

**THE STUDENTS' DIFFICULTIES IN LEARNING
ENGLISH READING COMPREHENSION
(A Descriptive Research at the Third Grade of SMPN 31 Makassar)**



THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Motto

For a thesis fighter, I will say "***everything is not easy, but difficulty that makes everything valuable***"

Diwajibkan atas kamu berperang, padahal berperang itu adalah sesuatu yang engkau benci. Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi (pula) kamu menyukai sesuatu, padahal ia amat buruk bagimu; Allah mengetahui, sedang kamu tidak mengetahui. (QS. Al-Baqarah: 216)

ABSTRACT

NUR RIDHAYANI YADIN. 2018. **The Students' Difficulties in Learning English Reading Comprehension (at the Third Grade Of SMPN 31 Makassar)** Thesis. English Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Andi Asri Jumiatiy.

This research aimed at finding out the students' difficulties in learning English reading comprehension at SMP Negeri 31 Makassar, focused in finding out students' literal reading comprehension and the factors of students' difficulties in learning English reading comprehension.

The method of this research was descriptive method. The population of this research consisted of the third grade of SMPN 31 Makassar in 2017/2018 Academic Year. It used cluster random sampling technique where the researcher took one class from the six classes of the third grade students which consisted of 28 students. The data were collected through reading test and questionnaires.

The result of the data analysis of the reading test indicated the students' literal comprehension ability (main idea and supporting idea) was excellent. It is reflected by the mean score of reading test 9.1 and based on the questionnaire indicated that the students of SMPN 31 Makassar was categorized good in comprehending English reading test by mean score 76.7. And then based on the questionnaire the factors difficulties faced by students of SMPN 31 Makassar in in comprehending English reading text are: vocabulary and students' knowledge background.

Keywords : Learning English, Reading Comprehension

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In writing this thesis the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

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Makassar, April 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication to make human interaction. Johnston (2008: 26) language is the process or a set processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and schema for combining them used for each communication. In the globalization era, English language as an important especially international communication to development education, economy, and politic. Many people spend time to study English language to use as a international communication.

In Indonesia English learning is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. In this sense the writer especially discuss about reading because it can cover the three other skills.

Reading skill is one of the main points to master English because a lot of students have opinion that reading an important target, with reading they can get information and entertainment beside for their career and study target.

Nunanin (2004, 68) states, reading is fluent process of reader combining information from the text and their own background knowledge to build meaning. In the reading, students combine the information from the text and the information from their existing background knowledge.

Reading is a complex process in which the reader use mental content to contain the meaning from written. On the other words, reading comprehension is capability to understand the idea of one passage. It refers to reading which comprehension, thus it is comprehend the meaning of a passage. One who reads something by understanding it can be say that he does a reading comprehension.

Risnawati(2011: 17) comprehension is the ultimate goal of reading. Reading comprehension is considered the real core for reading process; and a big process around which all other processes are centered. Comprehension is the peak of the reading skills and the bases for all reading process. Reading comprehension is a mental skill most directly correlated to the instructional process and most and most effecting in the study outcome and success in the diversity of instructional tasks.

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher herself experienced when reading a book without any comprehension tends to feels sleepy. The researcher has experience when conducted teaching practice at the third grade of SMPN 31 Makassar, the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English text.

Based on the explanation above,the researcher interesting to conduct her research under the title“**The Students’ Difficulties in Learning English Reading Comprehension (at the Third Grade Of SMPN 31 Makassar)**”

B. Problem Statement

1. How is the students' literal reading comprehension ability at the third grade of SMP Negeri 31 Makassar?
2. What are the factors of students' difficulties in learning English reading comprehension that face at the third grade of SMP Negeri 31 Makassar?

C. Objective of the Research

In the relation to the problem statements above, the objective of this research are:

1. To find out students' literal reading comprehension ability at the third grade of SMP Negeri 31 Makassar
2. To find out the factors of students' difficulties in learning English reading comprehension at the third grade of SMP Negeri 31 Makassar.

D. Significant of the Research

1. To minimize students' difficulties in learning English reading comprehension.
2. To help the teacher in teaching English reading comprehension in classroom.
3. To help the teachers in identifying the students' difficulties in English reading comprehension

E. Scope of the Research

The scope of this research is focuses on students' literal reading comprehension and the factors of students' difficulties in learning English reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Concept of Reading Comprehension

1. Definition of Reading Comprehension

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

According to Klingner in Azis (2015: 12), state that reading comprehension is a process of constructing meaning by coordinating a number of complex processes that include word meaning, word knowledge and fluency. Reading is the understanding of the written word, the understanding of the content that is being read, and the construction meaning of the text.

According to Mayor (2005: 24), reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind.

According to Elizabeth (2008:190) is the act simultaneously and constructing meaning from the text. Students have to extract meaning from the printed words on the page by working out how print operates to represent

words. They also need to build new meanings by integrating new ideas with old information. In doing this , they are constructing meanings.

Researcher argumentation is there are three explanation about reading comprehension. The first one talking about the students experience and prior knowledge comprehension involves understanding vocabulary, and the second and the third explanation talking about how the students get the meaning from the reading text. From the definition about the researcher choose that argument because that are involve this research.

Based on explanation above, it's can be concluded that reading means a process between the readers to understanding the messaging that is written from the text.

2. Level of Reading comprehension

Smith in Azis (2015: 13) state that there are four levels of reading comprehension, they are literal reading, interpretative reading, critical reading, and creative reading.

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill.

1) Identifying Specific Information

The reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. I looking for a detail, the reader must look for signals in the environment or in the information itself.

2) Sequencing Events or Ideas

Meaningful reading result from the readers ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writter enables him to summarize, outline, and infer correctly.

3) Following Instruction

Students can take the lesson and the knowledge from the reading.

b. Interpretative Reading

Interpretative reading involves reading between the lines or making inference. It is the process of driving ideas that are implied rather than directly state. This level demands higher level of thinkinh ability because the question un the category of interpretation are concerned with answer that are not directly state in the text but are suggested or

implied. Critical reading, that is evaluate what is read to examine critical the thoughts of the writer.

c. Critical Reading

Critical reading is the ability to evaluate the credibility of piece of writing.

All writer have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his writing. As a good reader, we need to be aware of that. Critical evaluation occurs only after our students have understood the ideas and information that writer has presented the students can be test on the following skills:

- 1) The ability differentiate between facts and opinion.
- 2) The ability to recognize persuasive statement.
- 3) The ability to judge the accuracy of the information given in the text.

Critical reading is actually a two step process : Reading for understanding and analyzing what the students have read. When they are ask to evaluate a piece of writing they must be sure that you clearly understand what they have read. Since they understand the authors viewpoint, purpose, and methods of support are they ready to critique the piece effectively.

d. Creative Reading

Creative reading involve going beyond the material presented by the author, creative reading requires the readers to think as the read as

critical reading done, and it also requires the readers to use their imaginations. In creative reading the reader tries to purpose new alternative solution or response those by writer. It requires readers feeling for the text and subject. The answer are not found in the text, they come stricly from the readers. While non personal response are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understand of material.

An example of comprehension question that requires personal reponse is: what do you like or dislike about this text? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Also, like evaluation question, cultural factors may make some students hesiate to be critical or to disagree eith the printed word. Teacher modeling of various responses is helpful in these situation.

3. Types of Reading

Abbot in Azis determine the types of reading for the purpose of reading are :

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly through a newspaper to see what the items of the day are, this will often

mean just glancing at headlines. What the reader goes through a particular passage such as a newspaper article merely to get the gist.

b. Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lines of writing.

c. Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

4. Kinds of Reading

According Smith in Azis(2015:8) there are three kinds of reading that is known as reading aloud, silent reading, and speed reading.

1. Reading Aloud

Reading aloud is kind of reading that is express orally every words in the text. Reading aloud is important device that can not be over look in achieving the goal because it is a great aid in the developing our habits to practice in reading aloud. The students will get experience as many time as possible.

2. Silent Reading

Means that read by heart where there is no voice is express. It is usually done to comprehend the text in reading comprehension process. Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension.

3. Speed Reading

Is reading faster to get idea to answering some specific question. This kind of reading is use to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kinds of reading material.

B. The Difficulties in Reading Comprehension

Puspita (2017) found that the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.

Houghton (2013) difficulties is condition, quality or something not easy done, accomplished, comprehend. Difficulties means something hard to do or understand.

Otto in Asri (2012: 13) states there are factors that might affect comprehension of printed material they are characteristic of materials and characteristics of the readers.

In Jaya (2005:25) found that the students' difficulties in comprehending the reading text, they are; Vocabulary, Grammatical structure, Literal comprehension, Inferential comprehension, applied comprehension, Critical reading, and Format of reading text.

According to Block in Putri (2003:11) states that there are number of causes poor comprehension such as; lack of vocabulary knowledge, inappropriate reading strategies and reading speeds, some factor associated with students boring activities in reading), text(of low interest materials), situation(uncomfortable situation towards learning), and insufficient time spent in reading.

Puspita in Jaya (2005:18) found that many difficulties in comprehending reading text:

1. The lack of competence to find out the main idea and specific idea in the reading text.
2. The lack of ability to predict the meaning of words in the reading texts and students has limited vocabulary.
3. The lack of students abilities to discriminate or different between noun and adjective. The students less comprehends in grammar of reading text.
4. The lack of background knowledge about the reading text.
5. The lack of comprehending about reading text.

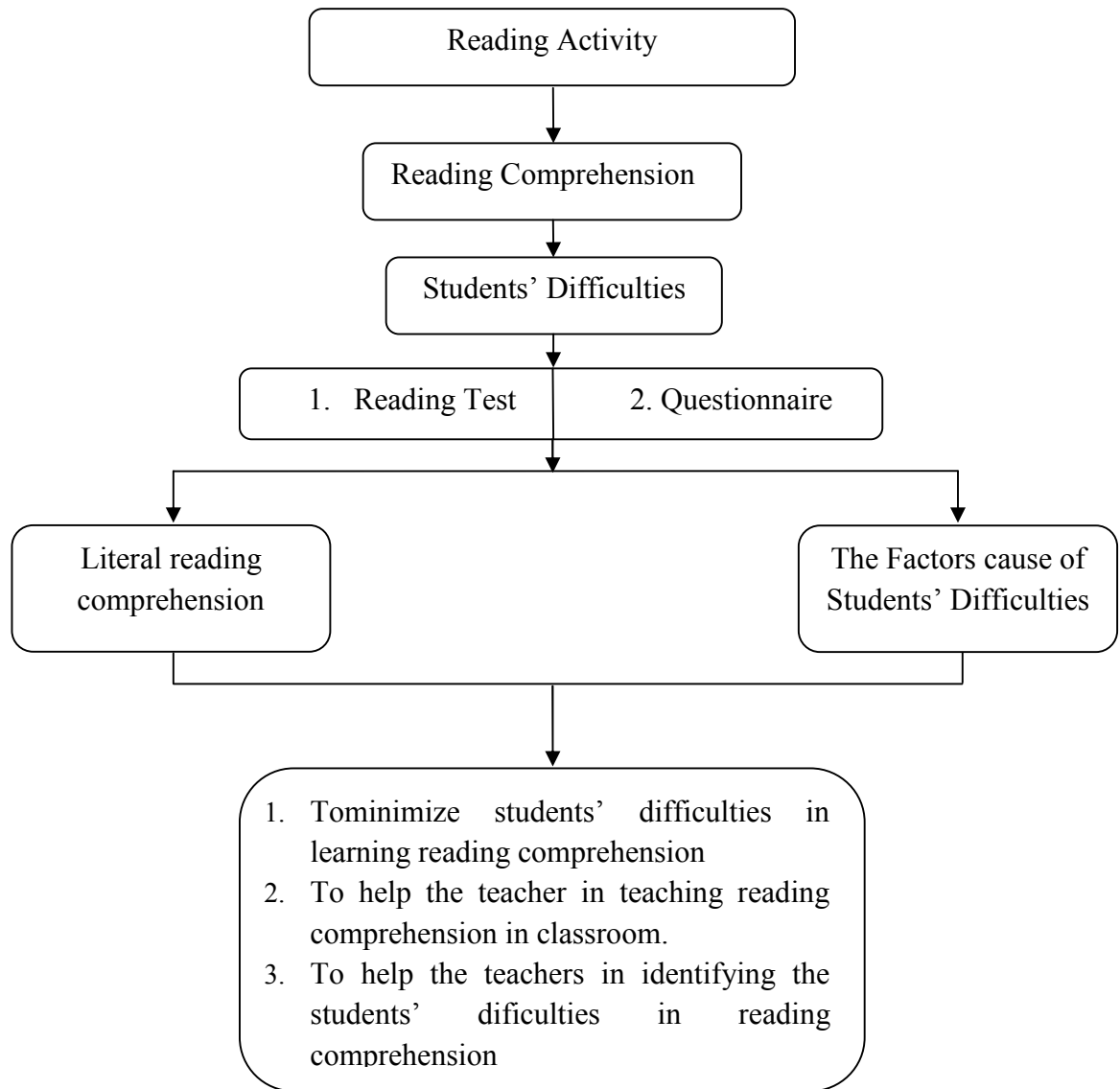
According to Edna Wagman in Irawan (2014 :7) Much greater difficulty in measuring comprehension is apparent when one tries to evaluate the reader's understanding in the more intangible areas of critical reading and thinking, judging, evaluating, or applying understanding gained from the printed page.

According to Perera in Irawan (2014 :7), there are types of difficulty in reading comprehension, they are:

1. Illegible handwriting, print that is blurred or uncomfortably small, or lack of contrast between the words and the background.
2. When the subject matter is outside the reader's knowledge and experience. In this case, it is possible for all the words of the text to be understood but for the whole not to make sense.
3. Presented by unfamiliar vocabulary. Some of the book written for junior school pupils, contains several words which are unlikely to be known by young children.
4. There may be grammatical difficulties in the text.
5. The overall of discourse organization may be unclear or unfamiliar.

In this research the researcher will investigate the factors that influence the students' difficulties in comprehending the English reading text, such as: (1) Factor from the students; lack of vocabulary knowledge and The lack of competence to find out the main idea (2) Factor from the text; unsuitable reading text, unfamiliar vocabulary, grammatical in text.

C. The Concept of Frame Work



Some of the students think that reading is difficult subject. In this research, researcher decide to do analysis of the students' difficulties in learning reading comprehension. The explanation about the conceptual are :

1. Input this research is focuses on students' literal reading comprehension and the factors of students' difficulties in learning English reading comprehension.
2. ProcessIt refers to the implementation of students' difficulties in learning reading comprehension. The researcher use two instruments that are reading test and questionnaire for the students
3. Outputfrom this research is to minimize students' difficulties in learningreading comprehension, to help the teacher in teaching reading comprehension in classroom, and tohelp the teachers in identifying the students' dificulties in reading comprehension.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the methodology of this research. It consists of research design, population and sample, research instrument, data collection, and data analysis.

A. Research Design

The method of this research was descriptive quantitative method. Best and Khan in Jannatun (2013) state that descriptive method is the method that describes, records, analysis, and interprets condition that exist in certain group. The methodology of a quantitative method research maintains the the assumption of an empiricist paradigm (Creswell, 2003). Quantitative research also involve data collection that is typically numeric and the researcher tends to used mathematical models as the methodology of the data analysis. It is aimed to an analysis of the students' difficulties in learning reading comprehension at the third grade of SMPN 31 Makassar.

B. Population and Sample

1. Population

The population of this research were all of the third class of SMPN 31 Makassar. The total number of the population is 180 students' consists of 52 male and 128 female, that was devide into six class namely IX A, IX B, IX C, IX D, IX E, and IX F.

2. Sample Method

The sample of this research was one class namely IX A consists of 28 students, consists of 5 male and 23 female. The researcher use cluster random and nothing preeminent class because all of classes are same.

C. Research Instrument

In this reasearch the reasearcher used dreading test and questionnaire as the instrument, to find data by written from the participant about the students' satisfaction and students opinion during the learning proses.

D. Data Collection Technique

To collect the data researcher had a procedure as follow :

1) Reading Test

To collect the questionnaire from the test, the researcher had procedure as follow

- a.The researcher explained to the students about the test.
- b.The researcher distributed the reading text to the students.
- c.The researcher gave 30 minutes tothe students to read the text.
- d.The researcher analysed the mistakes make were recognize to find out of category of errors that appears frequents.

2) Questionnaire

To collect the questionnaire from the test, the researcher had procedure as follow :

- a. The researcher explained to the students about the questionnaire.
- b. The researcher distributed the questionnaire to the students.

- c. The researcher gave 30 minutes to the students to answer the questionnaire.
- d. The researcher collected the data from respondents.
- e. The researcher concluded all of the data.

E. Data Analysis

To analyze the data from the students' difficulties in learning reading comprehension, the researcher applied some steps :

1. To scoring students correct answer in reading comprehension:

Table 3.1. Scoring criteria for Main Idea

Criteria	Score
Clearly and accurately identifies the main idea(s) of the text	4
Correctly identifies the main idea(s) of the text	3
Identifies the main idea (s) of the text	2
Attempt to identify the main idea (s) ; however, it maybe stated incorrectly or may be missing	1

D
i

anne in Hamdana (2014 :24)

Table 3.2. Scoring criteria for Supporting Details

Criteria	Score
Student's reponse includes most of the relevant supporting details	4
Student's reponse includes some supporting details	3
Student's reponse includes few supporting details	2

Student's reponse includes incorrect or irrelevant supporting details

1

$$\text{Score} = \frac{\text{Students answer}}{\text{Maximum score}} \times 10$$

Dianne in Hamdana (2014:24)

2. Data from questionnaire whose response are categorize into scale:

Table 3.1. The Scoring of Likers Scale

Items	Strongly Agree (SA)	Agree (A)	Uncertain (UN)	Disagree (D)	Strongly Disagree (SD)
Positive Statements	5	4	3	2	1
Negative Statements	1	2	3	4	5

Widiawati in Azis(2015 :26)

3. To interpret the students' difficulties in learning reading comprehension, the researcher will use the following classification:

Table 3.2. The Classification of students' difficulties

NO	Score	Classification
1	20-35	Very Difficult
2	36-52	Difficult
3	53-69	Moderate
4	70-85	Good
5	86-100	Very Good

Dalle (2007)

4. Data from reading test to measure the students' reading comprehension are classify of seven level of qualification as follows :
 1. (9,6) to (10) as classified as excellent
 2. (8,6) to (9,5) as very good
 3. (7,6) to (8,5) as good
 4. (6,6) to (7,5) as fairly good
 5. (5,6) to (6,5) as fair
 6. (3,6) to (5,5) as poor
 7. (0) to (3,5) as very poor

Depdikbud in Rahmatia (2012 :22)

5. To find out the maenscore of the students questionnaire the researcher use formula as follow

$$x = \frac{\sum X}{N}$$

Where :

- X = mean score
 $\sum X$ = the sum of score
 N = the number of students

Gay in Azis (2015 :27)

6. To analyse the percentage the researcher use the following formula :

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

Where :

P = Percentage

F = Item of Frequency

N = Total of sample

Arikunto in Azis (20015 :28)

7. To analyse the percentage the researcher use the following formula :

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

- Where : P = Percentage
 F = Item of Frequency
 N = Total of sample

Arikunto in Azis (20015 :28)

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

1. The Student's Score in Literal Reading Comprehension

The rate of the students' score obtained through the test. The researcher intended to know how is the students' reading comprehension. So, the researcher determined the quality of the students' score of the third grade of SMP Negeri 31 Makassar in literal reading comprehension into rate percentage and score classification as follow.

Table 4.1 the students' classification in Reading Comprehension

No	Score	Main Idea (F)	Supporting Idea (F)	Reading Comprehension (F)	classification
1	9,6-10	26	11	11	Excellent
2	8,6-9,5	2	1	13	Very Good
3	7,6-8,5	-	-	2	Good
4	6,6-7,5	-	14	2	Fairly Good
5	5,6-6,5	-	-	-	Fair
6	3,6-5,5	-	-	-	Poor
7	0-3,5	-	2	-	Very Poor

The table above show the rate percentage and frequency of the students' reading comprehension ability. It can be seen that there were 11 students (39,30%) got excellent, 13 students(46,42%) got very good, 2 students (7,14%) got good, and 2 students (7,14%) fairly good. Neither of them got fair, poor, and very poor.

Best on the table, the mean score of reading comprehension of SMP Negeri 31 Makassar is 9.1, it means that they were categorized excellent in reading comprehension.

To know the categorized of the students' literal reading comprehension in reading test, following chart was presented:

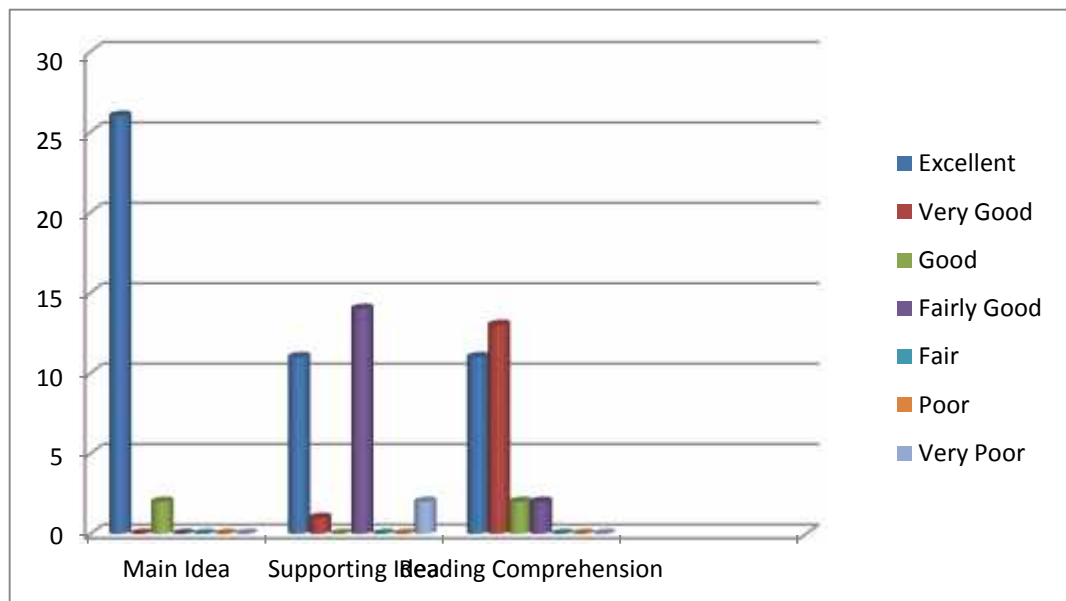


Chart 4.1. The Students' Literal Reading Comprehension

The chart above show that the result of the students' literal reading comprehension in item of main idea it can be seen that were 26 students categorized Excellent, 2 students categorized very good, and none students categorized good, fairly good, fair, poor, and very poor. In item supporting idea it can be seen that were 11 students categorized excellent, 1 students categorized very good, none students categorized good, 14 students categorized fairly good, none students categorized fair and poor, and then 2 students categorized very poor. From item reading comprehension it can be seen were 11 students categorized excellent, 13 students categorized very

good, 2 students categorized good, and 2 students categorized fairly good, and none of them categorized fair, poor, and very poor.

2. The Students Score in Questionnaire Test

a) Item 1

Table 4.2 I never find uncommon vocabularies in English reading text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	1	4
4	Disagree	27	96
5	Strong Disagree	-	-
	Total	28	100

The table above show that none students chose ‘Strongly Agree’, none students chose ‘Agree’, 1 students (4%) chose ‘Undecided’ and 27 students (96%) ‘Disagree’, and none students chose ‘Strongly Disagree’. It means that most of students were disagree that they never find uncommon vocabularies in English reading text.

b) Item 2

Table 4.3 I have any background of concept before reading text, so that I easily got the understand reading text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	25	89
2	Agree	3	11
3	Undecided	-	-
4	Disagree	-	-
5	Strong Disagree	-	-
	Total	28	100

The table above show that 25 students (89%) chose ‘Strongly Agree’, 3 students (11%) chose ‘Agree’, and none chose ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’. It means that most of them were

strongly agree that they have some background of concept before reading text, so that I easily got the understand reading text.

c) *Item 3*

Table 4.4. I never find difficult sentences when reading English text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	27	96
2	Agree	-	-
3	Undecided	1	4
4	Disagree	-	-
5	Strong Disagree	-	-
	Total	28	100

The table above show that 27 students (96%) chose ‘Strongly Agree’, none chose ‘Agree’, 1 students (4%) chose ‘Undecided’, and none chose ‘Disagree’ and ‘Strongly Disagree’. It means that most of them were strongly agree that they never find difficult sentences when reading English text.

d) *Item 4*

Table 4.5. I think the content of the text given is easy

No.	Opinion	Frequency	Percentage(%)
1	Strongly Agree	2	7
2	Agree	26	93
3	Undecided	-	-
4	Disagree	-	-
5	Strong Disagree	-	-
	Total	28	100

The table above show that 2 students (7%) chose ‘Strongly Agree’, 26 students (93%) chose ‘Agree’, and none chose ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’. It means that most of them were agree that they think the content of the text given is easy.

e) *Item 5*

Table 4.6. I think my experience and my language level are suitable with the text has been given.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	18
2	Agree	15	54
3	Undecided	6	21
4	Disagree	2	7
5	Strong Disagree	-	-
	Total	28	100

The table above show that 5 students (18%) chose ‘Strongly Agree’, 15 students (54%) chose ‘Agree’, 6 students (21%) chose ‘Undecided’, 2 students (7%) ‘Disagree, and none chose ‘Strongly Disagree’. It means that most of them were strongly agree that they think their experience and their language level are suitable with the text has been given.

f) *Item 6*

Table 4.7 I always choose a good time for reading a day, so that I feel comfortable to read

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	18
2	Agree	14	50
3	Undecided	5	18
4	Disagree	4	14
5	Strong Disagree	-	-
	Total	28	100

The table above show that 5 students (18%) chose ‘Strongly Agree’, 14 students (50%) chose ‘Agree’, 5 students (18%) chose ‘Undecided’, 4 students (14%) ‘Disagree, and none chose ‘Strongly

Disagree’. It means that most of them were strongly agree that they always choose a good time for reading a day, so that they feel comfortable to read.

g) Item 7

Table 4.8 I think reading is an interesting activity in learning process

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	19	68
2	Agree	8	28
3	Undecided	-	-
4	Disagree	1	4
5	Strong Disagree	-	-
	Total	28	100

The table above show that 19 students (68%) chose ‘Strongly Agree’, 8 students (28%) chose ‘Agree’, none chose ‘Undecided’, 1 students (4%) ‘Disagree, and none chose ‘Strongly ‘Disagree’. It means that most of them were strongly agree that they think reading is an interesting activity in learning process.

h) Item 8

Table 4.9 I always focus and concentrate more on reading English text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	21
2	Agree	21	75
3	Undecided	1	4
4	Disagree	-	-
5	Strong Disagree	-	-
	Total	28	100

The table above show that 6 students (21%) chose ‘Strongly Agree’, 21 students (75%) chose ‘Agree’, 1 students (4%) chose ‘Undecided’, and none chose ‘Disagree’ and ‘Strongly Disagree’. It means

that most of them were agree that they always focus and concentrate more on reading English text.

i) *Item 9*

Table 4.10 I think managing the time between playing and reading is easy

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	23	82
2	Agree	3	11
3	Undecided	-	-
4	Disagree	2	7
5	Strong Disagree	-	-
	Total	28	100

The table above show that 23 students (82%) chose ‘Strongly Agree’, 3 students (11%) chose ‘Agree’, none chose ‘Undecided’, 2 students (7%) ‘Disagree, and none chose ‘Strongly Disagree’. It means that most of them were strongly agree that they think managing the time between playing and reading is easy.

j) *Item 10*

Table 4.11.I never feel bored go to the library and read some book because I think reading is important

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	28
2	Agree	11	40
3	Undecided	8	28
4	Disagree	-	-
5	Strong Disagree	1	4
	Total	28	100

The table above show that 8 students (28%) chose ‘Strongly Agree’, 11 students (40%) chose ‘Agree’, 8 students (28%) chose

‘Undecided’, none chose ‘Disagree, and 1 students (4%) chose ‘Strongly Disagree’. It means that most of them were agree that they never feel bored go to the library and read some book because I think reading is important.

k) Item 11

Table 4.12. I always find uncommon vocabularies in English reading

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	12	43
2	Agree	15	53
3	Undecided	-	-
4	Disagree	-	-
5	Strong Disagree	1	4
	Total	28	100

The table above show that 12 students (43%) chose ‘Strongly Agree’, 15 students (53%) chose ‘Agree’, none chose ‘Undecided’ and ‘Disagree, and 1 students (4%) chose ‘Strongly Disagree’. It means that most of them were agree that they always find uncommon vocabularies in English reading.

l) Item 12

Table 4.13. I don't have any background of concept before reading text, so that I easily got the understand reading text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	-	-
4	Disagree	24	86
5	Strong Disagree	4	14
	Total	28	100

The table above show that none chose ‘Strongly Agree’, ‘Agree’, and ‘Undecided’, 24 students (86 %) ‘Disagree, and 4 students (14%) chose ‘Strongly ‘Disagree’. It means that most of them were disagree that they don’t have any background of concept before reading text, so that I easily got the understand reading text.

m) Item 13

Table 4.14. I always find difficult sentences when reading English text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	18
2	Agree	23	82
3	Undecided		
4	Disagree		
5	Strong Disagree	-	-
	Total	28	100

The table above show that 5 students (18%) chose ‘Strongly Agree’, 23 students (82%) chose ‘Agree’, and none chose ‘Undecided’, ‘Disagree’, and chose ‘Strongly Disagree’. It means that most of them were agree that they always find difficult sentences when reading English text.

n) Item 14

Table 4.15. I think the content of the material of the text given is very difficult

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	6	21
3	Undecided	1	4
4	Disagree	19	68
5	Strong Disagree	2	7
		28	100

The table above show that none chose ‘Strongly Agree’, 6 students (21%) chose ‘Agree’, 1 students (4%) chose ‘Undecided’, 19 students (68%) ‘Disagree, and 2 students (7%) chose ‘Strongly Disagree’. It means that most of them were disagree that they think the content of the material of the text given is very difficult.

o) Item 15

Table 4.16.I think my experience and my language level are not suitable with the text has been given.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	
2	Agree	1	4
3	Undecided	1	4
4	Disagree	24	85
5	Strong Disagree	2	7
	Total	28	100

The table above show that none chose ‘Strongly Agree’, 1students (4%) chose ‘Agree’, 1 students (4%) chose ‘Undecided’, 24 students (85%) ‘Disagree, and 2 students (7%) chose ‘Strongly Disagree’. It means that most of them were disagree that they think their experience and their language level are unsuitable with the text has been given.

p) *Item 16*

Table 4.17. I never choose a good time to read a day, so that I feel uncomfortable to read

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	1	4
3	Undecided	2	7
4	Disagree	22	78
5	Strong Disagree	3	11
	Total	28	100

The table above show that none chose 'Strongly Agree', 1students (4%) chose 'Agree', 2 students (7%) chose 'Undecided', 22 students (28%) 'Disagree, and 3 students (11%) chose 'Strongly Disagree'. It means that most of them were disagree that they never choose a good time to read a day, so that I feel uncomfortable to read.

q) *Item 17*

Table 4.18. I think reading is not interesting activity in learning process

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	7
2	Agree	-	-
3	Undecided	-	-
4	Disagree	7	25
5	Strong Disagree	19	68
	Total	28	100

The table above show that 2 students (7%) chose 'Strongly Agree', none chose 'Agree' and 'Undecided', 7 students (25%) 'Disagree, and 19 students (68%) chose 'Strongly Disagree'. It means that most of them were strongly disagree that theythink reading is not interesting activity in learning process.

r) *Item 18*

Table 4.19. I never focus and concentrate more on reading English text

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	2	7
3	Undecided	-	-
4	Disagree	25	89
5	Strong Disagree	1	4
	Total	28	100

The table above show that none chose ‘Strongly Agree’, 2 students (7%) chose ‘Agree’, none chose ‘Undecided’, 25 students (89%) ‘Disagree, and 1 student (4%) chose ‘Strongly Disagree’. It means that most of them were disagree that they think never focus and concentrate more on reading English text.

s) *Item 19*

Table 4.20. I think managing the time between playing and reading is difficult

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	1	4
4	Disagree	7	25
5	Strong Disagree	20	71
	Total	28	100

The table above show that none chose ‘Strongly Agree’, and ‘Agree’, 1 students (4%) chose ‘Undecided’, 7 students (25%) ‘Disagree, and 20 students (71%) chose ‘Strongly Disagree’. It means that most of

them were strongly disagree that they think managing the time between playing and reading is difficult.

t) *Item 20*

Table 4.21. I feel bore go to the library and read some book because I think reading is not important

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	4	14
4	Disagree	17	61
5	Strong Disagree	7	25
	Total	28	100

The table above show that none chose ‘Strongly Agree’ and ‘Agree’, 4 students (14%) chose ‘Undecided’, 17 students (61%) ‘Disagree, and 7 students (25%) chose ‘Strongly ‘Disagree’. It means that most of them were disagree that they feel bore go to the library and read some book because I think reading is not important.

Best on the table, from 28 students, total score of the questionnaire were 1723 and total numbers of the able are 20, so the mean score :

$$\bar{x} = \frac{\sum X}{N} \rightarrow \bar{x} = \frac{2149}{28} = 76,7$$

The mean score above indicates that the third grade of SMP Negeri 31 Makassar got classification good in comprehending English reading text.

To know the categorized of the students questionnaire test, following chart was presented:

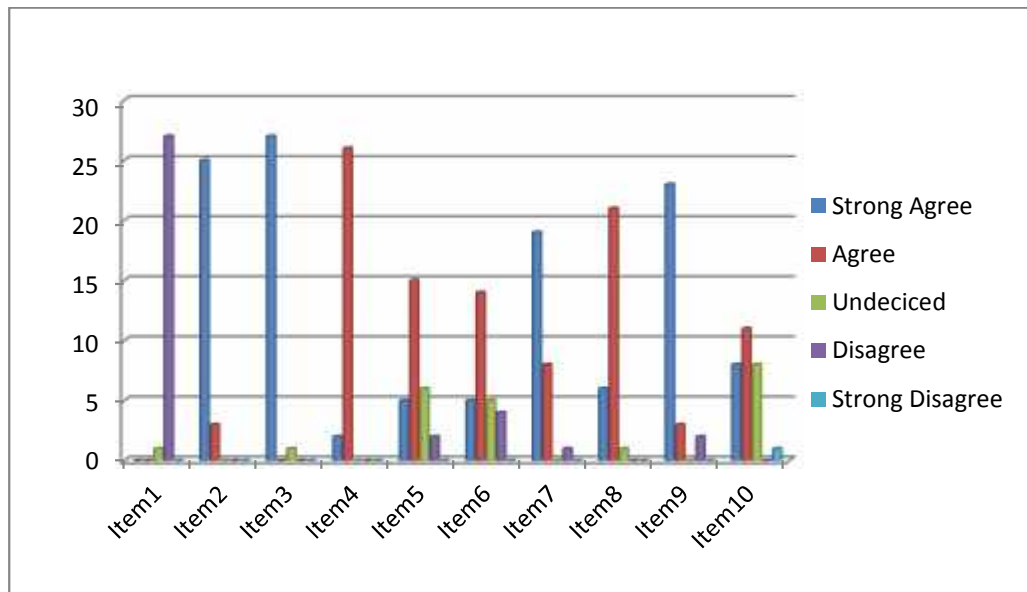


Chart 4.2. The Students Questionnaire Test (Positive Statement)

The chart above showed that the result of students questionnaire test in (item 1) none students chose ‘Strongly Agree’, none students chose ‘Agree’, 1 students chose ‘Undecided’ and 27 students ‘Disagree’, and none students chose ‘Strongly Disagree’. It means that most of students were disagree that they never find uncommon vocabularies in English reading text. (Item 2) 25 students chose ‘Strongly Agree’, 3 students chose ‘Agree’, and none chose ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’. It means that most of them were strongly agree that they have some background of concept before reading text, so that they easily got to understand reading text. (Item 3) 27 students chose ‘Strongly Agree’, none chose ‘Agree’, 1 students chose ‘Undecided’, and none chose ‘Disagree’ and ‘Strongly Disagree’. It means that most of them were strongly agree that they never find difficult sentences when reading English text. (Item 4) 2 students chose ‘Strongly Agree’, 26 students chose ‘Agree’, and none

chose 'Undecided', 'Disagree' and 'Strongly Disagree'. It means that most of them were agree that they think the content of the text given is easy. (Item 5) that 5 students chose 'Strongly Agree', 15 students chose 'Agree', 6 students chose 'Undecided', 2 students chose 'Disagree', and none chose 'Strongly Disagree'. It means that most of them were strongly agree they think their experience and their language level are suitable with the text has been given. (Item 6) 5 students chose 'Strongly Agree', 14 students chose 'Agree', 5 students chose 'Undecided', 4 students 'Disagree, and none chose 'Strongly Disagree'. It means that most of them were strongly agree that they always choose a good time for reading a day, so that they feel comfortable to read. (Item 7) 19 students chose 'Strongly Agree', 8 students chose 'Agree', none chose 'Undecided', 1 students 'Disagree, and none chose 'Strongly 'Disagree'. It means that most of them were strongly agree that they think reading is an interesting activity in learning process. (Item 8) 6 students chose 'Strongly Agree', 21 students chose 'Agree', 1 students chose 'Undecided', and none chose 'Disagree' and 'Strongly Disagree'. It means that most of them were agree that they always focus and concentrate more on reading English text. (Item 9) 23 students chose 'Strongly Agree', 3 students chose 'Agree', none chose 'Undecided', 2 students 'Disagree, and none chose 'Strongly Disagree'. It means that most of them were strongly agree that they think managing the time between playing and reading is easy. (Item 10) 8 students chose 'Strongly Agree', 11 students chose 'Agree', 8 students

(28%) chose 'Undecided', none chose 'Disagree, and 1 students chose 'Strongly Disagree'. It means that most of them were agree that they never feel bored go to the library and read some book because I think reading is important.

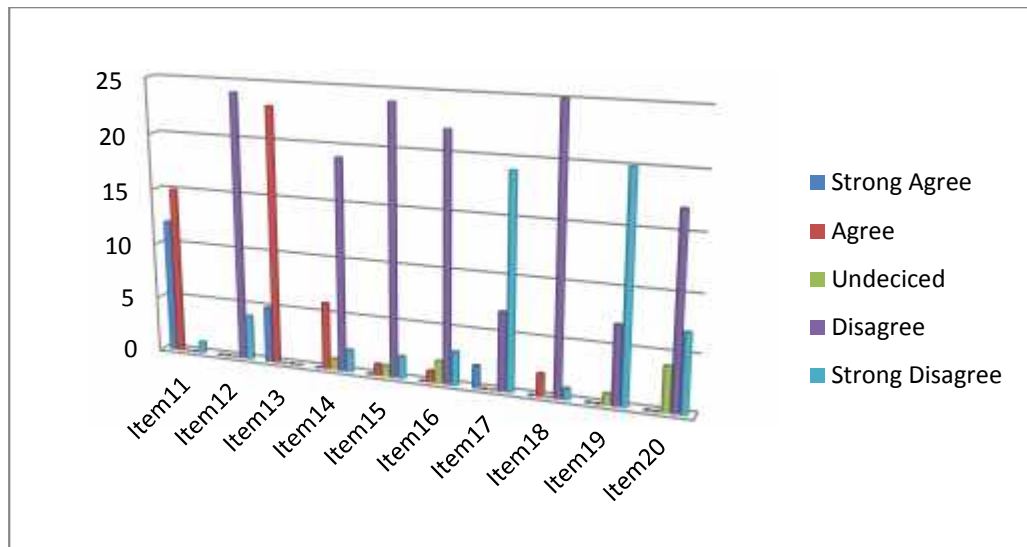


Chart 4.3. The Students Questionnaire Test (Negative Statement)

The chart above showed that the result of students questionnaire testin (item 11) 12 students chose 'Strongly Agree', 15 students chose 'Agree', none chose 'Undecided' and 'Disagree, and 1 students chose 'Strongly Disagree'. It means that most of them were agree that they always find uncommon vocabularies in English reading. (Item 12) none chose 'Strongly Agree', 'Agree', and 'Undecided', 24 students 'Disagree, and 4 students chose 'Strongly 'Disagree'. It means that most of them were disagree that they don't have any background of concept before reading text, so that they easily got to understand reading text. (Item 13) 5 students chose 'Strongly Agree', 23 students chose 'Agree', and none chose 'Undecided', 'Disagree', and chose 'Strongly Disagree'. It means that most of them were

agree that they always find difficult sentences when reading English text. (Item 14) none chose 'Strongly Agree', 6 students chose 'Agree', 1 students chose 'Undecided', 19 students 'Disagree, and 2 students chose 'Strongly Disagree'. It means that most of them were disagree that they think the content of the material of the text given is very difficult. (Item 15) none chose 'Strongly Agree', 1 students chose 'Agree', 1 students chose 'Undecided', 24 students 'Disagree, and 2 students chose 'Strongly Disagree'. It means that most of them were disagree that they think their experience and their language level are suitable with the text has been given. (Item 16) none chose 'Strongly Agree', 1 students (4%) chose 'Agree', 2 students (7%) chose 'Undecided', 22 students (28%) 'Disagree, and 3 students (11%) chose 'Strongly Disagree'. It means that most of them were disagree that they never choose a good time to read a day, so that I feel uncomfortable to read. (Item 17) 2 students chose 'Strongly Agree', none chose 'Agree' and 'Undecided', 7 students 'Disagree, and 19 students chose 'Strongly Disagree'. It means that most of them were strongly disagree that they think reading is not interesting activity in learning process. (Item 18) none chose 'Strongly Agree', 2 students chose 'Agree', none chose 'Undecided', 25 students 'Disagree, and 1 student chose 'Strongly Disagree'. It means that most of them were disagree that they think never focus and concentrate more on reading English text. (Item 19) none chose 'Strongly Agree', and 'Agree', 1 students chose 'Undecided', 7 students 'Disagree, and 20 students chose 'Strongly Disagree'. It means that most of them were strongly disagree that they think managing the time between

playing and reading is difficult. (Item 20) none chose 'Strongly Agree' and 'Agree', 4 students chose 'Undecided', 17 students 'Disagree, and 7 students chose 'Strongly 'Disagree'. It means that most of them were disagree that they feel bore go to the library and read some book because I think reading is not important.

B. Discussion

This part presents the result about the students literal reading comprehension dealing with main idea and supporting idea and the questionnaire students in learning process.

1. The Students' Literal Reading Comprehension

In this part, discussion deals with the interpretation of findings derived from the result of findings about the result of the students' reading comprehension in term of literal reading comprehension dealing with main idea and supporting idea. The title of the reading test is The Legend Of MalinKundang and there are four question consists of question for main idea and supporting idea, based on the question for main idea there are two: (what is the main idea of the first paragraph? And what is the main idea of the last paragraph?). Based on the question for supporting idea there are two: (mention the supporting idea of the first paragraph! and mention the supporting idea of the last paragraph!). Based on the score of the students it shown the rate percentage and frequency of the students' reading comprehension ability, 11 students categorized excellent, 13 students categorized very good, 2 students categorized good, and 2 students categorized fairly good, and none of them

categorized fair, poor, and very poor. The mean score of reading test students of SMP Negeri 31 Makassar was categorized excellent in reading comprehension, it reflected by the mean score 9.1.

3. The Factors of Students' Difficulties in Learning English Reading Comprehension

Based on the data analysis collected through positive and negative items of questionnaire, first is based on positive statement the researcher found that most of students were disagreed that they never find uncommon vocabularies in English reading text, most of the students strongly agree that they have some background of concept before reading text, so that they easily got the understand reading text, most of students were strongly agree that they never find difficult sentences when reading English text, most of students were agree that they think the content of the text given is easy, most of students were strongly agree that they think my experience and my language level are suitable with the text has been given., most of students were strongly agree that they always choose a good time for reading a day, so that they feel comfortable to read, most of students were strongly agree that they think reading is an interesting activity in learning process, most of students were agree that they always focus and concentrate more on reading English text, that most of students were strongly agree that they think managing the time between playing and reading is easy, and most of students were agree that they never feel bored go to the library and read some book because I think reading is important.

Based on negative statements of questionnaire, the researcher found that most of students were agree that they always find uncommon vocabularies in English reading, most of students were disagree that they don't have any background of concept before reading text, so that I easily got the understand reading text, most of students were agree that they always find difficult sentences when reading English text, most of students were disagree that they think the content of the material of the text given is very difficult, that most of students were disagree that they think my experience and my language level are not suitable with the text has been given, most of students were disagree that they never choose a good time to read a day, so that I feel uncomfortable to read, most of students were strongly disagree that they think reading is not interesting activity in learning process, most of students were disagree that they think never focus and concentrate more on reading English text, most of students were strongly disagree that they think managing the time between playing and reading is difficult, and most of students were disagree that they feel bore go to the library and read some book because I think reading is not important.

Based on negative statement and positive statement above the researcher can got the mean score of students questionnaire test of SMP Negeri 31 Makassar was categorized good in reading comprehension, it reflected by the mean score from 28 students, total score of the questionnaire were 2149 and total numbers of the table are 20, so the mean score students questionnaire is 76.7.

Based on the previous above this research has line with Puspita (2017) found that the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.

Houghton (2013) found that difficulties is condition, quality or something not easy done, accomplished, comprehend. Difficulties means something hard to do or understand.

In Jaya (2005:25) found that the students' difficulties in comprehending the reading text, they are; Vocabulary, Grammatical structure, Literal comprehension, Inferential comprehension, applied comprehension, Critical reading, and Format of reading text.

According to the three researchers above, this research have the similarity with them because in this research the students also find unfamiliar vocabulary and unfamiliar content of the text. While the differences with the three researchers above and the researcher's are subject and the research focus.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of previous chapter, the following conclusion are presented.

1. Most of the Third Grade of SMP Negeri 31 Makassar had excellent in reading comprehension ability especially in literal reading comprehension (main idea and supporting idea) of reading text. The average of the Third Grade of SMP Negeri 31 Makassar had classification good in reading English text.
2. There are many factors difficulties faced by the Third Grade of SMP Negeri 31 Makassar in English reading comprehension, they were: factors difficulties related from the text that is vocabulary, concept of the material, grammatical structure, and content of material. The factors related from the students that is background knowledge, the students lack to predict the meaning of words in the reading text and students had limited vocabularies.

B. Suggestion

Based on the result of the data analysis and conclusion above the researcher suggest :

1. The English teachers of SMP Negeri 31 Makassar should have a good technique in teaching, more creative, more innovative selecting and presenting material relatively and using a wide variety of resources that can motivate the students to learn English.
2. The English teachers of SMP Negeri 31 Makassar should give the students more exercise in reading and give direction about how to learn and read, so that they understand the main idea and the supporting idea of the text.
3. The third grade students of SMP Negeri 31 Makassar have to increase the frequently of their reading activities either in classroom or outside the class.
4. The next researcher should focus their research in find out the other case or problem in reading comprehension.

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A P P E N D I C E S

Appendix A

Reading Test

Name :

Class :



The Legend Of Malin Kundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

Source : (<http://www.belajaringgris.net/legenda-malin-kundang-dalam-bahasa-inggris-1956.html>)

Answer the question bellow!

1. What is the main idea of the first paragraph?
2. Mention the supporting idea of the first paragraph!
3. What is the main idea of the last paragraph ?
4. Mention the supporting idea of the last paragraph!

Appendix B

Questionnaire

Name :

Nis :

Class :

Petunjuk Pengisian

Angket ini berisi tentang pernyataan-pernyataan tentang faktor yang mempengaruhi siswa dalam memahami teks bahasa Inggris. Angket ini berisi pernyataan positif dan pernyataan negatif. Silahkan centang (✓) pada kolom yang tersedia, dimana : SS (Sangat Setuju), S (Setuju), RR (Ragu-Ragu), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju).

Pernyataan Positif

No.	Pernyataan	Respon				
		SS	S	RR	TS	STS
1.	Saya tidak pernah menemukan kata yang sulit pada bacaan bahasa Inggris.					
2.	Saya memiliki pengetahuan tentang bacaan sebelum membaca teks sehingga saya mudah mengerti dan mengartikan bacaan bahasa Inggris					
3.	Saya tidak pernah menemukan kalimat yang sulit ketika membaca teks bahasa Inggris.					
4.	Saya fikir isi dan konsep dari materi yang diberikan sangat mudah.					
5.	Saya pikir pengalaman dan					

	level bahasa saya telah sesuai dengan teks yang diberikan.					
6.	Saya selalu memilih waktu yang baik untuk membaca dalam sehari, sehingga saya merasa nyaman ketika membaca.					
7.	Saya pikir membaca adalah kegiatan yang menarik dalam proses belajar.					
8.	Saya selalu fokus dan konsentrasi dalam membaca teks bahasa inggris.					
9.	Saya pikir sangat mudah untuk mengatur waktu antara bermain dan membaca.					
10.	Saya tidak pernah merasa bosan masuk ke perpustakaan dan membaca beberapa buku, karena saya pikir membaca sangat penting.					

Pernyataan Negatif

No.	Pernyataan	Respon				
		SS	S	RR	TS	STS
1.	Saya banyak menemukan kata yang sulit pada bacaan bahasa inggris.					
2.	Saya tidak memiliki pengetahuan tentang bacaan sebelum membaca teks sehingga saya mudah mengerti dan mengartikan bacaan bahasa inggris					
3.	Saya menemukan kalimat yang sulit ketika membaca teks bahasa inggris.					
4.	Saya fikir isi dan konsep dari materi yang diberikan sangat susah.					
5.	Saya pikir pengalaman dan level bahasa saya tidak sesuai dengan teks yang diberikan.					
6.	Saya tidak pernah memilih waktu yang baik untuk membaca dalam sehari, sehingga saya merasa nyaman ketika membaca.					

7.	Saya pikir membaca adalah kegiatan yang membosankan dalam proses belajar.					
8.	Saya tidak pernah fokus dan konsentrasi dalam membaca teks bahasa inggris.					
9.	Saya kesulitan untuk mengatur waktu antara bermain dan membaca.					
10.	Saya merasa bosan masuk ke perpustakaan dan membaca beberapa buku, karena saya pikir membaca tidak penting.					

APPENDIX C**SCORE OF STUDENTS ANSWER**

Sample	Score of Students Answer				Total Score of Students Answer	
	Question 1 (Main Idea)	Question 2 (Supporting Idea)	Question 3 (Main Idea)	Question 4 (Supporting Idea)	Main Idea	Supporting Idea
S-1	4	4	3	2	7	6
S-2	4	4	4	4	8	8
S-3	4	4	4	2	8	6
S-4	3	4	4	2	7	6
S-5	4	2	4	2	8	4
S-6	4	4	4	4	8	8
S-7	4	4	4	4	8	8
S-8	4	4	4	2	8	6
S-9	4	4	4	4	8	8
S-10	4	4	4	2	8	6
S-11	4	4	4	4	8	8
S-12	4	4	4	4	8	8
S-13	4	2	4	2	8	4
S-14	4	4	4	4	8	8
S-15	4	4	4	2	8	6
S-16	4	4	4	2	8	6
S-17	4	4	4	2	8	6
S-18	4	4	4	2	8	6
S-19	4	4	4	4	8	8
S-20	4	4	4	2	8	6
S-21	4	4	4	4	8	8
S-22	4	4	4	2	8	6
S-23	4	4	4	2	8	6
S-24	4	4	4	2	8	6
S-25	4	4	4	4	8	8
S-26	4	4	4	4	8	8
S-27	4	4	4	2	8	6
S-28	4	4	4	2	8	6

APPENDIX D

THE SCORE OF THE STUDENTS'
READING COMPREHENSION

No.	Sample	G	Score of Students Answer	Score of Main Idea	Score of Students Answer	Score of Supporting Idea	Score of Reading Comprehension	Ket
1	S-1	M	7	8.8	6	7.5	8.1	
2	S-2	M	8	10	8	10	10	
3	S-3	M	8	10	6	7.5	8.8	
4	S-4	F	7	8.8	6	7.5	8.1	
5	S-5	F	8	10	4	5	7.5	
6	S-6	F	8	10	8	10	10	
7	S-7	F	8	10	8	10	10	
8	S-8	F	8	10	6	7.5	8.8	
9	S-9	F	8	10	8	10	10	
10	S-10	M	8	10	6	7.5	8.8	
11	S-11	F	8	10	8	10	10	
12	S-12	F	8	10	8	10	10	
13	S-13	F	8	10	4	5	7.5	
14	S-14	F	8	10	8	10	10	
15	S-15	F	8	10	6	7.5	8.8	
16	S-16	F	8	10	6	7.5	8.8	
17	S-17	F	8	10	6	7.5	8.8	
18	S-18	F	8	10	6	7.5	8.8	
19	S-19	F	8	10	8	10	10	
20	S-20	F	8	10	6	7.5	8.8	
21	S-21	F	8	10	8	10	10	
22	S-22	F	8	10	6	7.5	8.8	

23	S-23	M	8	10	6	7.5	8.8	
24	S-24	F	8	10	6	7.5	8.8	
25	S-25	F	8	10	8	10	10	
26	S-26	F	8	10	8	10	10	
27	S-27	M	8	10	6	7.5	8.8	
28	S-28	F	8	10	6	7.5	8.8	
Total Score			222	277.6	186	232.5	255.6	
Mean Score			8	8.1	6.6	8.3	9.1	

The Mean Score of Reading Test

1. The mean score of reading test:

$$\bar{x} = \frac{\sum X}{N} = \frac{255.6}{28} = 9.1$$

APPENDIX E**THE CLASSIFICATION OF STUDENTS SCORE
IN READING COMPREHENSION**

Sample	Main Idea	classification	Supporting Idea	Classification	Reading Comprehension	Classification
S-1	8.8	Very Good	7.5	Fairly Good	8.1	Good
S-2	10	Excellent	10	Excellent	10	Excellent
S-3	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-4	8.8	Very Good	7.5	Fairly Good	8.1	Good
S-5	10	Excellent	5	Very Poor	7.5	Fairly Good
S-6	10	Excellent	10	Excellent	10	Excellent
S-7	10	Excellent	10	Excellent	10	Excellent
S-8	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-9	10	Excellent	10	Excellent	10	Excellent
S-10	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-11	10	Excellent	10	Excellent	10	Excellent
S-12	10	Excellent	10	Excellent	10	Excellent
S-13	10	Excellent	5	Very Poor	7.5	Fairly Good
S-14	10	Excellent	10	Excellent	10	Excellent
S-15	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-16	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-17	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-18	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-19	10	Excellent	10	Excellent	10	Excellent
S-20	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-21	10	Excellent	10	Excellent	10	Excellent
S-22	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-23	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-24	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-25	10	Excellent	10	Excellent	10	Excellent
S-26	10	Excellent	10	Excellent	10	Excellent
S-27	10	Excellent	7.5	Fairly Good	8.8	Very Good
S-28	10	Excellent	7.5	Fairly Good	8.8	Very Good

Number of Students	Item																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Σ
1	2	5	5	4	3	3	5	4	5	5	5	2	4	1	2	2	1	2	1	1	1
2	2	5	5	4	4	4	4	5	5	4	5	2	5	2	2	2	2	2	2	3	71
3	2	5	5	4	4	4	4	5	5	4	5	2	5	2	2	2	2	2	2	2	71
4	2	5	5	4	5	4	5	5	5	3	4	2	4	2	2	2	1	2	1	1	68
5	2	5	5	4	3	2	5	4	5	3	5	2	4	2	2	2	1	2	1	2	66
6	2	5	5	4	4	4	5	4	5	5	5	2	4	4	2	2	5	2	1	2	78
7	2	5	5	4	4	4	5	4	5	5	4	2	4	2	2	2	1	2	1	1	71
8	2	5	5	4	4	2	5	4	5	1	1	1	4	2	2	2	1	4	1	2	65
9	2	5	5	4	3	3	5	4	5	4	4	2	4	2	2	2	1	2	1	2	71
10	3	5	3	5	5	5	5	5	5	5	5	1	4	1	1	1	1	1	1	1	73
11	2	5	5	4	3	3	4	4	5	4	4	2	4	4	2	2	2	2	1	2	75
12	2	4	5	4	5	5	4	4	4	4	4	2	4	4	2	1	1	2	2	2	77
13	2	5	5	5	4	5	5	2	5	4	4	2	5	2	1	1	1	2	1	1	75
14	2	4	5	4	4	4	4	4	5	4	4	2	4	2	2	2	2	4	1	2	79
15	2	5	5	4	4	4	5	4	4	5	4	2	4	2	2	2	1	2	2	1	79
16	2	5	5	4	5	5	4	4	5	4	5	1	4	2	2	2	2	2	2	2	83
17	2	5	5	4	4	4	5	4	4	3	4	2	4	2	2	2	1	2	2	3	81
18	2	5	5	4	4	2	2	5	5	4	4	2	5	2	2	2	1	2	1	2	79
19	2	5	5	4	3	3	4	3	2	3	4	2	4	4	3	3	2	2	3	2	82
20	2	5	5	4	4	4	5	4	5	4	5	2	4	4	2	3	5	2	2	2	93
21	2	5	5	4	4	4	5	4	2	5	5	1	5	4	2	2	1	2	1	2	86
22	2	5	5	4	2	4	4	4	5	3	5	2	4	2	2	2	1	3	1	2	84
23	2	5	5	4	5	4	5	4	5	4	4	2	4	2	2	2	1	2	1	2	88

24	2	4	5	4	5	5	5	4	5	5	5	2	4	2	2	2	1	2	1	3	92
25	2	5	5	4	2	2	5	4	5	3	4	1	4	3	4	4	1	2	1	3	89
26	2	5	5	4	4	4	5	5	5	3	5	2	4	2	2	2	2	2	1	2	92
27	2	5	5	4	4	4	5	4	5	5	4	2	4	2	2	2	1	2	1	1	91
28	2	5	5	4	3	3	5	4	5	3	4	2	4	2	2	2	1	2	1	2	89
Total	57	137	138	114	108	104	129	115	131	109	121	51	117	67	57	57	43	60	37	53	2149

Dokumentasi

❖ Obsevasi Sekolah



❖ Observasi Kelas IX.A



❖ Pembagiab Reading Test



❖ Pembagian Questionnaire



CURRICULUM VITAE



Nur Ridhayani Yadin was born on January 16th, 1995 in Ujung Pandang, South Sulawesi. She is the second child of four siblings of Muhammad Yadin and Suharnaeni. She began her study at SD Negeri Bontojai Makassar and graduated in 2007. In 2007 She then continued her study to Junior High School at SMP Negeri 31 Makassar finished it in 2010.

She then continued her study in senior high school at SMA Negeri 6 Makassar and finished it in 2013. Finally she continued her study as a humble student specializing in English Education in Faculty of Teacher Training and Education at Makassar Muhammadiyah University 2013.

At the end for her study, she could finish her thesis with a title “The Students’ Difficulties in Learning English Reading Comprehension (At the Third Grade of SMP Negeri 31 Makassar).