



## AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING COMPREHENSION AT SMP NEGERI 4 SORONG CITY

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### Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam memahami bacaan di kelas Sembilan H (IX-H) SMP Negeri 4 Kota Sorong. Untuk menunjukkan bagaimana kesulitan pemahaman membaca siswa terjadi. Untuk mengetahui mengapa kesulitan dalam pemahaman membaca terjadi pada mereka. Bentuk penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru bahasa Inggris kelas Sembilan dan secara khusus siswa kelas Sembilan H (IX-H) SMP Negeri 4 Kota Sorong yang berjumlah 25 siswa. Metode pengumpulan data dalam penelitian ini adalah descriptive qualitative dengan teknik pengumpulan data menggunakan observasi, tes dan wawancara. Teknik analisis data dalam penelitian ini meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi data. Berdasarkan hasil tes yang telah dilakukan, nilai siswa masih rendah dibawah nilai standar yang ditetapkan oleh sekolah yaitu nilai standar 75 dan dari hasil klasifikasi kesulitan pemahaman membaca siswa menunjukkan bahwa kesulitan siswa dalam menentukan ide pokok adalah 14%, mencari referensi sebesar 10%, memahami kosa kata bahasa Inggris 18%, membuat kesimpulan 12%, dan informasi detail 47%. Dengan demikian, masih terdapat kesulitan bagi siswa dalam pemahaman membaca teks Bahasa Inggris. Berdasarkan wawancara yang diberikan pada 25 orang siswa, hal ini juga didukung dengan faktor internal siswa yang mana masih kurang tertarik dalam belajar bahasa Inggris, masih malas dalam belajar bahasa Inggris, faktor eksternal berupa teknik mengajar guru yang belum maksimal memunculkan ketertarikan siswa dalam belajar serta dorongan orang tua bagi siswa dalam belajar bahasa Inggris.

**Katakunci**—Kesulitan Siswa, Pemahaman Membaca

### Abstract

*This research aims to determine students' difficulties in understanding reading in class Nine H (IX-H) of SMP Negeri 4 Sorong City. To show how students' reading comprehension difficulties occur. To find out why difficulties in reading comprehension occur to them. The form of this research is qualitative descriptive research. The subjects of this research were ninth grade English teachers and specifically ninth grade (IX-H) students at SMP Negeri 4 Sorong City, totaling 25 students. The data collection method in this research is descriptive qualitative with data collection techniques using observation, tests and interviews. Data analysis techniques in this research include data collection, data reduction, data presentation and data verification. Based on the results of the tests that have been carried out, the students' scores are still low below the standard score set by the school, namely the standard score of 75 and the results of the classification of students' reading comprehension difficulties show that students' difficulties in determining the main idea are 14%, looking for references is 10%, understanding vocabulary. English words 18%, making conclusions 12%, and detailed information 47%. Thus, there are still difficulties for students in understanding reading English texts. Based on interviews given to 25 students, this is also supported by internal factors of students who are still less interested in learning English, are still lazy in learning English, external factors in the form of teachers' teaching*



*techniques which are not optimal enough to raise students' interest in learning and parental encouragement for students in learning English.*

**Keywords**— *Students difficulties, Reading Comprehension*

## 1. INTRODUCTION

Education is guidance or help provided by adults to the child's development to achieve maturity with the aim that the child is enough able to carry out his own life task without the help of other people (Feni, 2014: 13). That is, education is guidance received by children for development in the process of maturing so that children are able to carry out their own life task and responsibilities independently. One from of adult guidance to children, especially in the world of education is guiding children to learn to read because by learning to read children can get information and understanding from a reading material they have read.

In English students are expected to be able to master the skill basic of learning English, namely Vocabulary, Writing, Reading, Listening, Grammar and Speaking. In Junior High School reading is one of the skills that should be mastered by the students. Reading is one of the skills in English to make the people get data from what they read and data from a text. It desires a thinking technique in order to be capable of attain the comprehension (Sadiku, 2015). Means that, not only the ability to write sentences or words from a text, but must be able to understand what the meaning of information is conveyed by the author through a text. Therefore, students must have good quality of reading comprehension. Reading comprehension is important for students to be better at learning. According to Danny Brassell, comprehension is the ability to recognize or hold close ideas with the mind (Brassell & Rasinski, 2008).

However, in fact the ability of students' reading comprehension is still slow. Based on the practical field experiences at SMP Negeri 4 Kota Sorong, most of the students got some problems in reading comprehension. It means that when the researcher took experience at the practical program, gave the test of reading at that time and it showed the low value of students. Beside that, before coming to wrote the proposal of research, researcher tried observed the condition at that school and got the same thing. Another side, based of observation students are not very interested in learning reading English because they only get the task from the teacher to read the questions and answer. After working, the result did not discuss by the teacher. Finally there were difficulties word so they did not understand that.

According to Anjani, Dantes, and Artawan (2019: 74) interest reading is influenced by factors within the student and external factors of the student. Factor from within students include feelings, motivation, and attention. While the factors that influence reading interest from the outside consist of role of teacher, environment, family and facilities. Less students vocabulary which makes students difficult to understand the meaning of the word of sentences they read, for English students it is difficult because English is not their first language so English feels foreign to them. There for, students' reading comprehension difficulties cannot be denied. For students to understand the meaning of words, the main idea from the text, the meaning of sentences and make conclusions from a reading text including students' vocabulary was still lacking, English was not an everyday language so students were less familiar with English, wording when students translate English into different Indonesian language.

According to Nuttall (2015) there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as: determining main idea, locating reference, understanding vocabulary, making inference, and detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text. Reading comprehension has a large enough scope to be learned including, reading comprehension process, reading comprehension strategies, materials reading comprehension, reading comprehension media and others. For this reason, researcher wants to find out more about what makes students still have difficulty understanding a text. Beacuse of that , based on the problems found by the researcher, the researcher decided to examine the problem regarding to, "An Analysis of Students' Difficulties in Reading Comprehension at SMP Negeri 4 Kota Sorong".

Based on the description, the problem focussed on the students' reading comprehension process of learning and reading material at Class IX H SMP Negeri 4 Kota Sorong by finding,



difficulties in reading comprehension and the factors causing the students' difficulties in reading comprehension faced by students.

## **2. LITERATURE REVIEW**

### **A. Previous Research**

Previous research is very needed to show the differences and similarities between the previous research and the current. First, Zasqia Wina Wulandari (2022) did the research entitled, "Analysis of student's Difficulties In Comprehending English Descriptive Text At The Seventh Grade Students of Mtsn 1 Kediri". This research aimed to analyze the students' difficulties in comprehending English descriptive text. The method of this research is the descriptive qualitative method. The result showed that the most difficult aspect was determining main idea. The result support the theory of Nuttal that the students often feel difficult in five aspects of reading comprehension, such as determining main idea, locating reference, understanding vocabulary, making inference, and detail information. The difficulties aspect according to this research is caused by external and internal factors. These factors influenced the difficulties in reading comprehension because the students had lack of background knowledge, lack of motivation, and not interested with learning activity.

Second, Fathur Rizki Asani, (2022) entitled, "Students' Difficulties Analysis in Reading Comprehension at the Second Grade of MTs Nurul Ikhlas". This paper aimed to analyze the difficulties that the students faced when comprehending an English reading text, to determine the reasons why the students are having problems with those difficulties, and to examine how a teacher can help the students to overcome these difficulties. This research used a mixed method and was classified as descriptive research. The research revealed three findings. Firstly, the difficulty faced by the students when comprehending an English Reading text was identifying vocabulary. Secondly, the students completely agreed that the reading process, student background knowledge, language knowledge, and motivation were factors that influenced them to have problems with those difficulties. And lastly, the strategies that can be used by the teacher to overcome the difficulties were memorizing strategy, reciprocal teaching, question-answer relationship, and fun learning strategy.

Third, Muschasannah Nur Balqis (2022) entitled, "Students' Difficulties in Reading Comprehension". The aimed of this study were to find out the factor behind the difficulties faced by the students of SMP Negeri 16 Banda Aceh in reading comprehension. This was a case study using qualitative descriptive method. The result showed that difficulties frequently faced by the students in comprehending a text were their unfamiliarity with a complex word or vocabulary, difficulty in comprehending sentences, difficulty in comprehending a paragraph, difficulty in comprehending the whole selection or content of a text, and the difficulty in identifying the main idea, the plot of a text, the kinds of texts, and English structure without the help of a dictionary.

Fourth, Sulih Okta Prihatini (2020), "An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan". This research aims to know the students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi. This research is descriptive qualitative research. The result of the research showed that some students had difficulties in reading comprehension and they had difficulty in different levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. The most difficulties experienced by students were at the level of creative comprehension. The factors of the students' difficulties in reading comprehension at tenth grade, there was an inadequate instruction presented by the teachers, lack of interest in learning English, lack of vocabulary, lazy to read English text and background of knowledge.

Based on these previous research, there are similarities and differences with this research. The similarity between previous research and this research is discussed about the difficulties faced by students in reading comprehension and used the descriptive qualitative method. While the differences



at the different place and subjects. The place at SMP Negeri 4 Sorong City especially students at Class IX H. Other specific things can be distinguished by the type of text, where the first previous researcher conducted research focusing on descriptive texts while the second, third, fourth, and fifth researchers focused on all types of reading comprehension texts. Meanwhile, the research carried out by current researchers is only limited to Narrative text types.

## **B. Theory**

From the theories, now the researcher put the theory that support this research among others:

### **1. Reading Comprehension**

#### **a. Definition of Reading Comprehension**

Reading comprehension is the ability in understanding a text and creating a meaning from a printed text (Stoller & Grabe, 2013). Reading comprehension is also defined as one type of reading that aims to understand the contents of the reading (MS & Rachmadtullah, 2018). Based on the definition, the researcher concludes that reading comprehension is an activity to understand the essence of a text that reader read. The core referred to here is the idea or ideas contained in every reading text. Reading ability is the speed of reading and comprehension of the contents of reading as a whole Tampubolon (in Laily (2014, p. 54) Therefore the ability to read is a the skill that a person has in reading activities and reading indeed embedded in himself without the help of others in terms reading, which reading itself is a process of translating words, sentences or paragraphs to understand the intent of the writing made by the author.

#### **b. Purpose of Reading Comprehension**

The purpose of reading comprehension is for the reader to know further from the content of the reading that reader read and can understand the intent of reading is not just skimming. Nurhidayah (2017, page 44) explains that the purpose of reading is to can find the main ideas, in choosing important reading topics for the organization of reading material and then writing conclusions from reading predictions and then can find implied messages as well as written in the form of a summary, as well as finding differences in facts and opinions in reading. Meanwhile, according to Samsu Somadyo (2011:11), the main purpose of reading understanding is gaining understanding. Reading comprehension is reading process that seeks to understand the contents of the reading/text as a whole.

Then according to the opinion put forward by Anderson (in Sonia 2019, page 23) the purpose of reading comprehension is as follows:

- 1) Read for details and facts. With reading comprehension activities students will understand more easily everything contained in a reading text in a structured/detailed manner accordance with the actual reality and find the meaning contained in side it.
- 2) Read to get the main idea. Reading comprehension will make it easier for students to be able to find an important or main thing that must be known in a reading has been served.
- 3) Read to get the order of text organization. Reading comprehension will make it easier for students to understand according to the stages when going through it.
- 4) Read to get conclusions. In a text, of course, students need a summary of the reading they are studying.
- 5) Read to get a classification. From the results of reading students will find reasons to strengthen information acquired through reading activities.
- 6) Reading to make comparisons or contradictions. Students can provide reinforcements to compare anything they get from reading and oppose things that are not in accordance with the content reading.



Based on the explanation of the purpose of reading comprehension above can it can be concluded that the purpose of reading comprehension is to find ideas main points, main ideas, explanatory points which are concisely in accordance with the opinion and facts made in the form of sentence summaries to be able to the conclusion is also drawn to understand the intent of a reading that is written so that when the teacher gives teaching about reading understanding through reading to students, students will be able to it is easy to understand the reading given by the teacher.

c. Types of Reading Comprehension

According to Sarwono & Purwanto (2013) there are many technique in reading comprehension.

1) Scanning

Scanning is a technique used to find specific information by looking at the text to find information we need. We use scanning to read schedules, meeting plans, and phonebooks, etc. in order to find the specific details we want.

2) Surveying the text Examining the text can be done by skimming through the text to see the general idea and how the idea is organized.

3) Skimming Skimming is used to quickly gather the most important information, or the gist of the text. We read the text quickly and skip non-essential information.

4) Intensive reading Intensive reading is used on shorter texts in order to extract specific information. It includes very accurate reading for detail. We use intensive reading skills to grasp the details of a specific situation.

5) Extensive reading Extensive reading is used to obtain a general understanding of a subject and incudes reading longer texts for pleasure, as well as business books. We use extensive reading skills to improve our general knowledge of business procedures.

6) Understanding texts There are four ways to understand the text, namely understanding text structure or organization, understanding the conceptual meaning, identifying reference in a text, and understanding difficult words in a language.

7) Identifying reference in a text

8) Summarizing and note taking

A summary is a shortened version of a longer text.

According to Rubin (In Fauziah, 2013 page 278) divides the types understanding in to four types namely:

1) Literal understanding is a proficiency to gain basic level understanding with only using the information mentioned directly. On this kind of understanding such literals students are only given clues on the answers to questions spontaneous which requires students to remember what was put forward according to their power remember.

2) Interpretive understanding is an understanding of its level higher.

3) Critical understanding, namely understanding by using accuracy in capturing any information contained in the reading.

4) Creative understanding, namely understanding by using creative creating things that are more interesting than an information or conclusion from reading.

Based on the explanation above that the types of reading comprehension must be known and learned as needed at the time of applying it however still has the same goal, namely to be able to understand the contents of the reading, find the subject matter in it, find information that needs to be explored and studied, find the facts contained therein, distinguish between main points and points of explanation, to give appreciation of literary works that have been made by living them its beauty and also to be able to choose the type of reading according to the activity.



d. Components of Reading Comprehension

According to Nuttall (2015) there are five components of reading comprehension which the students should understand in comprehending a text well, such as:

1) Determining main idea

Determining main idea is the writer's main idea after reading a text. This is a main point of the topic under discussion. The main idea is in the first sentence but it can also be in the middle or end of the text. This component can be used as the first strategy to help students understand the text more easily.

2) Locating references

This is a pronoun's antecedent is a reference. As a pronoun antecedent is a word or phrase. Which means, students must understand the purpose of pronouns in sentences that are used to show people, places, or situations when identifying reference.

3) Understanding vocabulary

Understanding vocabulary is a part of background knowledge of the students, particularly in mastering vocabulary. This is very important for comprehending the text. For example: guessing or determining the meaning of a new word from context aids the students in general prediction. As a result, by making predictions, students can be more effective and efficient in understanding the text

4) Making inference

Students are expected to be able to clearly comprehend the text in order to draw conclusions from the statements in each paragraph. In order to make inferences, readers must practice combining from the text prior knowledge. It means that the clues assist students in developing assumptions that lead to the conclusion.

5) Detail information

Reading part presents the questions in the reading test to assess students' comprehension of the material. It means that questions are created to assess students' ability to comprehend the text. Reading comprehension can be concluded from the information presented above as a complex process involving active reading activities that combine background knowledge, critical thinking, and the purposes of reading the text.

2. Narrative Text

According to Abbot (2012:1) Narrative is a story or in general it's meaning tell a story. Stories generally have an event or several events that proceed according to chronological time and the events are conveyed through several media. An even can qualify as story if there is a change from the initial state. Based on the definition above the researchers concluded that narrative text is a story that can be told through reading media such as books and so on.

The generic structure of narrative text are:

a) Orientation: Introduction of characters, time and place.

b) Complication: Development of conflict (problem).

c) Resolution: Resolving conflicts (problem).

d) Reorientation: Changes that occur in characters or lessons that can be learned from a story. (this part is optional, it doesn't have to be in a text).

According to Rayendriani Fahmei Lubis (2016) there are many different types of narrative text, among others: humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, and adventure.

According to Otong Setiawan Djuharie (2011) the language elements us in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.



### 3. RESEARCH METHOD

This research used the qualitative research methods. This research was a descriptive qualitative research to conduct research. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and others holistically and in a way description in the form of words and language, in a special context that naturally and by utilizing various methods (Barlian, 2018). This research has done from August to October 2023 at SMP Negeri 4 Kota Sorong and focussed at Class IX H. The data used such as: Primaty data from the students and teacher whice Secondary data from some literature like books, article journal and so on. The techniques for collecting data such as:

a. Observation

According to Sugiyono (2014: 145), observation is a complex process, that is, a process composed of various biological or psychological processes. At this section, researcher observed learning process made by English teacher and students at the classroom.

b. Test

According to Sugiyono (2013:166) The Test is a systematic procedure in which the individuals being tested are presented with a set of stimuli that can show their answers in numbers. The purpose of this research test is to see how far the difficulty level of reading comprehension is faced by each student which includes several aspects including: determining main idea, detail information, locating reference, understanding vocabulary, making inference, and detail information. The total of questions was 25 items. As explained previously, they were in form of multiple choice questions and focussed on the narrative text. Based on the 25 multiple choice questions that are given to students divided to the reading comprehension components such as: 1) determaining idea 5 questions (2, 5, 11, 22, 25); 2) locating reference 2 questions (18 and 19); 3) understanding vocabulary 4 questions (6, 10, 16, 23); 4) making inference 3 questions (3, 14, 24); and 5) detail information 11 questions (1, 4, 7, 8, 9, 12, 13, 15, 17, 20, 21).

After classifying into the components of reading comprehension, the researcher classified put the frequency of the students' difficulties in reading comprehension by using Sudijono's formula (2005):

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Number of case (total frequent)

c. Interview

Interview is a way of researcher to get the informatin from the informant during making the research. Interview consist of open interview and closed interview. Open interview is a type of interview that has questions that are not limited or the answers are not bound, the questions will usually require explanations and opinions from the interviewees. Closed interview is an interview that has limited questions and usually this interview agree, disagree, yes, no, good and not good. The researcher used the open interview to made this research. It serves as a data miner for more objective of an informant on views, ideas and arguments given by an informant.

After doing the collecting data, there is analysis technique. According to Sugiyono (2019: 318) in a qualitative study, data can obtained from various sources, one of them by using the technique collection of various data (triangulation), and carried out sequentially continuously until the data reaches saturation point. In terms of data analysis qualitative. Other side, Bogdan (in Sugiyono 2019: 319) suggests that analysis data is a process of searching and systematically compiling data these were



obtained from the results of interviews, field notes during observation, and other reference materials, so that it can be easily understood, and results the findings can be informed to others.

Based on this statement, researchers can conclude that, data analysis is a process of searching and compiling systematically and carefully based on data obtained from observations, field notes, interviews, and documentation, by organizing and arrange data into categories, describe from broad to small, combine things that are still related, arrange them into patterns, choose which things are important and which to learn, and create conclusion so that it is easy to understand by yourself and others. The activity in data analysis such as:

a. Data Collection

The main goal in any research is collecting activities data. In the qualitative research itself using data collection observation techniques, in-depth interviews, and documentation or combination of the three (triangulation).

b. Data Reduction

Data analysis needs to be done data reduction which aims to simplify, classify and discard irrelevant data necessary so that the data obtained is easy to understand and the information more meaningful, for that it is necessary to record carefully and in detail.

c. Data Display

Data display is a way of presenting data so that it is easy to understand and associated with other things in qualitative research. Data presentation possible described in the form of tables, brief descriptions, graphs, relationships between categories, charts, and the like, but usually in research qualitative with narrative text is the most present data in text form, to provide information which is clear from the results of the study it can be strengthened by include tables or figures.

d. Conclusion Drawing / Verification

The conclusions presented in qualitative research are this is a new finding that has never existed before. Findings can be in the form of descriptions or descriptions of an object before it was still unclear or dark so after being examined as it finally becomes clear, it can be a causal or interactive relationship. Conclusions in qualitative research do not have to be able to answer from formulation of the problem formulated since the beginning of data collection, however maybe not at all, because as already stated that identification of problems and formulation of problems in research qualitatively it is still temporary and can be developed when doing research in the field.

## **4. RESULT AND DISCUSSION**

### **A. Result**

This research was conducted at SMP Negeri 4 Sorong City which located at Jl. F. Kalasuat, RT 001 RW 003 Malanu, Sorong City, West Papua Province. Researcher has made research at SMP Negeri 4 Sorong City especially at class IX H. The steps of this research by put the letter permission from Faculty Teacher Training and Education Sciencey Victory University of Sorong to the head of SMP Negeri 4 Kota Sorong. At that time, researcher explain the plan to create the research. After getting the permission from the head of school, researcher made research in some steps such us: observation, test, and interview the students.

1. Observation

Observation is a method of data collection in which researchers record information as they witness during research. Intended a way of collecting data through direct observation of situations or events in the field. The observation was directed to an English teacher and to 25 students who were present in the learning process. Researchers made observations to see and observe the activities carried out by teachers and students with the material taught by the teacher to students is in the form of Narrative Text. From the beginning of the learning the teacher opens the lesson by greeting students, provide apperception by seeking information from students about any fictional



stories they knew, explains the material that is presented in this case the teacher explains the meaning of narrative text, types of narrative text, the purpose of narrative text, while students see, listen to explanations from the teacher. After giving the explanation, the teacher asks again whether the students have understood the material they have explained or not, some students answered that they had understood the explanation and some students were just silent/no response. Then the teacher gives assignments to be done by students, the assignments given to students are in the form of multiple choice questions. While students listen and do what is assigned by the teacher, after students do the assignments given by the teacher students collect them to the teacher. After that the teacher closed the learning process and lived the class. Based on the observation, can be seen that the teacher taught the students based on the standard process of the students as usual, like only explain the material and given task to them. It means that there was no discussion about the task that has been made of the students. So, teacher only collected the task.

## 2. Test

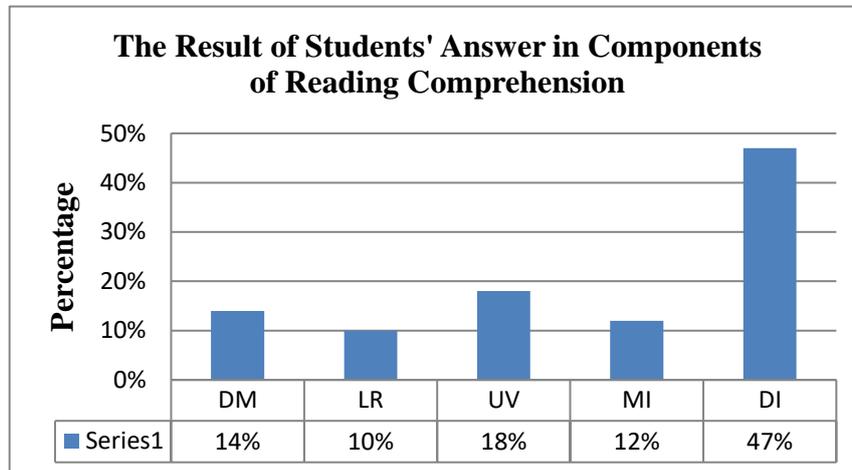
After conducting the observation, the researcher made the test for students at class IX H SMP Negeri 4 Kota Sorong. The test is a collection of questions given to students in several forms such as oral which can be called an oral test, written which is usually called a written test. The test was carried out in written test in model of multiple choice. The result of the test from each students can be seen as follows:

**Table 1. The Students' Score of Reading Test**

No.	Name of Students	Students' Score	Minimum Criteria	Noted
1	AL	40	75	False
2	AK	48	75	False
3	AY	20	75	False
4	FR	72	75	False
5	FM	68	75	False
6	FU	44	75	False
7	FK	24	75	False
8	GS	8	75	False
9	HM	48	75	False
10	JW	20	75	False
11	JB	20	75	False
12	JK	24	75	False
13	JD	56	75	False
14	KK	20	75	False
15	LK	72	75	False
16	MR	32	75	False
17	MY	24	75	False
18	ND	28	75	False
19	EK	24	75	False
20	PJ	12	75	False
21	RR	20	75	False
22	SK	20	75	False
23	SB	20	75	False
24	YT	52	75	False
25	YK	52	75	False



After the researcher identified each component of reading comprehension which had been divided into 5 components from the 25 questions, the researcher obtained the results of the students' correct answers as attached in the following diagram.



**Figure 1. The Results of Students' Answer in Components of Reading Comprehension**

Thus, the truth of the determining idea question group reached 14%, locating reference 10%, understanding vocabulary 18%, making inference 12%, and detailed information 47%. Based on these circumstances, it can be seen that the minimum success was in the locating reference group which only reached 10% and the maximum in detailed information reached 47%. However, this context still has not achieved half the success of 50% in each item and specifically the minimum criteria for success in learning English at SMP Negeri 4 Kota Sorong with a score of 75. This means that there are still difficulties experienced by students in Class IX H SMP Negeri 4 Kota Sorong has reading comprehension.

### 3. Interview

Interview is a conversation between two or more people, in which the interviewer asks questions to the source (the person being interviewed).

The researcher conducted interviews with 25 students in grade IX H with the aim of finding out what made it difficult for students to understand reading. The researcher conducted interviews with each student openly in this case the researcher also recorded the answer or responses from students using mobile phones where the aspects of reading comprehensions such as determining idea, locating reference, understanding vocabulary, making inference, and detail information. Beside that, the researcher was finding out factor caused difficulties of students' reading comprehension such as condition of students' background, teaching technique, and students' environment. Based on the finding, there was students stated that, they felt difficulties in context of components reading comprehension. This is supported by some data from students in interview such us:

Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok dalam teks narrative)?

*"Ia, ada kesulitan"*

*"Ia mengalami kesulitan"*

*"Kadang sulit kadang tidak"*



Kesulitan apa yang anda hadapi dalam menentukan ide pokok?

*“susah artikan kata-katanya”*

*“karena pelajaran bahasa inggris susah”*

*“sulit pahami teksnya”*

Apakah anda mengalami kesulitan dalam menemukan kata ganti dari bacaan teks naratif?

*“Kadang-kadang susah kalau malas berpikir”*

*“Kalau yang gampang masih bisa mengerti”*

*“kadang susah kadang gampang”*

Jika mengalami kesulitan, jelaskan! Jika tidak mengapa?

*“Sulit karena sa yang tidak mau berusaha”*

*“Ada kata yang susah untuk sa mengerti”*

*“kalau susah ya karena sa tidak mengerti caranya”*

Apakah anda mengalami kesulitan dalam memahami kalimat panjang?

*“iya kalau kalimatnya panjang susah dimengerti”*

*“ia kesulitan”*

*“biasa paham, biasa tidak”*

Ketika anda membaca teks naratif, kesulitan apa yang ada hadapi berkaitan dengan vocabulary atau kosa kata?

*“kurang penguasaan kosa kata, kata-katanya tidak biasa baca atau dengar”*

*“setelah guru selesai menjelaskan saya biasanya lupa terus kurang baca kamus”*

*“jarang baca dan dengar kosa katanya”*

Apakah anda mampu membuat kesimpulan dari bacaan teks naratif?

*“susah kakak. Itu panjang”*

*“tidak terlalu”*

*“kadang-kadang bisa tapi sedikit”*

Jika mampu, jelaskan! Jika tidak jelaskan!

*“mau buat kalimat itu susah karena tidak mengerti bahasa inggris”*

*“kalau ketemu kata yang susah ya susah”*

*“Kalau bawa kamus dan bisa transleit bisa sedikit”*

Apakah anda mampu memahami teks artikel secara spesifik?

*“tidak terlalu paham juga”*

*“tidak”*

*“tidak terlalu”*

Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?

*“susah bacanya karena bahasa inggris”*

*“tidak bisa paham”*

*“susah menyimpulkan”*

Based on these answers, it can be seen that students still find it difficult to understand reading texts because they feel English lessons are difficult, they don't have enough vocabulary to understand English, they find it difficult to answer questions because they don't know how, they rarely read and find the right vocabulary. new, even feel lazy in trying, in this case trying to learn and know English.

In conducting research, researchers not only try to interview students regarding the component points of reading comprehension but also researchers try to explore things that students find difficult in understanding English texts. The difficulties encountered by students in the context of learning English texts include:



Apakah kamu tertarik untuk mempelajari Bahasa Inggris? Berikan alasan!

*“tidak tertarik karena malas belajar”*

*“tertarik kalau diajarkan baik”*

*“kalau ada permainan boleh asik”*

Apakah orang tuamu mendukungmu mempelajari Bahasa Inggris? Berikan Alasan!

*“tidak terlalu karena mereka kerja”*

*“ia, biasa suruh belajar saja begitu”*

*“kalau ada orang tua suru, kalau tidak sa malas saja”*

Apakah guru kamu mengajarkan cara menemukan jawaban dari konteks pertanyaan reading? Berikan alasan?

*“biasanya menjelaskan habis itu kerja tugas yang dikasi”*

*“kerja tugas saja lalu disuruh kumpul”*

*“kadang cuma kasih tahu arti”*

Apakah guru kamu mengajarkan tentang vocabulary? Berikan alasan!

*“ada tapi sekali-kali”*

*“jarang kalau mungkin rasa itu susah baru kasi tahu atau di game cari kata”*

*“kalau ajar bicara bahasa inggris indonesia tapi tidak tulis”*

Apakah kamu suka membaca buku Bahasa Inggris dirumah? Berikan alasan!

*“tidak suka. Biasa kalau dirumah banyak main game”*

*“tidak terlalu. Sekali-kali, karena kayak susah”*

*“kalau ada PR baru baca”*

Apa yang kamu lakukan saat mempelajari Bahasa Inggris disekolah? Berikan alasan?

*“ya belajar kayak biasa”*

*“belajar dengan guru saja”*

*“ikuti pelajaran dan kerja tugas dari guru”*

Based on the substance, the influencing factors mostly come from the students' internal context where there is still a feeling of laziness in students who do not want to make maximum effort in learning English. On the other hand, students feel that according to them the teacher's form of presentation of material still does not meet students' expectations, where the teacher still teaches as usual and does not provide more interesting presentations to students so that their interest in learning is not maximized. Furthermore, support from the family is not optimal for students because they are still more focused on their parents' affairs and do not pay too much attention or even encourage students to learn English well.

## B. Discussion

The difficulties faced by students in the context of learning English, specifically in the level of students' reading comprehension, need to be adjusted to the minimum completeness criteria held by the school at SMP Negeri 4 Sorong City. Based on this, the researchers have found research results which are discussed as follows:

1. Researchers have carried out classroom observation activities in English language learning. In this activity, the teacher carries out learning activities as usual where there are opening activities, core activities and closing activities. The learning model currently presented is in the form of a lecture. Where the teacher gives an apperception to students, and explains material about narrative text, then gives assignments to students in the form of answering questions. After students have done their assignments, the teacher directs them to collect their assignments without any discussion, then the teacher closes the class.



2. The test was carried out by researchers by asking 25 questions containing reading comprehension components including: determining ideas 5 questions, locating reference 2 questions, understanding vocabulary 4 questions, making inference 3 questions, and detailed information 11 questions. The minimum success lies in locating reference which only reaches 10% and the maximum in detailed information reaches 47%. This means that the student's difficulty level is above 50%. Because, according to the minimum completion criteria at SMP Negeri 4 Sorong City, namely a score of 75, the test results do not state that the student has passed. This shows that there are difficulties for students in learning English in general and triggers difficulties in answering the questions presented.
3. Researchers continue to try to determine the elements of difficulty that students encounter in the context of learning English. Thus, based on the interviews conducted, the biggest factor comes from within the students regarding their willingness to learn English which is then influenced by the learning techniques used by the teacher in the teaching and learning process as well as the support of the surrounding environment and parents.

Based on the research that has been conducted, it is in line with the theory put forward in Prihatini (2020) that the most important factor in triggering students' difficulties in reading comprehension is their lack of interest in learning English, students' lack of vocabulary in English, students still feel lazy in learning English and the context of influence from the surrounding environment which does not present anything interesting for students in learning English.

## **5. CONCLUSION**

Based on the results of the analysis of students' difficulties in reading comprehension carried out by the researcher which is located at SMP Negeri 4 Kota Sorong with research instruments of observation, tests, interviews the researcher concluded that, based on observation results, in the English learning process most students are still passive in interacting, students still experience difficulties in understanding English reading, for example reading narrative texts.

Based on the Nuttal's theory (2020), there are five components of reading comprehension that must be understood and mastered by students, such as determining main idea, locating reference, understanding vocabulary, making inference, and detail information. These five components considered as difficulties that students often faced when reading comprehension texts. Based on the results of tests that have been carried out, students scores are still low below the standard score set by the school concerned, namely the standard score of 75 and also from the results classification of students difficulties in reading comprehension show that students difficulties in determining main idea is 14%, locating reference 10%, understanding vocabulary 18%, making inference 12%, and detailed information 47%. Based on these circumstances, it can be seen that the minimum success was in the locating reference group which only reached 10% and the maximum in detailed information reached 47%. However, this context still has not achieved half the success of 50% in each item.

The other side, there was interview was conducted by researcher to 25 students, most of the students responded that they had difficulty determining the main idea, determining specific information, understanding long sentence and understanding vocabulary. Beside that, the factor caused students difficulties found at their willingness to learn English which is then influenced by the learning techniques used by the teacher in the teaching and learning process as well as the support of the surrounding environment and parents.



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