

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT ELEVENTH GRADE OF
SENIOR HIGH SCHOOL 8 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfilment of the Requirements
for Degree of Sarjana Pendidikan (S.Pd) in English Education**



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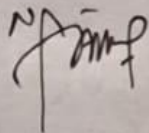
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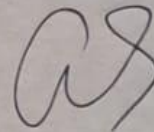
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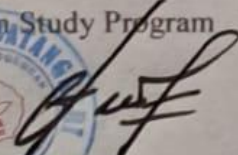
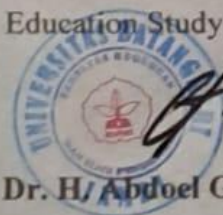


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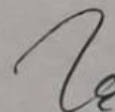
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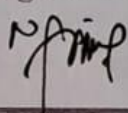
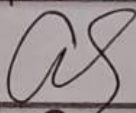
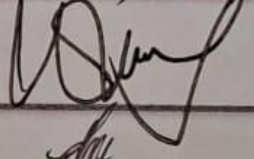
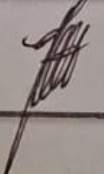
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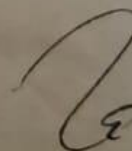
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1. The thesis, titled An Analysis of Students' Difficulties in Reading Comprehension at Eleventh Grade of Senior High School 8 Jambi City, is original and has never before been submitted for an academic degree at Batanghari University or any other tertiary institution.
2. Except for the direction of the Advisory Team, this thesis is entirely my own ideas, conclusions, and formulations, with no unauthorized assistance from other parties.
3. There are no works or opinions in this thesis that were or have been published by others, unless they have been obviously cited and included as a reference in this thesis, with the author's name mentioned and listed in the references.
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MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya.”

(QS. Al-Baqarah: 286)

If you’ve got your mother’s prayers, you have got everything, and more.

(unknown)



DEDICATION

Alhamdulillah, all praise be to Allah SWT and the Prophet Muhammad SAW for the mercy and all the blessings that I have received so that this work entitled "An Analysis of Students' Difficulties in Reading Comprehension at Eleventh Grade of Senior High School 8 Jambi City" can be completed.

First of all, I dedicate this work to my beloved parents, first to my mother Jasmi who always advises me and I believe because of your kindness and other good things. My father Maryadi, who never stops praying for me, always takes care of me with your love. I am so grateful to have an amazing and strong mother like you. I am forever grateful to receive love from both of you. My twin sister Anita, my sister Nava Nadhifah and my brother M are also thinking of you. Thank you for being present in my life. Thank you for your love, help, and enthusiasm.

This thesis is dedicated to the lecturers and staff of Batanghari University, especially teaching and learning science with a specialization in teaching English. Thank you for teaching and helping me at Batanghari University.

So, I dedicate this thesis to all my friends, thank you for being good friends in my life, without your support I would not be able to finish this work, let alone all of them. thank you for your help so far, and thank you for your patience and kindness.

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Alhamdulillah, all praises to Allah SWT and Prophet Muhammad SAW for blessing and everything given to the writer in finishing a thesis entitled “An Analysis of Students’ Difficulties In Reading Comprehension At Eleventh Grade Of Senior High School 8 Jambi City”.

The researcher is also aware that there are many people and organizations who can help, instruct, and offer guidance. The following people deserve the author’s sincere gratitude:

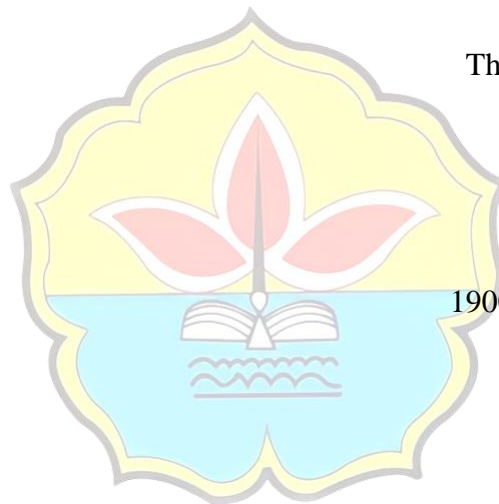
1. Prof. Dr. Herri, S.E., M.B.A., as Rector of Batanghari University Jambi.
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The writer realizes that the conclusion is incomplete. Therefore, comments and criticism are needed for writers to create better and more valuable works.

Jambi, Februari 27th 2023

The Researcher



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ABSTRACT

Aini. 2023. An Analysis Of Students' Difficulties In Reading Comprehension At Eleventh Grade Of Senior High School 8 Jambi City. A Thesis, English Education Department Faculty of Teacher Training and Education University Batanghari of Jambi. The First Advisor Nurul Fitri, S.S., M.Hum. The Second Advisor Siti Aisyah, S.Pd., M.Pd.

The aim of this research is to identify the difficulties in reading comprehension faced by the eleventh-grade students at SMAN 8 Jambi City. This was qualitative research with a phenomenological approach. The subject of the research was the eleventh-grade students at Senior High School 8 Jambi City in Academic Year 2022/2023. The technique of collecting the data was a Reading test. The research used the technique of analyzing the data reduction, data display, and conclusion drawing/verification. The result of the research shows that there are 34,1% of students have difficulties understanding to find the main idea of the text with a total of incorrect is 68. Moreover, there are 21,1% of students have difficulties knowing the meaning of several vocabulary words in the text with a total of incorrect is 42. There are 18,6% of students have difficulties understanding and making inferences from the text with a total of incorrect is 37. Lastly, there are 26,1% of students have difficulties in understanding to look inferring the meanings of particular words from the text.

Keyword: Students' Difficulty, Reading Comprehension, Descriptive Text

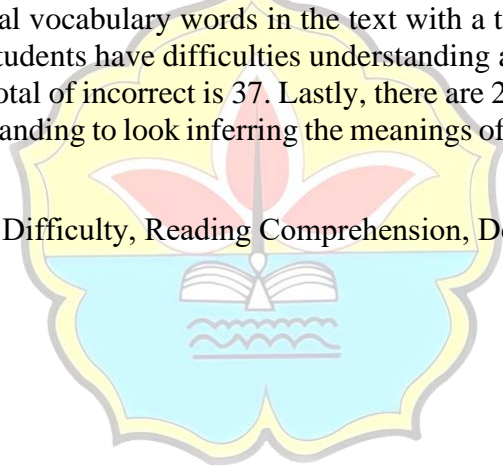


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CHAPTER I

INTRODUCTION

1.1 Background of the Research

States that reading comprehension is important, not only for understanding texts but also for broader learning, and success in education and employment. It is even important in our social life because of emails, text messages, and social networks. Reading comprehension is a complex task that requires organizing many different cognitive skills and abilities Jane (2015). Therefore, reading comprehension is the ability to process texts that understand the purpose of the text based on what the reader knows. A person's ability to understand the text affects its ability and ability to process information, and there are also various strategies to improve reading skills. Comprehension and reasoning, including vocabulary, critical text analysis and, deep reading exercises.

Reading comprehension has many components and areas of learning, such as reading processes, reading strategies, reading materials, and reading media, and it can be difficult for students to use reading comprehension incorrectly. Students' Difficulties in learning English are students' difficulties in finding the main idea of the text, students' difficulties in drawing conclusions from the text, and students' difficulties in deducing the meaning of some words from the context.

According to Oakhill (1993), a common problem that students lack is the skill to understand or make inferences from texts. These difficulties include: (1) finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making

inferences from the text, and (4) inferring the meaning of certain words from the text.

In Senior High School 8 there are several students in grade 11, who do not understand reading comprehension in reading the text given by the teacher, it happened because they do not understand vocabulary or do not understand what the words contained in the text are given. Moreover, there are also students who understand a little what the text is about, he has to look in the dictionary first so that the student understands the meaning of the text there are also students who already understand the contents of the text, he doesn't have to look for vocabulary in the dictionary as in he has memorized a lot of vocabulary while those who do not understand the text given by the teacher mean that the student has a little memorized vocabulary.

However, in reality, the student's skills in reading are still low. This can be proven by the difficulty of students understanding textbook texts due to the lack of vocabulary and pronouns in reading comprehension. It is very difficult for them to find the essence of the text and draw conclusions from it. Those problems were caused by the lack of students' vocabulary. So, when they read English material, they have to consider several elements of language knowledge. Especially when reading in a foreign language, readers find linguistic elements that are different from their mother tongue.

The research is conducted at SMA Negeri 8 Jambi City. Students fill in the questions that the researcher has provided within the allotted time, after which they are collected back to the researcher so that the researcher can make conclusions

about the difficulty of finding the main idea from the text, the difficulty of making conclusions from the text, the difficulty of deducing the meaning of certain words from the context and don't know the meaning of some vocabulary. So that researchers want to know in depth about students' difficulties in understanding learning because there are still students who do not understand the meaning of the text.

Therefore, the researcher wants to conduct a research entitled “AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 8 JAMBI CITY”

1.2 Identification of the Research

1. Students experience difficulties in doing the exercise, so it takes time to do it.
2. Almost all students read all the texts given, so it takes a lot of time to find out the meaning of the text.
3. Students get bored reading long texts.
4. Students do not know the meaning of the same vocabulary.

1.3 Formulation of the Problem

The researcher only focuses on the mastery of the reading test using four comprehension aspects in this study, namely finding the main idea from the text, making inferences from the text, inferring the meaning of a particular word from context, and knowing the meaning of some of the vocabulary in eleventh grade at Senior High School 8 Jambi city.

1.4 Formulation of the Problem

This background is the problem of this research: “What are students’ difficulties in reading comprehension at the eleventh grade of Senior High School 8 Jambi City?”

1.5 Objective of the Research

The objective of the research is to analyze the students’ difficulties in reading comprehension at Senior High School 8 Jambi City.

1.6 Significance of the Research

The significances of this study are as follows: (1) For the students of Senior High School 8 Jambi City, the student can understand reading comprehension of texts. They can apply the skill of reading comprehension to decrease their difficulties in comprehension of English reading text, (2) For the English teacher in Senior High School 8 Jambi City, It is hoped that the research will provide information on appropriate ways to improve teaching and learning, particularly reading comprehension, (3) For the principal of Senior High School 8 Jambi City, to increase teacher competence in teaching reading, (4) as a reference for other researchers to continue research on the same subject in different subjects in different contexts.

1.7 Definition of Key Terms

1. Student’s difficulties

The students’ difficulties when students compose words, pronounce words, do not understand the contents of the reading, and find it difficult to concentrate while studying.

2. Reading Comprehension

Reading comprehension is a process carried out by the reader to gain the ability to process text and understand the meaning of the text and what the reader knows.

3. Reading Skill

In reading it is sometimes difficult to understand what the author conveys from the text has compiled. So, reading skill is the ability to understand what is read in order to understand what the writer conveys from the text.



CHAPTER II

THEORETICAL ORIENTATION

2.1 Difficulties in Reading Comprehension

1. Reading Comprehension

Reading is very important in our life because by reading we can broaden and increase our knowledge. According to Jane (2015), state Reading comprehension is important, not only in terms of reading comprehension but also in terms of broader learning, academic, and job success. It is even important in our social life because of emails, text messages and social networks. Reading comprehension is a complex task that requires organizing many different cognitive skills and abilities. Woolley (2011) states that reading comprehension is a process by which meaning is extracted from text. So reading comprehension means understanding the meaning of a word or sentence. As readers, students can decipher words and sentences and give them meaning unfamiliar vocabulary they encounter.

Based on the definitions above, the researcher concludes that reading comprehension is the ability to understand the meaning of a text or process. of understanding, capturing the content and grasping the meaning of the printed page, and interpreting information from the text appropriately

In conclusion, reading comprehension difficulties are situations or certain conditions where students do not understand the meaning of the text or something prevents the meaning of the text from being understood, in the event that students do not receive detailed information about the text.

2.2 Type of Difficulties in Reading Comprehension

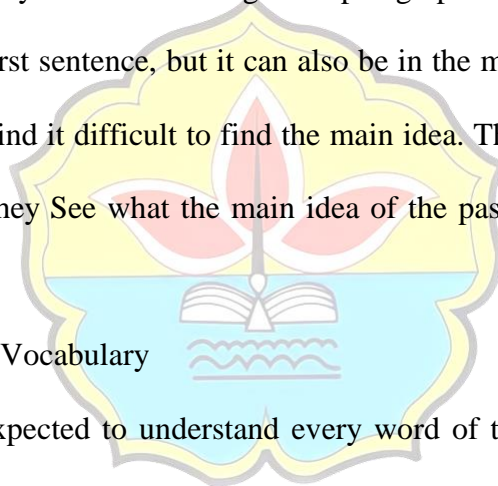
There are four aspects of students' reading comprehension must based on Nuttall theory (1982), such as: Students often experience difficulties in understanding these aspects. Students often experience difficulties in understanding these aspects.

1. Determining the Main Idea

The meaning of the main idea is the statement that reflects the author's position on the topic in the text. According to Longan, the discovery of the main idea of a text is the key to understanding short paragraphs or options. Usually the main idea is in the first sentence, but it can also be in the middle or last sentence. Therefore, students find it difficult to find the main idea. Therefore, students may get confused when they see what the main idea of the passage is and where the main idea is.

2. Understanding Vocabulary

Students are expected to understand every word of the text. As they read, students look up the meanings of new words in the dictionary and guess the meanings out of context. Students make general predictions about their meaning and predictions about the context, which helps students understand the meaning of a passage by looking it up in the dictionary without stopping at every new word. Really understanding the vocabulary is one obstacle for the reader to understand the material.



3. Making Inference

Making inferences means that students are expected to understand the text and draw conclusions from what is said in the text. As readers, students must practice connecting clues in the text against the background information to draw conclusions from the text. This means that the instructions in the text help students make assumptions and conclusions about the text they read. This allows students to answer questions in the text. Using it, students find it difficult to draw conclusions from the text.

4. Detail Information

The last type of question that is often encountered in reading tests is a matter of detail or knowledge. This question is used to test students' ability to understand the material presented directly in the text. By understanding and answering detailed questions, students know how to use scanning strategies. Additionally, to get detailed answers to questions, readers can highlight or underline keywords of interest and then scan for synonyms of those words.

According to Melinda, Gina and Jeanne (2018), There are two ways of reading difficulties. (1) The basic number problem arises when it is difficult to understand relationship between sounds, letters and words. (2) However, there are problems with reading comprehension meaning of words, sentences, and paragraphs is not understood.

According to Oakhill (1993), A common problem that students lack is the ability to understand or do inferences from texts. These difficulties include: (1)

finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making inferences from the text, and (4) inferring the meaning of certain words from the text

(1) Finding the main idea in the text.

The question about the "main idea" of the passage is very popular in reading comprehension tests but sometimes, they can be quite difficult to answer, especially for students who are less sure that they understand what the most important ideas really are. Find the main idea of a paragraph or longer section Along with concepts, text is one of the most important reading skills such as making inferences, discovering the author's intent or understanding of vocabulary in context. Roell (2019).

Here are some techniques to help understand what exactly a “main idea” is and how to correctly identify it from the passage. The main idea of a paragraph is the main idea or concept that the writer wants to convey to the reader about a topic. Therefore, when a paragraph directly expresses the main idea, it is expressed in what is called a topic sentence. It provides an overall idea of what the paragraph is about and the supporting details the of following sentences in the paragraph. For example, from the text “papers discussing the causes of World War I”. A paragraph could be devoted to the role of imperialism in the conflict. The main idea of this paragraph could be go something like this: “Constant competition from the great powers led to increased tensions in Europe, which later exploded to the First World War.” the rest of the paragraph may explore what the specific tension is, who is

involved and why the state seeks empire, but the main idea only present general arguments passage.

Think of the main idea as short but comprehensive summary. It includes everything the paragraph talks about in general, but not specifically. This information appears in the next sentence or paragraph, adding nuance and context; Main ideas need these details to support their argument.

(2) Knowing the meaning of several vocabulary words.

Vocabulary is a collection of several related words in this way they have meaning or significance. Vocabulary cannot be separated from the four language skills namely reading, writing, listening and speaking. Hornby (1984: 959). For example, from this text "Rowan Atkinson was a fairly thin man. He has fair skin and short black hair. Some consider Atkinson a "rubber-faced man." In fact, he has a very cute face with a unique smile. Medium height for Europeans. He has a long nose, big black eyes, and thick eyebrows. become mustache and sideburns are usually neatly shaven He usually wears a man's suit with a collar shirt, pants, and a pair of shiny shoes." The question "Rowan Atkinson is a very thin man." (Paragraph

2) The word 'thin' has the same meaning as.... The answer is "thin"

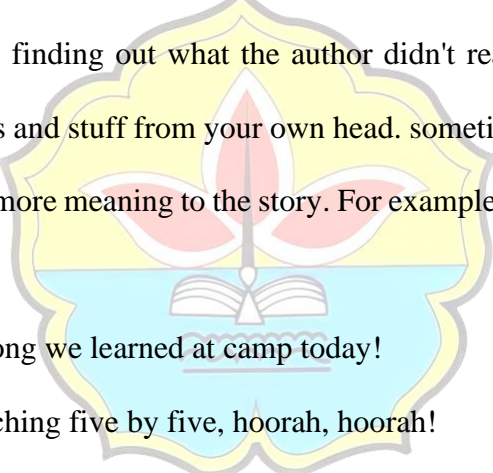
(3) Making inferences from the text

Inferring means Use what you know to guess what you don't know, or read between the lines. Inferential readers use clues in the text along with their own experiences to understand what isn't said directly, making the text personal and memorable. Making inferences is a valuable skill for children to learn because it helps them analyze texts and discover meanings, themes, and character motivations.

Helping students make texts memorable helps them enjoy reading more personally, read texts more critically, and remember and apply what they read. For example, from this text " Excitedly he grabbed his swim trunks, sunglasses and sun cream in a suitcase and left ". From this example, we can infer that the character is getting ready to go on holiday. The swimming trunks, sunglasses, and sun cream are all items we'd associate with a holiday, so it's a pretty logical inference to make. He's also 'feeling excited' which means he is about to leave for the holiday and not packing up to leave.

(4) Inferring the meanings of particular words from the text.

Inferring means finding out what the author didn't really say. You can use suggestions from texts and stuff from your own head. sometimes "reading between the lines" and adding more meaning to the story. For example, from this text " Dear Mariah



Here's a great song we learned at camp today!
the ants go marching five by five, hoorah, hoorah!
the ants go marching five by five, hoorah, hoorah!
the ants go marching five by five,
the little one stops to see the bee hive.
and they all go marching, down to the ground,
to get out of the rain.
boom boom boom”

This answer:

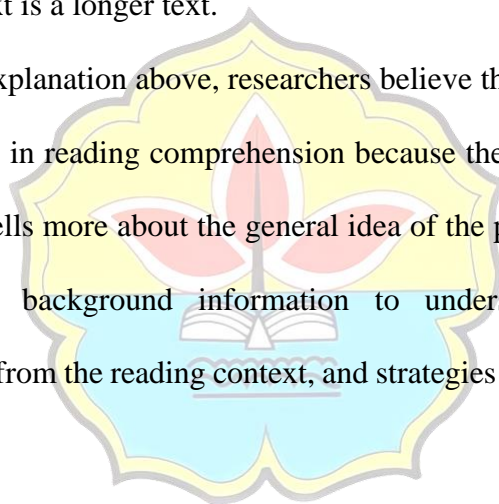
"the ants go marching five by five" inferring, ants like to march together.

"the little one stops to see the bee hive" inferring, he's curious about other insects.

"to get out of the rain" inferring, ants don't like rain.

Snow (2013) also increases difficulty reading comprehension. He said that understanding longer texts was very difficult, because the difficulty and slow recognition of words hindered the construction of meaning. Therefore, understanding requires an understanding of the meaning of the text, because understanding the text is a longer text.

Based on the explanation above, researchers believe that the main idea is the most important thing in reading comprehension because the main idea is the core of information that tells more about the general idea of the paragraph. In addition, students must find background information to understand difficult texts, information inferred from the reading context, and strategies used to understand the reading.



2.3 Process of Difficulties in Reading Comprehension

The process here means how hard it is manifest themselves in students' reading comprehension. The understanding This process includes how the author's message can be communicated to students. When students have difficulty decoding and recognizing words, they have reading comprehension problems.

According to Patel and Jain (2008), The reading comprehension process can be divided into three stages. The first step is the "Identify" step. At this stage,

students simply identify the graphic equivalents of the phonological elements. For example, students recognize spoken words when they write. The difficulty at this point depended on him on the differences between the student's mother tongue the written English and the spelling of the two languages.

The second level is the "structure level". Students see the syntactic relationships of the elements and understand the structural meaning of syntactic units. When students have difficulty with syntax, they have difficulty understanding the text.

The third stage is the "interpretation stage". This is the highest reading level. Students understand the meaning of words, phrases or sentences throughout the text. When siswa tidak dapat menginterpretasikan kata-kata dalam teks atau kalimat, siswa mengalami kesulitan memahami teks.

2.4 Reason for Difficulties in Reading Comprehension

According to Westwood (2001), difficulties in reading comprehension have many causes, such as (1) the background of the learner, the background of the learner means something that comes from the learner himself. This is related to students' attitudes towards reading, such as interest and motivation to read, as well as students' prior knowledge. (2) teaching techniques, teachers are a factor in the school environment that play an important role in improving student learning outcomes. The teacher is a subject whose job is to provide information to students. A teacher is an important person, especially in the teaching and learning process in relation to learning to read, because the teacher also determines whether the student

is a good reader. Teachers also contribute to learning disabilities when they fail to select appropriate techniques for teaching material. Therefore, teachers should carefully choose the techniques to teach. (3) Student environment and environmental factors can also affect students' ability to master and learn English. So someone who lives in a neighborhood with a habit of reading is indirectly supported by the people around him. And it happens not only when you learn to read, but also when you learn english without practice application outside of school, he will not understand English perfectly. Home and school are two types of student environments that can affect their learning and reading.

According to Janetta, Sharoon, and Alison (2007), The reasons why students have reading difficulties are as follows: (1) Vocabulary is very important for reading comprehension. Vocabulary teaching is an important part of teaching comprehension because vocabulary development has an important influence on text comprehension. (2) The structure of the text refers to the way the text is structured to guide readers or students to identify Important information in the text. When the structure of the text differs from the structure of the reader expects, it will be difficult for students to understand the text. Good readers can distinguish what structures to use and determine what strategies to use to aid reading. (3) Cultural differences, students from different ethnic backgrounds may also experience difficulties in trying to understand different text structures.

2.5 Previous Studies

Mostly there is some prior research similar to this research. The first study was completed on Sri Wahyuni (Jambi State Islamic University, 2019) with the title "The Student's Difficulties of Reading Comprehension at Second Grade of Islamic Senior High School Laboratorium Jambi". The purpose of this study is to find out what difficulties face students in second-grade senior high school Laboratorium Jambi. The research method used is descriptive qualitative research. Data collection was carried out through documentary observation because the instrumental data collection method used the whole sampling technique. The results of the documentation show that most of this research has difficulties, including answering the main ideas, drawing conclusions, and looking for reference questions. The most difficult part for Grade II students at Jambi Laboratory Middle School was finding the main idea of the problem because it was difficult to find the main idea found. In addition, based on students' answers when answering teacher questions, Most of them have difficulty understanding vocabulary, poor control over grammar, difficulty understanding long sentences, lack of learning media family support, and strategy ignorance. in reading comprehension. Then the researcher observed students' conditions during English learning, especially reading, to find out what difficulties students experienced in reading comprehension of English texts. As a result, vocabulary becomes the dominant factor for students, this is student reading comprehension with difficulty. Researchers observed the activeness of students in learning in class.

The second previous study was conducted in 2015 at Almuslim University, Bireuen Aceh by Zuhra with the title "Senior Hight School Students' Difficulties

In Reading Comprehension”. The investigation method used in this study is a mixed method. This means that both Quantitative and Qualitative Research methods were used in this study. This information was collected through tests, questionnaires, and interview guides. This research concludes that there are difficulties in reading comprehension there were 24 grade 12 students at SMA Lhokseumawe. They had less knowledge about vocabulary and sentence structure, but less knowledge about various reading skills comprehension. and there are several factors that make it difficult for students to pass the exam. First, students do not understand the questions because they cannot distinguish the nature of the various types of reading comprehension questions. and second, their predicament is also affected by their lack of control over various vocabularies.

The third previous study was done by Irena Shehu conducted research in 2015 at the European University of Tirana, Albania, with the title "Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia". Students often complain that they do not understand the text and therefore cannot answer comprehension questions. Unfortunately, this is a proven reality and is proven by the students' unsatisfactory English exam results in Albanian secondary Schools (as these students are the subject of this study). In this context it is very important to indicate why students have difficulty understanding the text. First of all, it is necessary to know the problems that usually arise in this process. In this case, it is necessary to focus on the questionnaire, because the results reveal student problems. This will lead us to the right Improving problem-solving strategies and situations. The questionnaire he sent to students at three different

schools secondary schools in Albania via questionnaires, text samples, observation, focus groups, etc. Second, theories and strategies related to this problem should be presented which can help. Basically, the theories and approaches to reading comprehension are top-down, top-down, and metacognitive views. Third, but not least, we focus on the questionnaire, because the results reveal student problems. This will lead us to the right problem-solving strategy and improve the situation. The survey was sent to students from three different secondary schools in Albania through questionnaires, text samples, observations, focus groups, etc.

The fourth previous study was done by Chung conducted research in 2012 at 2Hué University, Vietnam, with the title “A Study of Reading Comprehension Problems in English Encountered by First-Year Students of Faculty of Vietnamese Studies at HNUE.” The purpose of this study is to find out the most important reading comprehension problems of students. The results show that the two most important problems students face are insufficient vocabulary and the need to re-read.

The survey results show that the two most important problems hindering students' understanding of English are: (1) a lack of vocabulary, (2) the need for re-reading. Ironically, most English teachers spend a lot of time explaining vocabulary. In meantime, the students spent most of their time carefully reading each word and looking at the dictionary. The question "How can teachers help students read well?" must be processed. First, reading can help students gather vocabulary information by exposing students to vocabulary more effectively and directly. However, be careful not to encourage students to use the dictionary while

reading, but encourage them to guess. The teacher tells students that poor readers will stop at an unfamiliar word and quickly look it up in a dictionary to understand the context. They should be encouraged to complete the article by reading it over and over and with as little hesitation as possible. Trying to build solid confidence without a dictionary.

The similarity of the four studies above is that in terms of causes of student learning difficulties, understanding a text, lack of mastery of various vocabulary, insufficient vocabulary, and the need to re-read. And the difference between the four researchers above is that the first researcher uses qualitative research methods, data collection through observation, answering text questions, and documentation, and the second researcher uses qualitative and quantitative research methods with data collection done by questionnaire tests and interviews, and the third researcher uses quantitative research methods. Quantitative data collection was carried out using questionnaires, text samples, and observations, and the fourth researcher uses these results to indicate that using "contextual guesses from background knowledge" which results in better understanding both in English. This study used two questionnaire methods, namely filling out the first questionnaire which was analyzed quantitatively and the second questionnaire showed that all subjects agreed to read. It works better than "read every word carefully and slowly and translate" or "look in the dictionary as soon as you come across an unfamiliar word".

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Design

Qualitative is a process of research and understanding based on methodologies to study social phenomena and human problems. With this approach, researchers create complex images, check words, detail the opinions of respondents ,and conduct research in a natural environment. Creswell (1998:15). At the same time Bogdan and Taylor Moleong (2007:3) argue that A qualitative methodology is a research technique that incorporates descriptive data in the form of written or spoken words and observed individual behavior. Furthermore, Borg and Gall (1988) found that qualitative research is much more difficult to conduct than quantitative research because the information collected is usually subjective and subjective. The primary measure of data collection is the researcher herself.

On other hand, Creswell (2007:15) states that qualitative research is the process of exploring understanding based on various research methodological traditions that investigate social or human issues. Researchers analyze words to create complex and comprehensive images, report information about informants, and conduct research in the wild.

The type of qualitative research used in this study is the phenomenological approach. This phenomenological approach is based on the researchers' own experience, whose goal is to acquire knowledge from a reading test by reading the

text and then formulate research questions about the theme of students' reading comprehension difficulties.

A phenomenological approach was used to develop a qualitative framework. This method supports discovery and understanding in an evolving information environment based on the researcher's life experience. Furthermore, Creswell (2009) points out that while other methods seek to determine and generalize opinions through hypotheses, phenomenology seeks to explore contextual meaning through knowledge of the context under study. Relevant to the purpose of this research analyzes students' difficulties in reading comprehension.

3.2 Setting of the Research

This research was carried out at Senior High School 8 Jambi City located on Jl. Marsda Surya Dharma No.Km. 8, Know the Bottom Acid, Kec. Kota Baru, Kota Jambi, Jambi 36129. This research was conducted in February 2023.

3.3 Subject of the Research

The participants in this study are students of class XI IPA 3 at SMA Negeri 8 Jambi City for the 2022/2023 academic year. The number of students is 38 students consisting of 12 boys and 26 girls. Class XI IPA 3 students have difficulty reading comprehension and are still confused if the teacher gives reading comprehension assignments.

3.4 Technique of Data Collection

1. Reading Test

Researchers gave students tests that measure students' abilities reading comprehension. Through reading tests, researchers try to find out if students answered well. Student answers are used as indicators to determine whether or not students have difficulty solving questions. The researcher conducted a test consisting of 20 essay questions, each question carrying 5 points. Researchers also use four aspects of understanding in this study, namely understanding to determine the main idea, determine the meaning of certain words from the text and draw conclusions.



Table 1.
Rubric of Reading Test

Reading skill	Number question	Total
Finding the main idea in the text	3,5,12,20	4
Knowing the meaning of several vocabulary words	4,6,7,10,14,18	6
Making inferences from the text	8,15,19	3
Inferring the meaning of particular words from the text	1,2,9,11,13,16,17	7

Source: Authors own elaboration (2020)

3.5 Technique of Analyzing Data

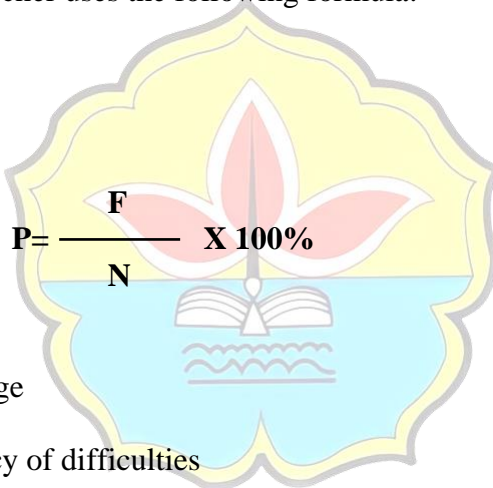
According to Bogdan, data analysis is a process of taking and organizing interviews, field notes, and other material that you systematically collect to enhance your own understanding and present what you find to others. At the same time, Susan Stainback points out that data analysis is very important in the qualitative research process. It's about identifying, exploring, and understanding the connections and concepts in your data so that hypotheses and propositions can be developed and evaluated. Another statement from Spradley's (1980) analysis applies to all ways of thinking. it refers to a systematic study of something in order to determine its parts, the relationships between the parts, and the relationship to the whole analysis looks for patterns. In analyzing the data, the researcher refers to the steps described by Miles and Huberman, which consist of three steps: Data reduction, critical information and conclusions. According to Miles and Huberman (1984), qualitative data analysis activities are carried out interactively and continue until completion when the data is saturated. Data analysis functions namely data reduction, data display, and inference/verification:

1. Data Reduction

Reducing information means summarizing, choosing focal points, focusing on the essentials, and looking for themes and patterns. The researcher recorded and summarized all observations.

2. Data display

Presentation of information can be in the form of short descriptions, diagrams, relationships between classes, flowcharts, and the like. According to Miles and Huberman (1984), the most common form of historical representation of qualitative research data is narrative text. By showing data, it is easier to understand what will happen next based on what is understood. The researcher classifies students' reading comprehension and students' reading difficulties by identifying the percentage of students' understanding that corresponds to certain reading texts. To get the percentage, the researcher uses the following formula:


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

Notes:

P= Percentage

F= Frequency of difficulties

N= Number of cases (total frequent)

3. Conclusion Drawing/Verification

The final stage of data analysis is drawing and verifying conclusions. The initial conclusions presented are preliminary and will change unless strong evidence is found to support the next stage of data collection. However, an initial conclusion that is supported by valid and consistent evidence when the researcher returns to the field to collect data is a reasonable conclusion.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Finding

A written test was used to conduct this research at Senior high school 8 in Jambi City. The reading test was held on Wednesday, 1st, 2023. This study had been finished in one meeting. The goal of this study was to analyze XI IPA 3 students' ability to test reading texts at Senior high school 8 Jambi City. The researcher only focused on finding the main idea, making inferences from the text, inferring the meaning of particular words from context, and knowing the meaning of some of the vocabulary. The goal of this test was to analyze the abilities students have in reading comprehension from the text.

Data were collected from 38 students of class XI IPA 3 senior high school 8 Jambi City. Researchers identify student difficulties and count the number of each difficulty. Researchers calculate it using the attachment table and convert it into a table. The following is a table that shows the level of understanding of reading class XI IPA 3 students of Senior high school 8 Jambi City. can be seen in the appendices.

After collecting and analyzing the data, 199 errors had difficulty reading descriptive texts. Based on 199 errors divided into the following sections: can be seen in the appendices.

4.2 Students' Difficulties In Understanding The Text

The results of the study, the researchers presented the results of the data analysis obtained during the study, there were 38 pieces of data collected by the researchers. The subjects of this research were students of class XI IPA 3 at senior

high school 8 Jambi City. The type of exam conducted on undergraduate students is an essay. The difficulties caused by students analyzed here were incorrectly reported by researchers according to the category of reading difficulties. The researcher calculated the frequency of students' difficulties using the following formula:

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

Notes:

P= Percentage

F= Frequency of difficulties

N= Number of cases (total frequent)

1. Finding the main idea in the text

Out of 199 difficulties, students answered 68 wrong answers to find the main idea in the text. The following is the frequency of difficulties in finding the main idea in the text:

$$P = \frac{68}{199} \times 100\%$$

$$P = 34,1 \%$$

2. Knowing the meaning of several vocabulary words

Out of 199 difficulties, students answered 42 wrong answers about the meaning of some words. Below is the frequency of difficulty in knowing the meaning of some vocabulary words:

$$P = \frac{42}{199} \times 100\%$$

$$P = 21,1 \%$$

3. Making inferences from the text

Out of 199 difficulties, students answered 37 wrong answers to draw conclusions from the text. The difficulty in drawing conclusions from the text is as follows:

$$P = \frac{37}{199} \times 100\%$$

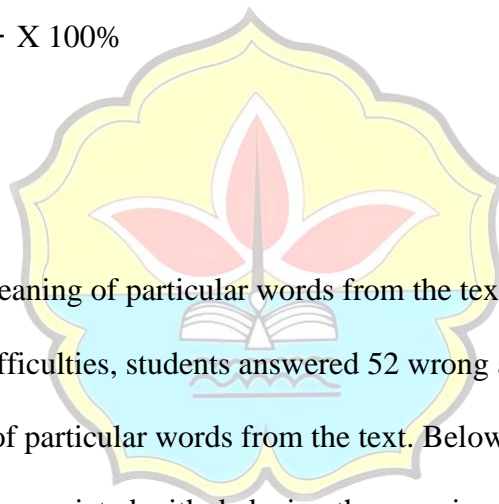
$$P = 18,6 \%$$

4. Inferring the meaning of particular words from the text

Out of 199 difficulties, students answered 52 wrong answers to inferring the meaning of particular words from the text. Below are the frequencies of difficulties associated with deducing the meaning of certain words from the text:

$$P = \frac{52}{199} \times 100\%$$

$$P = 26,1 \%$$



Tabel 2.

Types of difficulty, frequency, and percentage in reading comprehension

No.	Reading skill	Frequency	Percentage
1.	Finding the main idea in the text	68	34,10%
2.	Knowing the meaning of several vocabulary words	42	21,10%
3.	Making inferences from the text	37	18,60%
4.	Inferring the meaning of particular words from the text	52	26,10%
Total		199	100%

The percentages above explain the various difficulties students face in reading comprehension.

1. Finding the main idea in the text

Based on the information above, this study explains that most students have difficulty finding the main idea of the text. The average student percentage is 34.1%. Examples of questions to find the main idea of student exams can be seen below:

a. What is the main idea of the second paragraph?

(Essay number 3). 32 students answered this question with a wrong answer, such as “Rowan Atkinson is a quite thin man” this answer is wrong, the correct answer is “The physical characteristic of Rowan Atkinson”.

b. What is the main idea of the last paragraph?

(Essay number 5). 34 students answered this question with a wrong answer, such as “ Biography Rowan Atkinson” this answer is wrong, the correct answer is “The profile of Rowan Atkinson”.

c. What is the main idea of paragraph one?

(Essay number 12). 3 students answered this question with a wrong answer, such as “Are known for their role in pollination and for producing honey and beeswax” this answer is wrong, the correct answer is “Bees belong to flying insects”.

- d. What is the main idea of last paragraph?

(Essay number 20). Nothing is wrong.

See all the student test questions, especially to find the main idea of the text, can which be found in the appendix.

2. Knowing the meaning of several vocabulary words

Based on the information above, this study explains that most students have difficulty knowing the meaning of several vocabulary words in the text. The average student percentage is 21,1%. Examples of questions to knowing the meaning of several words of student exams can be seen below:

- a. The word “thin” has the same meaning as...

(Essay number 4). 21 students answered this question with a wrong answer, such as “Thick” this answer is wrong, the correct answer is “Skinny”.

- b. “The couple has two children, Lily and Benjamin,...” (Paragraph). The underlined word refers to...

(Essay number 6). 5 students answered this question with a wrong answer, such as “No answer” this answer is wrong, and the correct answer is “Atkinson and Sunetra Sastry”.

- c. The word “expensive” has the antonym as...

(Essay number 7). 4 students answered this question with a wrong answer, such as “Chip” this answer is wrong, the correct answer is “Cheap”.

- d. The word “trouser” has the same meaning as...

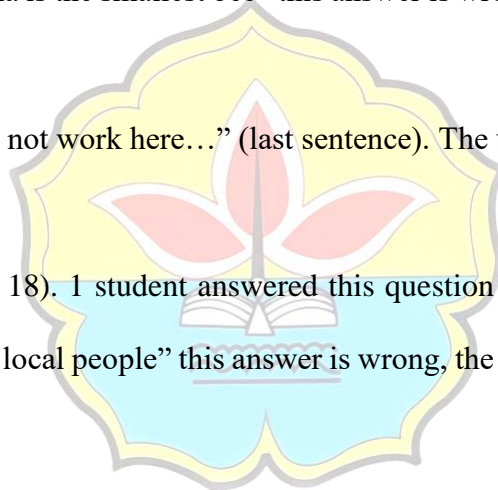
(Essay number 10). 10 students answered this question with a wrong answer, such as “Jeans” this answer is wrong, the correct answer is “Pants”.

- e. “They are found on every continent except Antarctica,...” The word “they” refers to...

(Essay number 14). 2 students answered this question with a wrong answer, such as “Trigona is the smallest bee” this answer is wrong, the correct answer is “Bees”.

- f. “Those who do not work here...” (last sentence). The underlined word refers to...

(Essay number 18). 1 student answered this question with a wrong answer, such as “Those local people” this answer is wrong, the correct answer is “The local people”.



See all the student test questions, especially to find the main idea of the text, can which be found in the appendix.

3. Making inferences from the text

Based on the information above, this study explains that most students have difficulty drawing conclusions from texts. The average student percentage is 18,6%.

Below are examples of questions that can be used to draw conclusions from student exam texts:

- a. What can be inferred from the first paragraph?

(Essay number 8). 34 students answered this question with a wrong answer, such as “Rowan Atkinson is a famous comedian” his answer is wrong, the correct answer is “Rowan Atkinson is Mr. Bean”.

- b. What can be inferred from the last paragraph?

(Essay number 15). 3 students answered this question with a wrong answer, such as “The smallest bee is trigonal minima and the largest bee in the world is Megachile pluto” this answer is wrong, the correct answer is “Bees type”.

- c. What can be inferred from paragraph one?

(Essay number 19). there is nothing wrong, all student’s answers are correct.

See all the student test questions, especially to find the main idea of the text, can which be found in the appendix.

4. Inferring the meaning of particular words from the text

Based on the information above, this study explains that most students have difficulty inferring the meaning of particular words from the text. The average student percentage is 26,1%. Below are examples of questions that can be used to infer the meaning of particular words from the text from student exam texts:

- a. What is the purpose of the text?

(Essay number 1). 12 students answered this question with a wrong answer, such as “Descriptive text” this answer is wrong, the correct answer is “To describe about Rowan Atkinson”.

- b. How old was Atkinson in 2000?

(Essay number 2). 0 there is nothing wrong, all student answers are correct.

- c. What is the most popular film from Atkinson?

(Essay number 9). 18 students answered this question with a wrong answer, such as “Mr. Bean” this answer is wrong, the correct answer is “Thin blue and Mr. Bean”.

- d. What is the text about?

(Essay number 11). 16 students answered this question with a wrong answer, such as “Bees” this answer is wrong, the correct answer is “ Describing bees in general”.

- e. Which of the following sentences describes the physical appearance bees?

(Essay number 13). 4 students answered this question with a wrong answer, such as “Its length is 39 mm” this answer is wrong, the correct answer is “It has 13 antennae”.

- f. What does the above text tell about?

(Essay number 16). 2 students answered this question with a wrong answer, such as “The text talk about kediri” this answer is wrong, the correct answer is “The description of kediri”.

- g. Which one has a distinctive food?

(Essay number 17). 2 students answered this question with a wrong answer, such as “Cigarettes” this answer is wrong, the correct answer is “The bean curd”.

See all the student test questions, especially to find the main idea of the text, can which be found in the appendix.

There are some students in senior high school 8 Jambi city eleventh science 3 grade doesn't understand the content of a text and can't answer questions well. In the eleventh science 3 grade the researcher sees many students don't understand the content of the text, for example when the teacher asks about the content of the text they read, students' can't answer the question the teacher. In a reading text, there are questions and the student has to answer those questions, of course, to can answer the question the students have to comprehend that text, so that can answer the question well. But in eleventh science 3 grade, most students can't answer the questions because hesitate to answer them.

These students do not understand what they are doing when they meet a reading test and sometimes students are confused about starting to answer the test, they have to look up the meaning of words in the dictionary and the meanings of the words they write on paper, then assemble them. Based on the tests that the researchers gave to students, out of a total of 38 students, only 15 students were able to get scores above the average.

In the world of education English has been made a compulsory subject in Senior High School, but the problem in Senior High School 8 Jambi especially in eleventh science grade still many students didn't like the English subjects. The average student's reason why they didn't like the English subject was that the English subject was difficult for them the English was different from Indonesia in words, grammar, and pronunciation. So students felt afraid in learned English

subjects because they students were afraid to make mistakes in studying English, especially reading.

4.3 The Analysis of the Tes

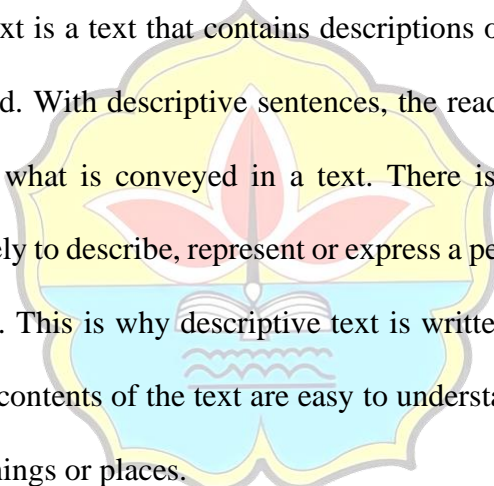
The finding of the research conducted by the researcher focuses on the difficulties faced by the students in reading comprehension. Based on the review of literature in chapter two, the research finding, the researcher also concluded that some factors influence the students in comprehending English text. First, the students are difficulty doing the exercise, so it takes time to do it. Second, the students are difficulty understanding long sentences, which made the students difficult to concentrate. Third, the effect of poor learning media and support from the family which makes impeded the students' understanding of the material, and their lack of knowledge about the strategies of reading comprehension.

The student's difficulties were related to the question types of the reading comprehension test. After analyzing the data gained from the test, the researcher concluded that the eleventh-science-grade students of Senior high school 8 Jambi City have difficulties in answering reading comprehension tests. Of the four types of reading comprehension questions, four types of them are categorized as difficult question types for the students. The difficulties faced by the students are difficulty in answering finding the main idea from the text questions (34,10%), making inferences from the text questions (18,60%), inferring the meaning of particular words from the text questions (26,10%), and knowing the meaning of several vocabulary words (21,10%). Therefore, the most difficult aspect faced by eleventh-grade students is reading for finding the main idea (34,10%). As the result, most of

the students had difficulty achieving the standard grade for the reading comprehension tests. This can be seen from the mean score of the students (70) the for reading comprehension test. This study also provided reasons factors why the students faced difficulties with these questions. Mostly, the students failed ihe reading comprehension tests because of bad vocabulary, difficulty understanding long sentences and text, poor media learning or support from the family, and lack of knowledge about strategies of reading comprehension.

4.4 Discussion

Descriptive text is a text that contains descriptions of the properties of the object being described. With descriptive sentences, the reader seems to see, hear, and feel for himself what is conveyed in a text. There is only one purpose of descriptive text, namely to describe, represent or express a person or an object, both abstract and concrete. This is why descriptive text is written in clear and concise language, so that the contents of the text are easy to understand. These objects can be people, animals, things or places.



The research instrument was a reading test. Previously, eleventh science 3 senior high school 8 students in Jambi City read the text, then filled in the questions that had been given with the correct answers. However, some students cannot avoid making wrong answers in their answers. because they don't understand how to make sentences using English, therefore especially in reading comprehension vocabulary, an important part of students' comprehension is understanding the reading text, what is written in the text sentences that can be read. Based on the students' teaching

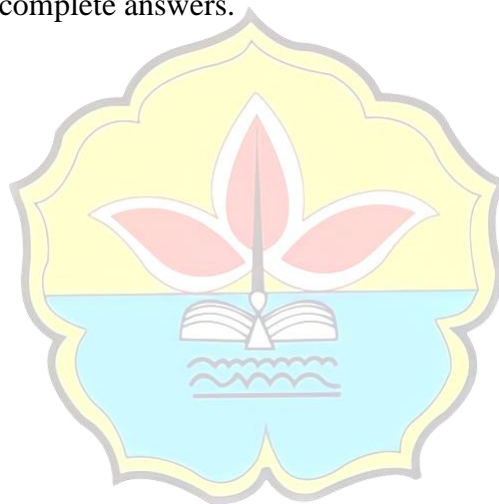
and learning process, the difficulty in learning reading comprehension in class is lack of vocabulary mastery, so that students do not understand the questions to be answered and students do not understand the contents of the text.

The researcher instructed students to read the text and then fill in the questions from the prepared text with a total of 20 questions. Furthermore, data on the difficulty of student outcomes is calculated using percentages. The researcher evaluates the results of the data based on linguistic aspects according to Oakhill (1993) (1) finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making inferences from the text, and (4) inferring the meaning of certain words from the text.

Mostly, students who have The difficulties faced by the students are difficulty in answering finding the main idea from the text questions (34.10%), making inferences from the text questions (18.60%), inferring the meaning of particular words from the text questions (26.10%), and knowing the meaning of several vocabulary words (21.10%). As a result, with the criteria for all indicators and categories for the student reading test, the researcher concluded that students' abilities were very good at making inferences from the text and it was necessary to improve their abilities, especially on the indicator of finding the main idea from the text.

The aim of the researcher in this study was to find out that students have the ability to read reading comprehension. In addition, to focus on the problem of how students' ability to answer reading tests in class XI science 3 Senior high school 8

Jambi City. At that time, the researcher also assessed students' ability to understand a text by using their thinking. The problem is that some students' abilities in writing texts, especially in answering questions, sometimes they are confused about writing the answers. Other difficulties include the lack of display of punctuation, capitalization, and spelling errors. This was also supported by the fact that their ability to write in English was not very good, so that the participants were confused and pressured by understanding the contents of the text but also how to answer in English. Even so, there are still students who use less creative sentences for the purpose of good and complete answers.



CHAPTER V

CONCLUSIONS

5.1 Conclusion

Based on research findings, assessing data, and analyzing data. Researchers are looking for the total percentage of eleventh science class 3 Senior high school 8 Jambi City. It needs to be underlined once again that the reading test is made based on the research results of researchers by analyzing the structure of language to assess whether it is good or not. As many as 38 students of eleventh science class 3 senior high school 8 Jambi City were studied by researchers. Consequently, their writing skills are still visible and influential because the participants are still at a reasonable level. On the other hand, the researcher only determined that 38 eleventh science 3 class students did very well in the reading test process. Based on the results of the students' written test, 38 samples were obtained with 11 students getting the highest scores, 20 students getting average scores, and 1 student getting low scores.

It is also known that not all students are classified as having the lowest and lowest grades. Eleventh science 3 class students have the highest score of 100 and the lowest score of 45, with 4 percentage aspects; finding the main idea from the text questions (34.10%), making inferences from the text questions (18.60%), inferring the meaning of a particular word from the text questions (26.10%), and knowing the meaning of several vocabulary words (21.10%). These four aspects

make it difficult for students to master reading comprehension, and these four dimensions enable students to develop reading comprehension skills.

5.2 Suggestions

1. To the Teacher

Hopefully this suggestion will be useful for English teachers at senior high school 8 Jambi City.

a. Teachers need to learn better and be more creative by applying reading skills and teaching technique. It is used to attract students difficulties in reading texts to be read.

b. Teachers often have to explain material in an interesting way to motivate students to learn.

2. To School

a. At there should be more reading in english in school.

b. In schools, simpler technology should be used so that student learning is not hampered.

3. To Students

a. Students should learn more English vocabulary and learn to find detailed information in textbooks.

b. Students need to learn themselves more actively so that they do not encounter obstacles in their teacher's work .

4. To the Researcher

Researchers analyze this research has not been completed. Many theories or methods or perhaps ideas have not been communicated due

to a lack of research skills. In addition, for researchers who want to study students' reading difficulties, it is better if the analysis uses a different aspect from the researcher.



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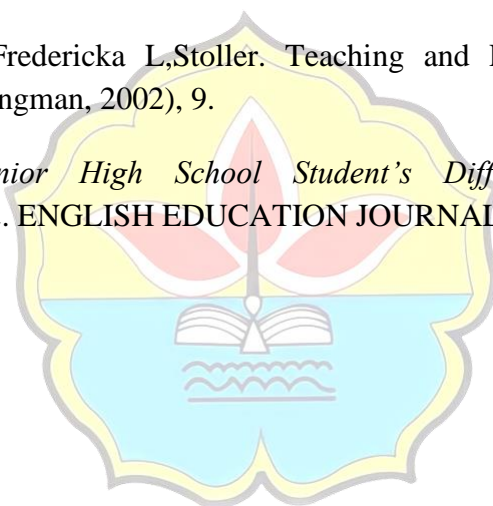
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A

P

P



D

I

X

Appendix 1

Reading Test

The text is for questions number 1-10

Rowan Atkinson

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face”. In fact, he has really funny face with unique smile. He is medium height of European people. He has a pointed nose, big black eyes and thick eyebrow. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, Country Durham on 6th January 1955. He has two elder brother. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s Collage, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

Fill in the correct answer based on the text!

1. What is the purpose of the text?
2. How old was Atkinson in 2000?
3. What is the main idea of the second paragraph?
4. “Rowan Atkinson is a quite thin man.” (Paragraph 2) The word ‘thin’ has the same meaning as....
5. What is the main idea of the last paragraph?
6. “The couple has two children, Lily and Benjamin,” (Paragraph 3) The underlined words refer to....

7. “Atkinson owns many expensive cars.” (Last paragraph) The word ‘expensive’ has the antonym as....

8. What can be inferred from the first paragraph?

9. What is the most popular film from Atkinson?

10“He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.” (Paragraph 2) The word ‘trousers’ has the same meaning as....

Source : Scribd

The text is for questions number 11-15

Bees

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families though many undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insectpollinated flowering plants.

Bees have a long proboscis (a complex “tongue”) that enables them to obtain the nectar from flower. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *Trigona minima*, a stingless bee whose workers are about 2.1 mm (5/64”) long. The largest bee in the world is *Megachile pluto*, a leafcutter

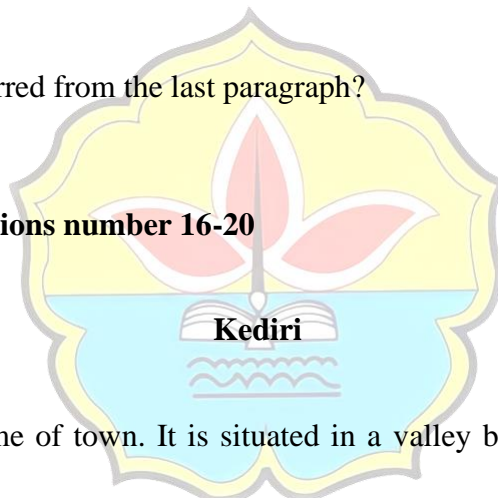
bee whose females can attain a length of 39 mm (1.5”). members of the family Halictidae, or sweet bees, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

Fill in the correct answer based on the text!

11. What is the text about?
12. What is the main idea of paragraph one?
13. Which of the following sentences describes the physical appearance bees?
14. “They are found on every continent except Antarctica,.....”. The word “they” refers to...
15. What can be inferred from the last paragraph?

Source : Scribd

The text is for questions number 16-20



Kediri is a name of town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called chill town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory

are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Fill in the correct answer based on the text!

16. What does the above text tell about?

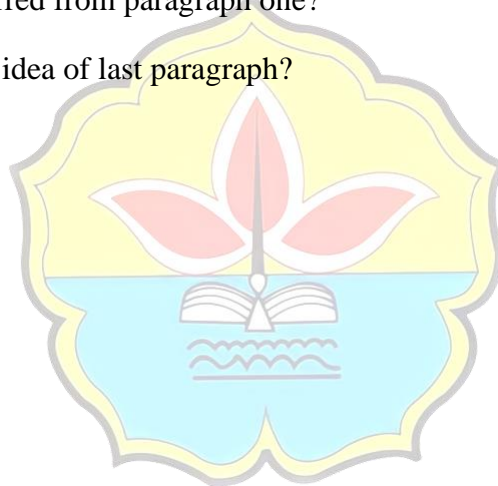
17. Which one has a distinctive taste?

18. “Those who do not work here...”(last sentence). The underlined word refers to...

19. What can be inferred from paragraph one?

20. What is the main idea of last paragraph?

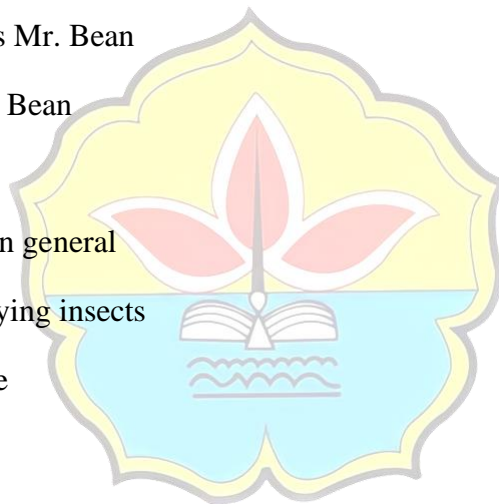
Source : Scribd



Appendix 2

Answer Key

1. To describe about Rowan Atkinson
2. 45
3. The physical characteristics of Rowan Atkinson
4. Skinny
5. The profile of Rowan Atkinson
6. Atkinson and Sunetra Sastry
7. Cheap
8. Rowan Atkinson is Mr. Bean
9. Thin Blue and Mr. Bean
10. Pants
11. Describing bees in general
12. Bees belong to flying insects
13. It has 13 antennae
14. Bees
15. Bees types
16. The description of Kediri
17. The bean curd
18. The local people
19. Kediri's topography
20. Characteristics of Kediri



Appendix 3

Classification of students' reading comprehension difficulties

NO.	Students' Initial Name	Finding the Main Idea in the text	Knowing the meaning of several vocabulary words	Making inferences from the text	Inferring the meaning of a particular word from the text
1	AN	2	1	1	2
2	AS	2	2	1	0
3	AA	2	0	1	1
4	AR	0	0	0	0
5	AS	2	1	2	1
6	AS	2	1	1	2
7	DZ	2	1	1	2
8	DH	2	1	1	2
9	DE	2	1	1	3
10	DN	2	2	0	0
11	EK	2	1	1	3
12	FA	2	1	1	2
13	FK	2	0	1	0
14	FH	2	2	1	2
15	FW	3	1	2	4
16	JP	2	1	2	1
17	KA	2	1	1	0
18	MO	3	1	1	1
19	MI	3	2	1	2
20	MR	3	2	2	3
21	NA	2	2	1	1
22	NA	2	2	1	1
23	NM	0	0	0	0
24	NJ	2	2	1	1
25	NV	1	1	1	1
26	OD	2	1	1	3
27	OP	1	3	1	4
28	RQ	2	1	1	2
29	RB	2	1	1	1
30	RA	1	0	1	2
31	RN	1	1	1	0
32	SH	2	2	0	1
33	SR	2	2	1	1
34	SA	2	1	1	2
35	SD	0	0	0	0
36	TA	2	1	1	0
37	YP	1	1	1	2

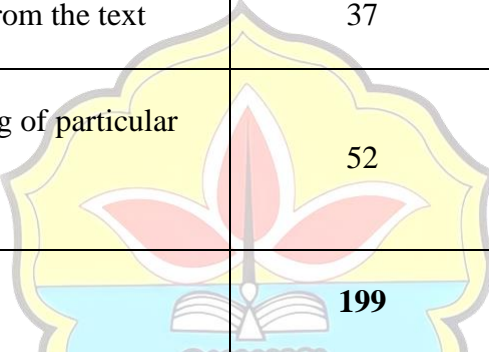
38	ZF	1	1	1	2
Total for Each Difficulty		68	42	37	52
Sum of All Difficulty		199			



APPENDIX 4

Types of difficulty, frequency, and percentage in reading comprehension

No.	Types of Difficulty	Frequency	Percentage
1.	Finding the main idea in the text	68	34,1%
2.	Knowing the meaning of several vocabulary words	42	21,1%
3.	Making inferences from the text	37	18,6%
4.	Inferring the meaning of particular words from the text	52	26,1%
Total		199	100%



APPENDIX 5

The Students' Test Results

The highest score

Nama: Kenny br Purba
Kelas: XI IPA 3
Date: 01-02-2023
No: ~~54~~
Date: Rabi

materi: Inggris

<input checked="" type="checkbox"/>	1. describe Rowan Atkinson	
<input checked="" type="checkbox"/>	2. 45 years old	
<input checked="" type="checkbox"/>	3. Character 3 like Rowan Atkinson	
<input checked="" type="checkbox"/>	4. Skinny	T = 17
<input checked="" type="checkbox"/>	5. biography Rowan Atkinson	F = 3
<input checked="" type="checkbox"/>	6. Atkinson and Inessa Sagrany	
<input checked="" type="checkbox"/>	7. Cheap	
<input checked="" type="checkbox"/>	8. Rowan Atkinson Atkinson is a famous comedian	
<input checked="" type="checkbox"/>	9. Mr. Bean and Thin Blue Line	
<input checked="" type="checkbox"/>	10. Jeans	
<input checked="" type="checkbox"/>	11. Bees	
<input checked="" type="checkbox"/>	12. Bees species	
<input checked="" type="checkbox"/>	13. It has 13 antennae	
<input checked="" type="checkbox"/>	14. Bees	
<input checked="" type="checkbox"/>	15. Bees Figure ^{Trees}	
<input checked="" type="checkbox"/>	16. The description of Kediri	
<input checked="" type="checkbox"/>	17. The bean curd	
<input checked="" type="checkbox"/>	18. The local people	
<input checked="" type="checkbox"/>	19. Kediri's topography	
<input checked="" type="checkbox"/>	20. characteristics of Kediri	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Medium score

<input type="checkbox"/>	Nama : Yuda Permana
<input type="checkbox"/>	Kelas : XI IPA 3
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1 Describes about Rowan Atkinson
<input checked="" type="checkbox"/>	2 45 years old
<input checked="" type="checkbox"/>	3 Describes about the physical form of Rowan Atkinson
<input checked="" type="checkbox"/>	4 Lean
<input checked="" type="checkbox"/>	5 Descriptive about biography Rowan Atkinson
<input checked="" type="checkbox"/>	6 Atkinson and Sunetra Sostry
<input checked="" type="checkbox"/>	7 Cheap
<input checked="" type="checkbox"/>	8 Rowan Atkinson is one of the 50 Funniest Comedian's in British. he is better
<input type="checkbox"/>	know as Mr. Bean
<input checked="" type="checkbox"/>	9 Mr. Bean
<input checked="" type="checkbox"/>	10 Pants
<input checked="" type="checkbox"/>	11 Bees
<input checked="" type="checkbox"/>	12 Bees belong to flying insects
<input checked="" type="checkbox"/>	13 it has 13 antennae
<input checked="" type="checkbox"/>	14 Bees $T = 15$
<input checked="" type="checkbox"/>	15 Bees types $F = 4$
<input checked="" type="checkbox"/>	16 The description of Kediri
<input checked="" type="checkbox"/>	17 The bean curd
<input checked="" type="checkbox"/>	18 The local people
<input checked="" type="checkbox"/>	19 Kediri's topography
<input checked="" type="checkbox"/>	20 Characteristics of Kediri
<input type="checkbox"/>	
<input type="checkbox"/>	

Lowest score

No. _____ Date: _____

Name : Olivia Pratiwi

class : XI Sciences 3.

1. Descriptive text.

2. 45 years old.

3. Description. $T = 11$

4. Skinny. $F = 9$

5. Identification.

6. Atkinson and Sumetra Sastry.

7. Inexpensive.

8. ~~Was~~ tell about his career.

9. Mr. Bean & Johnny english.

10. Jeans.

11. Describing bees in general.

12. Bees belong of flying insect.

13. Its length is 39 mm.

14. swarm of "bees"

15. Bees types.

16. The description of kediri.

17. The bean curd.


18. The local people.

19. kediri's topography.

20. Characteristics of kediri.

Appendix 6

Result Permit

**Universitas Batanghari**
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 29 /UBR-01/B/2023
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMA N 8 Kota Jambi
di
Tempat

Dengan hormat,


Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : AINI
NIM : 1900888203025
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :



**“AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 8
JAMBI CITY”**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 27 Januari 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix 7

Response Result Permit

 **PEMERINTAH PROVINSI JAMBI**
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi ☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com 

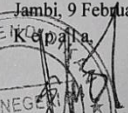
SURAT KETERANGAN
Nomor : 422/103/SMA.8/2023


Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama : **AINI**
NIM : 1900888203025
Program Studi : Pendidikan Bahasa Inggris
Maksud : Penelitian
Judul : **“AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN READING COMPREHENSION AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 8 JAMBI CITY”**

Berdasarkan surat permohonan izin Penelitian nomor: 28/UBR-01/B/2023 tanggal 27 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 9 Februari 2023
Kepala,

FETU HARWATI S.Pd, M.Pd
NIP. 19650627 199003 2 002



Appendix 8

Documentations

