AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT THE EIGHT GRADE OF SMP NEGERI 3 DUHIADAA

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Article Info	ABSTRACT
Keywords: *Understanding,* *Reading Text,* *Reading Difficulty*	This research aimed to identify difficulties and determine the factors that cause problems for class VIIIa students in reading comprehension at SMP Negeri 3 Duhiadaa. This research was mixed methods, namely qualitative and quantitative methods, data collection methods were tests and interviews, and data analysis methods were data reduction and data display. The research results showed four difficulties faced by class VIIIa students in finding the main idea there were 21.34% of students experienced difficulty understanding, with a score of 38. Then, 33.14% of students experienced difficulty understanding vocabulary, scoring 59. Then, 22.47% of students needed help making conclusions with several errors 40. Furthermore, 23.03% of students needed help finding detailed information with several mistakes 41. Factors causing students' difficulties in reading comprehension were difficulties understanding long sentences in texts, instructions from inadequate teachers, challenges in understanding vocabulary, home environment, and school environment.
Informasi Artikel	**ABSTRAK**
Kata Kunci: ***Memahami, Membaca Text, Kesulitan Membaca***	Penelitian ini bertujuan untuk mengidentifikasi kesulitan dan mengetahui faktor-faktor penyebab kesulitan siswa kelas VIIIa dalam pemahaman membaca di SMP Negeri 3 Duhiadaa. Penelitian ini menggunakan metode campuran yaitu metode kualitatif dan kuantitatif, metode pengumpulan data menggunakan tes dan wawancara kepada responden, metode analisis data menggunakan data reducing dan data displayed. Hasil penelitian menunjukan bahwa terdapat empat kesulitan yang di hadapi oleh siswa kelas VIIIa untuk mencari ide pokok ada 21.34% siswa yang mengalami kesulitan dalam pemahaman dengan jumlah skor 38. Kemudian terdapat 33.14% siswa yang mengalami kesulitan dalam memahami kosakata dengan jumlah salah 59. Kemudian terdapat 22.47% siswa yang mengalami kesulitan dalam membuat kesimpulan dengan jumlah salah 40. Selanjutnya terdapat 23.03% siswa yang mengalami kesulitan dalam mencari informasi rinci dengan jumlah kesalahan 41. Faktor penyebab kesulitan siswa yang ditemukan dalam pemahaman membaca adalah kesulitan dalam memahami kalimat panjang dalam teks, instruksi guru yang tidak memadai, kesulitan dalam memahami kosakata, lingkungan rumah dan lingkungan sekolah.
Article History	

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INTRODUCTION

Language is very important in our live because it is always used in our daily activity to communicate with others. We cannot communicate with each other without language, because it is one of the communication tools used by people in general. We can use language to convey our messages or to express our ideas through oral and written. There are some more countries that used English as a foreign language such as Indonesia.

Although there are many kinds of languages in this world, all of the people from over the world can communicate with each other by using English because it is an international language used among them to communicate. As many things involve English, everyone tries to learn it especially for the needs of global communication.

Ritonga in Devianty (2017), defines language as a producer of sound symbols by human speech organs as follows "Language is means of communication between members of society in the form of sound symbols produced by human speech organs". [1] The understanding language is the meaning contained in the sound, the is produced by the speech apparatus itself. Sound is the vibration that comes out with the assistances. Meaning is the content contained in the sound current that causes a reaction to what we hear. For further, the flow of sound is called the flow of speech.

English has become a very important language along with the development of science and technology. It is an access to get into globalization. Good human resources need English to complete in the world. For the reason, many countries have begun to introduce English even from the early level of education. In Indonesia, English is though as the first foreign language. The aim of teaching English is to enable students to listen, speak, read and write in English. In other words, the students are involved to be able communicate in English. There are many languages used in international communication.

One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing.

Brown in Adiarti (2018), states that language is an important aspect in human life and is defined as follow It is used as a means of communications among people. Therefore, the language use is very important because language is a communication tool". [2] If you want to understand how to learn languages well, you have to learn languages. Language is a very important communication tool for humans to adapt to society and language is used by humans to interact with other people and to express ideas, feelings and thoughts.

English is language that used a medium of communication as and the first international language used to interact with other people throughout the world. According to Hikmah in Susanti (2019), "English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. consequently, the teaching of English becomes an International enterprise". [3]

In Indonesia, English is taught as a overseas language. Consequently, English is not used for day verbal exchange. In lots of assets, specifically in internet source defines that English as first foreign language initiative meant to promote using the English language as first foreign language in all the nations around the world. It manner that the English be is utilized by all the phrases because the first foreign language to communicate.

In Indonesia, English is the foreign language that be is learned on the formal college as a obligatory concern, from junior high school up to university. The goal of teaching English as a second language or foreign language might be for the inexperience people to benefit the capacity to talk within the target language. It means that the English is a language which by all of the words as the first foreign language to communicate.

According to the researcher, in the area of

[1] Devianty Rina (2017). *Bahasa Sebagai Cermin Kebudayaan Jurnal Tarbiyah*. p.227. Accessed on 12 Sept 2022

[2] Adiarti, Aw (2018). *The Correlation Between Students' Reading Interest And Students Reading Comprehension Ability At The First Semester Of The Eleventh Grade Of Sma Yp Unila Bandar Lampung In Academic Year Of* 2018/2019. Diss. UIN Raden Intan Lampung, 2018. p.1. Accessed on 12 Oct 2022

[3] Susanti, I. (2019). *The correlation between students' reading interest and ability on recounts text at SMK Karsa Mulya Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya). p.1. Accessed on 27 Oct 2022

globalization of the foreign language used as an international language is English. Some countries in the world whose English is not the first language are used as a second language in their country. This is because the world has many countries with different languages, so English is used as a tool to communicate around the world. English has become a world language because it is considered as a relatively easy language to learn. Learning English today is very important for our lives, because if we master English the opportunity to get a job in the country or abroad is very easy, because English in an international language so English is need everywhere.

Adams in Suryadi (2014), defines reading comprehension of a message text and is interpreted as follow "Reading comprehension is defined as the level of understanding of a text of message. This understanding comes from the interaction between the words that are written and how the trigger knowledge outside the text or message".[4] Reading proficiency depends on people ability to recognize word quickly and easily. If word recognition is difficult, it means that students are used too much processing capacity to read individual words and impairing their ability to understand what is read.

Students' skills in reading comprehension are important for students to achieve in reading English texts. Difficulties in understanding reading texts must be known an resolve by students' ability and motivation to achieve reading goals and every student must have difficulty reading texts. Therefore, the researcher believes that it is important to conduct research based on this topic with the assumption that each student may have different difficulties in understanding reading comprehension.

Difficulty is a form or feature that is difficult to achieve or abstract. The difficulty is the fault faced by students in the teaching and learning process. This happens because students are confuse and do not know or do not understand the material that has been explained by the teacher. In this case. The difficulty is the condition that the students find

it difficult to understand the English in reading text.

Horby in Hidayati (2018) states that difficulties are errors encountered in the teaching and learning process and are defined as follows "Difficulty is state or quality of being hard to do or understand. The difficulty is the mistakes which are faced by the students in teaching and learning process".[5] This difficulty occurs because the students are confused and understand the material that has been explained by the teacher. In this case, difficulty is a situation where students find it difficult to understand English reading text.

Difficulties is something that is problematical of difficult for someone to do. This difficulty can be seen from the mistakes in the students learning process, many students often have difficulty in understanding the reading text, this makes students' poor in reading achievement and from these factors arise some students difficulties in reading comprehension. The difficulties faced by students are divided into several factors, namely external and internal factors.

Sari and Kusumaningsih (2020) revealed in their research the notion of difficulty is defined follows "Difficulties in explaining and understanding meaning literally and non-literally can be caused by the lack of discipline of students to read. Students are still very rarely to read in the school library in their own awareness".[6] Students will only go to the library if there are teaching and learning activities that require them to go to the school library. There is no consciousness of self study in the library because the teacher does not have time for students to read in the library. Reading activities in the library are only carried out by Indonesian language teachers. For teachers of other subjects it is still very rare to read in the library.

Anggraini (2017) in the research said difficulty is a basic form of mistakes made by students defined as follows "Difficulties in something that is completed to do it will be seen from students' mistake or error in learning process".[7] Difficulty is the basic form of mistakes made by the

[4] Suryadi, D. (2014). *The Correlation Between Students' Interest In English and Their Reading Comprehension.* p.6. Accessed on 12 Oct 2022

[5] Hidayati, Dasrul. (2018). *Students difficulties in reading comprehension at the first grade of SMAN 1 Darussalam Aceh Besar.* Ar-Raniry State Islamic University.p.6. Accessed 23 Oct 2022.

[6] Sari, M. H., et al.. "*Understanding The Level of*

Students' Reading Comprehension Ability". p.1851. Universal Journal of Educational Research.2020. Accessed on 18 Oct 2022

[7] Anggarini, D. (2017). *An Analysis Of Students' Difficulties In Reading Narrative Text At The First Grade Of Senior High School 1 Tambang* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau). p.8. Accessed on 14 Oct 2022

students in teaching and learning process and this happens very much in schools. This research means that difficulties are the situation where the students get problem in learning and feel hard to understand in learning English.

The researcher said difficulties is where a person experiences obstacles in doing something or in thinking. Difficulties can occur to anyone because doing something or thinking does not go according to plan. Especially for students when learning, there will definitely be difficulties, the difficulties can be concentration, not focus, difficult and lazy in studying. Learning difficulties are also a condition where students cannot learn well, due to disturbances, both coming from students' internal factors which are limited by intelligence factors and students' external factors.

Difficulty is something complicated to analysis. It will be seen from students' mistakes errors learning process. In fact, many junior high school student often find the problems in reading comprehension. These difficulties result the students unfortunate presentation in reading comprehension. Thus, from these factors arise some difficult in reading comprehension.

According to Rahim in Larasati (2019) difficulties happen to anyone, while factors difficulties that faced by students divided into two types, namely external and internal. In external factors difficulty includes physics, intellectual, and psychological. While the external factors of difficulty include the family and school environments.[8]

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Reading comprehension is the process of understanding the reading in written texts. Reading

skills English emphasize knowledge and experience. According to Adriyanto in Samad (2022) state that "Reading is interpreting the meaning that is in writing so that students can understand the fragments word for word in the reading. Sangia, revealed that reading is one of the most important aspects in learning English because teaching skills requires a broader and detailed reading comprehension".[9]

Reading comprehension is the activity of extracting and constructing meaning trough written language. In comprehension a written language there was a mental process the text into significant information stored in the mind and the new information while they were reading. Hamidah in Sartika et al (2020) said that the students can get knowledge from the text that they read. Reading need comprehension to understand the context and got the new information of the text. Reading comprehension was the ability to understand or comprehend the text.[10]

Smith in Zela (2018), explained reading is extracting information from print. But such imposing declarations provide no sight into reading, and can lead to fruitless debates. Reading is about understanding written texts. It is a complex activity that involves both perception and thought.[11] Reading consist of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading is the act of interpreting printed and written word. Reading requires understanding or comprehending the means of printed matters. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and increase our interest. We can also get the message that the writer had expressed.

[8] Larasati, D. (2019). *An Analysis of difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara). p.15. Accessed 16 Oct 2022

[9] S. Pratiwi. (2022). *Media-media pembelajaran berbasis teknologi.* PGMI STIQ Press. p.156. Accessed 18 Oct 2022.

[10] Sartika, F. D., et al. (2020). *The Correlation Between Students' Reading Habit And Reading Comprehension.* Jurnal Basis. p.210. Accessed 26 Sept 2022

[11] Monica, Z. (2018). *An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text At The Second Grade of SMPN 6 Siak Hulu* (Doctoral dissertation, Universal Islam Riau). p.2. Accessed 18 Oct 2022

The ability to read helps distinguish human beings from other animals. Vaughn in Estika (2018), states that "Reading comprehension refers to understanding of text that has been read, that is a complex skill that requires the use of various strategies to activate one's prior knowledge, monitor understanding, self-question, distinguish between the main idea and supporting details and summarize. Therefore, the students require instruction in the development of strategies that can be used before, during, and after reading text".[12]

The researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

Teaching reading in junior high school is very necessary. It means that teaching is a device for directing and facilitating gaining knowledge of enabling the learner to research and setting condition for learning. Teaching analyzing manner guiding and facilitating learners to examine, permitting the learners to study and placing condition to examine. The teacher's apprehension of the learners will determine the trainer's philosophy of schooling, teaching style and statics, teaching approach and lecture room strategies.

Teaching reading in junior high school is challenging for the English teacher. It will become challenging for the reason that exam is about text and the aim of the teaching analyzing that is said inside the recent curriculum, the students are expected to understand the which means written textual content within the shape of recount, narrative, procedure, descriptive, information object. Discussion and evaluation in daily stay contexts and to get right of entry to expertise. It method that students are not handiest predicted and to access expertise from them. This capability then is examined inside the very last examination, most of the very last examination is managing texts. Thus, it brings the students to have an comprehension.

Teaching reading is not only handiest useful for the advance learners but also in beginners degree of mastering. Some reading textual content has been taught in junior high school reading approach to apprehend what has been study. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school turned into enjoyable, even thought the truth is teaching reading procedure are continuously being tough within three years at high school. Reading makes students enjoy their learning system and gives several benefits in finding some facts this is wanted. It is an unlimited vicinity that makes students study many thins, which incudes training, politic, social, lifestyle, religion and fitness all of that information may be obtained by means of reading.

Nowadays, at junior high school teaching reading intends to expand students talent in reading comprehension based totally on the simple competence 2013 the primary grade to junior high school, the students are expected to understand social characteristic, text shape and language functions in studying descriptive, narrative, recount text, expository text and so forth in oral and written from. Further, to overcome the problems of college students in analyzing, teacher have to first find out or recognize what difficulties experienced by means of students at some stage in the analyzing procedure and factors that cause difficulty in reading.

From the above explanation, the researcher concludes that English learning in junior high school is very suitable for basics in learning English, especially in reading, reading text in English is very important so that juniors must be trained continuously so that in the future reading English is good so that students' pronunciation can be understood. There are many English lesson that are suitable for junior high school students that can improve the students' reading process so that they become better, including teachers who can provide lots of practice reading descriptive texts, narrative texts and recount texts.

METHOD

In this research of An Analysis of Students' difficulties in reading comprehension, the researcher applied the qual-quant method. Qualitative method is focused on collecting and analyzing information, it also tends to focus on the process. In addition

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[12] Satriani, E. (2018). *Reading Comprehension Difficulties Encountered by English Students of Islamic University of Riau.* J-SHMIC: Journal of English for Academic. p.18. Accessed 03 Oct 2022.

according to Verma and Malik in Puteri (2016) state that "The aim of qualitative method is investigating the quality of relationships, activities, situations or material. Conversely, the aim of quantitative method is gathering data that can be quantified, it can be counted or measured in numerical scores".[13]

Gay Mills & Airasian in Aswin Abbas (2014), defines the types of methods as mixed methods in research defined as follows :

> *"(1) Quall-quant model, is well known as exploratory mixed method design. Qualitative data are collected first and more heavily weighed than quantitative data, (2) Quant-qual model, is known as the explanatory mixed method design'. Quantitative data are collected first and more heavily weighed than qualitative data. (3) Quant-quall model is known as the triangulation mixed method design, quantitative and qualitative data are equally weighed.* [14] *In this research the researcher will use the Quall-quant method because qualitative data is the main method, in this case data is the main instrument, where quantitative data, only support the data from qualitative".*

The researcher concluded that the qual-quant method is a mixed method used to complete the research. The qual-quant method is widely used in research where data analysis uses descriptions and numbers. The qualitative method focuses in-depth and develop theory after the instrument used while the quantitative method focuses on calculating the result of the score to be examined.

Quantitative also explains the relationship between variables, tests theories, generalizes the social phenomena studies. In using the qual-quant method, qualitative data is the main method used in research. Therefore, in this case the data is the main instrument where quantitative data is only supporting data.

FINDINGS AND DISCUSSION

This research was conducted with the aim of analyzing students' abilities in reading comprehension, the researcher have analyzed and collected data from the results of students' answers through an exam test given in descriptive text from with a number of questions 10 numbers to get students' results regarding their difficulties in reading comprehension. The researcher also conducted interviews with 10 students who had the same test result, from the lowest to the highest scores.

The researcher found that grade VIIIa students did experienced difficulties in reading comprehension in English. This is evident from the results of their test, where the first difficulty was determining main idea they found it difficult because they did not know the meaning of the text, secondly understanding vocabulary was because they were very lacking in vocabulary, thirdly their making inference was also not the meaning of the existing text, the last detailed information they did not know the meaning of the text and did not know how to specify detailed information from the text.

There was 178 difficulties found from the descriptive texts given. All student difficulties with a total of 178 were classified into types of difficulties including in determining the main idea the number of difficulties found was 38 total score, understanding vocabulary type of difficulties was classified in 59 score, making inferences was found 40 score and the last classified was the detailed information achieved 41 score.

From the result of the classification of students difficulties above, it was found that the total score achieved 178. The first determining the main idea the error of students was 38 score or 21.34%, the second in understanding vocabulary total students errors was 59 score or 33.14%, the third making inferences there are 40 score or 22.47% errors and the last detailed information the number of student errors was 41 score or 23.03% errors.

CONCLUSION

After conducting research and analyzing the results of the data, it can be concluded that grade VIIIa students at SMP Negeri 3 Duhiadaa do

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[13] Puteri, A. (2016). *Improving Students' Reading Comprehension of Report Text through SQ3R Technique* (A classroom Action Research at the Eleventh Grade Students of SMAN 1 Parung). p.21. Accessed on 12 Nov 2022

[14] Abbas, A. (2014). An Investigation of Students'' Language Learning Strategies Used in Mastering Speaking Skill. *Ethical Lingua: Journal of Language Teaching and Literature.* p.68. Accessed on 25 Oct 2022

experience difficulties in reading comprehension. From the instrument test analysis data given in the form of multiple choice questions, there were students who experienced difficulties, the difficulties faced by the students are difficulty in answering determining the main idea the error of students 21.34%, understanding vocabulary total students error 33.14%, making inference there are 22.47% errors and detail information 23.03% error. As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test.

This study also provided reasons factors why the students faced difficulties with these questions. Mostly, the students failed in the reading comprehension tests because students felt confused if they find long sentences in the text, inadequate teacher teaching in the classroom, the meaning of words in the text, unsupportive home environment and inadequate school environment.

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