An Analysis of Students' Difficulties in Reading Comprehension

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Keywords:	ABSTRACT
Analysis Students' Difficulties Reading Comprehension	This study is aimed to find out the students' difficulties in learning reading comprehension at a public high school in Bangka and the factors causing them. The subject of this study were the students of eighth grade in Bangka. Descriptive qualitative method was used. After the students' test scores were obtained, then the students' difficulties were analyzed. After that, the number of difficulties was counted by tabulating and calculating the results. The difficulties faced by the students were difficulty in answering main idea questions (53,67%), vocabulary questions (47,84%), and making inference questions (45,34%). Four factors were found causing the students' difficulties namely students' interest in learning reading because they did not have the desire to read English text and they were not interested in reading. The second factor was students' difficulties in reading text and translating the English meaning. The third factor was lack of facility in their school since it did not provide enough reading material for them. And the last factor was house environment, the role of a parent at home to give child support was crucial.

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Introduction

Difficulty is the quality or state of being hard to do, deal with, or understand (Staff, 2004). Students may have diverse problems and issues in studying English. They could make one-of-a-kind errors in English pronunciation, grammar, orthography and vocabulary usage (Indrawati & Musyarofah, 2019; Indrawati & Resti, 2020). In this case, difficulty is the nation that the students discover it difficult to understand English reading comprehension. Not only younger children, but also people with reading problems, and especially people with particular reading comprehension troubles, regularly fail to display their comprehension adequately. For example, a study by Oakhill, Hartt and Samols (Oakhill, Hartt, & Samols, 2005) confirmed that children who were recognized as poor comprehenders had problems in recognizing inner inconsistencies in texts (of the kind defined above), however they had especially marked troubles while the inconsistencies were not in adjoining sentences inside the text (i.e. the information that was needed to be included so as for the inconsistency to become obvious was separated through numerous sentences inside the texts).

Reading activity has declined among each individual in this day and age of innovation, also diversion (FR & Inayaturrohmah, 2020). There are numerous other energizing and exciting alternatives accessible, beside books. Furthermore, that is a disgrace since perusing offers a useful way to deal with improving language-jargon and word power for instance. In the new era, we're capable of studying books online and offline. For example, we are able to study books online on cellular phones, which includes news, novels, bulletins and invitations. Students who dealt with reading difficulties had trouble staying influenced. They had been a lot much less enthusiastic in reading texts. Students faced with such difficult odds had problem staying motivated (Jeffries & Mikulecky, 2012).

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Based on the preliminary study conducted at the school, it was found that most of the students got some problems in reading comprehension. They had low reading comprehension. They did not understand how to analyze English texts. Therefore, they did not enjoy reading English texts and were not interested in reading activities.

According to the students, they had low in reading comprehension for 5 reasons: first, they had low motivation in learning English as commonly happens in a country where English is a foreign language like Indonesia (Husnayaini, 2019). Second, they were not comfortable in reading, because reading is not their habit. Third, low facilities that did not support the English learning process. Fourth, they still had difficulties in making inferences, determining main ideas and locating references. Fifth, they did not understand how to pronounce in English. This study was aimed to find out the students' difficulties in learning reading comprehension and the factors causing it. And the result hopefully gives a positive contribution for the English teachers of the school, in order to create and find innovative methods and teaching activities which applied in teaching reading comprehension.

Reading is one of the skills in English to make the people get data from what they read, and data from a text. It desires a thinking technique in order to be capable of attain the comprehension (Sadiku, 2015). But a few people argue that reading a few articles or textbooks is simple. However, reading with comprehension is extra difficult. Actually, reading ability could be very crucial for students such as : the students can get data from their reading, the students can add their knowledge, and students can expand their manner of thinking through reading any text. So the students must have ability in reading to feature information and enhance their knowledge (Duke & Pearson, 2009).

In making the students ready for having right ability in reading, teachers are demanded to be innovative in the use of a lot of methods in teaching reading (Mikulecky, 2008). Using an exciting method in teaching reading will make students come to be inspired and energetic withinside the studying process. Also teaching reading is ready to make the students attain a very good comprehension of the lesson that's being taught (Oakhill, Cain, & Elbro, 2014). The aim of teaching reading is a way to make students understand what they've read. Because of this case, reading is one activity of language abilities that must be received by the students (Duke & Pearson, 2009). Reading is one of the crucial abilities which must be achieved in learning English (Jahandar, Khodabandehlou, Seyedi, & Abadi, 2012). Kustaryo states that reading is the instantanious popularity of diverse written symbols with present knowledge and comprehension of the information and thoughts communicated (Kustaryo, 1988).

Reading is an active manner which includes recognition and there are a few definitions of reading which can be noted by the experts. Reading is a fluent manner of readers combining information from a textual content and their personal background knowledge to construct which means. In this case, the readers take the which means from the text with the aid of using combining information present withinside the text and their skilled knowledge. In other words, it could be stated that there is a correlation between the text and the readers' background knowledge for know-how the which means of the text read. According to Brown, reading is a process of negotiation of which means (Brown, 2003).

In addition, Tennent stated that reading is not a natural act. The fact that readers are not hard-wired to read and by reading in this context they mean to decode and interpret writing systems whether they are alphabetic, and map sounds to letters or logographic a to symbols (Tennent, 2014). The purposes of reading are to search for simple information, to learn from text, to skim, to integrate in formation, to write or search for information needed for writing, to critique text, and for general comprehension (Rost, 2013). Patel and Jain also comprehension skill (Patel & Jain, 2008). According to Harmer, reading is useful for language acquisition: the more students read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing (Harmer, 2007).

1. Reading Comprehension

Reading comprehension is the process of concurrently extracting and building that means through interaction and involvement with written language (Snow, 2002). Reading comprehension is crucial, not only for reading literature but also for success in college and withinside the workplace. Because of emain, text and social networking sites, it's far even greater crucial for our social lives. Of course, reading comprehension is reliant on at the least good enough word reading: readers are not able to understand a text if they're not able to recognize (decode) the words inside it. Similarly, good reading was depending on a general expertise of the language. Comprehending, on the opposite hand, commonly necessitates the comprehension of mixing the meanings of numerous words and sentences into a coherent whole. To accomplish so, you want to create an intellectual model that works for you (Oakhill et al., 2014).

Reading comprehension in English is one of the important keys for the students to be better in learning. Comprehension always attends to what's coded or written with inside the texts, however it additionally

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depends upon the reader's background experiences, purposes, feelings, and desires of the moment. The identical aspect is going to the pupils wherein additionally they want to apprehend the text given (Yee & Zainuddin, 2018). According to Danny Brassell, comprehension is the ability to recognize or hold close ideas with the mind (Brassell & Rasinski, 2008).

2. The Purpose of Reading

In reading activity, teachers and learners catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The reader categorizes what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability. The actual purpose in reading is not humbly to occupy in a communication but to develop from this communication to something which endures or spreads the reader's conceptual world. If the interaction between reader and writer is effective, so that there is a close relationship between them, then there will be settlement on relative implication. According to Richard and Renandya, reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Jack Croft Richards, Richards, & Renandya, 2002).

However, the reader may then be indicted of missing the point or taking remarks out of context. In classroom activity, learners rarely have to use the information they get, whichever within an interaction process to accommodate entrance to the most salient directions to word meaning or to follow these directions into their own abstract worlds.

Reading is characterized as a culmination in itself, an activity that has no implication to actual knowledge and experience will have no real significance. Furthermore, this kind of problem can be solved with suggestions by Widdowson. By making the learners conscious, over involvement in the kind of interactive drills earlier, with much written discourse serves a basically facilitating function (Sangia, 2014).

3. Assessment of Reading Comprehension

Assessment is viewed as one of the vital pedagogical practices to both teaching and learning. It entails a sum of instruments and techniques which are used in classrooms and help teachers accurately define their learners" needs and competencies (Pearson & Hamm, 2005). In other words, it is a pedagogical and instructive activity needed to gather information about learners so as to properly identify their strengths and weaknesses. Broadly speaking, assessment offers opportunities for teachers to pinpoint their teaching goals and to know the extent to which the expected goals are attained. Essentially, it renders the teaching-learning process more effective and reliable as teachers can adjust their instruction and link it to the assessment results and students' needs (Fletcher, 2006).

In other words, assessment is an essential component of classroom instruction that is designed to detect students" weaknesses and demands in any learning subject. Accordingly, teachers can make the right decisions and provide constructive feedback to their learners. More importantly, classroom assessment should entail effective techniques and tools that vary according to the teaching subjects and grades.

Certainly, it needs to relate to the previously offered course because it should aim to maximize and enhance students" skills and abilities. Actually, it is aimed to reveal what students have grasped and what they still need to learn. As for the assessment of reading comprehension, it involves several methods and procedures that are intended to display how adequately learners are able to read, comprehend, interpret, and analyze different types of texts. In this respect, specific reading comprehension activities can be introduced in the EFL classrooms in order to know how well students are able to build a sound text's understanding. Certainly, reading comprehension assessment should be based on rational criteria and useful measures (Madani, 2016).

Assessment is seen as the practice of detecting and defining the students' knowledge, understanding, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback (Cain & Oakhill, 2006). Assessment is a general term that covers the way to obtain information about students' learning outcomes and make judgements about the learning process. It includes observation, ranking, testing, testing using paper and pencils. The assessment process considers the following principles, namely: 1) clearly determining what is accessed has priority in the assessment process. 2) its relevance to measured characteristics or performance. 3) it comprehensives in accordance with the procedures (Walid, SAJİDAN, RAMLİ, & KUSUMAH, 2019).

4. Teaching Reading Comprehension

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In reading strategy there are namely predicting, skimming, scanning, inferring guessing of new words, and self-monitoring.

a. Predicting

Predicting means predicting what is in the text, predicting involves thinking about what might happen next in the text. predicting be applied by the reader by using images, title text, as well as the personal experiences of the reader. But to determine whether the reader correctly predicting the use of text and reader confirm or disprove predictions to support the text.

b. Skimming

Skimming is helpful when you want to find out quickly about the writer. You can skim to find out what the writer thinks about something. This is the writer's point of view. When you want to know the writer's point of view, you don't need to read everything. You need to read only a few important words in phrases.

c. Scanning

Scanning is very fast reading. When you scan, you look for information as quickly as you can. Scanning can help you improve your reading. Many students try to read every word in a passage, so they read very slowly. When you scan, you can tread every word. You have to skip many words. Practice with scanning helps you learn how to skip over words. You can learn to read faster and understand better.

d. Self-Monitoring

Self-monitoring strategies help students independently keep track of what they do and understand while reading a complex text. Other benefits of self-monitoring reading strategies include: give students greater independence, foster a deeper understanding of a text, enable students to learn more effectively, encourage risk taking, promote students to take more responsibility for their learning, and empower students (Amato-Zech, Hoff, & Doepke, 2006).

e. Summarizing

Oxford defines "summarizing as a short description of the main ideas or points of something without any details. Tips for teaching comprehension strategy, making connections, learners make personal connections from the text with: something in their own life (text to self), another text (text to text), something occurring in the world (text to world). Summarizing is the process of retelling the important part part of passage in much shorter form (Farmer, 2011).

f. Identifying Reference

Reference is the relationship between a grammatical unit usually a pronoun that refers to (or stands in for) another grammatical unit usually a noun or noun phrase. 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. For example, in the text thereis a simple sentence like "The boys in class 7 go outside to play football. They play in the school hall." And the question is "The word they refer to?", so the students should find the word they refer to (Rainbolt & Dwyer, 2014).

g. Understanding the Meaning of Word

In understanding the meaning of words, the students have to find the meaning of difficult words in the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Hedge noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can easily understand the material.

5. Difficulties

Learning difficulties can hamper students in teaching the maximum achievement. It is one of the psychological disorders including hearing loss, thinking, speaking, reading, writing and spelling. The difficulties of learning can also be seen from the analysis of the test result completed by students. Learning difficulties experienced by students can also be seen from the percentage level of the students' failure in answering the questions. Moreover, according to Cooper, S. A factor that can emerge learning difficulties can be classified into two groups namely internal factors (psychical, psychological, fatigue) and external factors (family, school, community) (Cooper et al., 2009).

Difficulties can be defined as something difficult or a hard thing to do or understand, that which occasions labor or perplexity, requires skill and perseverance to overcome, solve or achieve. Difficulty is something that is complicated to do. It will be seen from students' mistakes or error in the learning process. In fact, many senior high school students often find difficulties in reading comprehension. These difficulties result in the student's poor performance in the reading test. According to Richards, the source of errors or difficulty can be divided into two kinds, that is Interlingual Difficulty and Intralingual Difficulty (Jack C Richards, 2015).

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Interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual difficulty from the native language or interference. The intralingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply. This type of difficulty is these which reflect the grammar characteristic of rules of learning. According to Moat, in reading we must be able to understand the meaning of symbols and be able to create words. Difficulties in reading comprehension is no longer rarely heard because there have been many studies of the biggest problem in reading is to understand the contents of the text (Moats, 2001).

According to Peter, there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement. House environment cannot be neglected because parents play an important role in the home. The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media (Westwood, 2008).

Factor difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual and psychological. While external factors include family and school environments (Brewster, Ellis, & Girard, 1992). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely (Westwood, 2008):

1. Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield, that shows almost 12% of students had difficulty in understanding long sentence in graded story and 20 % in academic text.

2. Difficulty in using reading strategies

The students who are lack of reading strategies often fail in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they are lack of tool necessary to succeed in reading comprehension test. There are characteristics of the students who are lack of using reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning.

3. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading (Hung & Ngan, 2015).

In addition, there are also external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement (Westwood, 2008).

1. House environment

It cannot be neglected that parents play important role in the home. Freeman and Long stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

2. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

6. Reading Difficulty

To comprehend a text, Westwood argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He states that efficient interpretation of the text involves a combination of word recognition skill, linking of new

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information to prior knowledge, and application of appropriate strategies such aslocating the main idea, making connections, questioning, inferring and connecting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text (Westwood, 2008).

Reading difficulty refers to problem associated with reading and it was causing tofall behind in terms of reading requirements within the classroom It means that reading difficulty is the problems that are faced by thestudents in comprehending the text. This problem can have negative effect ontheir study especially in their reading ability (Alqahtani, 2015). Moreover, 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 passage.

Studies regarding students' reading difficulties have been conducted by many researchers. One of them was by Prihatini. It was concluded that the students were not able to answer questions about names of characters in a text in Literal Comprehension. In Inferential Comprehension, they could not answer questions regarding word meaning and they were categorized as low level in both types of comprehensions. However, the students are in the level of intermediate of Critical Comprehension, which is the highest level. They could not answer questions of true or false based on a text (Prihatini, 2020).

Another study by Larasati suggested that most of the students had difficulties in understanding of how to make inferences of a text, which put them at the highest percentage of difficulties. It was then followed by having difficulties in understanding of how to find main ideas of the text and in understanding the vocabulary (Larasati, 2019). Furthermore, a study by Nurjanah suggested that the students had problems related to vocabulary knowledge or mastery, and they needed more interactive learning activities (Nurjanah, 2018).

Method

The method used in this study was descriptive quantitative. The students' reading difficulties were described. The sample used were students of eight grade of a public school in Simpang Katis district in Bangka Belitung Province. The sampling technique used was random sampling, and 60 students were taken as the sample.

1. **Techniques for Collecting Data**
    b. Test
        The researcher gave a reading test to the students to measure the students' comprehensibility 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 answers from the students were used as an indicator whether the students found the difficulties or not. In order to get the data, the researcher used three aspects of reading comprehension in this test. The three aspects of reading comprehension are determining the main idea, understanding vocabulary, and making inference.
    c. Interview
        Interview is a verbal communication between researcher and the informant to get the information. The researcher conducted an interview to the students to get more concrete data about students' factors of difficulty in reading comprehension.

2. **Techniques for Analyzing Data**
        a. Test
    After obtaining the test result, it was then analyzed by using percentage with the formula by Arikunto as follows:

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

Notes:
P = Percentage
F = Frequency of difficulties
N = Number of cases (total frequent)

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b. Interview

Miles and Huberman state that qualitative analysis uses the word that is arranged in the text (Miles, Huberman, & Saldaña, 2018). They are data reducing, data displayed and conclusion. The vital data from the interview was then collected and selected. The data from the interview and the test then were divided into some categories regarding the students' difficulties.

Results and Discussions

1. Data Description

The Reading test was given to know the students' reading comprehension ability and their difficulties in reading comprehension. The students' score of reading test of eighth grade could be seen as Appendix
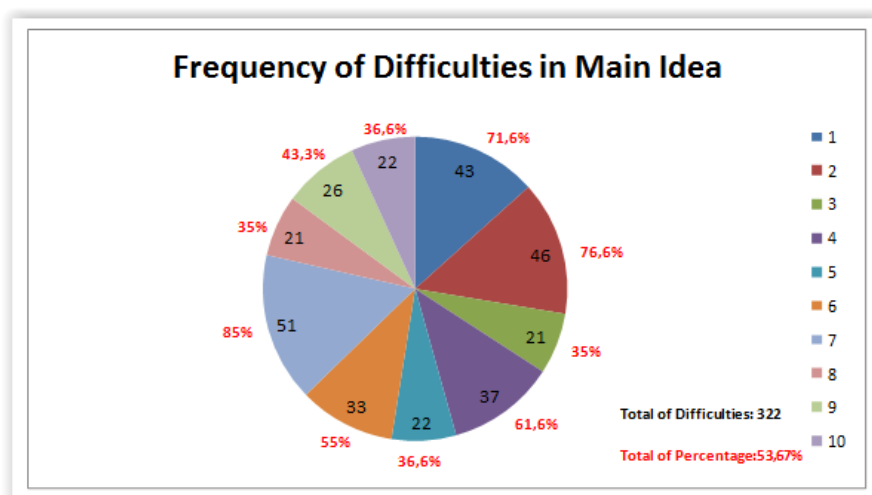
Table 1
Students' Difficulties and Each Item

No	Students' Difficulties	Number of Items
1.	Main Idea	1, 2,3,4,5,6,7,8,9,10
2.	Vocabulary	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
3.	Making Inference	21, 22, 23, 24, 25, 26, 27, 28, 29, 30

2. Data Analysis

After the writer got the students' test scores, the writer analyzed the students' difficulties. After the writer analyzed some difficulties, she counted the number of difficulties by tabulating and calculating the result of difficulties. The writer processed the calculating of result of the test by changing the result of difficulties into percentage. The following diagram presented about frequency of students' difficulties in reading comprehension. The frequency of the students' difficulties in reading comprehension could be seen in the following diagram:
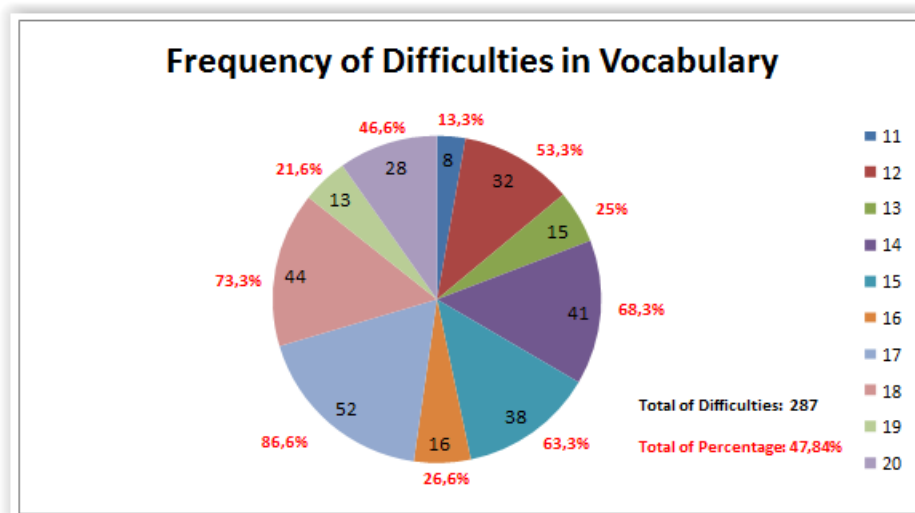
Diagram 1

From the diagram above, it could be seen that 43 (71,6%) students who made difficulties in item number 1, cause students' difficulties in this number because they were not able to distinguish between the main sentences and the explanatory sentence. 46 (76,6%) students who made difficulties in item number 2, cause students' difficulties in this number because they did not read text thoroughly so many of them were wrongly selecting the answer. 21 (35%) students who made difficulties in item number 3, in the matter of this number students answer easier because the answer is already in the text. 37 (61,6%) students who made difficulties in item number 4, in the matter of this number many students

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had misresponded because they did not carefully read the text on the paragraph that was given the problem. 22 (36,6%) students who made difficulties in item number 5, Many students could answer the problem with this number because of its shorter text, which made it easier for them to read.

There were 33 (55%) students who made difficulties in item number 6, cause students' difficulties in this number because they selected the main sentence for which it did not have an explanation. 51 (85%) students who made difficulties in item number 7, caused students' difficulties in this number because they did not read the text thoroughly and missed the actual answer already in the text. 21 (35%) students who made difficulties in item number 8. 26 (43,3%) students who made difficulties in item number 9. 22 (36,6%) students who made difficulties in item number 10. The question of number 8, 9 and 10 is easy for students to answer because it has a clear deductive paragraph. The data showed that there were 53,67% students who got difficulties in main idea.
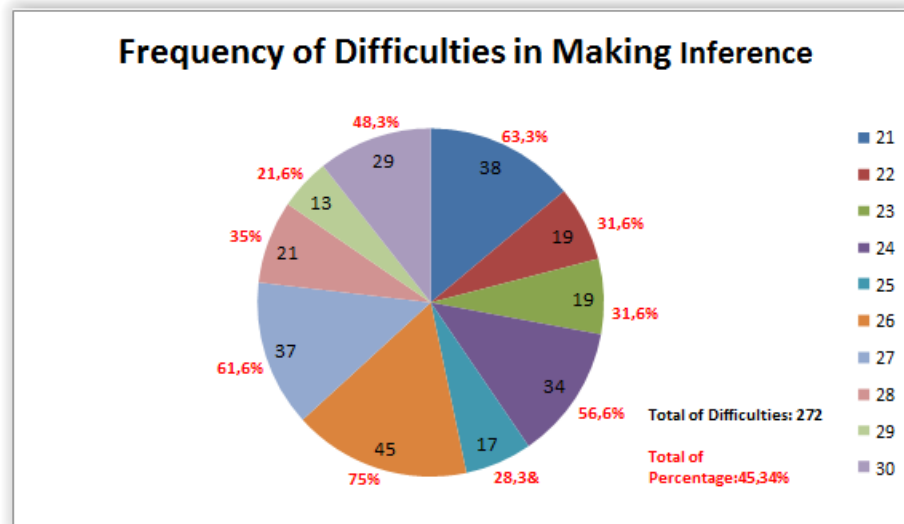
Diagram II

From the diagram above, it could be seen that 8 (13,3%) students who made difficulties in item number 11, students were very easy to answer about this number because the vocabularies used were very familiar. 32 (53,3%) students who made difficulties in item number 12, cause students' difficulties in this number because they did not know what the vocabulary means. 15 (25%) students who made difficulties in item number 13, it is also easy for students to respond because the vocabulary is what they hear all the time. 41 (68,3%) students who made difficulties in item number 14, the cause students' difficulties in this number because they were limited with the meaning of the word. 38 (63,3%) students who made difficulties in item number 15, cause students' difficulties in this number because students were confused with the equations common adjective in the vocabulary.

There were 16 (26,6%) students who made difficulties in item number 16, students were very easy to answer about this number because the vocabularies used were very familiar. 52 (86,6%) students who made difficulties in item number 17. 44 (73,3%) students who made difficulties in item number 18. The cause of students' difficulties in answering questions number 17 and 18 because they had trouble answering antonym from word classes on the matter since they did not know the meaning. 13 (21,6%) students who made difficulties in item number 19, students were easy enough to answer the question on this number because they knew the right collocation on the answer to the question. 28 (46,6%) students who made difficulties in item number 20, some students still had difficulty answering the number because they didi not know synonym and meanings of vocabulary. The data showed that there were 47,84% students who got difficulties in vocabulary. The model of questions for understanding vocabulary in the test can be seen in the appendix.

Diagram III

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From the diagram above, it could be seen that 38 (63,3%) students made difficulties in item number 21. What caused students' difficulties in this number was that they did not carefully read the text until it passed important information. 19 (31,6%) students had difficulties in item number 22. 19 (31,6%) students also had difficulties in item number 23. Students were able to answer questions 22 and 23 because they had the same questions and found easy answers in the text. 34 (56,6%) students who had difficulties in item number 24 caused by their not knowing the meaning of the question. 17 (28,3%) students had difficulties in item number 25. This number was easy to answer because the answer had already been in the text.
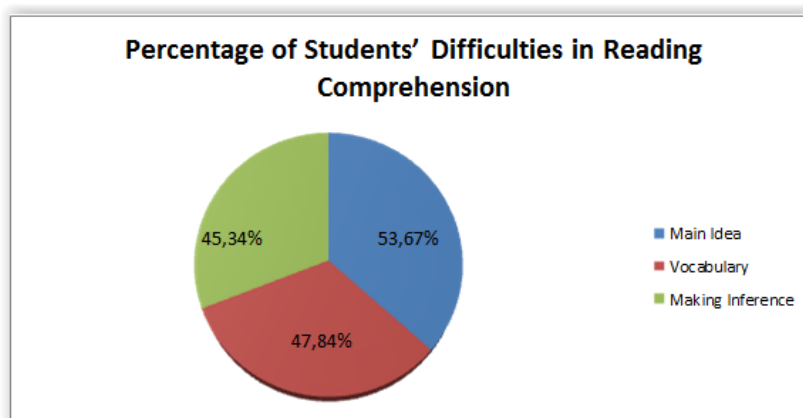
There were 45 (75%) students who had difficulties in item number 26. 37 (61,6%) students had difficulties in item number 27. Students were able to answer questions 26 and 27 because they did not know the meaning of the question and they did not read the text very carefully. 21 (35%) students had difficulties in item number 28. 13 (21,6%) students had difficulties in item number 29. Students were easy enough to answer the questions number 28 and 29 because the answer information was in the text. 29 (48,3%) students had difficulties in item number 30. What caused students to have difficulties in this number because they did not know the meaning of the question and they did not know the type of text

The data showed that there were 45,34% students who had difficulties in making inferences. The model of questions to find out making inference from the test can be seen in the appendix.

3. Data Interpretation

After analyzing the items of area tested and explaining the frequency and percentage of difficulties in each item, the writer formulated the all kind of students' difficulties in reading comprehension, as follows:

Diagram IV

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The diagram showed that in reading comprehension test, there were 53,67% students who haddifficulties in main idea under the students' comprehension in reading, 47,84% students who had difficulties in vocabulary under the students' comprehension in reading, 45,34% students who had difficulties in making inference under the students' comprehension in reading.

Several difficulties faced by the students in comprehending English reading texts were found. There were some problems of difficulties faced by the students such as:

a. Students' Interest

It was found that the factor of students' disinteresting in the lesson itself. If students were not interested, it would be very difficult to understand the reading. They found it difficult to understand English and the thought that caused students uninterested was one of the differences in the language they used every day with the language they had just learned.

b. Students' Difficulties in Reading Text and Translating the English Meaning.

The second factor of students' difficulties in reading comprehension were difficulties in reading texts and translating the English meaning. The factor of students' difficulties in reading text and translating the English meaning were that the students had difficulty learning the basic English language as well as reading and difficulty in translating the meaning. This became a second difficulty for students in learning English.

c. Lack of Facility

The fourth factor of students' difficulties in reading comprehension was an incomplete school facility. It was found that one the factor that caused students' difficulties was an incomplete school facility. Complete facilities should be one of the supporting factors in learning English, however, it had not been a supporter of learning for students in this school. Their school did not provide enough reading material for them, so they could not learn reading well.

d. House Environment

It was found that the factors causing students' difficulties were related to their house environment. It was because most of the students' lack interest in learning reading. They did not have any desire to read English text and they were lazy and afraid to read the English text. The family might also be one of the factors that impedes the students' interest in learning English, they could encourage or support their children learn English as if they were taking part in an instruction program.

Conclusions

The students' difficulties were related to the question types of the reading comprehension test. After analyzing the data gained from the test, it was concluded that the students had difficulties in answering reading comprehension tests. From three types of reading comprehension questions, two types of them were categorized as difficult question types for the students.

The difficulties faced by the students were difficulty in answering main idea questions (53,67%), vocabulary questions (47,84%), and making inference questions (45,34%). Therefore, the most difficult aspect faced by the students was reading to get the main idea (53,67%). From the result of data analysis of

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the interview, four factors causing the students' difficulties were found in reading comprehension. The factor was on learners' background. The first one was students' interest in learning reading because they did not have the desire to read English text and they were not interested in reading. The second factor was students' difficulties in reading texts and translating the English words. The third factor was lack of facility in their school since it did not provide enough reading material for them. And the last one was house environment, the role of a parent at home to give child support was crucial.

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