READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

Presented to English Education Study Program, Saifuddin Zuhri State Islamic University as a Partial Fulfillment of the Requirements for Below Graduate Degree in English Education

THESIS BY:

PUTRI TAQIYA FATIMATAZZAHRO

1522404044

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYA AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF PROF. KH. SAIFUDDIN ZUHRI PURWOKERTO

2022

STATEMENT OF ORIGINALITY

Herewith I:

Name	: Putri Taqiya Fatimatazzahro
Student Number	: 1522404044
Grade	: Undergraduate
Faculty	: Tarbiya and Teacher Education
Study	: 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, May 10, 2022

I who declare

Putri Taqiya Fatimatazzahro

S.N 1522404044

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis untitled
READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K H. SAIFUDDIN ZUHRI PURWOKERTO

Written by Putri Taqiya Fatimatazzahro, student number 1522404044, English Education Department, Faculty of Tarbiya and Teacher Training, Saifuddin Zuhri State Islamic University Purwokerto was examined on May 30th 2022 and declared qualified for achieving the degree of *Sarjana Pendidikan* (S.Pd) in English Education.

Examiner I/Head of Examiners/Supervisor,

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

Examiner II/Secretary,

Endang Sartika, S.Pd.I., M.A.
NIDN. 2030109101

Main Examiner

Dr. H. Munjin, M.Pd.I.
NIP. 19610305 199203 1 003

Legalized by :

Dean

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

OFFICIAL MEMORANDUM OF CONSULTANT

To the honor

Dean of Faculty Tarbiya and Teacher Training

Prof. K.H. Saifuddin Zuhri State Islamic University

In Purwokerto

Assalamu'alaikum Wr. Wb.

Having guided, analyzed, directed and corrected thesis by Putri Taqiya Fatimatazzahro, student number 1522404044, entitled:

READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

I recomemended that the thesis can be submitted to Dean of Faculty Tarbiya and Teacher Training, Prof. K.H. Saifuddin Zuhri State Islamic University of Purwokerto and examined in order to get undergraduated Degree in Islamic Education (S.Pd)

Wassalamu'alaikum Wr. Wb

Purwokerto, May 10 2022

Supervisor,

Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

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MOTTO

Honor the knowledge and who have knowledge are teachers or scholars. Then you will get the blessing and happiness of life from it.

Be grateful for what you have now.

Try to be sincere, be content wih His provisions and be e thingking with all forms of the art of life that Allah has given you. So that you will feel how beautiful the plans He has made for you. Everything by Allah, because Allah and for Allah.

DEDICATION

I dedicate this research as a gift to my beloved parents, Mrs. Vivi Suprapti and the late Mr. Yusuf Nurudin, also I dedicate to my beloved husband Julian Kartono, my brothers Muhammad Fatih Ziaulhaq Muhammad Anis Jaddulhaq and for all my family. Thank you so much for your support, motivate, pray, and fight for me to finish this research. I really grateful and apologize for all of my mistake. I love you all.

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In the name of Allah the Most Gracious and the Most Merciful

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This is a very happy and priceless thing because finally researcher can complete her thesis entitled "**READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO".** This thesis is dedicated to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of requirements for the degree of S.Pd in English Education.

In this occasion, the researcher would like to express her deepest gratitude to my beloved parents Mrs. Vivi Suprapti and the late Mr. Yusuf Nurudin who have always supported, motivated, and prayed for me to complete this research. Then the researcher also would like to express deep gratitude to my beloved husband Julian Kartono who always accompanies, supports, prays for and fights together so that I can complete this thesis. Additionaly, the researcher would like to express her gratitude and give the highest appreciation to the supervisor Desi Wijayanti Ma'rufah, M.Pd who has patiently guided, helped, advised, and facilitated the researcher during the process of completing this thesis. The researcher's gratitude and appreciation is also given to:

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4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty Tarbiyah and Teacher Training, Saifuddin Zuhri State Islamic university Purwokerto.
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Purwokerto, May 10 2022

The Researcher,

Putri Taqiya Fatimatazzahro
S.N 1522404044

ABSTRACT

READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

PUTRI TAQIYA FATIMATAZZAHRO

(1522404044)

This thesis is written to achieve some objectives as follows: (1) to describe how the difficulties in reading comprehension in English Proficiency Test faced by learners in English language development class of Saifuddin Zuhri State Islamic University Purwokerto and (2) to find out factors that causing learners in English language development class had difficulties in reading comprehension in English Proficiency Test. The method used in this thesis is descriptive qualitative and quantitative method. Researcher collected the data by interview, questionnaire, and documentation. The research finding shows that the difficulties faced by learners in reading comprehension in English Proficiency test caused by lack of mastery, understanding vocabulary, understanding main idea in the text, and lack of interest to read the text of reading comprehension in English Proficiency Test. While the factors that caused learners difficult in learning reading comprehension in English Proficiency Test are insufficient time when learning process, lack of support and motivation from family, lack of intelligence about vocabulary, and poor language skill.

Keyword : Learner Difficulties, Reading Comprehension, English Proficiency Test.

ABSTRAK

READING COMPREHENSION DIFFICULTIES IN ENGLISH PROFICIENCY TEST OF AN ENGLISH LANGUAGE DEVELOPMENT CLASS OF UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

PUTRI TAQIYA FATIMATAZZAHRO

(1522404044)

Objek dalam penelitian ini adalah : (1) untuk mendeskripsikan kesulitan-kesulitan mahasiswa kelas pengembangan bahasa dalam belajar reading komprehension Eptip, dan (2) untuk menemukan faktor-faktor yang menyebabkan mahasiswa kelas pengembangan bahasa mengalami kesulitan dalam belajar reading kompehension. Methode yang digunakan dalam skripsi ini adalah metode deskriptif kualitatif dan kuantitative. Peneliti mengumpulkan data dari nterview, kuestioner, dan dokumentasi. Hasil penelitian menunjukkan bahwa kesulitan yang dihadapi mahasiswa kelas pengembangan bahasa dalam belajar reading komprehension Eptip disebabkan oleh kurangnya penguasaan, pemahaman terhadap kosakata, pemahaman ide pokok dalam teks, dan kurangnya minat untuk membaca teks reading komprehension Eptip. Sementara faktor-faktor yang menyebabkan mahasiswa kesulitan dalam belajar reading komprehehnsion Eptip adalah keterbatasan waktu ketika proses belajar, kurangnya dukungan dan motivasi dari keluarga, kurangnya pengetahuan tentang kosakata, dan kurangnya kemampuan bahasa.

Kata Kunci : Kesulitan Belajar, Reading Komprehension, EPTIP.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Conley said that many literacy research highlight the importance of critical literacy development for college adolescent readers to ensure academic success and to prepare them for their future undertakings at workplace. In light of the action plan and the National education Blueprint of 2009, we see critical thingking and reading as the skills that can contribute towards realizing the goals set because these skills can guarantee graduate employability.[1] Gee (2007) state with this we will get a generation of first class human capital, which is in accord with the rising demand for knowledge workers who are marketable.[2] Luke and Elkins state that these eficient critical thingking and reading skills will serve as toolkits to read the world that could help one to be a better student or worker. Informal settings, such as in academic and working environments, students and workers are constantly required to synthesize, evaluate, interpret, and selecting use the information in the text. Therefor it is crucial for students, particularly at the tertiary level to possess good analytical skills to evaluate and analyse information contained in the texts they encounter daily.[3]

Snow (2002) said that Reading comprehension is the process of simultaneously extracting and constructing meaning though interaction and involvement with written language. Reading comprehension means how the reader can find out the message comprehend the text well. So, the teacher is not only to teach the student how to read but how to understand and find out

[1] Zuhana mohd, Wong bee et al''*Critical reading ability and its relation to l2 proficiency of Malaysian ESL learners*'', The Southeast Asian journal of English language studies, vol.20, No. 2. 2014, p.43-44

[2] Zuhana mohd, Wong bee et al''*Critical reading ability and its relation to l2 proficiency of Malaysian ESL learners*'', The Southeast Asian journal of English language studies, vol.20, No. 2. 2014, p.43-44

[3] Zuhana mohd, Wong bee et al''*Critical reading ability and its relation to l2 proficiency of Malaysian ESL learners*'', The Southeast Asian journal of English language studies, vol.20, No. 2. 2014, p.43-44

the meaning of the book.[4] Many skills may contribute to overall comprehension performance. Some accounts of comprehension focus on those skills that contribute to the meaning construction aspects of the task. Palincsar and brown (1984) identified six different component skills that make up comprehension ability, including the activation of relevant background knowledge, generation of inferences, and monitoring of both ongoing comprehension and the internal consistency of the text.[5]

Moat (2011) explained that, in reading, we must be able to understand the meaning of symbols. Difficulty in reading comprehension is no longer rarely heard because there have been many studies of the biggest problem in reading is to understand the contents of the text.[6] Oberholzer (2015) explained that understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpuse. It means that understanding the text is very important to the students because reading is not merely about mechanical skills. Therefore, understanding the book is not an easy thing, so that is why many students find difficulties in understanding the text.[7]

Difficulties in reading comprehension may be understood as an obstacle to making sense of the text to perceiving its elements as a coherent. Considering the highly interactive nature of reading the foreign language learner's subjective difficulty may be attriuted to deficiencies in any and all of the knowledge types activated during the process of reading. The source of difficulty are certainly connected not only with gaps in the learner's linguistic knowledge. The learner's subjective perception of the task's difficulty may result form not knowing the type of discourse to be processed. Nagy (1997) state that specialist who investigate vocabulary acquisition through reading

[4] Herna sianturi, christina siahan et al"*Students' comprehension and difficulties on reading descriptive text at SMA SWASTA PENCAWAN MEDAN*'',vol.3, No. 2. 2020, p.266

[5] Danielle, S, mcnamara. (Eds.). Reading comprehension strategies. New york London: Lawrence Erlbaum Associates,2007.P . 48-49

[6] Herna sianturi, christina siahan et al"*Students' comprehension and difficulties on reading descriptive text at SMA SWASTA PENCAWAN MEDAN*'',vol.3, No. 2. 2020, p.266

[7] Herna sianturi, christina siahan et al"*Students' comprehension and difficulties on reading descriptive text at SMA SWASTA PENCAWAN MEDAN*'',vol.3, No. 2. 2020, p.267

stress, that the meaning of words are not given in the text in some ready form, they must be constructed in the context, our mental image of situation presented in the text. In other words, we do not pick ready information regarding the meaning of a given item from our mental lexicon, but compute it, work it out for the specific context, eliminating the unlikely possibilities to arrive at the most suitable to interpretation.[8]

Those problems also found in 1st English class of English language development class especially in reading comprehension in English proficiency test in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

English proficiency test adapted from TOEFL Paper-Based Test (PBT), Institutional Testing Program (ITP). The test is comprised of three sub test as listening section, structure and written expression section, and reading comprehension section. Students' perception about the difficulties of EPT can give the description of the students' need to pass the test. Perception itself is understood as a base of analysis which is based on internal factors such as need, suitability, knowledge, and conceptualized phenomenon and really in English Education Department toward the difficulties of Englsh Proficiency test.[9]

According to preliminary research on March 8th2021, through observation found that there are still many students who have not passed the English language development class, even though it has been take in one semester or 28 meetings, the results are still many students who have not graduated. Despite of phenomenon the researcher choose State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, because the teaching system in language development is still ineffective so that it impact on some students poor grades, especially in reading comprehension section. Besides that the researcher want to know what are the factors cause language

[8] Maria, Dakowska.*Teaching English as a foreign language*.Warszawa,Wydawnictwo Naukone PWN SA.2005. P . 48-49

[9] Khoerunnisa. ''The difficulties faced by English education department students in passing English proficiency test (EPT)''. Thesis. Purwokerto:University of Muhammadiyah Purwokerto,2017. P. 1-2

development learners of 1st English class in English Language Development Program of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, there are still many who have not passed the language development exam.

B. Conceptual Definition

Based on the concept of this research widely so the researcher will explain about researcher variable as follow :

1. Learning difficulties

In most countries the term learning difficulty is applied to students who are not making adequate progress within the school curriculum , particularly in basic skill areas covering language, literacy, and numeracy. Their problems may be associated with just one particular school subject, or may be evident across all subjects in the academic curriculum. For a variety of reasons these students do not find learning easy in school.[10]Besides that learning difficulty is a condition where human brain get difficult to understand a science or education learning.

2. Reading Comprehension

According to Raslan, reading comprehension is a product of conscious reading that broadens and develops students' experiences, activates their intellectual skills, and provides students with the necessary information to solve many personal problems, to identify tendencies and increase them in breadth and depth and develop a sense of self and selves of others. It is appropriate for them, and pushes the mind to curiosity, reflection, and thingking, raises the level of understanding in social issues, raises the spirit of criticism for books, magazines, and newspapers, and makes the individual feel a sense of belonging to culture.[11]

3. English Proficiency Test (EPT)

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[10] Peter,Westood. *Learning and learning difficulties: a hand book for teachers 1st Ed.* Victoria, Acer Press.2004. P . 53

[11] Khasawneh Mohammad.''The Use of Reading Speed Strategy in Promoting Reading Comprhension among EFL Students with Learning Disabilities''.Al-lisan: Jurnal Bahasa (e-Journal) IAIN Sultan Amel Gorontalo, vol. 6, No.2, 2021,p.226

Defining English language proficiency in terms of the bands, grades or scores that students obtain on entry, or with reference to the broad general descriptors complied by the instrument developers, is clearly inadequate if there is no institutional process to link the measures that universities accept to the lived experience of the tertiary classroom and if there is no rigorous examination of the instruments that are accepted.[12]

C. Research Questions

Based on background of the problem that has been explained above, so researcher make some research questions, as follows:

1. What are learners difficulties of 1st English language development class in learning reading comprehension in English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri Purwokerto?
2. What are the factors which cause learners difficulties in passing English Proficiency Test especially in reading comprehension section?

D. Objectives of the Research

The objectives of this research are:

1. To describe learner difficulties of 1st English language development class in learning reading comprehension in English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
2. To find out the factors which cause learner difficulties in passing English Proficiency Test especially in reading comprehension section.

E. Significances of the research

1. Theoretically

   The researcher hopes that the reader able to give contribution to the knowledge especially in reading comprehension in english Proficiency Test.

2. Practical significances

   The practical significances of the research can be useful for the students, the teacher, the school, and the other researcher, as follow :

[12] Durworth, katie.''Clothing the emperor Addressing the issue of English language proficiency in Australian universities''. Australian universities' review, vol. 52, No.2, 2010, p.6.

a. For lecturer

The results of the research hoped able to make the lecturer more creative in confront the learner who have difficulty in English language development.

b. For Learner

The results of this study are expecteed to be a motivation for learners so that they can be interested in learning reading comprhension English Proficiency Test by understandng the difficulties and its factors.

c. For Institution

The research is hoped the institution pays more attention to the comfort of learning for learners, because a comfortable and fun situation will help the students that face an obstacle in getting the lesson.

d. For other researcher

This research is hoped can be useful for other researcher, where the other researcher will easier in looking for the relevant study.

F. Review of Relevant Studies

Based on a search of report and researcher. The following researcher related to the research topics as follows.

The first thesis has written by Suci Sintia Putri, entitled "An analysis of the Student's Difficulties in Reading Comprehension at MTs Al Mahrus Medan in academic year 2020''. The purpose of the study is to analysed the student's difficulties in reading comprehension, process of difiiculties, and the students reason have difficult in reading comprehension which had analysed from one of student at ninth grade of MTs aL Mahrus Medan. The method used in this research is qualitative descriptive method. The similarity between the research above and the research that will researcher do is on the theme.

They are take the same theme and research method.[13] The difference is the research above focus on reading comprehension and take students ninth grade of MTs al Mahrus Medan as the subject of the research, while the researcher will focus on reading comprehension difficulties in English Proficiency Test and take learner 1st English class of English Language Development Program as the subject of research.

The second thesis has written by Adinda Adriyani Pais, entitled ‘’Students’ Perception toward Difficulties and Ability in English Reading at Muhammadiyah University of Makassar in academic year 2020’’. The Aim of the reseaarch is to analyze student’s difiiculty in learning reading, analyze strategiies used by students to improve their ability to learn reading. The researcher used qualitative as the method. Based on findings, the results of this study indicate that most students have difficulty in learning to read in terms of lack vocabulary, can not understanding main ideas intext, grammatical confusion, can not capturethe topic text, lack of structure text, cannot answer the question text properly and correctly. The similarity between the research above and the research that will researcher do is they take the same theme and research.[14] The difference is the research above focused on the students’ difficulty and ability in reading comprehension, while researcher focuse on reading comprehension difficulties in passing English Proficiency Test.

The third thesis has written by Huda Babu, entitled ‘’An Analysis of Students’ Difficulties in Reading Comprehension at MTs Darel Hikmah PekanBaru in academic year 2020’’. The Aim of the research was to find out what is the most difficult aspect in reading comprehension faced by the ninth grade students at MTs Darel Hikmah Pekanbaru. The design of the researchis descriptive qualitative. The result showed that most difficulty aspect inreading

[13] Suci Sintia Putri, An analysis of the student’s difficulties in reading comprehension at MTs Al Mahrus Medan Study Program at State Islamic University of North sumatera Medan in the academic year of 2020.

[14] Adinda Adriyani Pais, Students’ perception toward difficulties and ability in English reading at Muhammadiyah University of Makassar Study Program at Muhammadiyah University of Makassar in the academc year of 2020.State Muhammadiyah University of Makassar.2020

comprehension was the fourth indicator. It is ‘’students get difficulties in identifyng reference with percetage 90.63%. The similarity between the research above and the research that will researcher do is on the same theme and research method.[15] The difference is the reserach above students of ninth grade at MTs Darel Hikmah Pekanbaru as the subject of the research, while the researcher will focus on reading comprehension difficulties in passing English Proficiency Test and take learners 1st English class of English Language Development Program of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

G. Structure of Study

In this part, the researcher will explain the structure of the study as follows:

Chapter I explains introduction which are contain of background of the problems, conceptual definition, research questions, objectives of the research, significances of the research, review of relevant studies, and structure of the research.

Chapter II contains of theoretical review that consist of three parts. The first is learning difficulties, second is reading comprehension, and the last is reading comprehension difficulties in English proficiency test.

Chapter III contains of research method that include type of research, source of data, techniques of collecting data, triangulation, and technique of analysing data.

Chapter IV contains of present the results and discussion of the research which consist of two sub-chapters those are: general description about reading comprehension difficulties in English proficiency test of 1st English class in English language development program of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and the last is finding of the research itself.

[15] Huda Babu, An Analysis of Students’ difficulties in reading comprehension at MTs Darel Hikmah Pekanbaru study Program at State Islamic University of Sultan Syarif Kasim Riau Pekanbaru in the academic year of 2020.State Islmaic University of Sultan Syarif Kasim Riau Pekanbaru.2020

Chapter V consist of the conclusion and suggestions of the research.

CHAPTER II
THEORETICAL REVIEW

A. Learning Difficulties

1. Definition of Learning Difficulties

According to Westwood students with learning difficulties is a very general term, used widely and without much precision. Usually the term is applied to sudents whose learning problems in school are not directly related to any spesific physical, sensory or intellectual impairment (although in some cases their intelligence may be somewhat below average). Instead, the learning difficulties may be due to external factors such as socio-cultural disadvantage, limited opportunities to learn, lack of a support from home, an inappropriate curriculum, or insufficient teaching in the early years. The learning problem these students experience are often further exacerbated by their emotional reactions to lack of success. These students, in the past, have been referred to as 'slow learners' and 'low achievers'. Badian (1996) state that even refers to them as having 'garden variety' learning problem, meaning that such difficulties are widespread and in no way unusual. We normally refer to these students now as having general learning difficulties. Their lack of success is evident across most areas of the school curriculum. The most obvious characteristics of students with learning difficulties and learning disabilities is their failure to acquire adequate proficiency in reading and writing. Indeed, it is their problem with literacy that most commonly brings these students to attention of teachers and parents. Very often the students' weaknesses in literacy are accompanied by similar difficulties with basic mathematics. These problems in literacy and numeracy have a negative impact on the students' progress in almost all areas of the school curriculum. Individual with learning difficulties also seem to lack effective

leaning strategies for coping with the work that teacher set for them, resulting in persistently low achievement. [16]

According to Mursalin, Fonna (2018) explain that learning difficulties are a condition where students cannot learn well, marked by certain obstacles to achieving learning goals. Mulyadi, (2010); Usmadi, (2018); Masitoh, (2018); Nair, (2016) state that Learning difficulties are learning disabilities and dysfunctions where stydents are unable to learn and the learning process does not function properly so students tend to avoid learning and result in student learning outcomes below their intellectual potential. Paloloang (2014); Thahir (2018); Imswatama (2018) explain that learning difficulties are a translation of tem English learning disability. Learning difficulties are a multidisciplinary concept used in the fields of education, psychology, and medical science. The following is the definition of learning difficulties according to experts: According to Abu Ahmadi and Supriyono (2003: 77) learning difficulties are a situation where students or student cannot learn as they should; this is not always caused by intelligence, but can also be caused by non-intelligence factors. Rumini et al (2013: 254) suggest that learning difficulties are a condition when students experience certain obstacles to follow the learning process and achieve learning outcomes optimally. Hamalik (1983: 112) tell that Learning difficulties are things or disorders that result in failure or at least become a nuisance that can hinder learning progress.[17]

Muhammad Hasyimsyah and Muhammad Gita state that the age of the school students divided into level preschool, primary school, junior high school and senior high school is a very different age of the students. In this step are many health problems that determine the quality of students in going forward. This realm of health may include general

[16] Peter, westwood. What teachers need to know about learning difficulties 1st Ed. Australia, Acer Press.2008. P . 2-3

[17] Dydik Kurniawan, tri wahyuningsih.Analysis of Student Difficulties in Statistics Couses. International Journal of Trends in Mathematics education Research, Vol. 1, No 2, 2018, pp. 53-54

health, developmental disorders, behavioural disorders, and learning disorders. It can be conclude that students' learning difficulties are strongly influenced by biological or physiological factors, so that the effect on students is the formation of a fortress in processing subject matter and in the inability to achieve predefined quality standards. Prayitno (1993) tell that learning difficulties can be interpreted like a condition in the teaching and learning activities characterized by the presence of certain barriers to achieve optimal learning outcomes. Prayitno goes on to state thee barriers may be felt or may not be perceived by the student in question, this type of barrier can be psychological, sociological, and physiological in the entire teaching and learning process. Prayitno (1993: 1) state that students who experience learning difficulties will experience obstacle in the process of achieving learning outcomes, so that achievements are achieved under the appropriate. Hereinafter, Ross (1974: 117) mention learning difficulties are, in essence, a symptom that appears in various type of manifestations of behaviour, he symptoms of behaviour. In accordance with the understanding of learning difficulties above, the behaviors that are manifested are marked by the presence of certain obstacles. These symptoms will appear in the motor, cognitive, conative and affective aspects, both in the process and the learning outcomes it achieves. Ross (1974) add that leaning difficulties is given to children who experience failure in certain learning situation. In this case learning is defined as behavioural changes that occur continuously not caused by fatigue or disease. Hallan and Kaufman (1991: 289) tell that it can be concluded that learning difficulties is a condition where students can not learn well, due to the interference, both derived from the internal factors of students in the limit facto intelligence and external factors of students. These factors make the students unable to develop according to their capacity.[18]

[18] Muhammad Hasyimsyah batubara, Muhammad Gita S. An Analysi on students' dificultie in changing active to passive voice. Journal As- alam, Vol. 4, No. 1, 2020, pp.64

2. Factor Causing Learning Difficulties

Tri Indah Rezeki and Rakhmat Wahyudin state that Learning difficulties are caused by several factor such as intenal factor and external factors. Westwood (2008) interpeted that internal factors emphasize affective factors such as motivation, self confidence, self-esteem and attitudes. The second is external factors that come from socio-cultural elements such as teachers, learning tool and culture in the classroom. In addition, Hamalik (2004) states that the factor of learning difficulties can be classified into four namely as follow[19]:

a. The factors that come from the students themselves which are called internal factors such as the students do not have goals of learning, lack of interest, factors of health, the ability of following the lessons, learning habits and lack of language mastery.
b. The factors that come from the school environment such as the process of teaching-learning, lack of reading materials, lack of media, learning materials are not in accordance with the ability and implementation of lessons.
c. The factors that come from the students' family environment, such as the condition of economy family's problem, homesick especially for students from outside region, visiting and receiving guests and lack of family supervision.
d. The factors from the community environment such as interference from friends, working while studying, being active in organizations, not being able to arrange recreational time and free time and do not have friends to study together.

[19] Tri indah rezeki, rakhmat wahyudin sagala. The students' difficulties in learning English at Madrasah Ibtidaiyah Teacher EducationStudy Program.Jurnal serunai bahasa Inggris.2021. Vol.13, No. 1.p.33

According to Peter that general learning difficulties can occur as a result of any combination of the following influences (collated from Chan, 1998; Cheng, 1998) et al as follow[20]:

a. Inadequate or inappropriate teaching

Insufficient or inappropriate teaching, particularly in the early years, can be a major cause of learning difficulty. Students from backgrounds where there has not been an opportunity to develop what might be termed 'school-learning readiness' are potentially at risk when they enter unstructured early school programs. The philosophy underpinning early years education is that children should be encouraged to develop at their individual rates; but the outcome can be that without direct teaching some children fail to acquire crucial knowledge, skills, and attitudes that would enhance their progress. Instead they experience frustration and failure and develop increasingly negative feelings toward learning in school.

b. Curriculum

Robertson et all (1994) explain it is not only teaching methods that can contribute to learning difficulties, the content of the curriculum can also create problems. Concepts may be pitched at an inappropriately high level relative to the students' ability, or the rate at which new content is introduced may be too rapid. This problem is often more evident in secondary schools where high academic achievement is stressed. Elliott and Garnett (1994,p.6) tell that use the term 'curriculum disabled' to describe the situation where certain students cannot cope with the cognitive demands of the subject matter or the rate which new concepts and skills are introduced. From what we know already about the development of cognitive schemata we can appreciate that when students are given work to do that is beyond their current capabilities they are unable to link the new learning with prior

[20] Peter, westwood. What teachers need to know about learning difficulties 1st Ed. Australia, Acer Press.2008. P . 54-65

knowledge. The result is fragmented learning, accompanied by a rapid rate of forgetting. Van Kraayenoord (2002, p.398) states, 'students will quickly become disengaged if classroom teaching does not connect with their lives, and if it does not engage them as learners with topics and issues that have interest and meaning for them'. Brennan (1985) suggested that curriculum content should be selected for students with learning difficulties on the basis that it is real, relevant, realistic, and rational. In this context 'real' means the curriculum should cover topics that feature in the child's life and can be taught in concrete or experiential ways. 'Relevant' implies that in learning this topic the embedded knowledge, skills, strategies and values will be useful to the child. 'Realistic' means it is feasible that the child can attempt the work successfully given his or her age, ability, prior knowledge and motivation. 'Rational' implies that the student understands that there is value and purpose in engaging in this learning. Unfortunately, the content of many school curricula do not stand up well to evaluation against the Brennan's 4 R test, so contribute to our exacerbate learning problems.

c. Classroom environment

The physical environment of the classroom can exacerbate learning difficulties. The noise level and multiple sources of distraction can have a detrimental impact on the attention span and on-task behaviour of some children. Factors such as temperature, lighting, presence o absence of stimulating display material, availability of resources, adequate working space on desktops, and so forth, can all make learning easier or more difficult for children.

d. Socio economic disadvantage

Davies (1998) argue that socio-economic-disadvantage-particularly extreme poverty-represents one possible domain over which teachers have little or no direct control; but it is important that they understand the impact that a child's background environment can

have on his or her ability to learn in school. Cox (2002) et all tell that evidence has accumulated over many years to indicate that socio-economic status (SES) is correlated with school performance. McLoyd (1998), and Ormrod (2003) states that students coming from higher SES background tend to have higher academic achievement while lower SES students tend to have poorer results, irregular attendance, a somewhat higher prevalence of behaviour problem, and leave school at the earliest opportunity.

e. Poor relationship between student and teacher

For optimum learning to occur there needs to be good rapport between teacher and students. Batten et al explain that students want teachers to have faith in them and to care about them. One of the ways in which some students with learning problems handicap themselves is by failing to seek help from the teacher even though they need it. Altenbaugh (1998) said that if student do not feel at ease with the teacher they are even less likely to seek assistance.

f. Poor school attendance

Poor school attendance can be due to unavoidable factors such as health problems, or to avoid facto such as truancy. Carroll (2000) told that it is obvious that frequent absences from school impair the continuity of learning within the curriculum. Subjects such as mathematics, where the concepts and skills tend to be sequential and hierarchical in nature, suffer mot when students miss periods of schooling. Absences can have a negative impact on examination results, and poor academic results can begin a child on a downward spiral in terms of confidence and motivation.

g. Health and physical status

Chronic health problems (for example, asthma, diabetes) are a common reason for school absences; but heath problems can also impair a student's energy level and ability to concentrate while in school. In parcticular, conditions that cause pain or discomort (for

example, juvenile arthritis) are problematic from a classroom learning perspective. Jensen (1995) in peter (2004) makes the interestng suggestion that many cases of learning difficulty may actually reflect inappropriate nutrition.poor nutrition can affect children's general health and their ability to concentrate in school. Besides that lack of sleep can also contribute to earning difficulties in school, mainly by impairing attention and concentration span. Some children are aowed to stay up until very late at night on a regular basis, and then attend school having had perhaps only five hours sleep.

h. Learning through the medium of a second language

Some of the classroom learning problems for students from non-English speaking backgrounds include:

1) Listening comprehenson difficulties due to limited vocabulary, poor grasp of syntax, and the speed at which others speak.
2) Reading difficulties due to differences in basic phonology, limited sight vocabulary, and (when reading fiction) not having had firshand experience of situations or cntexts being described.
3) Inability to engage meaningfully with new information, concepts and problems due to lack of understading of the associated languge.
4) The communication difficulty can also limit socal intercation with order children.

i. Loss of confidence

Stuednts with learning difficulties hate to be identified and labelled because they feel that others look down on them and marginalise them. Peter et al explained that the way in which shcools identify students with learning difficulties and then provide remedial intervention through in-class support or group withdrawal can intensify the problem in the child's eyes; he or she feels different and degraded by being identified as someone with a special probkem.

j. Emotional or behavioral problems

Bauer et al (1999) told that emotional and behavioral problems can be both a cause and an effect of learning difficulty. In individual cases itis often difficult to determine whether an emotional or behavioral problem is the primary underlying cause of a learning difficulty, or is the outcome from such difficulty.

k. Below-average intelligence

Below-average intelligence may also be connected with some of the dificulties to be discussed in a moment under problems with information processng. It is importance to reiterate that teachers and parents should not regard a student's below-average intelligence as an insurmountable barrier to learning.

l. Sensory impairment

The two main senses used in school learning-hearing and sight-can be the source of some difficulty in learning. Hearing impairment and vision impairment can affect students of any ability level, but the extent to which they create learning problems differs markedly from individual to individual. When students exhibit learning problems there is a need to have routine hearing and vision tests carried out to eliminate sensory impairments as possible contributory factors.

3. Defining Reading

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, proposition, and stylistic features.[21] Donna et al (2010) said that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. In order to effectively meet the needs of

[21] Danielle, S Mcnamara. (Eds), Theories, Interventions, and Technologies: *Reading Comprehension Strategies*.New York:Lawrence Erlbaum Associates, 2007. P . 3

literacy learners, especially those who struggle, instruction needs to take account of this complexity.[22]

B. Reading comprehension

1. Definition of Reading Comprehension

Klingner (2007:2) explain that reading comprehension is the process of construcing meaning by coordinating a number of complex processes including word reading, word, and world' knowledge and fluency. In other words, in comprehending the text the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text are needed because it is a complex cognitive process involving the interaction between reader and text to extract meaning. Oakhil (2007:42) asserts that since reading comprehension known as a dynamic and interactive process as readers process, each new part of a text, they must be able to access several sources of information. These include the memory based representation of its meaning constructed so far readers' semantic knowledge about words, and general knowledge and relevant topic-specific knowledge. Readers also need to access the situation model stored in long-term memory in order to perform many assessments of comprehensive as question answering recall ad summarization. Thus, reading comprehension is a very complex activity that much more than the ability to read individual words and know what those word mean. To comprehend what one reads is to understand the meaningful message sent by the author. The process of comprehending the written text must decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. In other words the reader uses knowledge, skills and strategies to determine what meaning is.[23]

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[22] Scanlon, Donna et al. Early Intervention for Reading Difficulties.New York,The Guildford Press.2010. P . 9

[23] Impiani zagoto.Academic self concept on reading comprehension.Journal Educatioon and development Institute Pendidikan TApanuli Selatan.Vol 8.No.2.2020, p.545

Reading Comprehension is understood as the process of deriving the writer's intention from his or her detailed instructions in the form of a text. When we read, we assign meaning to the graph emic form. The text segmented into clauses fitted into the more global organization of the text, which must also be recognized by the reader. In this process, the reader uses various clues, such as punctuation devices, paragraphing, bold print, subtitles, numbering of the sections, etc.[24] Grabe and Stoller (2002) explain that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is non-sense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning with understanding. It means reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.[25]

2. Component Skills of Reading Comprehension

According to many skills may contribute to overall comprehension performance. Some accounts of comprehension focus on those skills that contribute to the meaning-construction aspects of the task. There are higher level skills associated with meaning construction as follow:[26]

a. Inference-making

Inference making is essential to ensure good understanding of a text. The writer does not necessarily state every little detail that would result in text that was lengthy and possibly boring. Instead, the reader is left to fill in details that are not explicitly stated in the text, either by integrating statements within the text or by incorporating general knowledge with textual information.

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[24] Maria, Dakowska.*Teaching English as a foreign language*.Warszawa,Wydawnictwo Naukone PWN SA.2005. P . 193

[25] Huda. ''An analysis of students' difficulties in reading comprehension at MTs Darel Hikmah Pekanbaru''. Thesis. Pekanbaru:University of Sultan Syarif Kasim Riau,2020. P. 8

[26] Danielle, S Mcnamara. (Eds), Theories, Interventions, and Technologies: *Reading Comprehension Strategies*.New York:Lawrence Erlbaum Associates, 2007. P . 50

b. Comprehension monitoring

Comprehension monitoring is the ability to monitor one's understanding of a text is an important skill for constructing meaning. Baker & Markman explain that comprehension monitoring is often assessed by requiring reader to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

c. Understanding text structure

Explicit awareness about text structure and the expectations engendered by certain common features of text may be useful aids for readers, helping them to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

3. Level of reading Comprehension

Smith (1969) state that reading comprehension is considered to occur at four levels of complexity. These levels are follows:[27]

a. Literal Level

At the literal level the basic facts ae understood. The information is contained explicitly within the text.

b. Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

c. Critical Level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

[27] Peter, westwood. Reading and learning difficulties 1st Ed.Victoria,ACER PRESS.2001. P. 21-22

d. Creative Level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

4. Type of Reading

There are several types of reading, as follows:[28]

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive 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 class, or full class discussion. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level.

[28] Patel, M.F, & Praveen, M. English language teaching (Methods, tools,& techniques) 1st Ed. Jaipur: Sunrise publisher & distributor, 2008. P . 119-123

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

C. English Proficiency Test

1. Definition of English Proficiency Test

English Proficiency is used in most contexts as a benchmark to assess an individual's inclusion or exclusion with regard to politics, commerce, the economy, society and education. Often access into these domains is guaranteed only through a person's proficiency level. This has resulted in an emphasis on English language proficiency in higher education around the world.[29] Ridha explained that proficiency is the examinees' ability in particular area of competency in order to determine the extent to which they can function in a real language situation. Stern (1983) added that language proficiency refers to the language ability or ability in language use. It means that the degree of someone's skill in using a language. It is able to be shown as a goal and defined in terms of objectives or standards. Proficiency ranges from zero to native-like proficiency. The zero is not perfect as the second language learner as speaker of at least one other language, his first language, knows language, and how its function. So English proficiency can be defined as having or showing a lot of skills in the usage of English. A proficiency test measures learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam.

[29]Nallaya, S. ''The measurement of change in English language proficiency'', Issues In Educational Research,vol 22, No. 2.2012, p.149

Proficiency tests are uncommon within the classroom but very frequent as the end aim (and motivation) of language learning.[30]

2. Types of English Proficiency Test

Abboud and Hussein (2011) explain that the official TOEFL Test is currently administered around the world in different types as follows:[31]

a. The Paper-Based Test (PBT)

The paper based test is one of the international testing programs. It includes four sections that are listening comprehension, structure and written expression, reading comprehension, and the test of written English.

b. The Computer-Based TOEFEL (CBT)

The computer-based toefl program comprise four sections, listening, structure, writing and reading. The writing section in this test is equivaent to the test of written English in the paper-based TOEFL test. Inaddition, everyone who takes the TOEFL during the same administration may not see or answer the same questions. These questions are selected according to the level of the student's proficiency. Sharpe (2009) said that in this test, there are three sub-scores that are listening, structure, writing and reading. Actually the total score is limited on a scale of (0-300).

c. The Internet-Based TOEFEL (IBT)

In IBT test is describe as a new version of the TOEFL Test. It is delivered insecure testing centers around the world. It replaces the computer-based TOEFL Test and the Paper-Based TOEFL Test. Its main concern is to measure the test-tekers abilityto communicate succesfully in an academic setting. Thee tasks are used to evaluate the test-tekers ability to combine and communicate in formation which is fro different sources.

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[30] Ridha. ''The Correlation Between English Learners' Motivation And Their English Proficiency'', ***English Community Journal.*** 2018, Vol.. 2, No. 1. P . 133

[31] Siti. ''The students' problems in listening comprehension of TOEFL test''. Thesis.Banda Aceh:Ar-raniry State Islmaic Univerity of Banda Aceh,2019. P. 12-17

d. The Institutional-Testing Program

In the Institutional Testing Program, it is dear that ITP Test, i.e. (the institutional testig program) began in 1965 and it is still adinistered throughout the world. Acually, it differs from other TOEFL Test Programs because it gives qualified universities, English language institutes, and other agencies the opportunity to use older forms of international testing program paper-based TOEFL test or the preliminary test of English as a foreign language to their own students using their own facilities and staff ad setting their own test dates.

3. Reading Comprehension difficulties In English Proficiency Test

Yuyun (2012) delineated the implied detailed questions in reading comprehension are the most difficult question in reading faced the first year university students in English Proficiency Test. In other words, the most common problem faced by the first year of university students is in finding information which is nt directly stated in reading text.[32] William said that there are several difficulties for readers to understand the ideas. Harmer explained the problem of reading are:[33]

a. Language

The students get more difficult to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because find unfamiliar word which the text contains as a whole.

b. Topic and Genre

The topic is not appropriate or not interesting for students. Besides, students are not unfamiliar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to

[32] Ignasia.Et al, ''*A study of English Proficiency Test among the first year univerity students''*, Journal of Language and Literature, vol. 18. No. 1. 2018.

[33] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 18-19

successful in reading. For example students did not understand the main idea of the text.

c. Comprehension Task

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult. For the example students understood every question of the text, students were difficult to find the information on the text.

d. Negative Expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think to difficult in reading activity. Many of the reading problems students encounter are related to the five components of reading (phonological and phonemic awareness, word decoding, phonics, fluency, vocabulary, and comprehension).

Fernandita said that abundant of studies have been conducted to improve the effectiveness and efficiency of instructional programs and practice in teaching reading. Most of those studies center their attention on recommended strategies and techniques that can facilitatereading comprehension. Those studies have been developed on the basis of theoretical and empirical experiences of the experts and the teachers. Many studies also have been conducted to find out the effectiveness of those strategies and techniques in helping students to read efficiently. However, there are very few studies that take into account on students' own perceptions on their difficulties during reading. In fact, many students confess that they always find that it is hard to complete reading comprehension section in an English Proficiency test. They also find difficulties when teachers give them task to read texts and process the information from texts by themselves throuh an intellectual engagement, analysis and interpretation of the

text. It has been ooserved that students, especially English as a second language and English as a foreign language learnerrs, confront a variety of difficulties while reading.

Oakhil (1993) identified three main theoretical aprproaces to reading comprehension problem. The first argues that comprehension problems arise because difficulties at the single-word level. The cond posits that poor comprehenders have difficulties with higher order comprehension skills, making inferences from text, integrating ideas in it, and monitoring their own comprehension. Later on, rahman (2007) found reading difficultes comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccesbility, poor reading skills, lack of schemata, and students' lack of interest.sandford (2005) argues that one of the most important factors that impede students' reading comprehension is phoemic awareness, the ability to process the individual sounds of letters, which is needed for recognition. Poor working memory is another factor that affects a student's ability to read proficiently and comprehend text. Adiitionally, vocabulary knowledge positively affects reading comprehension and academic performance. Another factor linked to reading difficulties is low prior knowledge, and lack of breadth in vocabulary. The other factors that may influence students reading process is motivation.[34]

In addition, according to Nuttal (1982), there are some aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, and the understanding vocabulary. These aspects are regard as difficulties that the students encounter in comprehending the text.[35]

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[34] Fernandita, ‘*’Reading Difficulties Comparison On Tusents' And teachers' Perception'',* Journal of Proceedings of the Fourth International Seminar on English Language and Teaching, vol. 4. No. 1 . 2016. P. 296-297

[35] Adinda Adriyani Pais, Students' perception toward difficulties and ability in English reading at Muhammadiyah University of Makassar Study Program at Muhammadiyah University of Makassar in the academc year of 2020.State Muhammadiyah University of Makassar.2020. P . 25-26

a. Determining main idea

The main idea is a stetent that tells the author's point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating reference

Sharpe (2005) tells that reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as pronouns that are used to show people, place, or situation.

c. Understanding vocabulary

Sharpe (2005) explain that the student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to ccomprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the question.

Peter (2004) said that there are many varied factors that can contribute to a child's reading problem, ranging from lack of positive literacy experiences in the pre-school years, inadequate home support, inappropriate or insufficient teaching in the beginning school stages, and cognitive, linguistic, perceptual and motivational problems within the student. Richek et al (2002) state that when seeking explanations for a student's problem in learning to read, we should consider factors in the three domains:[36]

a. The school environment (including the teaching methods and materials).

Factors in the school environment that may create learning problems include:

1) Allocating insufficient time to the teaching and practice of reading.

It has been known for many years that the amount of time a child spends engaged in successful study of a particular area of the curriculum is closely correlated with the level of achievement in that subject. This factor is closely related to other variables, such as the teacher's classroom management skills and classroom climate. Recognition of the vital importance of allocated time for reading is reflected in the moves toward introduction of the daily 'literacy hour' in the schools in several countries.

2) Using inappropriate instructional resources.

Snow et al (2002) said While it is possible to teach children to read using minimal or out-dated materials, students are much more likely to enjoy learning to read and to be motivated to try if books, computer, software, games and other resources are age-appropriate, stimulating , well-designed and personally meaningful.

[36] Peter, westwood. Learning and Learning difficulties A handbook for teachers 1st Ed.Victoria,ACER PRESS.2004. P. 88-91

3) Providing too little individual support for learning.

Block (2003) told that some students learn easily when merely provided with opportunities, resources, and some basic teaching. Others require opportunities, resources and basic teaching, plus individual support to help them overcome any problems when they arise. Graham&Haris (2000) stated that an important aspect of support is ensuring that the student engages in regular reading practice, rather than avoiding reading throughout the school day. Ortiz&Yates (2002) argues students who are poor at readng obviously read less than other students, so they fail to develop necessary automaticity and fluency. They also fail to expand their existig vocabulary and general knowledge, compared with good readers.

b. Factors within the home environment and social or cultural context.

Crawley et al (2000) told that factors within the home environment and the social and cultural context also cause or exacerbate problems in learning. In recent years more and more importance has been placed on the role that a supportive family environment can play in fostering children's development in literacy skills. Negative influences in the home environment include:

1) Lack of support for or interest in the child's literacy development.

Braunger & Lewis (1998); Graham&Haris (2000) said that children who become very good readers tend to have much encouragement and help from home, including the opportunity to practise reading with feedback from an adult. Compton-Lily (2003) in Peter (2004) told that in contrast, some parents may have a low standard of schooling themselves and may not be aware of the importance of encouraging thier own children and showing interest in their work. Working parents may not have the time or energy to devote to their children's literacy development at home. However, it is essential not to create a stereotypical

‘disadvantaged famuily syndrome’ to explain children’s learning failure in school.

2) Absence of materials and experiences to promote reading out of school.

This factor is realy an extension of the one above. Some parents, for whatever reason-poverty, lack of interest-do not themselves read or buy reading material to have in the home.

Nois and distractions that prevent study.

Homes where there are many young children, or where the television is playing loudly most of the day, arenot conductive to reaing.

3) Tress, illness, and family break-ips.

These out-of-school factors can preoccupy children’s minds and emotions, and drain them of necessary energy and motivation to read.

4) Peer group pressure

At secondary school level in particular, a student may avoid reading because his or her peers discredit such an activity.

c. Factors within the student.

This is often referred to as ‘blaming the victim’ for his or her difficulties. Factors within the learner include:

1) Lack of intelligence 9general cognitive ability)

It is generally accepted that slower-learning children and those with mild intellectual disability will encounter some diffulty in learniing to read. Reading involves, in part, the builiding of a sight vocabulary and the learning and application of a fairly complex system of symbols (26 letters used i specific combinations to represet the 44 sounds in spoken language). This type of learning requires adequate cognitive ability.

2) Poor language skills.

Vellutino et al (2000) acknowledge that reading relies heavily on adequately developed aural and oral language skills. They state,'... given adequate pre-literacy experience and adequate reading instruction, the ability to learn to decode print will depend primarily on language and language-based abiilties'(p.236). For this reason, remedial intervention programs must focus as much on building general knowledge skills as on teaching reading skills and strategies.

3) Specific weaknesses in areas such as attention, memory, auditory perception, visual perception.

In particular, weakesses in understanding and applying phonological features of language are implicated in some cases of comprehension difficulty.

4) The presence of psycho-emotional states such as anxiety, depression, learned helplessness, low self-efficacy, and inefficient learning style.

CHAPTER III
RESEARCH METHOD

A. Type of Research

This Research explains an analysis of learners' difficulties in Reading Comprehension in English Proficiency Test at an English Class of English Language Development Program of Saifuddin Zuhri State Islamic University Purwokerto. Type of the research is mixed method by combining descriptive qualitative and quantitative. Van Maanen (1979) said that qualitative research is ''an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms ith the meaning, not the frequency, of certain more or less naturally occuring phenomena in the social world.[37] While Cohen et al states that quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with scale investigations, with case studies, action research, correlational research and experiments.[38] In this research, the researcher describe about reading comprehension difficulties in English Proficiency test of an English Language Development Class of Saifuddin Zuhri State Islamic University Purwokerto.

B. Source of Data

1. Location of Research

   The research took place in Saifuddin Zuhri State Islamic University Purwokerto which is located in Jl. A. Yani No.40A, Karanganjing, Purwanegara, North Purwokerto District, Banyumas Regency, Central Java. The reason of the researcher make choice of this univeristy as place of research Saifuddin Zuhri State Islamic University Purwokerto because the teaching system in English language development is less effective especially in reading comprehension section.

[37] Sharan, B. Qualitative research a guide to design and implementation(Rev,Ed,). San Francisco: Jossey-bass,2009.P .13

[38] Louis, Cohen.et al.Research methods inEducation Sixth Ed.London & New york: Routledge,2007.P . 501

2. The Subject of The Research

The Lecturer of English language development program an English language development class of Saifuddin Zuhri States Islamic Univeristy Purwokerto in academic year of 2021/2022 are the subjects of this research. The researcher chose 20 learners of 1st English class of English language development because that are most un attractive that other. The researcher also found some difficulties in English language development learning especially in reading comprehension section in preliminary observation.

3. The Object of The Research

Learners' difficulties in reading comprehension and some factors that cause second semester language development learners of State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto are the objects of this research.

C. Technique of Collecting Data

The researcher used three kinds of instruments to collect the data, they are interview, questionnaire, and documentation.

1. Interview

Interview is a flexibel tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, and heard. The order of the interview may be controlled while still giving space for spontaneity,and the interviewer can press not only for complete answer but also for responses about complex and deep issues.[39] Through interview researcher gave some questions such as factors that cause students get difficult in English language development program especially in Reading comprehension section and what are the factors that cause there are many students who have not passed in English language development program. Through interview, rearcher gave some questions such as teaching roles and lecturer perspective about student's difficulties in reading

[39] Louis, Cohen.et al.Research methods inEducation Sixth Ed.London & New york: Routledge,2007.P . 349

comprehension asked to the English language development lecturer. After that is, students who has not passed on the English language development exam are the next informant.

The kind of data that got from the interview are some datas about some factors that faced student's difficulties in reading comprehension section in some classes of English language development. The kind of interview are follows:

a. Structured Interview

Structured interview generally use an interview schedule, indeed structured interviews often include question that have a limited a set of response categories.[40]

b. Semi Structured interview

Robin Longhurst state that a semi Structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important.[41]

The interview guideline with structured interview is used as a guidance during the interview. Researcher chose structured interview to be instrument in this research where in structure interview researcher prepared topics that have been structurally arranged by researcher to informants.

2. Questionnaire

Wilson and McLean (1994) state that the Questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward

[40] Sarah, J.T.Qualitative research methods 1st Ed.Uk: John Wiley & Sons publication,2013.P . 139

[41] Nicholas, Shaun, and Gill. (Eds.). Key Methods in Geography 2nd Ed. Los Angeles & London:SAGE,2010.P .103

to analyse.[42] The type of questionnaire which used in this study is scale likert questions where respondent just need to answer two questions forms in scale likert, namely positive and negative questions with just give checklist the answer in the available answer column.

3. Documentation

Documents are records of past events. Documents can be in the form of writings, drawings, or monumental works of a person.[43]

The documentation that will be used as a study consists of several data related to reading comprehension difficulties such as, student attendance lists, student scores, materials, lesson plans during the lesson. The data obtained through the assistance of an English language development lecturer as a result of researchers discovering about reading comprehension difficulties in English Proficiency Test.

D. Triangulation

Sugiyono said that triangulation is defined as adata collection technique that combines various data collection techniques and existing data sources. If the researcher collect data by triangulation, the researcher actually collected data which also test credibility of the data namely checking the data with various data collection and various data sources.[44] In tringulating data, researcher collected data from interview, and documentation. Then researcher checked credibility of data by collecting data, namely interviews and documents.

E. Technique of Analysing Data

Data Analysis is the process of making sense out of the data, and making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read- it is the

[42] Louis, Cohen.et al.Research methods inEducation Sixth Ed.London & New york: Routledge,2007.P . 317

[43] Sugiyono,Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D) 25th Ed.Bandung:Afabeta,2016.P . 329

[44] Sugiyono,Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D) 25th Ed.Bandung:Afabeta,2016.P . 330

process of making meaning.[45] Miles and Huberman argued that activities in qualitative data analysis were carried out interactively and continued continuously until they were complete, so that the data was saturated. The activities in data analysis are data reduction, data display, adn conclusion/verification as follows:[46]

1. Data Reduction

   Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary. Thus the data that has been reduced will provide a clearer picture.[47]

2. Data Display

   Generally, a display is an organized, compressed assembly of information that permits conclusion drawing an action.[48]

3. Conclusion/Verivication

   Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excusion, with lengthy argumentation and review among collegues to develop ''intersubjective consensus.'' Or with extensive effort to replicate a finding in another data set.[49]

UIN PROF. KH. SAIFUDDIN ZUHRI

[45] Sharan, B. Qualitative research a guide to design and implementation(Rev,Ed,). San Francisco: Jossey-bass,2009.P .33

[46] Sugiyono,Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D) 25th Ed.Bandung:Afabeta,2016.P . 337

[47] Sugiyono,Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D) 25th Ed.Bandung:Afabeta,2016.P . 338

[48] Mattew, B., Miles, & A, Michael. Qualitative Data Analysis 2nd Ed. London&New Delhi:SAGE,1994.P . 11

[49] Mattew, B., Miles, & A, Michael. Qualitative Data Analysis 2nd Ed. London&New Delhi:SAGE,1994.P . 11

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher will show the research findings and discuss how the difficulties faced by 1st English class of the English Language Developmet Program of the state Islamic university Prof. K.H Saifuddin Zuhri Purwokerto and the factors that cause learners difficulties in reading comprehension in English Proficiency Test. Researcher have collected data through interview, questionnaire, and documentation. The data that has been collected from some language development classes has been analysed first through data from interview and questionnaire. The following are the results of data interview, and questionnaires from the language development class:

A. Research Findings

After the data were collected, the researcher identified findings consists of learners' difficulties in learning reading comprehension English Proficiency Test and factors that caused learners difficulties in learning reading comprehension English proficiency test. In obtaining the data, the researcher used a questionnaire with 20 learners from 1st English class of English Language development class however there are only 15 learners who can join to answer the questionnaire to determine learners' difficulties in learning reading comprehension English proficiency test.

The researcher also used interview to the lecturer in charge of the reading comprehension English proficiency test in 1stEnglish class of English language development program of Saifuddin Zuhri state Islamic University Purwokerto. The purpose of the interview is to know and confirm the data from questionnaire that had been researcher conducted before. The last data collection technique is document. The researcher took learners' scores, reading comprehension English proficiency test assignment and material of reading comprehension English proficiency test and the list of learners' absence. The process of collecting data was held on march 15th, 2021. In this

chapter, all findings related to learners' difficulties in reading comprehension and factors causing learners difficulties as followed:

1. Learners' difficulties in reading comprehension English Proficiency Test.

   Based on some expert theories, there are some difficulties in reading comprehension faced by learners. Those are: (1) language, (2) topic and genre, (3) comprehension task, (4) negative expectation, (5) understanding main ideas, (6) analysis of text, (7) making inferences from text, (8) read proficiently.

   a. Language

      The first problem experienced by learners is a language, they have difficulty in understanding the language or word in the text. They find it difficult to understand the meaning of every word in the text.

      The following is a diagram of questionnaire with 1st English class of English language development program about how they are have difficulties in the language in the text of reading comprehension English proficiency test.

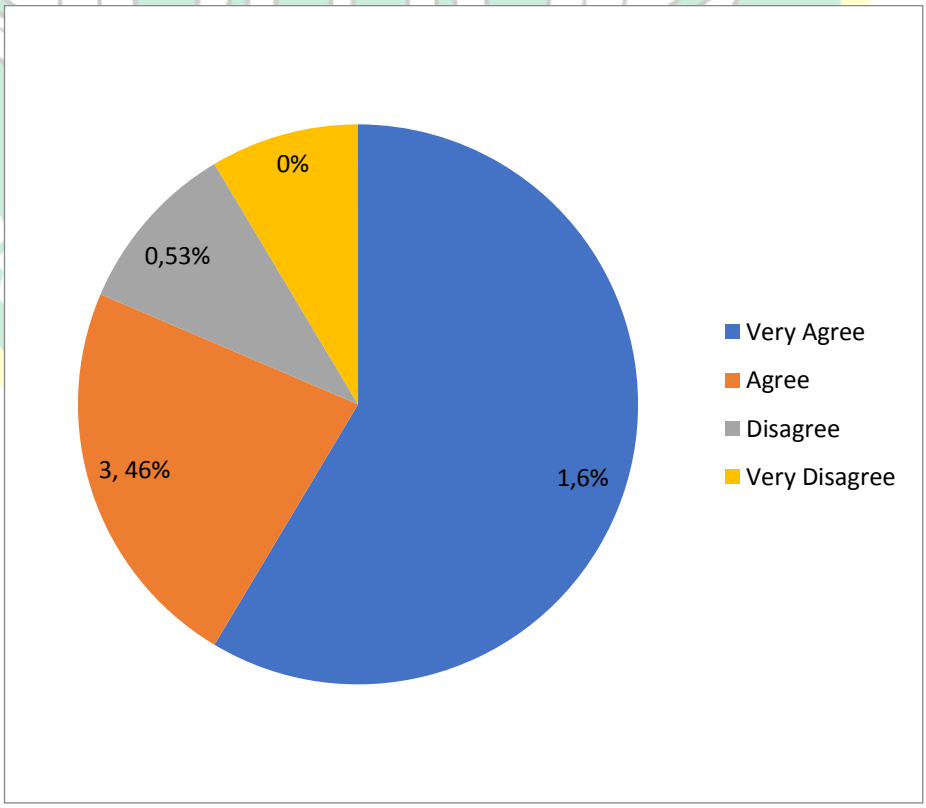


Figure 1. Language

Based on the results of the questionnaire diagram in the 1st English class of English language development program, the researchers found that 3, 46 % of learners had difficulty understanding the language or vocabulary in reading text, 1,6 % of learners had very difficulty understanding the language, 0, 53 % of learners able to understanding the language in the text of reading comprehension English proficiency test.

Based on an interview with a lecturer in charge of the reading comprehension English Proficiency Test in 1st English class of English language development program, she said that:

‘***’Learners do not understand the vocabulary’’***[50]

From the results of the questionnaire and interview above, we know that most learners of 1st English class of English language development program have difficulty in understanding the language or meaning of every word in the text.

b. Topic and Genre

Topic is one of the problems faced by learners, uninteresting reading topic make learners not interested in reading them. So those with learners who feel foreign or unfamiliar with the type of reading comprehension English proficiency test. Therefore they are difficult to understand the reading text.

The following is a diagram of questionnaire with learners of 1st English class of English language development program about how topics become one of the things that cause learners not to be interested in reading text and how genres become things that make learners feel foreign or unfamiliar with the genre of reading comprehension English proficiency test text.

[50] Interview with the lecturer, on March 15th, 2021.

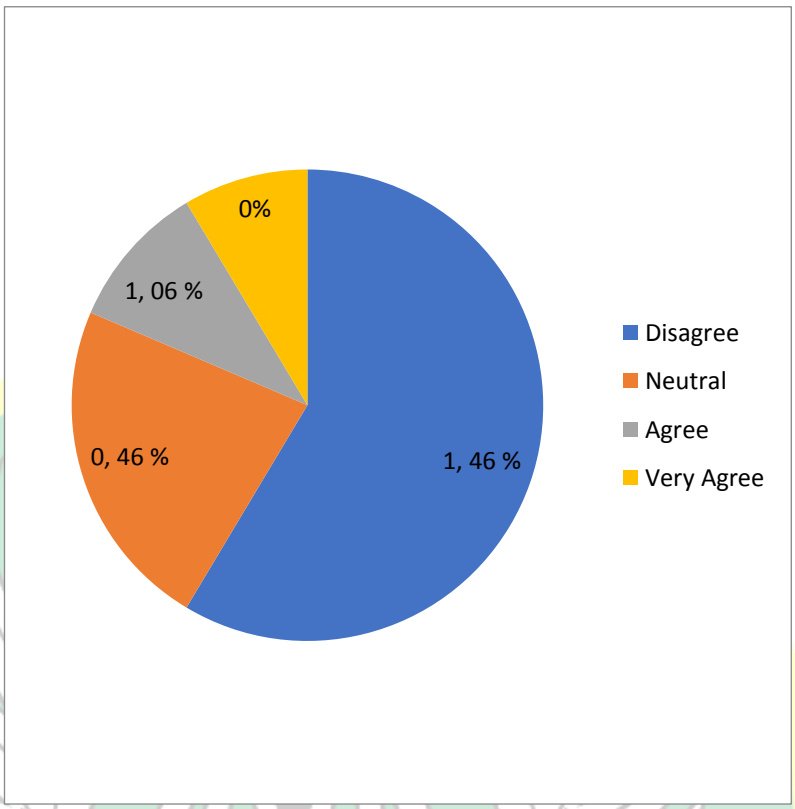


Figure 2. Topic

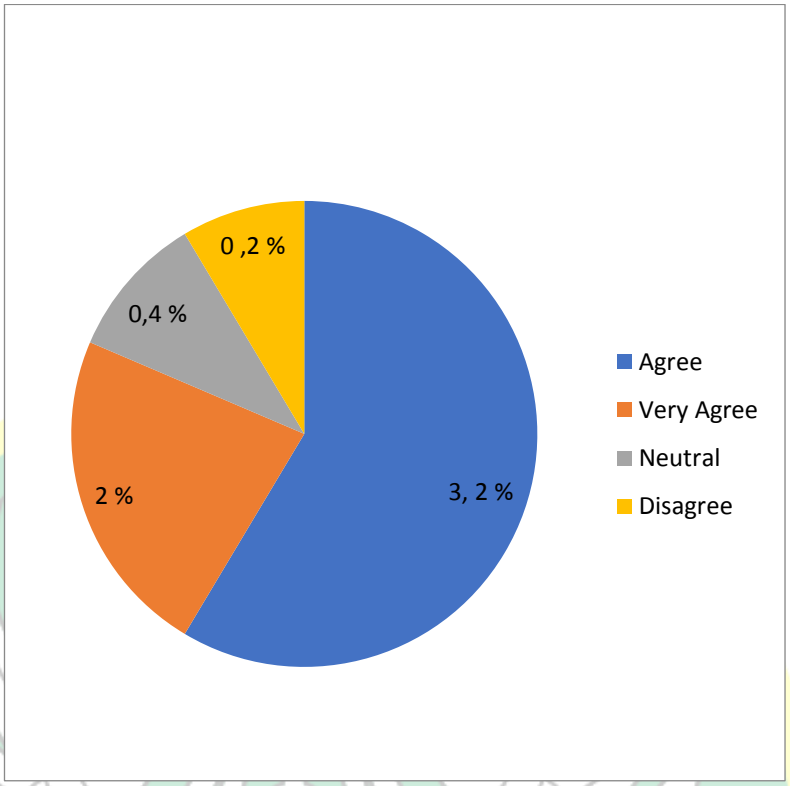


Figure 3. Genre.

Based on the results of the questionnaire diagram above in 1st English class of English language development program, for the topic of reading the researcher found that 1, 06 % of learners were not interested in the topic, 1, 46 % of learners were interested in the topic and 0,46 % of leaners were neutral. Then based on the results of the questionnaire diagram above in 1st English class of English language development program for the reading genre, the researcher found that 3,2 % learners were not familiar with the reading genre, 2 % of the learners were very not familiar with the reading genre, and 0,4 % of learners are neutral, and 0, 2% of learner is familiar with the reading genre.

Based on an interview with a lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

‘’***Learners are interested in the topic of reading comprehension English proficiency test.’’***[51]

Then for the genre of reading comprehension English Proficiency test, based on an interview with a lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

‘’***In the genre of reading comprehension English proficiency test, there are still things that are*** foreign ***to learner’’***[52]

From the results of the questionnaire and interview above, we know that 0,35 % of learners are not interested to the topic of reading, 0,48 % learners are interested to the topic and 0,46 % of learners are neutral. Then for the reading genre we know that 1,06 % of learners are not familiar with the genre, 0,6 % of learners are very unfamiliar with reading genre, 0,13 % learners are familiar with the genre.

c. Comprehension Task

The third problem is the comprehension task. Learners often have difficulty in understanding questions and answering questions in reading comprehension English proficiency test.

The following is a diagram of questionnaire with learners of 1st English class of English language development program about learners who have difficulty understanding questions in reading comprehension English proficiency test tasks and he following is a diagram of questionnaire with learners of 1st English class of English language development program bout learners who have difficulty in answering questions in reading comprehension English proficiency test tasks.

1) Diagram of the results of the questionnaire about learners who have difficulty in understanding questions in reading comprehension English proficiency test tasks.

[51] Interview with the lecturer, on March 15th, 2021.
[52] Interview with the lecturer, on March 15th, 2021.

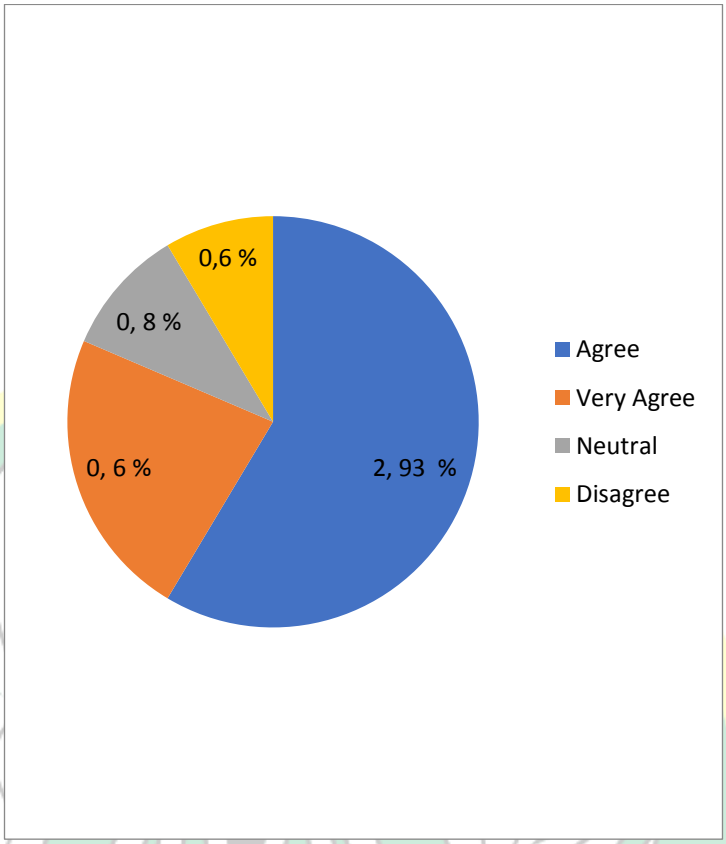


Figure 4. Comprehension task include understanding the questions.

Based on the results of the questionnaire diagram above for the 1st English class of English language development program, for difficulties in understanding the questions from the reading comprehension English proficiency test task, the researchers found that 2, 93 % of learners had difficult to understanding the questions, 0, 6 % of learners found it very difficult to understand questions, then 0, 8 % of learners were neutral, and 0, 6 % of learners able to understand the questions.

2) Diagram of the results of the questionnaire about learners who have difficulty in answering question in reading comprehension English proficiency test tasks.

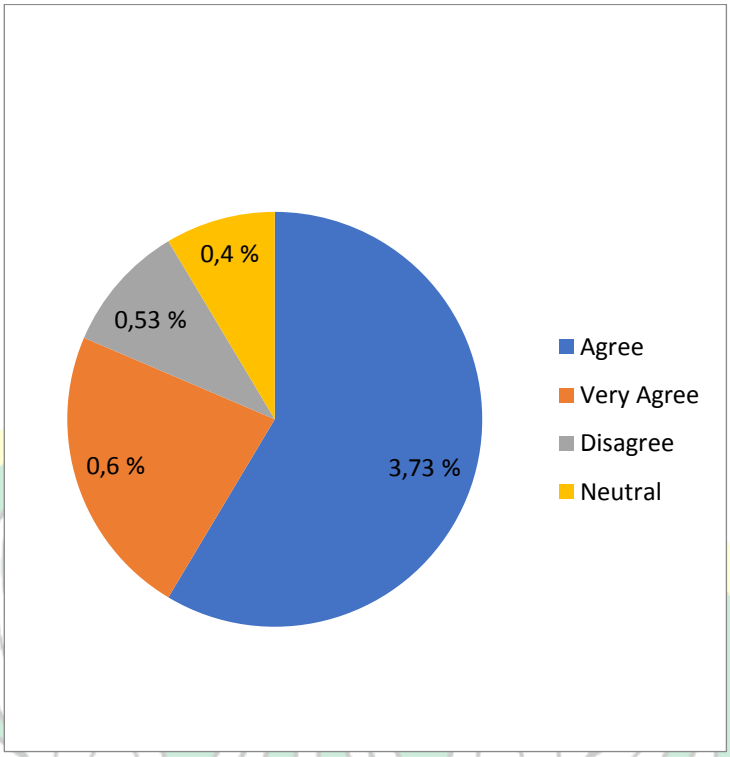


Figure 5. Comprehension task include answer the questions.

Based on the results of the questionnaire diagram above for the 1st English class of English language development program, for difficulties of answering the questions on the reading comprehension English proficiency test task, the researcher found that 3,73 % of learners had difficulty answering questions, 0,6 % of learners very had difficulty answering questions, then 0,4 % learners are neutral, and 0, 53 % of learners able to answered the questions.

Based on an interview with a lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

> ‘’***For questions, some learners already able to understand the questions, and some other learners had difficult in understanding the questions especially in the***

3rd unit of reading comprehension English proficiency test material.''[53]

Then in answering questions from reading comprehension English proficiency test question, based on an interview with a lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

''In Answer the questions, some learners can answer them easily and some other learners have difficulty to answer the questions in reading comprehension English proficiency test questions.[54]

From the results of the questionnaire and interview above, we know that 2, 93 % learners had difficult to understand the questions from reading comprehension English proficiency test questions, then 0,6 % learners very had difficult to understand the questions, 0, 8 % learners are neutral, and 0, 6 % learners can understand the questions. Then from the results of questionnaire and interview above, we know that 3, 73 % learners had difficult to answer the questions, 0, 6 % learners are very difficult to answer the questions, then 0, 4 % learners are neutral, and 0, 53 % learners able to answer the questions. So it can be concluded that most learners have difficulty in understand the questions in reading comprehension English proficiency test questions and also have difficulty to answer the questions, then some learners find it very difficult to understand the questions and answer it, some other are neutral, ad some learners already able to understand the question and the questions.

d. Negative expectations

The further problem is that learners already think negatively before that reading comprehension in English proficiency test is a

[53] Interview with the lecturer, on March 15th, 2021.
[54] Interview with the lecturer, on March 15th, 2021.

difficult subject to learn. Therefore, learners feel reluctant to learn reading comprehension English proficiency test.

The following is a diagram of questionnaire with learners of 1s[t] English class of English language development program about learners who think negatively first that reading comprehension English proficiency test is difficult so they are reluctant to learn it.

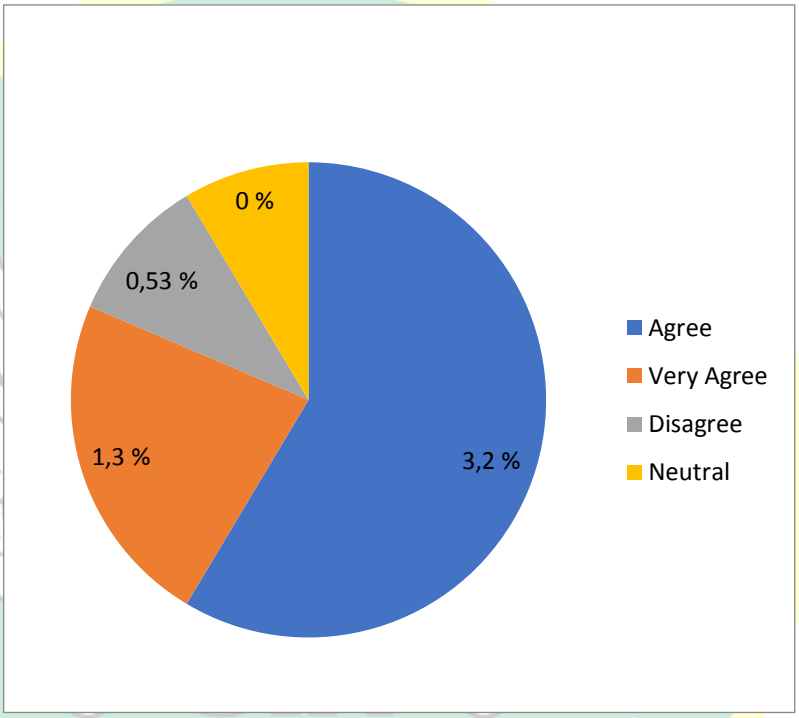


Figure 6. Negative expectation.

Based on the results of the questionnaire diagram above for the 1[st] English class of English language development program, the researcher found that 3,2 % learners already think negatively first about reading comprehension English proficiency test is difficult, 1,3 % learners really think negatively, then 0, 53 % learners do not think negatively that reading comprehension English proficiency test is difficult.

Based on an interview with lecturer incharge of the reading comprehension English proficiency test in 1[st] English language development program, she said that:

''***Learners are reluctant to read the text because they are uninterested''***[55]

From the results of the questionnaire and interview above, we know that most learners think that reading comprehension English proficiency test is difficult, however some learners did not thik so.

e. Difficult in understand main ideas of text.

The further problem is learners had difficult in understand main ideas of the text, it usually caused by long and difficult text. Therefore learners are had difficult in understand main idea in the text.

The following is a diagram of questionnaire with the learners of 1st English class of English language development program about learners had difficult in unerstanding main ideas in text of reading comprehension english proficiency test.

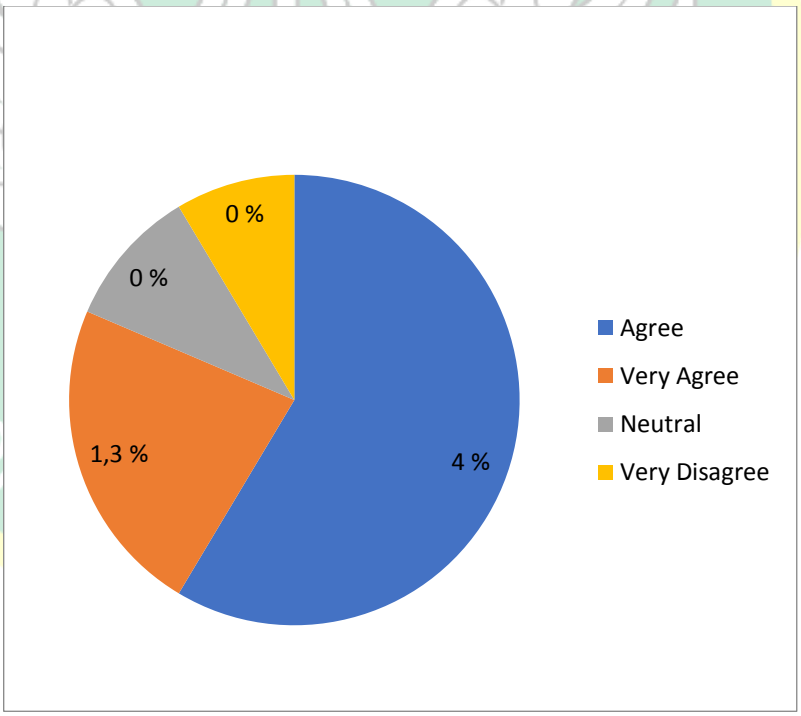


Figure 7. Undersatnding main ideas of text.

[55] Interview with the lecturer, on March 15th, 2021.

Based on the results of the questionnaire diagram above for the 1st English class of English language development program, the researcher found that there are 4 % learners are had difficult in understand main ideas in text, then 1,3 % learners really had difficult in undersatnd main idea.

Based on an interview with lecturer in charge of the reading comprehension English proficiencay test in 1st English class of English language development program, she said that:

> ‘’***Some learners already able to understand main ideas, but most learners had difficult in understand main ideas of text especially for difficult text.***’’[56]

From the results of the questionnaire and interview above, we know that most learners of 1st English class of English language development program had difficult in understand main ideas in text.

f. Difficult to analyse text of reading comprehension English Proficiency Test.

The further problem is about analyse the text, many learners who had difficult in analysing the text, besides because they are not familiar with the genre of text, the learners also not interested or reluctant read the text.

The following is a questionnaire diagram of 1st English class of English language development program about the difficult to analysing text.

[56] Interview with the lecturer, on March 15th, 2021.

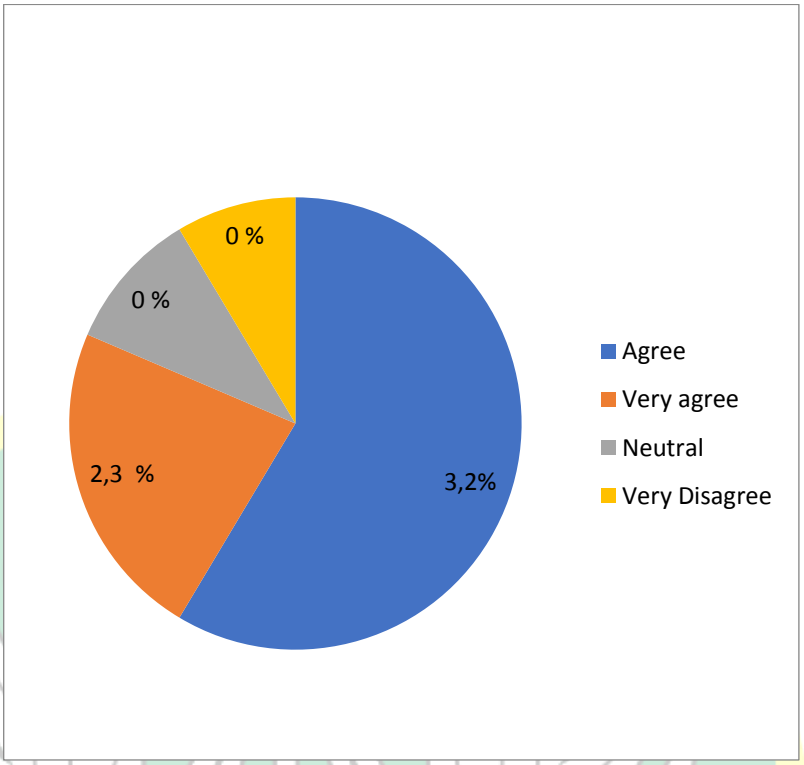


Figure 8. analyse text of reading comprehension in English Proficiency test.

Based on the results of the questionnaire diagram above of 1st English class of English language development program, the researcher found that 3,2 % learners had difficult to analysed the text, then 2,3 % learners really had difficult i analysed the text.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

‘’ ***Many learners who had difficult in analysed the text.’’***[57]

From the results of the questionnaire and interview above we know that most learners of 1st English class of English language development program had difficult in analysed the text.

[57] Interview with the lecturer, on March 15th, 2021.

g. Difficulty in making inferences

The further problem is about learners' difficulty in making inferences. A long text and foreign vocabulary makes the learners had difficult to make inferences of the text in reading comprehension proficiency test. So that learners had difficult to answer the questions in reading comprehension English proficiency test text, if there is questions about what is the inferences of the text.

The following is a questionnaire diagram of 1st English language development program about learners' difficulties in making inferences.

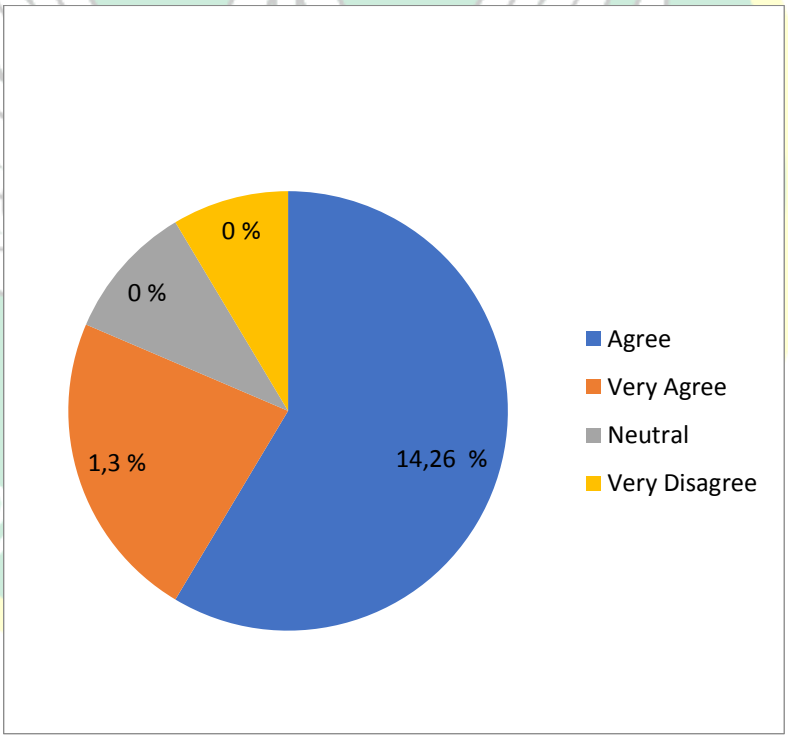


Figure 9. Making inference.

Based on the results of the questionnaire diagram above of 1st English class of English language development program, the

researcher found that 4,26 % learners had difficulty in make inferences of the text, then 1,3 % learners really had difficulty in make inferences.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

‘’***learners had difficult in make inferences of the text’’.***

From the results of the questionnaire and interview above, we know that many learners had difficult in make inferences of the reading comprehension English proficiency test text.

h. Difficulty to read quickly and fluently

Another problem is learners had difficult to read quickly and fluently. Reading is the main task that must be done by learners in reading comprehension English proficiency test courses, but there are still many learners who have difficulty in reading texts quickly and fluently because of their lack of interest in reading even reluctant to read also because, the type of text that is not familiar and the length of the reading text makes learners reluctant to read it.

The following is a questionnaire diagram of 1st English class of English language development program about learners’ difficulties in read quickly and fluently.

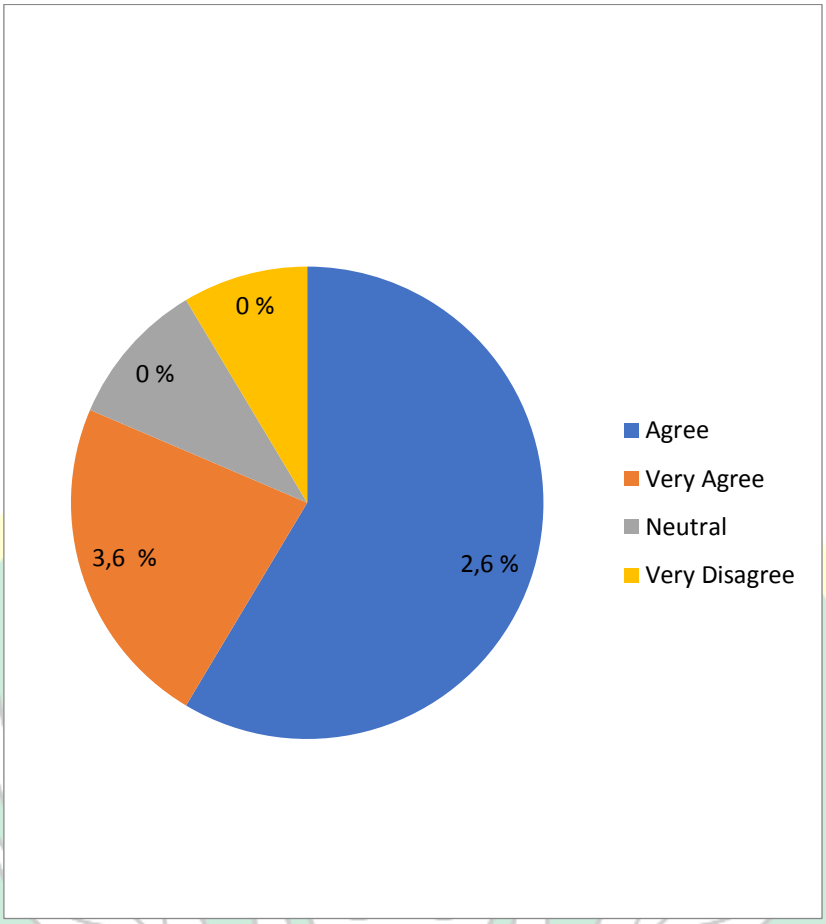


Figure 10. read quickly and fluently.

Based on the results of the questionnaire diagram above of 1st English class of English language development program the researcher found that 2,6 % of learners had difficult to read the text quickly and fluently, then 3,6 % of learners really had difficult to read quickly and fluently.

Based on an interview with lecturer in charge of the reading comprehension in English proficiency test in 1st English class of English language development program, she said that:

> ‘’ ***some learners are fluently in read the text and some other learners had difficult to read the text quickly and fluently.’’***[58]

[58] Interview with the lecturer, on March 15th, 2021.

From the results of the questionnaire and interview above, we know that most learners are had difficult even reluctant really difficult tor read the text quickly and fluently.

2. Factors that caused learners had difficult in reading comprehension English proficiency test

Based on Westwood, there are many factors that can contribute to learners reading problem as followed:

a. The school environment

1) Insufficient time

In learning reading comprehension English proficiency test, of course it takes a lot of time to practice learners' abilities. Limited time or inadequate time certainly causes learners to find it difficult to practice their abilities in learning reading comprehension English proficiency test. In addition the duration of the course is only 60 minutes. With such a short time makes it difficult for learners to practice reading comprehension English proficiency test.

The following is a questionnaire diagram of 1st English class of English language development program about insufficient time that become a factors that caused learners had difficult in reading comprehension proficiency test.

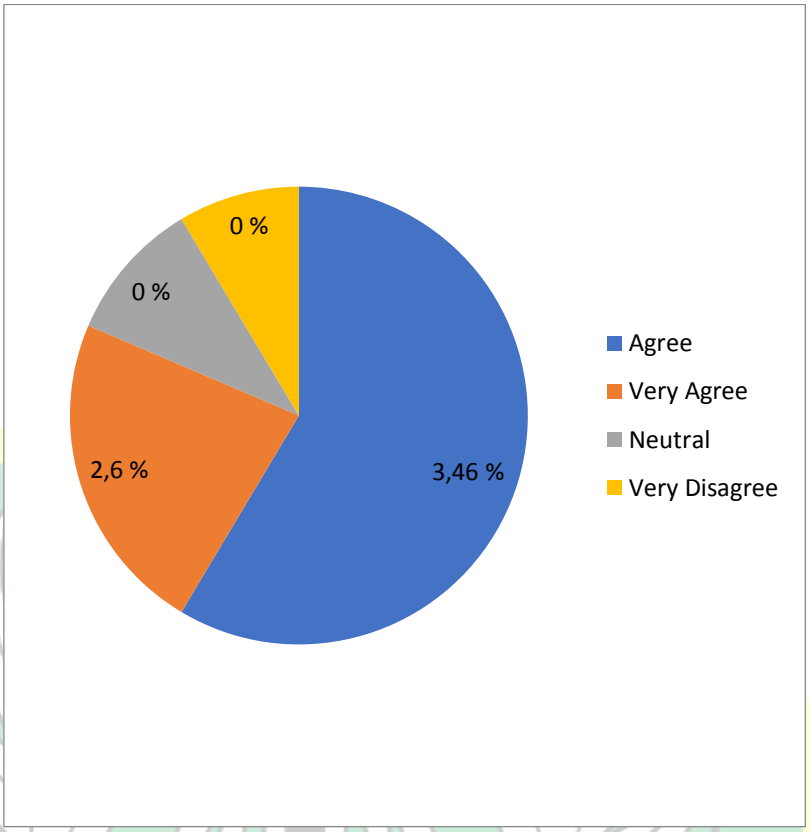


Figure 11. insufficent time.

Based on the results of the questionnaire diagram above of 1st English class English language development program, the researcher found that 3,46 % of learners had limited time in practice their abilities in learning reading comprehension English proficiency test. Then 2,6 % of learners really had limited time.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

> ‘’***In practicing reading comprehension skills, learners had difficulties due to limited time or insufficient time because the duration of this reading comprehension English proficiency test course is only 60 minutes.’’***[59]

[59] Interview with the lecturer, on March 15th, 2021.

From the results of the questionnaire and interview above, we know that insufficient time is one of the factors that caused learners difficulty in practice their abilities in learning reading comprehension English proficiency test.

b. Home environment factor

1) Lack of support and motivation from family

The further problem is lack of support and motivation from family to learning reading comprehension English language development program is one factor that caused learned learners had difficulty in learning reading comprehension English proficiency test.

The following is a questionnaire diagram of 1st English class of English language development program about lack of support and motivation from family.

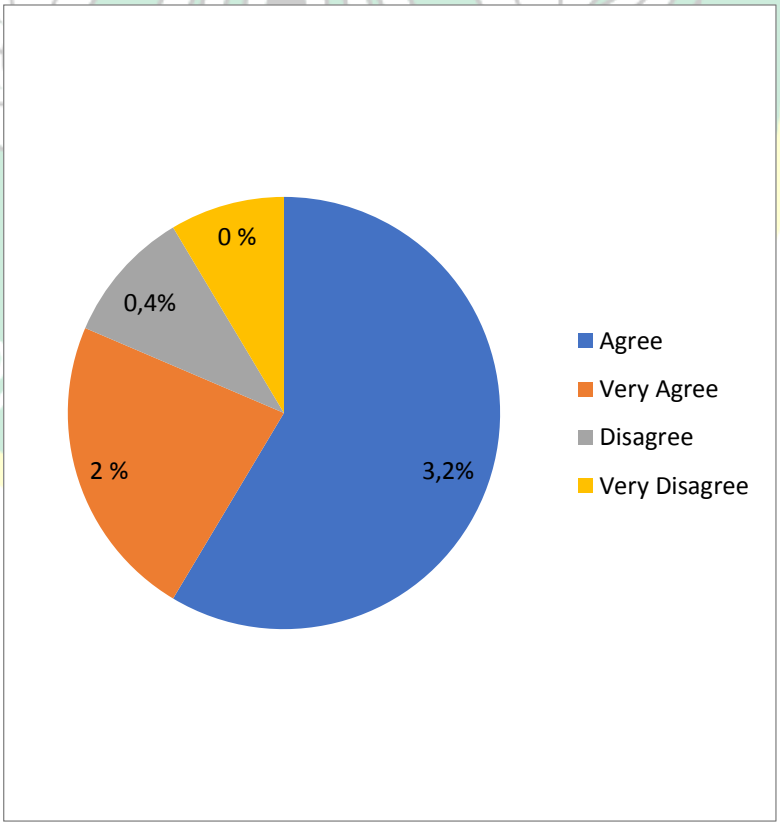


Figure 12. lack of support and motivation.

Based on the results of the questionnaire diagram above of 1st English language development program, the researcher found that 3,2 % learners lack of support and motivation from their family, then 2 % learners really lack of support and motivation, and 0,4 % learners did not lack of support and motivation.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

> ‘’***Learners had difficulties to motivated to read the text of reading comprehension English proficiency test.’’***[60]

From the results of the questionnaire and interview above we know that lack of support and motivation become the factor that caused learners had difficult in learning reading comprehension English proficiency test.

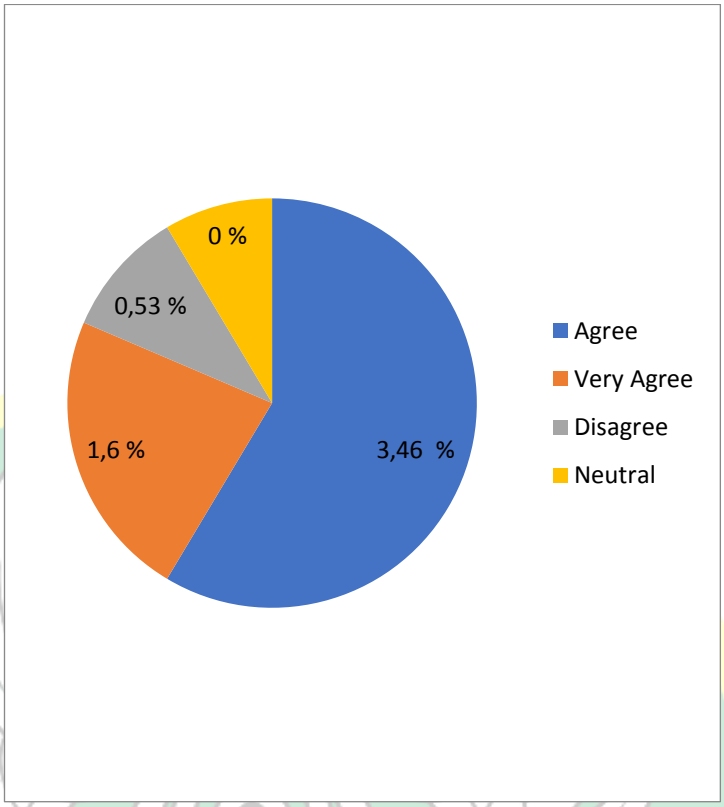
c. Factor within the learners

1) Lack of intelligence about vocabulary

The further factor is lack of intelligence about vocabulary. The foreign and unfamiliar language are often caused the learners difficult in understands the reading comprehension English proficiency test text.

The following is a questionnaire diagram of 1st English class of English language development program about learners that lack of intelligence about vocabulary.

[60] Interview with the lecturer, on March 15th, 2021.



Figur 13. Lack of intelligence about vocabulary.

Based on results of the questionnaire diagram above of 1st English class of English language development program, the researcher found that 3,46 % of learners lack of intelligence about vocabulary, then 1,6 % learners really lack of intelligence, and 0,53 % learners did not lack of intelligence about vocabulary.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

> ‘’***Many learners do not understand a vocabulary in reading*** comprehension ***English proficiency test.’’***[61]

From the results of the questionnaire and interview above we know that many learners do not understand vocabulary in

[61] Interview with the lecturer, on March 15th, 2021.

reading comprehension English proficiency test because lack of intelligence.

2) Poor language skill

The last problem is the ability to decipher words or decode the printed code in the text reading comprehension in English proficiency test. In this section, adequate language skills are needed, while in understanding the language in the text, many learners still have difficulties due to lack of vocabulary mastery and lack of interest to read the text.

The following is a questionnaire diagrams of 1st English class of English language development program about learners that poor language skill.

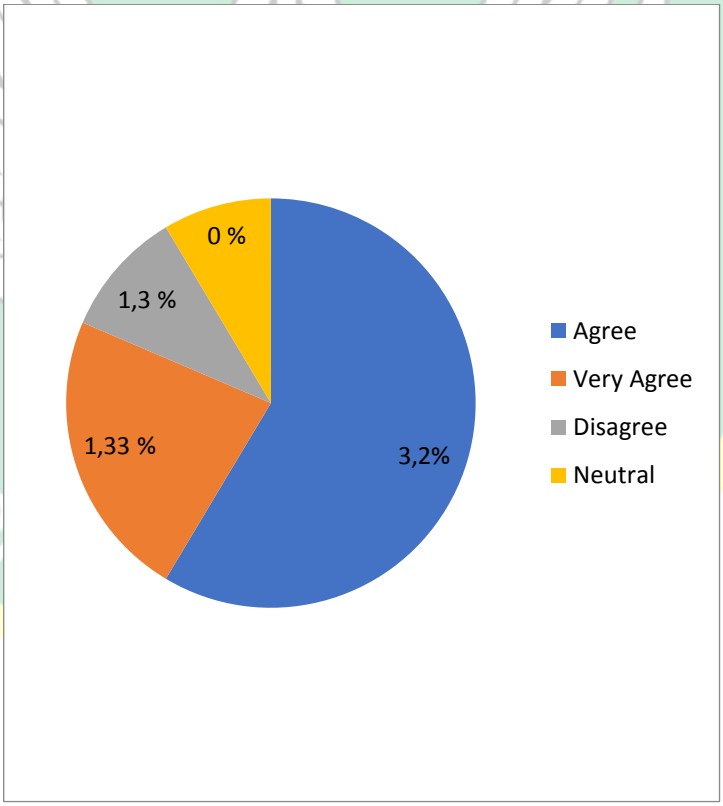


Figure 14. Poor language sill.

Based on results of the questionnaire diagram above of 1st English class of English language development program, the

researcher found that 3,2 % of learners poor language skill, then 1,33 % learners really poor language skill, and 1,3 % learners did not poor language skill.

Based on an interview with lecturer in charge of the reading comprehension English proficiency test in 1st English class of English language development program, she said that:

> ‘’ ***Learners are had difficult in decipher words or decode the printed code in the text of reading comprehension English proficiency test.’’***[62]

From the results of the questionnaire and interview above, we know that poor language skill is the factor that caused learners difficult in reading comprehension English proficiency test.

B. Discussion

In this chapter, the researcher aims to show the answer to the research questions, namely to describes the difficulties of learners in learning reading comprehension in English proficiency test among learners of 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto, and to find out the factors which cause learners difficulties in passing reading comprehension in English proficiency test. This section describes the findings based on the theory of several experts. Therefore the findings will be described with relevant references from experts related to research findings on reading comprehension difficulties in English proficiency test among learners of 1st English class of English development program Saifuddin Zuhri States Islamic University Purwokerto.

Klingner explain that reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word, and world knowledge, and fluency. In other words, in comprehending the text, the ability in interpreting the words, understanding the meaning and the relaionship between ideas conveyed in a

[62] Interview with the lecturer, on march 15th, 2021.

text are needed because it is complex cognitive process involving the intentional ineraction between reader and text to extract meaning. In line with the explanation above, in the process of reading, the reader needs to interact with the text being read. The meaning or ideas constructed depend on the reader's interpretation about the text. In interpreting the meaning of a text, reader's knowledge about the language and the topic of the text are highly needed. Thus, reading comprehension is a very complex activity that much more than the ability to read individual words and know what those words mean. To comprehend what one reads is to understand the meaningful message sent by the author. The process of comprehending the written text involves decoding the writer's word and then using background knowledge to construct an approximate understanding of the writer's message. In other words, the reader uses knowledge, skills and strategies to determine what meaning is.[63]

Reading comprehension is one of the materials contained in the English proficiency test. English proficiency is used in most contexts as a benchmark to assess an individual's inclusion or exclusion with regard to politics, commerce, the economy, society and education. Often access into these domains is guaranteed only through a person's proficiency level. This has resulted in an emphasis on English language proficiency in higher education around the world.[64] Proficiency ranges from zero to native-like proficiency. The zero is not perfect as the second language learner as speaker of at least one other language, his first language, knows language, and how it is function So English proficiency can be defined as having or showing a lot of skill in the usage of English.[65]

[63] Impiani zagoto.Academic self concept on reading comprehension.Journal Educatioon and development Institute Pendidikan TApanuli Selatan.Vol 8.No.2.2020, p.545

[64] Nallaya, S. ''The measurement of change in English language proficiency'', Issues In Educational Research,vol 22, No. 2.2012, p.149

[65] Ridha. ''The Correlation Between English Learners' Motivation And Their English Proficiency'', ***English Community Journal.*** 2018, Vol.. 2, No. 1. P . 133

It can be concluded that the difficulties in reading comprehension in English proficiency test are that when learners read the text, they must be able to understand and conclude the message contained in the text, but they feel confused in understanding and concluding because they do not know the meaning of the reading comprehension in English proficiency test text, since English is foreign language for the learners.

William said that there are several difficulties for readers to understand the ideas. The problems are language, topic and genre, comprehension text, and negative expectation. In addition Fernandita also said that there are some difficulties in reading comprehension in English proficiency test, those are analysis and interpretation of text, then read proficiently. Besides that Nuttal explain that there are some aspect of reading comprehension that makes difficulties for learner. Those are determining idea, and making inference. The following is the explanations about the difficulties are faced by learners in reading comprehension in English proficiency test.

1. Difficulties are faced by learners in reading comprehension text in English proficiency test.

   The difficulties are faced by the learners in learning reading comprehension English proficiency test are:

   a. Language

      The students get more difficult to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because find unfamiliar word which the text contains as a whole.[66]

      Based on the results of a questionnaire and interview of the 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokero, the learners really had difficulties in understand the language in the text of reading comprehension in English proficiency test. Since the learners are

[66] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 18-19

unfamiliar with the vocabulary of the text, they also difficult to understand because English is a foreign language for them. So that the learners are feel unfamiliar with the language in the reading comprehension in English proficiency test.

Then the results of a questionnaire and interview able to conclude that learners had difficult in reading comprehension in English proficiency test because they are feel unfamiliar with the language of the text.

b. Topic and genre

The topic is not appropriate or not interesting for students. Besides, students are not familiar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to successful in reading. For example students did not understand the main idea of the text.[67]

Based on the results of a questionnaire and interview, the difficulties in reading comprehension in English proficiency test are presented by topic and genre. It is also faced by learners of by the learners of 1st English class of English language development program in Saifuddin Zuhri, Satets Islamic Universiy Purwokerto. Some learners had difficulties in topic of the etxt, but other learners did not feel difficult in topic. Then for the genre, most learners of 1st English class of English language development program in Saifuddin Zuhri States Islamic Univerity Purwokerto had difficult with the genre of the text. It is because the learners feel that they are not familiar or they are feels foreign with the genre.

Based on the results of a questionnaire and interview, the researcher can conclude that learners had difficult in topic and genre of the text in reading comprehension in English proficiency test because they are unfamiliar and feels foreign with them.

[67] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 18-19

c. Comprehension task

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult. For the example students understood every question of the text, students were difficult to find the information on the text.[68]

Difficulties in reading comprehension in English proficiency test are caused by comprehension task. It is faced by the learners of 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto.

Based on the results of a questionnaire with the learners and interview with the lecturer, comprehension task is one of the difficulties faced by the learners. Most learners had difficult in understand the questions and also they are difficult to answer the question. It caused because the learners feels confused in understand the question, so that they can not to answer it. However some other learners already able to understand the question of the task in reading comprehension in English proficiency test, but overall many learners who still feel difficult in understand the question even reluctant to answer it.

Then the results of the questionnaire and interview showed that there are many learners who had difficult in understand the question of the reading comprehension in English proficiency test, and also they are difficult in answer the question.

d. Negative expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think to difficult in reading activity. Many of the reading problems

[68] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 18-19

students encounter are related to the five components of reading (phonological, and phonemic awareness, word decoding, phonics, fluency, vocabulary, and comprehension).[69]

Negative expectations also become one of the learners' difficulties in reading comprehension in English proficiency test. The thing is faced 1st English class of English language development in Saifuddin zuhri States Islamic University Purwokerto. Based on the questionnaire and interview most learners had difficult in reading comprehension in English proficiency test because they are think negatively first about reading comprehension in English proficiency test is difficult.

Then, based on the results of questionnaire ad interview, the researcher conclude that learners had difficult I reading comprehension in English proficiency test because they suggest and think negatively first that reading is difficult before they learn the reading comprehension in English proficiency test material.

e. Analysis and interpretation of the text.

Many students confess that they always find that it is hard to complete reading comprehension section in an English proficiency test. They also find difficulties when teachers give them task to read texts and process the information from the texts by themselves through an intellectual engagement, analysis and interpretation of the text. It has been observed that students, especially English as a second language and English as a foreign language learner, confront a variety of difficulties while reading.[70]

The difficulties in reading comprehensionare are presented by analysis amnd interpretation of the text. It is also faced by the 1st

[69] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 18-19

[70] Fernandita, ''*Reading Difficulties Comparison On Tusents' And teachers' Perception''*, Journal of Proceedings of the Fourth International Seminar on English Language and Teaching, vol. 4. No. 1 . 2016. P. 296-297

English class of English language development program in Saifuddin zuhri States Islamic University Purwokerto. Based on the results of questionnaire and interview, the learners had difficult in reading comprehension in English proficiency test because they are difficult to analysis and interpretation the text.

So the results of the questionnaire and interview, it can conclude that learners had difficult in reading comprehension in English proficiency test because they are difficult to analysis and interpretation the text.

f. Read proficiently

Sandford argues that one of the most important factors that impede students' reading comprehension is phonemic awareness, the ability to process the individual sounds of letters, which is needed for word recognition. Poor working memory is another factor that affects a student's ability to read proficiently and comprehend text.[71]

Read proficiently also become one of the leaners' difficulties in reading comprehension in English proficiency test. The thing is faced by 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto.

Based on the results of questionnaire and interview, most learners had difficult in reading comprehension in English proficiency test because, they cannot read the text quickly and fluently. It is because of they are lack of interest in reading even reluctant to read also because the type of the text is not familiar and the length of the reading text makes learners reluctant to read it.

Based on the results of questionnaire and interview, the researcher can conclude that leaners had difficult in read the reading comprehension in English proficiency test text because they are lack of interest to read it.

[71] Fernandita, ''*Reading Difficulties Comparison On Tusents' And teachers' Perception''*, Journal of Proceedings of the Fourth International Seminar on English Language and Teaching, vol. 4. No. 1 . 2016. P. 296-297

g. Understanding main idea or determining idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. According to Longan said that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be middle or in the last sentence. Therefore, it is make the student difficult to find the main idea. It is the causes the students may get confused to see what the main idea of a passage is, and where the main idea is located.[72]

This strategy enables learners to make a judgment about the text they are reading. The student should consider which ideas are most important and which one is less important. In this strategy, the students should determine the main idea. By determining the main idea, the students will ultimately comprehend the text. However the importance of this strategy is to require students to obtain the main idea of a text. For this reason, students should be given an opportunity to engage their strategy in determining main idea by giving them more reading practice.[73]

The difficulties in reading comprehension are presented by understanding main idea of the text. It also faced by 1st English class of English language development program in Saifuddin Zuhri States Islamic Univeristy Purwokerto.

Based on the results of a questionnaire and interview, most learners had difficulties in reading comprehension in English proficiency test because the text is difficult for them. So the results of a questionnaire and interview, it can conclude that learners had difficult in reading comprehension in English proficiency test.

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[72] Suci Sintia Putri, An analysis of the student's difficulties in reading comprehension at MTs Al Mahrus Medan Study Program at State Islamic University of North sumatera Medan in the academic year of 2020.P.8

[73] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 27

h. Making inference

Making inference means that the students are expected to be able to understand the text o find conclusions from the statements in the text. The students as readers need to practice combining instructions from the text with their background knowledge o make conclusions from the text. This means that the instructions in the text will help the students to build assumptions and draw conclusions from the text being read.so the students are able to answer questions in the text. But in it is application, the students have difficulty finding conclusions in the text.[74]

The further difficulties in reading comprehension are presented by making inference. It is faced by the 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto.

Based on the results of questionnaire and interview, the learners had difficult in reading comprehension in English proficiency test because they are difficult to make inference of the ext. a long text, and foreign vocabulary in the text makes the learners had difficult in make inference of the reading comprehension in English proficiency test ext.

Then, based on the results of a questionnaire and interview, the researcher can conclude that most learners had difficult in reading comprehension in English proficiency test because they are difficult in make the inference of the text.

2. Factors are caused learners had difficulties in learning reading comprehension English proficiency test.

[74] Adinda. ''Students' perception toward difficulties and ability in English reading at Muhammadiyah university of Makassar''. Thesis. Makassar: Muhammadiyah University of Makassar,2020. P. 26

The following is factors are caused learners had difficulties in learning reading comprehension English proficiency test as followed:

a. School environment factor

1) Insufficient time

Allocating insufficient time to the teaching and practice of reading. It has been known for many years that the amount of time a child spends engaged in successful study of a particular area of the curriculum is closely correlated with the level of achievement in that subject. This factor is closely related to other variables, such as the teacher's classroom management skills and classroom climate. Recognition of the vital importance of allocated time for reading is reflected in the moves toward introduction of the daily 'literacy hour' in the schools in several countries.[75]

Insufficient time become first factor that caused learners of 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto had difficulties in reading comprehension in English proficiency test.

Based on the results of a questionnaire and interview, the learners had difficult in practice their abilities in reading comprehension English proficiency test because they do not have many time to practice their abilities in classroom because, limited time or inadequate time. The duration of the reading comprehension in English proficiency test course is only 60 minutes. Therefore they feel difficult in practice their ability in reading comprehension in English Proficiency Test.

[75] Peter, westwood. Learning and Learning difficulties A handbook for teachers 1st Ed.Victoria,ACER PRESS.2004. P. 88-91

Then, based on the results of questionnaire and interview, it can conclude that the learners had difficulties in reading comprehension in English Proficiency Test.

2) Factor within the home environment

a) Lack of support for or interest in the child's literacy development.

Braunger and Lewis tell that children who become very good readers tend to opportunity to practise reading with feedback from an adult. Compton-Lily said that in contrast, some parents may have a low standard of schooling themselves and may not be aware of the importance of encouraging their own children and showing interest in their work. Working parents may not have time or energy to devote to their children's literacy development at home. However, it is essential not to create a stereotypical 'disadvantaged family syndrome' to explain children's learning failure in school.[76]

The further factor that caused learners had difficulties in reading comprehension in English proficiency test is presented by lack of support and motivation from family. It is also faced by 1st English class of English language development program in Saifuddin Zuhri Purwokerto.

Based on the results of a questionnaire and interview, the learners had difficult in reading comprehension in English Proficiency test because they are lack of support and motivation from family. therefore the learners had motivated to read the text of reading comprehension in English Proficiency Test.

So, based on the results of questionnaire and interview, the researcher can conclude that the learner had difficulties in

[76] Peter, westwood. Learning and Learning difficulties A handbook for teachers 1st Ed.Victoria,ACER PRESS.2004. P. 88-91

reading comprehension in English Proficiency test because they are lack of support and motivation from family.

3) Factors within the learners

Factors within the learner include:

a) Lack of intelligence (general cognitive ability)

It is generally accepted that slower-learning children and those with mid intellectual disability will encounter some difficulty in learning to read. Reading involves, in part, the building of a sight vocabulary and the learning ad application of a fairly complex system of symbols (26 letters used in specific combination to represent the 44 sounds in spoken language). This type of learning requires adequate cognitive ability.[77] The students are expected to understand every word in the text. When reading the students develop their knowledge in reading a text such as by looking for the meaning of new words in the dictionary and guessing the meaning of the context. The students make general predictions about its meaning. By making predictions from the context, it will help the students understand the meaning of a passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material.[78]

The further factor that caused learners had difficulties in reading comprehension in English proficiency test is presented by lack of intelligence. Based on the results of a questionnaire and interview, most learners had difficult in reading

[77] Peter, westwood. Learning and Learning difficulties A handbook for teachers 1st Ed.Victoria,ACER PRESS.2004. P. 88-91

[78] Adinda Adriyani Pais, Students' perception toward difficulties and ability in English reading at Muhammadiyah University of Makassar Study Program at Muhammadiyah University of Makassar in the academc year of 2020.State Muhammadiyah University of Makassar.2020. P . 25-26

comprehension in English proficiency test because they lack of intelligence especially about vocabulary. They are feel that many foreign vocabularies which not understand by them. Therefore most learners had difficulty in reading comprehension in English proficiency test.

Then based on the results of a questionnaire and interview, the researcher can conclude that lack of intelligence is one of the factor that caused learners of 1st English class of English language development program had difficulty in learning reading comprehension in English proficiency test.

b) Poor language skill

Vellutino, et al tells that reading relies heavily on adequately developed aural and oral language skills. They states,'…given adequate pre-literacy experience and adequate reading instruction, the ability to learn to decode print will depend primarily on language and language-based abilities'. For this reason, remedial intervention programs must focus as much on building general language skills as on teaching reading skills and strategies.[79]

The last factor that caused learners had difficulty in reading comprehension In English proficiency test is caused by poor language skill. It is also faced by 1stEnglish clas of English language development program in saifuddin Zuhri Purwokerto.

Based on the results of a questionnaire and interview, many learners that difficult in decipher word or decode the printed code in the reading comprehension in English proficiency test text. They have difficulties because lack of

[79] Peter, westwood. Learning and Learning difficulties A handbook for teachers 1st Ed.Victoria,ACER PRESS.2004. P. 88-91

vocabulary mastery and lack of interest to read the text of reading comprehension in English proficiency test.

So, based on the results of questionnaire and interview the researcher can conclude that the last factor which caused learners had difficulties in reading comprehension in English proficiency test is learners are poor language skill.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher's mention in the research questions before, this research is aims to answer two research questions. First, o describe the difficulties in reading comprehension in English proficiency test faced by 1st English class of English language development program in Saifuddin Zuhri States Islamic University Purwokerto, and the second is to find out the factors caused the learners' difficulties in reading comprehension inEnglish proficiency test.

1. Based on the results of questionnaire and interview, it can be conclude that learners have difficulties in understanding language, topic and genre, comprehension task include understanding the questions and answer it, negative expectation, analysis and interpretation the text, read proficiently, understanding main idea, and making inference of text. They have difficulties in understanding the meaning of every word in the text because; they are not familiar or feels foreign about the language. The researcher also interview with the lecturer in the charge of reading comprehension in English proficiency test in English language development program about learners' difficulties in reading comprehension English proficiency test. The lecturer said that many learners that lack of vocabulary therefore they difficult in understand the language of the text. The learners also have difficulties in understanding the genre of the text, then understanding the questions of text even reluctant to answer it. Many learners have difficulties in reading comprehension in English proficiency test because they are already think or suggest negatively first that reading comprehension English proficiency test is difficult. Therefore they are having difficulties in learning reading comprehension English proficiency test. It is happen because they are lack of interest to read the text. So if to understand main idea, analysis text and

making inference of text, they are feels very difficult. Besides they are unfamiliar with the language, the most influence factor is they are lack of interest to learning reading comprehension in English proficiency test.

2. Based on the results of questionnaire and interview, it can be conclude that factors that caused learners difficulties in learning reading comprehension in English proficiency test include insufficient time, lack of support and motivation from family, lack of intelligence, and poor language skill. The first factor is insufficient time; learners have difficulties in learning reading comprehension in English proficiency test because the duration of reading comprehension English proficiency test course is only 60 minutes. So that the learners do not have many times to practice their skill in classroom. The second is lack of support and motivation from family the learners seldom to learn reading comprehension in English proficiency test in their home because lack of support and motivation from family. Hen further factor is lack of intelligence. The most influence factor which caused learners lack of intelligence because they lack of vocabulary mastery and they are not familiar with the language of the text. Then the last factor is poor language skill in reading comprehension in English proficiency test, because besides they lack of vocabulary, they also lack of interest to read the text.

B. Suggestion

Based on the results of the study, there are some suggestions for English lecture, learners, and another researcher as follows:

1. For English Lecturer

   The English lecturer should pay more attention to learners by providing material that is not too difficult for learners to reach, and improve teaching techniques better, so that learners can understand more and be comfortable in learning.

2. For Learners

   Learners should be able to take advantage of the facilities available on campus, especially in network signals so that they can study comfortably.

3. For another researcher

   The researcher hope that this study can be useful for another researchers, although this study is still not perfect.

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UIN
PROF. KH. SAIFUDDIN ZUHRI