

AN ANALYSIS ON STUDENT'S DIFFICULTIES IN READING COMPREHENSION AT SMKN 1 BANGKINANG

**Wida Rianti, Masdelima, Resky Ayu, Armiati, M. Alifunnas, Indah Nabila,
Miftahul Jannah, Resky Ayu**
Universitas Pahlawan Tuanku Tambusai, Riau, Indonesia
E-mail: widia19aurora@gmail.com

Abstrak

Penelitian ini berkaitan dengan kesulitan siswa dalam membaca pemahaman. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam membaca. Penelitian ini merupakan penelitian deskriptif. Populasi penelitian ini adalah siswa kelas XI semester dua SMKN 1 Bangkinang. Sampel penelitian ini terdiri dari 24 siswa. Penelitian ini dilakukan dengan menggunakan kuesioner. Temuan dari penelitian ini menunjukkan bahwa siswa mengalami kesulitan dalam membaca kalimat dan teks yang panjang, kosakata, tata bahasa, mengetahui latar belakang, dan konsentrasi adalah masalah utama yang dihadapi oleh siswa kelas XI SMKN 1 Bangkinang.

Kata kunci: *Kesulitan, membaca pemahaman*

Abstract

This research is related to student's difficulties in reading comprehension. The purpose of this study is to determine the student's difficulties in reading. This research is descriptive research. The population of this research is the second semester students of class XI of SMKN 1 Bangkinang. The sample consist of 24 students. This research was conducted using a questionnaire. The finding of the study showed that the student had difficulty long sentence and text, vocabulary, grammar, knowing the background, and concentration are the main problem faced by students class XI of SMKN 1 Bangkinang.

Keywords: *Difficulties, reading comprehension*

INTRODUCTION

Language is a communication tool used by people to communicate with each other. With language it will be easy to express opinions, ideas, feelings, etc. There are many languages in this world. English is the language used as an international

language. English is very important and has many relationships with various aspects of everyday human life. Many people want to learn English so they can communicate well and be able to go abroad. In Indonesia, English is a foreign language and is taught formally from elementary school to university level. There are four basic skills that must be mastered by students in school namely listening, speaking, writing, and reading skills.

Grabe and Stoller (Talebi & Maryam, 2015) who claimed that Reading is the skill of understanding what is written and accurately interpreting the information in a text. According to (Selong, 2019), reading is an active activity that involves plenty of effort and abilities as students attempt to make sense of the text and visual information they have read. According to (Jayanti, 2016), reading is a complicated active mentality-related action that aims to understand the meaning of written material.

According to (Kasim & Raisha, 2017), reading comprehension is the process of comprehending literature through the interplay between the text and the reader's prior knowledge in order to extract information from the text. According to (Alowalid, A., Mujiyanto, J., & Bharati, 2018), reading comprehension is the capacity to understand the text's material and accurately interpret its meaning.

Reading comprehension, according to (Oakhill et al., 2014), is a difficult endeavor that calls on the coordination of several distinct cognitive talents and aptitudes. The ability to read text, assimilate it, and comprehend its content is what is meant by reading comprehension (Widyaiswara et al., 2021). The aptitude for drawing inferences is one of the traits and abilities that affect a person's capacity to comprehend the material. The ability to read text, assimilate it, and comprehend its content is what is meant by reading comprehension. The traits and abilities of an individual, including their capacity for inference, have an impact on how well they can interpret the text.

The process of communicating ideas from the author's mind to the reader's mind involves reading comprehension. This process involves the transmission of an idea from one mind to other and hence a difficult task (Ningsih, 2017)

Difficulty is state or quality of being hard to do or to understand (Hornby, 2006). The difficulty is that students make mistakes during the teaching and learning process. It happens because the students don't know or grasp the content that the teacher has explained, or because they are confused about it. In this instance, difficulty refers to the fact that it is difficult for the students to understand English reading content. There are two categories of factors that cause students' problems: internal and external. Physical, intellectual, and psychological factors are internal. While factor external including the home and school environment (Hidayati, 2018).

The second semester of SMKN 1 Bangkinang Based on the Interview with the student at the second semester of English Students' difficulties like lack vocabulary, not understand of the meaning, Difficulties in reading comprehension, and grammatical structure. In which the class will become the research sample, because it is based on interviews with class members about difficulties in reading comprehension and need to be analyzed. Therefore, researchers are curious to conduct a study entitled, "Analysis students' difficulties in Reading Comprehension."

Several researchers have conducted research about student's difficulties in reading comprehension. The first was conducted by (Septia et al., 2022), it employed a descriptive qualitative approach. The difficulties of the students were examined when the test results for the students were known. Inference-making questions (45,34%), vocabulary questions (47,84%), and major concept questions (53,67%) were the most challenging for the students to answer..

The second research was conducted by (Mardhani et al., 2021), the population of this study consisted of 25 students in the ninth grade and an English teacher from Mts Muhammadiyah 01 Randublutung for the academic year 2021–2022. Based on the results of examinations that students took, it can be concluded that up to 11.08% of them struggled to identify the key theme in their answers. 29.55% of students struggle to discover specific knowledge while answering questions (scanning). 30.40% of students report having trouble drawing inferences or drawing conclusions from their

answers. 11.93% of students struggle to identify references while answering questions. Last but not least, 17.05% of students have trouble answering questions correctly and comprehending the meaning of the words.

The third research was conducted by (Babu, 2020), 64 students from MTs Darel Hikmah Pekanbaru in the ninth grade made up the research sample. The fourth indication was found to be the most difficult component of reading comprehension, according to the results. The researcher used documentation to obtain the data, which she subsequently examined using descriptive statistics generated by the Ms. Excel application. Students have difficulties detecting references, with a proportion of 90.63%.

The reason the researcher choose the title an analysis on student's difficulties in reading comprehension at the second semester of SMKN 1 Bangkinang was that the researcher wanted to see the students' difficulties in reading comprehension.

The researcher has a very limited ability to study all the problems which have been identified. Therefore the study only focuses on an analysis Students Difficulties in Reading Comprehension at the first semester of SMKN 1 Bangkinang the research question is "What are Students" difficulties in reading comprehension at Class XI of SMKN 1 Bangkinang.

METHOD

The research design of this study employs descriptive qualitative research. In (Larasati, 2019), Miles & Hubermen state that a qualitative research involves the gathering, examination, and interpretation of visual and comprehension reading data in order to obtain knowledge about a particular topic of interest. The researcher in this instance concentrates on an examination of students' difficulties in reading comprehension in class XI at SMKN 1 Bangkinang.

Participant

The participant of this research was students at class XI of SMKN 1 Bangkinang. The sample consist of 24 students.

Instrument

A questionnaire is a research tool made up of a number of questions intended to elicit information from respondents. (Sugiyono, 2017) Defines a questionnaire as a data gathering method in which respondents are asked a series of questions or statements.

In this study on reading comprehension knowledge in English learning, the researcher made 18 statements. In this study, the researcher provides a questionnaire to get more viewpoints and information on potential learning influences, as well as to corroborate the teacher's response.

Data Analysis

First, Coding, which is the initial stage in data analysis, is referred to as an open code, a start code, or a temporary code. The most popular method is to scan the data and sort it by discovering units of meaning such as words, phrases, and sentences that are simple to learn. Second, data reduction is a procedure that is used to decrease data that is repeated. "Reducing data implies summarizing, selecting the primary, concentrating on what is crucial, identifying the issue, and forming" And at this point, researchers collect information from teacher interviews. Third, data presentation is the stage of data analysis that comes after data reduction. This is the procedure for presenting data in a tabular or essay format so that you may comprehend it better. The last, conclusion: At this point in the data analysis process, conclusions are being drawn. Here, researchers begin to understand the data. The researcher compares all items with the same code, then groups these categories and determines the relationships between them.

FINDINGS AND DISCUSSION

The subject of the research is confined to class XI at SMKN 1 Bangkinang, and the researcher employed a questionnaire to examine the students' reading comprehension issues. The questionnaire was delivered to 24 students from the subject's class of 24 students. The study's goal is to identify students' difficulties in reading comprehension in class XI at SMKN 1 Bangkinang.

Findings

This questionnaire was delivered to second semester students of class XI SMKN 1 Bangkinang by the researcher, who used a Google form or online questionnaire. The questionnaire was prepared by the researcher from the 24 students who filled out this questionnaire in order to obtain more precise data concerning reading comprehension challenges. The researcher used a liker scale (strongly agree, agree, less agree, disagree, and totally disagree), and the questionnaire has 18 statement items.

Table1. Questionnaire 1

Statement	Option	F	%
Understand long sentence and text, difficult for me because lack of vocabulary	Strongly agree	4	16,7 %
(memahami kalimat	Agree	17	75 %
Statement	Less agree	1	4,2 %
I find it difficult to understand long sentence and text because less of grammar mastery (saya merasa kesulitan dalam memahami kalimat dan teks yang panjangkarna kemampuan grammar saya yang kurang)	Disagree	2	8,3 %
	Totally disagree	0	0 %
<hr/>			
Total			
<hr/>			
<i>danteks yang panjang sulit bagi saya karena kurangnya kosakata)</i>			
Total		24	100 %

Four students chose strongly agree in this table. Because of a lack of vocabulary, it was difficult to interpret extended sentences and texts. Many students who chose this option agree that there are seventeen students. Students who chose agree are unable to grasp the term because they have a restricted vocabulary, making it difficult for them to comprehend extended sentences and texts. One student chose less agree because they believe they are capable of understanding extended sentences and texts. Then any students who chose disagree, which is two students who are the same but agree less. Finally, there were no students who chose to totally disagree. It may be argued that understanding extended sentences and texts is difficult for students due to a lack of vocabulary.

Table2. Questionnaire 2

Statement	Option	F	%
I find it difficult to understand long sentence and text because less of grammar mastery (saya merasa kesulitan dalam memahami kalimat dan teks yang panjangkarna kemampuan grammar saya yang kurang)	Strongly agree	3	12,5%
	Agree	18	75 %
	Less agree	1	4,2 %
	Disagree	1	8,3 %
	Totally disagree	1	0 %
Total		24	100 %

Three students chose strongly agree in this table. Because of a lack of grammatical proficiency, it was difficult to interpret extended sentences and texts. Many students who chose this option agree that it is eighteen students. They are unable to structure the phrase and content since they are solely focused on the grammar mastery formula. Because the students comprehend the dilemma in the statement, they chose less agree that is one student. And one student chooses to disagree since the students believe they are capable of understanding big sentences and texts. Finally, one student chose to completely disagree because the students had no trouble with grammar

and long texts. It may be stated that students' difficulties in reading comprehension are caused by their inability to grasp extended sentences, texts, and grammar.

Table3. Questionnaire 3

Statement	Option	F	%
I find it difficult to remember what I read in long sentence and text	Strongly agree	2	8,3 %
<i>(saya merasa kesulitan untuk memngingatapa yang saya baca ketika kalimat dan teks panjang) grammar saya yang kurang)</i>	Agree	17	70,8 %
	Less agree	3	12,5 %
	Disagree	1	4,2 %
	Totally disagree	1	4,2 %
Total		24	100 %

Two students chose strongly agree in this table. They strongly agree since long sentences and texts make it harder for them to memorize what they read. Many students who believe that there are seventeen students suggests they are having problems remembering what they have read since texts that are excessively long make it harder for them to memorize. Because the students understood how to retain long sentences and texts, they chose three students to agree. And one student chooses to disagree since the students believe they are capable of remembering what they read in long sentences and paragraphs. Finally, one student chose to totally disagree since the students had no issue remembering what they read in long sentences and paragraphs. It may be argued that students' difficulties in reading comprehension stem from their inability to retain what they read in extended sentences and texts.

Table 4. Questionnaire 4

Statement	Option	F	%
I find it difficult to understand the reading text before knowing the topic	Strongly agree	3	12,5 %
<i>(saya merasa kesulitan</i>	Agree	16	75 %

<i>saat memahami teks bacaan sebelum mengetahui topiknya)</i>	Less agree	3	66,7%
	Disagree	1	4,2 %
	Totally disagree	1	4,2 %
Total		24	100 %

Three students chose strongly agree in this table. It was difficult for them to grasp the reading text before they knew the topic, which indicates they have trouble understanding a text before they know the topic, since if the topic is understood first, they will understand the reading text. The students who choose to agree that there are sixteen students indicates they will have difficulty understanding what text is discussed since they will not be able to read the text if they do not know about that issue. Because the students comprehend before they grasp the issue, the students who chose less agree that it is three students. And one student chooses to disagree since the students believe they are capable of understanding the reading material before learning about the issue. Finally, one student chose to totally disagree since students do not need to grasp the topic first in order to appreciate a work. It may be inferred that understanding the reading text prior to comprehending the topic is the source of the pupils' difficulty with reading comprehension.

Table 5. Questionnaire 5

Statement	Option	F	%
Knowing the background is important when I want to read a text(<i>mengetahui latar belakang itu penting ketika saya ingin membaca sebuah teks</i>)	Strongly agree	6	66,7 %
	Agree	16	66,7 %
	Less agree	1	4,2 %
	Disagree	1	4,2 %
	Totally disagree		
Total		24	100 %

Six students indicated in the table that they strongly agree. When reading a book, it is crucial to understand the context. There are sixteen students, according to the

students that vote. It implies that readers must be aware of the context before reading a document in order to understand its contents. Any students who select disagree that is one student because they feel it is not vital to know the background when they wish to read a book, and the students who choose less agree that is one student since it is less important for them to know the history. None of the students who chose the final option totally disagreed. It may be argued that when students try to read a material and understand it without first knowing the context, reading comprehension becomes harder for them.

Table 6. Questionnaire 6

Statement	Option	F	%
I fell confuse while reading when I don't know the background (<i>saya merasa bingung saat membaca ketika saya tidak tahu latar belakangnya</i>)	Strongly agree	2	8,3 %
	Agree	17	70,8 %
	Less agree	3	12,5 %
	Disagree	1	4,2 %
	Totally disagree	1	4,2 %
Total		24	100 %

This table show two students choose strongly agree. They confuse while reading when they don't know the background. The students who choose agree that is seventeen students, because if they already know the background it will make them understand more and not be confused in understanding text. It means they must be knowing the background so they don't get confused when they read text. The students who choose less agree that is three students, because it is the students don't get confused even if they don't know the background. And any students choose disagree that is one students because the students feel not confuse while reading when they don't know the background. And the last there were one students who choose totally disagree, because they don't get confused even if they don't know the background. It can be concluded that they confuse while reading when they don't know the background.

Table 7. Questionnaire 7

Statement	Option	F	%
When I have difficulty understanding the reading text I become lazy to read	Strongly agree	2	8,3 %
<i>(ketika saya kesulitan dalam memahami teks bacaan saya menjadi malas untuk membaca)</i>	Agree	17	70,8 %
	Less agree	1	4,2 %
	Disagree	3	12,5 %
	Totally disagree	1	4,2 %
Total		24	100 %

These table shows two students choose strongly agree. They difficulty understanding the reading text they become lazy to read .The students who choose agree that is seventeen students. It means when they have difficulty understanding the reading text they become lazy to read. The students who choose less agree is one student, because it is the students don't get lazy even if they don't understand the text. And any students choose disagree that is three students because the students feel not lazy while reading when they don't understand the text. And the last there were one student who choose totally disagree, because they feel capable to reading more event don't understand the text.

Table 8. Questionnaire 8

Statement	Option	F	%
I understand reading material so far <i>(saya memahami pembelajaran membaca yang diajarkan selama ini)</i>	Strongly agree	5	20,8 %
	Agree	15	62,5 %
	Less agree	3	12,5 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

This table show five students choose strongly agree. They understand reading material so far. The students who choose agree that is fifteen students. It means they are that only know reading material just basic but not knowing the reading strategies

because they have to know and learn strategies in reading comprehension. The students who choose less agree is three students, it means they don't understand the reading strategies that have been so far. And any students choose disagree that is one students because the students feel not understand reading material so far. And the last there were no students who choose totally disagree. It can be conclude the students have difficult to understand reading material so far.

Table 9. Questionnaire 9

Statement	Option	F	%
I have my own strategy to understand reading text (<i>saya mempunyai cara untuk mengertisebuah teks</i>)	Strongly agree	7	29,2 %
	Agree	15	62,5 %
	Less agree	1	4,2 %
	Disagree	1	4,2 %
	Totally disagree		
Total		24	100 %

This table show seven students choose strongly agree. They have understand reading text by using their own strategies. The students choose agree that is fifteen students that includes them knowing basic reading comprehension, because it's better for them to have their own strategy that not understanding at all in reading. The students who choose less agree is one students, it means the students do not have their own strategies to understand a text. And the last there were no students who choose totally disagree. It can be conclude most students have they own strategy to understand reading text.

Table10. Questionnaire 10

Statement	Option	F	%
I read slowly and carefully to make sure I understand what I am reading (<i>saya membaca perlahan dan hati hati untuk memastikan saya mengerti</i>)	Strongly agree	6	25 %
	Agree	15	62,5 %
	Less agree	1	4,2 %
	Disagree	2	8,3 %
	Totally disagree	0	0 %
Total		24	100 %

These table shows six students choose strongly agree. They have read slowly and carefully to make sure understand what they are reading, the students choose agree that is fifteen students this means they have to read slowly and carefully so that they better understand a reading text means they believe that by reading slowly and carefully they can understand a text. Many students who choose less agree that is one student they don't feel the need to be too careful when reading a text. And any students choose disagree that is two students because the students not understand for the statement. Meanwhile there were no students who choose totally disagree. It can be concluded read slowly and carefully to make sure they understand what they read.

Table11. Questionnaire 11

Statement	Option	F	%
When text become difficult, I read it to increase my understanding (<i>ketikateks menjadi sulit saya membacanyakembali untuk meningkatkan pemahaman saya</i>)	Strongly agree	9	37,5 %
	Agree	13	54,2 %
	Less agree	1	4,2 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

This table show nine students choose strongly agree. They feel text become difficult they read it to increase their understanding. Many students who choose agree that is thirteen students, means when reading difficult students read them again and

again to improve their understanding when reading a text. Many students who choose less agree that is one student they don't feel. When text becomes difficult, they read it to increase their understanding. And any students choose disagree that is one student, because the students feel capable to understand the text without reading it again. Meanwhile there were no students who choose totally disagree. It can be concluded that when text become difficult, they read it to increase their understanding.

Table12. Questionnaire 12

Statement	Option	F	%
When reading, I translate from English into my native language (<i>saat membaca saya menerjemahkandari bahasa inggris ke bahasa asal saya</i>)	Strongly agree	5	20,8 %
	Agree	14	58,3 %
	Less agree	3	12,5 %
	Disagree	1	4,2 %
	Totally disagree	1	4,2 %
Total		24	100 %

These table shows five students choose strongly agree. That it when reading, they translate from English into native language. Many students who choose agree that is fourteen students, it mean, when reading they translate from English into native language by translating English into the native language, students are easier to understand the text. Many students who choose less agree that is three students they don't feel if translate from English into their native language the wrong way. And any students choose disagree that is one student, because the students feel capable to understand the text without translate from English into native language. And the last there were one student who choose totally disagree it means without translate from English into native language the students understand. It can be concluded that when reading, they translate from English into their native language.

Table13. Questionnaire 13

Statement	Option	F	%
Summarize reading text material inmy own word (<i>meringkas materi teks bacaan dengan kata kata sayasendiri</i>)	Strongly agree	4	16,7 %
	Agree	18	75 %
	Less agree	1	4,2 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

This Table show four students choose strongly agree, it mean summarizingin their own word is very good strategy to better understanding a text. Many students who choose agree that is eighteen students. It mean Summarize reading text material in they own word is a good strategy to better understand the content of a text. Many students who choose less agree that is one students they don't feelif Summarize reading text material in their own word is less strategy. And the last there were no students who choose totally disagree. It can be conclude summarize reading text material in own word is a strategy that can help them understand a text well.

Table14. Questionnaire 14

Statement	Option	F	%
I have trouble concentrating whilereading (<i>saya merasa sulit konsentrasi saat membaca</i>)	Strongly agree	1	4,2 %
	Agree	17	70,8 %
	Less agree	5	20,8 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

This table show one students choose totally agree. It means they have trouble concentrating while reading. Many students who choose agree that is Seventeen students, good concentration is very necessary, without concentration students will find it difficult to understand the contents of a text. Many students who choose less

agree that is five students they don't feel have trouble concentrating while reading. And any students choose disagree that is one students, because the students not have problem trouble concentrating while reading. And the last there were no students who choose totally disagree. It can be conclude trouble concentrating while reading is student's difficulties in reading comprehension.

Table15. Questionnaire 15

Statement	Option	F	%
I find it difficult to concentrate reading long texts (<i>saya merasa sulit konsentrasi saat membaca teks yang panjang</i>)	Strongly agree	5	20,8 %
	Agree	15	62, 5 %
	Less agree	2	8,3 %
	Disagree	2	8,3 %
	Totally disagree	0	0 %
Total		24	100 %

These table shows five students choose strongly agree. that is they find it difficult to concentrate reading long text, Many students who choose agree that is fifteen students, it mean reading a text is sometimes difficult to concentrate especially if the text is a long text, many factors make it difficult to concentrate when reading a text including lack of vocabulary, grammar and lazy to read it. Meanwhile there were no students who choose totally disagree. The students who choose agree means they find it difficult to concentrate reading long texts because when a long reading text is not only difficult to understand but also difficult to Concentrate read it. It can be conclude they find it difficult to concentrate reading long texts.

Table16. Questionnaire 16

Statement	Option	F	%
I find difficult to concentrate in understand the text	Strongly agree	5	20,8 %
	Agree	15	62, 5 %

because of less of	Less agree	2	8,3 %
vocabulary (<i>saya</i>	Disagree	1	4,2 %
<i>merasa sulit</i>	Totally	1	4,2 %
<i>konsentrasi saat</i>	disagree		
<i>memahami teks karena</i>			
<i>kurangnya kosa kata)</i>			
Total		24	100 %

These table shows five students choose strongly agree. That is find difficult to concentrate in understand the text because of less of vocabulary. Many students who choose agree that is fifteen students its mean they difficult to understand if they read text because they lack vocabulary and concentration. Many students who choose less agree that is two students because they mastery the vocabulary and understand of the text. And any students choose disagree that is one students, because the students not have difficult to concentrate in understand the text because of lack of vocabulary. Meanwhile there were one students who choose totally disagree. It can be conclude that they find difficult to concentrate in understand the text because of less of vocabulary.

Table17. Questionnaire 17

Statement	Option	F	%
I try to get back on track when I lose concentration	Strongly agree	6	25 %
<i>(saya mencoba kembali ke jalur ketika saya kehilangan konsentrasi)</i>	Agree	14	58,3 %
	Less agree	3	12,5 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

These table shows six students choose strongly agree. That is try to get back on track when I lose concentration. Many students who choose agree that is fourteen students. The students who choose agree means they are try to get back on track when they lose concentration. Many students who choose less agree that is three students

because when they lose concentration they don't need to get back on track. And any students choose disagree that is one students, because the students not have difficult to concentration when they lose concentration. Meanwhile there were no students who choose totally disagree. It can be conclude that they try to get back on track when they lose concentration.

Table18. Questionnaire 18

Statement	Option	F	%
When I lose concentration, I find it difficult to conclude the content of reading (<i>ketika saya kehilangan konsentrasi saya merasa kesulitan saat menyimpulkan hasil bacaan</i>)	Strongly agree	5	20,8 %
	Agree	14	58,3 %
	Less agree	4	16,7 %
	Disagree	1	4,2 %
	Totally disagree	0	0 %
Total		24	100 %

These table shows five students choose strongly agree. That is When they lose concentration, their find it difficult to conclude the content of reading Many students who choose agree that is fourteen students, it means When they lose concentration, they find it difficult to conclude the content of text. Many students who choose less agree that is four students because they concentrate while reading. And any students choose disagree that is one students, even though a one student loses concentration, it is not difficult to conclude the reading. Meanwhile there were no students who choose totally disagree. It can be concluding that when they lose concentration, their find it difficult to conclude the content of reading.

DISCUSSION

In this research, the research finding the problem by 24 students class XI at SMKN 1 Bangkinang. From the data obtained, most of the students chose "Agree" with the statement that they had difficulty in learning to read. Understanding based on

criteria that are in accordance with existing theories, including difficulty in understanding long sentence and texts, difficulty in background knowledge, difficulty in reading strategies, and difficulty concentration.

The result of research through questionnaires. The first result, the students have difficulty understanding a long sentence and text because they have difficult vocabulary and grammatical. This is the theory from (Fajar, 2009). The student's difficulty in understanding long sentence and text. The second result the students have difficulty that is caused by limited background knowledge, this is the theory from (Fajar, 2009). The third result difficulty in reading strategies, Fourth result, and difficulty concentration theory from (Fajar, 2009).

CONCLUSION AND SUGGESTION

Based on analyzed data there are the students get difficulties, it can be conclude that the result of students get problem to look for the difficult to understanding long sentence and text because lack of vocabulary, grammar and remember, difficult to understand the reading text before knowing the topic and background, students read slowly and carefully, reread, summarize in they own word, translate English into their native language, to understand the text and difficulty in concentration.

The students have to increase their vocabulary and grammar, by reading English textbook, find the meaning and memorize a lot of vocabulary and grammar.

To prepare their students to know the importance of communication skill and put good strategies to teach. It will train them to ask and answer. Teacher must also be more aware of the problems faced by their students.

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. The researcher hopes the next researcher will apply a strategy or method to solve the student's difficulties in reading comprehension.

REFERENCES

- Alowalid, A., Mujiyanto, J., & Bharati, D. A. L. (2018). The linguistic factors that affect poor reading comprehension among Libyan students. *English Education Journal*, 8(2), 229–240.
- Babu, H. (2020). *An Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru* (Vol. 2, Issue 1).
- Fajar, S. (2009). *The Difficulties Faced by Students in Reading Comprehension Section of National Examination*. Banda Aceh: Syiah Kuala University.
- Hidayati, D. (2018). Students Difficulties in Reading Comprehension At. *Students Difficulties in Reading Comprehension At*.
- Hornby, A. . (2006). *Oxford Advanced Learner's Dictionary*.
- Jayanti, F. G. (2016). Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies Reading Difficulties: Comparison on Students' And Teachers' Perception. *International Seminar on English Language and Teaching*, 4, 296–301.
- Kasim, U., & Raisha, S. (2017). EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities. *English Education Journal (EEJ)*, Vol.8(No.3), p.308-321.
- Larasati, D. (2019). *An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan* (Vol. 8, Issue 5).
- Mardhani, S. S., Tirtanawati, M. R., & Suriyah, P. (2021). An Analysis of Student's Difficulties in Reading Comprehension on Narrative Text at Ninth Grade Students of MTS Muhammadiyah 01 Randublatung. *Jurnal Pendidikan Edutama*, 1–10.
- Ningsih. (2017). An analysisi on teacher's strategies in reading comprehension class of the second grade students of SMPN 3 Ngrambe in the academic year of 2015 /2016. *Materials Science*, 1–18.

- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and Teaching Reading Comprehension: A handbook (1st ed.)*. Routledge.
<https://doi.org/https://doi.org/10.4324/9781315756042>
- Selong, Y. (2019). Improving Students' Reading Comprehension Through the Use of Numbered Head Together (Nht) Technique. *Journal of English Educational Study (JEES)*, Vol.2(No.2), .78.
- Septia, N. W., Indrawati, I., Juriana, J., & Rudini, R. (2022). An Analysis of Students' Difficulties in Reading Comprehension. *EEJ: English Education Journal*, 2(1), 11–22. <https://doi.org/10.32923/eedj.v2i1.2519>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.
- Talebi, M., & Maryam. (2015). The Effect of Teaching Critical Reading Strategies on Making Advanced Iranian EFL Learners the Critical Readers. *Science Journal (CSJ)*, Vol. 36(No: 3).
<https://doi.org/http://dergi.cumhuriyet.edu.tr/cumuscij/article/view/5000118942/5000111270>
- Widyaiswara, T., Lamongan, U. I., Affandy, A. N., Surabaya, U. M., Sholikhah, N., & Lamongan, U. I. (2021). *TGT LEARNING MODEL TO INCREASE THE READING ABILITY IN MA KANJENG SEPUH*. 4, 306–316.