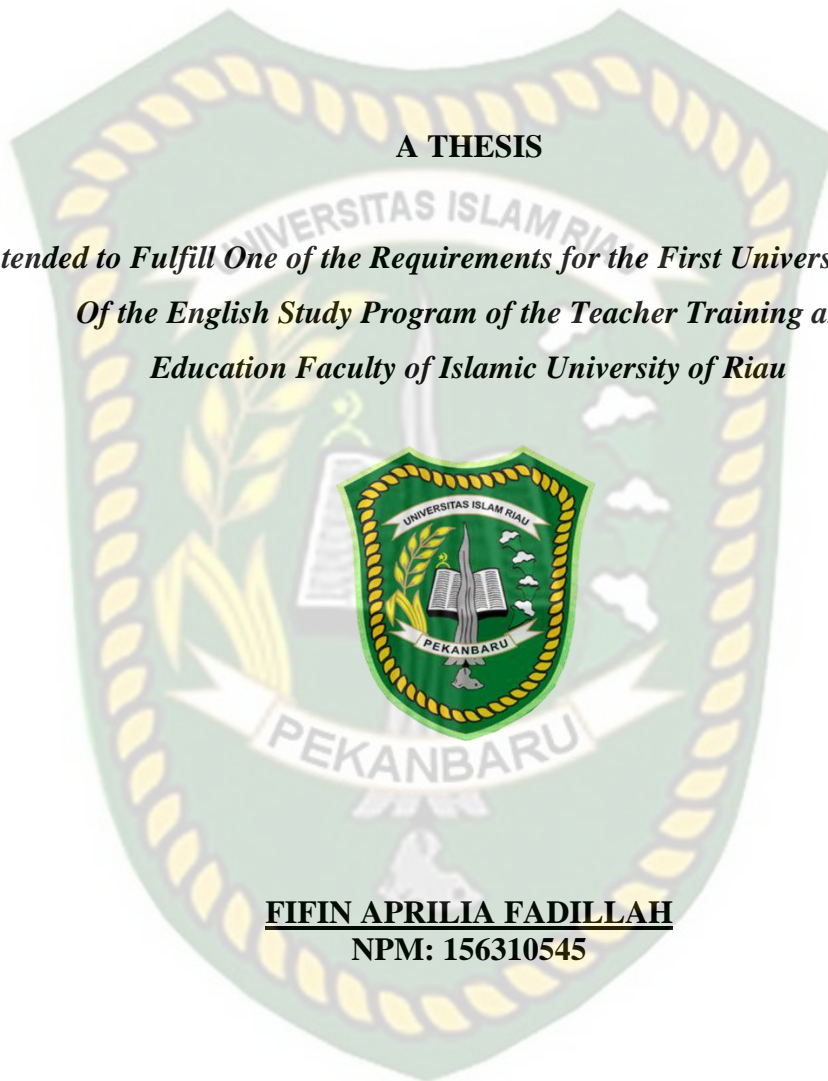


**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN  
COMPREHENDING READING TEXT OF THE THIRD GRADE  
STUDENTS AT SMAN 10 PEKANBARU**

**A THESIS**

*Intended to Fulfill One of the Requirements for the First University Degree  
Of the English Study Program of the Teacher Training and  
Education Faculty of Islamic University of Riau*



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Pekanbaru, 30 September  
2019

FifinApriliaFadillah

## ABSTRACT

*FifinApriliaFadillah 2019 “An Analysis of Students’ Difficulties in Comprehending ReadingText ofthe Third Grade Students At SMAN 10 Pekanbaru.”*

**Keywords:** *Reading difficulty, Reading comprehension, and Text.*

*Reading take a very important role in contributing students background knowledge to speak and to write. However, many students still have difficulties in understanding the words, comprehending the reading text, making inference, determining main idea, and locating reference. The objective of this research is to find out students’ difficulties in comprehending reading text and what strategies used to overcome the difficulties.*

*This research was a qualitative research and used descriptive method to expose the data which was collected by questionnaire and analyzed using Likert scale. The sample was the third year students of SMAN 10 Pekanbaru in academic year of 2019-2020. The questionnaire consisted of 15 statements related to their opinion on difficulties in comprehending reading text. Other 20 statements related to their strategies in overcoming the difficulties namely metacognitive and cognitive.*

*The data revealed that 75% of the students had strong and 5,6% students had very strong comprehension. This meant that the students had good or very good reading comprehension ability but some students still got difficulties. Besides, there were 2, 8% of the students had weak comprehension and 16, 6% had average level of comprehension or had a bit of difficulties. In using the two strategies, the students had Average criterion (55,5%). They mostly tended to use metacognitive strategies (78%) in reading comprehension.*

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

It is clear that teaching English for senior high schools has not yet achieved the expected goals. Two obvious indicators can be seen from the obstacle faced by students in English test such as National Examination (UN) along with the score they may get after the test, and the lack of daily English practice. One of the important backgrounds that are often caused by low of reading skill. It is believed that reading is an activity that cannot be separated in the lives of students. The greater the reading ability of a student, the broader his creativity, productivity and scientific knowledge will be.

The students are required to be able to use English both spoken and written language. Reading take a very important role in contributing their background knowledge to speak and to write. It is clear because there is interconnected to English skills such as writing, listening, and speaking. In other words, reading has positive effects on students' writing, listening, and speaking skills and should be taught in association with the three other language skills. Whilst reading, the students pick up some words and they will use them in writing or in speaking. For example, through reading they can build their vocabulary and they can improve their writing skills. Thus, the purpose teaching and learning reading in

English should be enable the students the understanding of the content of the reading itself.

Reading is a means of getting information from written texts such as books, websites, newspapers, magazines, etc. It is one of four skills in learning language especially English which is said as the fundamental and become main goal in learning foreign language program. It has become a one of the primary curriculum concerns of language programs in Indonesia. Since English is also one of the subjects examined in the annual National Examinations (UN), it is important to consider how to improve the students' understanding of the varieties of texts because it can be a bridge to understand scientific book they have to read especially when the students are entering high education.

That is why the objective of teaching reading should be focus not only on improving the students' understanding of the varieties of texts but also how to train students to read well. To read well means to understand what the author tries to present in his writing. This means that a reader needs background knowledge and competence when reading. Reading can be easy or difficult for students depending on factors inherent in the text, such as the relationship between the text and the knowledge, and between the text and the competence of the reader. When reading, the readers' knowledge and competence interact with the content of the text in order to comprehend the text.

Unfortunately, in reality there are still many students who find it difficult to understand an English reading even though at school they have repeatedly

received reading comprehension lessons. Difficulties experienced by the students can be caused by several factors, one of which is the lack of use of students' vocabulary. As the result, the students face problem in understanding the message the writer is conveying in the text. In fact, understanding words on the text serves an important role in determining the purpose of the reading. In other words, understanding text they read is the most important aspect in reading in order they are able to understand other aspects of reading the text such finding the main idea. It is important when the students should answer the questions on a test like National Examinations (UN).

Reading is the complex outcome of the process of constructing meaning from print. Students' success in comprehension is influenced by how interesting and relevant they find the text they are reading. The appropriate use of background knowledge takes a crucial place in extracting meaning from text. Students promote most from activities that assess, activate, and develop their background knowledge before reading. Students with learning disabilities may experience difficulties in activating appropriate knowledge or in developing background knowledge.

Based on the researcher's observation, most of the students in SMAN 10 Pekanbaru still have difficulties in understanding the words, comprehending the reading text, making inference, determining main idea, and locating reference. Some of the reasons are that they do not understand to use reading comprehension strategies and lack of background knowledge of the text. Most of

the students have difficulties in reading English text from materials that adopted from newspapers, articles, textbooks, websites, and magazines.

Based on the above phenomena described, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the students' difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in reading. The researcher is interested in conducting a research entitled, "An Analysis of Students' Difficulties in Comprehending Reading Text of the Third Grade Students at SMAN 10 Pekanbaru".

## **1.2. Identification of the Problem**

There are many problems that can be identified related to students' difficulties in reading English text. The problem are: (1) The students have lack of vocabulary, (2) The students have lack of background knowledge of the text, (3) The students do not understand to use reading comprehension strategies, (4) The students drop of concentration in reading comprehension, (5) The students have low ability in making inference, (6) The students have low ability in determining main idea, (7) The students have low ability in locating reference.

### **1.3. Focus of the Research**

This research focuses on reading skill in reading text. The reason why the researcher focuses on this problem because it is the prior reading problem faced by most of the students at SMAN 10 Pekanbaru. It is based on the school syllabus and the recommendation from the teacher. The researcher focuses her study on the difficulties in term of 1) Inferring information that is only implicit in a text include main idea implied, 2) Making inferences to connect up the ideas in a text, and 3) Inferring the meanings of particular words from context.

### **1.4. Research Question**

Based on the background of study above, the researcher can draw the main problem to make easy in the theoretical review. The statements of problems are:

1. What are the students' difficulties in reading text?
2. What strategies are used to overcome the difficulties?

### **1.5. Objective of the Research**

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

1. To know what the difficulties in reading text are.
2. To know what strategies used to overcome the difficulties in reading text are.

## 1.6. Significance of the Research

The researcher expects that the findings of the study will be significant for:

1. The students: as source of information to solve their problem and improve their reading competence.
2. The teacher: as a reference to improve reading, teaching and learning process and choose the most appropriate teaching method based on his students' problem.
1. The researcher: as additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

## 1.7. Definition of the Key Terms

There are some terms used in this research which are presented as follow:

1. Reading Difficulty

Difficulty is state or quality of being hard to do or to understand (Hornby, 2001). While reading difficulty refers to problems associated with reading and it was causing to fall behind in terms of reading requirements within the classroom. In this case, difficulty is the state that the students are hard to comprehend English reading text.

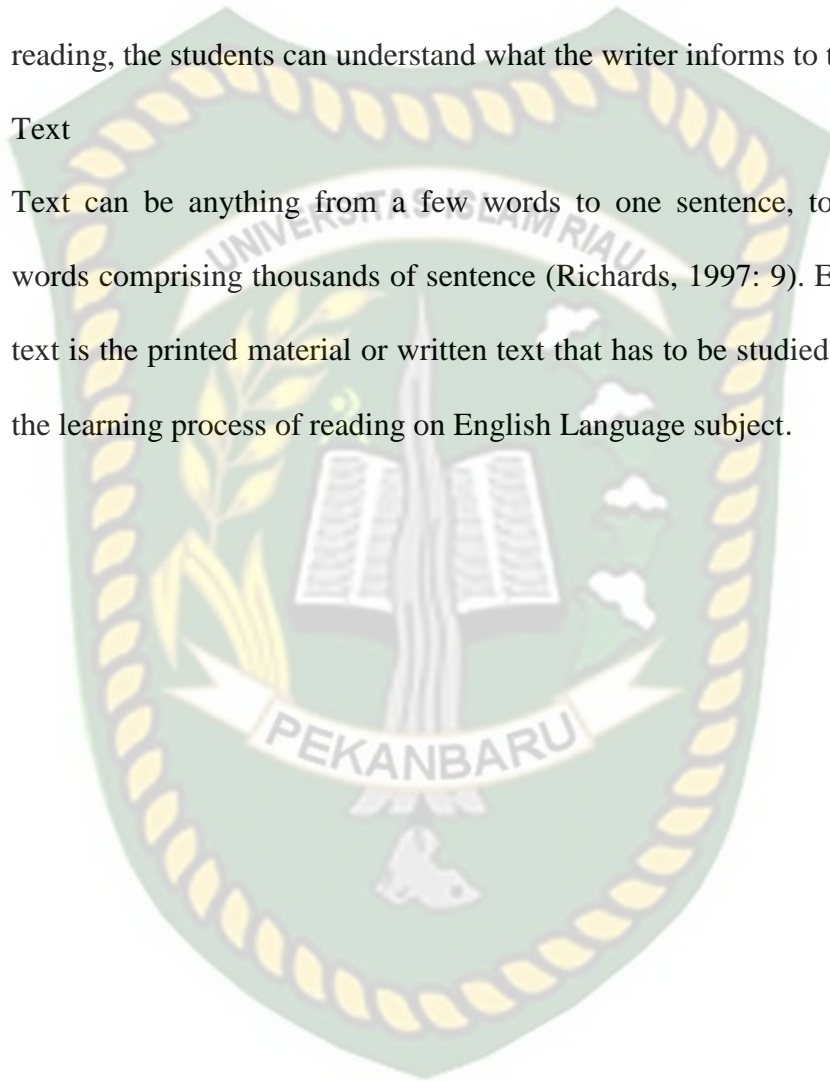
2. Reading Comprehension

Pang et al. (2003) stated that reading is about understanding written texts. It involves both perception and thought. It is also an interactive process that goes on between the reader and the text, resulting in comprehending the text.

The text present letter, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning. So, it means reading is one of the skills which has to be mastered, because by reading, the students can understand what the writer informs to the reader.

### 3. Text

Text can be anything from a few words to one sentence, to thousands of words comprising thousands of sentence (Richards, 1997: 9). English reading text is the printed material or written text that has to be studied by students in the learning process of reading on English Language subject.





## CHAPTER III

### RESEARCH METHODOLOGY

#### **3.1. Research Design**

This research was qualified as a qualitative research. The researcher used descriptive method to expose the result. The descriptive method is appropriate with this research since it describes the students' difficulties in comprehending English reading text. Bodgan and Taylor in Setiyadi (2006: 219) explain that qualitative research is a research which produces descriptive data in written or spoken words from the people and their behaviour which can be observed. The data of this research was collected by questionnaire.

#### **3.2. Source of Data**

The source of the data is one of the important aspects in this research. The data of this research were taken from several sources as described below:

##### **3.2.1. Population**

Population is all of research subjects (Arikunto, 2005). The population of this research was the third grade students of SMA Negeri 10 Pekanbaru in academic year 2019/2020.

##### **3.2.2. Sample**

According to Setiyadi (2006:38) sample is the member who give the data and representative the population of the research. The sample of this research will

be taken by using Purposive Sampling. Purposive Sampling is determining the subject based on specific purpose. It is not based on the strata, random or territory (Arikunto, 2006: 139-140). It will be used because the researcher will not be reach a target sample quickly. It will be easy to get a sample of subjects with specific characteristics. There were eight classes of third year students of SMA Negeri 10 Pekanbaru, and the researcher chose one class, that is XII MIPA 1 class consists of 36 students. This class was chosen because their average score of class was higher than the other classes. In addition, this class have studied all text types in English.

### **3.3. Data Collection Technique**

To obtain data for this research, the researcher used research instruments. The instruments used was a questionnaire. A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic (Sugiyono, 2008). The type of questionnaire used was rating scale questionnaire developed by Likert scale to get information from participant. Likert scale is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a

statement or set of statements. Likert scales is a non-comparative scaling technique and are one-dimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale (Sugiyono, 2008:73).

In this research, the researcher used the questionnaire used by Wahyuningtiyas (2014) Based on opinion Wahyuningtiyas' opinion the questionnaires consist of 35 items assessing students' difficulties and students' overcome toward the difficulties. It required subject to check on a five-point scale which consists of the responses very difficult, difficult, quite difficult, easy and very easy. For each item, scoring was determined such the responses indicating predefined "strong" students' problems were given 5 points while those were at the other end of the scale as scored 1 point (Wahyuningtiyas, 2014:39).

There were three indicators of the students' difficulties in comprehending reading text as shown in the following table:

Table 3.1. Indicators of the students' difficulties in comprehending reading text

<b>Difficulties</b>	<b>Item Number</b>	<b>Total</b>
Inferring information that is only implicit in a text include main idea implied	1, 2, 3, 4, 5	5
Making inferences to connect up the ideas in a text	6, 7, 8, 9, 10	5
Inferring the meanings of particular words from context	11, 12, 13, 14, 15	5

Besides, there were two indicators used to scale the way the students overcome their difficulties in comprehending reading text as shown in the following table:

Table 3.2. Indicators of the students' overcoming difficulties in comprehending reading text

<b>Difficulties</b>	<b>Item Number</b>	<b>Total</b>
Metacognitive	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Cognitive	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10

#### 3.4. Data Analysis

After collecting all of data from test and questionnaires, the researcher then analyzed the data. In analyzing the data the researcher used the following procedures:

1. Identification of data

The researcher analyzed the result of the test to determine the students' difficulties in comprehending the text, and in what aspects the students face the difficulty. The researcher distinguished the students' difficulties from the mistake they would have done in answering reading questions. And then from the questionnaire, the researcher got details and deeper information about the students' difficulties.

## 2. Description

The researcher used descriptive method to make the result and discussion of the research. The researcher described the result of the collected data in order the result of the research clear and readable.

## 3. Conclusion

Finally, the researcher concluded the result of this research and she presented it in the form of narrative.

To analyse to students' responses, the researcher followed the five steps below:

1. Read through responses to get a sense of what the students are feeling.
2. Map out a few general categories to put each of the responses. After reading the responses above, the researcher will divide the responses into three categories: *positive opinions* about the law, *negative opinions*, and *neutral opinions*.
3. Create sub-categories underneath the general ones to provide even richer detail. In this stage the researcher will see the different response in spite of the responses in their respective buckets (positive, negative, or neutral in this example), to create new sub-categories.
4. Double check and re-categorize. Go back and re-read responses to make sure they properly fit in the categories that you've assigned them to.
5. Summarize to see the percentages.

As explained before that the scale used to analyze the students' answers on the questionnaire is Likert scale. Likert scale in Sukmadinata (2009:238) used descriptive scale. For the favourable statement was scored as follow:

1. Very Difficult = 1
2. Difficult = 2
3. Quite Difficult = 3
4. Easy = 4
5. Very Easy = 5

To find out the students' overcome toward the difficulties to following Likert scale was used:

1. Strongly disagree = 1
2. Disagree = 2
3. Neutral = 3
4. Agree = 4
5. Strongly agree = 5

To analyze the students' response to items of the questionnaire the formula below was used:

$$%SRS = \frac{\sum SRS}{SRS \text{ Max}} \times 100\%$$

- |            |                                    |
|------------|------------------------------------|
| %SRS       | = Percentage of students' response |
| $\sum SRS$ | = Total of students' response      |
| SRS Max    | = Maximum score of all items       |

After being analysed, the data then was interpreted by using the following category (Sugiyono, 2010:93-95).

Percentage	Criterion
0% - 20%	: Very weak
21% - 40%	: Weak
41% - 60%	: Average
61% - 80%	: Strong
81 - 100%	: Very strong

Finally, to interpret the students' overcome toward the difficulties the following criteria were used:

Percentage	Criterion
0% - 20%	: Very not good
21% - 40%	: Not Good
41% - 60%	: Average
61% - 80%	: Good
81 - 100%	: Very Good

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Relevance Theories

##### 2.1.1. Reading

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood.

It means that reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means. English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to



understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.

### **2.1.2. Comprehension**

Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. Comprehension involves the relating of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas. comprehension of longer texts is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition. Therefore, comprehension needs understanding meaning in a text because comprehension is longer text (Snow, 1999)

It means that comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged. It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If

the readers feel difficult in text, its' mean that the readers are not enough to comprehend in a text.

According to Snowball (2005:1) comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text. Comprehension is the ability to actively listen to, read, and understand language. To comprehend text, one's decoding skills must allow for fluent reading (reading that is as smooth and full of expression as when we talk), thus allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. Thus, fluency is often called the "bridge" from decoding to comprehension. In addition to fluency and effective application of comprehension strategies, other key ingredients to comprehension include vocabulary knowledge and background knowledge. Therefore, comprehension text needs one's decoding skill for reading. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

From the statement above, it is clear that comprehending what you read is more than just recognizing and understanding words. True comprehension means

making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. it means that comprehension needs understanding words, connecting the main idea in text and remembering context. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads. Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text. This means that the readers look the construct meaning in text that they found information in text.

According to Woolley (2011), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. Therefore, reading comprehension has process of making meaning in a text. Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis. It is not enough to rely on context cues to predict the

meaning of new words.

According to Vaughn (2003:303) reading comprehension understanding of text that has been read, that is a complex skill that requires the use of various strategies to activate one's prior knowledge, monitor understanding, self-question, distinguish between the main idea and supporting details, and summarize. Therefore, the students require instruction in the development of strategies that can be used before, during, and after reading text. Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning. This research shows that the readers must found background knowledge, information inferred in reading context. Besides, the researcher wants to show about the strategies in reading especially students' difficulty in reading comprehension.

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

## 2.2. Relevant Studies

There are many researchers who analyzed the difficulties that are faced by the students in reading. The researcher finds out some researches which are relevant to this research. The results of several researches are as follow.

Atikah (2009) analyzed the students' linguistic problem in reading comprehension at second grade students of junior high school in Sukabumi. The finding showed that the students get difficulties on linguistic problem in reading such vocabulary, structure and spelling. Sasmita (2012) conducted a research to find out the students' problems in comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.

Chung (2012) conducted the research with the title "A Study of Reading Comprehension Problems in English Encountered by First Year Students of Faculty of Vietnamese Studies at HNUE." This study is aimed to find out the main reading comprehension problem encountered by the students. From the result, it is show that the two most serious problem faced by the students are insufficient vocabulary and they need to reread.

Oakhill's focus on comprehension differences arises because of problems at the single-word level and poor comprehends have difficulties at the sentences level

and fail to understand certain syntactic constructions. And discussed about the difficulties experienced by children who have a specific comprehension problem: those who have educated word recognition skills and have difficulty understanding text (Oakhill, 1993).

Another research entitled Reading in English as a Foreign Language: Problem and Strategies by Brashi (2000) from the University of UK, this study was designed to yield data that would contribute to our understanding of the nature of problems our students encounter in comprehending English texts and the way the process such text.

Wilawan (2012) says that focuses mainly on the combined application of cognitive and metacognitive processing strategies to improve EFL readers' main idea comprehension. Additional support in knowledge and skills in the foundational elements of text understanding at the lower level is often necessary in the process of constructing main ideas. And they focus on main idea, global and local comprehension, connectives, word relationships, self-monitoring.

Shepherd and Selden (2009) wrote entitled "Difficulties first-year University students have in reading their mathematics textbook" it is focus on students has difficulty correctly reading information from histograms and identifying what the horizontal and vertical scales represent. They offer some reasons for why it is important for students to be able to correctly read, interpret histograms, and offer

suggestions for how to help develop this type of reasoning. On the other hand, this research was being different from the study above. But the researcher was focus on students' difficulties in reading comprehension. There are Inferring information that is only implicit in a text, making inferences to connect up the ideas in a text include implied main idea, and Inferring the meanings of particular word from context in reading comprehension and students to overcome reading problems include metacognitive and cognitive.

From the related studies above, it showed that the difficulties in reading are important to be known and analyzed. However, the problems that are faced by the students might be different in one school to other schools. In this case, the researcher is interested to analyze the students' difficulties in comprehending English reading text.

### **2.3. Conceptual Framework**

#### **2.3.1. Reading Comprehension Strategies**

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Steenburgh (2009) states that students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning,



reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

#### d. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

#### 2.3.2. Reading Comprehension Aspects

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

##### a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan (2002) finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Vener (2002), therefore, says that this can make the main idea more difficult to

find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion in order they can answer the questions. These questions are often stated like “From the

passage, we can conclude that ..”, “It can be inferred from the passage...”, “What is the meaning of the statement above?” Because the meaning of the statement is not written on the text, the students are difficult to find the conclusion of the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students’ ability to understand material that is directly stated in the text. Some examples of detail questions fall in the following pattern: “According to the passage, who were fighting for the conversation in the forest?”, “All of the following are the true except...”, “A person, date, or place is,,,”.

In understanding and answering detail question, the students can use scanning strategy. To find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

### **2.3.3. Levels of Reading Comprehension**

Reading have levels of reading. This level reading as seen from the reading skill of students. The success of the reading students depending on the level of the text. Therefore, there must be a balance between the material and the ability of students.

**a. Literal Comprehension**

Literal comprehension, the lowest of the three levels, requires a reader

to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot (Grabe, 2009:310).

**b. Inferential comprehension**

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge (Grabe, 2009:310).

**c. Critical comprehension**

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between

information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy (Grabe, 2009:310).

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and student answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

#### **2.3.4. Reading Comprehension Difficulty**

Difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student's poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension (Long and Richards, 1987).

There are two major factors of difficulties that are faced by students, namely; internal and external.

#### **A. Internal Factors**

Internal factors include physics, intellectual, and psychological. These factors can influence the students in comprehension text during reading such as difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar, 2009).

##### 1. Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

##### 2. Difficulty in Using Reading Strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in

use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-Yun, 1998).

According the students' development and concealing that a student in difficulty is any student who encounters major obstacles to the successful completion of their educational goals. Students typically experience college as a time of significant transition and adjustment. Stress arising from this period of change may be of an academic, social, financial, work, family, or institutional nature. At times, this stress can become so severe that it poses a serious threat to academic progress. These resources can offer additional support and aid in the development of enhanced coping skills. Timely and effective assistance to address the needs of these students is important in order to increase the probability that they will achieve their educational goals (Freeman and Long, 1990). It means that the students get difficulty because they lack the interest and the intellectual.

Some people say that having reveal personal difficulties, the students may wish/expect to continue to receive further support from them

and ask for quite a lot of their time. If they are unwilling to be referred to someone in a more appropriate role, they may experience quite a lot of pressure to provide this support directly. They may feel concern for the student and worry that they may feel rejected if they do not offer. It means that the students' needs are more concentration, if the students do not concentrate for education, the students have difficult with our skill. Therefore, the students should understand with our education, especially, reading is important for students. Because by reading, students can increase their knowledge. If the students do not read, students get really difficult to increase their knowledge.

According to Makar (2005), Students have difficulty correctly reading information. We offer some reasons for why it is important for students to be able to correctly read and offer suggestions for how to help develop this type of reasoning It means that students should increase their information in order students do not get difficult in their education. Many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different textual sources, and making use of conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students'



past schooling experience and the literacy practices they had been used to.

It means that students get more difficulty in reading because students feel lazy to read. Reading comprehension is so useful for them to obtain new insight which is called receptive skill, and Writing can help them in productive skill. Therefore, if the students have difficulties in performing task, the students have a lot to read.

### 3. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

## **B. External Factors**

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement. The external factors include family and school environments (Rahim, 2006).

#### 1. Family and House Environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students' needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

#### 2. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

#### **2.3.5. Kinds of Students Difficulties in Reading Comprehension**

According to Joseph (2014:1172) when students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among

content presented in text. Therefore, the students have difficulties understanding, meaning of word or concepts and inferring information According to Oakhill (1993:227), one general problem that less-skilled comprehends seems to have is making inferences from text. These difficulties include: a). Inferring information that is only implicit in a text. b). making inferences to connect up the ideas in a text. And c). Inferring the meanings of particular words from context Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

According to Wilawan (2012:46), main idea is not a difficult reading task for many people due the fact that they can search for main points of text at specific locations of paragraphs (i.e. the first, second or last sentence) but explicit included local main idea, it is explicit connective has two types of text require readers to infer the underlying structure of the text, which is a difficult task for students. Determining implied main idea is much more difficult and can be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is a complex process which concerns the application of various reading strategies. Students have difficulty in comprehension, particularly in identifying main ideas and important details.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or

the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated.

Inference making is understanding language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straightforward texts require inferences to be drawn (Nation, 2004:258). Therefore, if the reader does read in text, they will infer the text that they have understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text.

Spivey (2011) shows that most all texts have one sentence within a paragraph or passage stating the author's message, or main idea. The main idea can appear at the beginning, middle, or end of a paragraph or passage. Finding the main idea becomes more difficult in the upper grades where the main idea may be *explicit* (a complete sentence taken directly from the text) or *implied* (summarized by evaluating the details in the text). The sentences in the text may have too much detail to pick one main idea or so little information that there is no obvious message.

The main idea helps readers recall important information. Locating the main idea helps the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension.

Whorter (2011:150) writes in his book entitled "Topics, Main idea, and Topics sentences" State that the students learned earlier that the *main idea* of a

paragraph is most important point. The main idea is also the most *general* statement the writer makes about the topic. In this brief paragraph, the main idea is expressed in the first sentence. This sentence, known as the topic sentence, is the most general statement in the paragraph. All the other sentences are specific details that explain this main idea. In addition, Williams noted the importance of identifying main ideas as essential to successful reading comprehension in terms of drawing inferences from text, studying effectively.

The researcher concludes that main idea is important in reading comprehension because main idea is important information that tells more about the overall idea of a paragraph or section of a text and most paragraphs have a main idea that is either contained in general sentences or else suggested by several specific sentences and making inferences make the students difficulty in a text. So that way, if the students do not find the inferring information that is only implicit in a text included main idea, the students will difficult to read some books especially in reading comprehension.

Reading is a thinking process. Effective readers know that when they read, *what* they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. In addition, Students were encouraged to use three

comprehension strategies: previewing prior to reading and connecting with known information, identifying the main idea, and generating and answering questions as a form of summarization. These strategies are associated with improved outcomes in reading comprehension.

Some researchers said that good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating (McLaughlin and Allen, 2002). In addition, all readers, no matter what their skill levels, benefit greatly from direct instruction in how to interact with a text and process information.

The proses of learning, learning strategies take an important role. The appropriate use of learning strategies can result in increased second language proficiency. Applying certain strategies in language learning including reading skill is prominent because they are tools for active and self-directed involvement. Appropriate learning strategies result in improving proficiency and self-confidence which become prerequisites for communicative competence as the main goal of language learning. Therefore, the strategies are regarded as an important aspect of language learning since they can help students to overcome reading problems. The classification of learning strategies can be divided into two types as follow.

## 1. Metacognitive Strategies

Baker and Boonkrit (2004:299-328) say that metacognitive strategies in reading include looking at the pictures provided in text, reading the question before read whole passage and other strategies which provided a way for students to coordinate their own learning process. In addition, metacognitive strategies have control over their reading. Before reading, they might clarify their purpose for reading and preview the text.

## 2. Cognitive Strategies

O'Malley (1990) says that Cognitive strategies, in which the learner interacts with the material to be learned by manipulating it mentally (as in making images or elaborating on previously acquired concepts or skills) or physically (as grouping items to be learned in meaningful categories or taking notes on important information to be remembered). In addition, concerning cognitive strategies, rereading took place as a familiar strategy used in reading.

According to Oxford (1994:70), the technique of rereading or repeating is to read a passage several times, each time for different purpose such as to get the general drift or the main idea, to predict, to read for detail. Reading strategies are traditionally recognized reading behaviors as skimming a text to get the general idea, scanning a text for a specific piece of information, making contextual guesses about the meanings of unknown words, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea, rereading, and using cognates to

comprehend, to more recently recognized strategies such as activating prior background knowledge and recognizing text structure.

Nation (1994) states that good readers proceed generally from front to back of documents when reading. They are selectively attentive. They sometimes make notes. They predict, paraphrase, and back up when confused. They try to make inferences to fill in the gaps in text and in their understanding of what they have read. Good readers purposely try to integrate appropriate the text. They do not settle for literal meanings but rather interpret what they have read, sometimes constructing images, other times identifying categories of information in text.

#### **2.4. Theoretical Assumption**

Reading is an important skill that should be mastered by the students. To be good readers, the students should comprehend the text that they read. Reading comprehension is an activity to extract the meaning of written materials with fully understanding. There are five aspects that should be mastered by the students to comprehend the text, such as determining the main idea, finding specific information, making inference, identifying the reference, and understanding the meaning of words. The researcher assumes that there are many students faced the difficulties in comprehending the text on those aspects. So, the researcher is interested in conducting the research to find out the students' difficulties in comprehending English reading text.

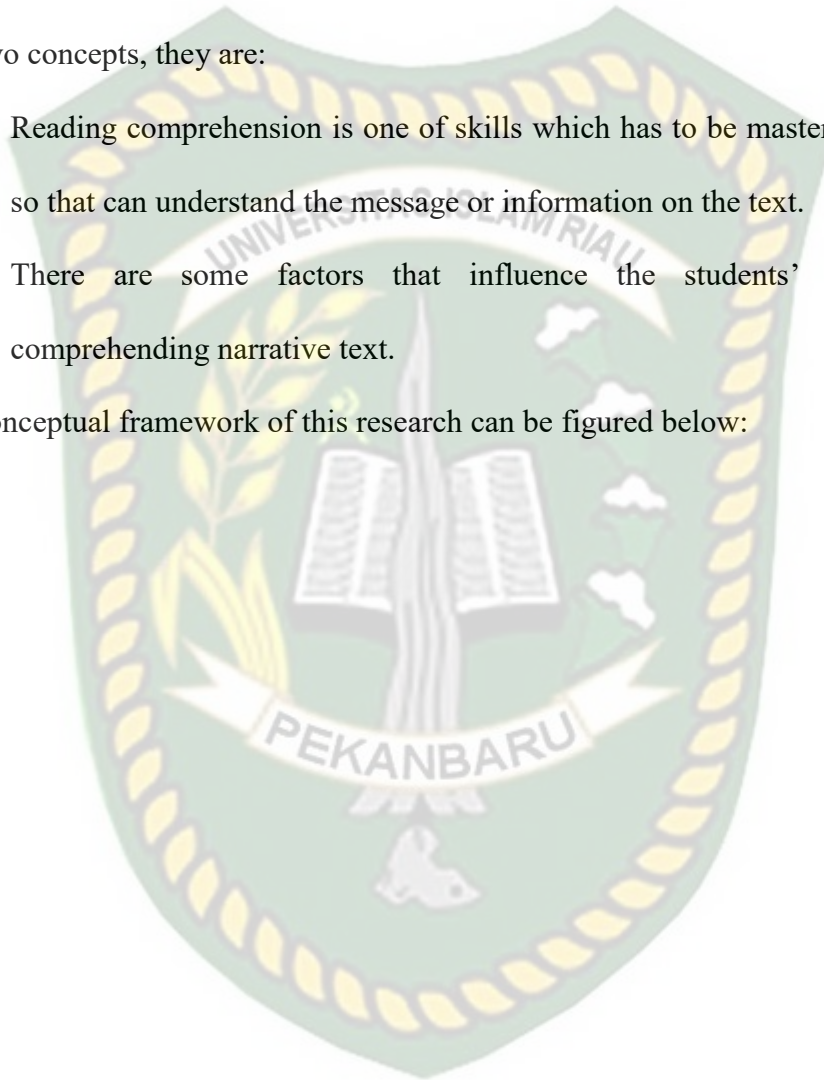


## 2.5. Conceptual Framework of the Research

The exposure that has been elaborated on the theoretical review can put two concepts, they are:

1. Reading comprehension is one of skills which has to be mastered by students so that can understand the message or information on the text.
2. There are some factors that influence the students' difficulties in comprehending narrative text.

The conceptual framework of this research can be figured below:



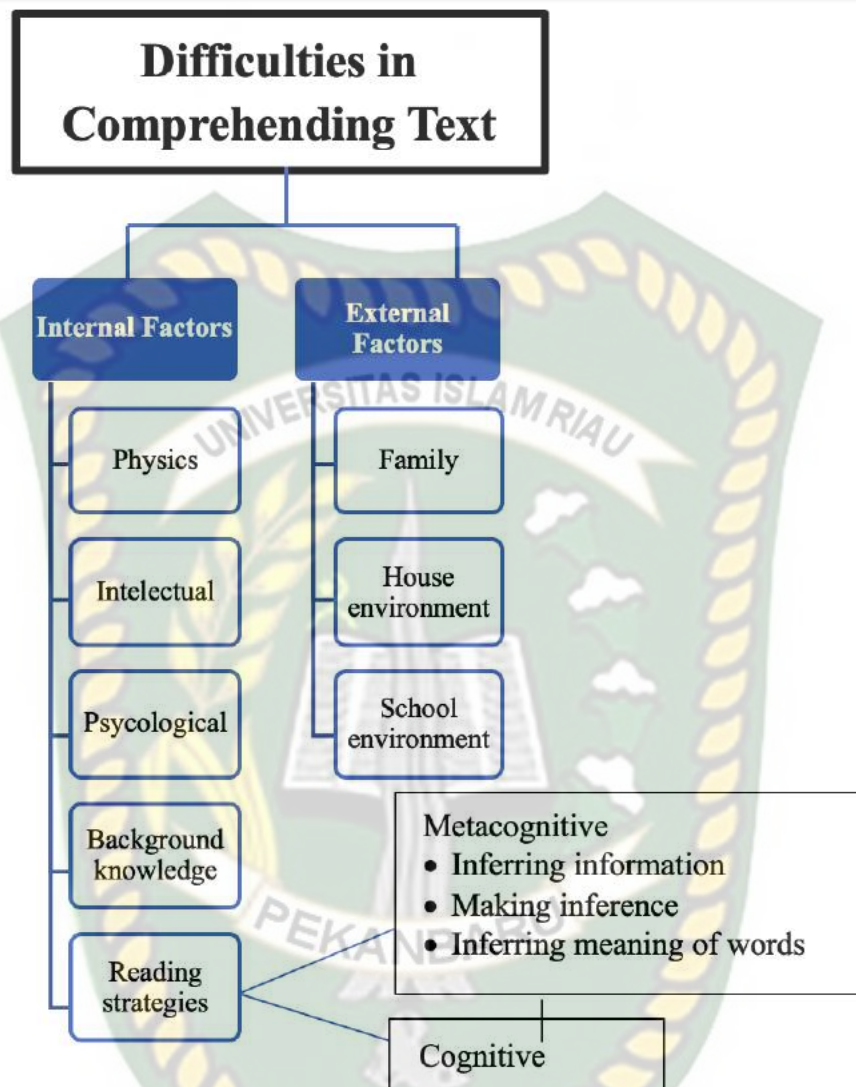
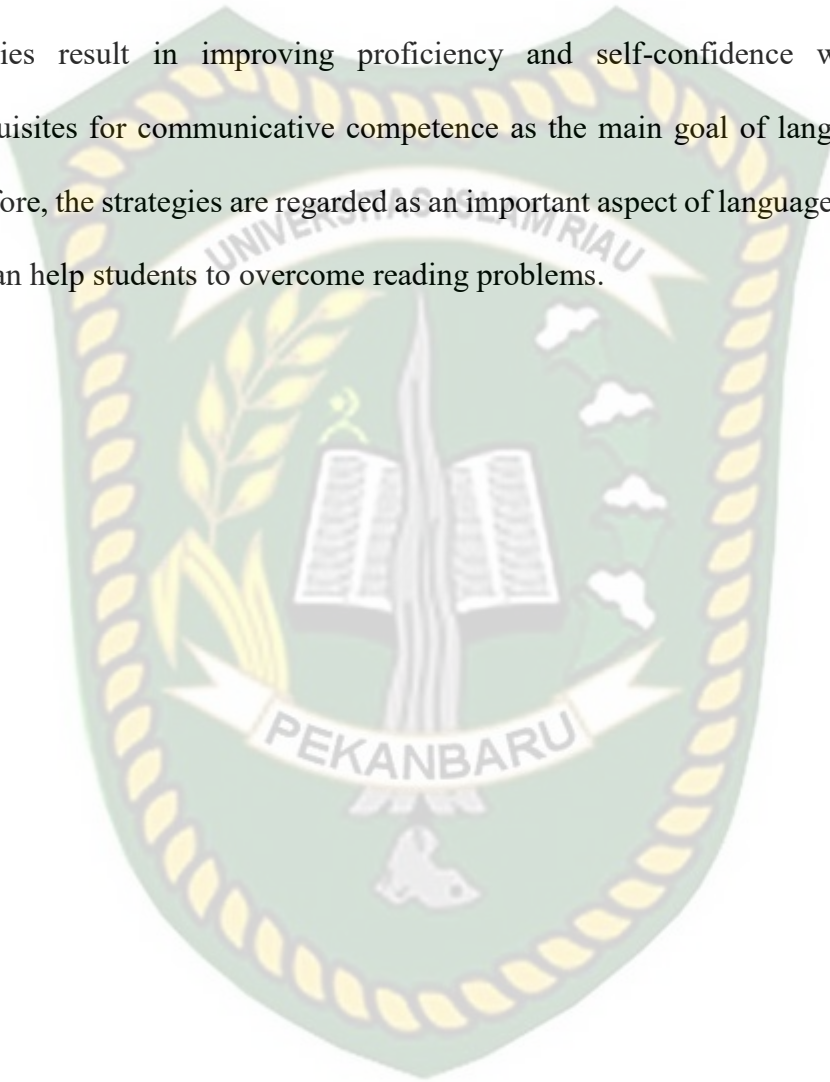


Figure 2.1. The Conceptual Framework of the Research

Based on the figure above, it is clear the two major factors that influence the students in comprehending reading text. The internal and external factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the learners' background, some within the reading technique, and some within the learners' environment, etc. The students' difficulties may be unable to

compensate for the difficulties that they experience in understanding what they read. However, the right kind of strategies can make a difference despite the many difficulties that individual students encounter. For example, appropriate learning strategies result in improving proficiency and self-confidence which become prerequisites for communicative competence as the main goal of language learning. Therefore, the strategies are regarded as an important aspect of language learning since they can help students to overcome reading problems.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

Based on the research questions stated on the previous chapter, this research would like to describe and analyze students' difficulties in reading text and the strategies used to overcome the difficulties. To answer the research questions, a research instrument was administered to the third year students of SMAN 10 Pekanbaru. The findings of the research are described as follow:

#### 4.1. RESEARCH FINDING

The research instrument of this research was a questionnaire. After the instrument was applied to the sample, the result was analyzed to meet the objectives of the research as well as to draw conclusion about the objective of the study. Researcher described the findings into three parts; the student's difficulties in reading comprehension, the students' overcome difficulties in reading comprehension, and discussion.

##### 4.1.1. The student's difficulties in reading comprehension

The first research question of this study was "What are the students' difficulties in reading text? To answer this question, the researcher gathered information by using questionnaire. Based on the students' response to the questionnaire analyzed by using data analysis technique which is explained in the previous chapter. The students simply indicated their opinion by putting checklist on the position on the scale

which most represents their feeling or opinion. The scale used in this research was the following scale:

- a. Very difficult = 1
- b. Difficult = 2
- c. Quite difficult = 3
- d. Easy = 4
- e. Very easy = 5

After getting the students response to every question on the questionnaire, the researcher calculated to find out where the percentage and the criterion the percentage belongs to. The percentage in each item was based on the following table:

Percentage	Criterion
0% - 20%	: Very weak
21% - 40%	: Weak
41% - 60%	: Average
61% - 80%	: Strong
81 - 100%	: Very strong

This research found that the student's difficulties in reading comprehension have 4 categories. They were Weak, Average, Strong, and Very Strong. The conclusion can be presented as follows.

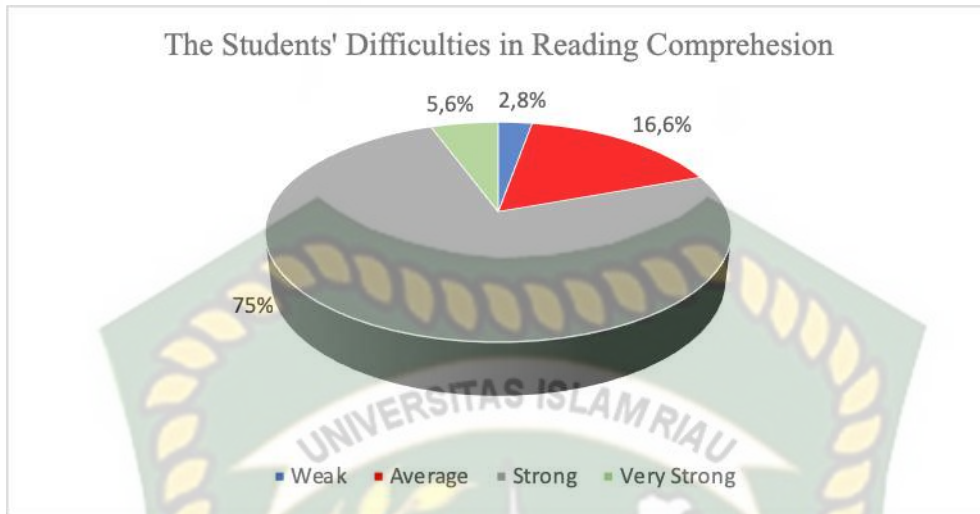


Figure 4.1 Percentage of students difficulties in reading comprehension

Based on the figure above, it can be seen that there were 2,8% or only 1 of the respondents belonged to Weak criterion, 16,6% or 6 of the respondents belonged to Average criterion, 75% or 27 of the respondents belonged to Strong criterion, and 5,6% or 2 of the respondents belonged to Very Strong criterion. From the data, it can concluded that there were still some students had difficulty in reading comprehension. There were 75% or 27 of the students had Strong criterion and about 5,5% or 2 of the students had Very Strong criterion which indicate that they had good or very good reading comprehension ability and they did not have many difficulties in reading comprehension. On the other hands, there were still many students had difficulties in reading comprehension. There were 2,8% had Weak reading comprehension ability and 16,6% had Average reading comprehension ability. In addition, the average criterion of difficulties of the whole students in reading comprehension was 69% which belong to Strong category.

To find out and analyze the students' response as well as to have a clear view about the students' perception on difficulties in comprehending reading text, the researcher, then, calculated each student's score on their response to the questionnaire as presented below.

**a. Inferring information that is only implicit in a text**

To gain data of this problem, firstly the researcher analyzed the whole students score of the statements in the questionnaire number 1 – 5; secondly, carefully analyzed the response on each item one by one. Based on the result of the questionnaire number 1 – 5 it was found the following percentage:

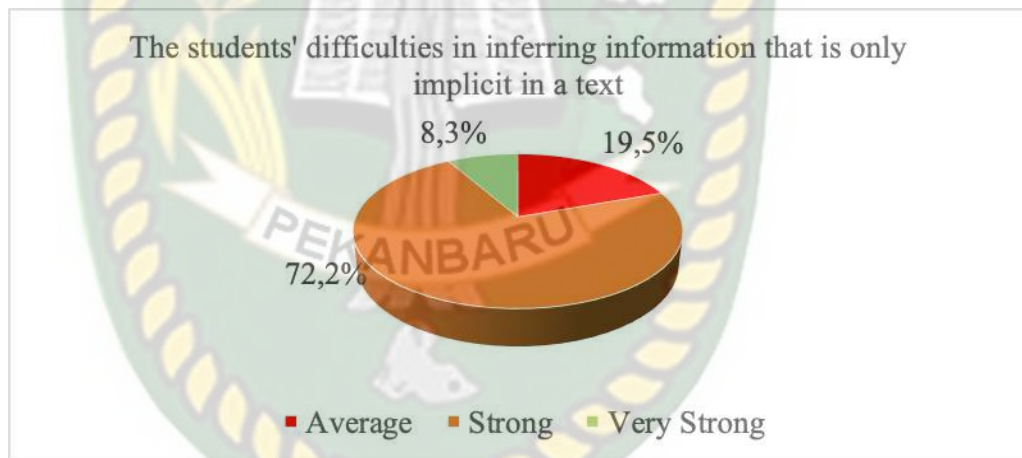


Figure 4.2 The students difficulties in inferring information that is only implicit in a text.

Based on the figure above, in reading comprehension especially in inferring information that is only implicit in a text, there were 7 or 19,5% of the respondents belonged to Average criterion, 26 of 72% belonged to Strong criterion, and 8,3% or 3 of the respondents belonged to Very Strong criterion. It can

concluded that there were still some students had difficulty in reading comprehension especially in inferring information that is only implicit in a text. In addition, the average criterion of difficulties of the whole students in inferring information that is only implicit in a text was 70% which can categorized into Strong criterion.

After analyzed the average of the students' difficulties in inferring information that is only implicit in a text, the researcher analyzed the students' response in every item of number 1 – 5. The result can be presented as follows :

- 1) You found the implied main idea in the case text well

Table 4.2 Percentage of the first statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
1	0%	5,6%	27,8%	61%	5,6%	71%	Strong

Based on the table above, it is clear that there were no students responded Very Difficult on the item number 1, but there were 5,6% or 2 of the students said Difficult, 27,8% or 10 answered Quite Difficult, 61% or 22 of the students responded Easy, and 5,6% or 2 of the students chose Very Easy. In conclusion, in finding the implied main idea in the case text the students had Strong comprehension (73%). In other words, the students could found the implied main idea in the case text well.



2) Inferring first paragraph to infer the next paragraph

Table 4.3 Percentage of the second statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
2	2,8%	8,3%	36,1%	52,8%	0%	66%	Strong

Based on the table above, it is shown that there was only 1 students marked Very Difficult on the item number 2. On the other hand, there were 58,3% or 3 of the students answered Difficult, 36,1% or 13 answered Quite Difficult, 52,8% or 19 of the students responded Easy, and no student chose Very Easy. In conclusion, in inferring first paragraph to infer the next paragraph in reading comprehension the students had Strong comprehension (68%). It means students had not really difficulties in inferring first paragraph.

3) Having reading comprehension test

Table 4.4 Percentage of the third statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
3	0%	2,8%	47,2%	47,2%	2,8%	68%	Strong

The table above shows that the was no student choose option Very Difficult, 2,8% or 1 of the students, 47,2% or 17 of the students preferred Quite Difficult, 47,2% or 17 of the students preferred Easy, and only 2,8% or 1 of the students chose Very Easy. In addition, the percentage of the students' response to the third question

on the questionnaire is 70%. It means that the students has Strong comprehension when the had reading comprehension test .

4) Inferring text in English reading comprehension tests

Table 4.5 Percentage of the fourth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
4	5,6%	2,8%	36%	52,8	2,8%	67%	Strong

Based on the table above, it is shown that there were 5,6% or 2 of the students marked Very Difficult on the item number 4. Furthermore, there was only one student of 2,6% of the students answered Difficult, 36% or 13 answered Quite Difficult, 52,8% or 19 of the students responded Easy, and 2,8% or 1 student chose Very Easy. In conclusion, in inferring text in English reading comprehension tests the students had Strong comprehension (69%). It means students had not really difficulties in inferring text in English reading comprehension tests.

5) Knowing the whole meaning accurately to analyze the implicit main idea

Table 4.6 Percentage of the fifth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
5	5,6%	2,8%	38,8%	50%	2,8%	67%	Strong

Based on the table above, it is shown that there were 5,6% or 2 of the students marked Very Difficult on the item number 5. There was only one student of 2,6% of

the students answered Difficult, 38,8% or 14 answered Quite Difficult, 50% or 18 of the students responded Easy, and 2,8% or 1 student chose Very Easy. In conclusion, in knowing the whole meaning accurately to analyze the implicit main idea, the students had Strong comprehension (68%). In other words, the students had not really difficulties in knowing the whole meaning accurately to analyze the implicit main idea.

**b. Making inferences to connect up the ideas in a text**

To obtain data of this problem, the researcher analyzed the whole students score of the statements in the questionnaire number 6 – 10, and then analyzed the response on each item one by one. Based on the result of the questionnaire number 6 – 10 it was found the following percentage:

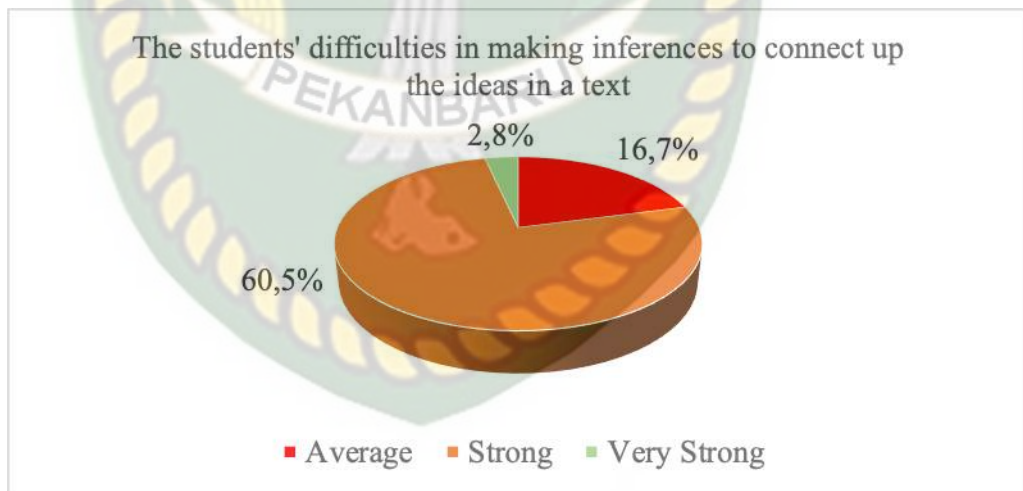


Figure 4.3 The students difficulties in making inferences to connect up the ideas in a text

Based on the figure above, in reading comprehension especially in inferring information that is only implicit in a text, there were 6 or 16,7% of the respondents belonged to Average criterion, 29 of 80,5% belonged to Strong criterion, and 2,8% or 1 of the respondents belonged to Very Strong criterion. It can concluded that there were still some students had difficulty in reading comprehension especially in inferring information that is only implicit in a text. In addition, the average criterion of difficulties of the whole students in inferring information that is only implicit in a text was 70% which can categorized into Strong criterion.

After getting the average of the students' difficulties in making inferences to connect up the ideas in a text, the researcher analyzed the students' response in every item of number 6 – 10. The result can be presented as follows:

- 6) Interpreting each paragraph to connect the main idea quickly

Table 4.7 Percentage of the sixth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
6	0%	8,3%	44,5%	47,2%	0%	66%	Strong

The data on the table above shows that the percentage of students' response score on the criterion of Very Difficult was 0%, 8,3% or 3 of the students got Difficult criterion, 44,5% or 16 of the students got Quite Difficult criterion, 47,2% or 17 of the students got Easy criterion, and no student got Very Easy criterion. The

percentage of students' response score on this item was 68%. It mean that in interpreting each paragraph to connect the main idea quickly, the students had Strong comprehension.

7) Finding implied main idea in the first paragraph in reading comprehension.

Table 4.8 Percentage of the seventh statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
7	0%	0%	25%	61%	5,6%	74%	Strong

The table above shows that the students' response score on Very Difficult and Difficult criteria was 0%. It means that student did not feel difficult in finding implied main idea in the first paragraph. Furthermore, there were 25% or 9 of the students felt quite difficult, 61% or 22 of the students felt easy, and 5,6% or 2 of the students felt very easy in finding implied main idea in the first paragraph in reading comprehension. In conclusion, the average of the students' comprehension was 76%. It means that the students had Strong criterion in finding implied main idea in the first paragraph in reading comprehension.

8) Counting the same words in the whole text to predict the main idea.

Table 4.9 Percentage of the eight statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
8	0%	8,3%	38,9%	52,8%	0%	68%	Strong

From the table above it can be seen that no students got Very Difficulties in counting the same words in the whole text to predict the main idea. But there were 8,3% or 3 of the students got Difficulties, 38,9% or 14 of the students got Quite Difficulties, 52,8% or 19 of the students got Easy, and no students got Very Easy. By counting the percentage of the students' response score in this item, it could be shown that the comprehension of the students were 69%. It means that the students got strong comprehension in counting the same words in the whole text to predict the main idea.

9) Concluding the whole text by understanding the first sentences

Table 4.10 Percentage of the ninth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
9	0%	8,3%	41,7%	50%	0%	67%	Strong

The table above explains that no students got Very Difficulty criterion in concluding the whole text by understanding the first sentences. But there were 8,3% or 3 of the students got Difficulties, 41,7% or 15 of the students got Quite Difficulties, 50% or 18 of the students got Easy, and no students got Very Easy. By counting the percentage of the students' response score in this item, it could be concluded that the comprehension of the students were 68%. It means that the students got strong comprehension in concluding the whole text by understanding the first sentences.

10) knowing the whole story by knowing conjunction in every paragraph to connect the main idea

Table 4.11 Percentage of the tenth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
10	0%	8,3% <sup>3</sup>	38,9%	47,2%	5,6%	68%	Strong

The data on the table above shows that the percentage of students' response score on the criterion of Very Difficult was 0%, 8,3% or 3 of the students got Difficult criterion, 38,9% or 14 of the students got Quite Difficult criterion, 47,2% or 17 of the students got Easy criterion, and 5,6% or 2 students got Very Easy criterion. The percentage of students' response score on this item was 70%. It mean that in interpreting each paragraph to connect the main idea quickly, the students had Strong comprehension.

**c. Inferring the meanings of particular words from context**

To make this problem clear, the researcher analyzed the whole students score of the statements in the questionnaire number 11 – 15, and then analyzed the response on each item one by one. Based on the result of the questionnaire number 11 – 15 it was found the following percentage:

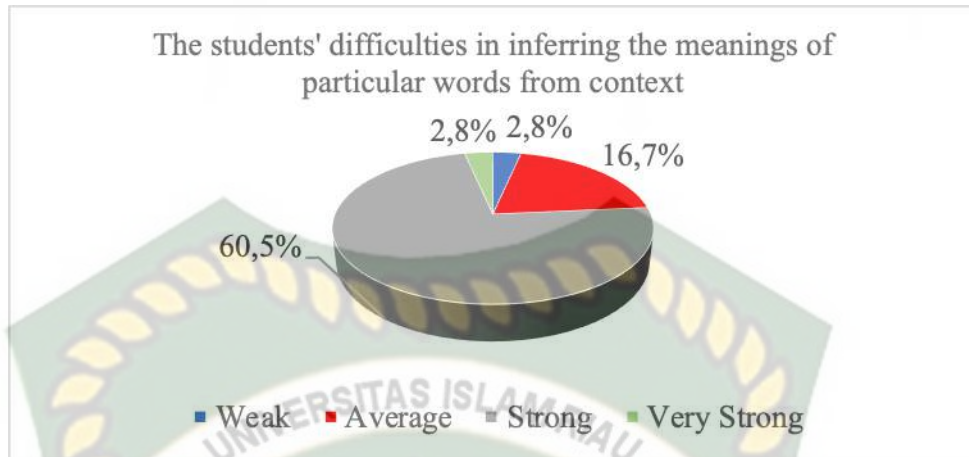


Figure 4.4 The students difficulties in inferring the meanings of particular words from context

Based on the figure above, in reading comprehension especially in inferring the meanings of particular words from context, there was only 1 student or 2,8% of the students got Weak criterion, 10 or 27,7% of the respondents belonged to Average criterion, 23 of 63,9% belonged to Strong criterion, and 2 or 5,6% of the respondents belonged to Very Strong criterion. It can concluded that there were still some students had difficulty in reading comprehension especially in inferring the meanings of particular words from context. In addition, the average criterion of difficulties of the whole students in inferring the meanings of particular words from context was 68% which can categorized into Strong criterion.

After getting the average of the students' difficulties in inferring the meanings of particular words from context, the researcher analyzed the students' response in every item of number 6 – 10. The result can be presented as follows:



11) Circling the uncommon words to infer the meaning

Table 4.12 Percentage of the eleventh statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
11	2,8%	5,6%	41,6%	44,4%	5,6%	69%	Strong

The table above shows that the students could circle the uncommon word to infer the meaning. They had Strong (69%) comprehension when they were face into uncommon word in a text. The data explains that 44,4% or 16 of the students felt easy and 5,6% or 2 of them felt very easy. However, 2,8% or 1 of students felt very difficult to do so, 5,6% or 2 of students felt difficult, 41,6% or 15 of students felt circling the uncommon word was quite difficult. From this data, it can be concluded that the percentage of students' response score was very good because most of students could predict the main idea by circling the uncommon word in reading comprehension.

12) Memorize many vocabularies to infer the meaning of the text

Table 4.13 Percentage of the twelfth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
12	0%	8,3%	47,3%	36,1%	8,3%	69%	Strong

This data shows that the percentage of students' response score was 69%. They mostly did not got difficulties in memorizing many vocabularies to infer the

meaning of the text. There were 8,3% or 3 of them still got difficulties and 47,3% or 17 them had quite difficult in memorizing many vocabularies. In contrast, there were 36,1% or 13 of students who were able to infer the meaning of the text by memorize them easily, and 8,3% or 3 felt very easy in this section.

13) Translating the whole reading text in particular words to interpret the meaning of the context

Table 4.14 Percentage of the thirteenth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
13	5,6%	5,6%	44,4%	44,4%	0%	66%	Strong

The data in this statement shows that the students still could manage to translate the whole text to interpret the meaning. By the percentage of 66%, their comprehension could be categorized into Strong criterion. However, there were only 16 or 44,4% of the felt easy in translating the text and no one felt very easy. The rest of them felt very difficult (5,6%), difficult (5,6%), and quite difficult (44,4%).

14) Predicting the implied main idea in the last paragraph

Table 4.15 Percentage of the fourteenth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
14	2,8%	5,6%	44,4%	41,6%	5,6%	68%	Strong

The table above shows that the percentages of students' response score was 68%. It indicated that the level of the students' comprehension was strong. By this data, it can be concluded that predicting the implied main idea in the last paragraph was not really a problem for the students. There were 15 students felt easy (41,6%) and 2 of the students felt very easy (5,6%). In the contrary, there were still 1 student felt very difficult (2,8%), 2 of them felt difficult (5,6%), and 16 of them felt quite difficult (44,4%).

15) Understanding expression to read the implied main idea

Table 4.16 Percentage of the fifteenth statement

No	Percentage of Answer					Percentage of students' response score	Criterion
	Very difficult	Difficult	Quite difficult	Easy	Very easy		
15	0%	5,6%	47,2%	44,4%	2,8%	69%	Strong

This was the last statement that the respondent needed to respond in the questionnaire. The aim of this statement was to find out the students' difficulties in understanding expression to read the implied main idea. Based on the result presented on the table above, it can be seen that no student felt very difficult in understanding expression to read the implied main idea and there were 2 students felt difficult (5,6%), and 17 students felt quite difficult (47,2%). However, there were 16 students felt easy ( 44,4%), and only 1 student felt very easy (2,8%). Based on this data, it can be concluded that some of students did not know how to predict the main idea by understanding the expression and other did not have problem to do it

After analyzing fifteen questions, the researcher found the students difficulties in reading comprehension:

Result	Percentages
Inferring information that is only implicit in a text	$\frac{626}{900} \times 100\% = 70\%$
Making inferences to connect up the ideas in a text	$\frac{632}{900} \times 100\% = 70\%$
Inferring the meanings of particular words from context	$\frac{613}{900} \times 100\% = 68\%$

#### 4.1.2. The Students' Overcome Difficulties in Reading Comprehension

The first research question had already been answered on the previous explanation. The next step was the researcher analyzed the students how to overcome their difficulties in reading comprehension. In this research, the researcher used questionnaire to get information from the respondent. The questionnaire was arranged in form of rating scale. Students' response was rated in scale of strongly disagree (SD), disagree (DI), neutral (N), agree (A), strongly agree (SA). Respondents indicated their opinion by putting checklist on the position on the scale which most represents what they felt. Then, the students' response scores were assessed with the following scale:

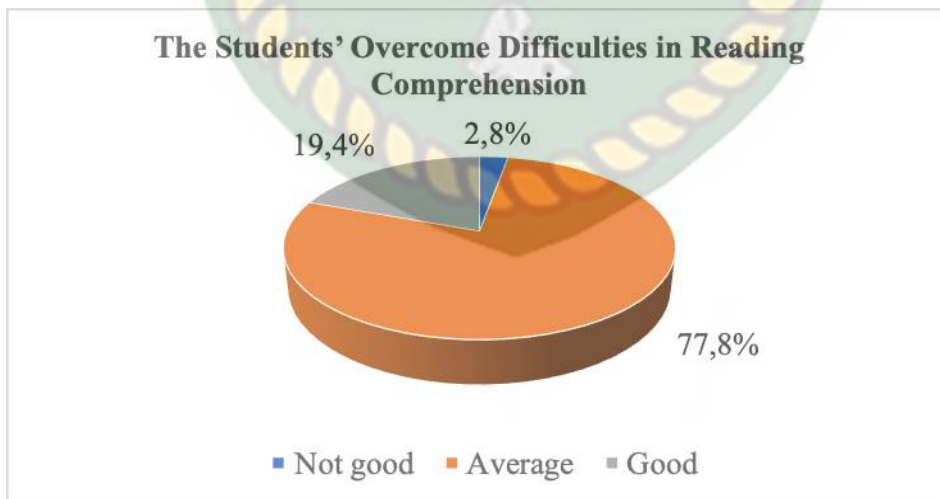
- a. Strongly disagree = 1
- b. Disagree = 2
- c. Neutral = 3
- d. Agree = 4
- e. Strongly agree = 5

After that, every single question was multiplied with the score of the students' response and was found the percentage and looked for the criterion from the percentage in each item with the following table:

Table 4.17 Criteria of Students' Overcome toward the difficulties

Percentage	Criterion
0% - 20%	: Very not good
21% - 40%	: Not Good
41% - 60%	: Average
61% - 80%	: Good
81 - 100%	: Very Good

Based on the data described on Appendix 10, the students' average skill in overcoming their difficulties in reading comprehension is show in the following chart:



From the figure above, in overcoming their difficulties in reading comprehension, there were 2,8% or only 1 of the students belonged to Not Good criterion, 77,8% or 28 of them belonged to Average criterion, and 19,4% or 7 of the them belonged to Good criterion. Based on this fact, it can concluded that generally the students had Average level of strategies in overcoming their difficulties in reading comprehension. In addition, their average level in using the two strategies students in reading comprehension was 55,5% which belong to Average category.

**a. Metacognitive**

There were two strategies that the students could use when they faced difficulties in reading comprehension, namely metacognitive and cognitive. The first strategy that the student could use in overcoming difficulties in reading comprehension was metacognitive. There were 10 item of statements in the questionnaire (Item number 1 – 10). The result of each student score in this strategy is shown below:

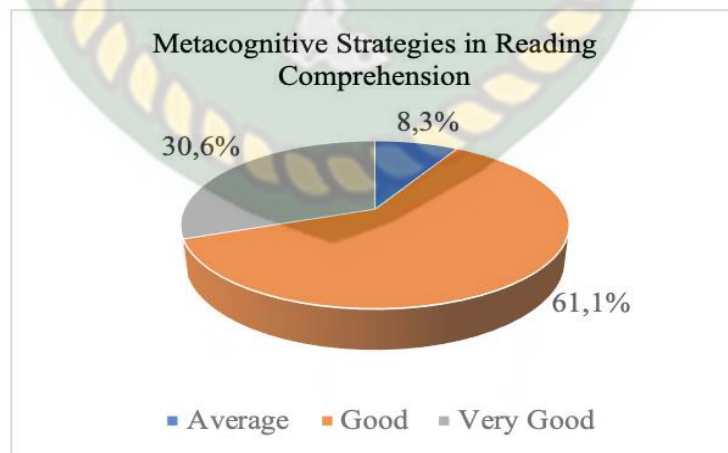


Figure 4.5 The result of metacognitive strategies

Based on the figure above, it can be known that 8,3% of the students had average ability in using metacognitive strategy, 61,1% of them had good ability, and 30,6% had very good ability. In other words, the statement 1 to 10 mostly met the criteria of good. It means that students used the metacognitive strategies in certain situations to get rid of this problem. In other hand, some of them were sometimes still confused how to answer reading comprehension problem which can be seen in the average criterion. The description of metacognitive strategy can be presented below.

Table 4.18 Percentages of students' response for students overcome students' difficulties about metacognitive strategies

The students overcome to students' difficulties in reading comprehension		Percentage of students response score	Criterion
Metacognitive	1. I read slowly but carefully to be sure I understand what I'm reading. (Saya membaca pelan-pelan untuk memastikan saya mengerti apa yang saya baca)	81%	Very Good
	2. I try to get back on track when I lose concentration. (Saya mencoba untuk kembali ke wacana bila saya hilang konsentrasi)	80%	Good
	3. I adjust my reading speed according to what I'm reading (Saya menyesuaikan kecepatan membaca saya dengan apa yang saya baca)	78%	Good
	4. When text becomes difficult, I pay closer attention to what I'm	81%	Very Good

	reading. (Ketika teksnya sulit maka saya memperhatikan lebih terhadap apa yang say baca)		
5.	When text becomes difficult, I pay closer attention to the new vocabulary. (Ketika teksnya sulit maka saya memperhatikan lebih terhadap kosa kata baru)	79%	Good
6.	I try to picture or visualize information to help remember what I read. (Saya berusaha untuk menggambarkan / membayangkan informasi agar membantu mengingat apa yang say baca)	82%	Very Good
7.	When text becomes difficult, I reread to increase my understanding (Ketika teksnya sulit maka saya ulangi membaca untuk meningkatkan pemahaman saya)	84%	Very Good
8.	I try to guess the meaning of unknown words or phrases. (Saya mencoba menerka makna kata or prasa asing)	72%	Good
9.	I connect the text to information from other sources. (Saya menghubungkan teks dengan informasi dari sumber lain)	69%	Good
10.	I set a purpose for reading to make it meaningful. (Saya menentukan tujuan membaca agar membaca tersebut bermakna)	74%	Good

Based on the table above, it can be concluded that the students' average ability in overcoming difficulties in reading comprehension was good. It can be seen



from the average percentage of the students' response to the ten statements of the questionnaire (78%).

### b. Cognitive

The second strategy that the student could use in overcoming difficulties in reading comprehension was cognitive. There were also 10 item of statements in the questionnaire (Item number 11 – 20). The result of each student's score in this strategy is shown below:

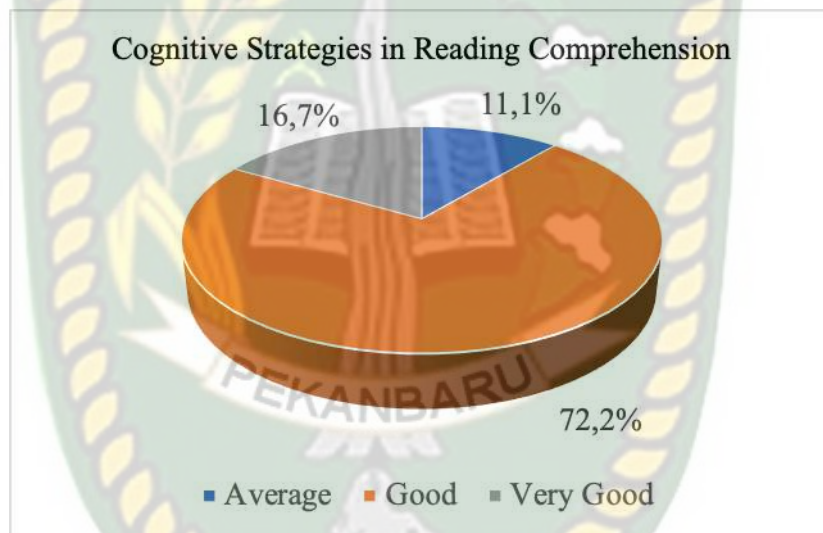


Figure 4.6 The result of cognitive strategies

Based on the figure above, it can be seen that 11,1% of the students had average ability in using cognitive strategy, 72,2% of them had good ability, and 16,7% had very good ability. In other words, the statement 11 to 20 mostly met the criteria of good. It means that students used the cognitive strategies in certain situations to get rid of this problem. In other hands, some of them were sometimes

still confused how to answer reading comprehension problem which can be seen in the average criterion. It means that most of the students chose about the cognitive strategies for students to overcome their difficulty in reading comprehension such as reading chunk, making inference, the ideas in the text or predict a main idea, and draw conclusions. The description of cognitive choice can be presented below.

Table 4.19 Percentages of students' response for students overcome students' difficulties about cognitive strategies

The students overcome to students' difficulties in reading comprehension		Percentage of students response score	Criterion
Cognitive	11. I identify the first paragraph that contains main idea mostly. (Saya mengenali paragraf pertama yang berisi ide pokok)	74%	Good
	12. The last paragraph concludes the whole text that I can choose main idea easily. (Pragraf terakhir menyimpulkan keseluruhan teks sehingga saya dapat memilih ide pokok dengan mudah)	70%	Good
	13. I always count some words in text that can support to be probably main idea (Saya selalu menghitung kata untuk membantu saya menentukan kemungkinan ide pokok)	67%	Good
	14. Inferring text in English reading comprehension is very necessary for me to know the text	74%	Good

	(Menyimpulkan teks dalam wacana Bahasa Inggris sangat penting bagi saya untuk mengetahui teks)		
15.	I classify the uncommon words that can help me to infer the text. (Saya mengelompokkan kata yang tidak biasa untuk membantu saya menyimpulkan teks)	73%	Good
16.	I can infer the reading text by circling the particular words that can support to relate the each paragraph. (Saya dapat menyimpulkan teks dengan cara melingkari kata tertentu yang dapat membantu menghubungkan setiap paragraf)	70%	Good
17.	By inferring the text can help me to find the main idea quickly. (Dengan menyimpulkan teks dapat membantu saya menemukan ide pokok dengan cepat)	79%	Good
18.	Guessing and making inference involve using a wide variety of clues to guess the meaning. (Menebak dan membuat kesimpulan melibatkan penggunaan	71%	Good
19.	I predict, paraphrase, and back up when confused reading text to identify the main idea (Saya menebak, mnyimpulkan, dan mengulangi lagi bila suatu teks membingungkan untuk menemukan ide pokok.	77%	Good
20.	I often try to integrate across the text to get the main idea	76%	Good

		(Saya sering mencoba untuk mengintegrasikan seluruh teks untuk menemukan ide pokok)		
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Based on the table above, it can be concluded that the students' average ability in overcoming difficulties in reading comprehension was good. It can be seen from the average percentage of the students' response to the ten statements of the questionnaire (73%).

#### 4.2. DISCUSSION

Based on the discussion on previous chapter, the focus of this research were to find out the difficulties in reading comprehension in term of 1) Inferring information that is only implicit in a text include main idea implied, 2) Making inferences to connect up the ideas in a text, and 3) Inferring the meanings of particular words from context. Considering the result of data analysis described above, on the three of the research problems, this research found that mostly the students had no difficulties.

Based on the theory by answering the first question, the students had no difficulties in reading comprehension. The data revealed that 75% of the students had strong comprehension and 5,6% of them had very strong ability to comprehend reading texts. This fact indicate that they had good or very good reading comprehension ability and they did not have many difficulties in reading comprehension. They had no difficulties in reading comprehension because they successfully managed mastering reading during the first to the third semester and they

did use the strategy to infer the information of the text, the main idea in reading comprehension, and they predict and guess the main idea appropriately.

However, some students still got difficulties in comprehending reading texts. Based on the result of the data, 2,8% of the students had weak comprehension and 16,6% had average level of comprehension or had a bit of difficulties. They had difficulties in reading comprehension even though they had learnt during the first to the third semester. Based on the theory by three difficulties, they might have difficulties because they did not understand the strategy to infer the information of the text, they were lack of knowing the main idea in reading comprehension, and they were unable to predict and guess the main idea appropriately. They did not apply the appropriate reading techniques while reading. They read the whole passage more than once and found the meaning of every word in the text first before answer the questions.

By the percentage of 69%, it means that the students actually showed medium level of comprehension as they had constraints with respect to three aspects of reading difficulties. This may appear not only from the features of the text but also from the students' ability. The problems that appear from the features of the text, such there were unfamiliar vocabularies which were used in the text, unfamiliar content of the text which make the students are not interested to read, the appearance of an ambiguous pronoun which was confusing for the students, and the sentence pattern which was too complicated to be understood by the students. Moreover, the students probably also had difficulty in reading a text especially in long text.

In answering the second research question, there were two strategies in reading comprehension. They were metacognitive and cognitive. In using the two strategies the students had Average criterion (55,5%). In addition, they mostly tended to use metacognitive strategies (78%) to answer the text. They likely used metacognitive strategy rather than cognitive. This strategy can be classified in the following three clusters of metacognition: (1) planning; (2) monitoring; and (3) evaluating strategies. Planning strategies are used before reading; activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. The students may also preview the general information in the text and its structure. The students may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning strategy. Monitoring strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph (Israel, 2007:450).

Readers may also identify and focus on key information or key words, including: (1) but; (2) however; (3) on the other hand; (4) in addition; (5) also; and (6) in conclusion. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy. Evaluating strategies are employed after reading. For example, after reading a text, learners may

think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first. Besides, Metacognitive reading strategies consisted of the following: (1) setting goals for reading; (2) previewing a book before reading; (3) monitoring the appropriateness of the textbook for the purpose; (4) identifying text structure; (5) determining important information in the textbook; (6) utilizing supplemental features (such as tables); (7) using cue words and typographical support (e.g., italics); (8) inferring; and (9) confirming predictions. Metacognitive strategies increase the students' meaning construction, monitoring of text and reading comprehension, and their ability to evaluate the text they are reading. This metacognitive reading framework should be familiar to teachers who integrate before, during, and after reading processes when teaching students effective comprehension strategies (Pressley, 2006:564). In summary, metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies, and each group has a variety of strategies that require readers' metacognitive processing.

By exploring the result of the data and the theories reviewed by the experts, it can be concluded that most of third year students' of SMAN 10 Pekanbaru described situation where they face problem in reading in the same time they could solve these difficulties. They tended to answer the reading tests successfully using the two strategies especially the metacognitive one.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. CONCLUSION

After analyzing the result of the students' difficulties and the strategies they used to overcome difficulties in comprehending English reading text at third grade students of SMAN 10 Pekanbaru in Academic Year 2019/2020, the researcher draws the conclusion as follows.

1. The difficulties in reading comprehension include inferring information that was only in a text, making inferences to connect up the ideas in a text, and inferring the meanings of particular words from context. The percentage of the students' difficulties was 69%. In other words, there were 2,8% of the students had weak comprehension, 16,6% of them had average comprehension, 75% of them had strong comprehension, and 5,6% of them had very strong criterion. It can be concluded the percentage that the students had was strong which means that the students had not really had difficulties in reading comprehension.
2. There were two strategies to overcome students' difficulties in reading comprehension.; metacognitive and cognitive. In using metacognitive strategy, 8,3% of the students had average ability, 61,1% of them had good ability, and 30,6% had very good ability. The average ability in using this strategy was 78% (Good). Furthermore, in using cognitive strategy 11,1% of the students had average ability, 72,2% of them had good ability, and



16,7% had very good ability. The average ability in using the strategy was 73% (Good). Comparing the average percentage of using the two strategies, it can be concluded that the students used more metacognitive strategy to

## 5.2. SUGGESTION

Based on the conclusion above, the researcher would like to give the following suggestions:

1. The teacher should identify difficulties related to reading comprehension before learning or before the students read the text. It will make the students easy to understand the text to help them solve the students problems in comprehending the text. In short, the teachers should be more creative in applying the techniques of teaching reading skill.
2. The third year students of SMAN 10 Pekanbaru can increase and deep their knowledge by reading various texts. When they face difficulties on reading the various kind of texts, the have to practice using the strategies they had gotten.
3. The researcher also hoped that the next researchers will continue this study by conducting the further investigation and exploring deeper about the relationship between the students background knowledge of the content of the text and their ability in understanding and solving their problem in reading.

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