence in the text is one of the factors of causing students' difficulties in reading comprehension. The students have a problem to visualize the text or material.⁶⁹

The result of the interview with the students showed that students felt difficult if they found long sentences in the text and they said if English is difficult for them.

b. School Environment

The second factors causing students difficulties in reading comprehension are the school environment. The school environment also can be a cause of students learning difficulties in reading comprehension, such as a school with a lack of learning media. The lack of learning media such as English books, magazines, or newspapers makes the reading learning process become ineffective and will be impeding students from understanding the material.

⁶⁹ Sari, Yuni Kartika. "An Analysis of Students' Difficulties In Comprehending English Reading Text On The MTs Negeri Mlinjon Klaten In Academic Year 2016/2017" Thesis Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Surakarta, 2017.

This is related to Somadayo theory, Somadayo states that the school environment affects the level of students' ability to understand the reading. the more reference books or literacy there are in schools, the more knowledge they will get.⁷⁰ This is also faced by eighth students of class D in MTs Ma'arif NU 1 Kebasen. English reading text that they read is less. Based on an interview with the students in the class, the students rarely or never read English reading text in the library. This is because of the lack of availability of English readings in the school library, in addition to English textbooks.

So, the result of the interview is difficulties are faced by students to comprehend English reading text it can because of the school environment. Because the school didn't provide enough English reading text, especially English textbooks.

c. House Environment

The next factors causing students difficulties in reading comprehension are the house environment. Since learning English is not the same as learning Indonesia, children need their parents' or their family's attention to learn about English. Learning reading without family attention will make students feel difficulty in learning. They can feel down if no one supports them to learn English text. This explanation follows Freeman and Long theory, Freeman and Long stated that every student needs attention from their parents to reach their learning achievement.⁷¹

Based on an interview with the students, the students studied by themself in the English material. But, some students study English at their home with their parents or siblings. So, the result of the interview showed that the house environment can be one of the factors difficulties

⁷⁰ Somadayo, Samsu. Strategi dan Teknik Pembelajaran Membaca. Yogyakarta: Graha Ilmu. 2011.

⁷¹ Long. M. H, and Freeman, D. L. An Introduction to second Language Acquisition Research. Newyork: Longman. 1990.

are faced by students in comprehending English reading text if the students don't get attention from their parents.

d. Limited Vocabulary

Vocabulary is an important aspect of reading comprehension text. A large vocabulary can help the students to express their ideas directly. Without knowledge of vocabulary mastery, the students felt confused about reading comprehension text. Therefore, if the students had rich vocabulary they can comprehend reading text easier.

This explanation follows Perera theory, Perera states that students' difficulties are presented by unfamiliar vocabulary. Students who have a lot of vocabulary that will easily learn the English language as learning vocabulary is one important component. Mastery of vocabulary is generally regarded as an important portion of the process of learning a language or developing a capability in a language that is already mastered.⁷²

Based on an interview with students and observations during the teaching and learning process, the students felt confused if they read an English reading text because they don't know the meaning of the word. This is because of the limited vocabulary that they have. The result of the observation showed that, when they read an English reading text, they don't know the meaning of the word in the text. Therefore, as a teacher, we must master vocabulary.

Although, vocabulary is not listed in the curriculum like other learning materials the role of vocabulary is very important and gave a large influence in studying and comprehending reading text. Therefore, as a teacher, we must be taught to the students to master vocabulary and give motivation to them to read English text. The teachers must be

⁷² Perera. Perera. Metode Penelitian kuantitatif Kualitatif dan R&D. Bandung: Alfabeta, 1984.

taught concerned about the technique of reading comprehension to make the students be easier and enjoy reading.

Thus, that are the difficulties and factors difficulties in reading comprehension which are experienced by students. There are two major difficulties is in understanding vocabulary and the lack of pupil interest. There are four major factors of students' difficulties in reading comprehension which are they found long sentences in text, house environment, school environment, and limited vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is presented the research's conclusions and suggestions. The conclusion is based on finding research of the research, and suggestions gathered to answer research questions are directed to the English teacher, , and to the school.

A. Conclusion

As the mentioned in the first chapter, this research is intended to answer two research questions: (1) to identify the difficulties in reading comprehension faced by an eighth-grade student at MTs Ma'arif NU 1 Kebasen. (2) to find out the factors causing the students' difficulties in reading comprehension.

1. The first term is to answer the first questions.

Regarding difficulties, it can be conclude that students have difficulties in Understanding Vocabulary, and have The Lack of Pupil Interest. They have difficulties knowing the meaning or the content of the text because of their lack of vocabulary they have. They are still confused and not interested or feel bored if they read English reading text. The English teacher also interviewed about students' difficulties in reading comprehension. The result of the interview is the students' vocabulary is less. They don't know about the material that the teacher delivered because they don't know the meaning of the word. They feel difficult because this English language is a foreign language for them. Some students also do not pay attention when the teacher delivered the material. A result of observation during the teaching and learning process, the students' difficulties in reading comprehension are students have lack of vocabulary mastery and also have lack of pupil interest. If the students read an English reading text, they feel confused about the meaning of the word in the text and ask the teacher to know the meaning. Thus, can make students difficult or feel confused to answer the question of the English reading text exercise.

Based on the result of observation and interviews, students' difficulties in understanding English readings are not only two. There are two more difficulties for these students. The first is students' anxiety, and

the second is Lack of Concentration. This data is supported based on the results of observations and interviews that have been confirmed by the informants.

2. In terms to answer the second question

In terms of the interview and observation, there are four factors that cause students' difficulties in reading comprehension. The first factor is having difficulties understanding a long sentence in the text. If the students found a long sentence in the text, they will feel confused because they don't know the meaning of the text and take time to understand the content.

The second factor is the house environment. The students have low motivation to study English in their home because they lack direction or supervision from their parents or family to learn English.

The third factor is the school environment. The students in MTs MA 'arif NU 1 Kebasen had a lack of prior knowledge in reading English texts because the school didn't provide enough reading material for them at the library so they can not read English books except textbooks well.

The last factor is a limited vocabulary. Most students don't know about the content of the text or the material because they don't know about the meaning of the word in the text.

B. Suggestions

From the result of the research, there is some suggestion that will be useful for the future as below:

1. For English teacher

From this research, a teacher can be the role important to increasing students learning achievement and also an important person in the teaching-learning process, especially for teaching reading. The teacher should be more creative in applying the teaching techniques and reading skills. It can solve the students' difficulties in reading comprehension.

2. For school

Hopefully, this research can motivate the school to provide more English reading books in the library.

3. Further Researcher

The result of this research hopefully can help the next researcher with a similar topic.



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