



## AN ANALYSIS ON STUDENTS DIFFICULTIES IN READING COMPREHENSION AT THE TENTH GRADE OF SMAN 10 MATARAM IN THE ACADEMIC YEAR 2023/2024

Rasti <sup>1\*</sup>, Arifuddin<sup>2</sup>, Mira Susanti <sup>3</sup>, Lalu Thohir<sup>4</sup>

<sup>1 2 3 4</sup>English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: [rasti22april2000@gmail.com](mailto:rasti22april2000@gmail.com)

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**Abstract:** Researcher aims to find out the difficulties faced by tenth-grade students at SMAN 10 Mataram in reading comprehension and find out what factors caused students difficulties in reading comprehension at the tenth-grade students of SMAN 10 Mataram. This research used qualitative research method. 30 students of SMAN 10 Mataram participated in this research. The researcher used a reading comprehension test, and interview to collect the data. Based result of the research, the researcher found in X A class that the most dominant students' difficulties in reading comprehension at tenth-grade students of SMAN 10 Mataram are making inference (34.16%) and detail information (33.33%). From the result of data analysis of interview, the researcher found five factors causing the students difficulties in comprehending English reading text. There are: Difficulty in understanding long sentence in the text, Inadequate instruction presented by the teacher, Difficulty in understanding vocabulary, House environment and School environment.

**Keyword:** *Students Difficulties, Reading Comprehension, Factors difficulties*

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### INTRODUCTION

English is an international language used by many people in many countries in the world as a means of communication. Furthermore, Nishanti in Pebriantika (2021, p. 24) states that English is a necessary language for achieving a variety of professional and personal objectives. The goal of teaching English in Indonesia is to communicate in the language both orally and written. Crystal (2003) stated that English is needed in many sectors, such as business, education, communication and, internationalrelation, media and tourism. There are four skills that students must master in English lesson those are reading, listening, speaking, and writing.

Reading comprehension according to Grabe and Stoller, is the ability to comprehend information from a text and interpret it precisely according to the textmeaning (Grabe, W., &

Stoller, 2019). An individual's ability to understand a text is influenced by their natures and skills. Reading comprehension is an important skill in language since it helps people understand what they read. One big part of comprehension is having sufficient vocabulary, or knowing the meaning of enough words. A reader who has strong comprehension is able to draw conclusions about what they read, what is a fact, what is important, and what caused an event to happen. For students, reading is a crucial skill that will help students do their learning activity.

However, to know the difficulties in reading is important. The problems are faced by the students might be different in one school to another school. Based on my experience in teaching practice (PLP), in fact, most of the students in SMAN 10 Mataram still have difficulties in comprehending the reading materials text, such as they have difficulties in making inferences, determining main ideas and locating references. Some of the reasons are that they are difficult in understanding long sentences in the text. However, most of the students have difficulties in understanding English text from materials that are adopted from newspapers, articles, textbooks, and magazines. The research is interested in analyzing the students' difficulties in reading and finding out what are the difficulty factors that the students face in reading.

SMAN 10 Mataram is one of the senior high schools in Mataram. Talking about reading, in my opinion, the process of learning reading methods at SMAN 10 Mataram often concentrates on giving tasks to students to translate the text that makes the students passive to communicate and input. They do not understand how to read correctly. So, it is difficult for students to improve their ability to read text and understand its meaning.

These are some main difficulties faced there are some reasons why the writer uses "Case Study" as the research methodology in this study. As Ebneyamini & Moghadam (2018, p. 1), states, a case study is expected to capture the complexity of a single case, and the

methodology which enables this has developed within the social science. Such methodology is applied not only in the social science but also in practice-oriental fields such as environmental study. The object in this study is several problems stated before. He writer wants to investigated the problem more deeply in order to find out the dominant factors that caused students difficulties in comprehending English reading text.

Based on the explanation above, the researcher is interested to conduct the research with the title “An Analysis on Students’ Difficulties in Reading Comprehension at The Tenth Grade of SMAN 10 Mataram In the Academic Year 2023/2024”.

## **RESEARCH METHODS**

In conducting the current research, the researcher focused on the phenomenon of reading difficulties faced by the first-year students of SMAN 10 Mataram in Academic Year 2022/2023. To achieve this. A qualitative research method was applied. According to (Creswell, 2003), qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences.

This research took place at SMAN 10 Mataram. The population of this researcher was the tenth-grade students 120 students with a total four classes (a, b, c, and d) each class is composed of 30 students. To conduct this study, the researcher used purposive sampling. In this study, the researcher intended to choose just one class as the sample. The participants of this research were X A class that consisted of 30 students.

## FINDING AND DISCUSSION

### The Difficulties Faced by Tenth-Grade Students at SMAN 10 Mataram in Reading Comprehension?

The data were taken from 30 students from XA. The data contained 20 items of test contained four option in each question such as a, b, c, or d. The researcher has identified the students' difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting into percentages.

Below is table of students' difficulties in reading comprehension made by each students of class X A SMAN 10 Mataram.

**Table 2. The data of students' difficulties in reading test**

NO.	Student's Initial	Determining Main Idea	Making Inference	Understanding Vocabulary	Detail Information
1.	PR	2	3	0	4
2.	PA	2	4	1	1
3.	PM	3	2	0	4
4.	MI	3	5	1	2
5.	MA	0	4	2	2
6.	MDS	1	2	1	2
7.	IWN	2	1	2	2
8.	NH	2	6	2	1
9.	NRJ	3	5	0	2
10.	NMP	1	4	2	4
11.	NSH	1	2	0	4
12.	SM	0	6	1	3
13.	MYM	1	3	1	4
14.	RM	2	5	0	2
15.	R	1	2	0	4
16.	NPS	2	3	1	1
17.	NPW	3	2	0	3
18.	MH	3	1	1	4
19.	RUM	2	2	2	3
20.	LA	0	3	1	2
21.	MY	3	2	1	3
22.	MH	3	2	0	2
23.	LF	2	1	0	3
24.	LY	2	3	2	2
25.	MR	1	5	0	2
26.	SA	2	1	1	4
27.	SH	1	1	1	3
28.	LMP	3	2	0	3
29.	IM	3	0	1	4

Total of each difficulty:

- Determining Main Idea: 54
- Making Inference: 82
- Understanding Vocabulary: 24
- Detail Information: 80

Total of all difficulties: 240

After collecting and analyzing the data, there were 240 difficulties from students' tests. Those 240 difficulties were classified into these following. The researcher calculates the frequency of difficulties by using Sudijono's formula (Sudijono, 2005):

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

Notes:

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

### **1. Determining Main Idea**

The first type of problem is determining the text's main idea. The main idea is the text's central issue. The basic ideas of the research are contained in the main idea. The main idea is usually found at the beginning or end of the paragraph, but it can also be found in the middle. As a result, the following are the most common difficulties in determining the main idea:

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

$$P = \frac{54}{240} \times 100\%$$

$$P = 22.5\%$$

Based on the data presented above, the researcher concluded that the majority of students had difficulty determining the main idea of the text. From the 240 difficulties examined in X A, 22.5% of students have difficulty determining the main idea.

## **2. Making Inferences**

The second type of problem is making inference in the text. Making inference is a students' activity in understanding and drawing conclusions from the statements in the text. Students as readers should practice in the instructions of the text, so that students can understand and draw conclusions from the text. Therefore, frequency of difficulties of making inferences are:

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

$$P = \frac{82}{240} \times 100\%$$

$$P = 34.16\%$$

Based on the data above the researcher described that most students had difficulties in order to making inference of the text. From X A, 240 difficulties that have been analyzed, 34.16% of students have difficulty in making inference.

## **3. Understanding Vocabulary**

The third type of problem is understanding vocabulary in the text. Ask students to understand each vocabulary in the text. While reading, students can expand their knowledge of reading text by looking up new vocabulary in the dictionary and guessing the meaning. Therefore, frequency of difficulties of understanding vocabulary are:

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

$$P = \frac{24}{240} \times 100\%$$

$$P = 10\%$$

Based on the data above the researcher described that most students had difficulties in order to understanding vocabulary of the text. In the X A, from 240 difficulties that have been analyzed, 10% of students have difficulty in understanding vocabulary.

The last type of problem is a problem that is often found in reading texts, namely detail information. The question is used to check students' understanding of the material in the text. Therefore, frequency of difficulties of detail information is:

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

$$P = \frac{80}{240} \times 100\%$$

$$P = 33.33\%$$

Based on the data above the researcher described that most students had difficulties in order to understanding detail information of the text. In the X A, from 240 difficulties that have been analyzed, 33.33% of students have difficulty in understanding detail information.

From the descriptions of the tests results, the researcher concluded that the students' making inference and detail information is the dominant difficulty face by the tenth-grade students of SMAN 10 Mataram.

### **Factors Causing to Students' Difficulties in Reading Comprehension among Tenth-Grade at SMAN 10 Mataram**

#### **1. Students' Struggles with Comprehending Lengthy Sentences in Texts**

Many students at SMAN 10 Mataram encountered challenges when it came to understanding lengthy sentences within the text. This led to difficulties in grasping the

overall meaning of the material or sentence as they read through the text. To overcome these challenges, students often found themselves spending more time searching for the correct answers. Some students even resorted to using dictionaries to decipher the meanings of unfamiliar words. In SMAN 10 Mataram, it was commonly expressed that reading English posed difficulties. These challenges were often rooted in a lack of familiarity with the vocabulary used in the texts. When students failed to develop an interest in the materials, it further compounded their struggles in absorbing and comprehending the content. Students had Difficulty because Inadequate Instruction Presented by the Teacher

It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to emphasize, it made the students in SMAN 10 Mataram bored when teaching learning process was happening.

## 2. Students had Difficulty in Understanding Vocabulary

The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found tenth grade students in SMAN 10 Mataram knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students reading comprehending English text is less.

## 3. House Environment.

Rahim (2006) said that the house environment related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. In SMAN 10 Mataram most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. Another factor is the students lack of



motivation to learn reading. They said that reading is boring. Mostly, the students in SMAN 10 Mataram had a lack of prior knowledge in reading English text.

#### 4. School Environment

Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students in SMAN 10 Mataram also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

### **The Difficulties Faced by Tenth-Grade Students at SMAN 10 Mataram in Reading Comprehension**

In this research, the researcher discussed the research finding covering the difficulties faced by the students and the factors of causing the students difficulties in comprehending English reading. Based on the Nuttal's theory (1982), there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and the understanding vocabulary. These four aspects are considered as difficulties that students often face when reading comprehension texts. While the object of this research are students' test and interview. The researcher took 30 students at tenth grade students of SMAN 10 Mataram as the subject of the research. Then, the researcher found that there are 22.5% the students who are difficulties in answering to look for the main idea of the question items, there are 34.16% students who are difficulties in answering questions items for making inference, there are 33.33% students who are difficulties in answering question items for detail information. and there are 10% students who are difficulties in answering question items to look for the understanding vocabulary.

The most dominant students' difficulties in reading comprehension at tenth grade students of SMAN 10 Mataram are making inference and detail information.

## **The Factors That Caused Students Difficulties in Reading Comprehension at The Tenth-Grade Students of SMAN 10 Mataram**

In this research, the researcher tried to analyze the factors causing the students' difficulties in reading comprehension. The data were obtained from interviews with the tenth-grade of SMAN 10 Mataram. After conducting interview with 6 students' which got high and low scores in answer the test given, the researcher found factors that caused the students' difficulties faced by students in reading comprehension.

To identify causing the students difficulty in comprehending English reading text, the researcher used Rahim's (2006) theory. Factors are produced by a variety of factors, there are: Difficulty in understanding long sentence in the text, Inadequate instruction presented by the teacher, Difficulty in understanding vocabulary, Home environment and School environment.

1. **Students' Struggles with Comprehending Lengthy Sentences in Texts** Many students at SMAN 10 Mataram encountered challenges when it came to understanding lengthy sentences within the text. This led to difficulties in grasping the overall meaning of the material or sentence as they read through the text. To overcome these challenges, students often found themselves spending more time searching for the correct answers. Some students even resorted to using dictionaries to decipher the meanings of unfamiliar words. In SMAN 10 Mataram, it was commonly expressed that reading English posed difficulties. These challenges were often rooted in a lack of familiarity with the vocabulary used in the texts. When students failed to develop an interest in the materials, it further compounded their

struggles in absorbing and comprehending the content. Students had Difficulty because Inadequate Instruction Presented by the Teacher. It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to emphasize, it made the students in SMAN 10 Mataram bored when teaching learning process was happening.

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Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students in SMAN 10 Mataram also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation

from their parents to learn English.

## **CONCLUSION AND SUGGESTION**

Based on the data analyzed in the tables above, it can be concluded that the researcher found in X IPS 1 class there are 22.5% students who have difficulty in determining main idea of a paragraph. There are 34.16% students who have difficulty in making inference. There are 33.33% students' who have difficulty in detail information. There are 10% students who have difficulty in understanding vocabulary. The most dominant students' difficulties in reading comprehension at tenth grade students of SMAN 10 Mataram are making inference and detail information

From the result of data analysis of interview, the researcher found five factors causing the students difficulties in comprehending English reading text. There are: Difficultes in Understanding Long Sentence in the Text, Inadequate Instruction presented by the Teacher, Difficulties in Understanding Vocabulary, House Environment and School Environment.

The factor that causes their difficulties such as; The students are lack of interest in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text. They lack of motivation to learn reading because reading is boring for them. And from the grammar, the vocabulary or English text. Mostly, the students said that their teacher's technique is not interesting, the teacher does not give clear instruction in teaching reading, the teacher rarely uses media in teaching and she/he cannot create interesting activity in learning and the learner's environment. There are two kinds of environment that cause difficulties. They are home and school environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading material for them. They are said that lack of parental control in learning because they do not have enough motivation from the parent and lack of parents' attention.

1. For the Students

The researcher suggests students to understand and memorize some vocabulary, so that they can understand the content of the reading texts. In addition, students must read English text so that they can increase their knowledge. Especially about reading comprehension.

2. For the Teacher

The teacher must observe the difficulties faced by students when reading English texts. It aims to help students in solving the problems. After knowing the various difficulties and their factors, the teacher can apply learning methods that are appropriate and easy for students to understand.

3. For the readers and next Researcher

The researcher realizes that this research is far from perfect, so the researcher hopes that readers can give criticism and suggestions. The researcher hopes that this research can be used as a reference for further research, especially regarding the analysis of students' difficulties in reading comprehension.

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