



## ANALYSIS OF THE SEVENTH GRADE STUDENTS' DIFFICULTIES FACTOR IN READING COMPREHENSION

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Article Info	Abstract
<p>Submitted : September 2022 Accepted: September 2023 Published: April 2024</p> <hr/> <p><b>Keywords:</b> Reading, Reading comprehension, Student' difficulfies.</p> <hr/> <p><b>*Correspondence Address:</b> <a href="mailto:lubissucinuraini@gmail.co m">lubissucinuraini@gmail.co m</a></p>	<p>Reading is important in learning English. The ability to reading comprehension is an ability that is naturally not owned by a student. In practice, this process is seen as complex, so it is not impossible that learning in reading comprehension obstacles and problems when learning implements it. The aim of this research is to find out the causal factors of students' reading comprehension difficulties on descriptive text at the seventh grade of students in junior high school. This research is a descriptive qualitative research. The subject of the research is seventh grade students. The techniques of collecting the data are interview and test. Data analyzing include data reduction, data display and drawing conclusions or verification, the researcher arranging the information described in order to draw conclusion. The result of the research shows that the factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, difficulty in using reading strategies, difficulty in Concentration, learner's background, house environment and school environment. From the data analysis resulting from the interview process, the researcher has found six factors that cause students to experience difficulties in reading comprehension of descriptive text. Including: understanding long sentences,</p>

## INTRODUCTION

Language is Reading is important in learning English. This is a language skill that cannot be distinguished from other language skills. Reading skill is included in the achievement category of learning English, therefore students are expected to have the ability to understand, use, and reflect on texts according to their goals and

interests, to develop one's knowledge and potential so that he can participate in society (Silalahi et al., 2022). The ability to read comprehension (reading comprehension ability) is an ability that is naturally not owned by a student. This ability arises from the process of thinking and studying intensively. In practice, this process is seen as complex, so it is not impossible that learning reading comprehension will have obstacles and problems when learning implement it. Nanda & Azmy (2020) revealed that the main causes of students' reading comprehension difficulties include unfamiliar vocabulary, limited time, and lack of practice reading and learning English. It is also one way to improve reading comprehension skills (Erya & Pustika, 2021). If the amount of vocabulary comprehension is insufficient, then students' reading comprehension can be negatively affected (Fitriana, 2018).

The government has set English as a compulsory subject from the junior high school level. But in reality learning English is not fully maximized. Reading skills, in this case, reading English texts is very important because reading opens opportunities to absorb other existing knowledge (Nadirah et al., 2020). This is a difficult problem for students because their first language has a sentence structure, intonation, and vocabulary that is different from English. Furthermore, when viewed from the motivation to learn to read, students in Indonesia are classified as low. As evidenced by the results of the 2018 Program for International Student Assessment (PISA) survey, Indonesia is ranked 74th, aka sixth from the bottom. In addition, it has also never achieved the Organization for Economic Co-operation and Development (OECD) average country score.

Qualitative research is defined as the study of the nature of phenomena, including their qualities, different manifestations, the context in which the phenomenon appears or the perspective from which the phenomenon may arise. Perceived, but excluding their reach, frequency, and place in an objectively determined chain of cause and effect (Hidayati et al., 2021). The result of the pre observation, the researcher got information that the students were still having difficulties in reading comprehension, especially descriptive text. However, the teacher has not been able to analyze and get a clear picture of the factors that cause this to happen. This research then focused on analyzing what difficulties faced by students in reading comprehension and why the students find these difficulties in reading comprehension on descriptive texts.

An important turning point in a student's academic career occurs when they enter the seventh grade. The demands made on their reading comprehension skills increase as students advance in their education, calling for a deeper grasp of texts from a variety of subject areas (Rukmiyati et al., 2022). On the road to mastering comprehension, many seventh-grade pupils still run into obstacles despite their cognitive development and maturation. A number of interrelated issues are at the core of these difficulties, each of which has an impact on pupils' capacity to interact with and understand textual content. Seventh-grade children face a variety of challenges that impair their comprehension abilities, from lexical barriers brought on by new language to the intimidating spectra of text complexity. Moreover, problems including a lack of prior knowledge, poor reading skills, and declining enthusiasm exacerbate these challenges and provide a strong obstacle to acquiring fluency and depth in comprehension (Ganie & Rangkuti, 2019).

In the pages that follow, the researchers tried to break down the several aspects of reading comprehension difficulties that seventh-grade kids face, looking at the underlying causes, symptoms, and consequences of these issues. The result of the research is expected to clarify the routes to improved comprehension skills and offer doable suggestions to support a culture of literacy and learning among seventh-grade kids through a thorough review and synthesis of the available data.

## **RESEARCH METHODOLOGY**

The design of this study, researchers used descriptive qualitative research. Siedleck (2020) mentioned that qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective. Research according to Creswell & Creswell (2017) is a procedure of steps used to gather and analyze information to increase understanding of a topic or issue". Namely through the Preparation Stage, Conducting Research and Data Analysis and Compiling Reports. Researchers must have a procedure in the research process that will take place. The research procedures to be carried out include:

1. Preparation: The first step in this research is preparation, including researchers determine the time of research based on the material to be studied, application for research permit, preparation of research instruments, and conduct research instruments

2. Identifying: The researcher identified the phenomenon of learning reading comprehension in descriptive text for class VII at SMPN 1 Campurdarat.
3. Literature Review: Literature review by surveying scientific articles from various relevant sources.
4. Selecting Participants: In this study, researchers used several instruments, namely tests and interviews. This research will be conducted on class VII students of SMPN 1 Campurdarat.
5. Collecting data, researchers gave tests to 10 grade VII students at SMPN 1 Campurdarat. Furthermore, researchers calculated the value of student test results. The researcher also interviewed as many as 5 students, the researcher recorded and then the researcher coding the interview result.
6. Analyzing and Interpreting Data, for the step:
7. Data reduction, the researcher classifies and reduces the data based on focus. The researcher deleted several data did not relate to the difficulties in reading comprehension of descriptive text.
8. Data display, the researcher arranging the information described in order to draw the conclusion.
9. Drawing Conclusions/Verification: Based on the data that has been reduced and presented, the researcher will make conclusions that are supported by strong evidence at the data collection stage.
10. Compiling Reports: The last step in this research is to complete the data analysis. The researcher will ensure that students can contribute in finding the factors of difficulties students experience in reading comprehension of descriptive text in a long conclusion.

## **Discussion**

Based on the research that has been done, here the researcher discusses the findings regarding the causes of students' difficulties in reading comprehension of descriptive text and factors causing students' difficulties in reading comprehension of descriptive text. The researcher took 10 students of class VII-E SMPN 1 Campurdarat as research subjects. Furthermore, the researchers found that as many as 27, 10% of students had difficulty and answered incorrectly from the question of finding the main idea, as many as 20, 57% of students had difficulty and answered incorrectly from the understanding vocabulary question, as many as 29,

90% of students had difficulties and answered incorrectly from the making inference question and as many as 22, 43% of students had difficulty and answered incorrectly from the question looking for detailed information.

From the results of the students' grades that have been categorized, the researcher can conclude that at SMPN 1 Campurdarat, students still experience difficulties in reading comprehension of descriptive text. Here the researcher identified the difficulties faced by the students in reading comprehension of descriptive text from the mistakes in the answers they did during the test. Not only that. The researcher also identified the causes of the difficulties they experienced in reading comprehension of descriptive text from the results of interviews with students.

The cause of students' difficulties in reading comprehension needs to be identified. Therefore researcher use statements from Sholeh et al., (2020). Both said there were various factors that caused students to experience difficulties in reading comprehension, namely internal factors and external factors. According to Wigfield et al., (2016) Internal factors include difficulty in understanding long sentences, difficulty in using reading strategies, difficulty in concentration, and according to Kałdonek-Crnjaković, (2020), learner's background is included in the internal factor category while external factors include the school environment and family environment (Olson et al., 2018).

First, the factor that causes students to experience difficulties in reading comprehension is understanding long sentences. This is supported by Sun et al., (2021) who mentioned that almost 12 percent of students have difficulty understanding long sentences, for example in graded stories and 20 percent in academic texts. Grade VII students of SMPN 1 Campurdarat have admitted that it is difficult to understand long texts, because they do not know the meaning of a sentence and their lack of vocabulary. Grade VII students of SMPN 1 Campurdarat also said that they had difficulty answering each of the questions because they did not understand the contents of a story. These difficulties make students less interested in the material and difficult to understand it.

Second, students' difficulties are caused by the difficulty factor in using reading strategies. It is important for students to know reading strategies in reading comprehension. According to Fatmawan et al., (2023) students who are not used to using reading strategies such as skimming and scanning will be confused about

their success on reading comprehension tests. Many grade VII students of SMPN 1 Campurdarat did not use reading strategies, they said they did not understand reading strategies such as skimming and scanning. Of course, this makes it difficult for students to work on each question, for example difficulty in finding main ideas or conclusions from a story.

Third, the cause of students having difficulty in reading comprehension is the difficulty factor in concentration. According to Prayuda et al., (2023), there are many cases that occur to students when reading, namely they cannot or do not concentrate properly. Many grade VII students of SMPN 1 Campurdarat find it difficult to concentrate when understanding the material. This is because many students are busy in class and students admit that they are tired because the implementation of English learning in class starts at noon. Considering that learning English is not an easy subject, sufficient concentration is needed to understand each material.

Fourth, the cause of students' difficulties in reading comprehension is the learner's background factor. According to Manoharan & Ramachandran, (2023), a student's background is something that comes from the student himself. And this is related to motivation, interest, and attitudes toward reading. This factor is very dominant owned by class VII students of SMPN 1 Campurdarat. This happens because students lack motivation from the teacher to try to be enthusiastic in answering each question correctly. Many students are lazy because they do not have interest in learning English and it causes difficulties in reading comprehension.

Fifth, students of SMPN 1 Campurdarat experience difficulty in reading comprehension due to the home environment. Based on the theory of Capin et al., (2023) stated that parental attention is very influential in increasing student achievement. Most students at SMPN 1 Campurdarat are not interested in learning reading comprehension at home, they tend to be lazy. Parents also lack given a motivation to learn for their children, such as encouraging their children to take courses or tutoring. Therefore, the home environment factor plays an important role in improving student achievement in reading comprehension.

Finally, the difficulties faced by students in reading comprehension are caused by factors in the school environment. Some of the reasons for this are the incomplete facilities provided to students at school, for example English reading books, computer rooms, etc. Grade VII students of SMPN 1 Campurdarat said that

there were no English reading books in the library and did not exist. According to Harvey & Goudvis, (2023) and Hudson et al., (2020) unskilled readers spent less time reading in school than did average students. SMPN 1 Campurdarat students also rarely use their free time at school to read because they have no interest and prefer to follow their friends to play.

## **CONCLUSION AND SUGGESTION**

Based on the results of the data that has been analyzed, it is found that students experience difficulties in reading comprehension of descriptive text, namely determining main ideas, understanding vocabulary, making inferences and detailed information. Many students do not understand the meaning of a sentence. Their vocabulary is also very minimal. So students find it difficult to understand the material.

From the data analysis resulting from the interview process, the researcher has found six factors that cause students to experience difficulties in reading comprehension of descriptive text. Including: understanding long sentences, difficulty in using reading strategies, difficulty in concentration, learner's background, school environment and family environment.

The first factor refers to students who make them difficult in reading comprehension. Many students are lazy and have no desire to learn reading comprehension. Students are less motivated to be more active in learning reading comprehension. They find it difficult because they have very little vocabulary. Students also said that they did not know techniques or strategies in reading so that it made them feel difficult. Finally, the students were less interested in improving their reading comprehension achievement.

The last is a factor that comes from the student's environment. The environment that causes students to experience difficulties in reading comprehension is the home environment and the school environment. Of course parents are the main role of student development. Parents who are not aware of the quality of student learning greatly impact the causes of students experiencing difficulties in reading comprehension. Furthermore, the reading facilities provided by schools are lacking. This includes the causes of difficulties experienced by students in reading comprehension.

The following suggestions will be very useful for English teachers, especially English teachers for class VII SMPN 1 Campurdarat.

- a. English teachers are expected to be better at teaching. Among them, to use various learning media that are more creative and fun to develop teaching techniques in reading comprehension skills.
- b. Teachers should pay more attention to increasing students' vocabulary. For example, identifying the vocabulary in the text before students read the text. This will make it easier for students to understand the contents of the text.

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