

**STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT
EIGHTH-GRADE OF SMP NEGERI 1 MAJENE**



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ABSTRAK

WAHYUNI: Kesulitan Siswa Dalam Pemahaman Membaca di Kelas VIII SMP Negeri 1 Majene. Skripsi. Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024

Tujuan penelitian ini bertujuan untuk mengetahui kesulitan yang dialami siswa pada *Reading Comprehension* dan untuk mengetahui *Strategy* yang digunakan oleh guru dalam mengajar *Reading Comprehension*. Lokasi penelitian ini berada di SMP Negeri 1 Majene. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Subjek penelitian ini terdiri dari 1 guru Bahasa Inggris dan 12 siswa kelas VIII. Data penelitian dikumpulkan melalui wawancara dan observasi. Data penelitian ini di analisis melalui tiga tahap: data reduksi, penyajian data, dan verifikasi. Penelitian ini menunjukkan bahwa terdapat lima kesulitan yang dialami siswa dalam *reading comprehension*: memahami kosakata, menentukan ide pokok, menarik kesimpulan, informasi detail, dan tidak memahami grammar. Guru menggunakan dua *strategy* dalam pengajaran *reading comprehension*: scaffolding dan reciprocal teaching.

Kata kunci: Kesulitan Siswa, Pemahaman Membaca

CHAPTER I

INTRODUCTION

A. Background

One of linguistic skill that the students need to enquire is reading (Lianiyanti, Purnama, & Aminah, 2023). Reading is an activity that must be increased, because the more the students read a lot, the more information the students will get from a reading sources. Most of the information and technology advances are served in English, realize the importance of English, English is now required subject in the junior high and senior high school curricula in Indonesia, and annual final examinations are held by the goverment (Nikmah, 2020). Having good skills in reading English texts can help the students achieve high grades, especially in English lesson.

Reading comprehension is a part of Reading ability. Reading comprehension is the capability to read a text, manage it, and understanding the meaning (Mustafa & Bakri, 2020). Understanding a text written in English is not an easy thing, considering the status of English in Indonesia as a foreign language. This is certainly a challenge for the students. Currently, many students have low reading abilities because they experience difficulties in reading comprehension. The obstacle most the students experience is a lack of interest or motivation, so the students are less interested in learning English at school (Hayati & Puspitaloka, 2022). As a result, the students feel lazy, bored, and even not interested in reading a text, which has an impact on the students' reading scores.

Based on the result of an initial investigation by interviewing one of the 8th grade English teachers at SMP Negeri 1 Majene, the students have difficulty in comprehending the text they read. The students were unable to find the main idea and the message contained in an English text. The students also have difficulty interpreting the contents of the English text to their teacher, so that it makes the students difficult to answer a question. If this happens continuously, it will have an impact on decreasing students' grades. From this case, finding out the students' difficulties in reading comprehension

in depth is a crucial thing to study. The teacher might use the research as a source of knowledge to develop more successful teaching strategies or methodologies. Considering the above, the researcher was interested in conducting a study entitled “Students’ Difficulties in Reading Comprehension at Eighth-Grade of SMP Negeri 1 Majene”.

B. Problem Identification

The following statement of the research topic might be made in light of the aforementioned background issues:

1. The students have difficulty understanding the text they read
2. The students are unable to find the main idea and message from English text
3. The students have difficulty interpreting the contents of English text to their teacher

C. Research Focus

The following is a description of the study based on the problem identification discussed above:

1. What are the students’ difficulties in reading comprehension?
2. What are the strategies used by the teacher in teaching reading comprehension?

D. Research Objective

Based on the research focus described above, the research objectives can be described as follows:

1. To find out the students’ difficulties in reading comprehension
2. To find out the strategies used by the teacher in teaching reading comprehension

E. Research Benefits

Following implementation, these research’s advantages are as follows:

1. Theoretical Benefit

The research’s findings are anticipated to be able to support the creation of fresh ideas or methods for teaching and/or acquiring reading comprehension

2. Practical Benefit

It is intended that the research findings will help the teachers choose suitable teaching tactics in relation to the reading comprehension issues that their students are facing

CHAPTER II LITERATURE

A. Previous Related Studies

A number of earlier have addressed the students' challenges with reading comprehension. These include: The first is Prihartini (2020) in research entitled "Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan". The purpose of the study is to ascertain the challenges that the students have in comprehending what they read and to examine the variables that contribute to these challenges. The class X MIPA 5 SMA Negeri 1 Sukodadi students serve as the study subject for this qualitative descriptive research project. Documents and interviews are two of the methods the researcher employs to get data. The students' worksheets are where the researcher employes to get data. The second stage is to do the data reduction ahter data collection. The data is categorized by the researcher according to the research's focus. Some of the data that had nothing to do with reading comprehension issues was discarded by the researcher. The researcher delivered the data by reading comprehension challenges in the third section. The investigation's findings indicate that a subset of kids stuggle at varying degrees with reading comprehension. These are the following: critical, creative, literal, and inferential comprehension. Lack of interest on the part of the students, vocabulary problems, and insufficient teacher instruction are the main causes of the reading comprehension problems that the students face.

The second is Dewi (2022), in her research entitled "The Students' Difficulties in Reading Comprehension at The Second Semester (A2) FKIP in Batanghari University Jambi Academic Year 2021". The researcher's focus in this study is on the reading comprehension issues thst the students have. The approach used in this study is qualitative. The purposive sampling strategy was used by the researcher to choose a sample of ten students. The researcher use a questionnaire and an assessment comprised of twenty multiple-choice items to gather data. The study's findings indicate that just two pupils receive

perfect scores of 90 on the reading comprehension exam, with an average of 49,5. It indicates that the students struggle to complete reading tests, leading the researcher to draw the conclusion that the majority of the students struggle with reading comprehension. Based on the aforementioned results, the researcher suggests that in order for the students to have strong reading comprehension, they need study more about it and constantly practice reading a lot to improve their skills.

The third is Saraswati (2021), entitled “Analysis of Reading Comprehension Difficulties of Class VIII Students at SMP Negeri 4 Tegallalang”. This research is conducted on November 6th, 2020. Determining the reading comprehension challenges faced by the students is the research’s main goal. Descriptive quantitative methodologies are used in the investigation. 129 eighth-grade students from SMP Negeri 4 Tegallalang in the 2020-2021 school years are chosen as samples for the study. Reading comprehension assessments are used to gather information about the students’ reading comprehension exam, eighth-grade students at SMP Negeri 4 Tegallalang struggle with each of the five components of reading comprehension: identifying the main idea, locating references, deducing the meaning of word, drawing conclusions, and locating specific information. The students find that identifying the key idea to be the most challenging task, with a difficulty rate of 72%. The search for references then yielded 70%. 68% of the students reported having trouble learning language. Third, obtaining precise information received 67%. There is an only 1% difference between the challenges of comprehending words and locating precise information, finally, the students inference-making difficulties received the lowest proportion of difficulty (63%).

The similarity between the first previous study and this research is in the terms of research design, where the research design used is descriptive qualitative. On the other hand, the instruments also use interviews. Then, the second previous research and this research use qualitative research and both focus on the students’ reading comprehension problems. In the terms of

research location, the third previous study and this research are both in Junior High School and take eighth-grade students as samples.

Several previous studies have differences with this research. The first study previously aims to determine the difficulties faced by the students in reading comprehension and to analyze the factors cause students to experience difficulties in reading comprehension, meanwhile in this research aims to find out the students' difficulties in reading comprehension and to find out the teacher' strategy in teaching Reading. In the second previous study, the researcher selects students of Batanghari University Jambi as samples and collect the data use multiple choice tests and questionnaire, whereas in this research the researcher choose eighth-grade students of SMPN 4 Majene as informants and use observation and interview as data collection techniques. The final difference between the third previous study and this research lies in the research method, the previous research use quantitative while in this research use qualitative method.

B. Theoretical Framework

1. The Concept of Reading

a. Definition of Reading

According to Dalman (2014), reading is more of an activity of deciphering and analyzing symbols and meaningful writing so that the reader may understand the writer's message. Reading is a cognitive process to comprehend the substance of the text being read. So, according to Dalman (2014), reading is more of an activity of understanding the interpretation of meaningful written symbols so that readers can receive the messages contained therein.

According to Hariyadi in Widiyanto & Subyantoro (2015), reading is a communicative reather than a direct contact between readers and weriters. If the reader is more proficient, there will be greater communication between them and writers. Readers can only communicate through written works which are used by the author as a medium to convey ideas, feelings and experiences. Thus, the reader must be able to organize the meanings

contained in the sentences presented by the author in accordance with the concepts contained in the reader.

Wulan (2010) in her research journal revealed that reading is an important factor in the life of modern society. The ability to read is a necessity because the dissemination of information and messages in the modern world is presented in written form, and can only be obtained through reading. If someone is unable to read and therefore does not understand written instructions or announcements, then that person will miss out, go the wrong way, or be unable to adapt to their environment.

b. The Purpose of Reading

According to Asdam (2016), reading activities have certain goals according to the person reading. The main goal of every reader is to understand all the information contained in the reading text so that it can provide knowledge (intellectual development) for the reader's future. Thus, understanding the content of a reading is a very important factor in reading.

Judging from a person's purpose in reading, there are many purposes for reading. In this case, the goal depends on the interests and reading materials faced by each person. Basically, a person's purpose in reading is not to obtain the information they need and is simply for pleasure. A clear reading goal will increase a person's understanding of reading. In this case, there is a close relationship between the purpose of reading and a person's reading ability. Therefore, a reader who has a clear goal will easily understand the content of the reading, because he will focus on the goal he wants to achieve.

According to Grabe William and L. Frederika in Inez (2022), there are six purposes of reading:

1) Reading for basic knowledge

One general reading talent that people have is the capacity to read for simple information. Assignment purposes often utilize the purposes as a measure of reading proficiency.

2) Skimming text fast

Finding the vital information in a text is one of a person's talents, and one of them is skimming. This is one of the universal reading processes that people adopt.

3) Reading literature to gain knowledge

This indicates that a person absorbs knowledge from the text in light of the surrounding circumstances. The ability is necessary in order to link the reading material with the essential concepts.

4) Reading for information integration

Making further choices in an effort to complete, support, and accommodate information from several sources.

5) Reading for writing and text analysis

Selecting, organizing, and critiquing information from a book is necessary in this situation.

6) Reading for overall understanding

It takes time to read for general skill, especially for proficient readers. For instance, being able to decipher word meanings and use meaning interpretation to determine the text's core theme.

Rachmat & Tarihoran in Unnayis (2023) divide the purpose of reading into several parts:

1) Reading for enjoyment

2) Reading for a broad overview

3) Studying and structuring what you read

4) Reading to understanding the procedure's substance

On the other side, Santoso explains that the purpose of reading are: (1) Enjoying the beauty contained in reading (2) Reading aloud to give someone the opportunity to enjoy the reading text (3) Using certain strategies to understand the reading text (4) Exploring someone's store of knowledge or schemata about a topic (5) Connecting new knowledge with someone's schemata (6) Looking for information for preparing a reading or report (7) Giving someone the opportunity to carry out experiments to

research something presented in a reading text (8) Answering questions raised in a reading text (Asdam in Patiung, 2016).

c. The Kinds of Reading

Reading is a process in which readers combine information from texts with what they already know to look for meaning. Reading is a necessary activity in the classroom because pupils must be able to read. Reading can be seen as a process of comprehending the text's contents in order to learn something or acquire information. According to Brown (2003) identified four different categories of reading.

1) Perspective Reading

Perspective reading is the practice of reading with an awareness of the wider discourse components, such as word, punctuation, letters, and other graphic symbols. This is related to the bottom-up methodology in this instance.

2) Selective Reading

The content of assessment formats containing visual, multiple-choice, or graphic projects determines this type of category. It is used to quickly grasp grammar in short texts. Top-down and bottom-up methods may be combined in this sort.

3) Interactive Reading

Interactive reading is defined as reading that allows the reader and the text to communicate with one other. Read the paragraph or pages where the language is used to get knowledge from the book. In this sort, bottom-up processing is a possibility.

4) Extensive Reading

Extensive reading is defined as delving into a book or article that has more than one page of information. Outside of the classroom, readers spend the majority of their spare time. One possibility is top-down processing.

d. Factors Influence in Reading Process

According to Purwanto in Unnaysi (2023), there are two primary components that affect the reading process: internal and external influences.

1) Internal Factor

Internal variables, often known as personal factors, are those that originate from within the readers. These personal factors are classified in two parts, namely motivation and interest.

1.1) Motivation

Fluency in reading is influenced by self-motivation, which is crucial. If there is nothing they need to know from the reading content, the students will become indolent readers.

1.2) Interest

Enhancing students' reading comprehension also requires them to be more interested in the material. Students' reading comprehension may suffer if they lack enthusiasm in reading.

2) External Factors

Factors that originate from outside the reader's psyche are referred to as external factors. External factors are classified into two parts, namely reading material and reading teacher.

2.1) Reading Material

Students' skills to comprehend texts are influenced by their level of difficulty. An increased text's degree of complexity makes it harder for the students to grasp.

2.2) Reading Teacher

When choosing reading materials for the class, the instructor needs to take great care to match the students' reading levels.

According to the justification provided, instructors should be able to recognize the challenges that the students face as well as the contributing elements to those challenges.

e. Descriptive Text

Descriptive is one of the texts which present the information about something specifically. The purpose of the descriptive text is to describe a place, person, or thing. This text's helping the students to construct the idea into a text. The students can write the about something according to factual fact in the students' life.

f. General Structure of Descriptive Text

General structure is a written text arrangement system. Hani (2022) stated that there are two general structure of descriptive text:

- 1) Identification: identifies thing, place, and person to be describe
- 2) Description: describe characteristics or part of things, people or place.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension, according to Klingner in Safitri & Budiasih (2023), is the act of constructing meaning through the coordination of several intricate processes, including word reading and word knowledge, fluency, the construction of ideas & concepts. The act of choosing language symbols and piecing them together into the author's intended whole is known as reading comprehension. A component of comprehension is identifying and understanding the central concept and any supporting information. The development of meaning from written language may be greatly aided by reading comprehension skills. Engaging with print and keeping an eye on understanding to ascertain meaning are key components of reading comprehension, which is an active cognitive activity.

The more someone reads, the more vocabulary and grammar they pick up from texts often without realizing it and this expanding language knowledge seems to boost their overall linguistic confidence, which in turn influences and enhances their proficiency in other language domains, claims Mozayan (2012). Furthermore, Wooley in Safitri and Budiasih (2023) asserts that inability to comprehend might result from the difficulty of comprehending how different cognitive abilities and processes interact.

b. Level of Reading Comprehension

Based on its intended use, reading comprehension is divided into four stages, according to Richard (2010)

- 1) Literal comprehension is the process of reading a paragraph in order to comprehend, retain, or recollect the explicit information it contains. It entails reading for broad knowledge. It indicates that the pupils are

able to learn broad information from the book. Additionally, the knowledge that the pupils learn from the text from start to finish may be recalled by them.

- 2) Inferential understanding is the process of using one's past knowledge, instincts, and inference to comprehend a text and deduce information that isn't directly stated. It indicates that the pupils are looking for certain information in the books. Students can extract information from lengthy texts with the use of inferential understanding.
- 3) Critical or evaluative comprehension involves reading a passage and contrasting its content with the reader's prior knowledge and moral standards. It indicates that the pupils evaluate and contrast the texts' ideals and their own understanding of them. Students will need to read texts more critically in order to complete this comprehension assignment.
- 4) Show appreciation for comprehension by reading aloud while considering an emotional or other worthwhile reaction to a paragraph. It refers to guiding the pupils through an emotional reaction to a reading. Compared to the three other comprehensions that covered text comprehension, this one is distinct. Enjoy reading comprehension more deeply, readers.

c. Kind of Difficulties in Reading Comprehension

Nuttal in Safitri and Budiasih (2023) lists four components of reading comprehension that students must master: identifying the main concept, comprehending language, drawing conclusions, and deciphering specific details. However, most students find it challenging to do at the same time.

1) Determine Main Idea

The central notion of the issue being discussed is the writer's principal idea. According to Longan in Safitri and Budiasih (2023), comprehending a paragraph or brief excerpt requires identifying the primary concept. The first phrase contains the primary concept, but it may also be found in the middle or at the conclusion Vener in Safitri

and Budiasih (2023). This feature may be applied as the initial tactic to facilitate pupils' easier comprehension of the content.

2) Understanding Vocabulary

Students' prior knowledge, especially when it comes to vocabulary acquisition, is crucial for understanding the text; for instance, inferring a new word's meaning from its context helps students make general predictions. Students can more accurately infer meaning when they have context, according to Sharpe in Safitri and Budiasih (2023). Students can therefore comprehend the text more effectively and efficiently by formulating predictions.

3) Making Inference

It is expected of students to be able to understand the text well enough to infer meaning from the claims made in each paragraph. Readers need to practice fusing hints from the text with their past knowledge in order to draw conclusions, according to Kopitski in Safitri and Budiasih (2023). It implies that pupils are helped in formulating assumptions that result in the conclusion by the hints.

4) Detail Information

The reading test contains questions designed to gauge students' understanding of the content. It implies that the purpose of the questions is to evaluate pupils' comprehension of the material. From the material above, it is clear that reading comprehension is a difficult process that involves active reading exercises that integrate prior knowledge, critical thinking, and the objectives of the text.

According to the aforementioned statement, students must understand the following five aspects of reading: locating references, deducing meaning from language, identifying detail information, and drawing conclusions. To extract information from the text, students need, in fact, grasp every element.

Finding the book's primary concept, drawing conclusions, and deducing the meaning of certain words from the text are among the major challenges

that students have when it comes to their ability to interpret texts and draw conclusions, according to Oakhill in Suci Sintia 2020.

According to Joseph in Suci Sintia 2020, inability to grasp words or concepts, failure to record factual information, failure to draw conclusions from the text's contents, and failure to establish connections between the text's material can all contribute to reading comprehension problems. As a result, pupils find it challenging to comprehend and deduce the meaning of textual phrases.

In Suci Sintia 2020, Melinda, Gina, and Jeanne distinguish between two types of reading challenges. First of all, a fundamental comprehension of letters, words, and sounds might lead to basic reading challenges. Second, readers who are unable to comprehend words, sentences, and paragraphs may also have trouble understanding what they are reading.

d. Reading Comprehension Difficulties

1) Nature of Reading Difficulties

Reading problems are said to arise from the ineffective functioning of both lower-level and higher-level comprehension processes (Grabe and Stoller, 2011). The authors clarified that this occurs when the book is too challenging, the reader lacks sufficient language or background knowledge, or the reader has not read widely enough to build reading efficiency.

According to Septia, Indrawati, Juriana, & Rudini, *An Analysis of Students' Difficulties In Reading Comprehension* (2022), difficulty is when students have difficulty understanding English reading. Not only young learners, but also people with reading comprehension problems, frequently experience failure to show their comprehension.

According to Staff in Septia & Indrawati (2022), difficulty is a condition where there is something that is difficult to understand, to handle, and to do. On the other hand, Suci (2020) state that difficulty is a condition where students cannot learn naturally, do to threats, obstacles or disruptions in learning.

2) Factors Causing Students' Difficulties in Reading Comprehension

As was previously explained, in order for students to understand the text, they must make a connection between the text and what they already know. However, not all students are proficient in reading comprehension. It can be brought on by a number of issues. Westwood stated there are some difficulties in reading comprehension (Westwood in Khildainy, 2023):

a. Lack of Vocabulary Knowledge

Vocabulary is an important component needed in all language skills, especially in reading. Students need vocabulary knowledge to understand complex reading text. Students who have deficiencies in their vocabulary knowledge will find it difficult to understand every word in the text. In addition, Westwood also said teaching vocabulary to the students is important to increase reading comprehension.

b. Disfluency When Reading

This fluency shows how accurate the process of receiving information obtained by students. If students have lack of fluency, it would be affected their reading comprehension process. Students who read too slowly or too quickly frequently have poor comprehension. Slow reading makes it more difficult for students to process letters and words. Meanwhile, reading too fast can make word recognition inaccurate and fail to get important details.

c. Lack of Familiar With The Subject Matter

Reading will be easier if students already know knowledge about the topic discussed. To build strong background knowledge, the teacher should provide information to students first, for example do the discussions, lectures, or give the posters is better rather than introducing text book in the first meeting. By introduction of textbooks directly, it will make students poor in understanding.

d. Not Using Effective Reading Strategies

The students may find it challenging to understand what they are reading because of inefficient teaching and learning methods used in the classroom. The instructor may effect how challenging or easy reading comprehension is for the students by acting as a facilitator. If the learning strategy given by the teacher is effective, it will make students improve their reading comprehension skills and the other way around.

e. Hampered in Processing Information

Everybody has a varied amount of working memory. There are the students who were able to quickly understand and process the information they had and some students are slow to understand their reading, so it took longer to reread the material. Furthermore, if students are stressed, anxious, or disturbed by other problems, it will reduce their working memory capacity. This is a factor in the difficulty of comprehending the reading text.

3. Strategies in Teaching Reading Comprehension

There are 6 strategies in teaching reading comprehension according to Vacca & Vacca in Unnayis (2023),

a. Scaffolding

Scaffolding is a method of teaching in which pupils receive a lot of help in the beginning and gradually less help as they progress and are offered opportunities. With the use of scaffolding, educators may assist a varied student in navigating the meaning of a text and overcoming obstacles relevant to the learning environment. With the aid of a teacher or another someone with greater talents, a learner can overcome challenges that are undoubtedly beyond their developmental capabilities through the process of scaffolding.

According to the description given above, scaffolding is defined as the assistance provided by teachers to their pupils in order to enable their learning capacities to advance to a higher level where mastery of the

subject matter is proven by the solution of increasingly challenging issues.

b. Think Aloud

Think Aloud is a teaching technique that aids students in learning tasks by helping them retain more significant details from the teacher-provided materials. Teachers should be able to inspire creativity in their pupils and guide them through each phase of the Think Aloud strategy for comprehending texts they read aloud. They should also be able to make strategies think explicitly by having students vocalize their ideas as they read.

Teachers can use the think-aloud approach in the classroom in the following ways.

- 1) As you read, model your thought process. Use this when there are textual elements (new language, atypical sentence structure) that might be unclear to the students.
- 2) Introduce the assigned text and discuss the purpose of the Think Aloud strategy. Develop a series of questions to support thinking aloud (look at the examples below).
 - a. What knowledge do I have on this subject?
 - b. What am I expecting to learn about this subject?
 - c. Do I comprehend the passage I just read?
 - d. How else can I make sense of this?
 - e. In this reading, what stood out as the most crucial points?
 - f. What fresh knowledge have I gained?
- 3) As well as giving the students formal criticism, provide them opportunity to practice the method.
- 4) While the students read the same material silently, read the chosen portions aloud. Stop sometimes and and “think aloud” over a few of the pre-selected response options.
- 5) Demonstrates how proficient readers check their understanding by reading a sentence again, asking questions, and scanning the context

for hints. The teacher then guides the think-aloud as the students learn to respond to the questions.

c. Reciprocal Teaching

By letting both students and teachers take the lead in the discussion of a specific text, the technique known as reciprocal teaching invites both parties to share the role of teacher. Four techniques are used in reciprocal teaching to direct the discussion: question-generating, summarizing, clarifying, and prediction. In addition to talking about terminology, formulating questions and concepts, and summarizing material, reciprocal teaching is an excellent method of teaching children how to identify key ideas from a reading. Although it may be used to many subject areas, textbooks and non-fiction texts benefit most from it.

Your students must have been taught and given ample opportunity to practice the four tactics of reciprocal teaching summarizing, questioning, predicting, and clarifying before they can apply reciprocal teaching effectively. One method for preparing students for the usage of teaching reciprocity:

- 1) Divided the students into groups of two to four people.
- 2) Give one note card to explaining each person's specific job to every group member:
 - a) Summarizer
 - b) Questioner
 - c) Clarifier
 - d) Predictor
- 3) Assign students to read a few paragraphs from the chosen material. Encourage them to take notes using techniques like sticky notes or selective highlighting to help them be more prepared for their part in the debate.
- 4) The summarizer will highlight the main concepts covered in the reading up until the designated stopping point.
- 5) After that, the questioner will ask inquiries concerning the choice:
 - a) Unclear parts

- b) Puzzling information
 - c) Relationship with previously learnt ideas
 - 6) The Clarifier will clarify unclear passages and make an effort to respond to the recently asked queries.
 - 7) If it is a literary selection, the predictor may make suggestions on what the next developments in the tale will entail, or it may make predictions about what the author will tell the group next.
 - 8) The following option is read when the roles in the group are switched by one person to the right. Using their new roles, the students repeat the procedure. This keeps on until the selection is read in its entirety.
 - 9) The instructor's job is to support and encourage the students as they work to use the four tactics in the small group. Students gain proficiency, and the teacher's function diminishes.
- d. SQ3R (Surveying Questioning Reading Reciting Reviewing)

The systematic reading approach known as SQ3R will assist you in breaking down the reading process into digestible chunks. It is really one of several comparable techniques you may employ to raise comprehension levels. Five phases make up this process: survey, question, read, recall or recite, and review.

1. Survey

After reading the material again, the students make sense of the headers, bolded language, and any visuals or charts.

2. Question

Based on their reading comprehension of the content, the students start to create and pose questions.

3. Read

The students' reading is driven by their need to find answers to the queries they formulated during their text preview. These queries really help the students concentrate on their reading.

4. Recall or Recite

The students should take notes for future study techniques and memories as they go through the material, practicing reading aloud the answer to their questions.

5. Review

After finishing the first reading, the students go back over the material to get any last questions answered and then recite the questions they originally submitted.

e. **Question Answer Relationship (QARs)**

Reading comprehension and question analysis is the basis of the QARs reading technique. Put differently, this tactic helps students comprehend the questions so they can learn the material from the text itself. In order to facilitate deeper understanding, the students in the classroom focus on the teachers' questions regarding the text reading and just skim the reading in order to become proficient.

Here is how the educators use the QAR strategy to instruct the students:

- 1) You can opt to teach each kind of question individually or in groups, depending on your students. Inform the students that they will come across four different kinds of questions. Give an example and a definition for each kind of inquiry.
- 2) Read a little section out loud to your students.
- 3) Prepare a list of questions you want to ask once you have finished reading. After going through the questions, read them out loud to the students and demonstrate how you choose which kind of question to respond to.
- 4) Next, demonstrate to your students how to locate data to address your inquiry.
- 5) After you have demonstrated your thought process for each kind of inquiry, ask the class to read an additional section alone. They should use a partner to identify the kind of question and how to discover the answer.

6) You can ask the students to read passages and attempt to come up with various kinds of question for the reading once they have practiced this approach for many question types and over multiple classes.

f. SQ4R (Survey Question Read Respond Record Review)

The SQ4R approach breaks down the elements of active reading and offer a way to move between them. Readers are prompted by SQ4R to record, examine, read, ask questions, survey and answer. You may read any kind of content using this strategy at any point in your study project.

CHAPTER III RESEARCH METHOD

A. Research Type and Design

The researcher was employ a qualitative design in this study. Research with an inductive approach that is grounded on impartial, hands-on observation of social processes is known as qualitative research, this research is carried out in relation to human behavior and the meaning contained in it behind that behavior is difficult to measure with numbers, according to Hadi, Asrori, & Rusman (2021). On the other hand, according to Sahir (2021) descriptive research is a research method which describes a phenomenon with data accurate ones that are systematically researched. Thus, it may be said that qualitative research tries to observe or examine a social phenomena that is encountered by an individual, group, or research subject in terms of motivation, behavior, action, or perceptions. Descriptive qualitative research methodology was employed in this study because the researcher aimed to characterize the reading comprehension challenges faced by eighth-grade students at SMP Negeri 1 Majene.

B. Research Schedule and Location

This research was conducted at one of junior high school namely SMPN 1 Majene is located on Jl. Gatot Subroto No. 47, Pangali-ali, Banggae sub-district, Majene Regency, West Sulawesi Province. Base on the initial review by interviewing one of the English teacher there, the researcher found that there were a problems with students' reading comprehension, such as do not have sufficient vocabulary knowledge, not being able to understand the English texts they read and the students have difficulty interpreting the contents of English text into Indonesian to their teacher, thus having an influence on the students' learning outcomes or grades. Therefore, the researcher was conducted the research in April to May 2024.

C. Data Source

The main data sources in this research were words, not numbers. The data sources were taken from 12 students at eighth-grade and 1 English teacher of SMP Negeri 1 Majene which obtained using observation and

interview techniques. So, there are 13 informants to be collected. The researcher was asked for help from the eighth-grade English teacher to select 12 eighth-grade students to interviewed with the condition that the 12 students must have really experienced the problem to be researched, have a communicative character or be able to argue well, expressively, and honest, so that the credibility of the data was truly guaranteed.

D. Research Instruments

In qualitative research, the researcher is the main instrument (Sugiyono, 2013). To support the main instrument, the researcher was used several supporting instruments to collect the data, namely observation and interview:

1. Observation

According to Sugiyono (2015), observation is the method utilized to gather data for qualitative research. A team of information seekers known as observers closely monitors any researcher's requests without deviating from the subject at hand. In this research, observation will be used to describe the condition of learning situation in the class. By taking in the lesson from start to finish, the researcher observes like a participant. The data that the researcher collected from the observation was:

- a) To find out the strategy used by the teacher in teaching reading comprehension difficulties

The following is a checklist observation sheet.

Table 2. 1 Observation Checklist

No.	Activity	Indicator	Option	
			Yes	No
1.	Opening	The teacher opens the lesson by greeting the students		
		Pray before study		
		The teacher checks the students' attendance list		
		The teacher asks the students about the last		

	material of the subject
	The teacher tells the purpose of the subject
	The teacher explains the material of the subject
	The teacher uses text for teaching
	The teacher provides initial support in understanding the text
	The teacher activates the students' background knowledge
	The teacher helps the students predict the meaning of vocabulary that are not understood
2. Main Activity	The teacher tells the students how to read the text clearly
	The teacher makes the students think about the meaning of the text
	The teacher guides the students to understand the questions to get information in the text
	The students pay attention to the material that has been taught
	The teacher explains the learning strategy that will be used related to <i>reading comprehension</i>
Teacher strategies on the students' <i>Reading Comprehension</i>	The teacher uses one strategy of teaching <i>reading comprehension</i>
	The teacher uses two strategies of teaching <i>Reading comprehension</i>

		The teacher gives the opportunity for the students to ask question about the material of the subject
		The teacher gives the exercise related to the material of the subject
4.	Closing	The teacher summarizes about the material of the subject
		The teacher conveys the material that will be studied at the next meeting
		The teacher closes the learning activity

2. Interview

The researcher was used interview as one of the techniques to collect the data from the informants. The researcher was interviewed 13 informants, consisting of 12 eighth-grade students and 1 English teacher. An interview is an oral question and answer between two people directly or a conversation with a specific purpose, the conversation is conducted by two parties, namely the interviewer who asked the question and the interviewee who give the answer to the question (Hardani, et al., 2020). There are three types of interview, namely structured interviews, semi-structured interviews, and unstructured interviews. So, in this research, the researcher was use semi-structured interviews to get more in-depth information. The researcher was conducted face-to-face interview with 12 students and 1 English teacher.

The data that the researcher will collect from the interview are:

- a) To find out the students' difficulties in reading comprehension
- b) To find out the strategy used by the teacher in teaching reading comprehension difficulties

The following is the Student Interview Grid.

Table 2. 2 Student Interview Grid

No	Indicators	Question Number	Total Questions
1	Determine Main Idea	6, 7, 8, 9	4
2	Understanding Vocabulary	1, 2, 3, 4, 5	5
3	Making Inference	10, 11, 12	3
4	Detail Information	3, 8, 10, 13	4

The following is the Teacher Interview Grid.

Table 2. 3 Teacher Interview Grid

No.	Indicators	Question Number	Total Questions
1	Scaffolding	1, 2	2
2	Think Aloud	1, 2	2
3	Reciprocal Teaching	1, 2, 5	3
4	SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)	1, 2, 5, 6	4
5	QARs (Question, Answers, Relation)	1, 2, 5, 6	4
6	SQ4R (Survey, Question, Read, Respond, Record, Review)	1, 2, 5, 6	4

E. Data Validity Test Technique

A triangulation approach was used to assess the data's trustworthiness as part of the validity testing procedure. Triangulation is a technique used to verify the accuracy of data by comparing it with information from many sources. After that, a cross-check is conducted to ensure that the research's findings are understood (Yasim, Nurhaeni, Ahmad Munawir, Fajriani, Nazaruddin, & Danial, 2020). The process of verifying the accuracy of data by comparing or evaluating it against non-data sources is known as triangulation.

The purpose of triangulating data sources is to gather information from several sources in order to deliver the truth, to increase the reliability of the information by contrasting data from other sources, and to manage the same information from multiple sources under various conditions. By contrasting the observed data with the findings of interviews, the triangulation approach was used to the same data, ensuring truth, in order to increase trust in the data. In this study, the researcher was used triangulation using data sources. This is intended to achieve the credibility of research results by using triangulation of data sources.

F. Data Analysis Technique

Following data collection, data analysis using a qualitative descriptive method and an interactive analysis model is the next step. This interactive model data analysis consists of three components: data reduction, data presentation, and conclusion/verification. It is used to analyze data to find answers to research questions and to determine the validity of the data.

Data reduction, data presentation, and conclusion/verification are the three steps in the analysis of data in qualitative descriptive research, according to Sugiyono (2013). The researcher will separate the process of evaluating obtained data into three parts, based on this theory: data reduction, data presentation, and conclusion drafting. In order to characterize and understand the phenomena being studied, data reduction is required. The process of choosing, recognizing, categorizing, and coding data that is deemed significant is known as data reduction. As a result, while selecting data for study, researchers must consider what information will be useful. Additionally, in order to study the data, the researcher must first decrease it.

Narrative data presentation is most frequently used in qualitative research (Sugiyono, 2012). To make the data simpler to interpret, the researcher organized it into a well-written narrative piece. Verification and conclusion-drawing constitute the last steps. Qualitative research involves tentative features for the conclusion. That can alter if the investigator discovers insufficient proof to warrant gathering more data. Nonetheless, conclusions

drawn from prior data might be considered reliable if they can be validated for accuracy and coherence upon the researcher's next visit to the field.

The researcher in this study was draw conclusions based on display data. In a nutshell, the procedures for data analysis are: (1) the researcher uses interviews and observation to gather data. Subsequently, the investigator chooses, recognizes, and concentrates the information in light of the formulation of the study topic. (2) The researcher presents the data in well constructed words after choosing the data. (3) Conclusions was made following the data presentation.

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