THE STUDENTS' DIFFICULTIES OF SMP NEGERI 1 LHOK NIBONG ACEH TIMUR IN MASTERING READING COMPREHENSION

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Abstract

Reading is one of language skill that is not easy to be mastered by students. The students always get difficulties to master reading comprehension thus they do not master reading skill. The aims of this research are to find out the difficult factors of reading comprehension that are encountered by students of SMP Negeri 1 Lhok Nibong Aceh Timur and to find out the most difficult factors that the students of SMP Negeri 1 Lhok Nibong Aceh Timur face in mastering reading comprehension. This research is conducted by using quantitative method and research design used is a quantitative description. The population of this research is all eight grade students of SMP Negeri 1 Lhok Nibong Aceh Timur. The total subjects of this study is 96 students who are composed of for classes; VIII[1], VIII[2], VIII[3], and VIII[4]. Meanwhile, the sample of this research was all students who were taken from the four classes. Thus, the technique used in taking sample was total sampling. Therefore, the total sample of this research was 96.

The difficult factors of reading comprehension that are encountered by students of SMP Negeri 1 Lhok Nibong Aceh Timur are: difficulties in comprehending word or vocabulary, difficulties in comprehending sentence, difficulties in comprehending paragraph, difficulties in comprehending whole selection or content of a text, and the other factors that make the students get difficulties in mastering reading comprehension such as such difficult to find main idea, to find the plot of a text, to find the kinds of texts, to understand English structure, and no dictionary.

Key Words: Difficulties, Mastering, Reading Comprehension

A. INTRODUCTION

Reading is the basic skill that is closely related to other skills such as writing, speaking, and listening. Students are required to read and understand the reading material in order to achieve better result in learning process. According to Alyousef (2005) reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

Students who love reading and spends a lot of time in reading activity also have ability to write well. By reading, students can improve their vocabulary and writing skill. On the contrary, a student who has low reading ability will find difficulty in learning process. Moreover, the

students will feel ashamed in adapting themselves with their school environment. Conversely, a good teacher must be more skilled in mastering grammar and vocabulary understanding. The importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i, e skimming, scanning), and ability to have critical perspective on the content of the texts (Joseph, 2001).

According to Heaton (2005), reading means to understand what writers try to present in their writing. This means that a reader needs background knowledge and competence. Meanwhile, Rubin (2008) states that some readers use their background of knowledge and experience to compose meaning from the text in reading process, then the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text. It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

According to Nuttal (2002), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

At junior high school, teaching reading intends to develop students' skill in reading comprehension. All schools implement a curriculum which is relevant to the needs of their specific pupils. Curriculum is more positive in nature, which can achieve the objective of motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Nowadays, most schools implement Curriculum 2013 as the current curriculum.

Based on Basic Competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013 of the junior high school, the students are expected to comprehend social function, texts structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form. However, in a real situation, the students have not achieved the curriculum expectation and have low ability in reading comprehension. Obviously, text such as English magazines, newspaper and article as an authentic material has the important role such as improving students reading ability and their knowledge of current issues. But it is not easy to be read for students and to comprehend. Many students still get difficulties to master reading

comprehension and the difficulties such as difficulties in comprehending word to word, sentences, paragraph, and main idea. It also happens to the eight grade students of SMP Negeri 1 Lhok Nibong Aceh Timur.

When the writer conducted a preliminary study at the school on August 22, 2022 till September 23, 2022, the information was gotten that the students' ability in mastering reading comprehension was low. Their average score in mastering reading comprehension was only 57 and it was smaller than standard score of the skill, the standard score of the skill was 70. It indicates that the students still get difficulties in mastering reading comprehension. Next, based on the interview with some students, the writer found that they get difficulties in mastering reading comprehension because they were lack of vocabulary, they could not master sentence to sentence, and paragraph.

Next, they still have difficulties in comprehending the reading materials text, such as they have difficulties in making inference, determining main idea and

locating reference. Some of the reasons are that they do not understand to use reading comprehension strategies and lose of concentration in reading comprehension. However, most of the students have difficulties in reading English text from materials that adopted from newspapers, articles, textbooks and magazines. Due to this situation, the researcher is interested in analyzing the students' difficulties in reading comprehension and find out what are the difficulties factors that the students faced in reading comprehension.

Next, a study by Satriani (2018) resulted that the most of students' difficulties in reading comprehension because they did not have motivation in reading habit, they read a little or nothing. Next, Satriani found that too difficult reading material was also one of students' difficulties in understanding the reading text. The material of reading is unfamiliar for them and grammatical complexity was also a reason why the students failed to comprehend the text correctly. The sentences in reading text were complicated sentences. Relating with these problem, new words and long texts were seen by the students as a major obstacle to comprehend a reading text. Thus, it is was considered to be a problem for the students to comprehend a reading text.

B. RESEARCH METHOD

1. Research Design

The research design used in this research was a descriptive quantitative study. According to Sugiyono (2017), descriptive quantitative research is a quantitative research method that attempts to collect quantifiable information for analysis of the population and sample. Furthermore, Sugiyono (2017) states that the characters of descriptive quantitative research are: (1) instrument that is used is questionnaire, and (2) the instrument is analyzed by using statistical descriptions such as mean or average and percentage.

Next, this research used survey as a method to collect the data. This was to find out the students' difficulties in mastering reading comprehension.

Next, this study described or analyzed the factors which cause the students' difficulties in mastering reading comprehension.

2. The Population and Sample
a. Population

A population is the larger group to which one hopes to apply the result. According to Creswell (2012), population is a group of individuals who have the same characteristics. Next, the population of this research was all eight grade students of SMP Negeri 1 Lhok Nibong Aceh Timur. The total population of this research is 96 students who are composed of for classes; $VIII^1$, $VIII^2$, $VIII^3$, and $VIII^4$. Every class consists of around 25 students.

b. Sample

Sample is a limited number of elements from a subject to be representative of the population (Creswell, 2012). The sample of this research was all students who were taken from the four classes. Thus, the technique used in taking sample was total sampling. Therefore, the total sample of this research was 96.

3. Research Instrument

The instrument that was used in collecting data was a questionnaire. According Sugiyono (2017), if the number of responders are large so questionnaire should be used. Since the total number of sample is large thus questionnaire is used. Besides, it is so difficult to interview responders in large number one by one.

Next, the questionnaire consisted of 22 questions that described the students problems in mastering reading comprehension. The questionnaire form was closed questionnaire because every question had been given answer in multiple choice. In addition, respondents or students only chose one of the alternatives that had been prepared before by crossing a, b, c, or d.

There are 7 questions that related to the problems in comprehending word or vocabulary. The questions that relate to the factors namely: question number 6, 9, 11, 15, 16, 14, and 18. Meanwhile, there were 9 questions that that related to the difficulties in comprehending the meaning of the text. The questions that related to the factors namely: question number 1, 2, 5, 7, 8, 10, 12, 13, and 7. Furthermore, there were 4 questions that that related to the difficulties in comprehending paragraph. The questions that related to the factors namely: question number 19, 20, and 21. Next, there were two questions that related to motivation, namely question number 3 and 4. Finally, there was 1 question that related to the difficulties in concluding the content of a text. The questions that relate to the factor is question number 22.

4. Data Analysis

The data gotten was analyzed by using percentage. After being known the result of percentage, it is then narrated and it would be discussed in discussion chapter. The result of questionnaires were analyzed by using the following formula:

$$P = \frac{f}{n} x100\%$$ (Hatch & Farhady, 2002).

Notes:
P = Percentage

f = frequency
n = number of sample

C. RESEARCH RESULT AND DISCUSSION

1. Research Result

To find the students' problems in learning reading, the questionnaire was distributed to the students of SMP Negeri 1 Lhok Nibong. After getting the data of questionnaire, the questionnaires were analyzed in the following discussion.

Table 1. The students get difficulties in mastering reading text comprehensively

Questionnaire Number 1	Option	F	Percentage
Do you get problems in mastering reading text comprehensively?	Always	42	43.7
	Often	30	31.3
	Rarely	14	14.6
	Never	10	10.4
Total		**96**	**100%**

Based on the table 1, it can be gotten information that the number of the students who usually get problems in mastering reading comprehension is 42 students (43.7%). Next, there are 30 students (31.13%) who often get problems in mastering reading comprehension. Then, there are 14 students (14.6%) who rarely get problems in mastering reading comprehension, and only 10 students (10.4 %) who never get problems in mastering reading comprehension. It means the most of the students get problems in mastering reading comprehension.

Table 2. The students practice reading English texts

Questionnaire Number 2	Option	F	Percentage
Do you usually practice	Always	14	14.6
	Often	20	20.8
	Rarely	22	22.9
reading English texts?	Never	40	41.7
Total		**96**	**100%**

Based on the table 2, it can be explained that there are 14 students (14.6%) who always practice reading English texts, 20 students (20.8%) who often practice reading English texts, 22 students (22.9%) rarely practice reading English texts, and there are 40 student (41.7%) who never practice reading English texts. It means the most students never practice reading English texts.

Table 3. The English teacher motivates the students to read English texts

Questionnaire Number 3	Option	F	Percentage
Does your English teacher always motivate you to read English texts?	Always	20	20.8
	Often	18	18.7
	Rarely	28	29.2
	Never	30	31.3
Total		**96**	**100%**

The table 3 shows that there are 20 students (20.8%) who say that their English teacher always motivates them to read English texts, 18 students (18.7%) who say that that their English teacher often motivate them to read English texts, 28 students (29.2%) who say that that their English teacher rarely motivate them to read English texts, and 30 students (31.3%) who say that that their English teacher never motivate them to read English texts. It means that their English teacher never motivate them to read English texts in general.

Table 4. The teacher's motivation makes a significant change for you in learning reading comprehension

Questionnaire Number 4	Option	F	Percentage
Does the	Alway	3	37.5

teacher's motivation make a significant change for you in learning reading comprehension ?	s Often Rarely Never	6 2 1 2 3 1 6	21.9 23.9 16.7
Total		**9 6**	**100%**

The table 4 shows that there are 36 students (37.5%) who say that their teacher's motivation always makes a significant change for them in learning reading comprehension, 21 students (21.9%) who say that their teacher's motivation often makes a significant change for them in learning reading comprehension, 23 students (23.9%) who say that their teacher's motivation rarely makes a significant change for them in learning reading comprehension, and 16 students (16.7%) who say that their teacher's motivation never makes a significant change for them in learning reading comprehension.

Table 5. The time that the students need to comprehend the content of a text is very limited

Questionnaire Number 5	Option	F	Percentage
Is time that you need to comprehend the content of a text very limited?	Always Often Rarely Never	36 26 22 12	37.5 27.1 22.9 12.5
Total		**96**	**100%**

The table 5 shows that there are 36 students (37.5%) whose time is always very limited to be used to comprehend the content of a text, 26 students (27.1%) whose time is often very limited to be used to comprehend the content of a text, 22 students

(22.9%) whose time is rarely very limited to be used to comprehend the content of a text, and only 12 students (12.5%) whose time is never limited to be used to comprehend the content of a text. It can be concluded that the most of has very limited time to comprehend the content of a text.

Table 6. The students' understanding to idioms in a text

Questionnaire Number 6	Option	F	Percentage
Do you understand idioms in a text that you read?	Always Often Rarely Never	12 28 26 30	12.5 29.2 27.1 31.2
Total		**96**	**100%**

The table 6 shows that there are 12 students (12.5%) who always understand idioms in a text that they read, 28 students (29.2%) who often understand idioms in a text that they read, 26 students (27.1%) who rarely understand idioms in a text that they read, and 30 students (31.2%) who never understand idioms in a text that they read. It means that the most students do not understand idioms in a text that they read.

Table 7. The Students' difficulties in understanding the meaning of every paragraph

Questionnaire Number 7	Option	F	Percentage
Do you get difficulties to understand the meaning of every paragraph in a text?	Always Often Rarely Never	42 30 14 10	43.7 31.3 14.6 10.4
Total		**96**	**100%**

The table 7 shows that there are 42 students (43.7%) who always get difficulties to understand the meaning

of every paragraph in a text, 30 students (31.3%) who often understand the meaning of every paragraph in a text, 14 students (14.6%) who rarely understand the meaning of every paragraph in a text, and 10 students or (10.4%) who never understand the meaning of every paragraph in a text. It means the most students get difficulties to understand the meaning of every paragraph in a text.

Table 8. The Students' understanding to the meaning of the text

Questionnaire Number 8	Option	F	Percentage
Do you understand the meaning of the text that you read?	Always	12	12.5
	Often	20	20.8
	Rarely	26	27.1
	Never	38	39.6
Total		**96**	**100%**

The table 8 shows that there are 12 students (12.5) who always understand the meaning of the text that they read, 20 students (20.8) who always understand the meaning of the text that they read, 26 students (27.1%) who rarely understand the meaning of the text that they read, and 38 students (39.6%) who never understand the meaning of the text that they read. It means that the most students do not understand the meaning of the text that they read.

Table 9. The students' understanding to terms in a text

Questionnaire Number 9	Option	F	Percentage
Do you understand terms in a text that you read?	Always	16	16.7
	Often	20	20.8
	Rarely	28	29.2
	Never	32	33.3
Total		**96**	**100%**

The table 9 shows that there are 16 students (16.7) who always understand terms in a text that they read, 20 students (20.8%) who often understand terms in a text that they read, 28 students (29.2%) who rarely understand terms in a text that you read, and 32 students (33.3%) who never understand terms in a text that you read. It means that the most students do not understand terms in a text that you read.

Table 10. The Students' understanding to English word order in a text

Questionnaire Number 10	Option	F	Percentage
Do you understand English word order in a text that you read?	Always	14	14.6
	Often	20	20.8
	Rarely	28	29.2
	Never	34	35.4
Total		**96**	**100%**

The table 10 shows that there are 14 students (14.6%) who always understand English word order in a text that you read, 20 students (20.8%) who often understand English word order in a text that you read, 28 students (29.2%) who rarely understand English word order in a text that you read, and 34 students (35.4%) who never understand English word order in a text that you read. It means that the most students do not understand English word order in a text that you read.

Table 11. The Students' mastery of vocabularies in an English texts

Questionnaire Number 11	Option	F	Percentage
Do you master vocabularies in the texts that you read?	Always	18	18.8
	Often	23	23.9
	Rarely	22	22.9
	Never	33	34.4
Total		**96**	**100%**

The table 11 shows that there are 18 students (18.8%) who always master vocabularies in the texts that they read, 23 students (23.9%) who often master vocabularies in the texts that they read, 22 students (22.9%) who rarely master vocabularies in the texts that they read, and 33 students (34.4%) who never master vocabularies in the texts that they read. It means that the most students do not master vocabularies in the texts that they read.

Table 12. The Students get difficulties to understand the meaning of the texts that they read

Questionnaire Number 12	Option	F	Percentage
Do you get difficulties to understand the meaning in the texts that you read?	Always	39	40.6
	Often	31	32.3
	Rarely	15	15.6
	Never	11	11.5
Total		**96**	**100%**

The table 12 shows that there are 29 students (40.6%) who always get difficulties to understand the meaning in the texts that they read, 31 students (32.3%) who often get difficulties to understand the meaning in the texts that they read, 15 students (15.6%) who rarely get difficulties to understand the meaning in the texts that they read, and 11 students or (11.5%) who never get difficulties to understand the meaning in the texts that they read. It means the students get difficulties to understand the meaning in the texts that they read.

Table 13. The Students' s understanding to the words in an English texts

Questionnaire Number 13	Option	F	Percentage
Do you understand the words in the texts that you read?	Always	14	14.6
	Often	21	21.9
	Rarely	25	26.0
	Never	36	37.5
Total		96	100%

The table 13 shows that there are 14 students (14.6%) who always understand the words in the texts that they read, 21 students (21.9%) who often understand the words in the texts that they read, 25 students (26%) who rarely understand the words in the texts that they read, and 36 students or (37.5%) who never understand the words in the texts that they read. It means the students do not understand the words in the texts that they read.

Table 14. The Students' understanding to the function of the words in the texts that they read

Questionnaire Number 14	Option	F	Percentage
Do you understand the function of words in the texts that you read?	Always	16	16.7
	Often	21	21.9
	Rarely	25	26.0
	Never	34	35.4
Total		**96**	**100%**

The table 14 shows that there are 16 students (16.7%) who always understand the function of words in the texts that they read, 21 students (21.9%) who often understand the function of words in the texts that they read, 25 students (26%) who rarely understand the function of words in the texts that they read, and 34 students or (35.4%) who never understand the function of words in the texts that they read. It means the most students do not understand the function of words in the texts that they read.

Table 15. The students have dictionary that is used to find the meaning of the words

Questionnaire	Option	F	Percentage

Number 15			
Do you have	Always	16	16.7
an English	Often	21	21.9
dictionary that	Rarely	27	28.1
is used to find	Never	32	33.3
the meaning of			
the words that			
you do not			
know their			
meaning?			
Total		**96**	**100%**

The table 15 shows that there are 16 students (16.7%) who always have an English dictionary that is used to find the meaning of the words that they do not know their meaning, 21 students (21.9%) who have an English dictionary that is used to find the meaning of the words that they do not know their meaning, 27 students (28.1%) who rarely have an English dictionary that is used to find the meaning of the words that they do not know their meaning, and 32 students or (33.3%) who never have an English dictionary that is used to find the meaning of the words that they do not know their meaning. It means the most students do not have an English dictionary that is used to find the meaning of the words that they do not know their meaning.

Table 16. The use of a dictionary in finding the meaning of the words

Questionnaire Number 16	Option	F	Percentage
Do you always use a	Always	14	14.6
dictionary to find the	Often	19	19.8
meaning of the	Rarely	25	26.0
words that you do	Never	38	39.6
not know?			
Total		**96**	**100%**

The table 16 shows that there are 14 students (14.6%) who always have an English dictionary that is used to find the meaning of the words that they do not know their meaning, 19 students (19.8%) who have an English dictionary that is used to find the meaning of the words that they do not know their meaning, 25 students (26%) who rarely have an English dictionary that is used to find the meaning of the words that they do not know their meaning, and 38 students or (39.6%) who never have an English dictionary that is used to find the meaning of the words that they do not know their meaning. It means the most students do not have an English dictionary that is used to find the meaning of the words that they do not know their meaning.

Table 17. The Students' difficulties in understanding the whole meaning of the text

Questionnaire Number 17	Option	F	Percentage
Do you always	Always	38	39.6
get problems to	Often	30	31.2
understand the	Rarely	16	16.7
whole meaning	Never	12	12.5
of the text that			
you read?			
Total		**96**	**100%**

The table 17 shows that there are 38 students (39.6%) who always get difficulties to understand the whole meaning of the text that they read, 30 students (31.2%) who often get difficulties to understand the whole meaning of the text that they read, 16 students (16.7%) who rarely get difficulties to understand the whole meaning of the text that they read, and 12 students or (12.5%) who never get difficulties to understand the whole meaning of the text that they read. It means the most students get difficulties to understand the whole meaning of the text that they read.

Table 18. The students' difficulties in understanding the teachers' intonation when they read

Questionnaire Number 18	Option	F	Percentage
Do you always get difficulties to understand the teachers' intonation when you read?	Always	42	43.7
	Often	28	29.2
	Rarely	16	16.7
	Never	10	10.4
Total		**96**	**100%**

The table 18 shows that there are 42 students (43.7%) who always get difficulties to understand the teachers' intonation when they read, 28 students (29.2%) who often get difficulties to understand the teachers' intonation when they read, 16 students (16.7%) who rarely get difficulties to understand the teachers' intonation when they read, and 10 students or (10.4%) who never get difficulties to understand the teachers' intonation when they read. It means the most students get difficulties to understand the teachers' intonation when they read.

Table 19. The Students' difficulties in understanding the plot of a text that they read

Questionnaire Number 19	Option	F	Percentage
Do you always get difficulties to understand the plot of the text that you read?	Always	44	45.8
	Often	28	29.2
	Rarely	14	14.6
	Never	10	10.4
Total		**96**	**100%**

The table 19 shows that there are 44 students (45.8%) who always get difficulties to understand the plot of the text that they read, 28 students (29.2%) who often get difficulties to understand the plot of the text that they read, 14 students (14.6%) who rarely get

difficulties to understand the plot of the text that they read, and 10 students or (10.4%) who never get difficulties to understand the plot of the text that they read. It means the most students get difficulties to understand the plot of the text that they read.

Table 20. The Students' difficulties in finding the main idea of a text that they read

Questionnaire Number 20	Option	F	Percentage
Do you always get difficulties to find the main idea of a text that you read?	Always	41	42.7
	Often	29	30.2
	Rarely	14	14.6
	Never	12	12.5
Total		**96**	**100%**

The table 20 shows that there are 41 students (42.7%) who always get difficulties to find the main idea of a text that they read, 29 students (30.2%) who often get difficulties to find the main idea of a text that they read, 14 students (14.6%) who rarely get difficulties to find the main idea of a text that they read, and 12 students or (12.5%) who never get difficulties to find the main idea of a text that they read. It means the most students get difficulties to find the main idea of a text that they read.

Table 21. The students' difficulties to find the supported idea of main idea of a text

Questionnaire Number 21	Option	F	Percentage
Do you always get difficulties to find the supported idea of main idea of the text that you read?	Always	45	46.9
	Often	27	28.1
	Rarely	13	13.5
	Never	11	11.5
Total		**96**	**100%**

The table 21 shows that there are 45 students (46.9%) who always get difficulties to find the supported idea of main idea of the text that they read, 27 students (28.1%) who often get difficulties to find the supported idea of main idea of the text that they read, 13 students (13.5%) who rarely get difficulties to find the supported idea of main idea of the text that they read, and 11 students or (11.5%) who never get difficulties to decide the supported idea of main idea of the text that they read. It means the most students get difficulties to find the supported idea of main idea of the text that they read.

Table 22. The students' difficulties to conclude the content of a text

Questionnaire Number 22	Option	F	Percentage
Do you always get difficulties to conclude the content of the text that you read?	Always	44	45.8
	Often	26	27.1
	Rarely	14	14.6
	Never	12	12.5
Total		**96**	**100%**

The table 22 shows that there are 44 students (45.8%) who always get difficulties to conclude the content of the text that they read, 26 students (27.1%) who often get difficulties to conclude the content of the text that they read, 14 students (14.6%) who rarely get difficulties to conclude the content of the text that you read, and 12 students or (12.5%) who never get difficulties to conclude the content of the text that they read. It means the most students get difficulties to conclude the content of the text that they read.

4. DISCUSSION

This research covers the main the difficulties in mastering reading comprehension encountered by the students of SMP Negeri 1 Lhok Nibong Aceh Timur. The main reading comprehension difficulties are faced the students are: difficulties in comprehending word or vocabulary, difficulties in comprehending sentence, difficulties in comprehending paragraph, and difficulties in comprehending whole selection.

a. Difficulties in comprehending word or vocabulary

One of the factors that contributes to the students' difficulties in mastering reading comprehension is comprehending words or vocabularies and it contributes (18.8%) or 26 students who never master vocabularies in the texts that they read. Since vocabulary or word is the most important component in language acquisition thus the students would not have a good ability in reading comprehension without mastering an adequate vocabulary. In reading a text the reader should understand the content of the text, especially understanding kinds of word in the text. It is supported by Jones (2004) who says that the growth of vocabulary is essentially the development of labels for the child's schemata. Because students must call upon their existing their schemata to comprehend, vocabulary development is an important component of comprehension kills. Next, the growth of vocabulary itself influences the development of students' vocabulary in comprehension skills. If the students do not master vocabularies or word, they will also get difficulties to master terms or idioms and it affects their ability in

mastering the content of a text that they read.

Therefore, John's statement is still useful to answer the problems of mastering reading comprehension because without mastering the meaning of the vocabularies or words thus always get difficulties in mastering reading text. Therefore, everybody who wants to be useful in mastering reading comprehension thus they must master vocabularies or words.

b. Difficulties in comprehending reading because teachers does not motivate them in learning reading comprehension

The other factor that the students get difficulties in mastering reading comprehension is no motivation. The students must have a high motivation in learning reading comprehension. The difficulties in comprehending English text because the teachers do no motivate them in learning reading comprehension. This factor contributes 31.13 % that make the students cannot comprehend reading text.

c. Difficulties in comprehending paragraph

Next, the students still get difficulties in mastering reading comprehension because they cannot comprehend paragraph. There are 42 students (43.7%) who always get difficulties in mastering reading comprehension because they cannot comprehend paragraph. In fact, comprehension of paragraph is essential in all reading. Understanding a paragraph is the most important when you read a text. Understanding their function, their general organization and the relationships between the sentences in paragraph is important in reading comprehension of the text.

The common types of paragraph that make the students difficulties in mastering reading comprehension are: Narrative paragraph, Introductory paragraph, Transitional paragraph, illustrative paragraph, topical paragraph, and summary paragraph. Furthermore, Chall (2007) states that types of paragraph perform different functions and the reader can increase their ability to understand selection by learning to recognize these types. Therefore, Chall's statement (2007) is still needed to know the students' difficulties in mastering reading comprehension.

d. Difficulties in comprehending whole content

.   Furthermore, the other factor that the students get difficulties in mastering reading comprehension is comprehending the whole contents of a text. The difficulty contributes 40.6 % or 39 students who always get difficulties in mastering reading comprehension who cannot comprehend the content of a text. In addition, comprehending the whole contents can be defined as a matter of drawing conclusions of content of a passage. It is very difficult because there are three smaller units which must be mastered, such as: comprehending the words meaning or vocabulary, comprehending sentences and comprehending paragraphs. If the reader cannot understand one of them, they will obtain difficulty in comprehending the whole selection. Thus, understanding the whole selection depends upon understanding that smaller units. Then, there are still

many other factors that make the students get difficulties in mastering reading comprehension such as difficult to find maid idea, difficult to find the plot of a text, difficult to find the kinds of texts, and no dictionary.

The result of this study is the same as Joseph's statement (2021) that states that some readers use their background of knowledge and experience to compose meaning from the text in reading process, then the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

The result of this study is also the same as Satriani's research result (2018) that found that the material of reading is unfamiliar for the students and grammatical complexity was also a reason why the students failed to comprehend the text correctly. The sentences in reading text were complicated sentences. Relating with these problem, new words and long texts were seen by the students as a major obstacle to comprehend a reading text

Finally, the result of this research is the same as Chall's statement (2007) and John's statement (2004) that state that there some factors that make students get difficulties in mastering reading comprehension such as difficulties in comprehending sentence, difficulties in comprehending paragraph, difficulties in comprehending whole selection, and other factors that relate to the students'

difficulties in mastering reading comprehension.

e. Difficulties in concluding the content of a text

Furthermore, the other factor that the students get difficulties in mastering reading comprehension is concluding the content of a text. The difficulty contributes 45.8% or 44 students who always get difficulties in mastering reading comprehension because they cannot conclude the content of a text. In addition, concluding the whole contents can be defined as a matter of drawing conclusions of content of a passage. It is very difficult because there are three smaller units which must be mastered, such as: concluding the words meaning or vocabulary, concluding sentences in a text and concluding the content of a paragraphs. If the reader cannot understand one of them, they will obtain difficulty in comprehending the whole selection. Thus, understanding the whole selection depends upon understanding that smaller units. Then, there are still many other factors that make the students get difficulties in mastering reading comprehension such as difficult to find maid idea, difficult to find the plot of a text, difficult to find the kinds of texts, and no dictionary.

5. CONCLUSIONS

Based on the analysis of the result of the study and discussion, some conclusions about the students' difficulties of SMP Negeri 1 Lhok Nibong Aceh Timur in mastering reading comprehension can be drawn as follows:

The difficult factors of reading comprehension that are encountered by students of SMP Negeri 1 Lhok Nibong Aceh Timur are: difficulties in comprehending word or vocabulary, difficulties in comprehending sentence, difficulties in comprehending paragraph, difficulties in comprehending whole selection or content of a text, and the other factors that make the students get difficulties in mastering reading comprehension such as such difficult to find main idea, to find the plot of a text, to find the kinds of texts, to understand English structure, and no dictionary.

There are some most difficult factors that the students of SMP Negeri 1 Lhok Nibong Aceh Timur face in reading comprehension urgently and they are: difficulties in mastering reading comprehension because of no understanding the meaning of vocabularies in a reading text (43.70%), difficulties in comprehending paragraphs in a reading text (43.70%), difficulties in comprehending the content of a reading text (40.6%), difficulties to understand the whole meaning of a reading text (39.6%), and difficulties in concluding the content of a reading text (45.8%).

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