

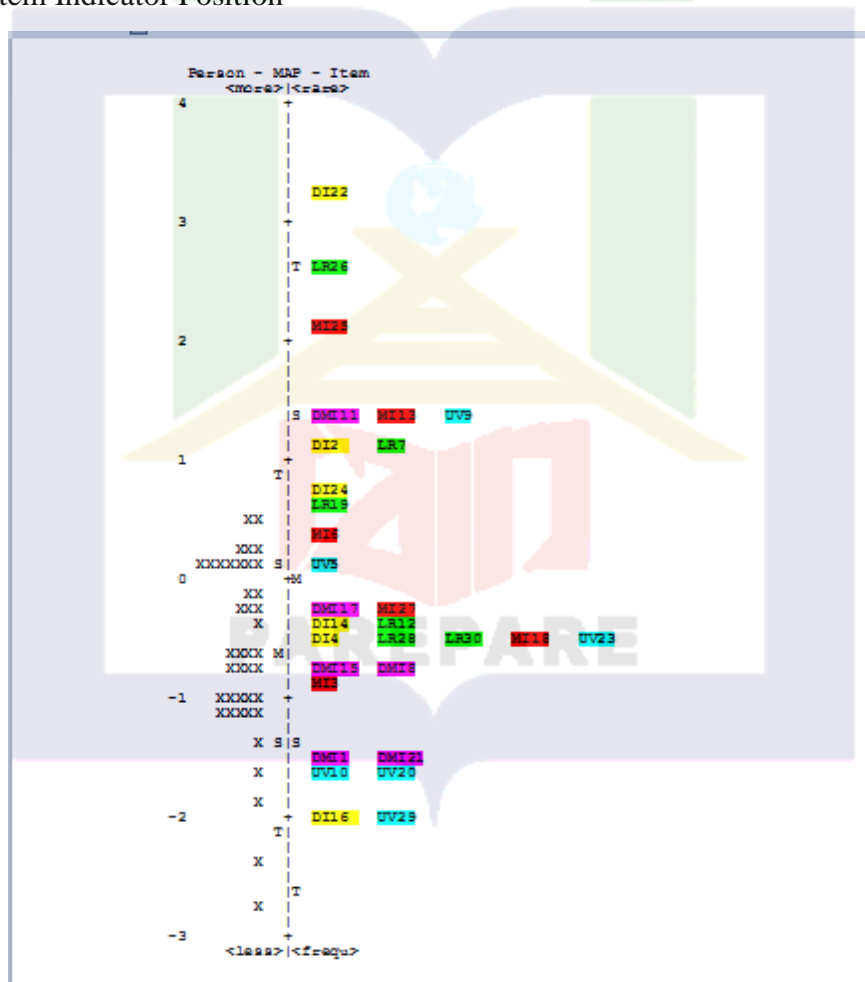
CHAPTER IV FINDINGS AND DISCUSSION

A. FINDINGS

1. Description of Indicator of Difficulties in Comprehending English Text

The following describes an overview of the indicators of students' difficulties in comprehending English text. To know the position of each indicator items from easiest to the most difficult for students' to answer, below:

a. Item Indicator Position



Picture 4.1 All Item Indicator Quality

Based on the picture above, it concluded that the item DI16 (Detail Information question 16, see appendix 1) and item UV29 (Understanding Vocabulary question 29, see appendix 1) are questions that easiest for students to answer, it means that students easily to understand the items. While the most difficult item for students to answer is item DI22 (Detail Information question number 22, see appendix 1), it means the students had difficulties in answering this item. Whereas in general, some indicators difficult for students to answer, we can see the item map person pictured above, shows that the number 0 and above indicates that the item is difficult for students' to answered and conversely, the number 0 down indicates that the item is easy for students' to answer. So in general, in the picture above, there are several indicators that categories difficult for students' to answer, they are DI (Detail Information), LR (Locating Reference), and MI (Making Inference) indicators, 3 items each.

Table 4.1 Table of Items from Easiest to the Most Difficult

ENTRY	MEASURE (Logit)	SCORE
UV29	-2.01	32
DI16	-2.01	32
UV10	-1.58	29
UV20	-1.58	29
DMI1	-1.45	28
DMI21	-1.45	28
MI3	-0.86	23
DMI15	-0.75	22
DMI8	-0.75	22
MI18	-0.53	20
UV23	-0.53	20
DI4	-0.53	20
LR28	-0.53	20
LR30	-0.53	20
DI14	-0.42	19

LR12	-0.31	18
MI27	-0.2	17
DMI17	-0.2	17
DI24	0.8	9
UV5	0.14	14
MI6	0.39	12
LR19	0.66	10
DI2	1.14	7
LR7	1.14	7
DMI11	1.33	6
UV9	1.33	6
MI13	1.33	6
MI25	2.13	3
LR26	2.57	2
DI22	3.3	1

Based on the table above, it concluded that the indicators item difficulties in comprehending English text that easiest for students to understand is an item UV29 (Understanding Vocabulary question 29, see appendix 1) with measure (logit) -2.01 and the total score are 32. This means that from 41 number of the respondents, 32 students answered the questions correctly and only 9 students had difficulties in answering these questions, while the item that most difficult for students to understand is an item DI22 (Detail Information question 22, see appendix 1) with measure (logit) 3.3 and add the score 1. It means that from 41 respondents, only one student can answer the question item correctly. This indicates that DI22 question items are difficult for students to understand.

In general, the quality of the question is depicted in picture 4.1

SUMMARY OF 30 MEASURED Item

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	16.6	41.0	.00	.41	1.00	-.1	1.07	.0
S.D.	9.1	.0	1.32	.14	.15	1.2	.40	1.2
MAX.	32.0	41.0	3.30	1.02	1.34	2.8	2.43	2.8
MIN.	1.0	41.0	-2.01	.33	.74	-2.7	.43	-2.5
REAL RMSE	.44	TRUE SD	1.24	SEPARATION	2.80	Item	RELIABILITY	.89
MODEL RMSE	.43	TRUE SD	1.25	SEPARATION	2.88	Item	RELIABILITY	.89
S.E. OF Item MEAN = .24								

UMEAN=.0000 USCALE=1.0000
Item RAW SCORE-TO-MEASURE CORRELATION = -.98

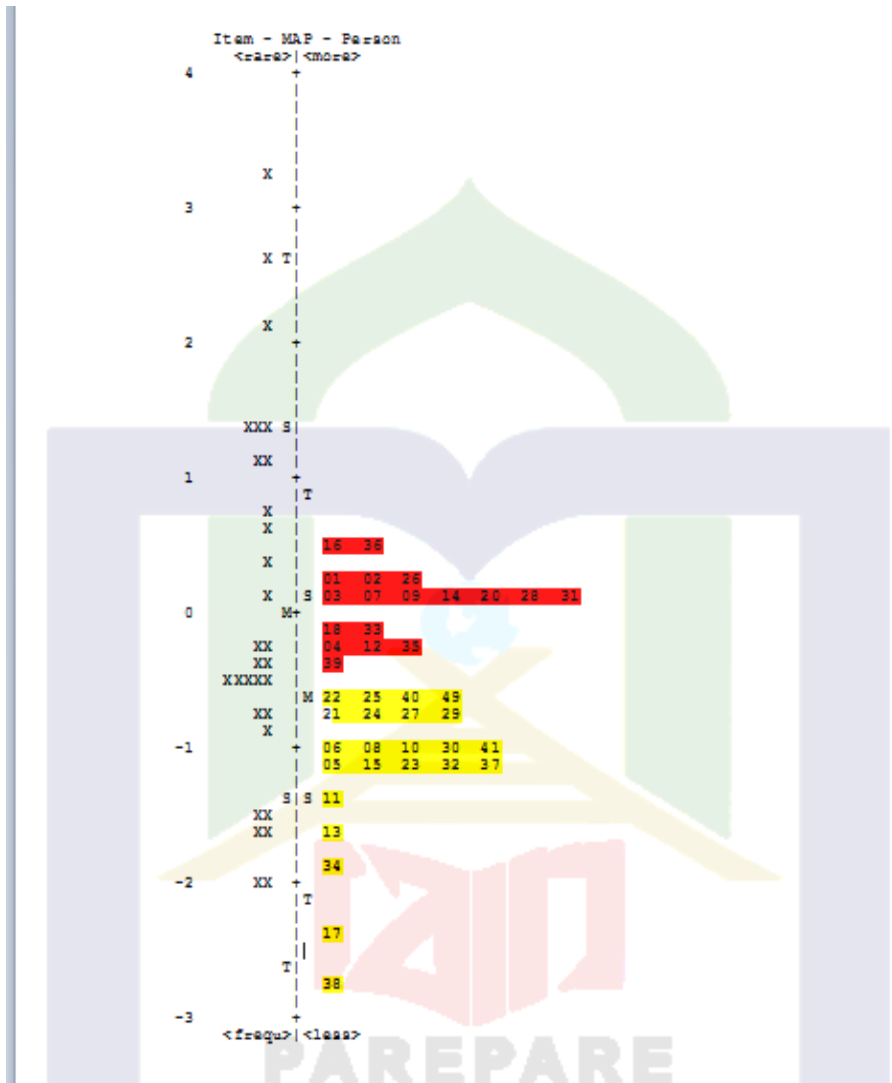
Picture 4.2 Item Summary Statistic

Based on the picture above, it concluded that the statistical measurements of 30 items used to measured students' understanding in comprehending English text showed the number of items reliability 0.89. In analysis measurements using Rasch Model measurements according to Fischer (2007),¹ the item reliability criteria in category 0.81-0.90 (good), this means the number of item reliability 0.89 was in a good category because it is on the item reliability criteria 0.81-0.90.

While the item separation index in the picture above is 2.80, according to Fischer (2007), in items analysis based on the difficulty each items indicators using the Rasch Model measurements, 2.80 are included in the category enough, because are on the Stratum Alienation Index (Item Separation) namely 2-3 (enough).

¹Fischer, *RATING Scale Instrument Quality Criteria*, (Rasch Measurement Transaction, 2007).

a. Item Person Position



Picture 4.3 Item Person Position

Based on the picture above, it concluded that from 30 indicator item questions that were given to 41 respondents, there were 23 students' who still had difficulties in understanding and answering English text, (in this case explanation text). Meanwhile, those who can be categorized understand the English text only 18 from 41 respondents. The percentage is about 50% more students' from the

total number of the respondents used, had difficulties in answering the reading test given by the researcher. So, we concluded that most students' in the second grade of MA DDI Kanang were still found difficult in comprehending English text.

2. Factors of causing the Students' Difficulties in Comprehending English text

Based on the results of interviews from several representatives of second grade students' of MA DDI Kanang, which was conducted on December 25, 2020, regarding the factors causing the students' difficulties in comprehending English text, especially explanation text that has been processed through three steps as described in the previous chapter, namely (Reduction, Display and Conclusion or Verification).

Based on the theory used in this study, namely theory from Westwood about the factors that caused the students difficulties in comprehending English text, they are (Learner's background, Teaching Technique, and Learner's Environments).²

The results of interviews by the researcher with 8 students which got high and low scores in answer the reading test given regarding the students' difficulties in comprehending English text, the researcher found several problems that caused students to experience these difficulties. The factors caused the students were as follows:

- a. The Results of interview Factors of Causing the Students Difficulties in Comprehending English text, aspects of Learner's Background (Students Interest, Motivation, and Prior Knowledge) of the Second grade students of MA DDI Kanang Kabupaten Polewali Mandar.

²Peter Westwood, *Reading and Learning Difficulties a Process of Teaching and Assessment*, (Australia: Acer Press, 2001), p.16.

First, Learner's Background Factors, (Students interest, Motivation, and Students Prior knowledge). Based on Westwood's theory, this aspect is related to the students' interest in reading English text, and also the students' motivation in reading. Besides that the students' prior knowledge about reading English text also become one of the factors that caused the students difficulties in comprehending English text. If they do not have enough knowledge about reading English text they will face difficulties.

Most of the students in the second grade of MA DDI Kanang said, they had difficulty in comprehending English text because they were not interested in English lessons, they did know about explanation text before but their motivation to read English text was very low because their previous knowledge of reading was very low, and also because the students English vocabulary are still low. This is following the results of interviews said by students on behalf of Sulistiawati from XI MIPA 2 class, as follows:

“Mengenai teks explanation, Saya sudah mempelajari teks tersebut di sekolah dan menurut saya teks explanation adalah teks yang menceritakan tentang sesuatu. Secara pribadi, saya tidak terlalu menyukai membaca teks dalam bahasa Inggris. Karena terkadang saya tidak memahami arti dari teks yang saya baca. Tentang motivasi dalam belajar bahasa Inggris, saya suka pelajaran bahasa Inggris, jadi saya termotivasi untuk belajar meskipun saya tidak terlalu suka dengan reading dalam pelajaran bahasa Inggris”³

(About Explanation text, I had studied the text at school and I think explanation text is one of text that tells about something. I don't like reading text in English. Because sometimes I don't understand the meaning of the text I read. Talking about motivation in learning English, I like English lessons, so I am motivated to study English even though I don't really like reading in English lessons).

³Sulistiawati XI MIPA 2, *Interviewed* on December 25, 2020 by phone.

Based on the interviews above, it concluded student's motivation in reading English texts is still very low, even though they like English lessons, it is safe because they sometimes face difficulties in understanding the text so, they do not like reading English texts.

Khusnul Khotimah from XI MIPA 1 class also stated:

"Untuk teks Explanation, Saya sudah belajar sebelumnya dan menurut pendapat saya teks ini menceritakan tentang bagaimana sesuatu terjadi. Tentang ketertarikan, saya tidak terlalu suka membaca teks bahasa Inggris termasuk teks Explanation. Mengenai motivasi belajar, Saya tidak terlalu suka dengan pelajaran bahasa Inggris karena sulit untuk di pahami dan tidak terlalu menyenangkan".⁴

(For the Explanation text, I have studied before and in my opinion, the text explains how something happened. About interest, I don't really like reading English text and include explanation text also. Regarding learning motivation, I don't like English lessons because it's difficult to understand and for me, this lesson is not very fun).

Even though students have studied English text before, however, their motivation in reading explanation text is still very low because some of them say that, explanation text is a text which usually in the form of a long text and the content of the story is not fun or boring to read.

Besides, the result of the interview from students name is Asmaul Husna from XI IPS class, explain as follow:

"Menurut apa yang saya pahami di kelas, teks explanation adalah text yang menjelaskan tentang bagaimana atau proses terjadinya suatu fenomena. Akan tetapi jika di tanya suka atau tidak membaca teks bahasa Inggris, saya tidak terlalu suka membaca karena biasanya teks tersebut sangat panjang. Tentang motivasi, saya suka dengan pelajaran bahasa Inggris karena bagi saya bahasa Inggris sangat penting untuk pendidikan saya".⁵

(According to what I understand in the explanation text class, it is a text that explains how or the process of a phenomenon occurs. However, if I asked whether I like or do not read English text, I don't really like reading

⁴ Khusnul Khotimah XI MIPA 1, *Interviewed* on December 25, 2020 by phone.

⁵ Asmaul Husna XI IPS, *Interviewed* on December 25, 2020, by phone.

the text because usually, the text is long. About learning motivation, I like English lessons because for me English is very important for my education).

The results of the interview from Ali Nahrawi, students in the second grade, also said the same thing, such as the results of the interview as follows:

“Tentang teks Explanation, saya sudah mempelajari teks tersebut dan setahu saya teks tersebut menjelaskan tentang proses terjadinya suatu peristiwa. Namun saya tidak terlalu suka membaca teks bahasa Inggris begitu juga dengan tekx explanation. Berbicara tentang motivasi, saya suka pelajaran bahasa Inggris tapi jika berkaitan dengan reading saya tidak suka”.⁶

(Regarding the Explanation text, I have studied the text, and as far as I know, the text explains the process of an incident. But I don't really like reading English text and Explanation text also because I don't like reading. Talking about motivation, I like English lessons but when it comes to reading a text I don't like it).

The results interview from Ali Nahrawi and Asmaul Husna said, the second grade of MA DDI Kanang, already know about English lessons and students also quite like English lesson, because the students know that English lessons are important for their education and carrier later. Even so, students interest and motivation towards reading lessons, more precisely reading English text, as explained by several students from several interviews above that they do not like reading English texts because they often do not understand the text they read, it means the students' mastery in vocabulary is very needed for help students to translate and understanding the text they read.

The results of the interview from Syahrul XI IPS class, also added the factors that caused students to face difficulties in comprehending English text, as the explanation was as follows:

“Saya sudah mempelajari teks explanation, tapi saya tidak tahu tentang teks tersebut karena saya tidak mengerti dengan penjelasan guru saya tentang teks tersebut. Saya suka membaca, karena bagi saya dapat

⁶Ali Nahrawi XI MIPA 1, *Interviewed* on December 25, 2020, by phone.

meningkatkan kemampuan pronunciation. Saya suka dengan pelajaran bahasa Inggris, meskipun saya tidak terlalu suka dengan reading, karena saya sering kesulitan dalam menerjemahkan bacaan”.⁷

(I have studied about explanation text, but I don't know about the text because I don't understand my teacher's explanation about the text. I like reading lessons also because it can improve our skills such as pronunciation. I like English lessons even though I don't really like reading because I often have trouble translating English text.

Based on the interview above, the researcher found that some of the second grade students of MA DDI Kanang did not understand the material conveyed by their teacher because they did not understand the way their teacher explained the reading material more precisely, explanation text. Even though students like reading lessons because it can improve their spelling, they do not like reading English texts because they often have problems translating the text they read.

Based on the result interviews from several of the second grade students above, it can conclude that the students' interest and motivation in reading English text is still lack, this is because they do not understand the text they were read. Likewise, students' motivation is also important to increase students' desire in learning, but if they do not like and understand the text they read, it will be an obstacle for them and make them lazy to read English text, especially if the text given to them is long, it will make students' not eager to read the English text.

Besides the student interest and motivation, the students' prior knowledge is also very much needed to help the students understand and translate the text they were read. The students have to master much English vocabulary, to help them understanding and translating the English text they were read. If the

⁷Syahrul XI IPS, *Interviewed* on December 25, 2020 by phone.

students' do not master in English vocabulary, they will face difficulties in comprehending English text.

- b. The Results of interview Factors of Causing the Students Difficulties in Comprehending English text, aspects of Teaching Technique (Technique or the way of the teacher transfer the material) of the Second grade students of MA DDI Kanang Kabupaten Polewali Mandar.

Second, Teaching Technique Factors (Technique or the way of the teacher transfer the material to the students). The technique used by the teacher in explaining the material is also become one of the factors that cause students difficulties in comprehending English text, if the teaching method used by the teacher does not help students improve their understanding and their interest in reading English text, then students will experience difficulties in understanding English text.

Based on the result of students' interview name is Sulistiawati, from XI MIPA 2 class, explained as follows:

“Tehnik yang guru saya gunakan yaitu dengan menunjuk siswa secara bergantian untuk membaca teksnya. Menurut saya, cara seperti ini sudah bagus, tetapi belum effective karena kita hanya di suruh membaca teksnya namun tidak mengartikan teks yang diberikan. Dalam mempelajari reading, saya sering terkendala pada cara membacanya dan juga kosakata bahasa Inggris. Dan menurut saya tehnik yang guru saya gunakan, belum memudahkan saya memahami isi bacaan, karena kita hanya di suruh membaca teks yang diberikan secara bergantian”.⁸

(The technique that my teacher uses is by pointing the students in turns to read the text. In my opinion, this technique is good, but it is not effective because we are only told to read the text but do not interpret the text given. In studying reading, I often encounter difficulties in how to read it, which sometimes I don't know as well as its pronunciation and I less in the vocabulary tool. And in my opinion, the technique that used by my teacher in teaching reading has not made it easier for me to understand

⁸Sulistiawati XI MIPA 2, *Interviewed* on December 25, 2020 by phone.

the contents of the text, because we are only told to read the text that is given in turns).

The result of the interviews from the students above said that they liked the technique used by their teacher in teaching reading, however, these techniques had not helped students improve their comprehending of English text, this was because students said they were often constrained by pronunciation and at the mastery of vocabulary.

Furthermore, the result of the students' interviews name is Khusnul Khotimah from XI MIPA 1 class explained as follows:

“Tehnik yang guru saya gunakan ada berbagai macam cara, terkadang menjelaskan di papan tulis, menyuruh siswa untuk membaca teksnya, dan mencari arti dari teks yang diberikan. Menurut saya, cara ini sudah lumayan mudah di lakukan dan jelas apalagi jika di lakukan berulang-ulang. Saya kadang mengalami kesulitan ketika teks yang diberikan adalah teks yang panjang dan tidak saya ketahui artinya. Mengenai tehnik yang di gunakan oleh guru saya, sudah lumayan membantu saya memahami isi bacaan yang saya baca walaupun hanya sekedar mengartikan”⁹

(The technique that used by my teacher is in various ways, sometimes explaining on the whiteboard, asking students to read the text, and sometimes look for the meaning of the text being studied. In my opinion, this technique is quite easy to do and clear, especially if done repeatedly. I sometimes have difficulty if the text given is long, and I don't know the meaning also. Talking about the technique used by my teacher, it's been quite helpful for me to understand the contents of the text, even though it is just translating the text).

From the students' statement above, it can be concluded that on average students in the second grade of MA DDI Kanang, like the way their teacher teaches reading. They say their teacher uses a variety of techniques, for example telling students to read the text in turns, and also sometimes looking for the meaning of words in the unknown text. And like the results of interviews from previous students, they also said they had problems in

⁹Khusnul Khotimah XI MIPA 1, *Interviewed* on December 25, 2020 by phone.

translating and understanding the content of the text they read, especially if the text was long and used many words with high sentences and was foreign to students.

Besides, the results' interview name is Muh. Saiful from XI MIPA 2 class, also explain as follows:

“Tentang cara guru saya mengajar, biasanya guru membagi kelas kami dalam beberapa kelompok kemudian tiap kelompok di berikan masing-masing paragraph untuk di baca dan satu orang perwakilan membacakan dan mengartikan teks tersebut di depan kelas. Menurut saya cara tersebut cukup bagus karena kita dapat bekerja sama dengan teman kita untuk mengartikan teks yang diberikan. Mengenai tehnik yang digunakan, saya tidak mengalami kesulitan, akan tetapi kadang saya mengalami kesulitan untuk menerjemahkan ketika menemukan kata yang tinggi dan asing bagi saya. Menurut saya, cara tersebut sudah dapat meningkatkan kemampuan membaca saya, namun saya masih terkendala pada pemahaman teks”.¹⁰

(About how to teach, my teacher usually divides our class into several groups, then each group is given one paragraph to read and one representative to read and interpret the text in front of the class. I think this technique is quite good because we can work together with our friends to interpret the text given. Regarding the technique used, I have no difficulty with techniques, but sometimes if I found a high and foreign language then I will have difficulty understanding the content of the text. The technique used above can help me improve my skills in reading English text, but I still have difficulty in understanding English text).

Although the teacher uses various ways in teaching if the technique used by their teacher is not suitable or cannot help overcome the problems of students with reading lessons. Hence, the variety of techniques the teacher uses will not help overcome the difficulties experienced by students in comprehending English texts. Therefore, the teacher should choose techniques that can help students overcome their difficulties.

¹⁰Muh. Saiful XI MIPA 2, *Interviewed* on December 25, 2020, by phone.

Besides that, Asmaul Husna from XI IPS class also gave the following explanation:

“Tehnik yang di gunakan oleh guru saya, yaitu dengan menjelaskan materi yang akan dipelajari, memberikan contoh sampai siswa paham dan memberikan soal untuk melatih pemahaman siswa tentang materi yang diajarkan. Menurut saya cara tersebut, sudah jelas dan mudah untuk di lakukan dan juga meningkatkan ketertarikan saya terhadap pelajaran bahasa Inggris, akan tetapi saya masih mengalami kesulitan pada pelajaran reading, yaitu pada pengucapan kata dan juga sangat kurang dalam penguasaan kosakata bahasa Inggris”.

(The technique that used by my teacher, start from explaining the content of the material to be studied, giving examples until the students understand, then giving questions to train students' understanding of the material being taught. In my opinion, this technique is clear and easy to understand, and it also increases my interest in English, but I still have difficulty in reading learning process, such as I still got difficulty in word pronunciation, and also lack in comprehending text because I have low in vocabulary).

Furthermore, the result of the students' interview name is Ali Nahrawi from XI MIPA 1 class, also stated:

“Cara guru saya menjelaskan bagi saya sudah jelas dan mudah di mengerti, biasanya tehnik yang di gunakan yaitu tehnik membaca secara bergilir atau siswa secara bergantian membaca teks yang dipelajari. Namun, saya kurang lancar dalam membaca teks dan kata dalam bahasa Inggris apalagi jika saya menemukan kosakata yang baru. Mengenai tehnik yang guru saya gunakan, sudah dapat memudahkan saya dalam mempelajari reading akan tetapi saya masih sering terkendala dalam memahami teks bahasa Inggris”.¹¹

(The way of my teacher explains the reading material is clear and easy for me to understand, usually, the technique used is reading in turns or alternately to read the text to be studied. However, I am not fluent in reading English sentences or words, especially if the English word is new for me. Regarding the technique that was used by my teacher, it has made me easier to learn reading, but I am still constrained in understanding English text).

Although, the students like their teacher's techniques, if these techniques do not help improve students' vocabulary through the text they read, it will

¹¹Ali Nahrawi XI MIPA 1, *Interviewed* on December 25, 2020, by phone.

become an obstacle for students in comprehending English text. The reason for the students' difficulties in translating and comprehending text is lacking vocabulary. The researcher also found another problem that students faced in reading English text, which is errors in pronouncing English words so that sometimes they are constrained in how to read them.

The result of the students' interview name is Salsabila Putri from class XI IPS, explained the following:

“Cara guru saya mengajar sudah cukup bagus dan mudah, pertama guru saya akan membaca terlebih dahulu teks yang di pelajari kemudian menyuruh siswa untuk bergantian membaca teksnya, dan terkadang jika ada kosakata baru maka akan di tulis di papan tulis kemudian guru akan membaca kata tersebut dan mengartikannya secara bersama-sama. Saya sering terkendala pada penguasaan kosakata sehingga ketika belajar reading saya mengalami kesulitan dalam memahami teks yang dipelajari. Dan tehnik yang digunakan sudah membantu saya memahami materi teks yang diajarkan”¹²

(The way of my teacher teaches is quite good and easy. Because my teacher read the text first then after that tell the students' to take a turn reading the text, and sometimes if there is a new vocabulary it will be written on the whiteboard then the teacher reads the vocabulary and translate it together. I have problems in mastering vocabulary so that when learning the reading process I got difficulty understanding the text because I have not enough vocabulary. The technique used by my teacher help me to improve my understanding of the material being taught).

Based on the results of interviews from some of the students above, the researcher concluded, the average of the second grade students' of MA DDI Kanang likes the technique of their teacher used in teaching reading, namely the rotating reading technique, but for students' these technique is not effective to help the students improve their comprehending towards English text. Mostly, students in the second grade of MA DDI Kanang, are very lacking in the mastery of vocabulary. It is causing them to have difficulty in understanding

¹²Salsabila Putri XI IPS, *Interviewed* on December 25, 2020, by phone.

and translating the text they read, the students sometimes found new vocabularies that were foreign to them and a high sentence which they do not know the meaning of. This means that the reading in turns technique which their teacher used in teaching reading is not effective to help the students' improve their understanding of the explanation texts, it helps the students in improving the students skill in reading but not for comprehending the text.

The teacher is one of the school equipment that plays an important role in helping students' in the learning process at school. The teacher is the subject of education for students because the teacher has to transfer knowledge to students', therefore teacher is a very important person in the learning process, as well as reading because the teacher determines whether their students become good readers or not, comprehending the text or not, etc.¹³ Therefore, teachers should be careful in choosing the technique to teach reading, so that students' do not have difficulty in understanding reading material. Especially, the teacher should provide techniques or methods to help students improve their vocabulary mastery so the students will not experience difficulty in translating and comprehend the text they read.

- c. The Results of interview Factors of Causing the Students Difficulties in Comprehending English text, aspects of Learner's Environments (School and House) of the Second grade students of MA DDI Kanang Kabupaten Polewali Mandar.

¹³Peter Westwood, *Reading and Learning Difficulties a Process of Teaching and Assessment*, (Australia: Acer Press, 2001), p.16.

Third, Learner's Environments Factors (School Environments and House Environments). School is one of the environments that make students experience difficulty in understanding English text because if the school does not provide suitable learning tools or media, it will hinder the learning process of students. Besides school, the house also plays role in influencing students learning, if parents or family do not provide motivation or support in the learning process, students will experience difficulties in the learning process and will affect students learning achievement at school.

Based on the result of students interviews name is Sulistiawati, from XI MIPA 2 class, the explanation as follows:

“Di perpustakaan sekolah saya, terdapat buku bahasa Inggris selain buku pelajaran, namun saya tidak tahu karena saya jarang ke perpustakaan. Saya pergi ke perpustakaan jika hanya ada keperluan meminjam buku. Saya hanya membaca teks bahasa Inggris ketika pelajaran reading berlangsung di kelas. Di sekolah juga tidak ada kewajiban bagi siswa untuk membaca buku per-mingguanya. Sehingga di rumah, saya jarang sekali membaca buku, saya belajar jika hanya ada tugas atau akan ada ulangan harian. Terkadang saya belajar sendiri namun, saya juga terkadang di ajar oleh saudara saya”¹⁴

(In my school library, there are English books besides textbooks, but I don't know because I rarely go to the library. I only go to the library if I need to borrow books. I only read English text during reading learning in class, and at my school also have no obligation to reading a book a week. At home, I rarely read books, I only study when I have assignments or texts from school. Sometimes I study by myself but sometimes also I was taught by my sister).

Based on the results of the interview above, it concludes that even though the school library provides books other than English textbook, if there is no support from school like requiring students to always read books in libraries, especially English books, it will not increase students motivation to read

¹⁴Sulistiawati XI MIPA 2, *Interviewed* on December 25, 2020 by phone.

English text. Besides, because the students interested in reading English text is still low, cause students to read and learn reading lessons only when they are studying in class. Some students also do not get views from their families or parents, which causes the students only sometimes to read English books at home.

This was also conveyed by Khusnul Khotimah from XI MIPA 1 class, in the results of the interview as follows:

“Di perpustakaan sekolah saya terdapat buku bahasa Inggris selain buku pelajaran seperti buku cerita atau dongeng. Saya jarang membaca teks bahasa Inggris di sekolah. Saya membaca teks bahasa Inggris hanya jika pelajaran reading di kelas sedang berlangsung. Dan di sekolah saya tidak ada peraturan yang mewajibkan siswa untuk membaca buku perminggunya. Di rumah, saya juga jarang membaca teks bahasa Inggris karena saya tidak suka membaca dan jika terdapat ulangan harian atau tugas maka saya belajar dengan mengulang kembali pelajaran yang telah di ajarkan oleh guru di sekolah. Jika belajar di rumah saya juga belajar sendiri, tidak ada bantuan dari keluarga saya karena mereka tidak paham dengan bahasa Inggris”¹⁵

(In my school library, there are English books besides textbooks such as storybooks or fairy tales. I rarely read English texts at school. I read English text only during the reading learning process in class. And at my school also, there is no obligation to read English textbooks a week. I rarely read English text at home because I don't like reading and if I have a test, the way I study at home is by repeating the lessons that have been learned at school, and if I studying at home, I study independently, there is no help from my family because they don't understand English).

Family is one of the factors that support students in the learning process at home. If the family does not give motivation and assistance to students when learning, especially reading English text. The students will face difficulties, if the students need help from their families and there is no help it will cause students to experience difficulties in learning. If parents provide support and assistance in the learning process it will help students improve their learning

¹⁵Khusnul Khotimah XI MIPA 1, *Interviewed* on December 25, 2020 by phone.

achievement at home and will have an effect on their educators at school. As explained by the students on behalf of Salsabila Putri from XI IPS class, who said the following:

“Di perpustakaan sekolah saya memang terdapat buku bacaan bahasa Inggris, akan tetapi saya belum pernah membacanya karena saya jarang ke perpustakaan. Saya jarang membaca teks bahasa Inggris baik di sekolah maupun di rumah, saya hanya membaca ketika pelajaran reading berlangsung di sekolah dan ketika ada tugas dari sekolah saya akan mengerjakannya di rumah. Di rumah, Saya belajar dengan membaca materinya, memahami inti-inti dari pelajaran, namun jika hanya soal-soal maka saya akan latihan mengerjakannya, Saya juga selalu belajar sendiri, tidak ada bantuan dari keluarga saya”¹⁶.

(In my school library, there are English reading books, but I have never read them because I rarely go to the library. I rarely read English textbooks at school and home, I only read them when the class is in progress and when I got the assignment from my teacher, I will do it. At home, I study by reading the material, understanding the gist of the lesson but if it is only questioning, I will practice doing it. If I have an assignment from school, I always do it by myself, no one help from my family).

The motivation to learn from students is also one of the reasons why they rarely study at home. And also based on the results of interviews, most students in grade 2 MA DDI Kanang, do not get help from their families when studying at home, so they experience difficulties in learning. The students have to find a way or help from google or other electronic tools to help them when they have difficulty interpreting the English text they read, because the average student's family doesn't have much knowledge or understanding of English lessons, especially reading and interpreting English words. As explained by Ali Nahrawi from XI MIPA 1 class, below:

"Di perpustakaan sekolah saya, terdapat buku bacaan bahasa Inggris, namun saya tidak pernah membaca teks bahasa Inggris di sekolah, di sekolah juga tidak ada kewajiban bagi siswa untuk membaca buku bahasa Inggris per-mingguanya. Jika saya mendapat tugas dari sekolah, maka cara

¹⁶Salsabila Putri XI IPS, *Interviewed* on December 25, 2020, by phone.

saya belajar di rumah dengan membaca pelajarannya sampai saya paham dan kemudian mengerjakannya. Dan jika belajar di rumah, saya selalu belajar sendiri tidak ada bantuan dari keluarga say".¹⁷

(In my school library, there are English reading books, but I have never read English texts at school and at school also there is no obligation to read English books a week. If I have an assignment, the way I learn is by reading the lesson until I understand and then I will work on it. And if I study at home, I always study by myself there is no help from my family).

Syahrul from XI IPS class, also added a similar explanation, as follows:

“Di perpustakaan sekolah saya, menyediakan buku-buku pelajaran termasuk buku bacaan bahasa Inggris, akan tetapi, di sekolah, Saya jarang membaca teks bahasa Inggris, Saya membaca hanya jika pelajaran reading sedang berlangsung di kelas. Cara belajar saya dirumah, dengan mengerjakan tugas-tugas sesuai dengan yang saya pahami dan jika belajar di rumah saya selalu belajar sendiri tanpa bantuan dari keluarga, Saya kadang menggunakan google terjemahan, atau alat elektronik lainnya untuk membantu saya”.¹⁸

(In my school library, provides books including reading English books, however, at school I rarely read an English book. I only read English textbooks when reading lessons are taking place in class. The way I study at home is by doing the assignment based on my understanding. And, when studying at home, I always study on my own without family help, I sometimes used google translation or other electronics tools to help me).

Some students of MA DDI Kanang, also said that they rarely studied at home. The study only if they get assignments from their school. But, otherwise, they will not study either. Because they do not really like reading English text, because they often have problems in translating and understanding the content of the text they read. Besides, parental control in learning English is also lacking so that students also do not learn at home. The same explanation also stated by the students' name is Dhea Arianti from XI MIPA 1 class:

“Di perpustakaan sekolah saya, terdapat buku bacaan bahasa Inggris seperti buku cerita atau dongeng-dongeng, namun saya jarang membaca teks bahasa Inggris di sekolah karena saya tidak terlalu paham dengan artinya, saya memiliki kekurangan dengan kosakata bahasa Inggris. Jika saya mendapat tugas dari sekolah, maka saya akan belajar namun jika

¹⁷Ali Nahrawi XI MIPA 1, *Interviewed* on December 25, 2020, by phone.

¹⁸Syahrul XI IPS, *Interviewed* on December 25, 2020 by phone.

tidak, maka saya tidak akan belajar. Dan Jika saya mengerjakan tugas atau belajar di rumah, saya selalu belajar sendiri tidak ada bantuan dari keluarga karena mereka juga tidak terlalu paham dengan bahasa Inggris”¹⁹.

(In my school library, there are English reading books such as storybook or fairy tales. But, I rarely read English textbooks because I don't understand the content of the text. If I get an assignment from school I will study at home but if not I will not. And I also study by myself, there is no help from my family because they do not understand about the English language).

Based on the results of all interviews from some of the students above, the researcher found the last factors that cause why students' have difficulty in comprehending English texts. Mostly, students' in the second grade of MA DDI Kanang stated that they rarely read English textbooks at school, by the reason they do not like reading English texts because they do not understand the text. Although, MA DDI Kanang provides English reading books but the students still lazy to go to the library to read the books. In their school, there is no obligation for students' to always go to the library for reading a book. This is also one of the reasons why the students are lazy to read a book in school. The students' stated that they read the English texts books only when reading English lessons are taking place in class. After the class is finished they will stop to read also.

Secondly, from house environments, based on the students' interviews above, almost all students in the second grade of MA DDI Kanang are lazy or only sometimes read English books at home. They said they only studied at home when they got assignments or there would be daily tests at school. However, if there is none, they rarely study and read English texts at home. For

¹⁹Dhea Atianti XI MIPA 1, *Interviewed* on December 25, 2020, by phone.

this reason, they do not really like reading English text and do not have a lot of vocabulary to help them understand the text they read. Besides, there is no supervision or assistance from their families when they learn English, which causes the students' are rarely read English text at home because the students said their family did not understand English well. And if the student' studies at home, they study on their own without any help from parents or family. They learn independently and sometimes used their phone to help them study at home.

B. DISCUSSION

In this section, the researcher measures the result of this research related to the difficulty faced by the students in comprehending English text that has been analyzed by using Winstep Application and explains the results of the data conclusions using Rasch Model Measurement.²⁰ And also discussed what factors of causing the students' faced difficulty in comprehending explanation text that has been processed by using three steps, they are reduction, display, and conclusion. The researcher identified the students' difficulties in understanding explanation text from the results of the students' answers on the reading test.

In this study, the researcher took 41 students' from the second grade students' of MA DDI Kanang randomly from a total population of 71 students' as the respondents, to answer the research question of this study. There would be two sections in this part to obtain the result of the research and discusses it by connecting it with some of the theory and previous studies.

²⁰Wahyu Hidayat, Sri Mulianah, Mujahidah, *Analysis of the National Character Senior High School Students by Using Rasch Model*, (Indonesia: INCRE, 2019).

1. Difficulties Faced by the Students' in Comprehending Explanation Text

After analyzing data from the results of the students' answers to the multiple-choice reading test by used the Winstep application, the following results were obtained:

The results of data analysis using the Winstep application shows that, from the fifth indicator of difficulty in comprehending English text, the indicator item UV29 (Understanding Vocabulary question 29, see appendix 1) with measure (logit) -2.01 and a total score is 32. This indicates that this item is the easiest item for students' to understand. Because of the total score or the number of the students' who answered the question correctly as many as 32 students. So, from the 41 respondents that were used, there were 32 students' who can answer the item question correctly, and only 9 students' had difficulty in answering the questions. This means that the item indicators of this question are easy for students to understand.

While the most difficult item for students' to understand is the item DI22 (Detail Information question 22, see appendix 1) with measure (logit) 3.3 and the score is 1. This item is the most difficult for students' to understand, it can be seen from the number of measures (logit) 3.3 and the number of scores or the number of students who answered correctly is only one student'. So, from 41 respondents, only one person can answer the question correctly. This means that there are 40 students' who have difficulty in answering these questions. This indicates that this item is the most difficult item for students' to answered and understand in terms of the number of scores or the number of students' who

answered correctly, only 1 person. An overview of the order of items from the easiest to the most difficult can be seen in (table 4.1).

Meanwhile, in general, some indicators are most difficult for students' to answer or understand. Judging from the picture of the item map person (see figure 4.1) shows that the number 0-4 and above indicates that the item is the most difficult item for students' to answer. And conversely, the number 0-3 below, indicates that the item indicators are the easiest for students' to answer. So, in general description shows, 3 indicators are the most difficult for students' to understand, namely, DI (Detail Information), LR (Locating Reference) and last is MI (Making Inference) with 3 items each. (see figure 4.1).

Furthermore, as theory used in this research from Nuttal (1982) in the books title *Teaching Reading Skill in a Foreign Language*, stated that:

"There are five aspects which may be faced by the students in comprehending English text, they are: Determining Main Idea, Understanding Vocabulary, Making Inference, Locating Reference and Detail Information. The students' should mastery these aspects to comprehend the text well".²¹

From the theory above, it can be concluded that students must understand the five aspects of the indicators above to be able to understand the content of the text they read because the English text covers these five aspects. If students do not understand all these aspects, they will have difficulty in understanding the English text, especially if they are given the text and questions to answer, they will have difficulty answering the question.

The findings of this research have similarities between previous studies conducted by Septiana Fauzia, which also found three difficulties in

²¹Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, 1982).

comprehending English text from 5 difficulties, seen from the Standard Deviation score: they are DMI(Determining the Main Idea) SD:1.433, LR(Locating Reference) SD:1.899, UV(Understanding Vocabulary) SD:2.106, MI(Making Inference) SD:1.444 and DI(Detail Information) SD:1.715. It concluded there were 3 indicators of difficulties they are DMI, LR, and DI which have a low score. It means students' had difficulties in comprehending this item.²²

To distinguish this study from previous studies conducted by Septiana Fauzia, this study focuses to identify students' difficulty in school while the previous research focused on students at university and also differentiate in one of the research results which the previous research found Determining the Main Idea as one of most difficult and this study found Detail Information as one aspect of difficulties that faced by the students in comprehending English text.

While from the results of the measurement in item summary statistic from 30 item questions used to measure the students' understanding in comprehending English text (see figure 4.2), showed that the number of reliability was 0.89. In data analysis using the Rasch Model Measurement, according to Fischer (2007), item reliability criteria fall into the category 0.81-0.90 (good).²³ This means it ignored that the reliability of item 0.89 is in a good category because it is in the reliability of item 0.81-0.90. This indicates the

²²Septiana Fauzia, *Descriptive Analysis of Students' Difficulties in Comprehending English Reading Text (Case Study of Second Semester Students of English Departement Students in IAIN Salatiga in Academic Year 2018/2019)*, (Thesis of State Institute for Islamic Studies: Salatiga, 2019).

²³Fischer, *RATING Scale Instrument Quality Criteria*, (Rasch Measurement Transaction, 2007).

consistency of the items to measure the ability of respondents is high and will not change even if given other instruments. (see figure 4.2).

Meanwhile, to find out the percentage of students' who have difficulty and have no difficulty in comprehending explanation text can be seen in (see figure 4.3). The picture shows that, out of the 30 items on the indicator that were given to 41 respondents, there were 23 students' who still had difficulty understanding English text and only 18 students could be categorized as being able to understand the explanation text. So, in percentage, there are about 50% more students' than the total of respondents who used, had difficulties in answering the reading test given. This means, Most students in the second grade of MA DDI Kanang Polewali Mandar still lack in comprehending Explanation text.

2. Factors of Causing the Students' Faced Difficulties in Comprehending Explanation text

After conducting interviews with 8 students' which got high and low scores in answer the test given, the researcher found factors that caused the students' faced difficulty in comprehending English texts. To identify the factors that caused students difficulties in comprehending English text, the researcher used Westwood's theory, namely (Learner's Background, Teaching Technique, and Learner's Environments).²⁴ Below are the results of the interviews that have been analyzed using three steps, namely (Reduction, Display, and Conclusion or Verification).

²⁴ Peter Westwood, *Reading and Learning Difficulties a Process of Teaching and Assessment*, (Australia: Acer Press, 2001), p.16.

First, the factor that causes students' faced difficulties in comprehending English text is the learner's background factor. According to Westwood, this factor related to the students' interest, motivation and the last is students' prior knowledge that the learner has known before. In MA DDI Kanang, Most of the students' in the second grade are still less interested and motivated in learning English reading. As explained by several students on the results of interviews conducted by researchers above.

The explanation from the students' above gave conclusion that the students' interest and motivation towards reading English text, especially explanation text are still low. Although the students' like English lesson, because their background knowledge is very lack it is make the students motivation in read English text is very low.

This finding is related to the theory of Alderson, in the previous research by Yolanda Melandita , which stated that:

“Readers motivation and the reason why readers read the text affect their reading achievement. If readers are not interested in the topic they're reading, they may fail to read. The motivation of readers can affect the outcome of the reading. Studies of poor readers from first and second language have shown poor readers lack the motivation to read or improve their reading abilities; as a result, less motivation becomes an obstacle to reading comprehension”.²⁵

Motivation to learn is needed so that students are enthusiastic in learning, but if students experience problems such as lack of mastery of English vocabulary then their interest in reading will also decrease because they are constrained in translating the text. Based on the theory by Alderson above,

²⁵Yolanda Melandita, *Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eight Grade of SMP Darul Falah Bandar Lampung in Academic Year of 2018/2019*, (Thesis of State Islamic University: Lampung, 2019), p.21.

stated that student's motivation to read can affect the result of the students' achievement in reading English text. If the students had less motivation in reading they will get difficulty understanding the text they read. So, motivation to read is very needed to increase student's interest in learning reading. Sulistiawati from XI MIPA 2, and Syahrul from XI IPS class, also explained the students' prior knowledge in reading English text, as stated above.

It concluded the students' lack of English vocabulary mastery, make they are lazy and do not really like reading English texts, especially if the text provided by their teacher is long, and they do not know the meaning of the word in the text, they have to use a dictionary or google translation to help them translate the text because the students' are still lack of English vocabulary. The students' prior knowledge about reading is still lacking also, that's why the students' are faced difficulties when they found the unfamiliar word or high sentences and foreign language in the text.

As Alderson stated:

"Background knowledge is one of the research areas where investigators have attempted to find how what readers know affects what they understand. For example, if readers have limited background knowledge in reading a text, they cannot follow and understand it because they do not know what the text about. Readers can understand a text well if they are familiar with the text type".²⁶

It means students need their background knowledge to help them to understand the reading text they read. If they have limited background knowledge about reading English text, they will face difficulty in translating and comprehending the text.

²⁶Yolanda Melandita, *Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eight Grade of SMP Darul Falah Bandar Lampung in Academic Year of 2018/2019*, (Thesis of State Islamic University: Lampung, 2019), p.22.

Second, the factor that causes students' faced difficulties in comprehending English text is the teaching technique factor. According to Westwood, this factor is related to the teacher's technique or method, the way of the teacher transfer the material to the students'. Most of the second grade students' of MA DDI Kanang said that they liked the technique their teacher used in learning reading, namely the rotating reading technique (reading English text alternately). However, according to the students' statements in the result of interviews conducted by the researcher, the technique used by their teacher is not effective to improve students' understanding of English text. The rotating reading technique is one technique that can be used to improve our speaking skills. Therefore, the students still have difficulty in understanding English texts, because their teacher used unsuitable techniques to improve students' understanding of English texts. As explained by the results of the students' interviews above.

Based on the result interview above, most students like the techniques used by their teachers, however, it has not helped students improve their understanding of English, students' still face some problems in understanding English text, such as lack of English vocabulary. This is related to the theory used by Westwood, as follow:

According to Westwood (2001), in the book *Reading and Learning Difficulties a Process of Teaching and Assessment* stated:

"Teacher is one of school environmental factors who has the important role to increase students learning achievement. A teacher is an important person in the teaching-learning process, especially for teaching reading. Because the teacher determines whether their students be good readers or

not. The teacher also becomes the source of learning difficulties if the teacher does not choose the right technique to teach the material".²⁷

Therefore, teachers play an important role in helping students improve their learning achievement in school. Because the teacher has a duty for transferring knowledge to the students', especially in reading lessons. The teacher must be good in determining techniques or methods that are suitable for learning reading, to overcome the students' difficulties in reading learning.

Third, the factor that causes students' faced difficulties in comprehending English text is the learner's environment. According to Westwood, this factor is related to the students' school and home environments. Talking about the school environments, MA DDI Kanang has a library that provides books including reading English books such as storybooks or fairy tales. However, most students' in grades two, do not really like reading English texts because they lack English vocabulary to help them understand the text they read. So, they only sometimes go to the library to read books. They read English books when the reading lessons in class are taking place only. And based on the results of the interview of the second grade students' of MA DDI Kanang, in their school, there are no regulations requiring students' to always read a book to the library. This also caused students' only sometimes, even lazy to read a book in the school library, they said there are no rules and supportive from the school to make reading English books as a habit in school. As stated by some of the students in the results of the interview above.

²⁷Peter Westwood, *Reading and Learning Difficulties a Process of Teaching and Assessment*, (Australia: Acer Press, 2001), p.16.

Whereas another factor comes from their house environments, most of grade 2 students' of MA DDI Kanang, only sometimes read English books at home, they read books when they got assignments or there will be daily tests at school only. The students' also said they study at home, by themselves without helping from their families, by the reason their families do not understand the English language. It also becomes the reason why the students only sometimes read English books at home because there is no assistance and support from their parents or family. As explained by the students from the result interviews above.

Based on the explanation above, it concluded students always study independently at home, their family do not provide assistance or control to students when learning, so this caused students to experience difficulties when learning, because of the lack of control from family when studying at home.

Besides, about factors difficulties faced by students in comprehending English text divided into external and internal, as theory from Rahim, stated:

"Factors difficulties faced by the students' divided into external and internal factors. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments".²⁸

According to Freeman and Long (1990), parents play important role in the home. Every student needs attention from their parents to reach their learning achievement. Since learning English is not learning Indonesia, children's need parents attention about English. Learning reading without

²⁸F. Rahim, *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: Bumi Aksara, 2006), p.7.

family attention will make students' difficult in learning. They can feel down or less motivated if no one support them to learn reading.²⁹

The second results findings of this study has similarities with the previous research conducted by Frikaputri Imasei, were found some factors caused students' difficulties in comprehending text, they are: students likeness towards English text is not high, students only sometimes study at home, they seldom read English text, the lack of background knowledge, lack of vocabulary, cannot comprehend long sentence/text. And the teacher's seldom speaks English when teaching, teacher's technique is less interest and motivate.³⁰

To distinguish this study and the previous studies conducted by Frikaputri Imasei, this study focused identify difficulties faced by students at school, while the previous research focused on students at university and also differentiate in one of the research results which this studies also found the teacher's technique is not suitable for helping increasing students understanding text and family assistance and supervision when studying at home is very lack.

So, the results of this study found, First, among 5 indicators of difficulties in comprehending English text that used to measure students' comprehending, there were 3 indicators that were most difficult for students' to understanding or answered are DI (Detail Information), LR (Locating Reference) and MI (Making Inference) indicators as many as 3 items each. And factors of causing students' difficulties in comprehending English text, First, the students' are lack

²⁹Dwi Larasati, *An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU MEDAN*, (Thesis of State Islamic University of North Sumatera: Meda, 2019), p.16.

³⁰Frikaputri Imasei, *The Difficulties Encountered by Islamic Education Students' in Reading English Text at IAIN Antasari Banjarmasin*, (Thesis of IAIN Antasari: Banjarmasin, 2016).

of English vocabulary, difficult in understanding long text, and the students' motivation to read English text is still low. Second, their teacher do not use suitable technique in teaching reading in order to help the students understand the contents of the English text. The last, lack of assistance and supervision from family when studying at home, caused the students' less motivated in learning reading.

