

STUDENTS' ABILITIES AND DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXTS AT SECOND GRADE STUDENTS' OF SMA NEGERI 1 SAKRA TIMUR

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ABSTRACT: Reading is one of the four language skills taught in English learning process. Reading comprehension is the process of making meaning from the texts. Reading comprehension is the ability of the students to read the English reading texts, process the texts, and understand its meaning and integrated with what the reader already knows. The students had still low ability and high difficulties in comprehend the text. This study deals with the abilities and difficulties of the students in comprehending English reading texts. This research study aimed (a) to know the students' reading abilities in comprehending English text, (b) to find out the students' difficulties in comprehending English text, (c) to identify factors of causing the students' difficulties in comprehending English text. The research employed qualitative research method. Data were collected through documentation/worksheet test and interview by 25 students' and English teacher at senior high school in Sakra Timur. Among other findings, the present study reports that the students' ability in comprehending English reading texts focus on descriptive text was still low. They had got low ability because they had high difficulties in comprehending English text. The difficulties faced by the students were determining main idea, understanding vocabulary, difficulties in making inference, and to looking for the detail information. The factors were causing the students' difficulties in comprehending consist of two factors internal and external. The internal factors consist of the student difficulties in understanding long sentence, inadequate instruction presented by teacher, and difficulties in understanding vocabulary). The external factor consists of school and house environment. The other problem is the students' lack of motivation, lack of interest in English, and lack of participant in English learning process. Their low in reading comprehension was due to their difficulties in comprehension.

Keywords: Students' Abilities, Students' Difficulties, Reading Comprehension.

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INTRODUCTION

English is one of the international languages learned in the world. The purposes of learning a foreign language especially English is for students to be able to speak English and to practice it in their daily conversation. There are four basic skills of language to be mastered by language learners, namely listening, speaking, reading, and writing. Reading is one of the four language skills taught in English learning process. Through reading, the readers can get more knowledge and information from books, magazine, newspapers, and many sources can to



read. By reading to, the readers can enhance their experiences, develop new concept, solve the problem, and broaden their thinking.

Benjamin S. Bloom, states comprehension is ability someone to comprehension or understand something after known and remembered it. A student is called understand something if he can give an explanation or give a description more detailed about it by using their own language (Dewi & Safnowandi, 2020; Syamsir et al., 2021). In addition by Macceca (2014) to comprehend what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message. Reading comprehension is the process of making meaning from the texts. Reading comprehension is the ability to read texts, process texts, understand its meaning and integrated with what the reader already knows.

Based on the observation at SMA Negeri 1 Sakra Timur, the researcher found many students have problems in understanding the text and always confused to comprehending the reading texts. In learning reading process the students must understand what the content of the text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not receive with the readers if they did not understand what the content of the text. Other problem in reading is lack of vocabularies and also pronunciation, the students cannot to read the English reading texts well. So, the students' also cannot to explain the meaning of the text what they have been read. Based on the background of the study above, the researcher want to know deeply about students' abilities and difficulties incomprehending English reading texts on title "Students' Abilities and Difficulties in Comprehending English Reading Texts at Second Grade Students' of SMA Negeri 1 Sakra Timur".

METHOD

Research Design

In this research, the researcher was used the descriptive qualitative research. Moleong (2014) states that descriptive research is a method of research with trying to picture out and interprets the object as in the fact. So, in this research descriptive is conducted in the purpose to describe systematically about the fact and characteristics of the subject (the students' of SMA Negeri 1 Sakra Timur). According to Ary et al. (2010), states that qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. The researcher uses descriptive design in this research is focus on the students' abilities and difficulties in comprehension English reading texts.

Research Setting

Place of the Research

The place of this research is at SMA Negeri 1 Sakra Timur. It is located on Jurusan Moyot-Rambang Street, Lepak Village, East Sakra District, East Lombok Regency.

Time of the Research

The research was conducted at second grade students' of SMA Negeri 1 Sakra Timur in the academic year of 2019/2020. It is carried out from June until



July.

Research Subject

The source of the data is the subject where the data to get. It is the important thing in research. The sources of the data of this research are the second grade students' and the English teacher of SMA Negeri 1 Sakra Timur. The students are the primary source of data from which the researcher observe the students' abilities and difficulties faced and factors of causing students' difficulties in comprehending the reading texts. The researcher uses the document, it using subjects' grade transcript/scoring data to know the students' abilities and their difficulties. Also, the researcher will interview the second grade students' and the English teacher to get information about their factor difficulties in learning English reading texts.

Data Collection

In constructs the data, the researcher performing the descriptive type of research. To get the first data, the research will get the document of the object and having the occasion as the first touch. These ways can be the line for the researcher in getting the data collection. Further, the researcher will have a short of interview to know the factors causing the students' get difficulties are coming from the object. By using these techniques, the researcher will find out how are the student abilities and the difficulties faced and the factors causing the students difficulties to answer the question of the study.

Instrument of the Research

1) Document

Merriam & Tisdell (2015), state that document is broadly defined to include public records, personal paper, popular culture documents, visual documents, physical material, and artifacts. In this research, the document guide is subjects' grade transcript or students' worksheet. The data was collected by using documentation method from English teacher, document that students worksheet abilities and difficulties in comprehension of the reading texts. The instrument from the document is like checklist note/table to identify or classifying their abilities and their difficulties in comprehending English texts. The data are taken from students' abilities and difficulties in comprehension of the reading texts worksheet by the second grade students' of SMA Negeri 1 Sakra Timur in academic year 2019/2020.

2) Interview

The second instrument is interview. The purpose of using interview is to verify the data obtained from the observation. As Ary et al. (2010) states, "interview may provide information that cannot be obtained through observation, or they can be used to verify observation". In this study, the researcher used semi-structured interview in order to obtain the data. The interview aimed to know the factors causing the students get difficulties in comprehending English reading texts. The data obtained from the interview used to validate the data obtained from the document regarding the ability and difficulties of students in comprehending English reading texts. Thus, the respondents of the interview consist of 5 students from the lower and good score students. The researcher also interviews the teacher to know get more data.



Procedures of the Research

The research was conducted in describing the process of the research. It involves how to obtain the data which the researcher used. Here some of the following procedure on the research which the researcher conducts: 1) the researcher explained the purpose of making the occasion for the research. The researcher used the document of students' worksheet to identify and to classifying the students' ability and the difficulties to some tables based on each categoriez; 2) the researcher gives the interview after the classifying is done. Here, the researcher will do the interview until the data's are certain enough; and 3) after gaining the data of the object, the researcher will collect as one and analyze the data of the object through the qualitative method.

Data Analysis

In this study, the researcher was used technique of data analysis based on Sugiyono (2014) which is involving three steps: data reduction, data display, and conclusion/verification.

Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data are considered important. In conducting research, the researcher was got much data. Hence, the researcher select the data that was give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying their abilities in comprehension and the difficulties in comprehending English reading texts.

Data Display

After reducing the data into the most important, the data are then displayed. The data are displayed in narrative style. The narration of the data allows talking conclusion of the study. In presenting the data, the researcher describes the data which contains students' abilities and difficulties in comprehending English reading texts in the form of description or narration.

The researcher was categories the student comprehension of the reading text with getting the appropriate percentage from the student comprehension of the reading text worksheet. To get the percentage the researcher used the following formula:

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

Notes:

P = Percentage;

F = Frequency of abilities/difficulties; and

N = Number of cases (total frequent).

(Source: Sudijono, 1987).

It's taken from the result of the students' comprehension of the reading texts worksheet. To look for the level of the students' in comprehension of the English reading texts. The researcher used Brown's (2003) standard in reading comprehension, there are: 1) 90-100 Excellenct; 2) 70-89 Good; 3) 50-69 Average; and 4) 30-49 Fair.



Conclusion

Miles & Huberman (Sugiyono, 2012) states that data conclusion is drawing conclusions and verification. The data which have reduced and displayed is conclusion into specific group based on the research focus. The research focus of the research are refer to the reasons for ability and difficulties students' in comprehending English reading texts.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The researcher classified the research findings into some points consists of students ability in comprehending English reading texts, students difficulties in comprehending English reading texts, and factors of causing the students difficulties in comprehending English reading texts. Obtaining the data, the researcher used the document to analyze students' ability and difficulties in comprehending English reading texts. The researcher took the students' worksheet for the test. Reading the descriptive text that had been received before. The process of collecting data was held on June 3rd, 2020. The researcher also used the interview to know the factors of causing the students' difficulties in comprehending English reading texts. The subject of this research is limited to the second grade students of SMA Negeri 1 Sakra Timur. The total of the students' is 25 students' consist of female 19 and male 6 students'.

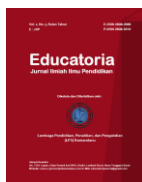
There the researcher presented the students' score of reading worksheet test in every part. The researcher has to describing every aspect of reading. The researcher has identified the students' abilities and difficulties, and then the researcher has calculated the number of each abilities and difficulties, and then converting the result of calculation into percentages. The score gets from the reading test by the teacher of SMA Negeri 1 Sakra Timur.

Ability Students' in Comprehending English Reading Texts

The researcher presented in research finding the result of their ability in comprehending English reading text. The subjects of this research are the second grade students of SMA Negeri 1 Sakra Timur. There are twenty five data collected by the researcher. The researcher analyzed the students' ability from their worksheet in order to know how the students in comprehending English reading texts. The type of worksheet which was done by the students was multiple choice with four options such as a, b c, and d. To analyze the students' score from their worksheet, the researcher using formula from Sudijono, the material of reading comprehension there are how to uses the language features (adjectives, adverb, linking verb) and generic structure (identification, description) of descriptive texts. The researcher put the data into table to facilitate understanding the data. Below is table of ability of the students in comprehending English reading texts of class XI-IPA 1 at SMA Negeri 1 Sakra Timur.

Table 1. The Classification of the Students' Ability.

No.	Students Initial Name	Generic Structure	Language Features	Score
1	AN	2	4	60
2	AF	2	2	40
3	AA	1	4	50



No.	Students Initial Name	Generic Structure	Language Features	Score
4	DRP	2	2	40
5	EM	2	2	40
6	ES	2	2	40
7	HAP	4	2	60
8	HS	2	4	60
9	IAA	2	4	60
10	ISA	2	4	60
11	IRWA	2	2	40
12	IJW	2	2	40
13	JF	2	2	40
14	MH	2	2	40
15	MJS	4	2	60
16	MP	2	2	40
17	MAHS	2	4	60
18	MA	2	2	40
19	NH	2	4	60
20	NO	2	2	40
21	NYA	2	4	60
22	PM	1	4	50
23	QPA	2	2	40
24	RS	2	2	40
25	YP	4	2	60
Total of Each Abilities		54	68	
Total of All Abilities		122		

The data was taken from 25 students' from XI-IPA 1. After collecting and analyze the data, there were 122 correct answers made by the students in reading comprehending test in descriptive texts from the total 250 item questions. Those 122 correct answers were classified into these following: 1) Generic Structure = 54; and 2) Language Features = 68. The researcher used Sudijono's formula to analyze the data. The Sudijono's formula shows the percentage of the correct answer which help to show the students' ability in each aspect of descriptive texts. The formula is:

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

Notes:

P = Percentage;

F = Frequency of difficulties; and

N = Number of cases (total frequent).

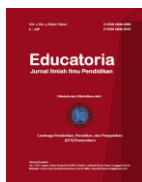
To Looking for the Generic Structure of the Texts

From 122 the total abilities, the students made 54 correct answers of looking for the generic structure of the descriptive text, therefore frequency of ability the students' to looking for the generic structure is:

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

$$P = \frac{54}{122} \times 100\%$$

$$P = 44.26\%$$



Based on the data above, the researcher described that from 4 items question tasks given to the students in order to look for the generic structures of the descriptive text, there are 54 correct answers has made by the students'. The result show that ability of students in comprehending English reading texts dealing with the students' to looking for the generic structure of the descriptive text of the text question are less.

The model of questions to looking for the generic structure of the descriptive text can be seen below: 1) generic structure of the text is? (multiple choice no. 1); 2) the identification of the text can be found in? (multiple choice no. 3); 3) generic structure of the text is? (multiple choice no. 6); and 4) the description of the text can be found in? (multiple choice no. 10).

To Find Out the Language Features of the Text

From 122 the total abilities, the students made 68 correct answers of to find out the language features of the descriptive texts, therefore frequency of ability the students' to find out the language features of descriptive text is:

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

$$P = \frac{68}{122} \times 100\%$$

$$P = 55.74\%$$

Based on the data above, the researcher described that from 6 items question tasks given to the students in order to find out the language features of the descriptive text, there are 68 correct answers has made by the students'. The result show that ability of students in comprehending English reading texts dealing with the students' to find out the language features of the descriptive text of the text question are less.

The model of questions to find out the language features in descriptive text can be seen below: 1) words "genetically, fully, scientifically" are part of language features, that is? (multiple choice no. 2); 2) the word "is" in the second paragraph indicates its use as? (multiple choice no. 4); 3) which words indicate adverbs? (multiple choice no. 5); 4) the characteristics of the language features of the text above are? (multiple choice no. 7); 5) which parts of sentences that use simple present tense? (multiple choice no. 8); and 6) the word "near, beautiful, interesting" are parts of language features, that is? (multiple choice no. 9). In order to simplify the distribution of the percentage of ability item to reading comprehension test questions, the researcher presents the percentage of the ability item into table.

Table 2. Types of Abilities, Frequency, Percentage.

No.	Types of Abilities	Frequency	Percentage
1	Looking for Generic structure	54	44.26%
2	Find out the Language Features	68	55.74%
Total		122	100%



Based on the 2 table, the researcher categorized the students' score into 4 categories using Brown's. There is excellent, good, average, and fair level. Meanwhile, the students' level can be seen in the table below:

Table 3. The Students' Ability in Comprehending English Reading Based on the Scoring Rubric According to Brown's.

Students of Number	Score	Level of Mastery
0	90 - 100	Excellent
0	70 – 89	Good
12	50 – 69	Average
13	30 – 49	Fair

Based on the table above, the students in comprehending reading texts can be divided into 4 categories level of mastery. There is about 12 students who get average level and 13 students who get fair level. In conclusion, the students in comprehending English reading texts are less because mostly students have fair level. There is nothing students who get excellent level.

Students' Difficulties in Comprehending English Reading Texts

The researcher presented in research finding the result of analyzing the data. The subjects are the second grade students' of XI-IPA 1 at SMA Negeri 1 Sakra Timur. There are twenty five data collected by the researcher. The researcher analyzed the students score from their worksheet in order to know how the students in comprehending English reading texts. The type of the worksheet which was done by the students was multiple choice with four options such as a, b, c, and d. To analyze the students' score from their worksheet, the researcher using formula from Sudijono, the material of reading comprehension there are to look determining the main idea, understanding the vocabulary, making inference, and to look detail information. Below is table of difficulties in reading comprehension made by each students of class XI-IPA 1 at SMA Negeri 1 Sakra Timur.

Table 4. The Classification of Students Difficulties.

No.	Students' Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Detail Information	Score
1	AN	1	2	2	0	50
2	AF	1	0	2	1	60
3	AA	1	2	2	0	50
4	DRP	0	1	2	2	50
5	EM	1	0	2	1	60
6	ES	2	1	1	1	50
7	HAP	2	1	2	0	50
8	HS	1	1	2	0	60
9	IAA	1	1	2	1	50
10	ISA	2	0	2	0	60
11	IRWA	2	2	1	1	40
12	IJW	1	1	2	2	40
13	JF	1	1	2	1	50
14	MH	2	1	2	0	50
15	MJS	0	2	2	0	60
16	MP	0	1	2	0	70
17	MAHS	0	2	2	1	50



No.	Students' Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Detail Information	Score
18	MA	0	1	2	1	60
19	NH	2	1	2	1	40
20	NO	1	0	2	1	60
21	NYA	1	2	2	0	50
22	PM	1	1	2	1	40
23	QPA	1	1	2	0	60
24	RS	1	2	2	1	40
25	YP	0	1	2	1	60
Total of Each		25	28	48	18	
Difficulties						
Total of All Difficulties		119				

The data was taken from 25 students' at XI-IPA 1. After collecting and analyze the data, there were 119 incorrect answers of difficulties in reading from students' reading comprehending in descriptive texts. Those 120 difficulties were classified into these following: 1) determining main idea = 25; 2) understanding vocabulary = 28; 3) making interference = 48; and 4) detail information = 18. Those difficulties made by students was analyzed here, the research will put each incorrect answer based on the categories of difficulties in reading comprehension. The researcher used Sudijono's formula to analyze the data. The Sudijono's formula shows the percentage of the incorrect answer which help to show the students' difficulties in reading comprehension. The formula is:

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

Notes:

P = Percentage;

F = Frequency of difficulties; and

N = Number of cases (total frequent).

Determining Main Idea

From 119 difficulties, the students made 25 incorrect answer of determining main idea, therefore frequency of difficulties of determining main idea is:

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

$$P = \frac{25}{119} \times 100\%$$

$$P = 21.01\%$$

Based on the data above, the researcher described that from 2 item question tasks given to the students in order to look for the main idea of the text, there are 25 incorrect answers has made by the students'. The result show that students in comprehending English reading texts dealing with the students' understanding in looking for main idea of the text question are less. The model of questions to find out the main idea of the students' text can be seen below: 1)



what is the main idea of the second paragraph? (multiple choice no. 1); and 2) what is the main idea of the second paragraph? (multiple choice no. 6).

Understanding Vocabulary

From 119 difficulties, the students' made 28 incorrect answer of understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is:

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

$$P = \frac{28}{119} \times 100\%$$

$$P = 23.53\%$$

Based on the data above, it can be described that from 4 item questions tasks given for the students to understand the vocabulary texts, there are 28 incorrect answers made by the students'. In short, it is 23.53% of difficulty faced by the students' in understanding the vocabulary of reading comprehension. It can be concluded that the questions are categorized fair question for the students in answering vocabulary questions. The model of understanding vocabulary of the students' test can be seen below: 1) the word "good" in line 1 could be replaced by (multiple choice no. 3); 2) the word "culture" in the last paragraph could be replaced by (multiple choice no. 5); 3) the word "evil" in line 16 could be replaced by (multiple choice no.8); and 4) the word "spectacular" in line 14 could be replaced by (multiple choice no. 9).

Making Inferences

From 119 difficulties, the students' made 48 incorrect answer of making inference, therefore frequency of difficulties of making inference is:

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

$$P = \frac{48}{119} \times 100\%$$

$$P = 40.34\%$$

Based on the data above, it can be described that from 2 item questions tasks given for the students to answering making inference questions, there are 48 incorrect answers made by the students'. Moreover, the percentage of difficult item for this type is 40.34% of 2 question items. It means that the question is categorized fair. It can be concluded that the students have fair level of difficulty in answering making inference questions. The model of making inference question of the students' test can be seen below: 1) what can be inferred from the third paragraph? (multiple choice no. 7); and 2) what does the last paragraph infer? (multiple choice no. 10).

Detail Information

From 119 difficulties, the students' made 18 incorrect answer of detail information, therefore frequency of difficulties of detail information is:



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

$$P = \frac{18}{119} \times 100\%$$

$$P = 15.13\%$$

Based on the data above, it can be described that from 2 item questions tasks given for the students to looking for detail information from the texts, there are 18 incorrect answers made by the students'. Furthermore, the calculation of the percentage of difficult to looking for detail information item questions that the students is 15.13% of 2 question items. It means that the students do not have a lot difficulty in answering to looking for detail information.

The model of looking for detail information question of the students' test can be seen below: 1) *Kecak* & Fire Dance are the traditional dance from? (multiple choice no. 2); and 2) how many times to reach the Pura Uluwatu from the airport? (multiple choice no. 4). In order to simplify the distribution of the percentage of difficulty item to reading comprehension test questions, the researcher presents the percentage of the difficulty item into table.

Table 5. Types of Difficulties, Frequency, and Percentage.

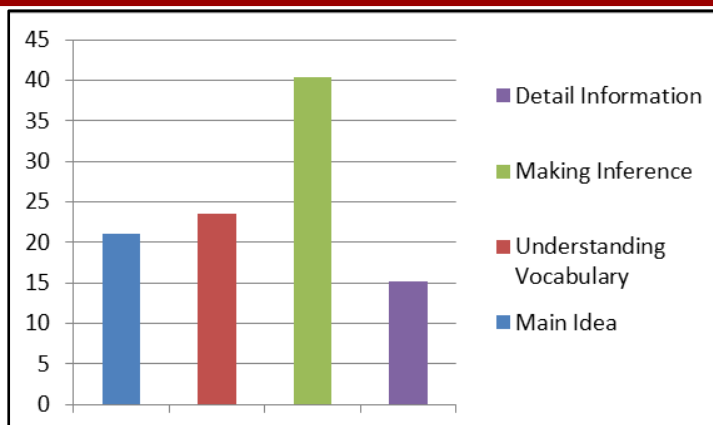
No.	Types of Difficulties	Frequency	Percentage
1	Determining Main Idea	25	21.01%
2	Understanding Vocabulary	28	23.53%
3	Making Inference	48	40.34%
4	Detail Information	18	15.13%
Total		119	100%

The table above presented the students' each difficulty in comprehending the English reading texts. In order to simplify the distribution of percentage of difficulty items in reading comprehending text questions, the researcher presents the percentage of the difficulty item in the following chart.

Table 6. The Students' Difficulties in Comprehending English Reading Based on the Scoring Rubric According to Brown's.

Students of Number	Score	Level of Mastery
0	90 – 100	Excellent
1	70 – 89	Good
19	50 – 69	Average
5	30 – 49	Fair

Based on the table above, the students in comprehending reading texts can be divided into 4 categories level of mastery. There is about 1 student who gets good level, there are 19 students who get average level and there are 5 students who get fair level. In conclusion, the students in comprehending English reading texts are still less because mostly students have average level and fair level. There is nothing students who get excellent level.



Picture 1. Chart of the Percentage of Difficulty Question Items of Reading Comprehending.

Based on the percentage of difficult items in the chart above, the researcher conclude that was three types are categorizes as difficult question types. That chart presented the students' have a high difficulty in answering the making inference question items with percentage of difficult item above 40.34% because most of the students' are unable to answer the question.

That chart presented the students have a medium difficulty in answering determining main idea and understanding vocabulary question items with percentage of difficult items above 21.01% and 23.53%. Moreover, for the detail information question items can be categorizes as easy or low question items. It means that the students do not have a lot of difficulties in answering detail information questions with the percentage of difficult items above 15.13%.

The Factors of Causing the Students' Difficulties

Based on the research findings, it can be concluded that there are ability of students based on correct answers to looking for the generic structure of the text is 44.26%, and for the find out the language features of the descriptive text is 55.74%. It short, the concluded is that the ability of students' in comprehending English reading text based on their knowledge to looking for the generic structure and to find out the language features are less. And there are 21.01% students who are incorrect answer questioning items to look for determining main idea. There are 23.53% students who are incorrect in answering questions for understanding vocabulary. There are 40.34% students who are incorrect in answering questions for understanding making reference and here are 15.13% students who are incorrect in answering questions to look for the detail information in the texts.

Based on the research finding of students in comprehending English reading texts from their worksheet test and interview on 7th-10th June 2020, with second grade students' and the English teacher in SMA Negeri 1 Sakra Timur. Because the COVID-19 outbreak was sweeping the world, resulting in the research process being hampered and experiencing prolonged uncertainly. This time the students' are now studying online and not going to school, the researcher also has a few obstacles in conducting research, this research continues by visiting students at their respective homes for interviews to complete the research being conducted. Of course by complying with COVID-19 protocol with using a mask,



providing hand sanitizer and sitting a little apart. There are some factors of causing students difficulties in comprehending English reading texts:

Interview with the Students'

1) Difficulties in Understanding Long Sentence in the Text

The first problem was understanding long sentence in the text, based on the interview with the students in XI-IPA 1 in her house, her name is Dewi Reni Parnawati. The Researcher "*Apakah ketika membaca sebuah teks yang panjang, kamu mengalami kesulitan dalam memahami maksud dari kalimat bahasa Inggris tersebut?*" Student "*Ya kak, hampir kita semua mengalami kesulitan dalam memahaminya dikarenakan memang tidak terlalu pintar dalam pelajaran bahasa Inggris, banyak kata-kata dalam teks tersebut yang asing saya baca*".

Based on the interview above, the students' who are understanding long sentence in the reading texts is less and do not understand the meaning of the material. The students cannot understand all of the meaning of the sentence, so that makes the students need more time to find out the meaning of the text using dictionary to searching for their meaning.

2) Inadequate Instruction Presented by Teacher

The second difficulties was lack inadequate instruction presented by teacher, based on the interview with the students XI-IPA 1 at her house, the students name is Aisah Nuradila. The Researcher "*Bagaimana cara proses belajar mengajar yang dilakukan oleh Sir I, jelaskan atau tidak dalam menjelaskan materi kepada kalian?*" Student "*Jelas kok kak, biasanya sebelum memulai materi yang baru, Sir I akan mengulang kembali materi sebelumnya dengan cara menanyakan kembali kepada kita supaya tetap ingat*".

From the interview above, the teacher is key factor in teaching to makes students can reach their achievement in learning reading comprehension process. Without teacher, the learners will not gain and gather information from the material. So, the teacher is the most affected person, it is important that the teacher must make an alternate solution or ways on how to sustain needs in teaching. Through this way, teaching learning process will become productive and conductive.

3) Difficulty in Understanding Vocabulary

The third problem here is difficulty in understanding vocabulary, based on the interview with the student in XI-IPA 1 at her home, the students name is Hasmika Auliya Putri. The Researcher "*Bagaimana kalau dalam membaca teks bahasa Inggris, apakah kamu mengalami kesulitan untuk memahami arti dari setiap kata dalam kalimat teks reading tersebut?*" Student "*Ya kak, saya kurang bisa memahaminya. Makanya, kalau ada tugas bahasa Inggris saya selalu sediakan kamus bahasa Inggris untuk mencari arti vocab tersebut. Tetapi kalau sedang UTS saya kira-kira jawabannya karena tidak boleh menggunakan kamus*". From the interview above, reading comprehension involves understanding the vocabulary of course. The students cannot understand what the text is about because they do not know the meaning of the word. So, students' who are difficulties in understanding the vocabulary in reading comprehension is less.

4) House Environment

The fourth problem of causing the students difficult in comprehending English reading texts was house environment, based on the interview with the students in the XI-IPA 1 at her home, the student name is Eli Sukmawati. The Researcher “*Bagaimana cara kamu belajar bahasa Inggris ketika dirumah? Apakah keluarga, seperti kakak, ayah, ibu memberi dukungan kepada kamu dalam belajar bahasa Inggris? Beli buku bahasa Inggris atau ikut kursus?*” Student “*Saya dirumah dengan keadaan ekonomi yang pas-pasan tidak ada biaya untuk ikut les dan semacamnya. Kalau belajar menggunakan buku-buku LKS dari sekolah dan menggunakan kamus online dari aplikasi. Saya belajar otodidak dirumah karena dirumah tidak ada keluarga yang bisa bahasa Inggris*”.

From the in interview above, the researcher concluded that the factors of causing the students’ difficulties in reading were related the students’ house environment. It because most of the students are limited economic conditions they are less able to attend tutoring or to learn more English. They also lack interest in learning English reading text. And because of the family also no one can speak English that can helps them to learn English.

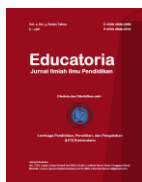
5) School Environment

The last problem of factors causing the students difficulties in reading comprehension was school environment, based on the interview with the students in XI-IPA 1 at him house, the student name is Irfan Janwar Wijaya. The Researcher “*Pernahkah kamu selain membaca buku bahasa Inggris di LKS juga membaca sumber buku lainnya? Misalnya mencari buku diperpustakaan yang berkaitan dengan materi bahasa Inggris yang dipelajari?*” Student “*Pernah sih kak, tapi tidak terlalu sering. Diperpustakaan juga jarang ada buku yang berbahasa Inggris selain buku pelajaran*”. From the interview above, the last factors causing the students difficulties in comprehending English reading text is because in their school environment. Their school did not provide them enough English reading material to learn. So, they cannot learn English reading well.

Interview with the English Teacher

1) Difficulties in Understanding Long Sentence in the Text

The first problem was understanding long sentence in the text, based on the interview with the English teacher. The Researcher “*Apakah menurut bapak sendiri, factor penyebab kesulitan siswa seperti sulit menegerti teks bahasa inggris yang panjang menyebabkan mereka kurang bagus saat belajar bahasa inggris?*” The Teacher “*Ya, bisa saja seperti itu. Karena kan seperti yang seharusnya ketika siswa akan belajar sesuatu hal, atau menjawab sesuatu mereka harus tahu terlebih dahulu apa yang sebenarnya maksud dari soal tsb, apa tujuannya. Jadi, kalau memahami isi teks saja mereka tidak paham bagaimana mereka bisa menjawab soal dgn mudah? Tentu saja akan berpengaruh dan menyebabkan mereka kesulitan sendiri saat akan menjawab soal terkait dgn teks yang mereka baca*”. Based on the interview above, it can be concluded that the condition of students who are unable to understand the meaning of each long sentence in English text caould be a factor causing difficulties when the students learning English.



2) Inadequate Instruction Presented by Teacher

The second difficulties was lack inadequate instruction presented by teacher, based on the interview with the teacher. The Researcher *“Bagaimana dgn cara penyampaian materinya pak? Apakah terasa sudah jelas atau tidak? Apakah materi yang disampaikan cukup? Atau apa materi yang disampaikan tidak memadai? Mungkin cara penyampaian materi yang tidak memadai bisa jadi factor siswa kesulitan dalam belajar bahasa inggris?”* The Teacher *“Sebenarnya materi yang saya sampaikan saya rasa sesuai. Dan saya juga tidak terlalu humoris, mungkin dirasa mereka agak boring atau kurang menyenangkan. Tetapi kembali ke minat dan motivasi mereka yang dirasa sangat kurang apalagi dalam bahasa inggris, hanya sebagian kecil dari mereka saja yang mengerti ataupun paham dengan materi yang saya sampaikan. Apalagi siswa laki-laki yang memang agak sulit diatur dan kebanyakan mereka yang tidak terlalu tertarik ataupun punya motivasi tinggi untuk belajar bahasa inggris tersebut”*. Based on the interview above, it can be concluded that because of the lack of interest and motivation from the students themselves which causes them feel lazy when learning English, just playing around causes them to have difficulty learning. And the material taught by the teacher is not well absorbed by the students.

3) Difficulty in Understanding Vocabulary

The third problem here is difficulty in understanding vocabulary, based on the interview with the teacher. The Researcher *“Bagaimana dengan factor penyebab kesulitan siswa yang lain seperti kesulitan dalam memahami vocabulary?”* The Teacher *“Kalau untuk vocabulary ya sebenarnya karena memang mereka dulu-dulunya jarang diajarkan bagaimana menguasai vocab dalam bahasa inggris dan belajar sekarang juga susah. Karena vocab dalam bahasa inggris, bukan hanya cara membacanya saja yang harus di ingat tetapi juga tulisannya dan makna arti vocab tersebut. Menjadi kesulitan siswa memang ya begitu menyebabkan siswa belajar bahasa inggris jadi terhalang karena sebentar-sebentar harus buka kamus kan, mencari arti dari setiap kata yang ada di teks bahasa inggris”*.

Based on the interview above, it can be concluded that because of students' lack in memorizing English vocabulary causes them to actually have difficulty learning English which requires sufficient vocabulary memory to be able to really understand English texts. The last factor is the students' environment, consists of school and home environment. The Researcher *“Apakah menurut bapak factor lingkungan jg dapat mempengaruhi pengetahuan siswa? Seperti lingkungan sekolah atau lingkungan rumahnya mungkin?”* The Teacher *“Kalau untuk dirumah siswa mungkin ya, karena saat mereka belajar kan banyak yang punya keluarga tetapi tidak ada yang berpendidikan, hanya sebatas SD/SMP. Saat siswa belajar bahasa inggris jadi tidak ada yang bisa membantu karena dilingkungannya tidak ada yang bisa membantu juga. Kalau untuk disekolah meskipun siswa memang kurang pandai dalam belajar, masih ada tempat untuk mereka bertanya semisalkan ada gurunya atau ada temannya yang pintar bahasa inggris. Jadi, berpengaruh sekali sebenarnya, seperti anak itu akan tumbuh seperti apa kelaknya tergantung dari lingkungan tempatnya tinggal atau bergaul”*. Based on the interview above, it can be concluded that environment can



actually have a considerable influence on students. When there is no one at home to help students learn English, the students will not be able to reach achievement in English by himself. Meanwhile at school, when the students study there will be mentors such as teacher or friend who will help the students learn English better.

Discussion

In this research, the researcher discussed about the research findings covering the abilities in comprehending English reading texts, the difficulties faced by students in comprehending English reading texts, and the factors of causing the students difficulties in comprehending English reading texts. To analyze the reading comprehension score by the second grade students of SMA Negeri 1 Sakra Timur, the researcher used Sudijono's formula to show their result in percentage. The scores were taken from teacher's document when he tested the students in the previous meeting. In this research, the researcher took 25 students at second grade students of SMA Negeri 1 Sakra Timur as the subject of the study.

Based on the students' score, the researcher classified the ability of students' in comprehending English reading texts. There are 44.26% the students who have the ability in answering question items to looking for the generic structure of the descriptive texts. There are 55.74% students who have the ability in answering the question items to find out the language features of the descriptive text. Then, the researcher found that there 21.01% the students who are difficulties in answering question items to looking for the main idea. There are 23.53% students who are difficulties in answering question items to understanding vocabulary. There are 40.34% students who are difficulties in answering question items to making inference. There are 15.13% students who are difficulties in answering question items to look for the detail information.

In conclusion, the students in comprehension English reading texts are less because most of the students have the average and fair score based on their ability in answering the question items in descriptive texts. From the 25 students, there are 12 students who get less then there are 2 students who get excellent level. The researcher also identified their difficulties in comprehending English reading texts, their comprehending in English reading too are less, so there is balance with their abilities are lack makes their difficulties too being less.

After categorizing the students' score, the research concluded that in SMA Negeri 1 Sakra Timur their abilities and difficulties in comprehending English reading texts are less. The students faced difficult in comprehending English reading text. In this research, the researcher tried to identify the abilities by the students thoroughly the correct answer and difficulties faced by the students thoroughly the mistaken (incorrect answers) that they had on their worksheet result. The researcher also tried to identify the factors of causing students difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students and the English teacher.

To identify causing the students difficulty in comprehending English reading text, the researcher used Larasati theory. Larasati (2019), said that the difficulties in reading comprehension are produced by a variety of factor, there: difficulty in understanding long sentence in the text, inadequate instruction



presented by the teacher, difficulty in understanding vocabulary, house environment, and school environment.

First, the students had difficulty in understanding long sentence in the text. It made the students in SMA Negeri 1 Sakra Timur did not understand the meaning of the material of sentence, when they read the text. The students need more times to look for the correct answer. They use dictionary to search the meaning word by word. The students in SMA Negeri 1 Sakra Timur said that reading English is difficult. They were not familiar with the vocabulary, because as we know that English is a foreign language that we learn only once a week. That makes the students did not interest with the materials, it caused the students having difficulty in understanding and absorbing the English materials to be studied. Second, the students had difficulty because inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to emphasize. Because of that, it made the students get bored when learning English process was happening. Third, the students had difficulty in understanding vocabulary. This is the important things when we studied English. Because if they have the ability to remember vocabulary, they can learn English easily. But, the students' there cannot understand what the text is about because they do not know the meaning of the word. The researcher found the students SMA Negeri 1 Sakra Timur has knowledge about vocabulary are less. They still needed to look for the meaning of the vocabulary in the dictionary.

The last factor causing the students difficulties in comprehending English reading is because of their environment. Their school did not provide enough reading material for them, so they cannot learn reading well. In SMA Negeri 1 Sakra Timur most of the students are lack of interest in learning reading. They were lazy to read the English texts. Another factor is the students lack in motivation to learn English. They said that reading English text is boring.

Moreover, the students in SMA Negeri 1 Sakra Timur also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their family to learn English. They said because at home no one in their family can helps in learning English. And there is no one has a high school, their parents, brother and sisters to helps them in reach achievement in learning English, and also because of limitation in accessing English learning resources at home.

CONCLUSION

Based on the analyzed the data, there are many students have less ability in understanding the structure of the text, is example like to find out the language features of the descriptive text. Because their abilities are also limited example like their limited in memorizing vocabulary, their limited in understanding long sentence in English, their have limited knowledge in ability to looking for the correct answer of the material English reading texts. They do not understand when finding the long text. The students have the problem to visualize the text or the material related to comprehending the English reading texts causing them to find many difficulties in learning English reading process. The solutions to overcoming the students' difficulties such as the students need to take note and



memorize vocabulary. They bring dictionary and teacher translates the material and the teacher can motivates the students to understand the material.

From the result of the data analysis of the interview, the researcher found five factors causing the students difficulties in comprehending English reading texts. There are: Difficulty in Understanding Long Sentence in the text, Inadequate Instruction presented by the Teacher, Difficulty in Understanding Vocabulary, House and School Environment. The first factor is from the learner's background that means the factor within the students themselves causes their difficulties. There are students are lack of interest in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text. And because of their lack in understanding long sentence is written in English, and they also do not understand the vocabulary, so they use dictionary to search meaning of the word. They need more time to understand the sentence in English.

Teaching technique is the second factor because it influences the students' understanding of the material explained by the teacher. Mostly, the students said that their teacher teaching technique is not interesting, the teacher does not give clear instruction in teaching reading, the teacher rarely uses media in teaching, and she/he cannot create interesting activity in learning. The last factor comes from the learner's environment. There are two kinds of environment that cause difficulties. They are home and school environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading material for them. They are said that lack of parental control in learning because they do not have a family who can helps them in learning English.

SUGGESTION

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' abilities and difficulties in comprehending English reading texts, 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. Further more, the researcher hopes the next researcher will applying new strategies to improve the students' ability in understanding descriptive text material more than before, and the method use can solve the students' difficulties in comprehending English reading texts.

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