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AN ANALYSIS OF DIFFICULTIES FACED BY STUDENTS IN LEARNING READING AT SMA NEGERI 1 BAUBAU
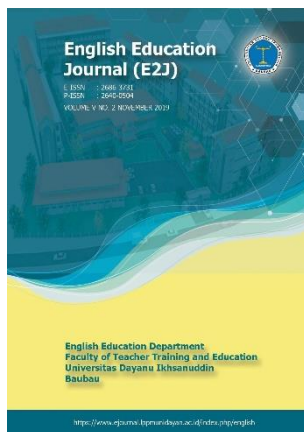
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Abstract
The problem of this research was what were the difficulties faced by students at SMA Negeri 1 Baubau especially in eleventh grade students in learning reading comprehension? The objective of this research was to find out the difficulties faced by the eleventh grade students at SMA Negeri1 Baubau in learning reading comprehension. The researcher used the descriptive qualitative research. In this research descriptive was conducted in the purpose to describe systematically about the fact and characteristic of the difficulties that students faced in learning reading. The subject of the research was class XI MIPA 4 SMA Negeri 1 Baubau with the total subject consisted of 40 students then the sample of the research consist of 10 student. The instrument of this research used observation and interview, while the technique of data analysis used the of Miles and Huberman adapted that consist of data reducing, data display and drawing conclusion/verification. The result of research indicated that there were difficulties faced by the eleventh grade students at SMA Negeri 1 Baubau in learning reading comprehension. Regarding in the analysis of this research, there were four findings in this research, namely: Difficulty to understand the meaning of the word: Not understand the main idea, not understand the grammar, and difficulties to make inferences.

Keywords*: Analysis, Difficulties, Learning Reading.*

Abstrak
Masalah dalam penelitian ini adalah apa saja kesulitan yang dihhadapi siswa SMA Negeri 1 Baubau khususnya siswa kelas XI dalam pembelajaran pemahaman membaca? Penelitian ini bertujuan untuk mengetahui kesulitan yang

dihadapi siswa kelass XI SMA Negeri 1 Baubau dalam pembelajaran pemahaman bacaan. Penelitian ini peneliti menggunakan penelitian deskriptif kualitatif. Dalam penelitian deskriptif ini dilakukan dengan tujuan nutk mendeskripsikan secara sistematis tentang fakta dan ciri-ciri kesulitan yang dihadapi siswa dalam pembelajaran membaca. Subjek penelitian ini adalah siswa kelas XI MIPA 4 SMA Negeri 1 Baubau dengan jumlah subjek 40 siswa maka sampel penelitian terdiri dari 10 siswa. Instrumen penelitian ini menggunakan observasi dan wawancara, sedangkan teknik analisis data menggunakan adaptasi Miles dan Huberman yang terdiri dari reduksi data, display data dan penarikan kesimpulan/verification. Hasil penelitian menunjukan bahwa terdapat kesulitan yang dihadapi oleh siswa kelas XI SMA Negeri 1 Baubau dalam pembelajaran pemahaman bacaan. Mengenai analisis penelitian ini, terdapat empat temuan dalam penelitian ini,, yaitu: Kesulitan memahami arti kata, tidak memahami gagasan utama, tidak memahami tata bahasa, dan kesulitan membuat kesimpulan.

Kata kunci: Analisis, Kesulitan, Belajar bacaan

1. INTRODUCTION

Reading functions as the window of knowledge because by reading people can get much information. Reading is an aspect of language skills which is very important in every person's life, both at school and university. Reading skill (looking for a word meaning, finding main idea, remembering the text, guessing the difficulty of word, and etc.) at all levels of education should be mastered by students especially the students of English Study Program in the first semester. By reading the students of first semester will obtain variety information that have never been known all the event, whether in the past, present, or future events.

There are four skills in English that must be mastered, they are speaking, listening, reading and writing. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means that reading is also gateway for students to get information and knowledge in educational process. Reading comprehension is the ability to understand the idea and information in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient starting from senior high school up to university.

In learning reading, the students are required to comprehend the text to get the information. Oberholzer (2005) said that "comprehending what we are reading is far more important to us than knowing the mechanical skill of reading. Without comprehending, reading would serve no purpose. It means that understanding word is the goal of reading skill that should be achieved by the students in each level of the language learning process.

Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in a comprehending reading text, it may be because of faulty word identification in comprehending reading text, limited special comprehension abilities, or poor oral reading. According to Nuttal (1983), there are five difficulties students usually face while they are reading a foreign language, especially when try to comprehend the text, they are: the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts. All of those problems are probably because Indonesian students' first language has different form, sound, vocabulary and structure from English.

Realizing that comprehending text is very important to be achieved by the students in reading skill, difficulties in comprehending reading should be known and solved by the students and the teacher because the difficulties will give negative impact on the students' ability and motivation to achieve the reading target. Oberholzer (2005) stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education as reading requirements become greater and more extensive".

1.1. Definition of Reading

Reading is an activity to understand the content of the next that we read. By reading, reader can get any message and information which can increase knowledge. According Pang et al. (2003), reading is about understanding written text and comprehension is the focus of making sense of words, sentences and connected text. Reading

comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge and others strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writers put the message into the words. So, reading is a way in which something interpreted to understood. Reading does not only mean to understand the words or the grammar it is not just translating but reading is thinking, in others to read well in English reading material text, and the reader must think what the text mean.

English is foreign language for Indonesia students. It is certainly not easy for student to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writers ideas.

According to Oakhil, Cain, and Elbro (2015:1), Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that reading comprehension is the ability to read text, process, and understand its meaning. An individual's ability to understand the text is influences by their natures and skills, one of which is the ability to make inferences, it means that reading comprehension is the ability to make inferences.

In reading comprehension has four levels according to Kholiq (2018) these levels are literal comprehension, inferential comprehension, critical comprehension and creative comprehension. Literal comprehension is a prerequisite for higher understanding (Kholiq, 2018). Inferential comprehension is the ability to understand information that is stated indirectly. According to Kholiq (2018), Inferential comprehension is oriented to the answer that are not written in the text.

Critical comprehension is the ability to evaluate text material. Critical comprehension the same as evaluate understanding. According to Kholiq (2018) the level of critical comprehension is interpreted as the ability to

express emotional and aesthetic responses to text that comply with standards or follow up after reading. Creative comprehension involves all cognitive dimensions of reading because it is related to the psychological and aesthetic effects of the text on the reader.

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

1.2. Reading Comprehension Strategies

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1981) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every words in a text. Skimming assist the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009)

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and

ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2004), extensive reading is carried out to achieve a general understanding of a text. Long a Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aim of extensive reading are to build to readers' confidence and enjoyment.

d. Intensive Reading

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

1.3. Type of Difficulties in Reading Comprehension

According to Nuttal (1996), there are five aspect reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regard as difficulties, that the students encounter in comprehending the text.

a. Determining Main Idea

The main ideas statement that tells the author's point about the topic. According to Longan cited by Nugraha (2015), said that finding main ideas is a key to understand a paragraph or short selection. The main ideas is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see that the main idea of a passage is, and where the main ideas is located.

b. Locating Reference

Reference is antecedent of a pronoun/ the antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understood for what the pronouns in the sentences are used such as the pronouns that are used to show people, place or situation.

c. Understanding Vocabulary

The students expands their knowledge of vocabulary while he is reading a passage, such as by finding our new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharper, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problem readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statement in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions.

e. Detail Information

The last of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and the scan the passage for that words synonym.

1.4. Process of Difficulties in Reading Comprehension

The process here means that, how difficulties in understanding reading for student occur. The process of understanding involves how the author's message can be conveyed to students. If the students have difficulty learning to decode and recognize the words, the students will have difficulty with reading comprehension. The process of reading comprehension can be divided into three stages. The first stage is the recognition stage. At this stage, the students simply recognize the graphic counterparts of the phonological items. For instance the students recognize the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

The second stage is the structuring stage. The students sees the syntactical units. If the students have a problem with syntax, the students will have difficulty understanding the text.

The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall of the text. If the students cannot interpret words in the text or sentence, then the students will have difficulty understanding the text.

1.5. Reason of Difficulties in Reading Comprehension

According Westood (2001), the difficulty in reading comprehension occurs for many reasons such as:

1. Learner's background
   The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.
2. Teaching technique
   The teacher is one of school environmental factor who has the important to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does cannot choose the right technique teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students understanding material.
3. Learner's environment
   The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habit will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English. Without practice and applied it outside he will not understand English perfectly. Home and school are the two learners environment that can influence their learning reading achievement.

Kennedy (1981) states that the difficulties in reading comprehension are produces by a variety of factor, there are:

1. Inadequate instruction presented by teacher, it is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.
2. Lack of pupil interest, it is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness.
3. Unsuitable material
   When reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or to easy, stress the wrong skills, have little relationship to be pupil interest,

or generally be of poor quality. If unsuitable materials are used exclusive. Interest lags, skill development is unbalanced and all form of comprehension are discouraged.

4. Vocabularies difficulties

In excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words. when any appreciable number of word is left out understanding must suffer.

2. RESEARCH METODOLOGY

2.1 Research Design

In this research, the researcher used the descriptive qualitative research by Muchtar (2013:10), states that qualitative descriptive research method is a method used by researchers to find knowledge or theory of research at a certain time. Qualitative analysis use word that is arranged in the text that is expanded. In other words, a qualitative research is a collection, analysis and interpretation of comprehension narrative and visual data in order to gain insight into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief.

Thus, in this research descriptive was conducted in the purpose to described systematically about the fact and characteristics of the difficulties that students faced in learning reading. The researcher used descriptive design in this research was focused on a certain phenomenon in the school environment about the students difficulties in comprehension English reading text.

2.2. Time and Place of the Research

The research was carried out at SMAN 1 Baubau. The place and time were explained as follows, this research was located at SMAN 1 Baubau, and time of the research has been started on 18 march 2023.

2.3. Subject of the Research

The subject in this research included of the Eleventh grade students of MIPA Class at SMAN 1 Baubau with the total of population consisted of 343 students. The researcher focused in science class exactly in XI MIPA 4 which was consisted of 40 students and for the sample the researcher collected 10 students with the criteria of students that tent have a difficulty in learning reading.

2.4. Instrument and Technique of Data Collection

In this research, the researcher collected the data by using observation and interview as the instrument to collected the data.

a. Observation

Observation was to observe the object under the study. Syaukani (1998) said "The research can observe students behavior in the learning process". In this research, the researcher observed the activities of the learning process in the class about reading in the class and how the students response during the teaching and learning activities of reading. And based on the observation that has been done, in learning English, especially in understanding the content of reading text, some student was identifies as experiencing difficulties in understanding reading texts signed by a lack of response to answering teacher questions and also an inability to translate the contents of the reading text.

b. Interview

Interview was a verbal communication between researcher and the informant to get the information. The researcher has made the interview to the students to get more concrete data students' factors difficulty in reading comprehension. Interview one of the ways to know the factor difficulties faced by students in reading comprehension. The research used structured techniques, interviewing students. A questionnaire in this research adapted from the interview from Suci Sintia Putri. (2020) entitled The Analysis Of The Students Difficulties In Reading Comprehension. The object of this research was 11th grade students of MIPA III that has been conducted of 10 students.

2.5. Technique of Data Analysis

Miles and Huberman cited from Nur Sani 2015 stated that qualitative analysis used the word the word that was arranged in the text. They were data reducing and data display.

1. Data Reduction

It is the process of choosing, focus on simplifications, abstracting and transformation of hard data is written notes that are will found in the field. Reducing the data is type analysis that make sharpen, categorize, direct, eliminated the data and organize the data to get the conclusion and verification. It means the researcher chose the important data that had been collected. Then, researcher categorizes the data related to the difficulties faced by students and factors causing the students difficulties in comprehension English reading text at Eleventh grade at SMAN 1 Baubau in Academic Year 2023/2024. The data gets from interview and text. In this, the researcher have made an abstracting the data.

2. Data Display

After reducing the data into the most important, the data were then displayed. Data display is an assembly of information that permits conclusion drawing and the action. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn. The researcher described the data obtained from observations, interviews. After that, the researcher interpreted to answer the problem statement.

3. Drawing Conclusion/Verification

Drawing conclusion sentails taking a step back to consider what the analyzed data analysis means anad assessing their implications for the research question. The researcher drew meaning from the data in this display during the phase. Furthermore, the data will be examined for studiness and veracity.

Basically, drawing conclusions and verification ned to be rechecked and validated data to strengthen conclusions, so that they are stronger and more reliable. Then, the researcher draw the relationship between the data obtained theories.

3. FINDING AND DISCUSSION
3.1. Finding

The findings of this study were based on the results of interviews conducted in class XI MIPA at SMAN 1 Baubau. From the result of observation, the researcher observed the activities of the learning process in the class by their teacher about reading in the class and how the students response during the teaching and learning activities of reading. And based on the observation that has been done, in learning English especially in understanding the content of reading text, some student was identified as experiencing difficulties in understanding reading texts signed by a lack of response to answering teacher questions and also an inability to translate the contents of the readin text.

From the results of the interviews, they were four findings in this research, consist of: The difficulty to understand the meaning of the word,not understand the main idea, not understand the grammar and difficulties to make the inferences.

3.1.1 Result of Interviews
a. The difficulties to Understand the Word

Difficult to understand the word means that the students felt difficulties in deciding the meaning of the word in the text. So that the students difficult to catch the content of the reading text. This can interpreted that the student found difficulties when she read the text. The difficulties here can be seen from the inability to answer the question about the information from the text. Some student can understand some of the word and some not and student sometimes tends to guess the answer, when she did not understand the word in the text.

This finding can be seen in the following data based on the students' interviews under the question: "(Do you understand the meaning of the words contained in the reading text?)"

From the interview data regarding The difficulties to understand the word the first respondent in the initial (IP) said that "only some words that i know and the others not. Meanwhile the second respondent in the initial (JEJ) mentioned that "Depend on the text written". The third answer from the third respondent in the initial (FMM) shortly stated that " a few". Then the student in the initial (RFF) as the four respondent stated that "only some words i know the others not especially unfamiliar words". Meanwhile the fifth

respondent in the initial (ARPD) said that "a little bit understand".

From the sixth respondent in the initial (VR) stated that "only some words but mostly not, so i just guess the answer". Whilst the seventh respondend in the initial (MAK) answered that "mostly do not understand because those unfamiliar words". Meanwhile the student in the initial (MAZ) as the eighth respondent said that "some words i can recognize but some words not. Then the nineth respondent in the initial (NA) said that "first, by reading, then deciding the main idea .". And the last, the tenth respondent in the initial (ADM) stated that "some words i can understand but some words not".

From the result of interviews question above, the student can't understand the text because she didn't know the meaning of the word. Sometime the student only guess the answered, if she/he had no choice. The student realized that her vocabulary was low, so that she/he met words that they didn't understand. The difficulties here happened when the students reads a text. They got the difficult and they stopped to find the meaning of the word and sometime they just ignored the word they didn't understand. In conclusion, the preposition of this finding is that the students' difficulties in reading showed that the student difficult to understand the word in the text.

b. Not Understand the Main Idea

Not understand the main idea was that the students difficult to get a statement that tells the author's point the topic. This can be interpreted that the student finds difficulties when they read the text to get the main idea from the text. The difficulties here can be seen from the student's inability to answer the question, especially if the text is long. Therefore, this can make the main idea of a passage was, and where the main idea is located.

The student did not know what the main idea of the text, the student find it difficult to distinguish which were the main ideas and which were the supporting sentences. And from the results of the student's worksheet, the student wrote a supporting sentence even though what was asked was to wrote down the main idea or the students sometime asked her friend's answer.

This finding can be seen in the following data based on the students' interviews under the question: "(Do you know how to determine the main idea in the reading text?)".

From the interview data regarding Not understand the main idea, the first respondent in the initial (IP) said that "first, reading the text fully, then determining the main idea oin every paragraph/text". Meanwhile the second respondent in the initial (JEJ) mentioned that "by looking the objective or the meaning of the text to find the main idea". The third answer from the third respondent in the initial (FMM) stated that "Depend on the length of the text, sometimes its distractive by supporting sentence". Then the student in the initial (RFF) as the four respondent stated that "usually i see the text from the sentence which shows the fact.". Meanwhile the fifth respondent in the initial (ARPD) said that "determining the theme.".

From the sixth respondent in the initial (VR) stated that "by reading the content of the text in order to get comprehension then determining the main ide". While the seventh respondend in the initial (MAK) answered that "by reading then determining important information in the text". Meanwhile the student in the initial (MAZ) as the eighth respondent said that "actually, it is difficult to determine the main idea since its supporting details information from the text becomes the distraction". Then the nineth respondent in the initial (NA) said that "mostly it is difficult to understand the meaning of the words, and finding the main idea. And the last, the tenth respondent in the initial (ADM) stated that "firstly by reading the text, then determining the main idea".

c. Not Understand the Grammar

Not understand the grammar was the student did not understand the grammar of the text, the student have difficulty information from the text because they did not understand the structure or arrangement of a sentence. When the text was different from what the readers expect, the student found it difficult to understand the text. This happened because the student interpreted the sentences in words. The student have difficulties to connect the word by word so that it becomes a good sentence if interpreted. It can be seen that the knowledge about grammar greatly

influences the students' reading ability because the text structure was different from what the readers expect, students will have difficulty understanding the text. The difficulties here can be seen from the data of student interview below:

This finding can be seen in the following data based on the students' interviews under the question: (What is the difficulties do you usually find in reading text?)".

From the interview data regarding Not understand the grammar, the first respondent in the initial (IP) said that "Usually the grammar and vocabulary". Meanwhile the second respondent in the initial (JEJ) mentioned that "vocabulary is the most difficult and structure". The third answer from the third respondent in the initial (FMM) stated that "the most difficult ones is grammar since it must be recognized structure well. When we do not know the structure the meaning also unidentified". Then the student in the initial (RFF) as the four respondent stated that "the difficulties that i found is grammar". Meanwhile the fifth respondent in the initial (ARPD) said that "do not know the meaning of word and grammar".

From the sixth respondent in the initial (VR) stated that "How to pronounce and the meaning of the words". Whilist the seventh respondend in the initial (MAK) answered that "Generally, and grammar". Meanwhile the student in the initial (MAZ) as the eighth respondent said that "Commonly, unfamiliar words". Then the nineth and the tenth respondents in the initial (NA) and (ADM) stated that "unfamiliar words and grammar"

d. The Difficulties in Inferencing

The difficulty to make inference means that the student difficulties to understand the text to find the conclusion of the text. In making inferences, the student was expected to be able to understand the text to find conclusion from the statement in the text. But in reality, the student has not been able to find the conclusion about the text well. This can interpret that the student found difficulties when they read the text to make the conclusion of the text. The difficulties here can be seen from their inability to answer and to explain the conclusion of the text.

This finding can be seen in the following data based on the students' interviews under the question: "(Do you get a difficulty in making conclusion in reading text?)".

From the interview data regarding The difficulties in infeencing, the first respondent in the initial (IP) said that "yes, it is". Meanwhile the second respondent in the initial (JEJ) mentioned that "yes, because of unfamiliar words and". The third answer from the third respondent in the initial (FMM) shortly stated that "yes". Then the student in the initial (RFF) as the four respondent stated that "Often, because of lack of vocabulary and difficulty in understanding grammar.". Meanwhile the fifth respondent in the initial (ARPD) said that "ever".

From the sixth respondent in the initial (VR) stated that "yes". Whilist the seventh respondend in the initial (MAK) answered that "often". Meanwhile the student in the initial (MAZ) as the eighth respondent said that "ever". Then the nineth respondent in the initial (NA) said that yes, since i dont understand the text. And the last, the tenth respondent in the initial (ADM) stated that "Sure, since i do not know the meaning of the words within the text.

4. CONCLUSION
4.1 Conclusion

According to Schumm (2012) there were five aspect of reading which the students ahould understand to comprehend a text well, they are determining the main idea, finding specific information, reference, inference and vocabulary. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.

Regarding in the analysis of this research, there were four findings in this research, namely: Difficulty to understand the meaning of the word, not understand the main idea, not understand the grammar, difficulties to make inferences. This finding was suitable with the theory of Wooley (2011), there were four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, understanding grammar, and made the inferences. These aspects were regarded as difficulties that the students encounter in comprehending the text.

4.2 Suggestion

From the research that the researcher have done in the location, there were some suggestions that can be seen:

1. The students should enrich vocabulary, and learning grammar to improve their knowledge.
2. The students were expected to practice diligently and read English book.
3. The teacher should give various practices for the students in reading a text, so that the students will be more adept in reading text.
4. The researcher suggested other researchers to dig deeper about students' difficulties in understanding the text and how to solve it.

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