

**AN ANALYSIS OF STUDENTS' READING DIFFICULTIES;  
A STUDY AT THE FIRST GRADE OF  
SMKN 1 SIMPANG PEMATANG, MESUJI**

**(An Undergraduate Thesis)**

**By:**

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**ENGLISH STUDY PROGRAM  
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LAMPUNG UNIVERSITY  
2021**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' READING DIFFICULTIES; A STUDY AT THE FIRST GRADE OF SMKN 1 SIMPANG PEMATANG, MESUJI**

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This research aims to find out the difficulties that are faced by the students in comprehending English reading text and to know the factors of contributing to the students' difficulties in comprehending English reading text. Furthermore, this research used a descriptive qualitative study. In collecting the data, the researcher used an interview that are based on the reading test. The result of this study showed that there are difficulties faced by students in the reading comprehension. Based on the result, understanding vocabulary was the highest difficulties faced by students with 89 mistakes (23,1%) and detail information as the least difficult reading aspect with 59 mistakes (15,3%). In addition, based on the students' interview result, the most dominant factor contributes to the students' difficulties in comprehending English reading text is students' background knowledge while the least dominant is sentence problem. In this case, by knowing the students' difficulties in comprehending English reading text, the English teacher could learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students difficulties in comprehending the reading text.

**Keywords:** *Comprehending, Reading Text, Reading Difficulties*

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**Anggun Khoirun Nisak**

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Submitted in a Partial Fulfillment  
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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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2021**

Research Title : **AN ANALYSIS OF STUDENTS' READING DIFFICULTIES; A STUDY AT THE FIRST GRADE OF SMKN 1 SIMPANG PEMATANG, MESUJI**

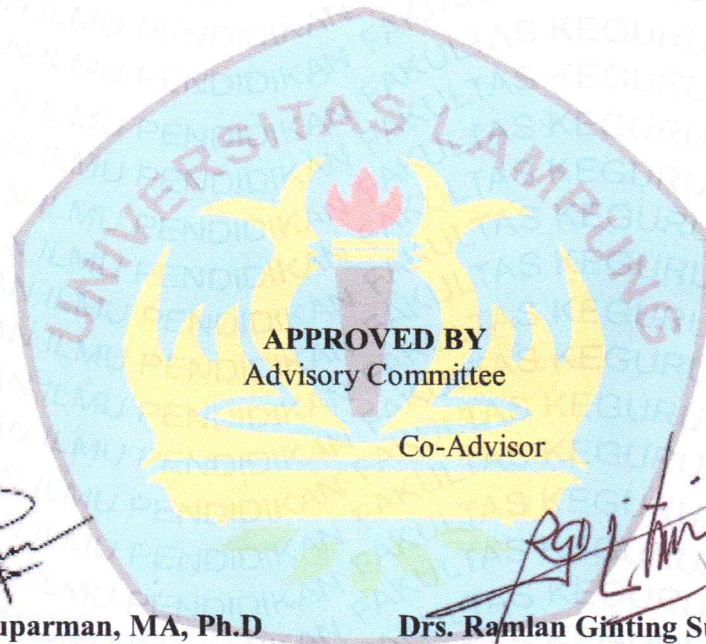
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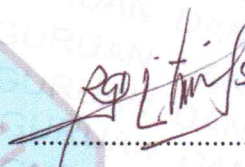
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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## CURRICULUM VITAE

The writer's name is Anggun Khoirun Nisak. She was born on 17<sup>th</sup> of March 1999, in Metro. She has two brothers and two sisters named Chandra Pratama, Belgis Arsita devy, Yoanita Dewi Mashitoh, and Muhammad Akbar Ramadhani.

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## **DEDICATION**

*By the name of Allah Subhanahu wa Ta'ala, this script is proudly dedicated to:*

My dearest parents.

My brother and sisters.

My lecturers at English Education Study Program.

My beloved friends in English Education Study Program batch 17.

My almamater, University of Lampung.



**MOTTO**

“To get what you like, first you have to be patient what you hate”

( *Imam Al Ghazali* )

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All praises are merely rendered to Allah SWT for the mercy and blessings, that enabled me to accomplish this script entitled “*An Analysis Of Students’ Difficulties In Reading Comprehension at First Grade of SMKN 1 Simpang Pematang, Mesuji*” one of the requirements in accomplishing the S-1 degree at Department of Language and Art of Teacher Training and Education Faculty, University of Lampung.

Besides, the writer had tried her best effort through the process of conducting this research during the COVID-19 pandemic. There are many obstacles and experiences that the writer has encountered and faced while doing this research. In this case, the writer would like to acknowledge that this script would never come into existence without any help, guidance, suggestion, and encouragement from several outstanding people and institutions. Hence, the writer intends to express her deep gratitude and respect to those who have a valuable contribution to helping and supporting her to finish this script.

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The writer hopes this script will give a positive contribution to educational development and becomes a reference to those who want to conduct further researches. The writer realizes that her writing is still far from perfection and there

might be lot of weaknesses. Therefore, comments, critics, and suggestions are highly appreciated for better future improvement.

Bandar Lampung, July 27 ,2021

Anggun Khoirun Nisak

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## **I. INTRODUCTION**

This chapter discusses the following points: research background, research questions, objectives of the research, uses of the research, scope, and definitions of terms.

### **1.1 Background**

Reading is one of the four language skills taught in most schools, besides speaking, listening, and writing. Reading is one of the most important skills students need to master as it enables them to understand what the text tells about. This skill cannot be separated from the other language skills because it will support students to master other skills. For example, when someone intends to speak in public, firstly he should know the information by reading the text. Reading is a receptive skill, it means we receive information or we gain something from this skill. Nation (2008) states that reading is a source of gaining knowledge for human. Therefore, by reading, people will receive information and ideas.

As the language learners, reading will be a good way to start since it is the useful way to understand foreign language in a written form (Harmer, 2007). The more students understand the language, they will barely had a misconception and misleading information to the target language when it is used. This is in line with

the background problem of this research. Based on the curriculum 2013, the objective of teaching reading for the first grade of SMK students is to enable the students' to identify the main idea of the whole text, vocabularies, and some information of a reading text. Grabe (2002:8) defines reading as a complex ability to extract, build meaning from a text. In short, reading is generally defined as a process of identifying a written or printed text to understand its meaning. From reading, everyone will acquire the level in understanding of the text in order to build his or her comprehension ability.

Then, talking about comprehension, it must be known that reading comprehension is the level of students' ability to understand and get the hidden meaning from the text. By reading we will answer what, why, who, where, when and how about the text. Reading comprehension is the interaction between the reader and the text in a meaningful way. In reading comprehension, we must also be familiar with reading sub skills. As Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text in order to get the information that is written, including identifying the main idea, finding inference, finding reference, recognizing the detailed information, and discovering the meaning of vocabularies in the reading texts.

Based on the researcher's experience during PLP in SMKN 1 Simpang pematang, it was found several difficulties encountered by the students. The teacher says that the students get some problem in understanding word, phrases and English text. Therefore, the difficulties in comprehending the texts have been the main focused in this research. Therefore, that is why the researcher wants to analyze the difficult

aspect of reading comprehension text. Reading comprehension difficulty occurs frequently. This difficulty occurs for many reasons; the three most important ones are vocabulary, working memory, absence of extensive reading and the laziness to read a text. From those problems, it is important to encourage students' reading comprehension, especially foreign language students to read as much as possible because in this way they will find a great help in their language learning process.

Based on the explanation above, reading comprehension is important in language, because of the student will get information, ideas, and knowledge. It will make a case for that reading is that the combination of word recognition, intellect, and emotions reticulated with previous knowledge to understand the text. The researcher wishes to know deeply about students' difficulties in comprehending English reading texts will face by the first grade students of SMKN 1 Simpang Pematang.

## **1.2 Research Question**

The research questions that can be formulated based on the explanation above are as follows:

1. What difficulties are faced by students in comprehending the English reading texts?
2. What factors are contributing to the students' difficulties in comprehending English reading text?

## **1.3 Research Objectives**

Based on the research questions above, the objectives of this research are as

follows:

1. To find out the students' difficulties in comprehending the English reading texts.
2. To know the factors that contributes to the students' difficulties in comprehending English reading text.

#### **1.4 Uses**

There are two uses of this research, theoretical and practical benefits. The expected results of these both theoretically and practically are:

##### **1. Theoretical Significance**

- a. Giving the description for any further researcher who wants to study the same or further case. Hopefully, this research becomes the source of information and reference.
- b. Giving the description of the factors that caused the students' difficulties in comprehending English reading text.

##### **2. Practical Significance**

###### **a. For Teacher**

This research will be useful for the teachers to diagnose the students' difficulties in reading comprehension.

###### **b. For Students**

This research will be applicable for students to help them actively do reading and to motivate them in reading as often as possible.

###### **c. For Future Researchers**

This research will be useful for the future researcher who wants to conduct

a research in English teaching-learning process to get references.

### **1.5 Scope**

This research focused on analyzing the difficulties of reading comprehension text at the first grade students of SMKN 1 Simpang Pematang, Mesuji. This research took 25 students in one class only. The researcher used descriptive texts for reading test, which correlate with the curriculum of 2013 and syllabus of the first year students of SMK.

### **1.6 Definition of Terms**

In order to specify the topic of the research, the writer provides some definition of terms related to the research. These are some terms, which are related to the research:

- a. Reading is one of the most important skills students need to master as it enables them to understand what the text tells.
- b. Reading comprehension is the level of students' ability to understand and get the hidden meaning from the text.
- c. Reading difficulty is the difficulties that students faced in comprehending a reading text.
- d. Text is one of the main elements that plays a significant role in communication.

## **II. LITERATURE REVIEW**

This chapter discusses the following points: previous research, concept of reading, reading comprehension, aspects of reading comprehension, factors that are contributing in reading comprehension text, and concept of text.

### **2.1 Previous Research**

In this research, there are five previous studies, which similar and different to this present research. Those five previous studies investigated about students' problems or difficulties on reading.

The first research was conducted by Dwianasari (2015) "Students' problems on reading comprehension at Islamic junior high school in Sungai Bahar". The researcher found the students' problems on reading comprehension at one of an Islamic Junior high school in Sungai Bahar. All findings of this research explained that most of the students agreed they had problems on reading comprehension. It could be seen from their responses, based on the data of the questionnaires.

The second research was conducted by Larasati (2019), "An analysis of difficulties in comprehending English reading text at the eleventh grade students of MA Lab UIN-SU Medan". The researcher found the students problem there are determining main idea, understanding vocabulary, making inference, and detail

information. Then, many students have difficulty in understanding the structure of the text. They have limited vocabulary.

The third research was conducted by Kartikasari (2017), “An analysis of difficulties in comprehending English reading text at MTs Mlinjo Klaten in Academic Year 2016/2017”. The researcher found the students problem. There are identifying main idea of the text, identifying specific word in the text, and many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students could not understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

The fourth research was conducted by Atikah (2009) “An analysis of students’ linguistic problems in reading comprehension”. The research of this study was held at MTs Baiturrahmah Parungkuda Sukabumi. The researcher found the comprehension under the first grade students of Mts Baiturrahmah in reading especially in linguistic problems; vocabulary, structure, and students low in spelling.

The fifth research was conducted by Fauzia (2019) “A Descriptive Analysis of Students’ Difficulties in Reading Comprehension English Reading Text”. The researcher found the dominant difficulties of reading comprehension that faced by students first semester of English Education Department in academic year of 2018/2019 of IAIN Salatiga they are determining main idea, making inference, and detail information which has low scores.

According to the previous research, it can be concluded that the most dominant difficulties faced by students in reading are determining main idea, lack of vocabulary, and detail information. The researcher conducted a research which almost the same with those previous studies. This research focused on finding difficulties in reading. On the other hand, the difference came from the classification of difficulties and the subject of the research. The researcher conducted the research at SMKN 1 Simpang Pematang, Mesuji. She used descriptive qualitative approach to analyze the difficulties of reading faced by students, and the factors that are contributing in reading comprehension.

## **2.2 Concept of Reading**

Reading is one of the important skills needed by the students from elementary school up to university. By reading, the students can get a lot of information based on what they are required in reading. Atikah (2009) simplifies reading as an interaction between a reader and a text. It gives brief information on how reading as a process of interpreting or understanding the text in terms of the question of what the reader formulates about the text. It also means that the reader will understand the text by making some questions dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions that appear in his mind. In addition, reading is an active process. It needs thought and the ability in making sense of the text that is being read. Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies, and prior knowledge. Moreover, Elizabeth (as cited in Irawan 2010), reading is the process of constructing meaning from



print and from other symbol. Reading is the instant recognition of various written symbols, a simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Based on the statement above, it can be inferred that reading comprehension is important in the reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

### **2.3 Reading Comprehension**

Reading comprehension means what the reader acquires from reading. In comprehending a topic or main idea, people definitely interact with the text relating pre-questioning of the text to prior experiences of constructive meaning, which can be found in the text. According to Wainwright (2007), reading comprehension is a process in which the reader has to decode linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities (Wainwright, 2007). Therefore, when we read, we should be able to recall information afterwards. Additionally, Grabe and Stoller (2002) say, "Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and

enjoyable activity for fluent readers. Furthermore, Smith (as cited in Westwood, 2001) divides four levels of comprehension, they are:

1. The first level of comprehension is called the literal level. At this level, the basic facts and details are understood. The literal level of comprehension involves what the author is actually saying. The readers need to understand the ideas or information that is explicitly stated in the reading text. Basic questions on literal comprehension involve who, what, when, and wherein reading text. Dates, names, and descriptions are all literal information easily understandable from a text.
2. The second level of comprehension is called the inferential level. At the inferential levels, the readers can go beyond what is written on the page and add meaning or concluding. Besides that, at this level, the readers are attempting to read between the lines. A reader is demanded to understand what the author means (implied) not just, what the author says in the written words.
3. The third level of comprehension is called the critical level. At the critical level, the readers assess the good sense of what they are reading. Its clarity, accuracy, and truthfulness.
4. The fourth level of comprehension is called the creative level. At this level, the readers can take the information or ideas from what has been read. The creative level stimulates the readers to new and original thinking. It involves making personal responses based on a full understanding of the expressed messages.

Based on the explanation above reading comprehension is the level of students' ability to understand and get the hidden meaning from the text. In comprehending a topic or main idea, students definitely interact with the text relating pre-

questioning of the text to prior experiences of constructive meaning, which can be found in the text. In the period of this interaction between students and contexts, students utilize different experiences and knowledge, which involve language skills, cognitive information, and world knowledge.

## **2.4 Aspects of Reading Comprehension**

This sub-chapter will explain about aspects of reading. Nuttal (1982) proposes five aspects of reading comprehension that should be mastered by the readers in order to deeply comprehend a text, as follows:

### **2.4.1 Determining Main Idea**

The main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining the main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

### **2.4.2 Finding the Specific Information or Part of Text**

It means looking for the information relevant to what goal in mind and trying to ignore the irrelevant ones. Supporting or specific information develops the topic sentence by giving definition, examples, fact comparison, analogy, cause and effect statistics, and quotation. The question of finding supporting detail is as follows: who is the character of the text?

### **2.4.3 Finding Reference**

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. There are two types of references; cataphoric and anaphoric references. A cataphoric reference unit refers to what cataphoric reference we would need to look ahead in the text. On the other hand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit reference to by anaphoric reference we would need to look back in the text.

### **2.4.4 Finding Inference**

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the reader implies the sentences or passages understand and conclude it logically.

### **2.4.5 Guessing Meaning of Vocabulary (Difficult Word)**

It is unlikely that we will know every word in a text and even if we think that we have seen every word before, it is unlikely we will have seen a particular word in its present context. Guessing the meaning of vocabulary (difficult word) refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the vocabulary (difficult word) by comprehending one or two previous sentences in the text.

Considering the theories above, those five reading sub-skills are important to be used in comprehending a text. Thus, the writer uses all the reading sub-skills in the case of the reading test in this research.

## 2.5 Factors Contributed in Reading Comprehension

Many different factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the students' background, vocabulary problem, sentence problem, and rhetorical structure. (Sutarsyah, 2013).

### 2.5.1 Students' Background

Students' background means which comes from the students themselves. It was related to the students' attitude toward reading, such as interest and motivation in reading and the prior knowledge that the students have known before. It was also consists of physical condition, academic background, reading habit, reading experience or performance, reading problems, and reading strategies.

### 2.5.2 Vocabulary Problems

As vocabulary problem has been mentioned in the students' background, the lack of vocabulary is the main reading problem for most students. The vocabulary problems are classifying into seven categories, they are:

**1. Words having multiple meanings.** It is widely known that the meaning of a word largely depends on its context. It implies that a word can have multiple meanings based on its purpose. It was found that the students knew only the most salient meaning. When a word is meant another meaning, they were confused. Take for example the students' problem with the word "run" below:

- (1) The boy *runs* in the field everyday.
- (2) He was granted the tittle of "Doctor" in a Russian-*run* position camp.

Our prediction is that the students must be familiar with the verb *runs* in the first sentence, but not in the second sentence.

2. **Special lexical items.** This includes special terms and idioms. Special term is the same with a word of multiple meanings but it is used in a special phrase to express a certain purpose, such as *bloated look*, *college faculty*, *clear vision*, etc. Idiom is also a common problem for most students in reading. This is because it is somewhat culturally bound expression. Many of them are in form of two-word verbs. Another problem is in the use of special expression. It is defined as the way people show ideas for particular purposes through written language, for example, *to draw it all out*.
3. **Pronunciation.** In reading, the students usually imagine the pronunciation of the word being read. This shows that the process of letter identification also disturbs the students in reading. This problem occurs when they find difficult words. It seems there is a close relation between unknown words and difficulty to pronounce.
4. **Understanding word parts.** It was found that the students had difficulty to identify word parts. This morphological analysis is very important when the students work out the meaning of a word. Word parts can also show the type of word that in turn can give a clue to the meaning of a word.
5. **Familiarizing function words.** Function words are a group of words, which are sometimes tricky because the meaning is not clear. Their function is more dominant than their meaning. Therefore, the reader should treat them appropriately. Attention should be paid to their function. A number of data shows that some students could not see the function of this kind of word.

6. **Identifying key words.** Identifying key words or clue is important in order to capture the meaning of a word or to find the main idea of a sentence. In some cases, students' failure to comprehend is due to inability to recognize words whose role is a key to get the main idea or the meaning of a sentence or a paragraph.
7. **Words with the same sound.** In English, some different words have the same or almost the same way of pronunciation. This phenomenon leads the students to make wrong interpretation because they think of another word, which, of course, has different meaning. This shows that to understand a word, a reader imagines the spoken form of the word. This kind of word can be identified as, for example, *ride* vs. *raid*, *lye* vs. *lie*, *die* vs. *dye*, *law* vs. *low*, *wander* vs. *wonder*, etc.

### 2.5.3 Sentence Problem

The students' problem in terms of sentence or grammatical structure was classified into seven categories, namely:

1. **Understanding complex sentences.** It was found that the students had difficulty when they encountered a long sentence. This long sentence can be in the form of a reduced clause, adjective clause, etc. The students were also confused with the use of comma in complex sentences. This usually occurs in defining and non-defining relative clauses.
2. **Making chunks.** A number of data show that most students' reading failure is due to inability to make appropriate chunks. A proficient reader uses this skill unconsciously. Reading in thought units is an appropriate way to comprehend a

sentence. This problem occurs in a long sentence or complex sentence and the sentence whose subject, verb, object, and complement are in the form of phrase. Because the students made inappropriate chunk, then of course, they made wrong interpretation.

- 3. Understanding long phrases.** This problem basically belongs to problems 1) and 2) because problems of long phrase and making chunks occur in a long or complex sentence. The case is that the students knew individual words, but when they put into a phrase, the words were confusing. Some data show this case; the typical example is *paraffin-like residue, common old leather strap, the remaining short ends of her hair, etc.*
- 4. Understanding sentence relation.** Understanding sentence relation is a very important skill in reading. The data show that some students had difficulty to identify the relationship between one sentences to another in a paragraph. Insufficient ability of this skill impedes comprehension. If a reader fails to understand this relation, he must have difficulty to get the main idea of a paragraph.
- 5. Grammatical problems.** We may say that the reading problems described above are actually due to the insufficient knowledge of English grammar, the rule of words and sentence structure. However, the data specifically show such case as typically grammar problems. Take for example, subjunctive form, the use of *to be to, used to, conditional clause, etc.*
- 6. Finding main idea.** Finding main idea is another students' problem. Of course, this skill is dependent; it has a close relation to the previous problems,



especially *finding sentence relation*. The case is that the students knew the individual sentences in a paragraph, but they had difficulty to catch the main idea of the paragraph.

- 7. Passage organization.** Passage organization is one way to comprehend the whole text as one unified text. The ability to see the relationship among ideas in a passage or recognize the structure that ties the sentence together can enhance comprehension. Unfortunately, the data show that many students lack this skill.

#### **2.5.4 Rhetorical Structure**

Rhetorical structure means the characteristic of a text especially on the use of language devices. These devices are also called cohesive ties, a term for one occurrence of a pair of cohesive related items. Every language has a property that makes a text coherent to form a unified whole.

For some students, foreign language learners, these features are sometimes considered difficult to identify. They had difficulty to see this relation so that they could not see a text as a unified whole. However, it is rather difficult to identify students' weakness in terms of language devices or cohesive property. Some data had been identified to show how the students had difficulty in cohesive structures.

1. The data reveal that some students seem to read word by word and try to find the meaning of each word. In terms of reference, they tried to differentiate between the references "it", as a personal pronoun and impersonal pronoun.

2. The students seem to have difficulty to deal with cataphoric references. To them, this reference is uncommon because it refers forward; the referent has not been mentioned when the reference occurs for the first time.
3. Surprisingly, many students still had difficulty to find the referent of the pronoun “it” and they did not know where it referred to. This happens because the pronoun “it” occurs in a long complex sentence that made it difficult to identify its referent. Similar problems were found even though the references are simple, such as, *we, that, all.* etc. The student must have thought that a referent is always one word, a single object or a person. In fact, a reference can refer to a phrase, sentence, situation, and condition as well.
4. Related to item (3), it was found that the students had difficulty to work out the referent related to context situation. At this point, they must have limited sense of cohesive devices so that they had difficulty to see the relationship among sentences and in turn, they have difficulty to find the main idea of a paragraph.

Based on the explanation above, those are the main factors that can influence students' learning reading achievement. Therefore, in analyzing the factors are contributing in comprehension reading text the researcher will use those factors as guidance in the interview.

## **2.6 Concept of Text**

Text is one of the main elements that plays a significant role in communication. People communicating in language do not do so simply by means of individual words or fragments of sentences, but by means of texts. According to Eriyanto (2001), text is most likely to discourse, however, text is delivered in a written

form only. There are two main categories of text namely literary and factual. Literary texts are text constructed to appeal emotion and imagination, for example, stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and descriptive. Not all the texts are the same. Some factors which accounts for the differences in texts are the purpose for which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. In this research, the researcher will use descriptive text for her reading test.

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (Kane, 2000). Based on the Kane's statement, it could be inferred, descriptive text is a text that is used to describe a particular thing, person, or place. It talks about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother you have to write her physical features, such as how is her hair, nose, lips, checks, body, her personality, and other descriptions.

In this case, the definition of description can be concluded as description of how something is or how it seems, or how it looks like. Langan (2008:179) who states that when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you must observe and record specific details that appeal to your reader's sense (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp and colorful details. It means that what a writer write in his description paper or text must contain of details information about what he describes so that the reader can see, feel, hear, smell, and touch what he describe in his writing. By having the details information about what he describes, the reader can imagine your description as real as possible.

Example:

#### My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables.

When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I do not wanna lost my rabbit because I love him very much.

### **III. RESEARCH METHOD**

This chapter discusses the following points: research design, population and sample, research instruments, data collecting technique, data analysis, and credibility of the data

#### **3.1 Research Design**

This research was descriptive qualitative design. Descriptive research included surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 2004:3). Qualitative approach in research is concerned with subjective assessment of attitudes, opinions, and behavior (Kothari, 2004:5). In this study, researchers would be looking for facts about the difficulties of reading comprehension text and the factors contributed in comprehending reading text. Suparman (2009) states that qualitative research reports the result obtained from qualitative analysis through detailed descriptions of the processes, which the researchers used in arriving at the categories and patterns of the research. This descriptive research is conducted to describe systematically about the fact and characteristics of the subject (the students of SMKN 1 Simpang Pematang). The researcher used the descriptive research method because she tried to describe kinds of difficulties students faced in comprehending English reading text.

### 3.2 Research Participant

The participant of this research was the students of the first grade at SMKN 1 Simpang Pematang in the 2020/2021 academic year. The researcher chose SMK as the research participant because they mostly focused on the material and practical depend to their majors. Therefore, general subject like English is often underestimated. Moreover, it is uninteresting for them. The problem caused is students are lack of English language skills especially reading, so the researcher chose SMKN 1 Simpang Pematang as the participant in the thirteenth curriculum (K13), specifically at the first grade class because the students study descriptive text in the first semester.

There are four majors studied by the first grade of SMKN 1 Simpang Pematang, they were X ATP (*Agribisnis Tanaman Perkebunan*), X TKR (*Teknik Kendaraan Ringan*), X Akuntansi, dan X TKJ (*Teknik Komputer dan Jaringan*). This sample is using purposive sampling and X TKJ was chosen. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). The necessity was the class of X TKJ had the most balance students based on the gender (male and female) quantity rather than any other classes in the school. Therefore, the research would be valid if there is no one-sidedness result. Besides, the class placed the lowest score in English subject. In addition, the class was in accordance with the objectives to achieve by the researcher.

### 3.3 Research Instruments

In conducting this research, the researcher needed some instruments to obtain data to be analyzed. The main instrument of this research is interview. It is to find out the factors that are contributing in comprehending the English reading text. The researcher used guided interviews in order to get deeper information and in accordance with the researcher's purposes. However, the researcher conducted a reading test to find out the dominant types of difficulties in reading.

Reading Text In conducting reading test, the researcher would be helped by English teacher of SMKN 1 Simpang Pematang as the partner in conducting reading test. The items of reading text and syllabus in line with the curriculum being applied at the school.

**Table 3.1 Reading Comprehension Aspects**

No	Aspects	Items Number	Total Item
1.	Determining main idea	1, 6, 8, 11, 22	5
2.	Detailing information	7, 13, 14, 15, 16	5
3.	Making inference	4, 5, 12, 17, 18	5
4.	Locating reference	3, 9, 19, 20, 23	5
5.	Understanding vocabulary	2, 10, 21, 24, 25	5
<b>Total</b>		<b>25</b>	

Specification of Content Reading Comprehension Test:

1. Identifying main idea 20%
2. Finding specific information 20%
3. Interpreting problems/ Inferences 20%
4. Understanding vocabulary 20%
5. Making a generalization/ References 20%

Total 25 Items 100%

Therefore, here is the interview aspects:

**Table 3.2 Interview Aspects**

No	Aspects	Items Number	Total Items
1	Students' Background	1, 2, 16, 17	4
2	Vocabulary Problem	13, 14, 15	3
3.	Sentence Problem	3, 4, 5, 6, 11	5
4.	Rhetorical Structure	7, 8, 9, 10, 12	5

The research instrument that the researcher used had been validated by the experts, previously the researcher provided 50 questions for the reading test which were adopted from the previous researcher and 17 questions for the interview made by myself. After that, the researcher input from the experts, the reading test provided was too difficult if it would be tested on SMK students and the number of questions was too much. It was better if the researcher collaborated with the teacher to made reading test questions, according to the syllabus used in SMK, and for the number of questions it was better to cut it off, make sure that all aspects of reading that the researcher was aiming for included in the reading test. Therefore, the researcher decided to give 25 reading test questions with five aspects, and each aspect consisted of five questions. Meanwhile, the interview questions must be adjusted to the factors that affect students' English language skills.

### **3.4 Data Collecting Technique**

The data in this research was students' reading test and interviews' result. The data in this research was reading test and interviews' result. There were some steps to collect the data as follows:



1. Preparing

Preparing the instrument of the research. The instrument was gives in the form of reading test.

2. Distributing

The reading test will be distributed to the students and the time in 60 minutes for them to do the reading test.

3. Submitting

After the students already finished their test, the results of their works will be collected.

4. Analyzing data

The data analysis was used to find out the difficulties in reading are faced by the students in reading test.

5. Conducting interviews

Conduct the interviews with each participant.

6. Analyzing interview's result

The interview data will be used to analyze the factors are contributing in reading based on the results of individual interviews.

### **3.4.1 Determining the population and selecting the sample**

The population in this research were students of the first grade at SMKN 1 Simpang Pematang. The research sample was 25 students in the first grade who were selected by purposive sampling.

### **3.4.2 Reading Test**

The reading test consists of 25 items of reading test. The researcher would give 60 minutes for doing the test. The test was held in the first subject of the day.

Following were the steps in doing reading test:

1. Determined the situation for students' task
2. Prepared the reading test papers for the students
3. Distributed the reading test papers and asking the student to do the test in 60 minutes.
4. Collected the students' reading test papers.
5. Assessed the students' reading test.
6. Classified student based on the score.

### **3.4.3 Interview**

Besides reading comprehension test above, the researcher would used an interview toward students that the aim was to recognize students' reading comprehension difficulties. The interview would take 10 students that spent 3 until 5 minutes every student with 17 general questions. The interview was administered outside the classroom to avoid the interference from other students and to maintain the concentration of the students being interviewed. The steps of interview could be seen as follows:

1. Gathered the students who were being chosen by the researcher randomly.
2. The students given several questions.
3. Recorded the student interview.
4. Transcribed all the conversations in interview.

5. Coded the transcription by looking the similarity of students result interview with the factors were contributing to the difficulties in comprehending English reading text
6. Analyzed the data using four classification factors are contributing to the difficulties in comprehending English reading text.
7. Made the report of the research.

### **3.5 Data Analysis**

Miles and Huberman state that qualitative analysis used the word that was arranged in the text. They were data reducing, data displayed and conclusion.

#### **3.5.1 Data Reducing**

It was the process of choosing, focus on simplifications, abstracting and transformation of hard data was written notes that were found in the field. Reducing the data was type analysis that made sharpen, categorize, direct, eliminated the data and organize the data to get the conclusion and verification. It means the researcher chose the important data that had been collected. Then, researcher categorized the data related to the difficulties faced by students and factors causing the students difficulties in comprehension English reading text at first grade of SMKN 1 Simpang Pematang in Academic Year 2020/2021. The data got from test and interview. In this, the researcher made an abstracting the data.

#### **3.5.2 Data Displayed**

After reduced the data into the most important, the data were then displayed. The data were displayed in narrative style. The narration of the data allowed talking

conclusion of the study. In presented the data, the researcher described the data in the form of description or narration. The researcher categorized the student comprehension of the reading text with getting the appropriated percentage from the student comprehension of the reading text. To get the percentage the researcher used the following formula:

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

P = Percentage

F = Frequency of Difficulties

N = Number of Aspect

100 = Permanent Number

### **3.5.3 Analyzing interviews' results**

After the researcher analyzed the students' difficulties in reading text, the researcher analyzed the interviews result from each participant. In analyzing the results of the interview, the researcher transcribed the results of the verbal interview into the written form. After that, the researcher classified the students' perceptions into several types regarding the four factors contribute to the difficulties in comprehending English reading text.

### **3.6 Credibility of The Data**

In this study, the researcher used a qualitative descriptive research method in analyzing students' difficulties in reading and the factors were contributing in comprehending reading text. Although this research was qualitative research, it must meet several criteria so that the research results could be accepted and in accordance with reality. Moreover, the data must be valid and reliable. According to Setiyadi (2006: 209) stated that in qualitative research, the ability of researchers

to collect data is needed because the role of researchers such as analyzing and interpreting data will determine the quality of the data collected. Therefore, in qualitative research the researcher must focus on how data was collected and how to analyze the data, because it was a priority in qualitative research so that the research could be accepted. Setiyadi (2006: 196) stated that trustworthiness in qualitative research was assessed from three main criteria: consistency, credibility, and transferability.

In this research, the researcher used the triangulation of method to get validity of the data. This method is comparing and checking the validity of the data collected in different time and technique of data collection. The researcher did an interview with the students who were getting lower scores. The researcher interviewed the students in that school about their difficulties in comprehending the reading text. This means, the validity is getting through many perspectives of the informants (students). There were 17 bullets for the students to answer.

Next is the credibility of the test and the tests' results. The researcher adapted the test from the English book of first grade students in the curriculum of 2013, with the material of descriptive text.

## V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the conclusions of the research and several suggestions are drawn based on the previous chapter and related to the problem formulated in the first chapter.

### 5.1 Conclusion

After analyzing the result of the students' difficulties and the factors contributing to the difficulties in comprehending English reading text at the first grade students of SMKN 1 Simpang Pematang, the researcher draws the conclusion based on the result of the data.

1. There are five types of students' difficulties in comprehending English reading text. They are understanding vocabulary with 89 mistakes (23,1%), locating reference with 88 mistakes (22,8%), making inference with 86 mistakes (22,3%), determining main idea with 63 mistakes (16,4%), and detail information with 59 mistakes (15,3%).
2. There are four factors causing the students difficulties in comprehending English reading text. There are students' background, vocabulary problem, sentence problem, and rhetorical structure. The most dominant factor is students' background, dealt with their school department, mother tongue, and

their motivation to learn English, while the least is sentence problem, dealt with their laziness to read long and complex sentences.

## **5.2 Suggestions**

The researcher also proposed some suggestions for teaching learning process in reading sessions.

### **1. For the teacher**

These suggestions are very useful for the English teachers, especially for the English teacher at the first grade students in SMKN 01 Simpang Pematang. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students' difficulties in comprehending the reading text. The teacher should identify and teach the vocabulary that related to the text to be learnt before the students read the text. It will make the students easy to understand the text. The teacher allows the students to take more exposes in expressing their ideas and always make them to be active students by participating them in every session in the learning process. The teachers manage the time carefully supposed they get right material proportion.

### **2. For the students**

The students have to increase their vocabulary, by reading English textbook, find the meaning, and memorize a lot of vocabulary. The students have to study more in reading English text to improve their ability to read skill. The students must be able to understand the reading of the descriptive text in their English practice. The students can add their vocabulary to understand in English text. The students must participate actively in the class.

### 3. For further researchers

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the student' difficulties in reading comprehension.



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