

**AN ANALYSIS OF STUDENTS' PROBLEMS ON READING
COMPREHENSION IN ONLINE LEARNING AT THE NINTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL 2 JAMBI CITY**

A THESIS

**Submitted As a Condition for Obtaining a Bachelor's Degree (S. Pd) in English
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and Education**



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MOTTO

- ❖ **Menggapai sukses tidak harus tepat waktu, tetapi di waktu yang tepat.**

- ❖ **(Filipi 4:6) Janganlah hendaknya kamu kuatir tentang apa pun juga, tetapi nyatakanlah dalam segala hal keinginanmu kepada Allah dalam doa dan permohonan dengan ucapan syukur.**

DEDICATION

Praise God, I pray to the Lord Jesus Christ, on this occasion I am still given health and a long life. He gave me the opportunity to finish my thesis. I also really love my parents, my father Komhier Pandiangan and my mother Tina Manalu who always provide support, financial economy, advice and prayers for me. And for my beloved Pandiangan family, for my sister Lusiyantri Pandiangan, who always supported me and always said "I can (finish thesis) why can't you". Words that can be a motivation for me to make this thesis possible. next to my younger siblings: Juli Pandiangan, Josua Pandiangan, Rahel Pandiangan, Yusuf Pandiangan, Cahaya Pandiangan. I really love my family, I always appreciate them for giving me support. May the Lord Jesus Bless and protect them.

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ABSTRACT

P, R, Elma. 2021. *An Analysis of Students' Problems in Online Learning in Reading Comprehension at the Ninth Grade Students of Junior High School 2 Jambi City*. Thesis. English Language Education, Faculty of Teacher Training and Educational, University Of Batanghari, Jambi, 2021. First Advisor: Dra. Hj. Wennyta, S.Pd., M.Pd. and Second advisor: Kartika Dewi, S.Pd., M.Pd.

This researcher was aimed to find out the students problems on online learning in reading comprehension. The researcher take this title to find out what are the problems of students in reading comprehension on online learning. researcher choose research in Junior High School 2 at the Ninth Grade Students of Jambi City Because, The researcher wanted to find out what problems students had in reading comprehension in online learning. The problems in reading online that there are five aspects of reading comprehension were determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary. Where students are asked to explore the five aspects that they have read. The research methodology of this researcher was a qualitative phenomenological study approach research which involve purposive sampling. The total of respondents who researched this was twenty-two ninth grade of students. The respondents are ninth grade students who have undergone classroom teaching practice. The results of the study explained that most of the ninth grade students had problems answering the test questions that had been given. The problem of students in determining the main idea, and understanding the meaning of words or vocabulary, they have problems working on problems. The result is that only a few students understand the comprehension after they read about it. The cause of student problems in online learning is the lack of understanding of the meaning of the test so that they have problems in determining the information contained in a test. Lack of knowledge about vocabulary so that they have problems in learning reading comprehension.

Keywords: Students' Problems, Online Learning, Reading Comprehension

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Jambi, Jul 2021

The Researcher,

Elma Rita Pandiangan

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

English is a tool of communication to someone with others. English it is an international languages . One of the skill in learning English language which should be focused on is the reading. Harry Madox (1963:76), Reading is the most important single in study. The curriculum stated that out of the for skill: listening, speaking, reading and writing. The main emphasis is one reading skill because it is believed that acquisition of reading of a second foreign language is priority. Reading is the good thing in life because it is a factor of great importance the individual development and the most important activity in school. It is need in every level of field of study. Particularly in cases when students have to read English material for the own special subject. Reading is the process of how information is processed from the text into meaning in accomplishing reading comprehension tasks successfully.

The researcher argues that, a reader can improve their own language experience by information of text, because they will get information and ideas which they need to know. Beside that, people may get a lot of information the more she / he reads. Reading also makes someone smarter and creative, because reading is very important, from reading we can find out the information contained.

Reading comprehension is a skill that is critical in the educational success of all individuals, without adequate reading comprehension skill, students can struggle in many subject areas of school, subjects, other than reading or literature where comprehension skill are significantly important include science, social studies and math. In the area of sciences text poorly, it also found that students lack the specific reading strategies to generate inference that aid in the understanding of science texts (Best and McNamara, 2005).

With this skill they are also able to broaden their knowledge by reading many skill kinds of the English text, reading also is very essential for the students. They can develop their knowledge and get many kind of information which related to their knowledge and get many kinds of information which related to their knowledge and get kinds of written language. As a result, many of them start to analyze things that are related to the reading comprehension such as students problems on reading in online learning.

Related with the present study, reading comprehension is not as simple as people imagination to achieve it. there are many aspect that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during lesson and make sure that they completely understand what they read.

Most of the students only read the text thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text get the students to answer the question of the

text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. This statement is based on the fact that teachers still little bit underestimate about the problem. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers most try to make the students like to read first and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

As what has been explained above, reading comprehension is an effort to understand, evaluate, and also recognize the author's ideas of reading text (McWhorter, 2005:3). It is very important to be mastered by the students because in reading comprehension, the students are expected to get main ideas and the detail information from the text.

This researcher uses online learning because of the current situation, which is now possible for distance learning. For (Michael, 2013: 27) online learning is an education that is composed with the aim of using an electronic system or a computer so as to support a learning process. In this education, teachers can share their assignments through online learning. From this online learning, we can find out what problems students have. The researcher chooses research in Junior High School 2 at Junior High School Jambi City. Because, the researcher wanted to find out what problems students had in reading comprehension in online learning.

Based on the explanation above, the researcher will to analyze students of problems in understanding reading comprehension with online learning at Junior High School 2 Jambi City.

1.2 Limited of the Research

This research is limited only the analysis of problems of the students' in reading comprehension in online learning at Junior High School 2 Jambi City.

1.3 Problems of the Research

Based on the background above the formulation of the problems is: What are the students' problems on reading comprehension in online learning at Junior High School 2 Jambi City?

1.4 Objectives of the Research

The objective of this research to analyze the problems of students' on reading comprehension in online learning of students' at Junior High School 2 Jambi City

1. 5 Research Significance

a. Theoretical Benefit

The results of the research can be seen for students' problems in reading comprehension with online learning and this finding can be used as a reference for those who want to carry out in English with online learning.

b. Practically Benefit

This researcher is expected to have some of the most important properties for

a. For students

This research is very fun because students will know what reading comprehension must be understood.

b. For teacher

Can motivate students and want to get a lot of related information comprehension of reading the problems.

c. For readers

Research can help readers to master reading better in reading comprehension.

d. For research

want to gain extensive knowledge about the problems in reading comprehensions with online education.

1.6 Definition Of the key Terms

a. *Reading comprehension*: is defined as the extraction process and constructs meaning coincidentally. Reading description is a process and mastering its meaning from reading. Reading descriptions are the reader's skills and descriptions to obtain data and strategic cognitive processes that allow readers to make mental representations of reading (Broek and Espin, 2012)

b. *Students' problems*: they are students conditions that can limit the online learning process (google classroom) activities.

c. *Online Learning* :This researcher is more specific by using google classroom as media education in the form of data technology in the form of guidance that can be accessed from the web or from an application that can be done anywhere.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Reading Comprehension

The majority of people want to compete to create a text description concept that never ends up being discussed. People always try to define or ascertain the meaning so that the interpretation and comprehension of the text is clearer.

Reading comprehension is defined as the level of understanding writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If words recognition is difficult, students use too much of their processing capacity to read individual words which interferes their ability to comprehend what is the a read. Reading texts constrain students to always pay attention to every single word and sentence.

Reading comprehension is an environmental interaction between automatic and strategic cognitive processes that allows the reader to create mental representations of the reading (Broek & Espin, 2012). The comprehension does not only depend on the characteristics of the reader, a kind of prior knowledge and working memory, but also on the language process in using online learning, such as basic reading skills, decoding, vocabulary, sensitivity to reading structures, formulating, and motivation.

That reading is a one of the basic skill in learning a language. During that process, the reader can also thinking about what she/he reading in other words it can calling comprehension, comprehension is a mental process which will be found in the

mind of the reader understanding of the meaning of the printed language, the reading is a process relates to the language form, while comprehension relates to the language content as the end product.

Comprehension also require efficient use of strategic processes, such as metacognition skills, they can grow effectively from reading learning sessions to the ultimate goal of reading to learning (Yovanoff, Duesbery, Alonzo, & Tindal 2005). Understanding of reading comprehension is not just remembering of text or producing data that is found in reading. Not only the data in the reading, the data that has been processed by the reader also has an effect on showing that the reader is actively involved in building meaning. This also confirms that the interpretation or understanding that may be formed by one reader may not be the same comprehension constructed by other readers from the same reading. Readers filter the reading by their background knowledge, biases, and other tendencies regarding their method of interpreting the text.

Reading comprehension through online learning is a text where a students must be able to understand the meaning of the text, and must be able to focus on related matters of the text. The text comprehension is like the level of the student's understanding of writing . Proficiency in reading depends on the ability to identify words quickly and easily. Recognition is not easy, students use so much of their processing capacity to read private speech that interferes with their skill to master what is being read. Reading text prevents students from always paying attention to each word and sentence. Herbert and Kamil (2005: 46) report that the components of

text comprehension such as vocabulary and grammar are the main points that must be understood. Vocabulary can help them identify word meanings and grammar and structure them.

Not only that, Alderson (2000: 99) explains that vocabulary is like a key in mastering something reading. He stated that vocabulary means to describe the reading and to test whether they are able to master the reading, vocabulary is still needed. Not only vocabulary that must be understood in mastering something reading, another meaningful component of text descriptions is grammar knowledge. Grammar is also one of the pillars for mastering a reading. If students only recognize the meaning of a word from a text reading, that means they only understand half of the comprehension of something in the text. Knowing about grammar is a must. It is very necessary to understand the grammatical structure of the sentence or paragraph in order to obtain valid data.

Patel and Jain (2008: 141) claim why grammar is meaningful because it is a meaningful part that allows us to dialogue about language. Grammar is not only in English but also in other languages. People can put together the same sentences they want. However, many people want to avoid misunderstandings when students read the text because sometimes words will have different meanings in context. Not only that, students can recognize about grammar as well as help students in the method of making sentences and paragraphs grammatically.

Dykes (2007: 5) explains that it is impossible to explore the use of words and the position they play in forming meaningful language without looking at the

procedure. If students only focus on translating the words in the reading without constructing them to get their meaning like whole sentences, until the words become meaningless.

Therefore, from what has been described above, it can be concluded that vocabulary and grammar skills are absolutely necessary for students. Both of these skills have their respective uses. Grammar wants to help students obtain valid data from reading, otherwise vocabulary helps students master its meaning. By understanding these two aspects (grammar and vocabulary), students will find it easier to master reading.

Based on the explanation above, it can be concluded that the description of the text is to master the meaning or purpose, to master something the text option can use information to make conclusions.

2.1.1 Reading Comprehension Strategies

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

a. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain

meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

b.Scanning

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

c.Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

d.Intensive Reading

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

2.1.2 Reading Comprehension Aspects

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

a.Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

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

c. Understanding Vocabulary

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

d. Making Inference

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

“From the passage, we can conclude that ..”,

“It can be inferred from the passage...”,

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e.Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,,,”.

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

So, Reading comprehension refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom (Oberholzer, 2005). It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on

their study especially in their reading ability. Moreover, Kuswidyastutik (2013) said that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the 16 passage.

The researcher considers that those questions are also the basic problems that are face by the students in comprehension the text. But in this research, the researcher analyzed the students' problems based on the five aspect of reading comprehension by Nuttal above.

2.1.2 The Purpose of Reading Comprehension

Activity this read purpose for get information from text or the material that read. Because that, the students seriously is practiced read with purpose get information the content read. Usually for knowing what has understood the content read. (Suyanto, 2009,p. 63) Reading comprehension activity is an activity that aims to get in-depth information and understanding about what is the read Reading comprehension is defined as a type of reading that aims to understand the content of the readings. (Nurhadi, 2005,p.222). The purpose reading comprehension according to (Rohim, 2000,p.11).

1. The student can ask the question about the content read that read
2. The students can find main ideas that there are in texts.
3. The students can compose summary.
4. The student can reveal back the content discourse with words it self as ways right.

2.1.3 The Problems of Reading Comprehension in Online Learning

There are several aspects related to triggers for problems with understanding texts in online learning . Westwood (2008: 33) states that understanding problems can be caused by a variety of different aspects, including one that is intrinsic to one another linked to insufficient instructions or incompatible modules, 8 trigger aspects that are very often mentioned are summarized on this basis:

a). Limited Vocabulary Knowledge:

Researchers have confirmed that reading comprehension is closely related to the level of students' oral language competence (Hummel, 2000; Keple et al.), 2008). For example, Myers and Botting (2008) studied the language and literacy skill of 11-years-old students in an inner-city disadvantaged school in the United Kingdom. They found that 58 percent of these students had comprehension problems closely related to poor oral language skills. If a students has difficulty understanding what there is a serious mismatch between the students' own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The students may be able to read a word correctly on the page but not know its meaning for example, in the sentence 'The farmer inspected his crops growing in the next field', the child who has never encountered the word 'crop' before may think it is a

particular type of vegetable or fruit. There is obviously a need sometimes to pre-teach new vocabulary before a text is read in order to enhance comprehension. There is also a need to devote more time to vocabulary development as an integral part of the online learning literacy program. In the opinion of researcher, this aspect can be related to In online learning system. It like students can read, but cannot know the meaning of the vocabulary of the text. If a student has problems mastering what he reads in online comprehension, it is necessary to consider whether there is a true mismatch between the student's own knowledge and the student's knowledge of the meaning of expressive words and observing vocabulary.

Researcher can conclude that vocabulary is very important for understanding text, especially when using an online learning system. In online learning like this there are many vocabulary limitations that can affect, because students cannot try to learn new vocabulary.

b). Lack of fluency:

There is a great deal of fluency in oral reading and comprehension (Carver, 2000; Klinger et al., 2007). There appears to be an optimum rate of fluency in reading that allows for accurate processing of information. Automaticity in reading, based mainly on smooth and effortless word identification and cognitive capacity to focus on meaning. Students who read very slowly or much too fast often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low- level processing of letters and words rather than allowing full attention to be devoted to higher order ideas and concepts within the text. But very fast reading may result in inaccurate

word recognition, and important details being overlooked. Sometimes, attention to rate of reading needs to be a specific focus in students' literacy programs, particularly in terms of increasing fluency and expression of those who read much too slowly (Allington, 2004).

In the opinion of researcher, in online learning many students have fluency in reading a text, due to the lack of reading usage. There is a student who reads very slowly and there is also a student who reads very fast. To achieve reading fluency, readers must have knowledge of the language content and vocabulary used.

c). Lack of familiarity with subject matter:

It is much easier to read with understanding if the reader already has some prior knowledge of the topic (Gersten et al)., 2001; Kemple et al)., 2008). Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means (e.g video, posters, mini-lecture, discussions) to build firm background before students are expected to read about that theme in printed texts. This is particularly important for weaker readers . In the opinion of researcher, in online learning many teachers only share material and schoolwork directly with students so that many students do not understand or are less proficient, we should need to create a comfortable atmosphere with online learning like this, so that learning goes well. From the explanation above, it can be concluded that we should be able to create a comfortable atmosphere first, so that these students are not too bored.

d). Reading Difficulty Level (reading skill):

the level of reading difficulty is the main aspect that affects whether a module can be read with a comprehension (Fountas & Pinnell, 2006). Reading that is environmentally good in terms of concept, vocabulary, sentence length or structure is not easy for readers to process. For this reason, expository reading with facts, detailed understanding, understanding, comprehension, sequences, bonds of cause and effect, and comparisons is much more difficult to process than narrative reading (Gersten et al., 2001; Thomas et al., 2008). Conventional wisdom suggests that one method of helping a reader with difficulty is to ensure that the level of reading problems that needs to be read matches their current reading skill. In other words, it is always accepted if the reader continues to be weak, the easier the book will need to determine success.

e). Ineffective use of reading strategies:

This issue creates ongoing problems in the teaching and learning process in online learning. In fact, students need a variety of strategies from the teacher, because the teacher is the facilitator and manager of online learning (this research is more specifically using google classroom). Reading strategies are needed to increase their understanding. Unfortunately, there is a fact that reading is not recommended as a thinking activity and that many teachers do not spend a lot of time teaching students how to use comprehension strategies.

f). Weak verbal reasoning:

Skills to master reading, and most importantly to go beyond words on the page to make relevant connections between facts criticizing ideas, reflecting surgical reasoning (Cain & Oakhill, 2006; Hummel, 2000). Students' problems in online learning are caused by the lack of student connections between new information and the knowledge they have. However, it depends on students' reasoning skills throughout the reading process. It is determined by the level of intelligence of the person.

g). Problems with Information Processing:

To maintain the meaning of reading when sentences and paragraphs accumulate, readers must be able to place relevant data in working memory and create the necessary bonds between ideas (Cohen Mimran & Sapir, 2007; Savage et al., 2007; Swanson & Germany, 2007). In online learning, each student has a different memory capacity, some are able to process and store more information than others. However, some are less able to retain less information after reading a text. As a reader is required to read the material several times, so that he can remember the information contained in the text so that the reader is successful.

h). Problems in recalling information after reading: recall depends partly on factors such as the clarity and relevance of the information in the reading, but also on the student paying adequate attention to the reading task and recognizing that it is a recall detail. recall is strongest when readers relate new information in the reading to their previous knowledge and experiences, and when they practice useful points from the text (Chan & Dally, 2002; Myers & Botting, 2008; Sencibaugh, 2007).

The use of mind maps or graphic organizers can help students to remember data from reading in online learning. It can be concluded that, we can help students to remember student material in online learning by giving assignments and we can see whether these students can remember by connecting previous knowledge and experiences.

2.1.4 Definition of Online Learning

According to Naidu (2006:1) stated that “Online learning is a teaching and learning system that uses information and communication technology”. Online learning educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indrakusuma and Putri (2016:2) defined that Online Learning is “an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system”. Through Online learning, the material provided to students can be accessed anytime and from anywhere. Besides that getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20).

Online learning is education that takes place over the Internet (McBrien et. al., 2019). The development of technology is very fast so that the conduct of distance education becomes more accessible. In this online learning as a large number of learning using connected computers (Cojocariu et al., 2014). In online learning, this is very different from conventional learning. Online learning places more emphasis

on students' thoroughness and foresight in receiving and processing information presented online. Online learning also requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet. The use of this media depends on the structure of the learning material and the types of communication required.

From the explanation above, it can be concluded that online learning requires a good media and internet connection, so that online learning can run well, anywhere and anytime, so that this online learning can run well, and every students is required to have a handphone or laptop in order to learn using online learning.

2.2 Previous Study

Based on the description above that research can identify the type previous research To support researcher get information that relevant with title of researcher namely:

a. The first research was conducted by Nila Dwianasari with the title *"Students' problems in reading comprehension at an Islamic Junior High School in Sungai Bahar"*. Jambi University (2015). Sourced from information analysis, written conclusions show that there are students' problems with their reading comprehension which are grammar, vocabulary and spelling using the right intonation. The similarity with this research is that a thesis describes what is the problems in reading comprehension. The sample of this research was eight graders at an Islamic Junior High School in Sungai Bahar. The survey research design in term of descriptive quantitative was used to figure out of the students' problems on reading comprehension in the school. The data were collected by using close ended questionnaire. In which, the students filled the questionnaire, the researcher used four alternatives choices in every questionnaire. The researcher used SPSS 16.0 to calculate students' responses from the collected questionnaire. The result of this research showed that the students' problems on reading comprehension at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students' grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in understanding the vocabulary.

Next, students have difficulty in uninteresting material on reading comprehension. Next, students' problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading comprehension. Overall, Students' problems are related from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.

b. The second research was entitled is *reading comprehension skills and performance in science among high school students* in Philippines, ombra a. imam, maripaz abas maztura, hajri jamil and zuria ismail (2014). The high schools should conduct periodic monitoring and assessment of those students with low mastery in reading comprehension and poor achievement in science. In this way, the schools, along with teachers, parents and other external stakeholders, could give appropriate response to remedy the gaps or difficulties that contribute to the students' low or near mastery level of performance in the reading skill and unsatisfactory performance in science. Lastly the department of education (DepEd) with support of school administrators and funding institutions should commission a separate study to determine strong significant determinants of students' performance in science that would guide DepEd officials, policy makers, school managers and teachers in changing the future of science learning and achievement in the Philippines.

c. The third research was entitled was by Ima Frafika Sari with the title "*Online Learning For English Language Teaching*" Institut Agama Islam Negeri Ponorogo (2020). This research was written elaborated the definition of Online

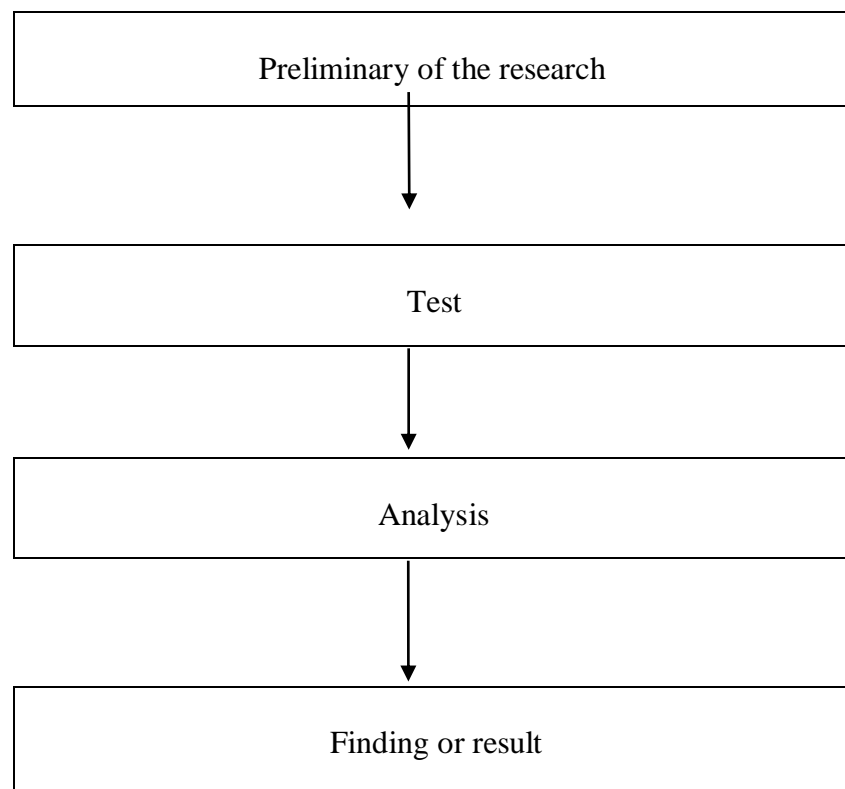
Learning and the online learning application in English Language Teaching. The methodology of research uses qualitative research in explaining the Online Learning Application for English Language Teaching. This research is still lacking research in online learning for English Language Teaching; therefore, it significant to be done. The finding of the research is followed: First, online learning is the worldwide technologies that use the web, e-mail, new groups and texts, audio, and video conferencing. Online learning is always connected to the internet. It can use for long-distance or not in one place. The students can use in certain conditions “distance learning”. Second, Online learning supported the proper application in English Language Learning, such as: Edmodo, Zoom, Blogs, WhatsApp Group, Email, SeeSaw, Sway, Google Classroom, ClassDojo, Show My homework, Surveymonkey in-app surveys, SmartSurvey.

Based on the description above, all research has advantages and disadvantages. The first it is good because the written explain about students’ problem on reading comprehension. The second study the problems are from the skill of the reading comprehension and have important is the influence of the school. Then, the third the is good the written explain about The researcher using English language learning using online learning, in online learning is more efficient because it can be done anywhere, but the drawback is that there must be a network, so that the learning runs with smoothly.

2.3 Conceptual Framework

A Conceptual Framework is used in research to outline possible actions or to present a preferred approach to an idea or through, this conceptual framework aims to facilitate researchers to conduct research in online learning tests, students' problems in reading comprehension can be seen as follows:

Figure 1: Conceptual Framework



Source : Thesis by Salma Noviyani

From the figure of Conceptual Framework above the research can used preliminary of the research because in this research need good preparation. First, researcher will share test in google form.

Second, The researcher would giving test online via google form

Third, after the students' finish questionnaire. The researcher will see the results of the students' answers, and researcher will analyze the answer about test that has been sent to google form.

Finally the result, the researcher would finding the result what are the students' problems on reading comprehension in online learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

(Nunan 2:1992). Research is a process of formulating questions, problems, or hypothesis; collecting data or evidence relevant to these questions/ problems/ hypothesis and analyzing or interpreting these data. Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, J. W. (2008). In this research, the researcher used descriptive qualitative method to analysis of students problems on reading comprehension in online learning.

According to Vanderstoep & Johnshon (166:2009), qualitative research focuses on the meanings of experiences by exploring how people define, describe and metaphorically make sense of these experiences. The qualitative research measure the data by research is explanatory approach emphasizing word rather than quantification gathering and analyzing the data by used online test. The purpose qualitative research is a detailed description of individual in detail by collecting individual experience data that can be analyzed.

This study chosen the phenomenological approach. Meanwhile, as Creswell (2007:58) once said that, phenomenologist focus on describing what all participants have in common as they experience a phenomenon. The purpose of phenomenology

is to reduce individual experiences with a phenomenon to a description of the universal essence.

Based on expert opinion, the researcher concludes that phenomenology is an approach that applies data collection as reporting individual experiences to understand the meaning and from collecting from student problems. In this study, the researcher used phenomenological research because the researcher explained the students' problems from the test results.

3.2 Setting of the Research

For the collection of the research data, the researcher determined at Junior High School 2 Jambi City, Jendral Gatot Subroto Street No.169. Pasar Jambi city, Jambi 36134. The researcher choses this schools because the research to get the data for the research and to know the students problems on reading comprehension in online learning.

3.3 Subject of the Research

The subject of this the 9E of students at Junior High School 2 Jambi City. The research was all the students ninth grade at Junior High School 2 Jambi City.that have been studying English consisting of Nine Classes students . Then, researcher will classified into one classes. Which consists of 34 students, 17 females and 17 males. This research used random sampling that mean researcher take sampling who can give the data researcher want. The researcher only examined 22 students because

out of 34 students only 22 students answered the question from the google form The total are 22 students. Researcher got the data from their English teacher

Table 1
Subject of the Research

No	Class	Number of Students
1	IXE	34

3.4 Instrument of the Research

Research Instrument is a tool for collecting research data. If the research instrument is completed, researcher can collect all the data available. This researcher used a closed questionnaire from the instrument that researchers were able to find out the problems of students in online learning.

3.4 Technique of Data Collection

In this research, the writer collected data by using reading comprehension test as the instrument to collect the data.

a. Test

The researcher gave reading test to the students to measure the students' comprehension ability in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the problems or not. In order to get the data, the researcher makes a test about reading comprehension. The researcher conducted a test which consists of 20 multiple choice

questions in two cycle. The researcher also used five aspects of reading comprehension in this test. The five aspects of reading comprehension were determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary.

The research was used technique of data collection by the online test . The research can given online test in google form via WhatsApp, and the students can answers of the texts. Online test it is was used to gather student's opinion and feeling from the point of view. The research can given questionnaire to students, and the students choice answered a,b,c and d from the online test . And the research can be know it was the errors made by students in reading comprehension in online learning.

The research was used technique of data collection by the Online Test:

1. The research can given test in google form via link WhatsApp.
2. The students can answers of the online test.
3. Students can choose from the tests that have been given in the goole form, and students choose the most appropriate answer to the questions.
4. The research can given test to students , and the students choice answered a, b, c and d from the online Test.
5. The research can be know it was the problems made by students in reading comprehension in online learning.
6. Then after all it is done the test collected on google form and the researcher analyzed it.

The purpose about technique of Data Collection by using Online Test , they are:

1. The researcher collected the data by using the online test to know about reading comprehension at the ninth grade students of Junior High School 2 Jambi City.
2. The researcher explained the students' problems in reading comprehension
3. The research can wrote a conclusion and suggestion

Table 2
Specification of the Test

No	Indicator of the text	Question
1.	Aspect : Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary.	1-20

Soure: Nuttal (1982)

3.6 Technique of Data Analysis

Technique of data analysis the researcher used phenomenological research. In phenomenological researcher method, data collection need to focus on how the participant experiences the phenomenon. The data collection of this study will be using test. The researcher can give link google form by WhatsApp, the students can answers about text. The researchers correction the students answer of the test in online learning.

a. Test

Test is a planned measurement used by teachers to try to create opportunities for their students to demonstrate their achievements in relation to a predetermined goal (James S Cangelosi, 1995 : 21). Because, in this study respondents were asked to complete a questionnaire which required them to indicate their level of agreement with the questions asked. The questions or statements used in this research are usually referred to as research variables and are determined by the researcher.

- a. The online test been given to one out the Ninth grade to know what are the students problems in reading comprehension on online learning at the ninth grade student of Junior High School 2 Jambi City.
- b. The data obtained from online test been analyzed to know the problems of students determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary. The researcher explained the finding of the test.
- c. The researcher provided the conclusion and suggestion based on the result of the researcher.

The Researcher can see students' problems on reading comprehension in online learning.

1. The students can answer about Online Test
2. The Online Test contains 20 questions that will be asked by the students'.

3. The students' will answer honestly, from that questions that will provide information about the problems of students' on reading comprehension in online learning.
4. The researcher wrote a conclusion, after that as the final step the researcher wrote the conclusion.

In the online test students can understand the content of the questions before giving the answer. Students can answers the questions in the online test that the researchers have given. Online test that has been given by the researcher. There are four options that researchers provide, and students can choose by checking their options

Based on the qualitative data, the researcher used simple analysis to process the data. The researcher analyzed all of data which got from the researcher and took the data which support to the topic of the researcher.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

The results are discussed by researchers in this chapter. The purpose of this research is the findings and the discussion is to answer the research problems in the first chapter. The purpose of this study was to analyze students' problems on reading comprehension in online learning in class IX students of Junior High School 2 Jambi City. The research data is based on the findings in the online test by taking samples obtained by purposive sampling and then obtained IX E with a total of 34 students, there are some students who are not filled in the online test. So the total number of students who participated in answering the test was 20 students.

Collected by the administration of the online test. The test was administration to measure the problems that the students faced in reading comprehension. The finding were obtained from reading test, the test is multiple choice. The researcher can seen response from the reading comprehension.

The researcher analyzed all of the data which got from the research and took the data which support to the aspect the research. The researcher makes questions from the aspects in the reading comprehension Researchers make questions from aspects of reading. These aspects consist of : Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary.

4.1.1 Analysis of the Test Reading Comprehension

The researcher analyzed the answer of the test, from the students problem toward on reading comprehension in online learning, the researcher using reading aspect test it was found that the students problems on reading comprehension in online learning most of students has problems From the findings of the study conducted by researchers focused on the problems faced by students in understanding reading comprehension.

Based on the questions that have been given to students via google form, it can be seen that the Class 9E of Junior High School 2 Jambi City cannot answers all the questions correctly. And there are two students who can answer 16 questions out of 20 questions with the correct answers, which are given by the researcher on google form, from the questions about reading comprehension correctly from 20 questions. In addition, there were two students who answered 15 questions correctly from the 20 questions given on the google form, then there were two students who answered 16 correctly out of the 20 questions given through the google form, and there were two students who also answered 14 questions. with the correct answer of the 20 questions given. But most students who answered questions from the 20 questions that had been given in Google Classroom by answering the questions were wrong. Thus, this shows that many students have problems in answering the reading comprehension test that has been given. This means that many students have problems in answering these questions.

To find the types of question items in students' problems in answering these questions there are question items divided into five types, namely: main ideas, location references, vocabulary, making conclusions, and detailed information questions.

a.Determining main idea:

From the test it was found that there were half of the students who had problems in determining main idea. It was obtained from the results of the tests they answered, where when students determine the determining main idea of the questions that have been given, they have problems in determining the Determining main idea. Because most of the students who have problems, namely students do not understand the determining main idea. Determining main idea is very important because the main idea can be said as the main idea or core of a text that has been read before. The trick can be started by reading the title or looking at the image in the text or it can also be by reading the sentence located at the beginning of the first paragraph which generally represents the whole of the reading idea. By knowing the main idea of the reading that has been read previously, it can automatically get an overview of the text as a whole, making it easier to understand as a whole.

The results can be seen that there are 11 students who answered question number 1 incorrectly, and from questions from question number 5 which belonged to determining main idea, there were 11 students who also chose to answer incorrectly, from questions from question number 10 which belonged to determining the

determining main idea. idea there were 8 students who answered incorrectly, and from question number 13 about determining the determining main idea there were 12 students who also chose to answer incorrectly, and it can also be seen from the question number 15 that many students also chose to answer incorrectly, there were 11 students who answered the question incorrectly. From question number 17 there were 14 students who answered the question incorrectly.

This shows that these questions are a problem for students in determining the main idea of determining the questions that have been given. Of the six question items given, many students who answered these questions were classified as students' problems in determining main idea of the questions.

b.Making inference:

from the test it was found that half of the students had problems in Making inference. From their results, when they determine Making inference, almost all of them they have problems in determining Making inference. Making inference is very important because making inference is an idea or conclusion drawn from evidence and reasons. The conclusion is that the reader can find out about the meaning and purpose of the text. The answer to making conclusions from the text is not directly written in the text but the reader must be able to make conclusions or possible conclusions based on information or facts in the text indirectly, because usually the conclusion is implied in the text.

The results can be seen that 14 students who answered questions from question number 8 out of 20 questions that have been given on google form, from the results of these students it can be seen that most of them answered the questions incorrectly. And from questions from question number 11 out of 20 questions that have been given by researchers to students belonging to determining Making inference, there are 13 students who answered questions from question number 11, which are classified as determining Making inference, then there are also 14 students who answered from the question number 19 they answered the question with the answer most of the students answered incorrectly. From the questions that have been given by the researcher to the ninth grade students of E, that they have problems in determining making inferences. They mostly choose to answer from the questions that have been given they mostly choose the wrong answer. This means that the question becomes a problem for students in determining Making inference. It can be concluded that students have big problems in answering questions to make conclusions.

c. Identifying reference:

From the test it was found that most students had problems in Identifying references. Obtained from their results, when they determine the Identifying reference of the questions that have been given to them, most of their students have a problem, namely they do not understand the Identifying reference of the questions that have been given.

The results can be seen that 11 students who answered questions from question number 13 out of 20 questions that have been given on google form, from the results of these students it can be seen that most of them answered the questions incorrectly. And from questions from question number 6 of 20 questions that have been given by researchers to students belonging to determining Identifying references, there are 13 students who answered questions from question number 6, which belonged to determining Identifying references, students who answered the question with their answers. most of the students answered wrong. From the questions that have been given by the researcher to the ninth grade students of E, that they have problems in determining identifying references. They mostly choose to answer from the questions that have been given they mostly choose the wrong answer. This means that the question becomes a problem for students in determining identifying references. It can be concluded that students have big problems in answering questions to make conclusions.

d.Finding specific information:

From the test it was found that some students had problems in Finding specific information. It was obtained from their test results on the questions given by the researchers through the google form, when they determined the Finding specific information of the question, half of them or some of them had a problem, namely they did not understand the Finding specific information of the questions that had been given. In Finding specific information, this is very important because the reader

can understand the reading information as a whole, when students who have searched for some difficult words then understand them, the next step is to understand the various details of the information contained in the text. Students are required to find important information, such as the characters in the reading, the location of the events, and the sequence of events. This will make it easier for you to understand the contents of the whole story in the reading.

Based on the results above, it was found that 13 students answered the number question incorrectly, meaning that the question given was a problem for students in answering questions from Finding specific information. There are also 9 students in answering question number 4 incorrectly, meaning that the question is not a problem for students, then there are 14 students in answering questions from question number 9 incorrectly, in determining Finding specific information, where these students have problems. There were also 10 students in answering questions from question number 12 out of 20 questions, these students answered with wrong answers, in determining Finding specific information. Furthermore, there were 12 students who answered question number 14 out of 20 questions, in determining Finding specific information, they answered questions from google form, they answered with wrong answers. There were also 10 students who answered from question number 16, the student answered the wrong question in determining Finding specific information. Finally, there were 16 students in answering question number 18 out of 20 questions, they answered incorrectly in determining Finding specific information. This means that it can be concluded that these questions are students' problems in determining Finding

specific information. The student has a problem that is owned so that in answering the questions given using the google form, most of the students answered mostly wrong. Of the seven related items of the question in determining Finding specific information. This means that many students have problems in answering questions about Finding specific information. The conclusion that can be drawn is that many students have problems in determining Finding specific information from the questions given.

e.The understanding meaning of words or vocabulary:

From the test given by the researcher on google form, it was found that many students had problems in The understanding meaning of words or vocabulary. Obtained from their results, when they determine the determining main idea of the questions given in the google form, almost of them have a problem, namely they do not understand the meaning of words or vocabulary. From the online test the researcher can see the problems on reading comprehension in online learning. Understanding the meaning of words or vocabulary needed can understand the meaning of words or vocabulary because reading comprehension is one of the problems that most students master but also one that stands out. In fact, most of the tests given to students are related to reading comprehension, students are required to be able to understand words and their meanings. Reading comprehension involves ideas such as main, making conclusions, determining the author, and understanding words that are known, new words that are not or are not known.

From the questions that have been given by the researcher in the google form, there are two question items that are asked the most to students: The understanding meaning of words or vocabulary. In understanding similar words that can replace the words or meanings presented in the passages. To be able to see from the results of students in answering questions from understanding vocabulary questions from questions given on google form it can be seen, the results of students' problems in understanding language vocabulary vary. There are 9 students who answered question number 7 out of 20 students they answered incorrectly. This means that the question categorized is not a problem. Because quite a lot of students answered the correct answer. Furthermore, there were 12 students in answering questions number 20 out of 20 questions they answered incorrectly. This means that the question is categorized as a student problem. This means that students include understanding the meaning of words or vocabulary. Because most of these students can answer the questions that have been given. It can be concluded that these questions do not include students' problems in questions from question number 20 students in answering vocabulary questions.

From the result of the test, it can be seen that the certain point of the online test. The researcher only analyzed twenty-two students, because out of the thirty-four students only twenty-two people filled the online test. The total are twenty-two students analyzed. The researcher analyzed students problems toward on reading comprehension in test online of the reading test. Where there are many students who have problems in determining: Determining the main idea, Making inference,

Identifying reference, Finding specific information, Understanding the meaning of words or vocabulary. Students have problems in answering questions given by class 9E students on google form. There were only six students who answered the questions correctly. And there were sixteen students who answered questions with many wrong answers. Here it can be concluded that students Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary. In answering this questions.

4.2 Discussion

The results of the test given on google form, there are 20 questions that have been given by the researcher for the ninth grade students of E Junior High School 2 Jambi City. From these questions, it can be seen that the questions indicate that students have problems in answering reading comprehension. In general, from the results of student test scores (see table 4), only two students could correctly answer 18 questions out of 20 questions given by the researcher on google form, then there were also two students who answered correctly 15 questions with correct answers, Furthermore, there were also two students who answered 14 questions with correct answers, but most of the students who answered these questions most of the students answered with wrong answers, they had problems in Determining the main idea, Making inference, Identifying reference, Finding specific information, Understanding the meaning of words or vocabulary. informational questions.

It can be concluded that of the twenty questions of the 9E students of Junior High School 2 Jambi City have problems in answering the questions given by the

researcher on the google form, it can be seen that many students do not understand in determining the main idea, location references, vocabulary, making conclusions, and detailed information questions. Most students in class 9E have problems in Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary. There are sixteen students who have problems with Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary. The students have a problem that can be seen from the results of the google form test. For more detailed questions, there are two question items categorized as easy questions for these students. Where the student has student problems in Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary.

In the reading comprehension test that was given by the researcher on google form, the student had problems in answering the main idea questions, making inferences, identifying references, and detailed information problems in answering these questions. However, the aspect that has the most problems faced by students in grade 9E in reading comprehension is finding the determining main idea, because the location of the main ideas is difficult and is the problems to find. Based on the explanation above, this relates to theory (Nuttal 1982).

Researchers can also conclude that there are several factors that influence students in understanding of the test. First, students are having problems knowing the meaning of vocabulary. Second, students find it difficult to understand long

sentences, making it difficult for students to concentrate so that they have problems in determining the correct answer. Third, students have problems understanding a test that has been given by researchers to students, students also have problems because students do not understand and do not understand the test material that has been given and lack of knowledge about reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and the discussion in previous chapter, it can be concluded that the students' problems in reading comprehension at Junior High School 2 Jambi City academic year 2021/2022 especially in class 9E from analyzed by online test they have problems in answering reading comprehension test. There are aspects about reading : Determining the main idea, Making inference, Identifying reference, Finding specific information, Understanding the meaning of words or vocabulary. have problems in answering reading comprehension test. The problems faced by the students are problems in answering main idea questions. It can be concluded that of the twenty questions of the 9E students of Junior High School 2 Jambi City have problems in answering the questions given by the researcher on the google form, it can be seen that many students do not understand in Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary.

The students have a problem that can be seen from the results of the google form test. Most students in class 9E have problems in Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary. Because students have problems understanding a test that has been given by researchers to students, students also have

problems because students do not understand and do not understand the test material that has been given and lack of knowledge about reading comprehension.

This study also provided reasons factors why the students faced problems with these questions. Mostly, the students failed in the reading comprehension tests because of students have problems: Determining main idea, Making inference, Identifying reference, Finding specific information, The understanding meaning of words or vocabulary.

5.2 Suggestion

The findings are based on the researcher recommendations for grade 9E at Junior High School 2 Jambi City. So that students are more aware of reading comprehension from the tests that have been given to students. Especially in: Determining the main idea, which is very important. If students read a test they should be able to determine the main idea contained in the test. Making conclusions, this is also very important, because students are required to be able to determine and they are required to be able to make conclusions in both a school book reading test and novel books and others. references, students are also determined to be able to determine Identify references from the test.

Finding specific information, this is very useful for making students, because students are expected to understand and can find specific information. Understanding the meaning of words or vocabulary, in this section is also very important for students because students need to be more active in reading comprehension and they have to

read more and know the meaning if students read science books, novels, acting, read more read to have knowledge (vocabulary), so that it can help them to read more. For further researchers, it is hoped that they can build and find something relevant to the problem of reading from the results that have not been found in this study, and become new discoveries or new findings that can be useful for teachers and students.

Name:

Class:

Petunjuk (Intruction) bacalah soal dengan hatihati setiap pertanyaan pilihlah jawaban yang paling tepat. *Please read the question carefully each question choose the most appropriate answer.*

QUESTIONS OF THE ONLINE TEST

Read the following text for this questions!

My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

(Source: www.jagoanbahasainggris.com)

1. The main idea of the first paragraph is...
 - a. Bedroom is the important room in my house.
 - b. There is a computer in my sister's room.
 - c. My house is divided into two floors.
 - d. On upstairs there is a kitchen

The text below is for questions number 2 – 3.

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

2. Where does the teacher sit ?

- a. In front of the classroom
- b. Behind the whiteboard.
- c. Behind the table
- d. Behind the board

3. Where is the whiteboard ?

- a. Behind the table
- b. Beside the teacher
- c. Behind the wall
- d. Behind the teacher

Read the following text for this questions number 4-7!

(1) A hen was so jealous at her friend, a goose, who could lay golden eggs. The farmer was very caring with his goose and he always feed the goose the best corn and wheat, as opposed to other livestock which were provided only with the usual fodder.

(5) “The goose is so lucky. She lays golden eggs so she gets more affection from our master,” said the hen.

(7) One day, the farmer came into the barn and said greedily, “I wonder if there are many golden eggs inside the goose.” Then, he captured the goose, took her to his home, and butchered her. The hen, knowing the fate of the poor goose, said, “I am so lucky! If only I had laid golden eggs, I would have been dead instead of the goose!”

4. What is the appropriate title for the text?

- a. The Goose
- b. The Jealous Hen
- c. The Greedy Farmer
- d. The Pursuit of Golden Eggs

5. What is the main idea of paragraph 3?

- a. The hen was grateful because of her luck
- b. The goose laid more eggs
- c. The farmer butchered the hen
- d. The hen was jealous with the goose

6. Which of the following statement is NOT mentioned in the text?

- a. The goose was dead in the end.
- b. The farmer always feed the goose the best food.
- c. The goose was the farmer's favorite.
- d. The hen never felt unlucky.

“Then, he captured the goose, took her to his home, and butchered her.”

7. What is the closest meaning of the underlined word?

- a. Intimidated
- b. Fed
- c. Cared
- d. Slaughtered

The text below is for questions number 8– 12.

Mrs. Carter is an English teacher, but she lives and works in Bandung. She teaches English at Senior High School 2 Bandung. She is a very good teacher. All of her students at school like her. Her husband is an Indonesian. He comes from Yogyakarta. They have two sons and one daughter. All of their children study in an elementary school. Mrs. Carter's house is simple. It is made of wood. It has a living room, a dining room, a kitchen, a bathroom, and three bedrooms. Mrs. Carter also has a backyard. She, her husband and the children usually spend their time together there.

8. What does the text mostly about?

- a. Mrs. Carter's house
- b. Mrs. Carter's family
- c. Mrs. Carter's students
- d. Mrs. Carter's husband

9. What is the purpose of the text above?

- a. To describe the Carter Family
- b. To tell the Carter Family
- c. To entertain the Carter Family
- d. To retell about the Carter Family

10. Where does the Carter Family stay?

- a. In England
- b. In Yogyakarta
- c. In Jakarta
- d. In Bandung

11. “He comes from Yogyakarta.” (**paragraph 2**).

The underlined word refers to Mrs. Carter’s ...

- a. Teacher
- b. Wife
- c. Husband
- d. Daughter

12. Mrs. Carter and her family like to spend their time in the ...

- a. Living room
- b. Dining room
- c. Backyard
- d. Kitchen

The text below is for questions number 19 – 20.

Dear Hanna,

Congratulations on your success on the speech competition. I believe you can win.

You are the best and I am proud of you.

Love,

Nita Febriani

13. What kind of text is it?

- a. A greeting card
- b. A condolence card
- c. A birthday card
- d. A short message

14. What is the purpose of the text?

- a. To tell how to congratulate someone
- b. To explain Hanna's success
- c. To congratulate on Hanna's success
- d. To describe Hanna's success

The text below is for questions number 15 – 16.

Nina : "Who has this eagle?"

Niko : "My brother has".

Nina : "Where does he buy?"

Niko : "He buys in the bird market."

Nina : "He likes an eagle because it has strong claws and a strong beak, and it also
can catch its prey quickly".

Niko : "What do you think about it?"

Nina : "I think it is one of the best predators that I know".

15. Who has an eagle?

- a. Niko's brother
- b. Nina
- c. Niko
- d. Nina's brother

16. Where does he buy the eagle?

- a. bird market
- b. greengrocer
- c. stationary
- d. canteen

The text below is for questions number 17 – 20.

My name is Dewi. I live in a small house. It has five rooms. There are two bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook,

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

17. What does the text talk about?

- a. Dewi's house
- b. Dewi's room
- c. Dewi's bedroom
- d. Dewi's living room

18. Where is her bedroom?

- a. It's in the right side of the kitchen
- b. It's in the right side of living room
- c. It's in the left side of the kitchen
- d. It's in the left side of living room

19. Where does she read a novel?

She reads a novel in the

- a. kitchen
- b. bathroom
- c. bedroom
- d. living room

20. What does she do when she feels bored?

- a. She plays with her friends
- b. She cooks in the kitchen
- c. She helps her mother
- d. She plays online games

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Table 3

Answer the test of the students

SCORE	75	10	65	80	30	75	45	45	35	25	30	40	30	35	45	70	80	70	30	30	20	50
NAME	AAF	OF	TA	YS	ZN	AZY	M	MA	RZ	DA	GA	AR	AS	ED	LPS	TDS	JFA	FA	CA	NA	MR	Af
CLASS	9E	9E	9E	9E	9E	9CE	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E	9E
NO																						
1.	C	B	C	C	C	C	A	B	D	D	D	B	D	D	C	C	C	A	C	C	B	C
2.	C	B	C	C	A	C	A	D	B	A	A	B	D	C	B	C	C	A	C	A	C	D
3.	D	C	D	D	B	D	D	D	C	C	B	D	C	A	A	D	D	A	D	D	C	D
4.	B	A	B	B	D	B	B	B	D	D	B	B	C	B	C	B	B	A	B	A	B	A
5.	B	A	A	A	A	A	A	D	D	B	D	C	C	D	A	A	A	D	A	C	D	D
6.	D	B	D	A	B	D	B	B	B	A	C	B	D	C	C	D	D	C	D	D	A	D
7.	D	B	B	D	C	D	A	D	D	B	D	D	D	B	C	D	D	D	A	D	D	B
8.	B	A	B	B	D	B	C	C	A	D	A	A	D	B	D	B	B	B	C	A	D	C
9.	D	B	A	B	C	A	B	B	B	B	B	A	B	D	D	A	A	A	D	B	C	A
10.	A	D	D	D	D	D	A	A	A	D	D	D	C	B	D	D	D	D	B	A	B	C
11.	C	A	C	C	D	C	A	D	D	B	A	C	A	D	C	D	C	C	B	C	B	C
12.	C	B	C	C	A	C	A	A	C	C	C	C	D	C	C	D	C	C	D	B	D	D
13.	C	B	A	A	A	C	A	A	C	D	D	D	A	C	A	D	A	A	B	B	D	A
14.	C	B	A	C	B	A	C	D	C	C	D	D	D	C	D	A	C	C	D	B	C	A
15.	C	B	B	D	A	C	A	A	A	D	D	B	D	D	A	A	A	A	B	D	C	A
16.	A	B	B	A	B	A	D	A	A	A	A	A	C	A	B	A	A	A	C	B	D	D
17.	A	C	C	C	A	C	A	A	D	D	D	D	A	D	A	D	B	A	C	C	B	A
18.	D	B	B	D	C	A	B	D	C	B	A	A	D	C	C	D	C	D	A	A	A	B
19.	D	A	C	D	A	B	D	D	D	C	D	A	B	C	A	D	A	D	A	A	B	D
20.	D	C	D	D	A	B	D	C	D	D	B	A	D	D	D	C	B	D	A	B	B	D

BIOGRAPHY



Elma Rita Pandiangan was born on 14th February 1998 in Belilas, Riau. The writer is the second child of seven children from Komhler Pandiangan and Tina Manalu. The writer has seven siblings, including 5 girls and 2 boys. The writer is completed her Elementary School in SDN 006 Batang Gansal, graduated in 2010, then the writer joined Junior High School in SMPN 2 Batang Gansal, and graduated in 2013. The writer continued her Senior High School in SMAN 01 Batang Gansal, and graduated in 2016. In 2017 the writer continued the study in Batanghari of University Jambi and take the English Education Program in Teacher Training and Education Faculty. While studying in Batanghari of University Jambi, some activities have been followed by her. Among the activities were she joined HIMABING organization in 2018 with a position as member of religious division. In August 2020, the writer did PPL (Praktek Pengalaman Lapangan) at Junior High School 2 Jambi City, the activity was about three month.