

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. Reading comprehension also can improve vocabulary and writing skill. According to Nuttall (2018), there are four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, finding specific information (scanning), making inference, and understanding the meaning of words or detail information which are considered as students difficulties in understanding the text. These aspects are regarded as difficulties that the students encounter in comprehending the text. According to Grabe & Stoller (2013), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

A student who loves reading and spends a lot of time in reading activity also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the contrary, a student who has low reading ability will find difficulty in learning process. Moreover, the students will feel ashamed in adapting themselves with their school environment. Conversely, a good teacher must be more skilled in mastering grammar and vocabulary understanding. The importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text.

Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and ability to have critical perspective on the content of the texts Hesham Suleiman Alyousef (2006).

Reading well means to understand what researcher tries to present in his/her writing. This means that a reader needs background knowledge and competence while reading. Razali & Razali (2013), stated that some readers use their background of knowledge and experience to compose meaning from the text in reading process, then the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word by word and they are spending a lot of time repeating the difficult term of the text. Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text Grabe & Stoller (2013). It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

At Junior High School, teaching reading intends to develop students' skill in reading comprehension. All schools implement a curriculum which is relevant to the needs of their specific pupils. Curriculum is more positive in nature, which could achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Nowadays, most schools implements Curriculum 2013 as the current curriculum. However, in a real situation the students have not achieved the curriculum expectation and have low ability in reading comprehension.

To know the difficulties in reading comprehension is important. The problems are faced by the students might be different in one school to another school.

This research aims to find out students' difficulties in reading comprehension of eighth grade students at Junior High School of SMP Negeri 2 Percut Sei Tuan. The data of students' reading comprehension difficulties collected through reading comprehension test namely multiple choices test. The result of students' reading comprehension test indicated eighth grade students of SMP Negeri 2 Percut Sei Tuan have difficulty in all four aspects of reading comprehension. Those were determining the main idea, finding specific information (scanning), making inference, and understanding the meaning of words or detail information which are considered as students difficulties in understanding the text.

The result of data "Understand the Meaning of words":

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day, I thought about postcards.

My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

Question : "I read a few lines..." What does the underlined phrase mean?

- a. Word in a postcard
- b. Texts on the book
- c. Museum guiding
- d. Garden's rules.

The answer : B. Texts on the book.

Difficulties in reading comprehension are generated by various factors, namely: difficulty in long sentences in the text, difficulty understanding vocabulary, lack of vocabulary. Based on the background of the study above, the researcher took conducted a study a title **“THE STUDENTS’ DIFFICULTIES IN READING COMPREHENSION (A Case Study of Junior High School Eighth Grade Students of SMP Negeri 2 Percut Sei Tuan)”**.

### **1.2 Identification of the Study**

Based on the background of the study, the researcher would like to identification the following problems as follows:

1. The students’ reading is still low.
2. The students’ have problem in comprehending skill in their reading.
3. The students’ have difficult in aspects comprehending reading.

### **1.3 Problems of the Study**

Based on the background and the identification of the problem, the researcher would like to formulated the problems in this paper as follows:

1. What are the difficult aspects encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension?
2. What is the dominant difficult aspects encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension?

#### **1.4 The Objective of the Study**

Based on the background and statement of the problem of the study above, the objective of the study can be formulated as follow:

1. To find out the difficult aspects that encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension.
2. To find out the dominant difficult aspects that encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension.

#### **1.5 The Scope of the Study**

1. In this study, the researcher limited study on the difficulties faced by students into three categories according to Nuttall(2018): The difficulty in making inference, The difficulty in getting main idea, The difficulty in locating reference. The researcher also focuses on the difficult aspects encountered by students in reading comprehension.
2. There are several texts taught in reading text, but the researcher just focuses on reading text : Recount Text.

#### **1.6 The Significances of the Study**

The significances of the study are expected to be useful for:

##### **a. Theoretically**

- 1) For the reader, can be used as the contribution in providing new information about students' reading comprehension.
- 2) For the next researcher, to give information about difficulty in reading comprehension students.

**b. Practically**

1) For English Teachers

The result of this study will be useful to arrange the effective learning activity, adjusting their students' reading ability.

2) For the student in the English Department

The result will be useful could acquire benefited of new reading comprehension that supports teaching reading comprehension and other reading activities.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Reading**

Reading is a skill that everyone has and cannot be separated from other skills such as writing, speaking, and listening. These skills must be learned by English learners. Reading helps improve other language skills and develop understanding or discover new vocabulary in the text. Generally, the skill of reading is developing in societies with literary taste, because it can be lead to develop comprehension vocabulary.

According to Safitri (2020), in reading has many learning strategies a person can be affected in reading comprehension due to various factors. There have been many studies about reading, but they were merely studies that study reading specifically. According to Nurhana (2014) reading is a skill to understand written text by extracting the information needed. According to Ismail et al., (2017) states that reading is a continuous process of guessing, and what the following person brings is often more important than what is found in it. According to Grabe & Stoller (2013), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process. Based on some of the definitions above, it can be concluded that reading is trying to find the essence of the text. Reading is not just reading but to understand what the author aims at in the written text. Many readers can not grasp the writers' idea because of their limited thinking in analyzing the meaning of words and sentences.

## 2.2 Reading Comprehension

According to Meylana (2019), reading comprehension is a matter of understanding in written reading texts to obtain information efficiently. According to Stahl (1989) there are two definition of reading comprehension. First, reading comprehension is a complicated cognitive process that can not be understood without a clear description of the role that vocabulary improvement and vocabulary preparation play in the understanding of what has been read. Second, comprehension is an active method that requires an intentional and considerate interaction between the reader and the text comprehension instruction.

According to Nuttall (2018), there are four aspects of reading comprehension which the students should understand in comprehending a text well, such as determining the main idea, finding specific information (scanning), making inference, and understanding the meaning of words or detail information which are considered as students difficulties in understanding the text. These aspects are regarded as difficulties that the students encounter in comprehending the text. According to Bamford & Day (1998), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the researcher puts the message into the words. So, reading is a way in which something interpreted or understood.



Reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

### **2.2.1 Level of Reading Comprehension**

Reading comprehension is the ability to process information that we have reading and to understand its meaning. The three levels of reading comprehension are literal reading, inferential reading, and critical reading. According to Sari (2017) explains that three types of reading comprehension are as follows:

#### **1. Literal Reading**

Literal reading comprehension is reading to understand, remembering information explicitly, in that reading, such as identifying main ideas, details sequences. Cause and effect relationships and patterns.

#### **2. Inferential Reading**

Inferential reading comprehension is to find information, which is not explicitly in the reading. The reader uses his experience and intuition. In the sense that the reader is able to reason, have an opinion in finding information that is not contained in the text or implied information.

### 3. Critical Reading

Critical reading comprehension is focused on analyzing, evaluating personally and reacting to the information contained in the reading. Critical reading urgently requires the development of a higher level of skill and perception, as it makes personal judgments about the accuracy, value of what has been read. In a sense, comparing or giving a criticism in the reading.

#### **2.3 Reading Comprehension Strategies**

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. According to Nuttall (2018) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

##### **2.3.1 Skimming**

Skimming is a useful skill to be applied in reading. Saraswati et al., (2021) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.

### **2.3.2 Scanning**

Scanning means glancing rapidly through a text to search for a specific piece of information Alshammari (2015). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

### **2.3.3 Extensive Reading**

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Listiningrum et al., (2020), extensive reading is carried out to achieve a general understanding of a text. Identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

### **2.3.4 Intensive Reading**

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

## **2.4 Reading Comprehension Aspects**

According to Nuttall (2018), there are four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, finding specific information (scanning), making inference, and understanding the meaning of words or detail information which are considered as students difficulties in understanding the text. These aspects are regards as difficulties that the students encountered in comprehending the text. Four aspects of reading comprehension this clarify that the students' have many difficulties in reading text, as follows:

### **2.4.1 Determining the Main Idea**

The main idea is the main key to understanding a reading text. The main idea is usually stated in the first sentence and can be in the middle or in the last sentence. Therefore, it can make it more difficult for the reader to find the main idea. It is possible that each student is difficult or confused in determining the main idea of a reading text, and they sometimes cannot find where the main idea is. The main idea in the paragraph is a special ability or skill that is important for someone in understanding language or reading text. The main idea is the essence of a paragraph more precisely the author wants to convey a message to the reader. Therefore, the main idea is the most important thing in a paragraph that the writer develops as the main idea. Example of questions in determining the main idea :

- a. What does paragraph third tell us about?
- b. What is the main idea of the second paragraph?
- c. What is the last paragraph?
- d. What is the main idea of the first paragraph?

### **2.4.2 Specific Information (Scanning)**

Looking for specific information, students are required to look for detailed information or ideas contained in a reading text. Therefore, students sometimes find it difficult to distinguish important and unimportant information in the reading text to find certain information contained in the reading text. Scanning can help readers to find information without reading the entire text. The purpose of this scan is that the reader can quickly respond to a lot of material to find certain facts and information. The question listed in a text are to test students' ability to understand the material that is directly contained in the reading text. Example of questions for specific information :

- a. According to that passage, who ....
- b. All of the following are the true except ....
- c. A person, date, or place is ....
- d. What will the writer ....
- e. How, why, when, where ....

### **2.4.3 Making Inference**

In making inference, students are able to understand the reading text to find conclusions from the statements in the text. Instructions in a text will help students in the opinion to build thoughts, assumptions, and draw conclusions. So they can answer those questions. The reader will be able to do this by making use of the context in which the word appears to provide an idea of what it means. An inference is an educational guess or prediction about something unknown based on available fact and information. Therefore, students find it difficult to find text

conclusions because the meaning of a statement is not written in a text. Example of questions for making inference :

- a. From the passage, we can conclude that ....
- b. It can be inferred from the passage ....
- c. What the meaning of the statement above?

#### **2.4.4 Understanding the Meaning of Words**

Understanding the meaning of a word, students are required to find the meaning of the most difficult word in a context by understanding the meaning of the sentence or reading text, and then they can find the meaning of the word that fits the context. Vocabulary is a major component in understanding a reading from reading ability which will make a person experience difficulties if they do not master more vocabulary. Unfamiliar vocabulary will make it difficult to determine the meaning of the reading, and it needs to be taught to students before reading so that they can easily understand the material. In the process of adding vocabulary when reading a text, such as by finding the meaning of a new word in a dictionary and guessing the meaning of the context. It can be seen from one of the problems or causes that exist in the reader in understanding the material are a lack of vocabulary.

Example of questions to understand the meaning of the word :

- a. What does the underlined phrase mean?
- b. The underlined word refers to ....
- c. What is the .... meaning of underlined word mean?
- d. What is the synonyms of the word?

## **2.5 The Difficulties in Reading Comprehension**

Difficulties in reading comprehension are caused by various factors, including: students' reading ability is still low, difficulty in long sentences in the text, difficulty understanding vocabulary, and lack of vocabulary. The difficulties that occur in students in reading comprehension have their causes. According to Akyol et al., (2014), said that the difficulty in understanding the reading was caused by :

1. The direction given by the inadequate teacher includes choosing the wrong skills to emphasize, presenting skills quickly to groups or individuals.
2. Students' interest is greatly reduced when it is difficult for any reader except the most disciplined or on material they do not like related to their personal interests.
3. Lack of interest causes the mind to give up the desire to excel, encourages dislike for tasks and reduces awareness.
4. Unsuitable material makes students difficult to understanding.
5. Difficult vocabulary makes readers rely on dictionaries or skip many important words and a sufficient number of words are left out, understanding must suffer.

## **2.6 The Difficulties in Reading Comprehension Skill**

Teaching reading intends to develop students' skill in reading comprehension. However, in a real situation the students have difficulties and have low ability in reading comprehension. The problems are faced by the students might be different in one students to another students. According to Fazira (2017), found that difficulty in understanding the reading text :

1. Lack of competence in finding core ideas and specific ideas in the reading text.
2. Lack of able to analyze the meaning of sentences in the reading text and the lack of vocabulary
3. The students' lack of ability to distinguish important and unimportant information in the reading text or students also does not understand the grammar of the reading text.
4. Students' background knowledge greatly affects their reading comprehension ability.
5. Lack of understanding of a reading text.

## **2.7 Students' Difficulties in Reading Comprehension**

Reading difficulties are problems faced by students in understanding the reading text. Difficulty is also a basic form of mistakes made by students in the learning process, so that students do not understand the material and this greatly affects students' abilities. There are several definitions of reading difficulties according to experts. According to Fitriani & Yuliani (2016) students who often have difficulty reading have problems in their learning process or lack of motivation in reading interest. Every individual who have difficulty or problem in reading means that there is very little interest in individual abilities and



intelligence. Fitriani & Yuliani (2016), students who tend to fail in understanding the text get painful experiences to build personal knowledge which requires readers to read the text well.

Westwood (2013), in the difficulties experienced by students is a condition where students really do not understand the material in the learning that has been given and give unfavorable results for their own students. Difficulties faced by students are students' learning backgrounds, learning environment, and dealing with teachers and students who exchange opinions. According to Hinestroza (2018), a student's inability to learn is a condition that causes students to not be able to learn well, and is identical to difficulties in understanding a lesson.

Based on the explanation above, it can be concluded that students have difficulty in reading comprehension because students are less interested or lazy in reading. Reading comprehension is very important to get a new idea which can be called a skill. Therefore, if there are students who are faced with difficulties in understanding a reading text, therefore students are expected to read a lot so that they do not have difficulty doing assignments.

## **2.8 Reading Comprehension Challenges**

Difficulty is something that complicated to do Hartley (2007). It will be seen from students' mistake or error learning process. In fact, many Junior High School students often find the difficulties in reading comprehension. These difficulties result the students' poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension. Factors 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 History (2021). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration Rahmani (2009).

### **2.8.1 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 Liu & Luo (2021) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

### **2.8.2 Difficulty in Using Reading Strategies**

The students who lack of reading strategies often fails 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 lack of tool necessary to succeed in reading comprehension test Aziz (2019). There are characteristics of the students who lack in use of 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.

Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test Rahmani (2009).

### **2.8.3 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 (2012) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading. 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.

#### **2.8.3.1 House Environment**

It cannot be neglected that parents play important role in the home. According to Long (2014), 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.

### **2.8.3.2 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. In addition to the lack of learning media in school, the material provided by the teacher is not appropriate making it difficult for students to understand the reading text, and the directions given by the teacher are inadequate, including choosing the wrong skills to emphasize, presenting skills quickly to groups or individuals.

## **2.9 The Sub-Skills and Techniques of Reading**

Reading is a receptive skill. Readers or students can be claimed successful where they are like expert in all most of some sub-skills, and apply it to get a good comprehension when reading a text. According to Listiningrum et al., (2020), he stated that “technique is any of a wide variety of exercises, activity, or devices used in the language classroom for realizing lesson objectives”. There are many techniques or strategies that can be used in reading. Five of techniques in reading (Skimming, Scanning, Previewing and Predicting, Making Inference and Summarizing) based on the theory from Sonia & Fisher (2016) to get an efficient and effective reading comprehension for readers/students for basic need in academic reading.

### 2.9.1 Skimming

Skimming is one of the tools that can be used to read efficiently. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, the overall understanding is reduced because the reader does not read everything. The reader reads only what is important for the purpose. Skimming takes place while reading and allows the reader to look for details in addition to the main ideas. It also means reading the text quickly to get general meaning. This requires speed reading skill. The benefit of this technique is that it can allow you to familiarize yourself with a text. It is useful for reading passages in comprehension tests, for answering cloze passages that test grammatical knowledge, or for reading academic articles or textbook chapters. This technique is not appropriate to use for reading a whole book. According to Sonia & Fisher (2016), skimming is high-speed reading that can save time and help you get through lots of material quickly.

It is different from other kinds of high-speed reading, such as previewing and scanning. Skimming is “glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about matters that are not of great importance to us”. ‘Gist’ is a major point of information of a text. This statement is also supported by Grellet (1986) who states that skimming is the reading for getting the gist (main point or general meaning) of a text. Various reading schemes recommend it as a starting process because by starting with skimming the reader will have a framework to accommodate the whole text because it is a quick process of reading.

Many people think that skimming is a haphazard process placing the eyes where ever they fall. However, to skim effective, there has to be a structure, but the reader does not read everything. There are a several ways to do skimming; skimming to get an overall impression, skimming a text using first line of paragraphs, skimming a text using a first and last paragraph and skimming a text using a section heading.

### **2.9.2 Scanning**

Scanning means reading slowly and carefully and picking out certain key words or phrases. It allows you to pick out specific information from a text. It does not mean reading word by word, it just means reading carefully. For scanning to be successful, it is needed to understand how the material is structured as well as comprehend what is read so the reader can locate the specific information they need. Scanning also allows to find details and other information in a hurry. To do scanning there are few ways to do it; establishing the purpose, locating the appropriate material, and knowing how the information is structured before start scanning is essential.

The scanned material is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can be also be arranged in non-alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry. The benefit of this technique is most useful for picking out

the key learning points when ready for learning. According to Sonia & Fisher (2016), states that “scanning is very high-information. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question”. According to Listiningrum et al., (2020) states that scanning is quickly searching for some particular piece or pieces of information in a text or passage. Based on this definition, scanning has a purpose to extract some specific information without reading through the whole text. It is also makes the time efficiently. There are a variety of texts suitable for scanning; indexes, dictionaries, maps, advertisements, reference materials, and many others.

### **2.9.3 Prediction**

The simple definition come from Grellet (1986) who defines prediction as the faculty of predicting or guessing what is to come next, making use grammatical, lexical and cultural clue. The benefit of this technique is can prepare your mind to absorb, interpret, check, and confirm information. Studies have shown that good readers are mentally prepared to read a text; they have certain expectations that they confirm, reject, or refine as they read. Prediction means making intelligent guesses about what a textbook, chapter or section contains uses only a small sample of the text. The more the subject is known, the easier it is for the reader to make prediction because it can relate the samples of new text to our existing knowledge. When the knowledge of the subject is limited, reader has to make maximum use of all available clues to predict well.

Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).

A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

#### **2.9.4 Previewing**

According to Grellet (1986) defines that previewing is a very quick reading technique to find out some information about a text. This technique involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information on the back cover, acknowledgement, and so on. It is common for students to dive into an academic text and begin reading in a hurry, which is often counterproductive. When reading for academic purposes, it is preferable to read with certain goals in mind.

#### **2.9.5 Making Inference**

Inferring-making inferences is often described as making a logical guess or “reading between the lines”. Making an inference is a lot like the chemical process of forming a chemical compound when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn’t explicitly stated in the reading Zwiers (2007). According to Sonia & Fisher (2016) states that good readers constantly make inferences as they read. That means they think like a detective and look for clues in the text.



Then they use these clues to guess about the text and about the writer's ideas. This is especially important when some ideas are not directly stated.

For students, it can be difficult to understand a text because it contains few linking words and few signpost expressions. In such situations we have to make use of two kinds of information to make sense of what we read. The first information is from the text, i.e. clues from the words, sentences and ideas which make up the text. The second information is provided by the readers, i.e. clues from outside the text, from our own knowledge of the world.

### **2.9.6 Summarizing**

According to Sonia & Fisher (2016), summarizing is the process of retelling the important parts of a passage in a much shorter form. Summarizing is also a good study skill, he states that "Often you must read, understand, and remember information from several textbook chapters. When you write summaries of your reading, the summaries can help you review for examinations". Summarizing is a strategy in which readers sort through the information presented in a text in order to pull out and paraphrase the essential ideas. It requires readers to determine what is important, to condense this information, and to state it in their own words Harvey & Goudvis (2013). According to Corbeil (2010) pointed out that "the summarization process in second language becomes a valuable assessment tool to conduct students' progress towards the acquisition of second language reading comprehension skills". Also, cultivating students' writing skill through reading is important Tahsildar & Yusoff (2018).

## **2.10 Recount Text**

### **2.10.1 Definition and Purpose of Recount Text**

Based on School-Based Curriculum or KTSP, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson (2013) "speaking or writing about past events is called recount". They further explain that, "A recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred". According to Derewianka (2003), recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience.

Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain. According to Sianipar et al., (2020), stated that recounts are sequential text that do little more than sequence a series of

events. According to Nurohmah (2013), recount text is retelling past event intends to entertain or inform others what happened and when it happened. From the statement, it can be said that an author explores their attractive experience in a recount that the goals to inform the reader about their experience.

### **2.10.2 Types of Recount Text**

According to Derewianka (2003), there are three tpes of recount text.

There are:

#### **1. Personal Recount**

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are :

- a. Use of first pronoun (I, We).
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

#### **2. Factual Recount**

Factual recount is a recount that recording the particulars of an accident(e.g. report of a science experiment, police report, news report, historical recount).

Language features of factual recount are :

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

- d. Mention of personal feelings is probably not appropriate.
- e. Detail of time, place, and manner may be needed to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

### 3. Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited....).

Language features of imaginative recount are:

- a. Usually written in the first person.
- b. It may be appropriate to include personal reactions.

### 2.10.3 Generic Structure of Recount Text

According to Hinesroza (2018), recount text requires a standard that is used to guide writers or authors in making good writing. The structure contained in the recount text is: orientation, sequence of events, and re-orientation.

#### 1. Orientation

Recounts tells readers who were involved, what happened, where events took place and when they occurred. The intent of orientation provides the background information the reader needs to understand the text.

## 2. Events

Events are the main activities in the text of the story. Events are sorted chronologically and details are added to the text to provide some information for the reader.

## 3. Re-orientation

Re-orientation is a concluding statement that may include elaboration. Some recount texts also have closing paragraphs. In this closing paragraph, you can provide comment or opinion.

### **My Basketball Experience**

Orientation : When I was in Junior High School, I really loved basketball.

Event 1 : Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players.

My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not abeyed the team's rules.

Event 2 : With Mr. Sentana our team won many tournaments in many big cities. Our team named after school, 67 team (from SMP 67) and we had so many fans too. Now, I still love basketball and have a team too.

Re-orientation : But, my parents warn me to play attention more to study, basketball just for hobby.

Above is an example of recount text adapted from Saragih et al., (2014).

It can be elaborated the three section of recount text as follows:

- Step 1 : Orientation

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When, and Why) are used in order to have systematic and through information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

- Step 2 : Sequence of Events

This step tells the sequence events that happened in the past based on the time and place when it occurred.

- Step 3 : Reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

Based on some explanation above, the researcher can conclude that there are some structures in recount text that must be a serious attention. Recount text deals with series of events that retell about something happened in the past.

#### **2.10.4 Language Feature of Recount Text**

According to Derewianka (2003) stated the language features of recount text as follow:

1. Use of simple past tense. Using the simple present tense (e.g. she smiled, it barked, he pointed).
2. Words indicating the sequence of events (e.g. on Wednesday, then, at the same time, next, later, before, after, at last, meanwhile).

3. The subject of recount tends to focus on individual or group participants.
4. Personal recounts are common (e.g. first person: I was on my way to school ...  
We got on the bus).
5. Use of action verbs and circumstances such as time adverbs to show action information and details of events in the story (e.g. went, climbed, etc).

### **2.11 Previous of the Study**

The researcher takes fourth previous studies related her research which the title is the students difficulties in reading comprehension. The detail explanation is below. The first previous study that has similarity to this research which was conducted by Luis & Moncayo (2015). The research is about Senior High School Students Difficulties in Reading Comprehension. Her study aims at finding out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. Her thesis was a case study at second grade of Senior High School Lhokseumawe. In result, she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the question asked. It is because of their different types in reading comprehension questions.

The second pervious study was conducted by Sasmita (2018). In her research, to find out the students' problem in comprehending English reading text. The finding shows the factors that make students have difficulties in understanding English reading text is grammar knowledge and lack of vocabulary. The third previous study was conducted by Hall (2012). In his research that students who have difficulty in comprehending the text mostly because of their lack vocabulary,

this reading difficulty is the students' main problem that affects their ability to understand the meaning of words and passages. To comprehend the text, we should know and understand the content that we read. The fourth previous study was conducted by Purba & Gultom (2013) "A Study on the Ability of the Second Year Student of SMP N 21 Pekanbaru in Writing Recount Texts". In her research, to identify the most difficult and easiest aspects of recount text for the students. She found that the most difficult aspect of writing recount text for the students is organization, and the easiest aspect is mechanics.

The similarity of the third previous research above with this study is the same as discussing the difficulties of students in reading comprehension. the study aims to find out the most difficult types of reading comprehension questions that students face in reading tests and why they face these difficulties. The second similarity of the third previous studies above with this research is the same difficulty understanding long sentences in the text, lack of vocabulary and lazy reading. The difference is, the first previous study conducted by Luis & Moncayo (2015) discussed students difficulties in reading comprehension at the Senior High School level, while this study discussed students difficulties in reading comprehension at the Junior High School level. The second difference, the previous research conducted by Luis & Moncayo (2015) with this research is the result. Previous research conducted by Luis & Moncayo (2015) found that the most difficult type of reading comprehension questions faced by students was making inference questions because they did not understand the questions asked. This is because of their different types in reading comprehension questions, while this study found that the most difficult types of reading comprehension questions



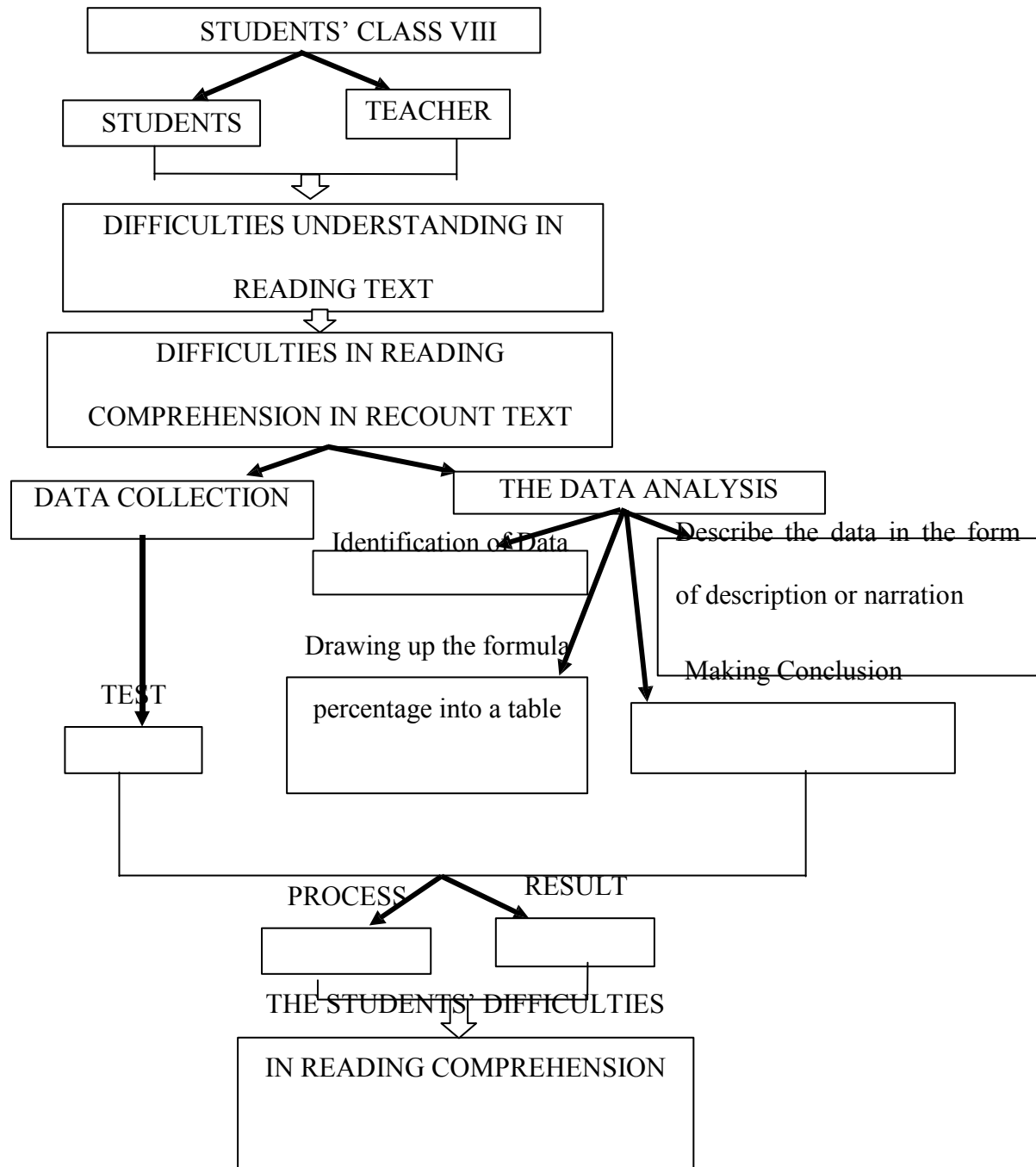
faced by students was the questions of understanding the meaning of word questions because the location of vocabulary was difficult to find. The third difference, the second previous research conducted by Sasmita (2018), in her research, the findings show that the factors that make students have difficulty in understanding English reading texts are knowledge of grammar.

## **2.12 Conceptual Framework**

From reviewed above, the researcher can conclude that difficulties in understanding the reading text are very important to be known by the students and teacher. Since every student probably has different difficulties in understanding the reading text, the researcher got an inspiration to do a research based on this topic. However, the problems faced by the students in one school might be different from the other schools. This researcher differ from all of those previous writer from some aspects. First, in this the researcher emphasized on the difficulties in understanding reading text faced by Junior High School students. This is important to help the teachers be aware of the problems and consequently try to solve the problems in the earlier level of study and improve the students' reading competence.

Second, there are several texts taught in reading text, but the researcher just focuses on the students' difficulties in understanding recount text. This was based on the preliminary study result that there are many students who still face difficulty in understanding the recount and narrative text. Moreover, the differences are also about data collection technique and the data analysis used in this research. Teaching or learning English must be fun, and entertaining for both teacher and students. Because teaching reading comprehension should used

interesting, amusing and entertaining material to attract the students in teaching learning process. The teacher and the students must be cohesive in the learning process, in order to get the expected goals.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this research, the researcher applied the method that was used descriptive qualitative. Descriptive qualitative research method is a research method use to examine the condition of natural object. It means that the used of the students difficulties in comprehending reading texts were only described as what they were, without giving any treatment. In this study, the researcher was used qualitative method because only analysis based on the fact that have been found. The researcher only focuses on described data the students difficulties in reading comprehending in recount text at the eighth grade of Junior High School SMP Negeri 2 Percut Sei Tuan.

#### **3.2 Subject and Object**

##### **3.2.1 Subject**

The subject in the whole of subject research was defined as all members of any defined class of people, events, or subject. The researcher took the eighth grade students of SMP Negeri 2 Percut Sei Tuan as the subject. There are ten class in the eighth grade students of SMP Negeri 2 Percut Sei Tuan each class it consists of 27 students, but the researcher took one class as the subject in this research. So, there are 27 students as the subject in this research.

### **3.2.2 Object**

The object is the way to conclude the characteristic of the subject. The object is a part of the subject and it is representative of the group or subject from which is observed. In selecting the object, the researcher was discusses about “The Students’ Difficulties In Reading Comprehension In The Eighth Grade Students of SMP Negeri 2 Percut Sei Tuan”.

### **3.3 The Instrument of Collecting Data**

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

#### **3.3.1 Test**

The researcher used 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 researcher would gave the students 20 multiple choices tests questions about recount text and the students have one day to answer the questions. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not.

### 3.4 The Procedure of Collecting Data

The procedure of collecting data involves following steps:

1. The researcher prepared the instrument to collect the data.
2. The researcher asked permission to the headmaster to conduct the research that school.
3. The researcher asked permission to the English teacher to join class for introducing the research.

#### a. Test

1. The researcher introduced her identity to VIII-2 class.
2. The researcher explained to the students about what will be done: how the students' do the test.
3. Then, the researcher distributed test to the students to answer the questions that consisted of 20 multiple choices and given the students one day to do it.
4. After that, the researcher checked the results of the students answer.
5. Then, the researcher analyzed the result of the test.

### 3.5 Techniques of Analyzing Data

In analyzing the data, the researcher used the technique bellow:

1. Identification of data:

The first, from the test the researcher identified and determined the irrecorect answer from the students' in comprehending English reading text.

2. Then, drawing up the formula percentage into a table

According to Fridolini et al., (2021 ), to get the percentage used the following formula:

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

Notes :

P = Proportion or index of difficulty

F = Number of the students who answer the item incorrect

N = The total number of the students

3. Then, the researcher described the data in the form of description or narration
4. The last, the researcher made a conclusion.

### **3.6 Data Triangulation**

In qualitative research, Triangulation refers to the use of various methods or data sources to obtain a thorough understanding the Creswell (2014). Triangulation is an attempt to check the correctness of data or information obtained by researchers from various different perspectives by reducing as much as possible the bias that occurs during data collection and analysis. Triangulation has also been seen as a qualitative research approach for determining validity by combining data from several sources. According to Turner & Turner (2010). There are four types of triangulation: Triangulation Method, Investigator Triangulation, Theory Triangulation, and Data Source Triangulation.

Triangulation Method is the usage of different data collection methods for the same phenomenon Turner & Turner (2010). In qualitative investigations, this kind of triangulation may involve interviews, observations, and field notes. Investigator Triangulation is the presence of two or more researchers in the same study to provide multiple observations and conclusions. This form of triangulation can provide both confirmation of findings and new views, broadening the scope of the phenomenon of interest Turner & Turner (2010). Theory Triangulation is analyzing and interprets data using many hypotheses.

Different theories or hypotheses might help the researcher support or refute findings using this form of triangulation. Data Source Triangulation is the collection of data from several sorts of people, such as individuals, organizations, families, and communities, in order to gain numerous views and validate data.

Based on explanation above, the researcher was collected by using Data Source Triangulation through information from research document where to find out what the difficult aspects that encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension, and to find out what the dominant difficult aspects that encountered by students SMP Negeri 2 Percut Sei Tuan in reading comprehension.