STUDENTS' DIFFICULTIES IN COMPREHENDING THE ENGLISH READING TEXT AT SMA NEGERI 1 JENANGAN PONOROGO

THESIS

By:

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ABSTRACT

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Reading comprehension is one of the skills that must be mastered by people who are learning English, this is because reading is an integral part of writing, speaking and listening skills. As a subject taught in schools, English as a foreign language is still not close to students' knowledge. This condition is in accordance with the problems at SMA Negeri 1 Jenangan Ponorogo where students experience difficulties such as limited vocabulary, making inference, and several other aspects.

The objectives of this research include; 1) to identify the difficulties faced by the eleventh grade students of SMA Negeri 1 Jenangan, 2) to identify the solution of causing the students difficulties in comprehending English reading text at the eleventh grade students of SMA Negeri 1 Jenangan Ponorogo.

Researcher used qualitative methods. Data was collected based on observation, interviews and documentation. The subject of the research were eleventh grade students at SMA Negeri 1 Jenangan Ponorogo. Data analysis used the Miles and Huberman data analysis technique model which consists of three stages, namely data reduction, data presentation, and data conclusion.

Based on the research results, the researcher found; 1) several difficulties experienced by students, namely, inferences making, knowing words of words, sentences and their connections, and findings structure text. The researcher found students' difficulties in inference making, namely in making conclusions that were still difficult. Students' difficulties in knowing the meanings of words are due to limited vocabulary, students do not know many meanings so students do not understand the meaning of the text they read. Students experienced difficulties in sentences and theirs and finding structure texts, namely they were confused because the text was long. The researcher also examined the strategies used by students to overcome the difficulties they experienced. 2) Researcher found that students used the help of a translator application and students also skimmed the text to find out the meaning of the text they read.

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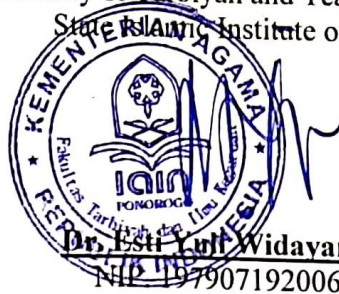
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, and plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 16th September 2024

Sincerely,

Eka Nurohmawati

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the foreign languages recognized as a global language. Indonesia makes English a foreign language. English plays an important role in facing the current global flow of communication at home or abroad, and also in learning knowledge that uses English references. English is taught at all educational levels in Indonesia, from elementary school to university.

The development of increasingly sophisticated times makes English one of the languages that is increasingly needed, for example for offices, business affairs, tourism, and also for education. This means that English is heard more and more often and is familiar to many people. Nonetheless, English as a foreign language taught in the subject at every school in Indonesia has a place that is still not familiar with the language. However, it continues to be studied until now because of the fast-changing and increasingly sophisticated times, learning English must be one of the important things at this time.

English has four skills, namely, listening, speaking writing, and reading.[1] In listening skills, students are usually guided by the teacher with the help of audio media played on speakers and students will be given directions to listen to what they hear from the speakers, then after that, there is a task to by to has been played before. While in speaking skills, students will be trained to speak

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[1] Saepudin, *An Introduction to English Learning and Teaching Methodology* (Parepare, Indonesia: TrustMedia Publishing, 2014), https://repository.iainpare.ac.id/id/eprint/1284/.

in front of the class with text, memorization, or short questions according to the directions given by the teacher. Next, in writing skills, students are usually taught to write and learn vocabulary and grammar according to the directions given by the teacher. Reading skills are among the final competencies developed in English. Reading is done to find out information and also understand a text that is read, to find the conclusion or core of the text being read. Reading is also an interesting thing because by reading, one will know and understand something new.

Reading comprehension refers to the reader's capability to understand and articulate the content of argumentative, expository, or descriptive texts on a specific topic.[2] In reading comprehension, it is not uncommon for students to experience difficulties in understanding the reading, we still often encounter when students often struggle to grasp the material of the English text they read for example on vocabulary, the main idea of the reading, and other findings that are still considered difficult to understand. There are many types of English texts, for example, descriptive text, argumentation text, narrative text, and also exposition text.

Learning English is certainly not easy, especially since Indonesia makes English is considered a foreign language rather than a second language where this language is still rarely heard or spoken in everyday life around us. The difficulty of learning English has not been resolved until now, there are still many students who feel that English is a difficult and uninteresting thing

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[2] Feny Martina et al., "The Effect of Time Constraint on Student Reading Comprehension Test Performance in Narrative Text," *Journal of Languages and Language Teaching* 8, no. 3 (July 27, 2020): 323–29, https://doi.org/10.33394/jollt.v8i3.2625.

because the language is different from Indonesian of course. One of the challenges emphasized in the introduction of this thesis is students' struggle with reading comprehension, particularly in identifying the main idea, understanding vocabulary, locating detailed information, and drawing conclusions from the text.

According to Woolley, Reading comprehension involves deriving meaning from a text.[3] Reading comprehension is needed to help the process of getting the meaning of the text read so as to get the real meaning. The need for reading comprehension is used not just knowledge of vocabulary, but also involves thinking and discussion. Of course reading has many purposes such as for school graduation requirements, as well as providing provisions for continuing further studies. This opinion is also supported through Heilman's opinion which explains that Reading comprehension is a cognitive process that involves understanding written ideas through meaningful interpretation and interaction, shaped by various thinking and language skills.

Reading comprehension can be approached from both bottom-up and top-down perspectives. Villanueva explains that there are two main types of approaches to explain the nature of reading comprehension, the first is bottom-up processing. Bottom-up processing emphasizes the development of fundamental skills, such as associating sounds with letters, syllables, and written words on a page. The second approach is top-down processing, which center on the background knowledge that readers draw upon to comprehend

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[3] Yudha Indah Kurniawan, "The Effect Of Think Aloud Strategy In Teaching Reading Of Descriptive Text On The Eighth Grade At Smp Islam Manbaul Ulum Gresik" (Gresik, Universitas Muhammadiyah Gresik, 2015), http://eprints.umg.ac.id/id/eprint/2809.

written text.[4] In reading comprehension, the important thing to master is the process of understanding the text thoroughly and being able to read critically to get the author's conclusions and objectives, and also knowing the ideas presented and being able to apply these ideas to actual situations. All of this involves the thinking process. So, to find or understand the reading quickly and accurately, readers must be able to use the information obtained to draw conclusions to understand allusions.

Therefore, a teacher plays a crucial role in the success of the teaching and learning process, so that the teacher can know and understand the various difficulties experienced by students in the classroom, because teachers or schools will always be required to do this. This is also related to SMA Negeri 1 Jenangan Ponorogo, which is one of the educational institutions to meet the needs of the hilly areas in Ponorogo Regency for education.

Based on the findings of student test scores that researcher obtained from the English teacher, that in terms of students' English scores, out of twenty-two students in the class, many students had scores close to the average score, namely 76. Ten students had scores between 80 to 85, and others are at values 77 to 79.[5] Although most students have scores close to the average, the concentration of scores in the 77 to 79 range indicates that many students still face difficulties in achieving a better understanding of English. Scores that are not too high for the majority of students indicate challenges in mastering

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[4] Thiara Nurul Jafar, "Improving Students' Reading Comprehension Using Small Group Interaction (A Classroom Action Research At Second Grade Of Smp N 1 Salem, Brebes Academic Year 2011/2012)" (Bachelor, Universitas Muhammadiyah Purwokerto, 2012), https://repository.ump.ac.id/3423/.

[5] See Appendices 1: General Information of English Test Scores for Eleventh Grade Students at SMA Negeri 1 Jenangan Ponorogo.

English material, both in the aspects of writing, reading, or speaking skills, which may require further attention from teachers to improve students' overall understanding and abilities.

This was also explained by the English teacher at school that during class lessons to find out the meaning of the text being studied, students still had difficulty and needed more understanding to find out the meaning of sentences from the text they read.[6] This shows that students need more practice and more effective approaches to deepen their understanding of English texts. This limitation can hinder their ability to analyze and conclude the information contained in the reading.

English is a foreign language, but as it develops, it should no longer be foreign, especially to students. English does require gradual skills and abilities in order to be applied appropriately. Therefore, the researcher is interested in examining **"Students' Difficulties in Comprehending the English Reading Text at SMA Negeri 1 Jenangan Ponorogo"**.

B. Research Focus

To prevent deviation from the issue and to broaden the scope, the researcher will limit the subject matter of this study. The focus will be on the following aspects:

1. This research was conducted at SMA Negeri 1 Jenangan Ponorogo with the research subjects being eleventh grade students, with the research topic being students' difficulties in understanding English texts.

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[6] Interview with English Teacher, 7/2/2024.

2. The researcher would like to analyze the difficulties that faced by students in comprehension English reading text in the exposition focuses to analyze: Inference making, knowing the meaning words, sentences and their connections, finding structure text and the strategy or solutions of contributing the students' difficulties in comprehending the English reading text at eleventh grade students of SMA Negeri 1 Jenangan Ponorogo.

C. Statement of the Problem

Based on the research background presented by the researcher, there will be a problem formulation as follows:

1. What difficulties do students experience in comprehending the English reading texts?

2. What are students' solutions to overcome the difficulties in comprehending English reading texts?

D. Objectives of the Study

The aim of this research is to answer the problems that have been described previously. The objectives of this research are:

1. To identify the difficulties experienced by students in comprehending English reading texts.

2. To find out the students' solutions in solving the difficulties in comprehending English reading texts.

E. Significances of the Study

This research has two benefits: theoretical and practical. The anticipated outcomes in both areas are:

1. Theoretically

   a. Providing a description for any future researcher interested in studying the same topic. Hopefully, this research is also a means of providing information to readers about the development of Students' abilities in understanding English texts which have been researched for a long time and still exist today due to changing times becomes the source of information and reference.

   b. Describing the factors that caused the students' difficulties in comprehending English reading text at SMA Negeri 1 Jenangan.

2. Practically

   a. For School

   For schools, this research will assist in evaluating the progress of English language programs, enabling them to support teachers and students in finding alternative methods to address the challenges faced by students.

   b. For English teacher

   For English teachers in particular, this research will also help find out the difficulties faced by students, so that they will find ways to help overcome reading comprehension difficulties in students.

   c. For Students

   For students, it is hoped that this research will serve as feedback and motivation for them to further improve their learning, especially in English reading comprehension skills.

   d. For Readers

It is anticipated that this study will enlighten readers about the challenges students encounter in their reading comprehension of analytical exposition texts.

e. For the Future Researcher

This study is expected to contribute to other researcher who conduct similar or different research designs on problems or difficulties faced by students in English, especially in reading skills.

F. Organization of the Thesis

This section helps readers understand the systematic discussion described by the researcher. There are three sections contained in the contents of this proposal, namely:

a. The first part is an introduction that explains the background of the study, research focus, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

b. The second is Literature Review. This section contains explanations of theoretical background and previous research findings. The theoretical background presented some materials related to students' difficulties in comprehending English reading texts at SMA Negeri 1 Jenangan Ponorogo. Previous research findings, the researcher concludes the results of previous studies that have similar cases to this research.

c. The third chapter is the research method which discusses research design, research setting, data source, data collection technique, data analysis technique, research validity, and research procedure.

d. Fourth chapter contains the data description which consists of findings and discussion. The findings explain the general description of the research background which contains a brief history of SMA Negeri 1 Jenangan, vision, mission and goals of the school. Discussion explains the difficulties experienced by students when understanding English texts at SMA Negeri 1 Jenangan Ponorogo and the efforts made to overcome the difficulties experienced. This section is very important because it is the core of writing a thesis.

e. Fifth chapter or the last chapter is presented the conclusion of the study and recommendations for future improvements in the study.
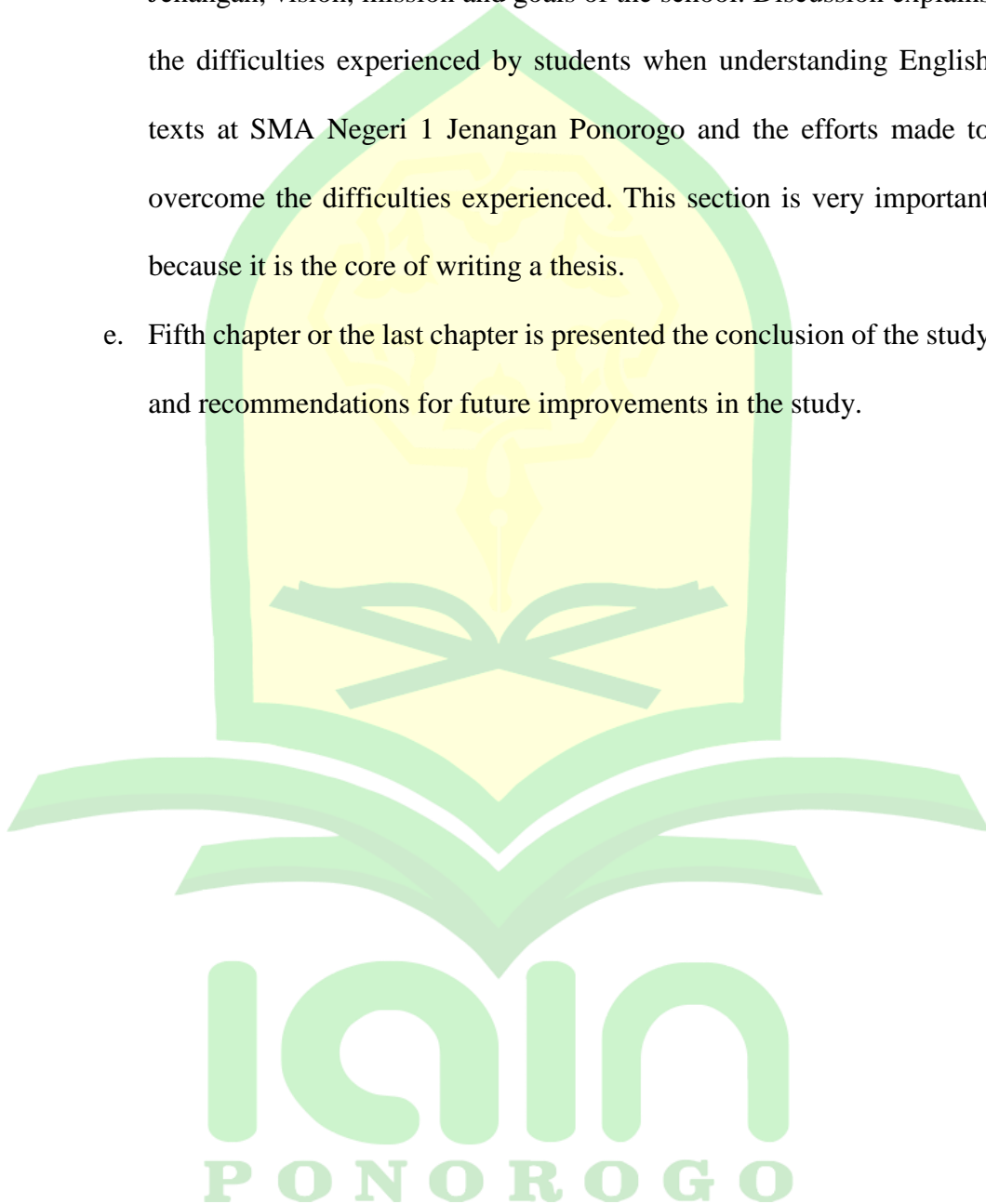
CHAPTER II

READING COMPREHENSION IN TEACHING LEARNING

A. **Theoretical Background**

1. **Definition of Difficulties**

The concept of difficulty has its own definition from person to person. Difficulty for each person has different levels according to each person facing it. Difficulties can be recognized and overcome in various ways. According to Kendall, difficulties are obstacles that arise in the learning process that can affect students' understanding and achievement.[7] This means that students may experience difficulties in learning because of an obstacle or problem that arises during the process of doing something. The understanding that students gain can make it easier for them to achieve their goals.

Besides that, Smith explains that "difficulties" in the context of psychology can refer to problems that interfere with individuals from achieving mental or emotional balance.[8] In addition, Flavell describes difficulties as obstacles that arise in an individual's cognitive development, which can affect their ability to process information and learn from experience. This means that the difficulties experienced by someone can

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[7] Kendall, J. "Learning Difficulties in Education." *Educational Psychology Review* 11, no. 3 (1999): 233-245.
[8] Smith, A. "Psychological Challenges and Coping Strategies". Journal of Mental Health. 2005.

disrupt learning development and can hinder the process of information that should be well understood and become difficult to understand.[9]

According to Djamarah, difficulties can be defined as challenges or obstacles faced by individuals in the learning process. Djamarah explained that learning difficulties are often caused by internal factors, such as intellectual ability, motivation, and lack of understanding of the material, as well as external factors such as teaching methods and learning environment.

In addition, Schunk explained that learning difficulties are often rooted in internal factors such as low levels of skill mastery, low self-confidence, and problems processing information. Difficulties often come from oneself, where lack of knowledge and self-confidence is a common reason for someone.[10] Learning a new language can be the most difficult task for students.

According to Nurdin, difficulties can be defined as conditions or situations that cause a person to experience challenges or obstacles in achieving certain goals. In the context of learning, difficulties often refer to the obstacles an individual face in understanding material, completing assignments, or adapting to the learning environment. This individuals have to try hard and force themselves to be willing to face the difficulties they face in order to solve them well.[11]

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[9] Flavell, J. H. "Cognitive Development." In *Developmental Psychology*. 5th ed. New York: Prentice Hall, 1996.

[10] Schunk, D. H. *Learning Theories: An Educational Perspective.* 7th ed. Boston: Pearson, 2012.

[11] Abdul Nurdin, *Introduction to Educational Psychology* (Jakarta: Prenadamedia Group, 2013).

Based on the understanding of several experts, the definition of difficulty has a broad meaning, it can be from internal or external factors which also have many perceptions. Difficulties are things experienced by someone that can hinder the process they are experiencing.

2. **Definition of Reading Comprehension**

Reading comprehension is an essential ability in the learning and communication process. This definition involves more than just recognizing words, it also includes the ability to understand, analysis, and interpret text in a meaningful way. This process involves active skills that allow readers to engage with the material being read, relate new information to existing knowledge, and draw conclusions based on the given context.

According to Jane Oakhill, reading comprehension is the ability to understand, interpret and analysis information from the text read. Oakhill emphasizes the importance of the cognitive skills and strategies that readers use in the process of comprehending texts, including the ability to relate new information to existing knowledge and construct meaning from the given context.[12] Reading comprehension provides an illustration that reading a text is not just about reading, but also knowing the meaning of the text using the abilities and strategies used by the reader.

According to Westwood, reading comprehension is the ability to understand, analysis and interpret the text read. This process involves

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[12] Oakhill, Jane, "Understanding and Teaching Reading Comprehension," in *the Routledge Handbook of Literacy Studies*, edited by Jennifer Rowsell and Kate Pahl (New York: Routledge, 2015), 25-37.

integrating information from the text with previous knowledge and experience, so that readers can draw conclusions and understand the deeper meaning of the reading material.[13]

According to Wolley, it is an active process that involves understanding and processing information from text, where readers not only recognize words, but also interpret meaning and draw conclusions based on context.[14] This ability is greatly influenced by the reader's background knowledge and the strategies used during reading.

Then, according to Brassell and Rasinski, they emphasize the importance of active comprehension where readers are involved in the process of understanding the text through various strategies. Readers need to use critical skills to interpret meaning, connect ideas, and draw conclusions from the information presented.[15] This sentence emphasizes that the reading comprehension process is interactive and requires critical skills from the reader. Furthermore, reading comprehension has major implications in education. In the classroom context, teachers need to teach effective reading strategies and help students develop the critical skills necessary to understand texts well. Thus, reading comprehension is not just about achieving basic understanding, but also about equipping individuals with the skills necessary to think critically and make informed decisions in everyday life.

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[13] Westwood, Peter. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. 2nd ed. Camberwell, Victoria: ACER Press, 2008.

[14] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Dordrecht: Springer Netherlands, 2011), https://doi.org/10.1007/978-94-007-1174-7.

[15] Brassell, Danny, and Beth Rasinski. *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*. New York: Scholastic, 2008.

In conclusion, reading comprehension is a complex ability that involves interaction between the reader and the text. This is the key to success in education and in life, enabling individuals to understand the world around them in more depth. Developing these skills is very important and must be the focus of education so that students can become critical and independent readers.

3. **Level of Reading Comprehension**

According to Thomas Barrett in his book Brassell and Rasinski explains that there are three levels of reading comprehension, namely literal comprehension, inferential comprehension, and critical comprehension.

a. **Literal Comprehension**

This is the lowest of the three levels, requires readers to be able to retell or recall the facts or information presented in a text. For example, character names and setting details, this is an example of literal understanding. The information necessary for literal understanding comes mostly from the text itself. Memory comprehension can be easily evaluated. In answering literal questions, readers may or may not remember information from the text.

b. **Inferential Comprehension**

Inferential comprehension, the next level, refers to a reader's ability to absorb information inferred or implied in a text. If a text shows that a character is carrying an umbrella while walking down the street on a cloudy day, you can infer that the character is hoping for rain. Inferential understanding is more sophisticated than literal

understanding because it requires organizing and manipulating information from the text as well as information that exists in the reader's background knowledge.

c. **Critical Understanding**

Critical or evaluative understanding, this is the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. 'Is the character reputable and honest in his actions?', 'Does the selection offer the reader new information, new insight, or additional enjoyment?', 'Is the character original?', 'Is the literary quality of the text high?', Answers to these 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. Additionally, in-depth analysis and critical thinking are required to make judgments and evaluations. Because responses to inferential and critical level questions depend greatly on the reader's own background, interests, and character, determining the reader's level and the quality of the reader's inferential and critical understanding is not easy.[16]

In conclusion, there are three levels of reading comprehension, namely literal comprehension (understanding explicit information), inferential comprehension (drawing conclusions from context), and critical comprehension (analyzing and evaluating the content of the

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[16] Danny Brassell, Timothy V Rasinski, and Hallie Kay Yopp, "Comprehension That Works : Taking Students Beyond Ordinary Understanding to Deep Comprehension," *Shell Education*, 2008.

text). These three levels complement each other and are important for improving overall understanding of the text.

4. Component of Reading Comprehension

According to Oakhill, there are four processes that are important for adequate or good understanding, such as inferences, word meaning, sentences and their connections, finding and using text structure.[17]

a. Inferences Making

According to Oakhill, inferences are a cognitive process in which readers use the information contained in the text together with their own knowledge and experience to construct meaning that is not explicitly stated. Inferences allow readers to fill in gaps in the text and understand the deeper implications of what is read.[18] Inference has two types, both of which are central to text comprehension, namely local cohesion inference and global coherence inference.[19]

- Local cohesion inferences

    Local cohesion inferences are a sort of linking inference. They specify the meaning of words by linking them to words in adjacent sentences, e.g. the girl<she. Local cohesion inferences are necessary to make the text cohere. They are signalled by a word or phrase in the text such as a pronoun (e.g. she) or a definite reference (the house) in the text.

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[17] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New York: Routledge, 2015) 4-5, https://doi.org/10.4324/9781315756042.

[18] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New York: Routledge, 2015) 38-39, https://doi.org/10.4324/9781315756042.

[19] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New York: Routledge, 2015) 40, https://doi.org/10.4324/9781315756042.

- Global coherence inferences

    Global coherence inferences are inferences that make the
text as a whole cohere. They are both required to produce a mental
model of a text and are also determined by the mental model.
Typical global coherence inferences are used to derive the setting
of a text or a character's emotions or goals based on indications in
the text. Global coherence inferences are necessary for a full
understanding of a text, but they are influenced by the goal of the
reader and other factors.

Then, Oakhill consider three potential sources of difficulty with
inference making, namely, memory, vocabulary and background
knowledge, and standard for coherence.[20]

- **Memory:** To make accurate inferences, readers need to remember
    previously read information and relate it to new information that
    appears in the text. If a reader's memory is not strong enough or is
    limited, they may have difficulty remembering relevant details
    from previous texts, which will hinder their ability to draw
    appropriate conclusions.[21]

- **Vocabulary and background knowledge:** Mastery of vocabulary
    is very important in the inference process because certain words
    can direct readers to deeper or implied meanings. If the reader does
    not recognize or understand certain words and without sufficient

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[20] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New
York: Routledge, 2015) 46, https://doi.org/10.4324/9781315756042.
[21] Jane Oakhill, *Inference and Comprehension: The Role of Memory, Vocabulary, and
Background Knowledge* (Oxford: Oxford University Press, 2020), 56.

background knowledge, the reader may not be able to understand the context or be unable to draw relevant conclusions based on the information provided in the text.

- **Standard for Coherence:** Coherence in a text refers to the degree to which the ideas in a text are connected to each other and form a logical flow. Readers often need to make inferences to maintain the flow and relationships between sentences or paragraphs. If standards of coherence in the text are low, or if the relationships between ideas are unclear, readers will have difficulty making appropriate inferences because they cannot see how the parts of the text relate to each other.[22]

b. **Knowing and Learning Meaning of Word**

Knowing the meanings of words is obviously crucial for reading comprehension, but the link between vocabulary and reading flows in both directions.[23] For example, the more words we understand, the easier it is to understand more complex texts. On the contrary, the more often we read diverse texts, the new words we learn and incorporate into our competence. So this is related to understanding and mastery of vocabulary which has a reciprocal relationship between vocabulary and understanding. With limited vocabulary knowledge, comprehension may decrease, and knowledge of new vocabulary may be limited.

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[22] Jane Oakhill, *Inference and Comprehension: The Role of Memory, Vocabulary, and Background Knowledge* (Oxford: Oxford University Press, 2020), 56.

[23] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New York: Routledge, 2015) 66, https://doi.org/10.4324/9781315756042.

In short, the available evidence suggests that the link from vocabulary to comprehension has at least three potential bases: (1) detailed knowledge of a word's meaning; (2) activation of the relevant aspects of a word's meaning (and meaning-related words); and (3) use of that information to support comprehension. Thus, it may be that the facility of access to word meanings (as measured by the speed with which meanings can be retrieved) and use of that activated knowledge, rather than knowledge of these meanings in itself, is critical for text comprehension.

c. Sentences and Their Connection

According to Smith, Sentences and their connections refer to the way sentences in a text are connected to each other. These relationships between sentences allow the text to flow logically, so readers can follow the argument or story easily.[24] This means that these sentences are usually connected by connecting words. The relationship between these sentences can take the form of causality (cause-effect), comparison (e.g. "on the contrary", "however"), addition (e.g. "in addition", "further") and cause and effect (e.g. "as a result", "so that ").

d. Findings and Understanding Text Structure

According to Smith, text structure refers to the way a text or writing is arranged to organize ideas and information. This includes certain patterns or formats used by the author to convey messages, such as

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[24] Mark M. Smith, *Understanding Writing: A Guide to Paragraphs and Essays* (Chicago: University of Chicago Press, 2018), 58.

chronological order, cause-effect, comparison, description, or problem solution. Understanding text structure helps readers more easily follow the flow and identify relationships between ideas in the text.[25] For example, in descriptive text, the author will organize information based on the characteristics or attributes of the object being described, while in narrative text, information is arranged according to the sequence of time or events. Then, in an expository text about climate change, the author will probably explain the causes of climate change, its impact on the environment, and steps that can be taken to reduce its impact. By understanding the structure of this text, readers can more easily find the main information and understand the relationship between the ideas conveyed.

3. **Difficulties in Reading Comprehension**

Reading comprehension is a fundamental skill that plays an important role in education and everyday life. However, many individuals experience difficulty in achieving an adequate level of comprehension when reading text. These difficulties can be caused by a variety of factors, including a lack of effective reading strategies, limited vocabulary, or inadequate background knowledge. By understanding the various challenges faced in reading comprehension, readers can develop better approaches, especially students who are still at school need to know what difficulties they experience in comprehending texts.

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[25] Mary J. Smith, *Understanding Text Structure: Strategies for Reading and Writing* (Chicago: University of Chicago Press, 2022), 88.

According to Duke and Pearson, difficulties in reading comprehension are an inability to integrate information from text with existing knowledge, as well as challenges in implementing effective reading strategies.[26] This can result in students not only having difficulty understanding the content, but also a lack of engagement and motivation to read, which can ultimately impact the development of their overall literacy skills.

According to Oakhill, difficulty in reading comprehension refers to the challenges individuals face in interpreting, analysis, and drawing conclusions from the text they read. This can include problems understanding vocabulary, identifying main ideas, as well as connecting information in texts with existing knowledge.[27] This suggests that appropriate support and effective teaching can help students overcome difficulties in reading comprehension. This is also in line with Hock, that difficulties in reading comprehension arise when readers are unable to make meaning from the text they read, which is often caused by a lack of vocabulary, difficulty in understanding text structure, and limited reading experience.[28]

Factors that influence text comprehension vary between individuals, including limited vocabulary understanding, difficulty understanding text structure, and lack of reading experience. Readers who are unfamiliar with

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[26] Duke, Nell K., Patricia A. Pearson. "*Effective Practices for Developing Reading Comprehension." The Reading Teacher* 74, no. 5 (2020): 493-501.

[27] Jane Oakhill, *Understanding and Teaching Reading Comprehension: A Handbook* (New York: Routledge, 2015) 4-5, https://doi.org/10.4324/9781315756042.

[28] Hock, Michael F., et al. *Understanding Reading Comprehension Difficulties: A Review of the Literature. Reading & Writing Quarterly* 37, no. 3 (2021): 227-249.

different types of texts or genres may have difficulty recognizing important patterns, such as narrative or argumentative structure, that are necessary to understand the author's intent.

4. Strategies of Reading Comprehension

According to Mikulecky, there are ten ways students can help overcome difficulties in understanding reading.[29]

a. Scanning (Searching for Specific Information)

Using scanning techniques to find specific information, detailed information, or keywords in the text without reading the entire content.

b. Previewing and predicting

Students are encouraged to look at the title, subtitle, image, or keywords before reading the text to prepare themselves with relevant information. Then, based on the preview, students can predict what will be read and try to predict the content or main idea of the text.

c. Vocabulary knowledge for Effective Reading

In the context of reading refers to a person's ability to recognize, understand, and remember the meaning of words found in the text being read.

d. Topics

In the context of reading is the main point or theme discussed in a text. The topic provides focus on what will be discussed in the text. for example, "What is this about? What is the general idea?".

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[29] Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster* (Longman, 2004).

Understanding this topic helps readers more easily grasp the essence of the information presented.

e. **Topics of paragraph**

It refers to the main idea or central ideas discussed in a paragraph. Paragraph topics help readers understand the focus of the information provided in the paragraph, make it easier for readers to organize and relate information throughout the text, and increase understanding of the overall content of the text.

f. **Main ideas**

This main idea contains the essence of what the author wants to convey, and is often summarized in the main sentence (topic sentence) in the first paragraph or at the beginning of the text. The main idea gives the reader a clue about the author's purpose and what to pay attention to in the text.

g. **Patterns of organization**

It refers to the way or structure a writer uses to organize ideas in a text or paragraph. Several organizational patterns commonly found in texts include chronological order, cause and effect, comparison and contrast, problem and solution, and other patterns.

h. **Skimming (reading at a glance)**

Students should read the text quickly to get a general idea of the content of the text without delving into details.

i. Making inferences

It can help students to draw conclusions or inferences based on clues in the text that are not explained explicitly.

j. Summarizing

After reading, students are asked to summarize the text by conveying the main idea and important details in a few short sentences.

5. Types of Text

Types of reading texts in English refer to various types of texts that have certain communication purposes and distinctive structures. This text can be narrative, descriptive, expository, procedural or other text. Each type of text is used to convey information in different ways, depending on the author's goals and intended audience. The following are several types of reading texts that are commonly found in English.

a. Narrative text

Narrative text is a type of text that tells a story or event in a clear time sequence and involves characters, setting, and storyline. Narrative texts usually aim to entertain, educate, or convey a certain message through a story told in an interesting way. In narrative texts, there is usually a conflict faced by the main character, which is then resolved at the end of the story. This text is often found in the form of short stories, novels, legends, fables, or films.[30]

b. Descriptive Text

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[30] Suparno, *Narrative Text Structure* (Jakarta: educational publisher, 2020), 45.

This text focuses on describing something, be it an object, place, person, or event, in detail. The purpose of descriptive text is to provide a clear picture so that readers can imagine or understand what is being described.[31]

c. **Exposition text**

Exposition text is a type of text that aims to convey information or arguments clearly and persuasively, often to convince readers or listeners about an idea or view. This text usually has a well-organized structure, starting with an opinion or thesis statement, followed by supporting arguments or reasons, and ending with a conclusion or recommendation. Exposition text is widely used in various contexts, such as in essays, articles, speeches, or scientific writing, where author wants to provide an in-depth explanation of a topic, compare several ideas, or convince the audience to accept his views.[32]

d. **Procedure text**

Procedure text is a type of text that functions to provide instructions or instructions on how to carry out a certain activity or task with structured and systematic steps. This text usually contains clear and detailed information, so that readers or listeners can follow the steps to achieve a certain goal. Procedural texts are used to help people understand how to do something correctly and efficiently. Common

[31] Richard Westwood, *Types of Texts in English Language Teaching* (London: Cambridge University Press, 2020), 102.

[32] Joko S. Prabowo, *Mastering Exposition Text Structure* (Bandung: Cendekia Publisher, 2021), 78.

examples of procedural texts are manuals, recipes, work instructions, and usage guides.[33]

B. Previous Research Findings

The first previous research is a thesis by Dwi Larasati titled "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan." This thesis, part of the English Education Program at the Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra, was completed on October 7, 2019. The findings indicate that the factors contributing to students' challenges in understanding English reading texts include difficulties with long sentences, insufficient instructional methods from the teacher, issues with vocabulary comprehension, and influences from their home, school, and family environments.[34] The similarity of previous research is that the title is almost similar. The difference is that the data collection technique in previous research used interviews and tests, whereas in this research it used observation and interviews. The theory in previous research is also different, namely using Nuttall's theory, while the theory used in this research is from Jane Oakhill.

The second previous research is an article from the Encyclopedia journal: Saburai Journal of Education and Learning Innovation, authored by Intan Safitri, Dian Reftyawati, and Satria Adi Pradana, titled "English Reading Exercises: An Analysis of Eleventh Grade Students' Difficulties in

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[33] Nurdiana R. Sari, *Complete Guide to Writing Procedural Text* (Yogyakarta: Educational Publisher, 2022), 54.

[34] Dwi Larasati, "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan." (skripsi, Universitas Islam Negeri Sumatera Utara, 2019), http://repository.uinsu.ac.id/7882/.

Comprehending Them." This study aims to examine students' difficulties in comprehending English reading tasks. It was conducted with the eleventh-grade students of MA Ma'arif NU 02 Sidorejo, who faced challenges in understanding English reading activities. A descriptive qualitative research design was utilized, employing a purposive sampling method to select 30 students from class XI IPA 2 due to their lower reading scores compared to other classes. Data were gathered through document analysis and questionnaires. The data analysis involved three main components: data condensation, data presentation, and conclusion generation or verification. Upon reviewing the data, four specific difficulties in understanding reading tasks were identified. The average percentages were 72.5% for the main idea, 67.5% for inference, 50.5% for details, and 75% for vocabulary. Based on the results from document analysis and questionnaires completed by the XI IPA 2 students, the vocabulary aspect emerged as the most challenging.[35] The difference from previous research is that the previous research was in the form of a journal, while this research is for a thesis, the title and research location are different. Similar theoretical contents are almost similar but differ due to different experts. Previous research used Wolley's theory, while this research refers to Jane Oakhill's theory.

The third study is an article from the J-SHMIC Journal of English for Academic by Estika Satriaini, titled "Reading Comprehension Difficulties Encountered by English Students of Riau Islamic University." The research

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[35] Intan Safitri, Dian Reftyawati, and Satria Adi Pradana, "Latihan Membaca Bahasa Inggris : Analisis Kesulitan Siswa Kelas XI dalam Memahaminya," *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai* 2, no. 01 (March 28, 2022): 46–53, https://doi.org/10.24967/esp.v2i01.1551.

aims to identify the challenges faced by first-semester students at FKIP UIR Pekanbaru in understanding the reading material. This study uses a qualitative design with a case study approach. Data were collected through questionnaires and interviews. The analysis revealed that many students struggle with reading comprehension primarily due to a lack of motivation to read; many either read very little or not at all, which significantly hinders their understanding of the texts. Additionally, some students lack adequate reading skills or have low proficiency in reading. They reported needing to study intensely to retain information from texts and required substantial time to read in order to address their comprehension difficulties.[36] The similarities are almost the same title but with different locations and theories used.

The fourth study is an article from the TEEL-US Journal by Fauzan et al., titled "Students' Difficulties in Understanding English as A Foreign Language Texts." This research aims to identify the challenging aspects of reading and understanding EFL texts and to explore the reasons behind these difficulties. The participants were 26 students from XIIPA-3. The study utilized tests and interviews as research instruments. Test analysis revealed that the challenging aspects included inference, vocabulary, and phrases, which were categorized as difficult based on the difficulty index formula. Interviews indicated that students had low vocabulary acquisition and limited skills in analyzing reading comprehension questions. Consequently, the study identified these three areas as particularly challenging for students, with contributing factors including weaknesses in mastering vocabulary, sentence structures, and types of reading

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[36] Estika Satriaini, *Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau*, J-SHMIC Journal of English for Academic 5, no. 2 (August 2018): 15–26.

comprehension questions, as well as a lack of knowledge in text analysis.[37] The similarities are almost the same title but with different locations and theories used.

The last study is an article from the JALL (Journal of Applied Linguistics and Literacy) by Yulia Enggar W. et al., titled "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension." This research aims to explore the strategies employed by teachers in teaching reading comprehension at a senior high school in Bengkulu, Indonesia. Utilizing a mixed methods research design, the study involved two English teachers who taught grades X, XI, and XII. Data were collected through an observation checklist. The findings revealed that the teachers employed various strategies, with the most common being Making Questions (27%), Encouraging Dictionary Use (25%), and Answering Questions (23%). This indicates that the teachers utilized only a limited range of strategies for teaching reading comprehension. The authors suggest that future researcher expand their studies to a broader area to yield more comprehensive results that can be widely applicable.[38] The different in title and with different locations and theories used.

C. Theoretical Framework

The theoretical framework is a place where the theories related to the variables studied will be explained. These theories are used as reference

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[37] Fauzan and Satria, "Students' Difficulties in Understanding English as A Foreign Language Texts," *TEEL-US Journal,* Vol.7, no.2 (September 2021), p.187-202.

[38] Yulia Enggar Wigati Wibowo, Syafrizal Syafrizal, and Syafryadin Syafryadin, "An Analysis Of English Teachers' Strategies In Teaching Reading Comprehension," *Jall (Journal of Applied Linguistics and Literacy)* 4, no. 1 (2020): 20–27.

materials for further discussion. Thus, the theoretical framework is compiled so that the research is believed to be true. Students' lack of interest in English makes their skills in English also become something that is still difficult, especially in understanding reading texts. Especially in this day and age, many sources are used to using English texts or sentences. In this case, the difficulty of reading comprehension of texts in SMA Negeri 1 Jenangan Ponorogo will be analyzed what factors make students have difficulty understanding texts.

As illustrated in the chart below, the media used as a tool to analyze students' reading comprehension difficulties is a reading text, and several factors indicate students' difficulties with reading text comprehension, namely, inference making, words meaning, sentences and their connection, and finding and using text structure. With this framework, it will be able to help facilitate the analysis so that this research does not run away from the topic discussed or stay on the flow and purpose. From this explanation, the theoretical framework for this study can be illustrated in Figure 2.1.
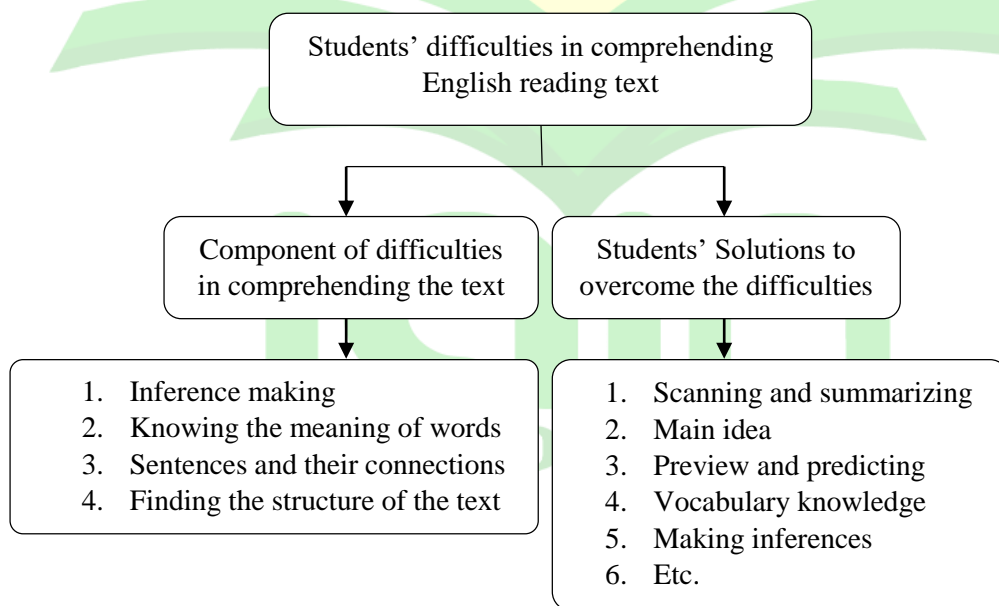

Figure 2.1. Theoretical Framework

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CHAPTER III

RESEARCH METHOD

A. Research Design

Research methods are closely related to the procedures, tools, and research designs used. According to Sugiyono, research methods are systematic approaches to gather valid data, aimed at discovering, developing, and validating specific knowledge. This, in turn, can be utilized to understand, address, and foresee various issues. The method used in this research is a method with a qualitative method. Qualitative research methods can be interpreted as research methods in natural environments with targets on phenomena that occur where the researcher is the key. Qualitative research focuses on understanding social issues within their natural contexts, emphasizing a holistic, complex, and detailed approach.[39]

In this study, the researcher employed a descriptive qualitative research approach. Qualitative research aims to understand phenomena related to the experiences of research subjects, such as their behaviors, interests, perceptions, motivations, and actions, through descriptive sentences and language.[40] Qualitative methods are employed to gather in-depth data that carries meaning. This meaning represents the true, definitive data reflecting the value behind what is observable.[41] This descriptive research is conducted to systematically outline the facts and characteristics of the subjects, specifically the students at

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[39] Albi Anggito and Johan Setiawan, *Metodologi penelitian kualitatif* (Sukabumi: CV Jejak, 2018), 9.

[40] Lexy J. Moelong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2002).

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017).

SMAN 1 Jenangan Ponorogo. The researcher employed a descriptive design in this study, focused on specific phenomena within the school environment regarding students' challenges in comprehending English reading texts.

A. **Research Settings**

This research took place at SMA Negeri 1 Jenangan Ponorogo. The school is located on Jl. Raya Semanding - Ngebel, Semanding Village, Jenangan district, Ponorogo Regency, East Java. In this school, English learning is conducted twice a week and each meeting is conducted for 90 minutes (2x45 minutes/meeting).

B. **Data Source**

In qualitative research, data and data sources are contained as follows:

1. **Data**

According to Arikunto, data is the result of researcher recording, both in the form of facts and figures, while the data source is the subject from which the data is obtained.[42] Data and data sources are crucial in this research, and the type of data is categorized into two types: primary data and secondary data, as detailed below:

a. **Primary Data**

According to Sugiyono, primary data sources are data obtained directly with interview and observation techniques. Primary sources are data sources that directly supply information to researcher who are

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[42] Fitria Khoerunnisa, "Analisis Penanganan Rescheduling Pembiayaan Bermasalah Di Koperasi Serba Usaha Bmt Amanah Kabupaten Brebes Pada Masa Pandemi Covid-19" (Tasikmalaya, Universitas Siliwangi, 2021), http://repositori.unsil.ac.id/id/eprint/5458.

collecting data.[43] In this research, the researcher used direct field study. The primary data sources in this research are the several students at SMA Negeri 1 Jenangan, and Mrs. Rahajeng Drianing Wulan, S.Pd as an English teacher at SMA Negeri 1 Jenangan Ponorogo.

b. **Secondary Data**

According to Sugiyono, Secondary data sources refer to information gathered from secondary or subsequent sources rather than directly from original data. Secondary data sources do not supply data directly to collectors; instead, they provide information through documents or other individuals.[44] So, this secondary data is obtained from sources that are not original from researcher but from other relevant sources. Some of what is listed from the secondary data in the SMA Negeri 1 Jenangan Ponorogo such as the documents, study results, and survey results. The data obtained can also be in the form of data on the number of teachers and students obtained from school documents, school facilities and infrastructure. The researcher determined secondary data to strengthen creation and fulfill informants who had been collected via observations and interviews with the students.

2. **Data Source**

Data Source Regarding research data sources is a very important factor for researcher, because of the accuracy in sorting and determining

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[43] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D,* (Bandung: Alfabeta, 2017), p.137.

[44] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D,* (Bandung: Alfabeta, 2017), p.137.

the type of data source. It determines the accuracy and balance of the information obtained. Data sources in qualitative research can be classified by shape and position, ranging from the most real to the faintest. While conducting this study, researcher decided on several people to choose as resource persons, such as English teachers and several students at SMA Negeri 1 Jenangan Ponorogo.

C. Data Collection Technique

In descriptive qualitative research there are several methods of data collection, namely:

1. Observation

Observation means observing closely. In the context of research, observation is defined as a means of systematically recording behaviour by directly seeing and observing the behaviour of the individual or group under study.[45] Based on the involvement of the observer, Observation can be categorized into two types: participant observation and non-participant observation.[46] In this study, the researcher used non-participant observation methods, meaning that in this research process, researcher did not participate in activities, but only played a role in observing activities. If the researcher participates in the activity, it is only within a limited scope according to the researcher's need to obtain truly valid data. The selection of this non-participant observation technique was carried out so that

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[45] Basrowi dan Suwandi, Memahami Penelitian Kualitatif *(Jakarta: Rineka Cipta, 2008)*, p. 93-94.

[46] Albi Anggito and Johan Setiawan, *Metodologi penelitian kualitatif* (Sukabumi: CV Jejak, 2018). p.119-120.

researcher could focus more on making observations so that the observation data obtained was truly valid following the conditions being observed.

2. **Interview**

The interview technique is research that is used directly with the object under study to obtain concrete data to obtain data relevant to the problem. This study, uses interview techniques or structured interviews, namely interviews that have been systematically arranged to know exactly the information to be obtained.[47] The researcher utilized an unstructured interview format. This type of interview is informal, allowing researcher to gather data without relying on a pre-established set of guidelines. The stages designed by the researcher when conducting interviews at SMA Negeri 1 Jenangan are: (1) the interview will be conducted with several students at SMA Negeri 1 Jenangan Ponorogo; (2) prepare questions that will form the target of the conversation; (3) get started interview; (4) confirming the results of the interviews; (6) record the conclusions of the interviews; (7) marking follow-up interviews.

3. **Documentation**

The documentation technique is intended to systematically review data or written documents directly that can be used as evidence or information. Documentation is carried out together with interviews as evidence to make the research more accurate. This documentation includes

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[47] Albi Anggito and Johan Setiawan, *Metodologi penelitian kualitatif* (Sukabumi: CV Jejak, 2018). p.138

visuals such as photos. Documentation studies serve as a supplementary approach to observation and interview methods in qualitative research. With this technique, researcher explore data through accessible public school documents.

D. Data Analysis Technique

The word analysis means detail. Therefore, the ability to analyze is the ability to break something into parts so that its contents can be examined in detail.[48] In short, it can be said that data analysis techniques are techniques used to simplify data into a form that is easier to read and interpret. What is meant by data interpretation here is to give significant meaning to the analysis carried out, explain the description pattern, and look for relationships between the parts described.

After the data collection stage, the researcher carried out data analysis to ensure the validity of the findings before presenting them in descriptive form, which includes observation, interviews, and documentation. In this study, the author employed the Miles and Huberman data analysis model, which includes three stages: data reduction, data presentation, and data conclusions.

1. Data Reduction

During the data reduction process, only findings relevant to the research problem are retained, while unrelated data is discarded. In essence, data reduction helps to refine, categorize, and focus the information, eliminating the unimportant and organizing the data in a way that facilitates the

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[48] Moelong, *Qualitative Research Methods*.

researcher' conclusions.[49] For this research, researcher obtained information from interviews and observations of students at SMA Negeri 1 Jenangan Ponorogo.

2. Data Presentation

Presentation of data can be in the form of images, graphics, or tables, or it can also be in the form of writing or words. The aim of data display is to organize information in a way that effectively illustrates the situation that occured. To help the researcher grasp the information as a whole or specific sections of the findings, it's essential to create a narrative that simplifies the understanding of the data.[50]

3. Data Conclusion

Conclusions are formulated throughout the research process. Initially, provisional conclusions are made after sufficient data collection, and final conclusions are drawn once all data has been gathered. The existing data is then combined into information units which form categories based on holistic principles and can be interpreted without additional information. Data regarding information that is perceived to be the same is then combined into one category, making it possible for new categories to emerge from existing categories.[51]

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[49] Sirajuddin Saleh, *Analisis Data Kualitatif* (Bandung: Pustaka Ramadhan, 2017).
[50] Sirajuddin Saleh, *Analisis Data Kualitatif* (Bandung: Pustaka Ramadhan, 2017).
[51] Sirajuddin Saleh, *Analisis Data Kualitatif* (Bandung: Pustaka Ramadhan, 2017).

E. Research Validity

Validity tests for qualitative research data include credibility, transferability, dependability, and confirmability assessments.[52] Data validity is conducted to verify whether the research is genuinely scientific and to evaluate the accuracy of the collected data.[53] Researcher use a credibility test or the degree of trust in the data through triangulation.

According to Sugiyono, Data triangulation is a technique for collecting data that integrates multiple sources and methods across different times and contexts.[54] Wiersma describes that triangulation as a form of qualitative cross-validation that evaluates data adequacy by examining the convergence of various data sources or collection methods.[55]

Miles and Huberman identify five types of triangulation: Triangulation by data source (collecting data from various individuals, times, or locations); Triangulation by method (utilizing observation, interviews, documents, etc.); Triangulation by researcher (similar to interrater reliability in quantitative research); Triangulation by theory (applying different theories to interpret results); and Triangulation by data type (integrating both quantitative and qualitative data).[56] The type of triangulation chosen depends on the objectives.

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[52] Sugiyono, (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: CV. Alfabeta.

[53] setyowati, "Pengelolaan Pembelajaran Ips Terpadu Berbasis Kurikulum Tingkat Satuan Pendidikan (Ktsp) (Studi Situs Di Smp Negeri 1 Wonogiri)" (s2, Universitas Muhammadiyah Surakarta, 2011), https://doi.org/10/BAB_V.pdf.

[54] Sugiyono. (2015). Metode Penelitian Manajemen. Bandung: Alfabeta

[55] Wiersma, William, Research Methods in Education: An Introduction. Massachusetts: Allyn and Bacon, Inc,1986.

[56] Paulien C. Meijer, Nico Verloop and Douwe Beijaard Leiden University, Iclon Graduate School of Education, P.O. Box 9555, 2300 Rb Leiden, The Netherlands. E-Mail: Meijerp@Iclon.Leidenuniv.Nl

Each researcher may use more than one type of triangulation in the same study. In this study, researcher focused on triangulation of methods by developing strategies to combine data collected with three different instruments. Triangulation with methods is better known as methodological triangulation or multimethod.[57] Researcher can use free and structured interview methods. This stage of triangulation is carried out if the data or information obtained from research subjects or informants is in doubt.
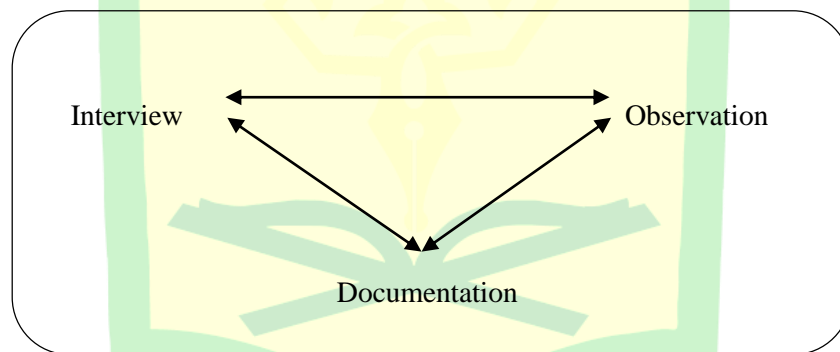

Figure 3.1 Triangulation Method

The steps that will be taken by researcher are to compare and classify the results of interviews and observations from observations to obtain the facts.

F. Research Procedure

The procedures carried out by researcher in this study were as follows:

1. Planning

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This stage is the initial stage in the research, where the researcher makes observations of the research object, draws up a design, determines the place or location of the research, takes care of permission and approval from the school or the research location to be observed, makes observations, selects and utilizes information, prepares instruments, and something related to research. Researcher determine the research location and ask for permission and approval from the school. Then, the researcher prepares instruments and anything related to the research.

2. **The Procedure of Data Analysis**

The researcher made observations or observations of the English language learning process in the specified class, the researcher made observations and also the researcher conducted interviews with students at SMA Negeri 1 Jenangan Ponorogo, then the researcher carried out an analysis of the data resulting from the observations and interviews that had been carried out.

3. **Research Report**

At this point, the researcher describes all research conducted in the form of descriptive writing from all research planning, data collected, and data analysis, as well as conclusions from research conducted regarding difficulties in understanding reading English texts among students at SMA Negeri 1 Jenangan Ponorogo.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Information

In this section the researcher explains the research background situation based on the character of the research subjects. The character of the subject in this research explains the history and profile of SMA Negeri 1 Jenangan, the vision, mission and goals of the school.

1. History and Profile of SMA Negeri 1 Jenangan Ponorogo

SMA Negeri 1 Jenangan is one of the high school level schools in Jenangan District, Ponorogo Regency which was established based on the Ponorogo Regent's Letter concerning approval for Establishment Number 425/828/405.51/2003 on 1st March 2003 with the name Jenangan State High School. At its inception, this school conducted teaching and learning activities in the afternoon at SDN 2 Semanding, and in 2005, SMA Negeri 1 Jenangan is located in a new building on Jl. Raya Ngebel Semanding, in the Jenangan District of Ponorogo Regency, where teaching and learning activities occur both in the morning and afternoon. Over the years, SMA Negeri 1 Jenangan has gradually added new classrooms to facilitate morning teaching and learning activities. JenSMA Negeri 1 Jenangan also successfully partnered to build a mosque for the entire school community to use as a place of worship. SMA Negeri 1 Jenangan is also equipped with a computer lab and science lab. Since SMA Negeri 1 Jenangan occupied

the new building from 2005 until now, it has not changed address remaining on Jl. Raya Ngebel Semanding Jenangan Ponorogo with a land area of 8119 m2 and a building area of 1418 m2.

2. **Vision, Mission and Goals of SMA Negeri 1 Jenangan Ponorogo**

   a. Vision: Achievement, noble character and environmental culture.

   b. Mission:

   To realize the school's vision, SMA Negeri 1 Jenangan developed missions or various activities, namely:

   1) Improving the quality of Human Resources (HR) through active, creative and innovative learning through the use of science and technology.

   2) Developing students' potential, talents and interests through extracurricular programs.

   3) Increase understanding of the religious teachings that one adheres to so that they can be used as a basis for thinking, speaking and acting.

   4) Instill a clean culture, discipline culture and work culture;

   5) Developing the character of the school community in order to preserve the school environment.

   6) Develop life skills through environmental education and entrepreneurship.

c. Objective of SMA Negeri 1 Jenangan Ponorogo

1) Provide active, creative, and innovative learning grounded in science, technology, and the environment.

2) Enhance the quality of human resources among all school members through various familiarization activities, enabling them to compete locally and globally.

3) Forming students who are tenacious, capable, skilled and independent.

4) Understand religious teachings and carry out worship according to the religion one adheres to.

5) Make human resources devoted to God Almighty.

6) Providing adequate educational infrastructure in accordance with developments in science and technology.

7) Creating a clean, cool, beautiful, comfortable and healthy school environment that supports learning activities.

Improve extracurricular programs effectively and efficiently in accordance with students' potential talents and interests as a means of developing environmentally friendly school resource empowerment.

B. Data Description

The Researcher display and explain data from observations and interview results in data descriptions. Researcher obtained data based on students' difficulties during English learning in class. To further confirm the difficulties

experienced by students, researcher conducted in-depth interviews with several students.

1. **Students' Difficulties in Reading Comprehension the English Reading Text at SMA Negeri 1 Jenangan Ponorogo**

   Researcher created observation and interview guidelines to find data related to students' difficulties in understanding English texts. It was found that four difficulties were experienced by students based on predetermined criteria when comprehending English texts, which included inference making, knowing the words of words, sentences and their connections, and finding text structures. Then the researcher also documented the process of implementing English language learning activities in the classroom that had been implemented.

   a. **Students' Difficulties in Inferences Making**

   Based on the researcher observation during the learning process, the researcher found that students showed that they still had difficulty in comprehending the English reading text that they read in the class. Students had difficulty answering questions when the teacher asked, 'what is global warming? Is it a several problems? Why?'. Then, many students in class are silent and cannot draw conclusions from the text they read because they have not mastered much knowledge about the topic and vocabulary so they are confused about how to compose sentences to say.[58] The difficulties experienced by students can be

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   [58] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.

caused by a lack of background or context where students have difficulty connecting clues in the text with their own experiences or wider knowledge.

Figure 4.1. English Learning in Class

The researcher also conducted interviews to support the data that researcher obtained from observations. Interviews were conducted by taking samples from eleventh grade students. The results of the interview are presented as follows.

The first difficulty is inferences making. Inference is the process of drawing conclusions or making guesses based on information that is not explicitly explained in the text. Students may struggle because they have to use previous knowledge or context to understand implied meaning. Many students are not used to thinking critically or are not familiar enough with the instructions given by the author to understand the content of the text in depth. This is proven by the answers of students interviewed.

Students with the name YN, she said that,

"She still often has difficulty knowing information that is not explained directly in the text and the author's intentions."[59]

This is also the same as what was said by a student named AA, she said that he was still often confused in understanding the meaning of the text.

"I am still often confused about finding the meaning of what the author is saying."[60]

The same opinion was also conveyed by a student with the name RBP who said that he still often had difficulty understanding the text.

"I often have difficulty understanding English texts."[61]

In English, especially in expository or narrative texts, a lot of information is conveyed not directly, but through clues or context that the reader must infer. Students who are unfamiliar with this type of text may have difficulty drawing appropriate inferences.

This was also experienced by a student with the name AA, she said that she still had difficulty finding meaning that was not explained in the text depending on the type of text.

"Sometimes it is difficult to find meaning that is not explained in the text, depending on the type of text."[62]

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[59] See Appendices, Transcript of Interview Number 3/Interview/5/11/2024.
[60] See Appendices, Transcript of Interview Number 2/Interview/5/11/2024.
[61] See Appendices, Transcript of Interview Number 5/Interview/5/11/2024.
[62] See Appendices, Transcript of Interview Number 1/Interview/5/11/2024.

Based on interview findings, students' difficulties in inference making show the importance of developing the ability to think critically, expand vocabulary, and understand the context of the text better.

b. **Students' Difficulties in Knowing Meaning of Words**

The second difficulty is knowing the meaning of words. Knowing meanings of words refers to a person's ability to understand the meaning of words in various contexts, either directly or through clues in the text. In literature related to reading comprehension, and word comprehension is an important basis for understanding the entire text. Without sufficient understanding of the words used in the text, readers will have difficulty understanding the message or information the author wants to convey.

Based on the researcher observation during the learning process, the researcher found that students showed that they still had difficulty in knowing the meanings of words. Students have difficulty in comprehending and learning the meaning of words, when they encounter words from exposition texts that they rarely use or know, such as, irrefutable *(tak terbantahkan)*, climate *(iklim)*, apparent *(tampak/terlihat)*, deforestation *(Penggundulan hutan)*. Students find it difficult to comprehending the text because they find words that they rarely or have never known before and whose meaning is not immediately clear, for example the word 'deforestation', students

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assume that this word comes from two words combined, namely forest and station, even though the actual meaning is not that. [63]

Based on data collected from interviews with eleventh grade students, students have difficulty knowing the meaning of English words due to limited vocabulary, actually they can, but due to a lack of knowledge about the vocabulary they know, students have difficulty understanding English texts.

This was explained by a student named LQ, she said that vocabulary was an important thing to know when reading, but he still often had difficulty learning it.

"I still often experience ignorance, when it comes to vocabulary it is important to understand the text, if I know the meaning of the vocabulary it is easy to know the meaning of the reading."[64]

The same opinion was also expressed by a student with the name RBP, she said,

"I still often have difficulty knowing the meaning of words because of the limited vocabulary that I know."[65]

Limited vocabulary is one of the main obstacles in understanding English texts. Not understanding certain words can interfere with overall understanding. Especially in texts that use technical or academic

[63] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.
[64] See Appendices, Transcript of Interview Number 1/Interview/5/11/2024.
[65] See Appendices, Transcript of Interview Number 4/Interview/5/11/2024.

vocabulary, students may have difficulty understanding the words without having sufficient understanding of their meaning.

Difficulty in knowing the meaning of words was also experienced by students with the name MF, she said that,

"She often has difficulty knowing the meaning of words because she doesn't know much about vocabulary."[66]

Many students are more used to the English used in everyday conversation and are not used to more formal or academic vocabulary. Understanding words in different contexts is critical, and students often need time to familiarize themselves with the varying nuances of meaning.

c. **Students' Difficulties in Sentences and their Structure**

Sentences and their connections relate to the way sentences are structured and how they relate to each other in the text for example, through cause-and-effect relationships, comparisons, or contrasts, can influence readers' understanding of more complex texts.

Based on data collected from observation with eleventh grade students in the class, researcher found that Students have difficulty identifying how sentences between paragraphs are related to each other which have been marked in the text with connecting words such as secondly and furthermore. However, because students do not

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[66] See Appendices, Transcript of Interview Number 6/Interview/5/11/2024.

understand the transition of ideas in the first sentence of the fourth paragraph, students feel confused about this transition of ideas, especially if they are not familiar with the additional relationship expressed by the word 'furthermore'. Students are confused and have to reread the exposition text and think a little longer to find the answer.[67]

Based on data collection through interviews, students also experienced difficulties with the pronoun aspect. Difficulty in knowing sentences and their connection in the context of he/she/it pronouns and when encountering cause and effect sentences was experienced by a student named AA, she said,

"I still have difficulty distinguishing the relationship between sentences in a paragraph, so when I'm doing an assignment or on a test it's still wrong."[68]

This difficulty was also experienced by a student named YN when she encountered sentences that were too long.

"She said that she still often found it difficult and had to repeat the reading several times."[69]

Students may struggle to understand how the ideas in the text relate to each other. This includes the ability to identify relationships between sentences or paragraphs, such as cause and effect, comparison, or

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[67] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.
[68] See Appendices, Transcript of Interview Number 2/Interview/5/11/2024.
[69] See Appendices Transcript of Interview Number 3/Interview/5/11/2024.

reinforcement of ideas. Without this capability, students may find text feels disjointed or unclear.

d. Students' Difficulties in Findings the Structure of the Text

The ability to identify text structure is one of the key skills in effective reading comprehension. Text structure refers to the way information is arranged in a text, including the order of ideas, the relationships between these ideas, and the way the text organizes various parts to convey the main message or information coherently.

Based on data collected from observation with eleventh grade students in the class, researcher found that Students have difficulty in finding the structure of the text. Students have difficulty answering questions from teachers when asked to tell them the structure of the text and its parts. Students can answer which part is the introduction, but after that students feel confused about determining the next parts. Students can answer which part is the introduction, but after that students feel confused about determining the next parts. When the teacher asked about the part that contained the impact of global warming, students still confused their answers, instead students explained the causes of global warming.[70]

Some students have difficulty finding text structures in their reading, as experienced by a student with the name MF who said she had a little difficulty.

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[70] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.

"I still have a little difficulty in knowing the structure of the text."[71]

Students with the name RBP also have a little difficulty in knowing the structure of the text. she said,

"I'm having a little trouble figuring out the structure."[72]

English has sentence structures that are sometimes different from Indonesian, such as stricter word order, use of tenses, or passive sentences which are often found in reading texts. If students do not master these patterns, they can have difficulty analysis the meaning of sentences as a whole.

2. **Students' Solution to Overcome Difficulties in Comprehending the English Reading Text**

The difficulties experienced by eleventh grade students at SMA Negeri 1 Jenangan Ponorogo did not go unnoticed. Students also continue to try to overcome the difficulties they face.

a. **Students' Solution to Overcome the Difficulties in Inferences Making**

Based on the researcher observation during the learning process, the researcher found that students overcome their difficulties in class by reading the text repeatedly, thereby helping students to find the implied

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[71] See Appendices, Transcript of Interview Number 6/Interview/5/11/2024.
[72] See Appendices, Transcript of Interview Number 4/Interview/5/11/2024.

meaning of the text. Repeated reading provides an opportunity for students to understand more deeply the content of the text, as well as notice details that may have been missed on the first reading.[73]

As explained by the student with the name LQ, she said,

"I usually read it over and over again, I also look up the meaning of words via Google Translate."[74]

This was also done by students with the name HS who also read the text repeatedly.

"I looked up the meaning first, then I read it repeatedly."[75]

A ways was used by a student with the name AA, she used readings in several times, and also elaborated sentences by arranging sentences that she thought were important. She said,

"I outlined the contents of the text, so I rephrased the author's meaning. So I write down the points that I think are important, then I combine them and find out the meaning."[76]

Each student apparently has a different way of overcoming their difficulties in understanding English texts, as explained by a student named YN who has her own way. YN said,

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[73] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.
[74] See Appendices, Transcript of Interview Number 1/Interview/5/11/2024.
[75] See Appendices, Transcript of Interview Number 5/Interview/5/11/2024.
[76] See Appendices, Transcript of Interview Number 2/Interview/5/11/2024.

"I usually read it carefully and repeat it, and I also create pictures in my head while imagining the sentences I read."[77]

b. Students' Solution to Overcome the Difficulties in Knowing Meaning of Words

Based on the researcher observation during the learning process, the researcher found that students overcome their difficulties in class by using dictionaries and translation applications such as Google translate to find the meaning of words they don't know. Students also note down vocabulary they don't know to write down and then find out the meaning.[78]

Furthermore, a student with the name RBP explained how to overcome the difficulties that she experienced by reading it repeatedly, she also underlined sentences that she thought were important and used Google translate to find out the meaning.

"I read the text first, then I underline the sentences that I think are important, and then I find out the meaning via Google translate."[79]

The student with the name YN also said that she usually notes down vocabulary that she doesn't know and then finds out the meaning.

"I wrote it down in a book and found out the meaning of the words."[80]

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[77] See Appendices, Transcript of Interview Number 3/Interview/5/11/2024.
[78] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.
[79] See Appendices, Transcript of Interview Number 4/Interview/5/11/2024
[80] See Appendices, Transcript of Interview Number 3/Interview/5/11/2024

Figure 4.2. Student notes

c. **Students' Solution to Overcome to Difficulties in Sentences and Their Structure**

Based on the researcher observation during the learning process, the researcher found that students overcome their difficulties by reading repeatedly and then translating with Google Translate, so that students know words or sentences that they did not understand before. Students also become aware of the relationship between the initial sentence and the next sentence after translating it.[81]

This is as explained by a student with the name YN, she said that,

"I read it repeatedly and I also asked the English teacher if I didn't know."[82]

Repeated reading was also done by a student with the name HS who said,

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[81] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024
[82] See Appendices, Transcript of Interview Number 3/Interview/5/11/2024.

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"I immediately translated it into Google translate, and sometimes if it's translated into Google it means it gets messy, so I still have to read it over and over again."[83]

Many students use repeated reading to overcome the difficulties they experience.

d. Students' Solution to Overcome the Difficulties in Findings Structure Text

Based on the researcher observation during the learning process, the researcher found that students overcome their difficulties by reading from the first paragraph to the end repeatedly. Students also observe to find out the type of text they are reading by translating sentences that they think are the essence of the text while thinking. Students also underline sentences that they think can be used as clues to determine the structure of the text.[84]

The student with the name LQ said that,

"Because the sentence is long, usually he will first find out the title and the sentence that are closest to matching. Then adjust it to the type of text."[85]

Like the case with a student named AA who said that he read from the conclusion.

"If it can read the conclusion in the last paragraph, that way it can find out the type of text you are reading and its structure."

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[83] See Appendices, Transcript of Interview Number 5/Interview/5/11/2024.
[84] See Appendices, Data Collections Through Observation Number 1/Ob/1/8/2024.
[85] See Appendices, Transcript of Interview Number 5/Interview/5/11/2024.

C. Discussion

In this section the researcher discusses the data that has been tested. The focus of the discussion this time is on the two problem formulations discussed. Researcher discuss students' difficulties in understanding English texts and the solutions or efforts made to overcome the difficulties experienced by students.

1. **Students' Difficulties in Reading Comprehension the English Reading Text at SMA Negeri 1 Jenangan Ponorogo**

   Difficulty refers to a situation in which students struggle to learn effectively due to certain factors such as, difficulty understanding English texts that students experience because they are not yet familiar with the language, especially considering that English in our country is a foreign language, not a second language like in other countries. Of course this is related to students' understanding of speaking, listening, writing, and especially reading. Reading is not just pronouncing a text but also learning to understand the content of the text being read.

   So, learning to understand reading becomes ineffective if students do not master the material well. In English text comprehension activities, researcher found several difficulties that affected students' understanding based on observations and in-depth interviews.

   Based on the data findings, students experienced difficulties with inference making, knowing meaning words, sentences and their structure and finding the structure text. In presenting the data that the researcher has explained in the findings, it is true that the difficulties experienced by

eleventh grade students at SMA Negeri 1 Jenangan Ponorogo are still often encountered.

The first difficulty is in knowing the meaning of words, this is because it is related to students' vocabulary knowledge. Vocabulary includes the entire list of words known and understood by a person, both in spoken and written form. Vocabulary is closely related to the meaning of words because each word has a certain meaning that must be understood in the correct context of use. Based on the findings, researcher know that students still have difficulty understanding texts because of the limited vocabulary they master, this makes it difficult for them to understand texts well. The limitations they experience are because they think English is difficult to learn, so they have not studied optimally, and knowing the meaning of words is the main difficulty they experience. Limited vocabulary can prevent students from understanding and knowing the correct meaning. Many conclusions rely on a broader, implied understanding of words or meanings that cannot be understood based solely on their literal meaning. If students do not understand the meaning of words or phrases in a particular context, they will have difficulty drawing appropriate conclusions.

The second difficulty experienced by eleventh grade students at SMA Negeri 1 Jenangan Ponorogo is inference making. Students explained that they still had difficulty in making conclusions or the essence of the author's intentions, especially the implied meaning in the text. Inference

making is the ability to draw conclusions or make predictions based on indirect or incomplete information. This process is important in understanding texts, reasoning, and decision making, and according to interview results, this has not been mastered by students. Students who experience difficulties in inference making can face various challenges in their learning process, especially in understanding texts, solving problems, and interacting in social contexts. Difficulty in making inferences is often related to limitations in connecting existing information with previous knowledge, as well as the ability to read between the lines (draw conclusions from implied information).

The third difficulty is sentences and their connections. The definition of sentences and their connections in the context of difficulty understanding English texts refers to how sentences in a text are connected to each other and form a coherent meaning. Difficulty understanding text often arises when readers have difficulty identifying relationships between sentences, such as cause-and-effect relationships, comparisons, or development of ideas.[86] This involves understanding how the information in different sentences interacts, which is important for understanding the entire text. Readers must be able to recognize syntactic structure and cohesion between sentences to organize text well. Based on findings of interviews with students, researcher learned that students had difficulty in

[86] Wagner, Mark, Laura Stevens, and Robert Johnson. *Understanding Sentence Connections in English Texts: A Cognitive Approach to Reading Comprehension*. Cambridge University Press, 2022.

sentences and their connections, students were still confused in using interconnected sentences such as using cause-and-effect conjunctions or pronouns. In this case, teaching and training in reading skills must often focus on strengthening the reader's ability to recognize and understand the relationships between sentences and how they contribute to the storyline or argument of the text, so that students can interpret the text well.

The fourth and final difficulty is finding the structure of the text. Finding text structure is the ability to identify and understand the structure or organization of text. This involves recognizing the different parts of a text (such as the introduction, body, and conclusion), as well as the way information is organized and developed throughout the text. A clear text structure helps readers organize information and understand how ideas relate to each other. Based on observation and interview findings, the researcher knows that students still have difficulty determining the structure in the text. Students still feel confused about the exposition text that they understand, students can understand the opinion at the beginning of the paragraph but still have difficulty determining the next parts such as argumentation. Moreover, English texts have various genres (such as narrative, descriptive, expository, argumentative, etc.) each of which has a certain structure. Students are often unfamiliar with the specific characteristics or elements of these genres. For example, in an expository text, there is an introduction, discussion or argumentation, and conclusion.

Ignorance of the structure of this genre can make it difficult for students to identify parts of the text and understand the author's meaning.

In conclusion, the difficulties experienced by students include several main aspects that are interconnected. Students often face challenges in making inferences, namely the ability to draw conclusions or understand information that is not explicitly written in the text. Apart from that, they also have difficulty understanding the relationship between sentences and how the ideas in the text are connected to each other, especially when the sentence structure is complex or the link between sentences is not clear.

Another difficulty lies in finding the meaning of words, especially if the words used are rare or have multiple meanings. Students who do not have sufficient vocabulary or have difficulty interpreting words in certain contexts will experience obstacles in understanding the text as a whole. Finally, students also have difficulty understanding text structure, both in the form of narrative and expository texts. Without a clear understanding of how the text is structured, students at SMA Negeri 1 Jenangan Ponorogo have difficulty following the flow of information and the author's purpose.

Overall, these difficulties reflect challenges in reading skills, vocabulary mastery, and understanding of text structure. An approach that focuses more on inference exercises, enriching vocabulary, and teaching clear text structures is needed to help students overcome these obstacles in understanding English texts.

2. Students' Solutions to Overcome the Difficulties in Comprehending the English Reading Text

According to Afflerbach, Cho, and Kim, define that reading comprehension strategies as various techniques that readers use to interact with text actively. They explain that this strategy involves the reader's ability to understand text using various methods, such as predicting clarifying, summarizing, and making inferences. Skilled readers use these strategies to improve their comprehension throughout the reading process.[87]

According to Mikulecky, there are ten ways students can help overcome difficulties in understanding reading, namely scanning, previewing and predicting, vocabulary knowledge, topics, topics of paragraph, main ideas, patterns of organization, skimming, making inferences, summarizing.[88]

Based on the findings, researcher found that there were several strategies that students used to help overcome the difficulties they experienced. Students explained that they usually use the help of translation applications via the internet, according to them this can make it easier for them to understand the texts they read. Another way students use to overcome difficulties understanding English texts is by reading them repeatedly. This is done by students so that they can understand the text.

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[87] Afflerbach, Peter, Yoon-Joo Cho, and Minjeong Kim. "Reading Comprehension and its Instruction: The Context of a New Curriculum." *In Handbook of Research on Reading Comprehension*, edited by Susan E. Israel and Gerald G. Duffy, 2nd ed. New York: Routledge, 2015.

[88] Mikulecky and Jeffries, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. (Longman, 2004).

Students also don't hesitate to ask friends or teachers about words or sentences they don't know. Students also underline sentences that they think are important and then find out their meaning. Understanding texts by imagining what is being read is also a way for students to overcome the difficulties they experience.

Based on findings and theory, researcher found that there are strategies that students use to overcome difficulties, there is a strategy that students have implemented, namely scanning, where students do not need to read the whole thing but simply read the text at a glance and then students can find out the meaning.

Overall, students can overcome some difficulties in understanding English texts by developing various existing strategies. It is hoped that a directed approach and ongoing practice in using these strategies can improve students' understanding and skills in comprehending texts.
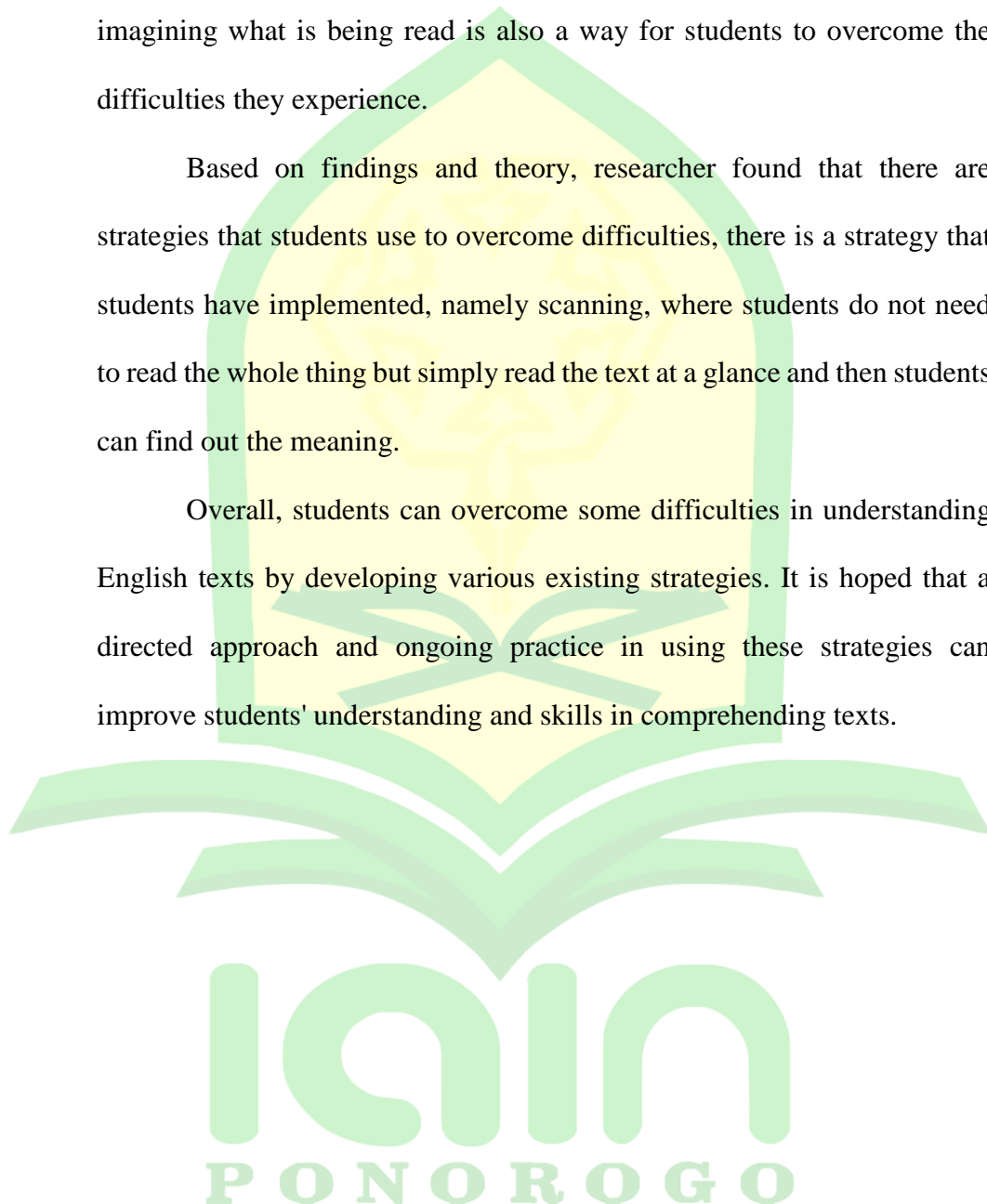
CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the findings and discussion from the previous chapter, the researcher can conclude.

There are four difficulties experienced by students in understanding English texts in class eleven at SMA Negeri 1 Jenangan Ponorogo, namely, inference making, knowing meaning words, sentences and their connections, and finding text structure. Based on the findings, students have difficulty in knowing the meaning of words due to limited vocabulary, students also have difficulty in inference making because they cannot understand the text well, students also have difficulty in understanding the text by connecting sentences using pronouns or cause and effect, and students have difficulty in finding text structure because sentences that are complex and too long make students confused about determining the structure.

The strategies that students use to overcome difficulties in understanding the text are translating sentences with the help of a translator application, students reading the text repeatedly to be able to understand the text, students also use imagining what is being read so that students can direct the meaning of the sentences they read.

B. Recommendations

Based on the results of this research, the researcher conveys several recommendations to students, teachers and readers as follows:

1. For Students

   Researcher suggest that they should be more active and motivated to learn English well, want to add and memorize vocabulary, for example by using the Duolingo application which can help learn vocabulary, students can also read dictionaries or learn online through platforms about English via YouTube, Instagram, or the like. So, students can learn to understand English texts well and easily.

2. For Teacher

   The teacher has done the best she can. Encouraging students to read at school and at home is a good effort to improve students' reading comprehension skills. Teachers can use methods or media such as flashcards or similar that are interesting to use so that students are interested in the text they are reading.

3. For Readers

   The researcher hopes that this research can be useful for readers and other researcher as a reference and knowledge about students' difficulties in understanding this English text. Criticism and suggestions are welcome.

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