CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills which must be mastered in order to be good in English achievement. Through reading, the students are able enrich the knowledge since it helps them getting a lot of advantages information from the text. It really helps students in mastering the other skills. As Anderson insisted in Nunan "reading is essential skill for the learner of English as a second language. For most of these learners, it is the most important skill to master it in order to ensure success not only in learning English, but also in learning any content class where reading in English is required. By having better reading skill, learners will make greater progress and development in all other areas of learning"[1] It means that reading helps students in developing their skill in English and other areas of learning where reading in English is required.

There are kinds of genre and type of the English text such as, narrative text, recount text, descriptive text, procedure text, spoof text, report, and so on. The English texts have different characteristic each other. To comprehend the English text, the students should be able understand about the characteristic of

[1] David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2003), p. 69

the text. In SMK N 1 Ampek angkek the eleventh grade of students learned three type of the text such as descriptive text, recount text, and procedure text.

Based on the researcher preliminary observation, the researcher saw the teacher encouraged student, they brought some related material to the classroom, and gave the comprehension task to the students in reading section. The teacher directed students did independent action when they read the reading text. However, the researcher saw some of students still had difficulty when they read the text without someone helps.

Although the students have been train to learn by their own self, the reseacher still found next problem in the school. Some students are unable to work in the classroom when their teacher did not come or they are unable to control their learning in the classroom while teacher gave reading activities in the class. For example, when they found new vocabulary in reading text then they asked directly to the teacher what the meaning of the word is. It showed that the learners had difficulties to interpret meaning of the vocabulary in the reading text or they needed teacher's help to overcome the problem. The next problem that researcher found in the field is students had low motivation in reading. They cannot comprehend the text because they do not have motivation. Motivation is important part of reading. Motivation refers to students' interest, they were not interest in reading, and as a result the reading skill was worse. Interest is being one of factors in order to increase the students' achievement in reading. It means that students motivation also make them success in reading.

It was supported by result of interview; many students did not comprehend the text that they had read. It is difficult for them to find the idea of the text or they did not know meaning of what they read. Then, they had difficulties answering questions and some students did not enjoy when they read the reading text. The problems above occur because they did not comprehend about the reading text. It showed that students' reading skill is sometimes still far from perfect. It lead the students to have low confidence and begin to avoid reading.

Based on the background above, the researcher is interested to conduct a research about analyzing the students' difficulty in reading comprehension Reading section. The researcher wants to analyze what the students' difficulty when they comprehend the text through reading Reading section, and what the cause of the difficulty is. It will be covered in a research entitled **An Analysis of Students' Difficulties in Reading Section at Eleventh Grade of SMK N 1 Ampek Angkek Academic Year 2017/2018**

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems occurred in students' reading activity which can be identified as follow:

1. The students needed someone help in comprehending the reading
2. The students did not understand of the word in reading text.
3. Students were lack of motivation in reading.
4. Students did not comprehend the text when they read.

C. Limitation of the Problem

Based on the problems, the researcher limits the problem to be researched on the problem students did not comprehend the text, especially Descriptive text, recount text, and procedure text. The research is about An Analysis of Students' Difficulties in Reading section at SMK N 1 Ampek Angkek**.** The research is conducted to know the students' difficulty and the cause of difficulties in Reading section.

D. Formulation of the Problem

Based on the problem above, the researcher questions are formulated as follow:

1. What are the students' difficulties in Reading section?

2. What are the causes of students' in Reading section?

E. Purpose of the Research

In line with the formulation of the problem, the purposes of the research are as follow:

1. To know what students' difficulties in Reading section are.
2. To know what the causes of students' difficulties in Reading section are.

F. Significance of the Research

1. English teacher

   The English teacher understands the students' difficulties and the causes of the difficulty in English learning, especially in reading Reading section.

2. Next researcher

   Who will research related problems, and supposed the result of this research can be the supporting sources for the next researches.

3. IAIN Bukittinggi

   IAIN Bukittinggi as an additional of education literature and references.

4. Students

The students understand that they have difficulties and the causes of the difficulties in English learning, especially in reading Reading section.

G. Definition of the Key Term.

In order to avoid misunderstanding, the researcher defines some essential term which used in the title of the research are:

1. Genre and type is "the term 'genre' categorizes texts on the basis of external criteria, while 'text types' represent groupings of texts which are similar in linguistic form, irrespective of genre.
2. Description text is a piece of writing that list the characteristic of a person, place or thing.
3. Recount text is a story that tells about past event. The recount text is a piece of writing that tells event in chronological sequence.
4. Procedure text is a piece of writing which consist of instruction to follow.
5. Reading comprehension is a process finding meaning of the text by combining information of the text and background knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theory

1. Reading Comprehension

a. Nature of Reading

Reading is one of most important skill which students must master in learning English. Students need reading to develop other skill. As Anderson insisted in Nunan "reading is essential skill for the learner of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning".[2] It clears that by reading students can develop all of subject of English learning, not only skill such as, listening, speaking, and writing, but also all of English learning.

Reading is a process combining information on the text with the readers' background knowledge. When the reader read a text, they will get knew information that will combine with their

[2] David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2003), p. 69

background knowledge. It can help them to build the meaning of reading text. As Anderson said in Nunan, "Reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning".[3] It means that with background knowledge the learner can create the meaning of the text or they get reading comprehension as the goal of reading. Reading comprehension is a process of reading by starting with certain expectation try to confirm of identify the precise mind related to that topic, and finally make sense of what we read.[4]

To get reading comprehension students need involved both of two extensive and intensive reading. Jeremy states "to get maximum and benefit from their reading, students need to be involved in both extensive and intensive reading."[5] It is clear that to get meaningful in reading students involved extensive and intensive reading. Hence, students can feel pleasure in reading as the mean goal in reading activity. The goal of reading is comprehension. Students are said success in reading if they comprehend what they reading.

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[3] David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill,2003), p. 305

[4] Paul Davies, *Success in English Teaching*, (oxford university, 2000), p.90

[5] Jeremy Harmer, *The Practical of English Language Teaching*, (England: pearson education limited, 2001), p. 210

In conclusion, reading is complete process that combines background knowledge and new information to get sense of what they read and using both intensive and extensive reading to get comprehension. However, the goal of reading is comprehension. The reader will get success in reading when they comprehend what they read.

b. Reading Activities

Reading activities is important in reading comprehension. There are three steps of reading activities as state by Davies, pre-reading, while-reading, and post-reading.[6] Will be discussing below:

1. Pre-reading

   This stage is to prepare the learners for what they are going to read, just as we are usually prepared in real life.

2. While-reading

   This stage, the teacher helps students to understand about the text. Students read the text with scanning or skimming and other activities to make them comprehend about the text, and students do task to get reading comprehension.

[6] Paul Davies, *success in English Teaching*, (oxford university:2000) p. 92

3. Post-reading

On this stage students connect the text reading with their ideas and experience in reading. For example, they discuss what interesting or new in the text is, do tasks on the language or structure of the text, and retell the reading text orally.

It is clear that students will get reading comprehension through three steps as explain above. The students prepare to read, they do scanning and skimming to understand the text, and then they connect idea of the text and their experience in reading. These steps will lead students to get reading comprehension.

Reading involves both top-down and Bottom-up process. In top down processing reader get general view of reading or listening by, some way, absorbing the overall picture. In other hand, in bottom-up processing the reader focuses on individual word and phrase, and achieves understanding by stringing these detailed elements together to build up a whole.[7] The reader uses background knowledge, makes prediction, and search the text to confirm or reject the prediction that are made.[8] It clears that both top down and bottom up process to get reading comprehension.

[7] Jeremy Harmer, *The Practical Of English Language Teaching*, (England: pearson education limited, 2001), p. 201

[8] David Nunan, *Practical English Language Teaching*. (Singapore. 2003), p. 71

In short, reading is complete process that involves both top down and bottom up process. Both two processes will lead the reader get reading comprehension. It clears that the process is important in reading comprehension.

2. Genre and Type of the text

Genre is categorizes texts on the basis of external criteria. As Biber state in Paltridge "the term 'genre' categorizes texts on the basis of external criteria, while 'text types' represent groupings of texts which are similar in linguistic form, irrespective of genre.[9] Type of the text is part of genre. More than genre may share same type and one genre may share some type. Hammond states in Paltridge that one which identities the genre and text type category membership of the genres in the terms described above. This alternative perspective is presented in table follow:

Genre	**Type of Text**
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police report	Description
Student essay	Exposition
Formal letter	Exposition
Formal letter	Problem-Solution
News item	Recount

[9] Briand Paltridge, *ELT Journal Volume 50/3 July 1996 © Oxford University Press 1996.* p. 237

Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

It is clear from that more than one genre may share the same type. That is, the genres of advertisements and police reports may both share the text type of description. Equally, a single genre, such as formal letters, may be associated with more than one text type; in this case, exposition and problem-solution.[10]

From many genre and type of the text, students at eleventh grade of vocational school learn three type of the text such as Descriptive Text, Recount Text, and procedure text. Setiadi explain the definition, communicative purpose, example of the text, generic structure, and the language futures of descriptive, recount, and procedure, as follow:[11]

A. Descriptive Text

A description is a piece of writing that list the characteristic of a person, place or thing. It describes living and non-living things such as animals, towns, and building. The purpose of the descriptive text is to describe a particular person, place or thing. The examples of descriptive text are Biographies, autobiographies and magazine.

[10] Briand Paltridge, *ELT Journal Volume 50/3 July 1996 © Oxford University Press 1996.* p. 238

[11] Lisnawati Setiadi at all, *SPM Bahasa Ingress SMA dan MA siap tuntas menghadapi ujian nasional*, (Erlangga: 2012)

1. **Generic structure of descriptive text, as follow:**
    a. Identification is introduce who, where or what is being describe.
    b. Description is described the characteristic, part and qualities of the subject being described.
2. **Language Future of the descriptive text**

a. Pronoun (it, your, you)
b. Nouns (food, skin, stomach, and so on)
c. Noun phrases (white coats, milk protein, and so on)
d. Adjective (important, beautiful, excellent, and so on)
e. Preposition (of, for, on, and so on)
f. Adverbs (generally, slightly, and so on)
g. Linking verbs (the polar bear **is** a very big white bear)
h. Present tense (the polar bear **lives** inside the arctic circle near the North Pole.

3. **Example of the descriptive text**

Here is the example of descriptive text:

Komodo National Park
Komodo national park is a national park in Indonesia, located within the Lesser Sunda Island in the border region between the provinces of East Nusa Tenggara and West Nusa Tenggara. The park includes the three larger islands, they are Komodo, Padar and Rinca, as well as numerous smaller islands. The national park is one of the UNESCO world heritage, its

goal is to protect its entire biodiversity, both terrestrial and marine. It not merely to protect the Komodo dragon, the world's largest lizard, but also other species such as an academic rat and the timor deer. The park also includes marine environments including coral reefs, mangroves, seamount, and semi-enclosed bays. Sharks, dolphins, sea turtles, whales and mantarays also make Komodo National Park their home. Komodo National Park has been selected as one of the new seven wonders of Nature.

There are presently almost 4.000 inhabitants living within the park spread over four settlements namely Komodo, Rinca, Kerora and Papagaran. Komodo village has the highest population.

Komodo National Park has the lowest annual rainfall in all of Indonesia, with an abbreviated rainy season in January. Most of the year, Komodo is dry and hot., parched by arid wind from the Australian desert that blows from April to October. Maximum temperature reaches 43°C, with a minimum of 17 °C in August.

Adapted: - en. Wikipedia.org/wiki/Komodo_National _park (August 7, 2012)

-www.komodo-gateway.org/park.html (August 7, 2012)[12]

[12] A.W.D Priharini et al, *Bahasa Inggris untuk SMA /MA Program IPA dan IPS,* (PT. Intan Pariwara:2012)p. 34

B. Recount Text

Recount text is a story that tells about past event. The recount text is a piece of writing that tells event in chronological sequence. The purpose of recount text is reconstructing pass experience by retelling events in order in which they have accurate. They are example of recount text such as incident report, newspaper report, articles, letters and journal.

1. Generic structures of Recount Text

The generic structure both personal recount and factual recount.

a. Personal Recount

1. Orientation (introduced who were involved in the story, when and where the story happened)
2. Event (tell what happened in a chronological order)
3. Evaluation (gives comments of the writer or speaker about the experience)
4. Reorientation (provides the conclusion of the experience)

b. Factual Recount

1. Orientation (introduces who were involved in the theory, when, and where the story happened)
2. Events (tell what happened in a chronological order)

2. Language features

1. Noun (man, journey, town, and so on)
2. Pronoun (it, he, him, his, and so on)

3. Action verb(wanted, decided, ate, and so on)
4. Past tense (a rich man **wanted** to make a journey to other town)
5. Time conjunction (before, finally, and so on)
6. Adverbs (cheerfully, quickly, and so on)
7. Adverb of phrase (a few days ago, at the end of journey, and so on)
8. Adjective (old, clever, light, heavy, and so on)

3. The example of Recount Text

Here is the example of recount text:

The History of Electronic Communication

In the past people used different ways to communicate over long distances, such as smoke signals, drums and flags. Inventions such as the telephone, radio and television made communication over greater distances possible.

In 1837, Samuel Morse invented a system that transmitted sound pulses through a wire. These sounds were sent and received by an operator who knew the special Morse code. This allowed communication over long distances.

On 10 March 1876, Alexander Graham Bell invented the first telephone. A human voice was sent along a wire using magnets and an electric current. He spoke to his friend and fellow inventor, Thomas Watson, who was in another room.

Guglielmo Marconi discovered a way of sending and receiving radio waves at the turn of the century. In 1901 he amazed the world by sending a radio message across the Atlantic Ocean. Radio became a vital part of world communication, especially for ships and planes.

In 1930s the first televisions were built. This was the first time that sound and pictures were transmitted together. Colour television was developed in the 1950s.

During this century many more forms of technology have been invented that allow people to communicate over long distances and even keep a record of that communication. Fax machines send printed information anywhere in the world. In the future, new technology will continue to make long distance electronic communication even faster and more efficient.

C. Procedure Text

Procedure text is a piece of writing which consist of instruction to follow. The examples of the procedure text are instruction manual and recipe. The procedure text have purpose to tell the steps in doing or making something in a sequential order.

1. Generic structure of procedure text.

There are three of the text organizations of procedure text, as follow:

a. Goal states an opening statement with an objective.

b. Materials (optional) list the materials or items needed

c. Steps provide a series of steps listed in a logical order.

2. The language features of procedure text

a. Present tense (the cake **looks** delicious)

b. Adjective (big, small, sweet)

c. Noun (number, scissors, flour)

d. Imperative verbs (follow the step below)

e. Quantifier (much, few, and so on)

f. Sequence connector (first, then, next, and so on)

3. The example of procedure text

Here is the example of procedure text:

How To Catch A Wave

Goal: here's some advice for kids who are just learning how to surf

Materials: use a light, small fiberglass board with a legrope and a wetsuit, if it is cold.

Steps:

1. Find a safe, uncrowned spot on the beach. The water should not be too choppy so that you will get a clean

ride.

2. Don't go out too far if you haven't surfed before.
3. Wait until you see a small wave then lie on your surfboard. When the wave is close start paddling furiously.
4. If you are more experienced, you could try kneeling on the board once you are on the wave.
5. The most important thing is to keep your balance or else you will end up falling off the board!

Thus based on the explanation above, there are three kind of the text that is descriptive, recount, and procedure text which is each the text have definition, purposes of communication, examples, text organization, and language feature. The students have to know about the text to make them easy to understand about the text.

3. Students Difficulty In Reading Comprehension Reading section

a. Form Students' Difficulty in Reading Comprehension Reading section

Education in the school focus on medium students caused low students and intermediate students get difficulty in learning, so that lower and intermediate students less chance in increasing their skill with their capacity. Students difficulty in

learning seen from their behavior such make noisy in the class, bother their friend, fighting, do not enter to the class, and run away from their class.[13] It shows that students' difficulties come from level of students.

Reading is not easy for the students who are limit background knowledge, Students who are limit of background knowledge will confuse in reading text. However, reading comprehension a process combine background knowledge and new information of the text. Students who are lack intelligent and weak in reading will be difficult in reading activities because they unable to work with their friend. Other students do not encourage cooperation in which students may be able to help and motivate each other.[14] It make them are difficult to do activity reading classroom.

Reading comprehension in the classroom often make the students get problem in vocabulary related to the reading text. Vocabulary is necessary component in reading. Some of students' difficult in reading is poor recognition word and weak decoding skill so that make them weak in reading comprehension, as Westwood states "the most obvious

[13] Muhibbin Syah, *Psikologi Dengan Pendekatan Baru* (PT. Remaja Rosdakarya Offst-Bandung, 2004) p. 173

[14] Jeremy Harmer, *The Practical Of English Language Teaching*, (England: pearson education limited, 2001), p. 116

difficulties exhibit by students with reading problem are poor word recognition and weak decoding skills."[15]

Furthermore, there are three important levels at which autonomous or individual students may be exercised. As Benson's states that "an adequate description of autonomy in language learning should at least recognize the importance of three levels at which learner control may be exercised: learning management, cognitive processes, and learning content."[16] It can be seen that to be an anctive learners in learning Reading section, students should be able to control their own learning. In reading classroom, learning management would refer to the students controlling in what they would read. Such as setting their reading pace or deciding what comprehension task to complete. Cognitive process would refer to how the students perceive their own reading and psychology of learning. As little states in Xhaferi "definition of psychological dimension of learner autonomy is capacity - for detachment, critical reflection, decision making, and independent action".[17] Finally, learning content would refer to students controlling what they

[15] Peter Westwood,. *Learning and Learning Difficulties*, (university hongkong, 2004), p. 88

[16] Julie Matsubara, promoting autonomy in a reading classroom, (japan: 2007), p. 2

[17] Brikena Xhaferri. At al, *Promoting learner autonomy in Higher Education*, European University, 2015) p.14

would read in terms of topic and text. It is clear that a student can learn Reading section if they have these three important levels. They may be difficult in reading comprehension if they do not master these three levels.

In conclusion, students' difficulty in reading comprehension can be seen by their behavior in the class. The difficulties are lies on their background knowledge, and vocabulary and the level of the students' control in learning Reading section.

b. Cause of Difficulty in Reading Comprehension

Students often face problem in reading. Students' lack of vocabulary is a problem in reading. As Birch states "lack of vocabulary is a serious problem for ESL and EFL students in reading independently."[18] It is mean that reading needs vocabulary mastery. The students will have difficulties to read a text if so many words that they do not understand.

Related with students' difficulty, there are some causes why the students find difficult in reading comprehension. Some problem is usually faced by the students in reading comprehension is about language, topic, the task students are

[18] Birch Barbara M, *English L2 Reading Getting To The Botton*, (united states, 2002), p. 130

asked to perform, and the expectation they have of reading.[19] These causes will be explained below:

1. Language

   Language became problem in reading comprehension. The readers will find difficulty in reading text where the text is long sentences and long words. In the long text the readers that have lack of vocabulary will difficult to find idea because they find number unfamiliar word. Then, they will have great difficult to understand whole text. Furthermore, vocabulary have role in reading comprehension.

2. Topic and Genre

   One of the problems in unsuccessful reading is students not interested with genre or topic of the reading material. It will make students less motivation to read because students are not familiar with the topic or genre of the text. So, students more engagement in reading material related with their background knowledge.

3. Comprehension Task

[19] Jeremy Harmer, *The Practical of English Language Teaching*, (England: pearson education limited, 2001), p. 203

Comprehension task in reading is important to make students understand in reading. Students feel difficult in reading task because the task does not lead to reading comprehension.

4. Negative Expectation

Students' negative expectation is a problem in reading comprehension. They feel that they will not understand about the text, they predict the text is difficult. So, negative expectations will barrier comprehension.

Other possible are caused students difficulties in reading comprehension are caused by students.[20] The researcher will be discussing below:

1. Lack of intelligence (general cognitive ability).

In general students who are lack of intelligent is factor students' difficulties in reading. Reading involves vocabulary and the learning and application of fairly complex system of symbol (26 letters used in specific combinations to represent the 44 sound in spoken language). This type of learning requires adequate cognitive ability.

[20] Peter Westwood, *Learning and Learning Difficulties*, (university hongkong, 2004), p. 91

2. Poor language skill.

   Poor language skill is noted that expressive and receptive language competence is often weaker in students with reading difficulties.

3. Specific weaknesses in areas such as attention, memory, auditory perception, visual perception.

   Weakness in understanding and applying phonological features of language are implicated in most cases of reading difficulty. But deficit in short-term memory are also implicated in some cases of comprehension difficulty. Some students learning difficulties are reported to have problem with working memory and recall of information from long-term memory.

4. The presence of psycho –emotional states such as anxiety, depression, learned helplessness, low self-efficacy, and inefficient learning style.

   These factors will cause students difficulty in reading comprehension. For instance, students' anxiety will distract memory to recall information to get reading comprehension. Stress or anxiety can also impair ability to recall information.

From explanation above, it can concluded that there are some cause of students' difficulties as proposed by Harmer and Westwood. They are: language, topic and genre, comprehension task, negative expectation, lack of intelligent, poor language skill, specific weaknesses in areas such as attention, memory, auditory perception, visual perception, and The presence of psycho –emotional states such as anxiety, depression, learned helplessness, low self-efficacy, and inefficient learning style. It will make students have difficulties in reading comprehension.

B. Review of Relevant Studies.

There some relevant studies which are found by the researcher. The first related study is done by Seveni entitle "Students Autonomy in Learning English at the Second Grade of SMAN 3 Bukittinggi." The design of this research was a descriptive quantitative. Based on the finding of research, the total percentage of the students' autonomy in learning English at the second grade of SMAN 3 Bukittinggi in 2012/2013 academic year was 83.4%. It can be concluded that the students' autonomy in learning English was very well.

The other relevant study was conducted by Srinova Yandri Afni, The Institute Islamic College Bukittinggi, entitle "Students' Difficulty in Reading Comprehension on Spoof Text at Eleventh Grade of State Senior

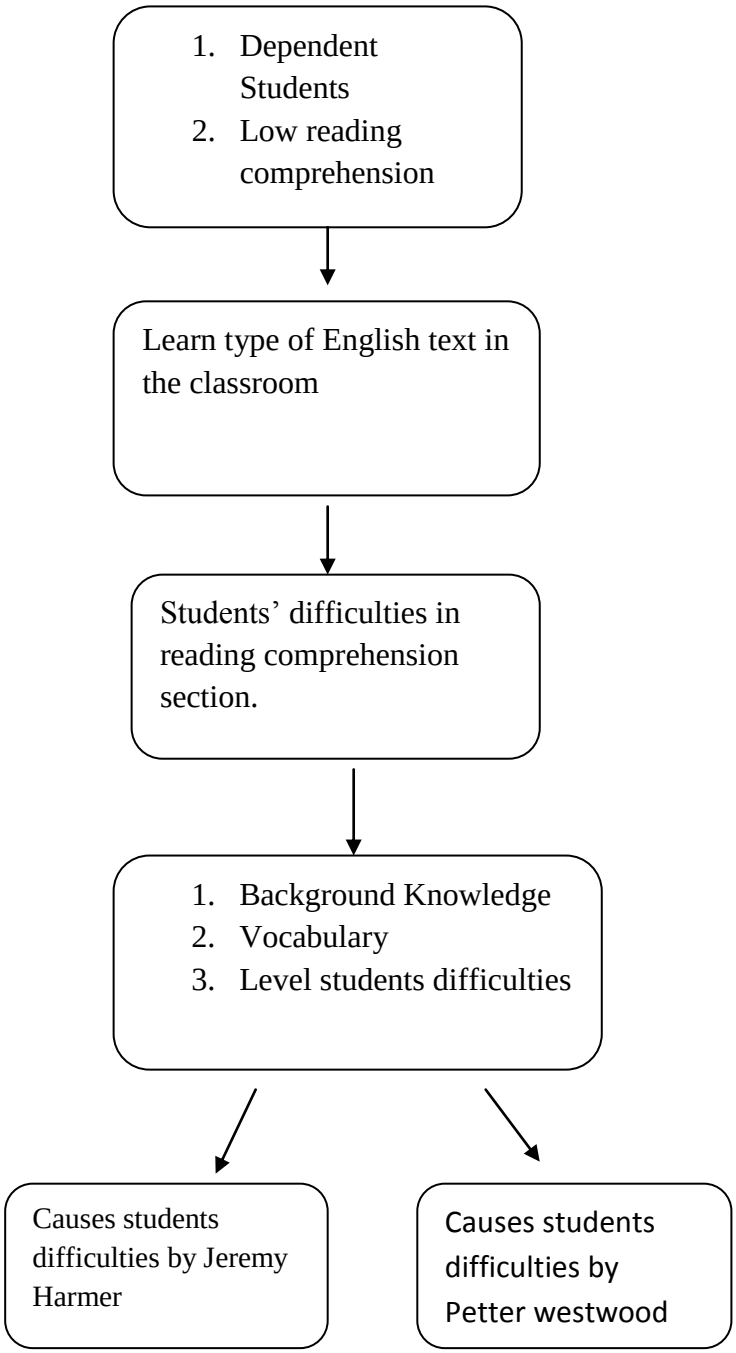
High School 1 Akabiluru." It shows that the students have difficulties in reading comprehension on spoof text related to comprehending the generic structure and language features which are caused by some factors.

The third related study is done by Kloupas Mule entitle "Type and Cause of Reading Difficulties Affecting the Reading of English Language: A Case of Grade 4 Learners in Selected Schools in Ogong Circuit of Namibia". The result of this research shows that decoding, phonemic awareness, word recognition skill and comprehension hamper students reading proficiency. The results revealed that 69.6% were unable to read the texts beyond the frustration level, and only 30.4% at the instruction level.

In this research, the researcher focuses on different matter with the previous. The researcher analyses what the difficulties that are face by students in reading comprehension Reading section, and the researcher will analyze the cause of students the difficulty. The research will be focus on "An Analysis of Students' Difficulties in Reading Comprehension Reading section at SMK N 1 Ampek Angkek."

C. Conceptual Framework

The conceptual framework of this research can be seen in the following figure:



The scheme above explains about the theory related to the research. The students have some difficulties in reading comprehension on type of the text.. These difficulties are caused by some factors. In this Research, the researcher tries to find what exactly the students' difficulties and causes difficulties in Reading section at eleventh grade of SMK N 1 Ampek Angkek.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research is descriptive research with quantitative paradigm. Descriptive research is research that describes conditions that already exist. The descriptive research involves gathering, organizing, and describing the data. The descriptive research describes current situation of the study through collecting the data. As Gay states "describing research involves collecting the data in order the test hypotheses or to answer the question concerning the current status subject of study."[21] The researcher collected the data about autonomous learners' difficulty in reading comprehension and causes it difficulties.

B. Population and Sample

1. Population

Population is all of object of the research field. In this research the researcher took population whole of eleventh grade students of SMK N 1 Ampek Angkek academic year 2017/2018. They consist of 200 students who are distributing into nine classes as presented in following table:

[21]L.R. Gay, education research: competencies for analysis and application (Singapore: Merril, 1990) p. 189

Table 3.1: The Total Population of Eleventh Grade of SMK N 1 Ampek Angkek Academic Year 2017/2018

No	Classes	Amount of Students
1	Akuntansi Keuangan Lembaga (AKL)	31
2	Otomatisasi dan Tata Kelola Perkantoran 1 (OTKP 1)	21
3	Otomatisasi dan Tata Kelola Perkantoran 2 (OKTP 2)	22
4	Kriya Kreatif Batik dan Tekstil (KKBT)	22
5	Kriya Kreatif Kayu dan Rotan (K3R)	10
6	Tata Busana (TB)	35
7	Design Komunikasi Visual (DKV)	15
8	Multimedia (MM)	19
9	Teknik Komputer Jaringan (TKJ)	25
	Total	200

Source: Administration Department of SMK N 1 Ampek Angkek

It is clear that whole of students in SMK N 1 Ampek Angkek took into population in this research.

2. Sample

Sample is part of population. As Sarwono states “sample is part of element is chosen for studying.” It is mean that sample is part of population of the research. The sample of this research was eleventh grade students of XI Tata Busana (TB).

In determining of sample the researcher chooses purposive sampling technique. The sample chosen by concerning criteria which suitable with sample needed by the researcher. Purposive sampling is sample that can be used by researcher with consideration. Sugiyono said that purposive sampling is technique that can be used by researcher by using some consideration to determine the sample.[22] The researcher choose *Tata Busana* class as sample because students are difficult in comprehending the text and the students did not have a good reading comprehension section in the class. By that reason, the researcher choose eleventh grade of Tata Busana (TB) as the sample in this research.

C. Instrument

Instrument is needed to collect the data. The researcher collected the data by using questionnaire and interview. It means that researcher used questionnaire to collect the data of the research. The researcher collected the data with several question related with students' difficulty and cause of difficulty in reading comprehension at SMK N 1 Ampek Angkek. As sugiyono states "questionnaire is technique of data collection that done by giving several questions or written statements to correspondents to be answered"[23] It is clear that

[22] Sugiyono, Metode Penelitian Pendidikan: Pendekatan kualitatif kuantitatif, dan R&D. (Bandung, alfaberta, 2009), p.300

[23] Sugiyono, Metode Penelitian Pendidikan: Pendekatan kualitatif kuantitatif, dan R&D. (Bandung, alfaberta, 2009), p.142

the researcher gave some questions to students as sample to collect the data of this research.

Questionnaire have advantages and more efficient in collecting the data. As Gay states "however, the use of questionnaire has some definite advantages over other methods of collecting data that are not available through other sources. For example, a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample."[24] It is clear that questionnaire can be used to collect the data in this research.

The researcher used close questionnaire in collect the data. This types question is chosen because the researcher analyzed students' difficulty and cause difficulty in reading comprehension. This question consists of two answering "yes or no" answer as mention as dichotomous question. Dichotomous questionnaire require a "yes/no" response.[25] Then, to make students more understand about questionnaire, the researcher constructed Indonesian on questionnaire of the research. The validation of the questionnaire by using content validity is determined by expert. The researcher consulted it with some expert, in this case is the lecturer of IAIN Bukittinggi.

The second, the researcher interviewed some students to collect the data. As Hanafi states "interview is one of the ways to collect the

[24] L.R. Gay, education research: competencies for analysis and application (Singapore: Merril, 1990) p. 189

[25] Louis Cohen et al., *Research Methods in Education,* (London and New York: Routledge Falmer, 2005), 5th ed , p. 250

data from correspondence by orally to complete the data."[26] The researcher did interview to get information more clearly about students' difficulty and cause of students difficulty in reading comprehension. The researcher used unstructured interview to collect the data. As Sugiyono states that unstructured interview is interview where do not have guide interview that arrange in systematic and complete in collection the data.[27] The researcher choose unstructured interview because the researcher asked informant about some question freely related with students difficulty and cause of students difficulty in reading comprehension.

D. Technique of Data collection.

In collecting the data, the researcher used both of two instruments that are interview and questionnaire to the students. The researcher distributed the questionnaire and done interview to the eleventh grade of students in SMK N 1 Ampek Angkek that consisted of 35 students. The questionnaire and interview included question about students' difficulty and cause difficulty in reading comprehension Reading section. There are steps to distribute questionnaire and interview as following steps:

a. Questionnaire

1. Distribute the questionnaire to sample

[26] Abdul Halim Hanafi, Medote Penelitian Bahasa. (Stain Batusangkar pres: 2007) p. 60

[27] Sugiyono, Metode Penelitian Pendidikan: Pendekatan kualitatif kuantitatif, dan R&D. (Bandung, alfaberta, 2009), p.140

2. Give explanation to students how answer the questionnaire.
3. Give time to students to answer questionnaire.
4. Collect the questionnaire.

b. Interview

1. Determine the informant to interview
2. Prepare the main topic to ask to respondent
3. Begin interview
4. Keep interview processing
5. Write or record the result of interview

E. Technique of Data Analysis

After the data collecting from questionnaire, the researcher analyzed the data. The researcher following step to analyze the students' difficulty and cause difficulty in reading comprehension:

1. Check and read the students responses in the questionnaire.
2. Categories and give the code of students' answer weather the students answer "yes or no" in every items of questionnaire.
3. Describing every item in the table and find the percentage of every item. The researcher uses formula suggested by Sudijono to find out the percentage of item.

$$P = \frac{f}{n} \text{ X } 100\ \%$$

f = the percentage of answer on each question

n= the total amount of sample

p= the result of percentage[28]

4. Give explanation about the finding and discussion.
5. Make conclusion about autonomous learners' difficulty in reading comprehension.

[28] Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2008), p. 41

BAB IV

FINDING AND DISCUSSION

A. FINDING

In this chapter, the researcher analyze of the data collection in order to answer the formulation of the problem. In this research, there are two formulation of the problem. The first, what is the kind of students' difficulties in reading section. Second, what is cause of students' difficulties in reading section. This research was done at SMKN 1 Ampek Angkek. The researcher got the data by distributed questionnaire and interviewed eleventh grades students *Tata Busana* as a sample. The researcher findings are presented in following table.

Table 4.1: The Result of Questionnaires

No	The Statement	The Number of Students who have difficulties in reading	Percentage
1.	The students have no background knowledge is difficult in comprehending the text.	30	85.71 %
2.	The students have difficulty in combining background knowledge in comprehending text.	13	37.14 %

3.	The students have difficulty recognize the word in comprehending the text	19	54.29 %
4.	The students have difficulty in finding meaning the word in comprehending the text	25	71.43 %
5.	The students have difficulty setting own reading pace	11	31.43 %
6.	The students have difficulty deciding task to complete	8	22.86 %
7.	The students difficulty focus in reading comprehension	20	57.14 %
8.	The students have difficulty do critical reflection in comprehending text.	24	68.57 %
9.	The students have difficulty in deciding the text that they want to read.	11	31.43 %
10.	The students have difficulty in comprehending the text without someone's help.	26	74. 29%
11.	The students have difficulty choose the topic to read	9	25.71 %
12.	The students have difficulty in comprehending meaning and	16	45.71 %

	information in reading text.		
13.	Using length word in reading text is cause students' difficulty in reading comprehension	23	65.71 %
14.	Unfamiliar word in reading text is cause of students' difficulty in reading comprehension	28	80 %
15.	Length word is cause of students' difficulty is cause of students difficulty	28	80 %
16.	The students have difficulty in reading comprehension because uninterested topic when reading the text	13	37.14 %
17.	The students have difficulty in reading comprehension because the genre of the text is unfamiliar genre	21	60 %
18.	The students have difficulty in reading comprehension because the difficult task was difficult for them	16	45.71 %
19.	The students have difficulty in reading comprehension because they feel that they cannot comprehend the text	12	34.29 %
20.	The students have difficulty in reading	21	60 %

	comprehension because of lack of intelligent.		
21.	The students have difficulty in reading comprehension because of no attention to the text	16	45.71 %
22.	The students have difficulty in reading comprehension because weak memory	14	40 %
23.	The students have difficulty in reading comprehension because they difficult to recall information	12	34. 29 %
24.	The students have difficulty in reading comprehension because of anxiety.	14	40 %
25.	The students have difficulty in reading comprehension because of depression	13	37.14 %
26.	The students have difficulty in reading comprehension because there is no help	23	65.71 %
27.	The students have difficulty in reading comprehension because the genre of low self efficacy	9	25. 71 %
28.	The students have difficulty in reading comprehension because of inefficient learning style	16	45.71 %

The percentage of the data is gotten by using the following formula:[29]

$$P = \frac{f}{n} \text{ X } 100\ \%$$

P: the percentage of the result

f: the percentage of answer on each question

n: the total amount of the sample.

The example, the item number 1:

$$P = \frac{f}{n} \text{ X } 100\ \%$$

$$P = \frac{30}{35} \text{ x } 100\ \%$$

$$= 85.\ 71\ \%$$

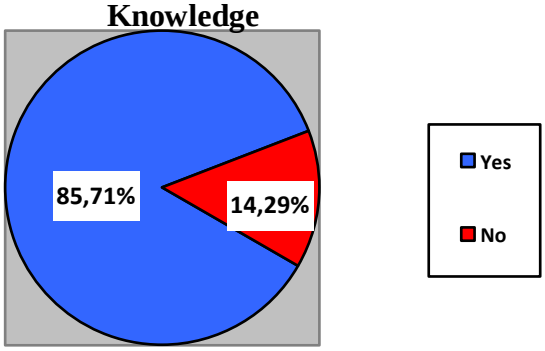
[29] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 41

In order to make the data clearer, the researcher explains the items based on the indicators of questionnaire and interview

1. The Form of Students' Difficulties inReading Section.

The findings reveal that there are some students' difficulties in reading section.

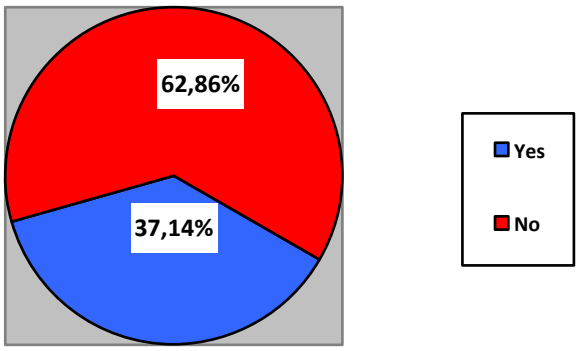
Figure 4.1. Lack of Background Knowledge



This item is about students' difficulty in reading section which is related to the background knowledge. The diagram shows that many students in the class have unsufficience background knowledge and it is become a difficulty in comprehending the text. 30 students (85.71 %) of 35 students have difficulty in comprehending the text when they do not have background knowledge. It means that the majority of students think this item is difficult while they are reading. Based on the interview, the majority of students said that it happened because they need background knowledge to comprehend the text; if they do not have any knowledge about the text before, they are usually not interested or motivated to read. Moreover, they also seldom to read, and

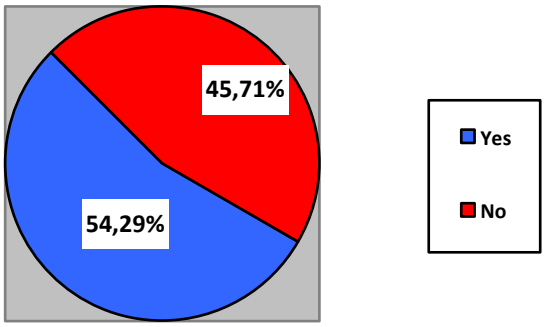
they feel that English is not a favorite subject so that make them do not motivate to read when they do not have background knowledge. Then, it also happened because they are lack of vocabulary knowledge related to the text.

Figure 4.2. Combining Background Knowlege



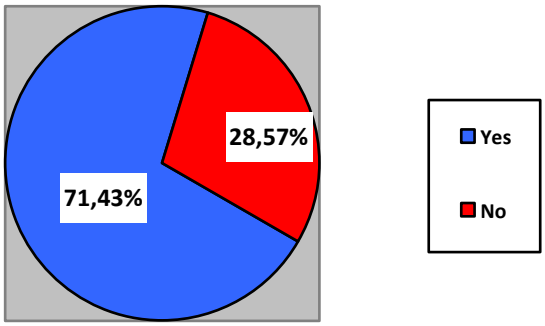
From the figure 4.2, the researcher explains that 13 students (37.14 %) of 35 students answered that combining background knowledge are difficult in comprehending the English text. It shows that combining background knowledge is not difficult for a half of students in reading section. The students answered that their difficulty is on the background knowledge, not about connecting the background knowledge to the text. They said that they can combine the background knowledge with the text if they have sufficience knowledge. However the fact is the students are lack of background knowledge, even about the topic, the information or even the vocabulary related to the text.

Figure 4.3. Word Recognition



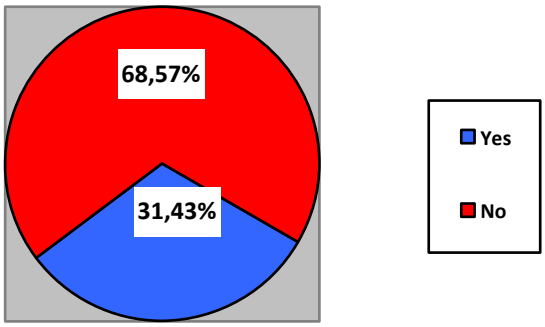
Based on the figure 4.3, the researcher explains about students' difficulty in reading section is recognizing the word. There are 19 students (54. 29%) have difficulty in comprehending the English text when they do not know the word that the find when reading. The students have difficulty in recognizing the words especially how to pronounce the words because the written words and pronunciation are usually different. They also often forget about the meaning of the words on the text because there are so many English words and it makes the students confuse in comprehending the words using in the text.

Figure 4.4. Decoding Skill



The figure describes that students, in reading section, have difficulty in decoding the word. Many students answered that it is difficult to comprehend the text when they do not find the meaning of the words. 25 students (71.43 %) of 35 students answered that they have difficulty related to this item. Some of students tell the reason that they are difficult to remind the word and they cannot guess the word meaning. Actually, they can find the word in dictionary, but sometimes it is hard for them to choose the appropriate meaning to comprehend the text. Furthermore, one words can have several meanings based on the context and the students feel that is difficult for them to recognize the real meaning of the words based on the text.

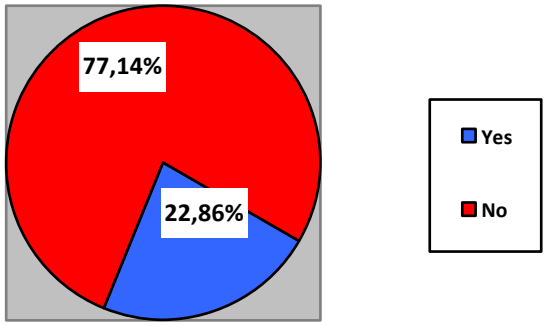
Figure 4.5. Setting Own Reading Pace



The figure 4.5 describes about the students' difficulty in setting the reading pace. It shows that 11 (31.43%) students have difficulty in setting reading pace. It means that less than a half students answered that setting reading pace becomes a problem. The students said that setting their own reading pace is difficult because they seldom to read. Then, the students said

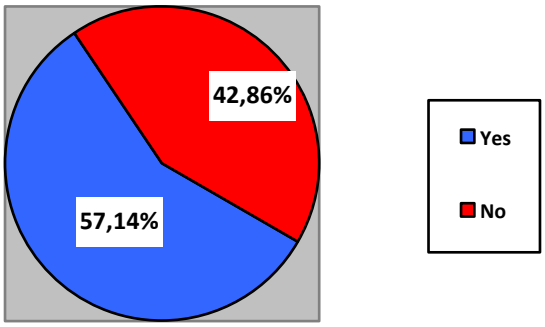
that they are still confuse in setting their own in reading, and it is difficult for them because they do not know how set their own in reading pace.

Figure 4.6. Deciding Task to complete



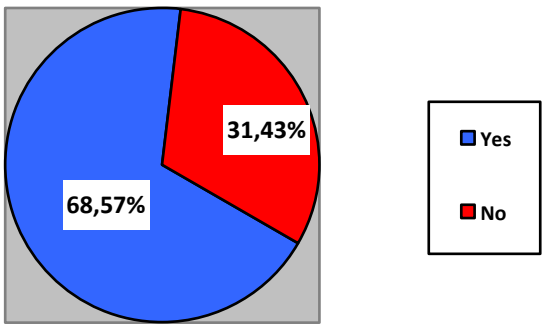
From the figure 4.6, the researcher explains that 8 (22.86) students have difficulty in reading comprehension class related to deciding the task to complete. It means that this item is not really difficult for the students in reading section. More than a half of students do not have difficulty to decide the task to complete in reading comprehension. However the students who feel that this item is difficult explain that they are afraid if they make mistake in deciding the task to complete especially when they find a difficult task, and they are not confident to choose the task to complete.

Figure 4.7. Detechment



This figure describes the percentage of students in reading section who have difficulty to focus in reading comprehension. There are 20 (57.14%) of students have difficulty to focus in reading comprehension. It shows that many students are still difficult to focus in comprehending the text. It happened because they need concentration in reading. When they are getting disturbed by some noise or someone's action, they cannot get concentration to comprehend the text well.

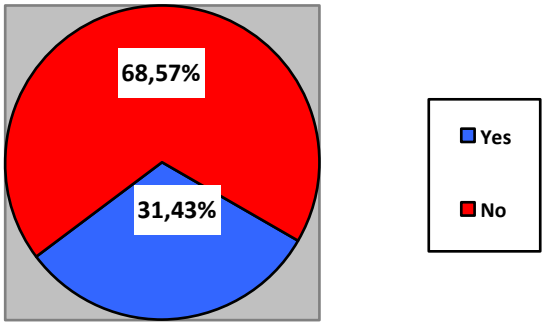
Figure 4.8. Critical Reflection



This figures describes about the students have difficulty in critical reflection when they comprehend the text. Many students answered this items is a form of students' difficulty in reading section. It can be seen that 24

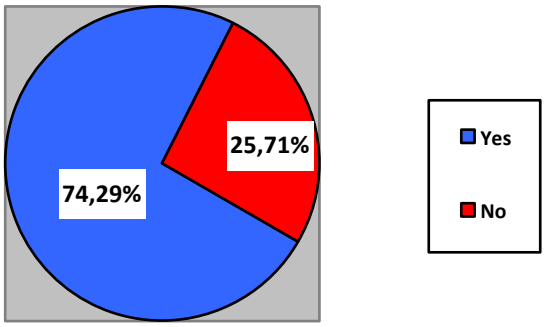
(68.57 %) students answered that they have difficulty in this item. it show that the critical reflection is included as the difficult item because the students are difficult to think critically about the text. The students further said that they are lazy to think seriously in comprehending the text, for example they just comprehend the text that is easy to be comprehended, they are not motivated to think critically about the word meaning or the information in the text. Futhermore, many students have difficulty and give up in reading comprehension especially on the explicite information on the text.

Figure 4.9. Decision Making



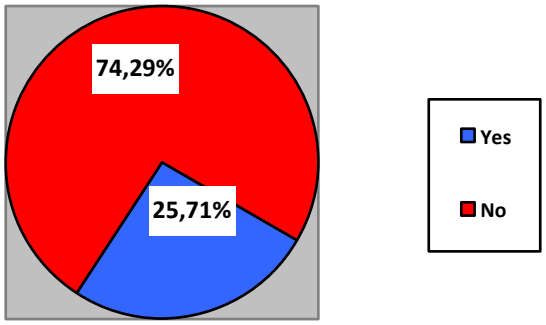
The figure shows about the students' difficulty in making decision when reading a text. 11 (31.43 %) students answered that it is difficult to make decision in reading. It means that many students in this class can make a decision by themselves in reading a text. They can choose and decide what topic or task to be comprehended without any help from others. However, some students still feel that they are not confident to learn by themselves.

Figure 4.10. Independent Action



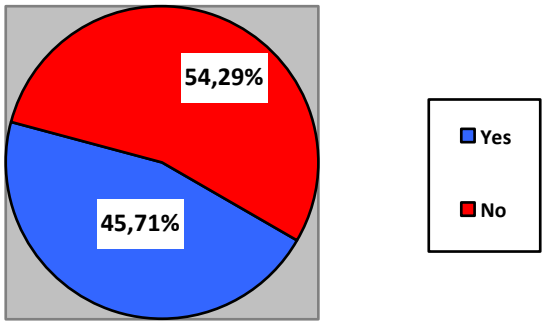
The figure above is the percentage of students having difficulty in the independent action in reading. Many students answered that this items is form of students' difficulty in reading comprehension which is about 26 (74.29 %) students answered "Yes". It shows that independent action becomes the students' problem in reading. Many students are afraid to make mistakes when they read the text. The others students are difficult because they often get helping by their friend so it makes them unconfident when they comprehend the text by themselves. The others problems cause students have difficulty because they are lack of vocabulary. The students cannot read independently because they find difficulty in comprehending the new vocabularies in the text. Thus, that is why the students cannot read independently.

Figure 4.11. Choose Topic



The figure shows about the students' difficulty in choosing the reading topic. 9 (25.71 %) students answered that they have difficulty in this item but many students answered they do not have difficulty in choosing the topic to be read. It means that many students can choose the topic well when they want to read. However, a little amounts of students who have difficulty in reading comprehension tell that they are not confident to choose the topic that make them difficult in reading comprehension, then they are afraid if they do not understand about the topic that they would read.

Figure 4.12. Control the Text



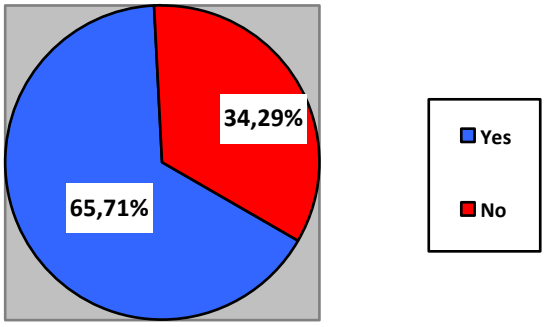
The figure describes about students' difficulty in controlling the text that they read in reading section. There are 16 (45, 71 %) students answered

that this item is difficult for them when reading. It happened because they are difficult in translating the text, other students said that the informations in the text are sometimes implicit, and they also said that because most of English texst are difficult for them to be controlled.

2. The Causes of Students' Difficulties in Reading Section

The findings reveal that there are some causes students' difficulties in reading section.

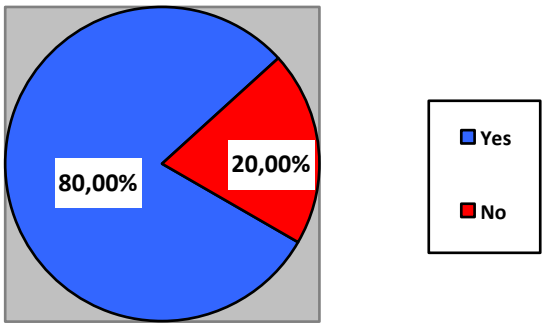
Figure 4.13. Length Word



The figure 4.13 describes about the factor that causes students' difficulty in reading in reading section related to the length of the words. In this item, there are 23 (65.72 %) students answered that this item causes the difficulty in reading comprehension. The length word becomes the factor of students' difficulty because the long words are usually difficult to be understood than the short words. For example, the words with the preffix-suffix in the beginning or the end of the words will make the students confuse to comprehend the meaning of words. Furthermore, it is not easy for the

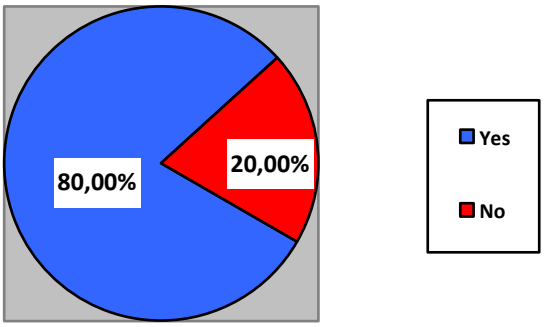
students to know the root of words. It also happened because the do not have sufficience vocabulay about the long words added by suffix or preffix. Thus, the students do not understand the meaning of word because adding prefix or suffix makes the meaning of word changes.

Figure 4.14. Unfamiliar Word



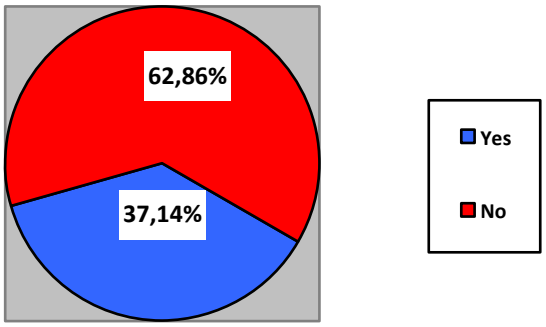
Based on the figure above, the researcher explains about cause of students' difficulty in reading section which is unfamiliar word. The percentage shows that 28 (80.00 %) students have difficulty in reading section caused by unfamiliar words in reading text. The factor of students' difficulty is unfamiliar word. Not only about the lenght of the word, but also the existence of unfamiliar words caused the students' difficulty. The students tell that they will be easy to understand the text if the words on the text are familiar or often be found by them. Finding a new vocabulary on the text is the main cause of their difficulty in reading. Furthermore, the students are often lazy to search the meaning of the new vocabulary in the dictionary.

Figure 4.15. The Length of Sentence



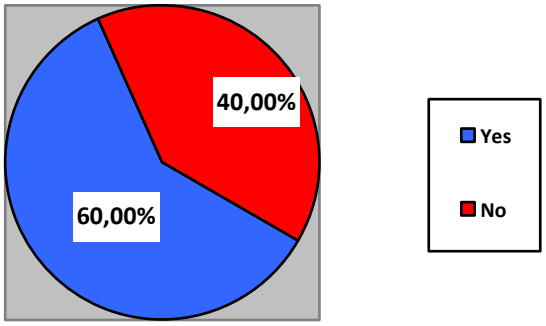
The figure shows the percentage of students having difficulty in reading the text bacause of the length of the sentence. 28 (80 %) students have difficulty in reading comprehension because they do not understand the long sentences in the text. Students who have difficulty in reading comprehension because the length sentence happened because they are worried when reading the long sentence. The other students said that the long sentences in English have different structure with Indonesian, so it makes them difficult to comprehend the sentences. Then, their difficulty happened because they cannot differentiate between subject, predicate, and object on English text. It make them difficult to translate into Indonesian. Furthermore the longer sentence will be the more difficult to be comprehended by the students.

Figure 4.16. Topic



From the figure 4.16, the researcher describes the percentage of the students' difficulty in reading section because of the topic of the text. In this item, 13 (37.14 %) students have difficulty in reading section because of uninteresting topic. It happened because they are bored when reading the uninteresting topic. It makes them lazy to read the text. The uninteresting topic will lead them difficult to comprehend the text.

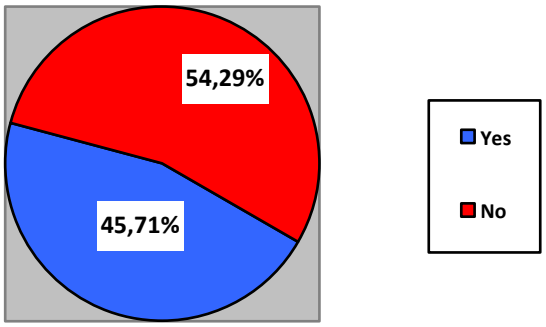
Figure 4.17. Genre



The figure above describes about the percentage of the students in reading section who have difficulty in reading comprehension caused by the genre of the text. There are 21 (60 %) students in reading section have difficulty caused by unfamiliar genre that they read. It shows that unfamiliar

genre is the cause of the students' difficulty in reading section. The students further said that they are lack of reading practice at home about many kinds of genre, they do not have hobby in reading the English text, so they are lack of knowledge about genre of the text. Then it happened because the different genre has the different level word difficulty.

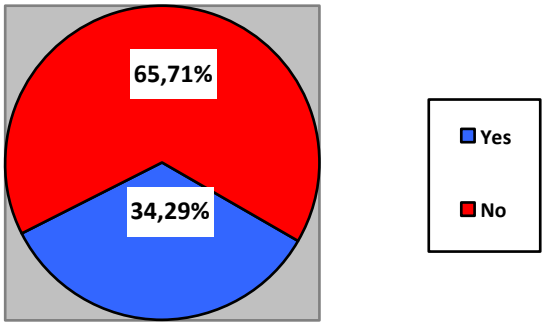
Figure 4.18. Difficult Task



Based on the figure 4.18, the researcher describes the percentage of students having difficulty in reading section because of difficult task. 16 (45.71 %) students have difficulty in reading caused by the difficult task. Less than a half of students answered that the difficult task is cause of their' difficulty in reading section. However, some students think that it can be one of the factors because when the task is difficult, the students usually too focus in doing the exercise, finding the answered without fully comprehend the text. As the result the do not really comprehend the text well. They spent their time to focus doing the difficult task and do not have enough time to comprehend the text. Then, finding difficult task on reading make them having low

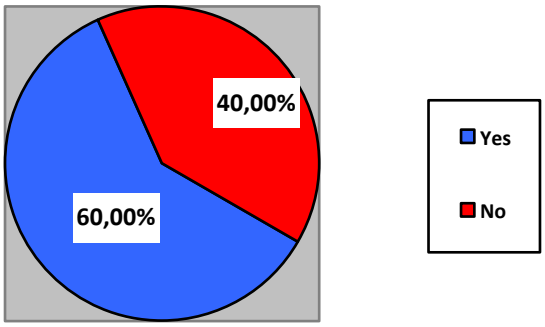
motivation to read. Some of the students are lazy to read because the task is difficult for them.

Figure 4.19. Negative Prediction



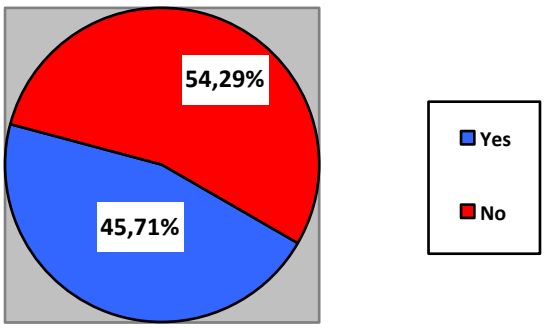
The figure shows about factor causes students' difficulty in reading section which is negative prediction. 12 (34.29 %) students feel this item is the cause of the difficulty in reading section. It means that more students think that it is not a crucial factor, but for others it still become one of the factors cause their difficulty. It happened because they do not want know the information of the text, the title of the text seems difficult for them and they think that they will not understand the text. Then, their unseccesful experience in reading also influence this factor, because they have read the text but they did not understand the information of the text before, so the often think that they will never understand the text. Thus, the students who have negative prediction in reading usually do not have motivation to comprehend the text.

Figure 4.20. Low Intelligent



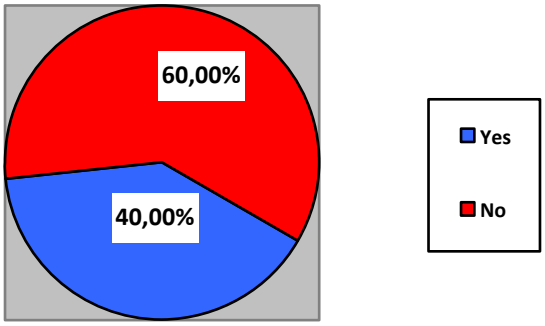
The figure 4.20 describes about the factor causes students' difficulty in reading section which is low intelligent or ability. There are 21 (60.00%) students feel that intelligent is a factor of their difficulty in reading section. The students said that the low ability in English is a factor cause the difficulty in reading comprehension because they have to read, understand the meaning vocabulary, and interprete the sentences well. They think that it is difficult for them because of unsufficience intelligency or ability. Then, the students feel the English is difficult subject. They also said that intelligent such as master in vocabulary, deciding subject, predicated, and object in the sentence, and translate the meaning of sentence are very important for the reading section.

Figure 4.21. Attention



The figure is about the percentage of students in reading section having difficulty in reading section caused by lack of the attention on the reading text. There are 16 (45.71 %) students answered that this item causes their difficulty. It means that less than half students having difficulty caused by this factor. The reasons are they have to translate the meaning of the text, they have to get information of the text, and they have to focus to understand the topic of the text. However, they cannot pay attention or focus on the text so the text is difficult for them to be understood.

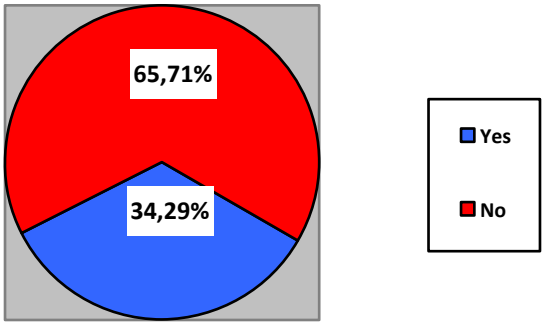
Figure 4.22. Memory



This item is about students' difficulty in reading section because of memory. There are 40.00 % students answered that memory becomes the factor of the reading difficulty. However, the students also said that difficult to remember about what they read is causes of their difficulty. It happened because they often forget what they read. Some students also said that they cannot concentrate when they are reading. As the result, it causes students' difficulty to memorize what they have read. Futhermore, the also forget about

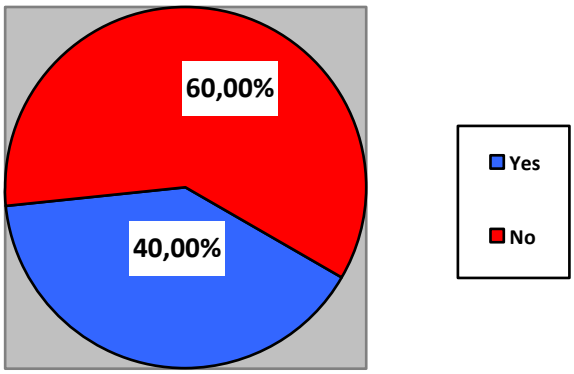
the words meaning even they are already be taught before. Thus, low memorization skill will cause the students' difficulty in reading section.

Figure 4.23. Recall Information



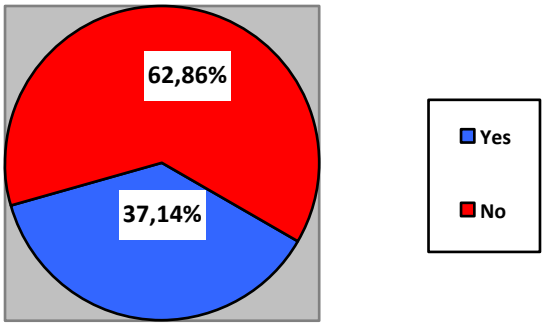
Based on the figure 4.23, the researcher explains the cause of students' difficulty because of the low ability in recalling the related information. 12 (34.29%) students answered that this item causes their difficulty. It means that this item is not really influence the students' difficulty. However, students who think that it is as the cause said that because they forget about the similar text or the meaning of similar words or sentence on the text that actually have been read before.

Figure 4.24. Anxiety



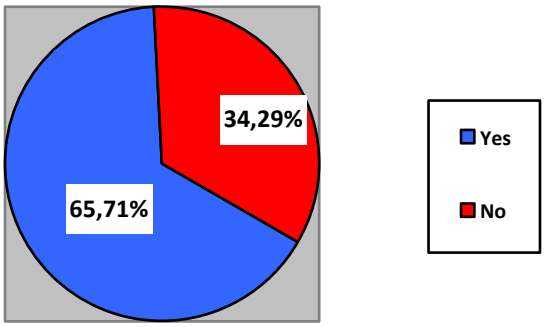
From the figure 4.24, the researcher explains about the students' difficulty in reading comprehension because they have anxiety when they are reading. It shows that 40 % students answered this item is the cause of the difficulty. The anxiety means students are afraid of doing mistakes when they are reading. The students said that the anxiety will disturb their concentration so that they will be difficult in comprehending the English text. Anxiety will disturb them in reading because they will lose the vocabulary mastery and be difficult to find information in the text.

Figure 4.25. Depression



The figure 4.25 shows that depression is the factor of students' difficulty in reading section. 13 (37.14%) students feel depression can make them difficult in reading the text but more than a half students feel that this item is not the cause of their difficulty. Based on the figure, many students answered that this is not the high factor causes their difficuly. When the students have depression they do not have motivation to read especially the English text. Depression is more than anxiety. Some students said that they are very stress when they have to read a text in English, they do not believe that they can comprehend the text, the cannot concentrate, lose the interest or even like being pressed when they try to read and comprehend the text.

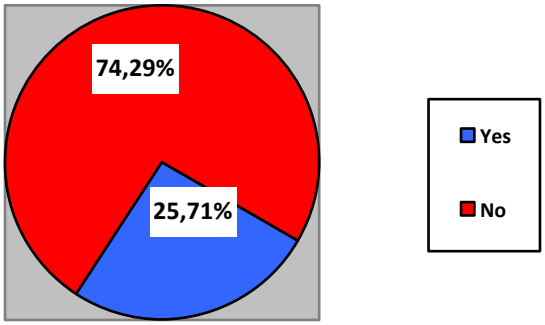
Figure 4.26. Learned Helpless



This figure describes about the factor caused students' difficulty in reading section related to learn helpless. It can be seen that there are 23 (65.71%) students answered that getting less help causes their difficulty in reading section. The students have difficulty because learned helpless, it happened because they are not confident in comprehend the text without any help of others. There are many things that make the students are not confidents

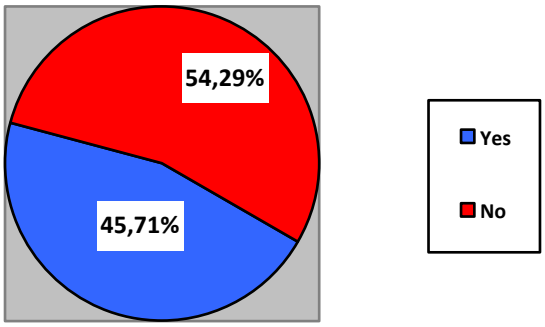
in reading such as: they do not know much about English, have difficulty in deciding main idea of the text, and are lack of vocabulary. Because of those problems, they have difficulty in comprehending the English text.

Figuren 4.27. Low Self Efficacy



The researcher explains in the figure 4.27 that low self efficacy is one of the causes of students' difficulty when they are reading. Self efficiacy is one of the factor cause their difficulty in reading comprehension which is 9 (25. 71%) students answered that this item is the cause of the difficulty. Low efficacy is the feeling that make the students having low confident in reading. Students who have low efficacy said that they are lazy to read and do not belive on theirselves. But the data shows that this item becoming the lowest percentage which means that the students have a quite big motivation and they believe on theirselves to always try to comprehend the text.

Figure 4.28. Inefficient Learning Style



The figure shows the percentage of students having difficulty because of inefficient learning syle. There are 16 (45.71 %) students have difficulty because they have inefficient learning style in comprehending the text. Learning style is the factor causes students' difficulty in reading the text because the are lack of reading practice at home and they are not interested to read English text. They also only have little strategy or style to comprehend the text. They just focus on the monotonous strategy that will make the bored of reading.

A. DISCUSSION

This section present the discussion based on the findings of the research. According to the research finding, There are several things that can be noted down related to the students' difficulties in reading section and the causes of the difficulties.

Reading is one of the most important skills which should be mastered in learning English. At SMK N 1 Ampek Angkek, teacher applies some strategies in the classroom to increase students' ability in reading comprehension. The strategies is applied to foster students' reading skill. The students are supposed to be able control and get learning by themselves. They also read some genres or types of the text in order to enrich their knowledge about the reading text. Although the students are encouraged by stategies and some types of text in reading section in the classroom, the students still have difficulties in the reading section which are caused by some factors.

1. The students' difficulty in reading section.

There are several items which becomes the students' difficulty in reading section. The first is students background knowledge. Reading comprehension is a process of combining background knowledge and new information of the text. As Harmer states that students are lack intelligent and weak in reading will be difficult in reading activities because they are unable to work with their friend. Other students do not encourage cooperation in

which students may be able to help and motivate each other.[30] It is clear that in the reading class is not easy for the students with limited background knowledge because if they do not know the background knowledge of the text, and they will have difficulty because they cannot cooperate with their friend.

The other difficulty in reading section lies on the vocabulary mastery. Some of students are difficult to recognize the word and weak decoding skill. Westwood states "the most obvious difficulties exhibit by students with reading problem are poor word recognition and weak decoding skills."[31] It can be seen that vocabulary mastery related to words recognition and decoding skill is another difficulty in reading English text.

Moreover, the students have three important level of learning control in order to be able to read independently. Benson's states that "an adequate description of autonomy in language learning should at least recognize the importance of three levels at which learner control may be exercised: learning management, cognitive processes, and learning content."[32] It indicates that a student can be categories having a good reading skill and are able to learn independently if they have these three important levels. The levels can also indicate the difficulty of students in reading section. It means that if the

[30] Jeremy Harmer, *The Practical Of English Language Teaching*, (England: pearson education limited, 2001), p. 116

[31] Peter Westwood,. *Learning and Learning Difficulties*, (university hongkong, 2004), p. 88

[32] Julie Matsubara, promoting autonomy in a reading classroom, (japan: 2007), p. 2

students having reading section, they me be stuck or having problem with these three important points.

Thus, students' difficulty in reading in reading section can be seen by their behavior in the class. The difficulties are lies on their background knowledge, and vocabulary and the level of the students' control in reading sections.

This theory is in line with the findings that there are five forms of students' difficulty in reading section that is related with background knowledge, vocabulary, learning management, cognitive process, and learning content. The difficulties are found in the students answers while collecting the data. Even the persentage of the difficulties are different in every items, but in general these five items shows that students have difficulties in reading section.

The first students' difficulty in reading section is on the background knowledge. Many students still have limited background knowledge about the reading text. However, reading comprehension is a process of combining background knowledge with the new information of the text. The students who have lack information about the text will be difficult to clearly comprehend the text in reading section.

The next problem is students limited vocabulary. Vocabulary is the necessary component in reading. The findings shows that even the students have already taught by some learning strategies and types of text, but still the main point of their difficulty lies on the vocabulary. Many students are still

not able to recognize the word and finding the appropriate meaning of the certain words by them selves.

Finally, the students' difficulty is on the important level of learning, they are learning management, cognitive process and learning content. It means that the students are difficult to control their learning management, cognitive process, and learning content.

Thus, the theory is in line with the findings in this reasearch. However, not all of the points are difficult for every students. One point may be more difficult than others. For the students' difficulties, the item with the highest persentage is on the limited background knowledge while the lowest persentage lies on learning management about deciding the task to complete. It is clear that most students are having lack of background klowledge, but they are able to manage their own learning in reading section.

In line with the theory and the questionnaire result, the interview result also shows that the students have difficulties in reading section. Based on the interview, there are some of students' difficulties in reading sections. First, the students have difficulty in background knowledge. It is become the major problem since more than a half students answered that it is difficult for them. It happened because background knowledge play the important role in reading the text. The interview shows that the students do not have any knowledge about the text before, they are usually not interested or motivated to read, they also seldom to read, they feel that English is not a favorite subject, they do not motivate to read when they do not have background knowledge, and they are

lack of vocabulary knowledge related to the text. It means that background knowledge is really important to help students to be interested to read and to comprehend the text well. The next difficulty is about combining the backround knowledge. However, combining background knowledge is not really difficult for the students. The students answered that their difficulty is on the background knowledge, not about connecting the background knowledge to the text. They can combining the background knowledge with the text if they have sufficience knowledge related to the text.

The students in reading section also have difficulty related to vocabulary. They have difficulty in recognizing the words. It is hard for the students to pronounce the words accurately. Moreover they are confuse in comprehending the words using in the text because they often forget about the meaning of the words. Furthermore, the students have difficulty in decoding skill. Some of students tell the reason that it is difficult to remind the word and they cannot guess the word meaning. Even they find the word in dictionary, it is still hard for them to choose the appropriate meaning to comprehend the text.

Beside background knowledge and vocabulary, the cognitive process is another students' difficulty in reading section. The findings shows that it is still difficult for the students to focus in comprehending the text. It happened because they need concentration in reading. They are easily getting disturbed by some noise or someone's action, as the result they cannot concentrate well to comprehend the text. Critical reflection is one of cognitive process which is

also difficult for the students. It is difficult for he students to think critically about the text. They are lazy to think seriously in comprehending the text, they only try to comprehend the text that is easy to be comprehended, they are not motivated to think critically about the word meaning or the information in the text, and they give up in reading comprehension especially on the explicite information on the text. Furthermore, Independent action becomes one of the major problems related to cognitive process in reading. Many students are afraid to make mistakes when they read alone. They also feel unconfident when they comprehend the text without any help from others. It is happened because are often hope to be helped by the teacher or the friends in comprehending the text and it is hard for them to read by themselves.

Based on the explanation, it can be concluded that there are three students' difficulties in reading section. They students have difficulty on background knowledge, vocabulary and cognitive process. These fact is in line with the theory where there are five students difficulties in reading sections, they are background knowledge, vocabulary, learning management, cognitive process, and learning content. However, learning management and learning content are not really difficult for the students since the finding shows the low persentage of students who have difficulty on these items.

2. The causes of students' difficulty in reading section.

The students' difficulties happened because of some factors. As harmer states that some problem is usually faced by the students in reading comprehension is about language, topic, the task students are asked to perform, and the expectation they have of reading.[33] Other causes students' difficulty in reading comprehension in reading section is Lack of intelligence, Specific weaknesses in areas such as attention, memory, auditory perception, visual perception, and the presence of psycho – emotional states such as anxiety, depression, learned helplessness, low self-efficacy, and inefficient learning style.[34] These factors become the causes of students difficulties in reading sections.

In line with the theory above, the the findings shows that the students' difficulties explained previously are caused by some factors as follow:

a. Language, related to length word, unfamiliar word, and length sentence, are the factors that cause the students' difficulties in reading section. Most students' difficulty are caused by these factors because language is essential and important factor in reading comprehension.

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[33] Jeremy Harmer, *The Practical of English Language Teaching*, (England: pearson education limited, 2001), p. 203

[34] Peter Westwood, *Learning and Learning Difficulties*, (university hongkong, 2004), p. 91

b. Topic and genre is the next causes of students difficulties. The interesting topic will motivate the students but uninteresting topic will get students difficult because they do not have motivation to read. However, this item is not serious problem because less than half students answered that this item is the cause of their difficulties. Then, the genre of the text also influences students in comprehending; where the interesting and easy genre of the text will help the students comprehend the text than the difficult genre.
c. The next factor is difficult task. The difficult tasks have effect to students in comprehending the text. The researcher analyze that the difficult task make student too focus doing the task and it will disturb them to comprehend the text.
d. Students also have difficulties in reading section because they feel negative prediction about the text. The feeling of the students to the text will influence in reading comprehension. The researcher analyze that the students who make negative prediction to the text make them do not want read because they judge themselves that they will not understand about the text.
e. Low intelligent is also caused the students' difficulty in reading section. Students who have low intelligent have difficulty in reading comprehension. It means that low intelligent is serious factor causes students' difficulty because more than a half students answered that low intelligent is causes them have difficulty.

f. The specific weakness which includes attention, memory, and recall information also cause the difficulties. However these are not serious factor since many students said based on the persentage that these items are not really the causes of their difficulties.

g. The last causes of students' difficulty is the presence psycho-emotional that includes anxiety, depression, learned helpless, low self efficacy, inefficient learning style. It means that the students having difficulty in reading because they have anxiety to comprehend the text, depression that lead them unfocus in reading, and because of having less help in learning.

In line with the theory and questionnaire finding, the interview result also shows that there some factors cause the students' difficulties in reading section. The first factor is language. The length word becomes the factor of students' difficulty; the long words are usually difficult to be understood more than the short words. The students told that is it difficult for them to comprehend the meaning of words with with the preffix-suffix. It is not easy for the students to know the root of word. Moreover, the students do not understand the meaning of word because adding prefix or suffix can make the meaning of word changed.

In adddition, unfamiliar word is another language factor causes students' difficulty. The students told that finding a new vocabulary on the text is the main cause of their difficulty in reading. It is hard for them to

comprehend the text with many unfamiliar words exist in the text. Furthermore, the students are often lazy analyze or to find the meaning of the new vocabulary in the dictionary.

The length of sentence also become one of the language factor causes the students' difficulty. Many students' told that they are tired and lazy to read the text with the long sentences. It also happened because the students cannot differentiate between subject, predicate, and object on English text. That is why it is difficult for them to comprehend it or to translate into Indonesian. Thus, the longer the sentence will be the more difficult to be comprehended by the students.

The second factor cause students' difficulty in reading section is topic and genre. The students told that uninteresting topic will make them bored to read. They are lazy to read the text which cannot catch their interest. It means that if the students are not interested to the topic, it is imposible for them to completely comprehend the text because they do not want to read it. Furthermore, unfamiliar genre is is also the cause of students' difficulty. The students told that they are lack of reading practice about many kinds of genre, they do not have hobby reading the English text, so they are lack of knowledge about genre of the text. That is why they have difficulty because a different genre has a different level word difficulty.

The next cause is the difficult task. Some students think that the task can be one of the factors cause the difficulty. It happened because

when the task is difficult, the students usually too focus in doing the exercise, they are only care about finding the answered without fully comprehend the text. As the result the do not really comprehend the text well. Then, the existence of difficult task on reading comprehension make them having low motivation to read. Some of them are lazy to read because the task is difficult for them.

Negative prediction also become one of the causes of students' difficulty in reading section. Eventhough this factor is not really crucial, but some students still give the reason why it can be one of the factor. The students told that the text seems difficult to be comprehended only by seeing the title or the lenght of the text. They think that they will not understand about the text. This condition is influenced by their unsuccessful experience in learning English before.

The next factor cause students' difficulty is the intelligence. The students think that it is difficult for them to comprehend the text because of unsufficience intelligence or ability. They said that the low ability in English is a factor cause the difficulty in reading comprehension because they have to read, understand the meaning vocabulary, and interprete the sentences well. Thus, it needs intelligence in order to master vocabulary, comprehend structure (subject, predicat, or object), and translate the meaning of sentence in order to completely comprehend the text.

The other cause of students' difficulty is some specific weaknesses in areas such as attention, memory, and recalling information. The student

told that the need to pay full attention on reading text if they want to comprehend the text well. However, some students told that they cannot stay focus and give attention only on the reading text. Their attention are easily to spread out to another activity like talking with friends and others. However, less than a half students having difficulty caused by this factor. In addition, their memory capacity also influence the reading comprehension. some students have difficuly because it is hard to memorize what they have read. Futhermore, the also forget about the words meaning even they are already taught before. Related to the memory, reacalling information is also another cause of the difficulty. Some students are often troubled to recall their memory. They often forget about the similar text or the meaning of similar words on the text which actually have been read before.

The presence of psycho –emotional states such as anxiety, depression, learned helplessness, low self-efficacy, and inefficient learning style also become the cause of students' difficulty in reading section. The anxiety means students are afraid of doing mistakes when they are reading. The students said that the anxiety will disturb their concentration in comprehending the text. Anxiety will disturb them in reading because they will lose the vocabulary mastery and difficult to find information in the text. In addition, depression lead the students to have low motivation to read especially the English text. Depression is more than anxiety. Some students told that they are very stress when they have to read a text in

English, they are afraid that they can comprehend the text, the cannot concentrate, lose the interest or even like being pressed when they try to read and comprehend the text. However, anxienty and depression do not really bother the students because they have already trained to be brave while studying by themselves.

Futhermore, The students have difficulty because of learned helpless, it happened because they are not fully confident in comprehend the text without any help of others. The students feel many things that make them unconfident. The students do not know much about English, have difficulty in deciding main idea of the text, and are lack of vocabulary. The problems lead them to expect help from the teacher or another students. It seems that they students are still in process to be autonomous learners where sometime they still need assitant in some difficult reading texts. Although the students still need help for some difficult text, it does not mean that they have low efficacy. The low efficiacy become the lowest percentage which means that the students' quite have a big motivation and they believe on themselves and always try to comprehend the text.

The last factor cause students' difficulty in reading section is learning style. The interview result shows that some students are lack of reading practice at home and they are not interested to read English text, and they only have little strategy or style to comprehend the text. They just focus on the monotonous stratery that will make them bored on reading.

Thus, the students have limited knowledge about the various reading strategies.

In conclusion, there are seven factors that cause students difficulties in reading section at SMK N 1 Ampek Angkek especially the eleventh grades students of *Tata Busana*. However, not all the factors have the similar influence in causing the students' difficulties. The factors that highly influence the students' difficulties are language related to unfamiliar word and length of sentences. While the lowest persentage is on the psycho emotional states related to low self efficacy, where it means that the students try to believe themselves that they are able to improve their reading skill.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings of the research about students' difficulty in reading section, the researcher concluded that there are some students' difficulties in reading comprehension. By having interview and questionnaire, the eleventh grades students in SMK N 1 Ampek Angkek especially majority eleventh grade of students *Tata Busana* can be seen that students have difficulties which are caused by some factors. It can be concluded as follow:

1. There are three students' difficulties in reading comprehension based on the highest percentage which are chosen by more than half students. The difficulties are on combining background knowledge and information of the text; vocabulary mastery related to recognizing the word and finding word meaning; and cognitive process about independents action without someone's help.
2. Students' difficulties are caused by some factors. They are from language, topic and genre, comprehension task, negative expectation, low of intelligent, specific weakness, and the presence psycho-emotional.
3. The highest percentage of the factors cause students' difficulties in reading comprehension is language. Related to

language, difficulty in new vocabulary and length sentence is highest factor influence students' difficulties.

B. SUGGESTION

By giving explanation above, the following suggestion might be useful in learning process in reading skill, the researcher suggests as follow:

1. The English teacher should be able teach students how to understand about vocabulary. They are supposed to study vocabulary and grammar seriously.
2. The students must do many exercises in reading comprehension because the researcher still finds students' difficulty in reading section.
3. Family and friends should motivate the students to read because reading can enrich knowledge.
4. The researcher would like to remind that this research is not complete yet and needs more revision.