

## **An Analysis Of Students' Difficulties In Reading Comprehension At 8TH Grade Student In Smp N 1 Dimembe.**

**ALVANDO R. PANDEAN, ELISABETH OROH, TIRZA A. KUMAYAS**

**Universitas Negeri Manado**  
Correspondance author: [alvandopandean@gmail.com](mailto:alvandopandean@gmail.com)

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**Abstract** : The purpose of this study is to find out, what are the students' difficulties in reading comprehension at 8<sup>th</sup> grade student in SMP N 1 Dimembe. The researcher used qualitative research with a qualitative descriptive design involving 29 student of class 8<sup>th</sup> C and for the interviews the researcher took six students as the informants. Information collection was carried out through observation, interviews, and documentation. There are 3 stages of data analysis, first is data condensation, second, data display, third, drawing and verifying conclusions. In analyzing the data, the researcher finds out the difficulty by the student in reading comprehension namely: difficulties to understanding the meaning of the word, the difficulties to understand the long sentence within the text, difficulties in understanding the main idea, difficulties in understanding the grammar, and difficulties to create the inferences. After analyzing the data, the results showed that students still had difficulty in reading.

**Keywords:** *Student, Difficulties, Reading, Comprehension.*

### **INTRODUCTION**

Reading is one of the important skills that student's need when learning English. Reading is the act of the reader. Hornby (2005:138) asserts that reading is a dynamic and intricate process that requires the use of several language and print-related abilities and knowledge. The skills needed include the ability to identify letters and words, match letters to sounds, and put a group of sounds together to create words. Additionally, Browne (2001:27) contends that reading depends on the reader's capacity to anticipate words in a text by applying linguistic information, including

sentence structure, word meanings, and text meanings. The reader will learn a great deal, expand their horizons, and rethink their ideas after reading the material.

"Reading comprehension is the capacity to get it data contained in a content and accurately translate its meaning" (Grabe & Stoller, 2002). This means reading comprehension is the ability to read a text, process it and make sense of it. An individual's ability to understand texts is influenced by their nature and skills, including their ability to make inferences.

Composition and vocabulary skills can also be advanced through reading comprehension. According to Nuttal (1982), "understudies must acquire the five perspectives of reading comprehension abilities, specifically identifying material, recognizing main ideas, finding specific data, and making inferences, in order to fully comprehend a content." Consult a dictionary and learn its meaning. information. These elements are thought to be the challenges that students encounter when trying to comprehend the text.

Difficulty is the state or degree of difficulty in performing or understanding (Hornby, 2005). The difficulty lies in the mistakes that students make in the process of teaching and learning. This happens because the student is confused or doesn't know or understand the material explained by the teacher. In this case, the difficulty is that the student has difficulty understanding the reading text in English

Students' reading proficiency is still low in practice, though. This is exemplified by the fact that children with inadequate reading comprehension struggle to comprehend the text of a reading book. They have a very hard time figuring out the text's core theme and drawing conclusions from it. Students' low vocabulary levels are the cause of these issues; reading texts in a foreign language differs from reading in their own tongue. It's possible that the pupils have extensive experience reading in their mother tongue. They must therefore consider many aspects of language competency when reading English-language publications. In particular, readers will notice linguistic

characteristics that differ from those of their home language when they read papers written in a foreign language.

According to the pupils interviewed for this study, which was carried out at SMP N 1 Dimembe, reading comprehension is challenging. Students have trouble identifying the text's major idea. Students find it difficult to draw conclusions from the material. Thus, the researcher is interested in learning more about the challenges students have when reading English-language materials. Since reading is seen as a fundamental necessity in many facets of life, particularly while learning English, difficulties with reading comprehension must be resolved immediately. Studying for reading comprehension issues is advised because many students still struggle to grasp the text's meaning.

Therefore, the researcher has conducted a research's entitled "An Analysis of Students' Difficulties in Reading Comprehension At 8th Grade Student in SMP N 1 Dimembe". The researcher formulates the research problems as follows, taking into account the problem description and context mentioned above: What reading comprehension issues do eighth-grade pupils at SMP N 1 Dimembe face.

## **RESEARCH METHOD**

### ***Research Design***

The qualitative method was employed in this study. Queiros et al. (2017) state that qualitative inquiry involves a deeper grasp of a particular problem. Producing comprehensive and illustrative study is the goal of qualitative research in order to comprehend the different facets of the issue being studied. In order to provide a comprehensive and accurate picture of the situations under investigation and observation, this study employed the descriptive-qualitative method, which is utilized to gather data in the form of words, images, and not figures.

Furthermore, Fraenkel said that the data derived from qualitative research is descriptive, as cited in Cresswel (2014). It indicates that information is presented via

pictures or words, particularly the participant's words, as opposed to numerical values. Furthermore, qualitative research focuses on understanding social processes from the perspective of human participants in natural settings, according to Donald et al. (2010). Furthermore, according to Sutopo (2002), data analysis using the descriptive method is inherently factual and objective. From the perspective of the researcher, qualitative descriptive research entails examining the phenomena in order to characterize the situation or the actual state of the phenomenon that takes place. Additionally, this study employs a descriptive qualitative design and a qualitative methodology.

### ***The Subject of the Research***

At SMP N 1 Dimembe, there are seven classes of eighth graders. Purposive sampling was used in this investigation. As a sample, the researcher used class C, which consisted of 29 pupils. Six pupils served as informants for the researcher's interview. In this instance, based on the criteria that students are less engaged in class and have poor reading comprehension, the researcher will choose a number of data from the class.

### ***Procedure of Data Collection***

The researcher uses interviews as one tool to gather data.

#### ***Observation***

According to Cowie (2009), observation involves the conscious taking of notes and a detailed analysis of participants' behavior in a naturalistic environment. The researcher employed observation as a data collection method to learn more about the challenges students have with reading comprehension.

One important method of gathering data for qualitative research is observation. In the teaching and learning process, observation is a direct activity to see a research item. The technique of observation is likewise intricate. Observation non-participant, also known as passive participant, refers to the researcher's presence at the scene of action without any interaction or participation.

Additionally, the researcher in this study simply watched students' classroom activities while they were learning to read rather than providing direct instruction. During the lesson, the researcher used notes. In this instance, the researcher documents, examines, and draws conclusions regarding the subject of the study. Three times, the researcher watched the students while they learned and taught English in class.

In order to understand the reading teaching and learning process and the challenges that students face, the researcher watches the class. Throughout the learning process, the researcher did take notes. In this instance, the researcher wrote, examined, and came to a conclusion regarding the study object. Four times, the researcher watches the students while they study and teach English in the classroom.

### *Interview*

A verbal exchange of words is implied by an interview. The member provides the analyst with information through conversation or verbal compatibility. The researcher records nonverbal cues and the interview setting, which are then incorporated into the data (Law et al. 1998). In order to gather more detailed data, the researcher created a set of questions for the students based on the indicators of their reading difficulties.

Because the researcher wanted to learn more about the reading comprehension issues, teacher and student interviews were conducted. To make the interviews more comfortable and facilitate the exchange of ideas, the interviews were conducted in Indonesian. Information that cannot be gathered by observation is also gathered through interviews. At the conclusion of each meeting, interviews were also done to gather data regarding reading challenges faced by students as well as the entire teaching and learning process.

In this study, the researcher used semi structure interview as the data collection technique to collect the data from the English students. By using this interview, the researcher could have more chances to improve the question and confirm the

information. The interview uses to collect the data from student about their difficulty in comprehension the reading text.

#### *Documentation.*

Written, spoken, visual (like photos), or cultural artifacts can all be considered forms of documentation. The researcher can examine a variety of document categories, including personal documents, public records, and tangible materials. The fact that reports are already there in the situation and do not alter or interfere with it in the manner that an investigator's presence might (Merriam, 2002) is what makes them a good source of information. It indicates that one way to get qualitative data is through the examination or analysis of documents produced by the researcher or by others. Using this approach, the researcher gathers information from pre-existing documents in order to gain research-related notes, such as a school overview, student and instructor conditions, notes, photos, and so on. The purpose of this documentation is to gather information not yet available through the methods of observation and interviews.

#### ***Data Analysis***

Data analysis is the process of looking at and working with data in order to gather knowledge that will help solve a research topic that is being conducted. According to Miles & Huberman, the researchers in this study aimed to employ three phases in data analysis, which included:

##### *Data Condensation*

Data condensation refers to the process of choosing, focusing, de-tangling, abstracting, and/or altering the data that appears in the entire corpus (body) of written-up field notes, meeting transcripts, records, and other experimental materials, according to Miles, Huberman, and Saldana (2014). We are strengthening the data by condensing it. Condensing data is not a separate process from analysis. That's a component of analysis. Explanatory choices include the researcher's selection of which information chunks to code and which to drag out, which category

names best summarize a variety of chunks, and which dynamic tale to tell. A framework of analysis known as "information condensation" may be used to refine, classify, center, discard, and arrange data so that "final" conclusions can be made and verified.

### *Data Display*

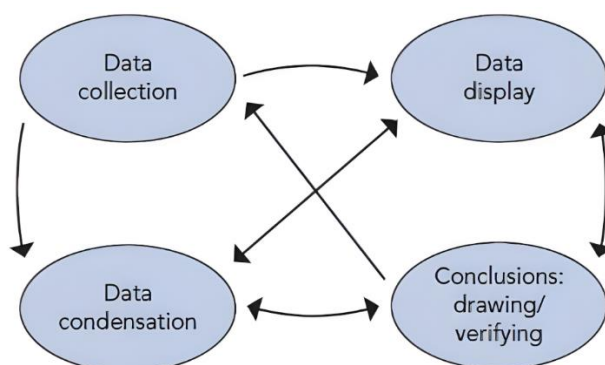
Information shows are the second main stream of examination mobility. Essentially, a show is a condensed, structured collection of information that enables activity and conclusion drawing. From petrol to daily newspapers to Facebook status updates, the standard of living is changing. Viewing shows helps us understand what is going on and take action, whether it be through analysis in advance or action based on that understanding.

In order to describe all of the data gathered from interviews, questionnaires, and observation, the researcher employed a number of steps. It is a method for gathering research data and aids in the completion of studies. The researcher next demonstrated how the findings of the questionnaire, the interview, and the observation were connected to the reading comprehension issues of the students.

### *Drawing and Verifying Conclusions*

Drawing and verifying conclusions is the third method of analysis. The subjective researcher interprets what is crucial from the outset of data collection by observing designs, explanations, causal pathways, and suggestions. The skilled analyst maintains skepticism and openness while holding these conclusions gently, yet they remain doubtful at first, then gradually expressed and supported. Depending on the size of the corpus of field notes, the coding, storage, and retrieval techniques employed, the analyst's level of expertise, and any crucial deadlines to be fulfilled, "final" conclusions might not be revealed until data gathering is complete. Additionally, conclusions are validated as the researcher proceeds. Confirmation can be as quick as a fleeting idea that occurs to the analyst while writing and a quick trip back to the field notes, or it can be as thorough and detailed

as extensive deliberation and surveying among colleagues to reach "intersubjective consensus" or extensive attempts to replicate a finding in another data set.



**Source:** Miles, M.B., Huberman, A. M., Saldana, Johnny. (2014), *"Qualitative Data Analysis: A Methods Sourcebook"*(3<sup>rd</sup> ed), (Sage Publications)

### ***Technique of Data Analysis***

Data for this study were gathered by documentation, interviews, and observation. This study uses a qualitative approach to data analysis. Qualitative analysis gathers information through teacher and student interviews and observation. Because this study employs a qualitative approach, data is analyzed utilizing the qualitative descriptive analysis technique. Qualitative descriptive analysis provides a basis for the variables under study based on real-world circumstances.

## **FINDINGS AND DISCUSSION**

There are two sections to the report. They are talking and doing research. Examine reports that compare the truth in the field with the reality that the analyst is confronted with and the dialogue that is spoken to within the master's conjectures.

### ***Research Finding***

Five specific findings emerged from the analysis of the data regarding the reading comprehension difficulties of the students: the inability to comprehend the meaning of the words, the inability to comprehend the lengthy sentences in the text,



the difficulty in comprehending the main idea, the difficulty in comprehending the grammar, and the difficulty in drawing conclusions.

### *1. Difficulties in Understanding the Meaning of Words.*

A word that is difficult to understand suggests that the student struggled to determine its meaning within the text. The kid has trouble understanding the reading text's content. It is clear from this that the learner encountered difficulties when reading the material. Her inability to respond to the inquiry regarding the text's data indicates the problems here. When a student does not understand a word in the text, she usually figures out the answer on her own.

Based on the student's observation, this conclusion can be observed in the following information: Students frequently creates and reminds us to understand words that are difficult to understand from the text that they read. They also frequently ask them to explain something that they don't understand. (Students frequently flip through their dictionaries to look up unfamiliar words in the materials they read. Additionally, they frequently ask their acquaintances to define words they are unfamiliar with.

It is evident from the citation above that the student finds the word difficult to understand. The learner frequently consults the dictionary to find definitions for unfamiliar terms. Additionally, she frequently asked her pals to explain words she didn't understand.

The predicament is evident when she reads the text and responds to the question; she finds it difficult to understand the words in the text and must frequently consult a dictionary to learn the definitions. The student would open her dictionary whenever she paused reading the material, and if she couldn't find the definition of a term there, she would ask a buddy.

This occurred as a result of the learner regularly discovering a word that she did not comprehend. Students don't know much about the word. In addition to having trouble understanding a text, a student who struggles with word comprehension can nonetheless decode the words and grasp each sentence. It has to do with the

understudy's ability to receive the analyst's message as a reader. The student had trouble understanding the text's substance if they had trouble translating and recognizing the words.

According to the student's interview and further evidence, the student did not comprehend the following words from the text: "tidak mengerti artinya, kadang cuma tebak-tebak saja, mungkin karna kosa-kata saya kurang kali ya kak, soalnya banyak kata-kata yang saya tidak tau artinya." (I occasionally guess because I don't comprehend the meaning; perhaps this is due to my limited vocabulary, as there are a lot of words I don't understand.)

According to the explanation above, the student's inability to comprehend the material stems from her ignorance of the word's definition. Eventually, if the student had no other option, she would simply guess the answer. The student encountered words she didn't grasp after realizing how limited her language was.

Here, the difficulties arose when the understudy read through a piece of content. When the term became challenging, she paused to check up its definition, and occasionally she simply ignored the word she didn't understand.

This occurred as a result of the student's failure to increase her vocabulary and occasionally practice reading English-language materials. Due to her teacher's requirements, the kid reads just. Reading in English was not deemed necessary by the student. When she has to read for school assignments or a test, the student reads as if she were reading. in order to prevent the reading assignments from becoming a habit for the learner, which would ultimately affect the student's comprehension of the material and their limited vocabulary. The pupil has trouble understanding what the word in the text means.

"Saya jarang membaca buku atau teks bahasa Inggris, makannya kosa-kata saya sedikit kak, jadi kosa kata saya gak nambah, mungkin karna itu saya susah mengerti teks bahasa Inggris, makannya saya jadi malas membaca buku baha Inggris." Other data from the student interviews supports the data above. (My vocabulary doesn't grow since I don't read English books or texts very often, sis.

Perhaps this is because I find it hard to understand English texts and I'm too lazy to read English books.)

It is evident from the citation above that the student occasionally reads English-language literature. The student's vocabulary didn't grow, and they became less familiar with the word. The student is too slow to read English-language literature because he keeps finding words that he doesn't understand, which prevents her from understanding the material.

In this instance, it appears like the pupil struggles to comprehend every word in the statement. She frequently stumbles over words when reading, and it's evident from the way she reads the material that she struggles with them. Because she frequently ignores words she doesn't understand, the pupil is unable to comprehend the text's meaning.

The student's infrequent reading habits and lack of interest in English-language content are the root causes. If the student had little interest in reading and rarely recognized the words, her comprehension would also be affected because she would need more time to figure out the meaning of the words and the correct answers. A lot of the words were unfamiliar to her. The learner will find it challenging to comprehend the reading's content if they are not interested in reading. Alternatively, when a student has a strong interest in reading, comprehension of the material won't be a problem because interest is a powerful motivator.

The conclusion drawn from this data is that the student's reading comprehension issues seemed to be related to their inability to comprehend the words in the text.

## *2. The Difficulties to Understand the Long Sentence Within the Text.*

The student's inability to comprehend lengthy sentences suggests that they are having trouble understanding them due to their complex structure and the large number of unfamiliar terms in the text. As a result, the learner struggles to understand lengthy phrases and misses the majority of the ideas presented in the material. It can be inferred from this that the pupil struggles with the text. It takes her a long time to read and comprehend every sentence. The student's comprehension of the book and

her ability to respond to the question regarding the text's content reveal the challenges here.

"Saya susah memahami teks kak, apalagi kalau teksnya panjang, banyak kata-kata yang tidak saya pahami selain itu kalo teksnya panjang perlu butuh untuk lama bacanya" is one of the findings on the student's interview that supports this conclusion. (If the text is lengthy, it takes a long time to read, and I have trouble understanding it, especially if there are many words I don't understand.)

According to the results of the interview, the student stated that she had trouble understanding the text, especially if it was lengthy. She was unfamiliar with several of the terminology. In addition, the learner requires additional time to study and comprehend the material.

when the pupil reads something. She finds it challenging because the student's remarks were not as well understood. Some of the text's content is incomprehensible to the pupil. It takes more time for the pupil to figure out the word's meaning and the right response. In order to find the definition of the word, she had to open dictionaries.

The pupil took a long time to comprehend each line, which is why it happened. The student's frequent encounters with words she didn't comprehend presented another challenge. There are frequently too many words and phrases in sentences for the pupil to understand word by word. For the meaning to be pleasant and clear, the student must comprehend how one word relates to another. When a text is lengthy, students may find it difficult to understand. It takes a long time for the pupil to comprehend the text.

The student's classmate provided more evidence to support the aforementioned data: "Dia paling gak suka baca kalau teksnya itu panjang kak, makannya dia malas baca." Thus, baca panjang-panjang baca eh nyanda mangarti, buka kamus dia paling gak betah sering-sering, taupun cuma sedikit. Hehe, Kami also got gitu sih kak. He is lethargic when it comes to reading because he dislikes reading lengthy texts. after

reading a lengthy text. He doesn't want to consult a dictionary frequently, he still doesn't understand, and he only knows a little. Hehe, sir, we're the same person. According to the evidence provided, students find it challenging to comprehend lengthy texts. Since she usually struggles to understand every word in the text, the student is prone to becoming lazy when studying. She was also too lazy to open the dictionary. The ability to boost students' vocabulary will not be enhanced if they were too lazy to open and read the dictionary.

When the student reads the book, she peruses it, but she also converses with her companions. She occasionally talked to her friends and occasionally opened the word reference. The student reads only quietly. She has no trouble reading, but the student usually keeps silent when the teacher asks her questions.

The student's inability to comprehend the text caused it to occur. The student frequently finds the word she does not comprehend, making it difficult for her to understand lengthy sentences. Furthermore, the student did not comprehend the purpose of reading; this is evident in her assignments during the learning handle, when she read the material but did not obtain any information from it. Another reason was the student's inability to recognize the text's fundamental literary structure (sentences, paragraphs, and grammar) due to a lack of vocabulary competence. Additional information derived from the teacher interview to bolster the previously mentioned data: As a rule, students' nilai is quite low in English language classes. At the same time, students are actively participating in English language instruction. Understanding English is difficult for students, and it will be even more difficult if the language is not clear. Additionally, there is a lack of vocabulary knowledge, which makes it difficult for students to understand the material. Students typically continue to receive subpar grades in English classes. However, students continue to adhere to English instruction during class hours. Students do find it challenging to understand English reading, particularly when the content is lengthy. Additionally, their limited vocabulary makes it harder for kids to understand the reading because they don't know what it means.

Based on the results of the interview, the teacher concluded that the student struggles to comprehend English texts, especially when they are lengthy. Additionally, the instructor incorporates a challenging strategy to pique students' interest in reading. For reading exercises the pupil must be requested to read. Due to their inability to comprehend lengthy texts, the students' word knowledge was inadequate.

The girl waited for her teacher to give her information while she was learning English. The student fair starts reading tasks once the student is requested to read a course reading. The student opened the dictionary a few times before the reading exercise was finished.

The student has difficulty in reading long text or sentence, since there were numerous words within the sentence that she did not understand. It was due to her need of understanding of the terms and need of vocabulary that she should be great at. By growing vocabulary and fortifying the vocabulary mastery, the student's understanding of sentences will increase. The student difficult to understand each sentence within the text. Ho

To urge the information across the text, we connected sentences one after the other. The reason for this is that the student's context for the word is lacking.

The conclusion drawn from this research was that the student's reading comprehension issues seemed to be related to their inability to comprehend lengthy sentences.

### *3. Difficult in Understanding the Main Idea.*

The fundamental notion was difficult to understand since the student had trouble coming up with a sentence that told the researchers about the subject. This could indicate that the student struggles to extract the most ideas from the book when she studies it. Her inability to respond to the question demonstrates the problems here, especially if the content is lengthy. This could make it more difficult to find the key idea. It could be difficult for the students to understand the entry's key topic and where it is located. At one point, the student asked her friend the text's response.

"Kita kurang paham kak tentang dpe ide pokok teks, kita susah menemukan ide pokok sebuah teks kalo teksnya itu panjang kak, saya jadi bingung yang mana ide pokoknya, semuanya terlihat penting gitu," is the conclusion drawn from the student's interview. (I find it hard to identify the major idea of a lengthy book; everything seems essential, and I become confused about which is the primary idea.) I don't really understand the main idea of the text.

The student found it difficult to identify the essential point from the statement, especially if the language was very lengthy. The primary premise of the text was unclear to the student. Students need to grasp how to identify main ideas; in particular, they are unable to distinguish between main and supporting ideas, they are unsure of where main ideas are located, and the understudy is unsure of how to identify main ideas. Since the student understands that the main idea is at the beginning of a passage or sentence, the student determines the main idea by simply looking for the passage's opening sentence without reading the reading material and comprehending it initially, even though the main idea is there.

When she identified the primary idea, students had to take into account everything that appeared in the print; therefore, the longer the sentence, the more challenging it would be, and it would be more challenging to determine how the various textual elements related to one another. Additionally, this was the cause of the student's difficulty identifying the main point.

Another reason is that the student is not paying attention to what she is reading because she is too preoccupied talking to her friends to fully comprehend what she is reading. As a result, she fails to grasp the text's essential ideas. The student's inability to comprehend the questions and answers was also caused by their inability to comprehend the primary idea content.

According to the interview results, the student struggled to differentiate between the major ideas and supporting sentences, indicating that they were unsure of what the core idea was. Additionally, while being instructed to write down the main

point, the student produces a supporting phrase based on the outcomes of their worksheet.

An additional piece of information to support the information based on observation is that "Siswa kesusahan mencari ide pokok sebuah teks in a few paragraf, ketika siswa diminta menjelaskan ide pokok paragraf, yang di jawab siswa masih kurang tepat, dia terlihat ragu dan bingung menjawabnya." Pupils struggle to identify a text's core theme when it is spread across multiple paragraphs. The student's response is still a little off when they are asked to summarize the paragraph's key theme. When responding, they appear uncertain and perplexed. The student remained unclear about the text's key point after the explanation, and even though she appeared perplexed and took her time to respond, she was still incorrect when the teacher asked her to state it.

The learner is unable to identify which paragraphs have the primary idea, which paragraphs include the main sentence, and which passages contain the supporting sentences. The primary idea is essentially written down by the student in either the first or second paragraph.

This occurred as a result of the student's inability to discern between supporting and core ideas. It is evident from the student's responses to the questions that she only identified the main idea. However, the student provided both the main and supporting ideas, indicating that she was still unsure of the answer. The student even mentioned the supporting sentences rather than the paragraph's main sentence. The conclusion drawn from this research was that the students' reading comprehension issues demonstrated their inability to comprehend the key theme.

#### *4. Difficulties in Understanding the Grammar.*

Not understand the grammar was the student did not get it the grammar of the text, the student had trouble distinguishing information from the text because she did not understand the structure or course of action of a sentence. When the text is distinctive from what the perusers anticipate, the student found it difficult to understand the text. This can be interpreted that the student finds difficulties when



she perused the text. The difficulties here can be seen from her failure to translate, and to tell the text

Based on the interviews, the following data illustrates this finding: "It is true that baka tebalik tebalik kak depe tulisan deng bacaannya beda." (The meaning is like moving backwards and forth because the writing and reading are different.)

From the statement over, the student said that she had difficulty understanding the text because the writing and the reading were different. In interpreting English sentences, the student cannot decipher them in word by word. Without understanding the sentence designs or grammatical perplexity, it'll make reading difficult and the generally meaning of the text seems incomprehensible for the student.

It is evident when the pupils request that the sentence she read be translated into Indonesian. Word after word, the learner translates. Occasionally, the student chooses to ask her peers for clarification on a few terms that she is unsure of. The pupil was perplexed. When she struggled to translate the statement, she essentially grinned at her teacher.

This occurred as a result of the student's verbal interpretation of the sentences. The student found it challenging to link the words together so that, when understood, they formed a coherent statement. It is evident that students' reading comprehension is significantly impacted by their grammar knowledge because they would struggle to understand texts with a structure that differs from what they are used to. Skilled readers may recognize the structures that are employed and the tactics that should be used to improve reading comprehension.

"Kalo cuma disuruh baca gapapa sih kak, tapi kalo disuruh menyimpulkan atau mengartikan nah itu lagi masalahnya kak, kakak taulah susunan kalimat dalam bahasa inggris beda sama susunan kalimat dalam bahasa Indonesia, saya nda gak nyambung." (It's okay if I'm just asked to read; the issue arises if I'm expected to draw conclusions or provide interpretation. You are aware that the English and Indonesian sentence structures differ from one another. The meaning doesn't make sense, so I'm unable to understand every word.)

The student had a grammar problem based on the aforementioned quote. Because the English and Indonesian sentence structures differed, the learner found it challenging to draw conclusions and understand the content. Students cannot interpret sentences word by word when reading; instead, each word must be related to the next in order for the meaning to be understood.

This situation arises when a student uses her claim word to explain what she remembered when she clarified the text's conclusion in this class. Although the phrase pattern is similar to Indonesian, she clarified English synonyms.

However, it occurred because the understudy did not understand the language structure. Furthermore, the student's limited vocabulary caused her to overlook the sentence's proper meaning. The student can use each word to construct a coherent statement if they have a firm grasp of its meaning. In order for the pupil to comprehend the meaning of each word in a well-written and understandable sentence after reading it.

The conclusion drawn from this research was that the student's reading comprehension issues indicate a lack of grammatical understanding.

##### *5. The Difficulties to Create Inferences.*

When a student finds it difficult to draw conclusions, it indicates that they are having trouble understanding the text. When drawing inferences, students must be able to comprehend the text in order to draw conclusions from its explanations. In actuality, however, the pupil has struggled to understand the text's conclusion. This may indicate that the student encountered difficulties in coming to the text's conclusion when reading it. Her incapacity to respond and provide an explanation for the text's conclusion demonstrates the problems here.

Based on the student's observation, the following data shows this finding: "After reading the text, the student diminta summarized it and explained it to the teacher, but the student was unable to explain the summary and only mentioned a few points in the text." (During the observation, the students were asked to summarize and

explain the text to their peers after reading it. However, they struggled to communicate the text's findings and only touched on a few themes.)

The student essentially listed the items she remembered when she came to the finish of the chapter. The student's ability to narrate stories is diminished. She didn't explain the story's main elements; instead, the student just described a few characters and the setting. What the pupil read was not described. The learner has a great deal of forgetfulness and simply shares what she can.

This occurred as a result of the student's inability to comprehend the text's contents. Even when she was told to draw a conclusion from the book, she struggled since she read but did not comprehend what she was reading.

Additional information indicating that the student struggles to draw conclusions from the text the teacher read is: "Siswa can create a kesimpulan teks that is read aloud but only There are a few words that are often used in Indonesian, but when they are used in English, students start to feel uncomfortable. (Students may draw inferences from the literature they read, but they only briefly discuss it, usually in Indonesian, and struggle when asked in English.) The student was able to draw a conclusion from the teacher's interview, although she only mentioned a few points from the text. It resulted from the student's poor comprehension of the material. The pupil is eventually instructed in her native tongue rather than English. When asked to share the story's ending, the student contrived a challenging situation. The ability of the student to recount the reading's story in her own words or dialect is another indication that the students have understood the material.

Because she did not comprehend the book, the student finds it difficult to determine the text's conclusion. It takes the pupil a long time to understand the text. She has to become proficient in both vocabulary and term knowledge because by strengthening and expanding vocabulary dominance, pupils' reading comprehension advances and they are able to impart what they have read. The girl appeared perplexed as she worked through the questions and went back to recalling the passage she had read earlier.

The conclusion drawn from this research is that the student's reading comprehension issues demonstrated that they had trouble drawing conclusions.

### ***Discussion***

In particular, this study had five discoveries: (1) Difficulty understanding the meaning of the term: This finding indicates that the student's reading comprehension issues seemed to be related to their inability to comprehend the word in the text. (2) Difficult to comprehend lengthy sentences in the text: The hypothesis of this study was that the student's reading comprehension issues seemed to be related to their inability to comprehend lengthy sentences. (3) Difficulties comprehending the primary idea: This study found that students' reading comprehension issues indicated that they had trouble grasping the major idea. (4) grammar comprehension issues: The hypothesis of this study was that the student's reading comprehension issues indicate a lack of grammar understanding. (5) Difficult to draw inferences: The hypothesis of this finding is that the student's reading comprehension issues demonstrated that they had trouble drawing inferences.

This result aligned with Nuttal's premise, which states that students should grasp a text from four perspectives: identifying the main concept, comprehending language, drawing conclusions, and analyzing specific details. These points of view are acknowledged as challenges that the students face when trying to understand the book. However, the analyst discovered three challenges that the students had in this study: identifying the major ideas, comprehending the terminology, and drawing conclusions. At that moment, Oakhill's hypothesis supports these findings as well. These challenges include: identifying the text's primary idea, drawing conclusions from it, and promoting the meanings of certain words. Moreover, Joseph's (2001) hypothesis supports these findings once again. According to Joseph, inability to grasp the meanings of words or concepts, failure to record accurate information, inability to infer the content, inability to form connections between the content presented in the text, and a lack of grammatical knowledge are all indicators of difficulty comprehending texts.

There were variations among researchers who had conducted earlier studies, as well as variations in the research site and period, as well as in the samples that each researcher used. To be thorough, researchers used a sample of junior high school pupils in the eighth grade. The researcher and the earlier study used distinct methodologies; the former used a quantitative approach to data analysis, while the latter used a descriptive qualitative approach. In the meantime, samples from senior high school and college were used by earlier studies.

### **CONCLUSION**

The researcher's analysis of the data indicates that certain students struggle with reading comprehension. There were five particular findings in this study: it was hard to comprehend the meaning of the term, it was hard to understand lengthy phrases in the text, it was hard to understand the primary idea, it was hard to understand the grammar, and it was hard to draw conclusions.

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