



*Corresponding author: Ahmad Talib,
English Education Department,
Universitas Negeri Makassar,
Indonesia

E-mail: ahmadtalib@unm.ac.id

RESEARCH ARTICLE

Exploring Students' Difficulties in Comprehending English Reading Texts at SMP Muhammadiyah Limbung

Siti Nuralimah, Ahmad Talib*, & La Sunra

English Education Department, Universitas Negeri Makassar, Indonesia

Abstract: The aims of this research are to explore students' difficulties in comprehending English reading texts and to discover the causing factors of students' difficulties in comprehending English reading texts. This research is a qualitative descriptive method. Participants of this research were students of class VIII. 3 at SMP Muhammadiyah Limbung. The instruments used in this research were reading comprehension test and interview. The reading comprehension test was administered to 26 students in class VIII.3 in form of an essay test to collect the data regarding students' difficulties based on the mistakes they made in answering the test. The researcher chose 15 students as participants in the interview. The interview was used as the supporting data from the reading comprehension test and to identify the causing factors of students' difficulties. The results of the reading comprehension test and interview showed that there were five difficulties students experienced in comprehending English reading texts. The difficulties that they experienced were difficulty in comprehending the main idea, difficulty in understanding vocabulary, difficulty in understanding references, difficulty in understanding inferences, and difficulty in understanding detailed information. The causing factors of students' difficulties in comprehending English reading texts are divided into two factors, namely internal and external factors. Internal factors include limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with information processing, and problems in recalling after reading. External factors include home environment and school environment.

Keywords: Students' difficulties, reading comprehension, English reading texts.

1. Introduction

English as a global language (Crystal, 2000:1) plays a vital role in every aspect of life. In education, English is an important subject at school and university level which basically provides students with global access to have competitiveness in the digital era. Here, reading as an English language skill plays significant role for students to master English. As revealed by Mydonough and Shaw (2003), the most essential skill in mastering a foreign language is reading. Students are required to read frequently and be able to comprehend texts, so that students have sufficient potential to achieve satisfactory results in the learning process. In other words, reading particularly reading comprehension can improve student achievement, enlarge their horizon, dan develop their potential. Grabe & Stoller (2002) put forward that reading comprehension is the competence to understand and interpret exactly what is meant in a reading text. Nevertheless, successful reading hinges on students'



comprehension of the text's intent. Without a grasp of the text's meaning, reading endeavors prove futile. Therefore, students are encouraged to develop strong reading comprehension skills as they are indispensable for understanding texts. Comprehension is a critical determinant of a student's success in reading, aligning with the statements of Stauffer (1969) that the purpose of reading is to facilitate a deep understanding of the text. Failure to understand text content implies a failure in reading.

Since students learn English at school as a foreign language, there are possible difficulties faced by students in English learning (Indrawati & Musyarofah, 2019). These difficulties can occur because students are not familiar with English texts due to differences in vocabulary, tenses, pronunciation, and text structure between Indonesian language as their mother tongue and English. It is imperative for both teachers and students to address these difficulties, as they can adversely affect students' reading achievements, as noted by Oberholzer (2005).

At the junior high school level, students are expected to comprehend several types of English reading texts, such as narrative, descriptive, recount, procedure, and report text. For students at the second grade, they expected to comprehend two of the five types of English reading text, namely descriptive and recount text. Consequently, secondary school students may struggle with reading comprehension due to limited exposure to English, particularly in reading.

Building on this presumption, the researchers decided to conduct research at SMP Muhammadiyah Limbung as one of the junior high schools which close to the environment of the researchers. The researchers also often interact with some students from the school, especially students at the second grade. Informal interviews with students and teachers conducted during the preliminary study highlighted difficulties faced by eighth-grade students. The students said that they usually struggle in reading the English texts. They admitted that they often translate English texts into Indonesian before read the texts. Teachers also reported that many students struggled with assignments and questions based on English texts, resulting in lower scores. These bases have motivated the researchers to delve into the difficulties faced by second-grade students at SMP Muhammadiyah Limbung and identify the underlying causes of their difficulties in comprehending English reading texts.

2. Method

This research employed a descriptive qualitative research method. The research was conducted at the SMP Muhammadiyah Limbung which is located on Jl. Pendidikan, Limbung, Gowa district, South Sulawesi.

The participants of this research were taken from students on the second grade with a total of 11 classes with an average student per class of 26 to 38 students in the 2022-2023 academic year. The researcher took 26 students from the class VIII.3 to do the reading comprehension test, and then chose 15 of them to have interview session.

The instruments used in this research were the reading comprehension test and interview. The reading comprehension test was applied to collect data regarding students' difficulties in comprehending English reading texts by seeing whether there are mistakes made by students in completing the test. The reading test used in the form of an essay test to get answers that require a good comprehension of students. The test consists of 14 questions with two types of English reading text provided, namely descriptive text and recount text. The questions in the test cover five aspects of reading comprehension shown in Table 1.

The interview was applied as the supporting data from the reading comprehension test regarding students' difficulties in comprehending English reading texts. The interview was also used to discover the factors that cause students' difficulties. This researcher used semi-structured interview to collect students' answers in more depth.

Table 1. Indicators of Test

No.	Indicator of test	Item of test
1.	Comprehending the main idea	1,8
2.	Understanding vocabulary	3,4,10,11
3.	Understanding references	2,9
4.	Understanding inferences	5,12
5.	Understanding detail information	6,7,13,14

The data analysis technique that was applied in this research was compiling and describing the data obtained from the results of reading comprehension test and interview. In analyzing the data, the researcher used theory from Miles and Huberman (1992). The process of analyzing the data consist of three stages, namely data reduction, data display, and conclusion drawing and verification.

3. Results

3.1. Students' Difficulties in Comprehending English Reading Texts

Based on the reading comprehension test and the interview, the following results of the students' difficulties were obtained.

Table 2. Types of Students' Difficulties

No.	Types of students' Difficulties	The Result of Analysis	
		Reading comprehension test	Interview
1.	Difficulty in comprehending the main idea	<p>Most students mistakenly located the main idea at some paragraphs and tend to write the main ideas at first sentences.</p> <p>An example of student' answer: <i>Q1: Write the main idea in each paragraph of the reading text!</i> 1) <i>There is a new hotel in my city (first sentence of the text),</i> (2) <i>The hotel is not very big but the architecture is very beautiful (first sentence of the text),</i> (3) <i>The rooms of the hotel look very comfortable (first sentence of the text),</i> (4) <i>The staff of that hotel (first sentence of the text). (The answer should be writing the third and fourth paragraph at the last sentence).</i></p>	<p>The students did not know exactly about the main idea. (Student 13, 5/4/23) <i>"Saya tidak tahu kak tentang ide pokok tapi biasanya ada di baris pertama"</i> (I did not really know about the main idea, but I think the main idea usually at the first sentences).</p> <p>(Student 7, 5/4/23) <i>"Sulit memahami ide pokoknya dan tidak tahu dimana ide pokoknya". (It's difficult for me to comprehend the main idea and I don't know where the main idea is located).</i></p>
2.	Difficulty in understanding vocabulary	<p>Most students mistakenly wrote the synonyms of the texts given.</p> <p>An example of student' answer: <i>Q3: Based on the reading text, find synonyms of these words below! a. Fancy b. Nice</i> <i>A: a. Fancy: Big b. Nice: Are.</i> (The answer should be: Fancy: Luxury, Qualitative Nice: Kind, Great).</p>	<p>The students were unfamiliar and difficult to memorize the English words. (Student 6, 5/4/23) <i>"Saya tidak mengerti...kata-katanya susah dipahami dan susah diingat. Sulit dipahami dan susah dimengerti". (I don't understand... the English words are difficult to understand and difficult to remember).</i></p>
		Most students could not find the	(Student 2, 4/4/23)

No.	Types of students' Difficulties	The Result of Analysis	
		Reading comprehension test	Interview
		<p>meaning of the words in the texts. An example of student' answer: <i>Q4: Based on the reading text, what does the word 'guests' mean in Indonesian?</i> <i>A: guests is mean siapa saja/ semua orang. (The answer should be: Para tamu).</i></p>	<p><i>"Kesulitan karena kosakatanya yang asing, kalimatnya yang panjang". (I'm having problem because the vocabulary is unfamiliar, the sentences are long).</i></p>
3.	Difficulty in understanding references	<p>Most students could not find the correct reference words. An example of student' answer: <i>Q2: Based on the reading text, what does the underlined word it (paragraph 2 line 2) refers to?</i> <i>A: It refers to tennis court. (The answer should be: It refers to the hotel).</i></p>	<p>The students did not know what pronouns meant in English. (Student 15, 12/5/23) <i>"Oo, iye kak kesulitan. Sulit karena tidak tahu kata 'it' merujuk kata apa, sama memang tidak kutahu itu tadi... kata ganti bahasa Inggris". (It's difficult because I have no clue what the word 'it' refers to, and I don't know what was mentioned earlier, pronouns in English).</i></p> <p>(Student 8, 5/4/23) <i>"Kan itu cari kata gantinya dalam bahasa Inggris baru nda ditahu artinya". (I should identify pronouns in English but I don't understand the texts).</i></p>
4.	Difficulty in understanding inferences	<p>Most students only copied one or two sentences in a paragraph of the text. An example of student' answer: <i>Q5: Write a conclusion based on the reading text above!</i> <i>A: After I finished reading the article from the magazine, I remembered my own adolescence I was fourteen at that time. (The second paragraph of the text).</i></p>	<p>The students could not arrange words in English properly to make a conclusion. (Student 6, 5/4/23) <i>"Sulit mencari kalimatnya, untuk kesimpulan yang benar". (It's difficult for me to find the sentences in order to make the right conclusion).</i></p> <p>Student 12, 5/4/23 <i>"...Tidak bisa membuat kesimpulan karena susah dipahami". (I can't make a conclusion because it's difficult to understand the texts).</i></p>
5	Difficulty in understanding detailed information	<p>Most students wrote incorrectly specific information asked in the questions. An example of student' answer: <i>Q13: What did the writer do on Mondays?</i> <i>A: On Tuesday, I learned English course. (The answer should be: The writer took piano lessons on Monday (Paragraph 3 line 1).</i></p>	<p>The students could not find the specific information in each paragraph of the English reading texts. (Student 15, 12/5/23) <i>"Ee kalo informasi spesifik na, iye kak sulit. Tidak ada kutahu informasi di itu teks bahasa Inggris ka, susah kalo nda diterjemahkan ke bahasa Indonesia". (If talking about the detail information, yes, I find it difficult. I</i></p>

No.	Types of students' Difficulties	The Result of Analysis	
		Reading comprehension test	Interview
			don't know anything about the information contained in the English texts. It's difficult for me if I don't translate the texts into Indonesian).

3. 2. The Causing Factors of Students' Difficulties in Comprehending English Reading Texts

a. Internal factors

According to Westwood (2008:34), there are eight causing factors of students' reading difficulties: limited vocabulary knowledge, lack of fluency, lack of familiarity with the reading matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with information processing, and problems in recalling after reading. The researcher applied theory of Westwood (2008:34) in identifying the factors of the difficulties from students.

Table 3. Internal Factors

No.	Causing Factors of Students' Difficulties	The Result of Analysis	
		Reading comprehension test	Interview
1.	Limited vocabulary knowledge	The students expressed their vocabulary knowledge in reading English texts. (Student 8, 5/4/23) <i>"Masih kurang, kosakatanya karena apa ya, baru sedikit kutahu kata-kata dalam bahasa Inggris"</i> . (My vocabulary is still lacking because I only know a little about English words). (Student 13, 5/4/23) <i>"Sedikit dipahami tentang kosakata bahasa Inggris"</i> . (I don't understand much about English vocabulary).	
2.	Lack of Fluency	The students stated their fluency in reading English texts. (Student 2, 4/4/23) <i>"Emm, kesulitan karena pengucapan... bagaimana cara pengucapannya, emm tidak memahami artinya"</i> . (I'm struggle with the pronunciation, I have no idea how to pronounce those English words, I don't understand the meaning of those words). (Student 3, 4/4/23) <i>"Ee, bersuara sama lambat pas baca teks bahasa Inggris"</i> . (Ee I read aloud and slowly while reading English texts). (Student 15, 12/5/23) <i>"Biasanya kalau bacaka teks bahasa Inggris, ya harus baca berulang-ulang dulu tapi itu lagi biar baca berulang-ulang masih susah dipahami kak"</i> . (Usually when I read English texts, I have to read it over and over again, but even though I do that I still find it difficult to understand the texts).	
3.	Lack of the familiarity with the subject matter	The students acknowledged how often and familiar they are with English reading texts. (Student 13, 5/4/23) <i>"Tidak terlalu biasa baca teks bahasa Inggris... iye sulit biasa"</i> . (I'm not very used to read English texts, that's why I'm usually difficult).	

No.	Causing Factors of Students' Difficulties	The Result of Analysis Interview
		(Student 12, 5/4/23) <i>"Tidak. Selama ini tidak. Selama ini saya jarang kak membaca teks bacaan bahasa Inggris". (No. So far not. During this time, I rarely read English reading texts).</i>
4.	Difficulty level of the text (Readability)	The students admitted that they difficult to comprehend English reading texts due to difficulty level of the text. (Student 15, 12/5/23) <i>"Ee, kalo kalimat biasanya karna panjang jadi tambah susah dibaca... dipahami. Sama itu kalo soal struktur teks tidak ada kutahu soal itu teks kak". (The sentences of the English reading texts usually long that's why I'm difficult to read them. Besides that, I have no idea about the structure of the texts that I have read).</i>
5.	Inadequate use of effective reading strategies	The students expressed their knowledge regarding reading strategies. (Student 8, 5/4/23) <i>"Tidak, tidak pernah diajarkan strategi membaca sama orang". (No, I have never been taught reading strategies by anyone).</i> (Student 5, 5/4/23) <i>"Saya tidak pernah mempelajarinya dan jarang dimengerti". (I never learned the reading strategies and I have no idea about that).</i>
6.	Weak verbal reasoning	The students revealed their struggle in express own ideas based on English reading texts (Student 14, 5/4/23) <i>"Tidak, agak sulitki dijelaskan teksnya apalagi dengan kata-kata ku dalam bahasa Inggris". (No. I can't use my own words in English to retell the content of the texts that I read).</i> (Student 8, 5/4/23) <i>"Tidak. Tidak bisa ceritakan kak, kayak kurang paham". (I can't use my own words in English to retell the content of the texts that I read and I don't quite understand the English texts).</i>
7.	Problems with information processing	The students expressed their ability to process the words and their feeling in reading English texts. (Student 9, 5/4/23) <i>"Langsung hilang, karena nda biasaki baca teks bacaan bahasa Inggris jadi langsung hilang di otak". (I can't process English words when I read English texts. It is because I'm not used to read English texts, that's why it immediately disappeared in my mind).</i> (Student 4, 5/4/23) <i>"Stress, malas sama pusing baca teks bahasa Inggris. Kek nda sesuai cara penyebutannya". (I feel stress, lazy and dizzy while reading English texts. I think that the English words are difficult to pronounce).</i>
8.	Problems in recalling after reading	The students stated how their ability to remember information in each paragraph of the text and their concentration in reading. (Student 10, 5/4/23) <i>"Ee lumayan panjang karena bahasa Inggrisnya sulit ee paragrafnya sulit diingat jadi tidak ditahu informasinya". (I couldn't remember the paragraph and sentences of the English texts because those are usually long, so I have no clue about the information in the texts).</i>

No.	Causing Factors of Students' Difficulties	The Result of Analysis Interview
		(Student 13, 5/4/23) <i>"Mudah hilang fokus pas baca karena biasa diajak teman-teman bicara, karena biasa bilang dalam otak". (I easily to lose focus when reading because I usually talk to friends. It's usually lost in my mind).</i>

b. External factors

The researcher applied the theory from Westwood (2008) which stated that two environment that affects students' reading difficulties, namely home environment and school environment.

Table 4. External Factors

No.	Causing factors of Students' Difficulties	The Result of Analysis Interview
1.	Home environment	The students revealed their parents' attitude regarding their English learning. (Student 4, 5/4/23) <i>"Iye kak, karena orang tua ku tidak pernah natanyakan tentang pembelajaran saya di sekolah dan tidak menyediakan buku di rumah". (My parents never asked about my learning at school and did not provide English books at home).</i> (Student 12/ 5/4/23) <i>"Tidak, tidak pernah kak. Tidak pernah ditanyakan kak mengapa pembelajaranku, terus saya juga jarang membaca teksnya kak". (No, never. My parents never asked how my study, and I also rarely read the English texts).</i>
2.	School environment	The students' statements regarding teachers, friends and school facilities. (Student 15, 12/5/23) <i>"Kalau bertanya nabantu ja biasa guru sama teman ku, tapi memang kalau ada najelaskan guru nda mengertika apalagi soal bahasa Inggris". (When I face the difficulties in reading, I am usually helped by teachers and friends, but indeed if there is something explained by the teacher, I don't understand especially English).</i> (Student 13, 5/4/23) <i>"Tidak lengkapki kak, dalam buku bahasa Inggris nya". (I think the facilities at my school are incomplete, especially the English books).</i>

4. Discussions

As stated at the previous part, the findings of the research revealed several students' difficulties in comprehending English reading texts. The discussion of the findings is presented underneath.

The first is difficulty in comprehending the main idea. Based on the findings, most students made mistakes in determining the main idea of English reading texts. Here, they tend to write the main ideas of the texts given only at the first sentences. The students also admitted that they did not know what is meant by the main idea and cannot identify which line the main idea is located. It indicates that the students still lack of knowledge in finding

the main ideas. In line with the findings, Ekorini (2020) also stated that students may face confusion when seeing the main idea in a paragraph and where the main idea is located.

The second is difficulty in understanding vocabulary. The findings showed that the students had difficulties to understand the vocabulary of English reading texts. Most students made mistakes in answering vocabulary questions, such as writing wrong synonyms and meanings of words in Indonesian. In addition, they revealed that they felt unfamiliar with the vocabulary contained in the English reading texts and difficult for them to recognize and memorize the English words. Nurjanah (2018) also explained that the most common problem students experienced was problems with the vocabulary in the texts.

The third is difficulty in understanding references. Nuttal (1982) stipulated that students should be able to discern the purpose of pronouns in sentences, whether they indicate individuals, locations, or situations, as part of their reference identification skills. The findings showed that most students made mistakes in answering references questions. They were not able to identify words that refer to pronouns in the texts based on the test questions asked. Moreover, the students did not have knowledge about pronouns in English.

The fourth is difficulty in understanding inferences. Gibson (2009) explained that inferring includes how students make conclusions or own interpretations based on the text. Based on the findings, the students showed that they were still unable to make inferences or conclusions correctly. Most of them only copy the sentences in the texts and did not write conclusions based on their own knowledge and assumptions. They added that it was difficult for them to make and draw conclusions because they were constrained by words in English.

The fifth is difficulty in understanding detailed information. Based on the findings, the students had difficulties to understand detailed information in English reading texts. Most students made mistakes in answering the questions, such as were not able to write the information needed by the questions in the texts. The students added that they could not find the detailed information contained in the texts because they were unable to understand sentences that have longer words. It takes time for them to be able to understand the intent of the text properly.

Based on the findings, the researchers had identified the causing factors of the students' difficulties. The factors are divided into two, internal factors and external factors.

a. Internal factors

The first factor is limited vocabulary knowledge. The findings showed that the students mostly still have a limited vocabulary knowledge. The students are limited in understanding the meaning of the words they see in reading English texts given in class. Due to the limited vocabulary knowledge, students eventually experience difficulties in understanding the meaning of the English reading texts. In line with the findings, Duncan et.al (2007) stated that a strong determinant of reading comprehension is the student's level of vocabulary knowledge. It means that if students do not know the meaning of the words in the text given, it will be quite difficult for them to be able to understand the English texts.

The second factor is lack of fluency. Based on the findings, the students were lacking of reading fluency. This can be seen from the many students who stated that they had difficulty in reading and recognizing words in their English reading texts. The students tend to read the same paragraphs and sentences over and over again to be able to

understand the meaning of the text they read. LaBerge & Samuels (1974) stated that problems in reading fluency are caused by poor word recognition and decoding, so that readers who are less fluent will spend too much time instead of fully focusing on the contents of the reading texts. Besides that, they tend to read more slowly in reading English texts. As explained by Westwood (2008: 34) that students who read too slow are categorized as students who less fluently.

The third factor is lack of familiarity with the subject matters. Most students are unfamiliar with the texts they are reading because they rarely read the texts before. In effect, the students find it difficult to understand the message of the texts. This finding is in line with the research conducted by Alshumaimeri in 2006 which revealed that familiarity with the topic and reading texts can influence students in their reading ability. Students who have prior knowledge of reading texts or topics in the texts tend to make it easier for them to understand the same type of text. Based on the findings, many students revealed that they rarely read and did not have prior knowledge of reading texts.

The fourth factor is difficulty level of the text (readability). Fountas & Pinnel (2006) in Westwood (2008: 34) stated that one of the main factors that influence whether or not students are able to understand the text is the difficulty level of the text. The texts that have concepts, themes, vocabulary, complex text structures and long sentences make it difficult for students to understand the meaning of the text. Based on the findings, many students said that they had difficulties to understand their English reading texts because the sentences and paragraphs were too long, the structure of the texts and the topics were unfamiliar and difficult to them.

The fifth factor is inadequate use of effective reading strategies. The students who do not have knowledge of reading strategies have an impact on their understanding in reading. Based on the findings of this research, many students did not know which reading strategies are effective for them. They revealed that they did not understand about reading strategies and they have never been taught by the teachers at school or anyone else they have ever met. It causes the students to never really apply the effective reading strategies.

The sixth factor is weak verbal reasoning. The weak ability of students to understand and explain the contents of reading texts makes it difficult to remember and know the meaning of the texts properly. Cain & Oakhill (2006) and Hummel (2000) in Westwood (2008:34) stated that verbal reasoning reflects the ability of students to understand texts and use information in texts to explain relationships of relevant facts and criticism of ideas. In line with the findings, the researchers concluded that the students still had low verbal reasoning, this could be seen from many students stating that they found it difficult to explain use their own ideas what the contents of the texts they had read and were unable to understand the intents of the texts.

The seventh factor is problem with information processing. The students who have difficulties in understanding English texts are unable to remember the information and words they see in the texts. Based on the findings, the students had problems in processing the information. They encounter difficulty in grasping sentences within the text, making it challenging for them to process the content. Westwood (2008:34) underscored the connection between information processing and working memory capacity, which is influenced by feelings if a person feels stressed, anxious or preoccupied and distracted. The findings also indicated that many students attributed their inability to process the information due to negative emotions when reading such as anxiety and stressed.

The eighth factor is problems in recalling after reading. The students expressed that it was difficult for them to retain the information contained in the English reading text after reading. Westwood (2008: 34) stated that retaining information after reading also depends on how students pay enough attention. In line with the findings, the students acknowledged that when they read English texts in class, they tended not to pay attention and easily lost focus, for example thinking about other things or being distracted by friends and surroundings.

b. External factors

The first factor is home environment. The findings showed that the parents were one of the factors that affects their reading difficulties. Most students stated that their parents less attention of their learning at school. Besides that, they are not provided with English reading materials. Consequently, they did not have a high desire to be able to improve their reading skills in English texts. They also rarely read English reading texts at home. Freeman & Long (1991) also stated that every student must be given sufficient attention from their parents to be able to improve learning achievement. The students may feel sad and unmotivated in reading if there is no support for them to read English texts.

The second factor is school environment. Based on the findings, the researcher analyzed that the school factors that might influence the students' reading difficulties is the way their teachers teach in the class. The students stated that they were unable to understand the English lessons explained by the teachers. Besides that, the students added another factor from the school is incomplete facilities, such as English books. This is in line with findings of Larasati (2019) which explained that the school factors that affect students' reading difficulties are insufficient teacher instruction and facilities.

5. Conclusion

Based on the findings and the discussion of the research findings, the researcher concluded that the students at the second grade of SMP Muhammadiyah Limbung experienced several difficulties to comprehend English reading texts. The difficulties they have were difficulty in comprehending the main idea, difficulty in understanding vocabulary, difficulty in understanding references, difficulty in understanding inferences, and difficulty in understanding detailed information.

The researcher also identified the causing factors of students' difficulties categorized as internal and external factors. The internal factors include limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with information processing, and problems in recalling after reading. The external factors include home environment and school environment.

The conclusion above implies that either school or parents still have responsibility to help improve the students' reading comprehension skill. At school, the English teachers should devise their ways to facilitate students to comprehensively understand the texts they are reading. They may need to apply different reading strategies in their teaching, and provide students with constructive feedback based on the types of reading difficulties they experience. Likewise, parents at home should encourage their son and daughter to practice reading different texts a lot and monitor them while they are reading and later communicate it with their English teachers at school.

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