

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher identified the challenges faced by students in reading skills in the eighth grade at MTs Al-Mu'awanah Curug. The information was gathered through field observations reported in the document, which included interview results with students experiencing difficulties in reading skills and reading tests.

1. The Problems Faced by the Students of MTs Al-Mu'awanah in Reading Skills

a. The Result of Test

The researcher presented the result of analyzing the data of students' difficulties using five aspects of reading comprehension as the indicator. According to Nuttal, five aspects of reading comprehension are determining main idea, identifying reference, making inference, detailing information, and interpreting vocabulary. The data was taken by giving the students 10 questions of reading tests.

Table 4.1 The Classification of Reading Test

No	Indicator	Number of Questions
1	Presented in descriptive text, students can determine the main idea of the descriptive text or the main idea of a paragraph in the descriptive text. (Determining main idea)	1, 6
2	Presented in descriptive text, students can determine detailed information from the text. (Detailing information)	2, 4, 7
3	Presented with sentence excerpts from descriptive text, students can determine the synonyms and antonyms of the underlined words. (Interpreting vocabulary)	3, 5, 10
4	Presented in descriptive text, students can draw conclusions or derive moral messages from the	9

	descriptive text. (Making inference)	
5	Presented with sentence excerpts from descriptive text, students can identify appropriate pronoun references. (Identifying reference)	8
	Total	10 Questions

Table 4.2 Scoring Scale

Scale	Indicator
80% - 100%	Very Good
70% - 79%	Good
60% - 69%	Average
50% - 59%	Poor
0% - 49%	Very Poor

Table 4.2 Scoring Scale in test results aims to provide an assessment or classification of students' reading ability level based on the results of the tests carried out.

Table 4.3 Recapitulation of Students' Answer

STUDENT	QUESTION NUMBER									
	1	2	3	4	5	6	7	8	9	10
1	1	1	0	0	0	0	1	1	0	0
2	0	1	0	1	0	1	1	0	1	1
3	1	1	1	1	1	1	1	0	0	1
4	1	1	1	1	1	1	1	0	1	1
5	1	1	1	1	1	0	1	0	0	0
6	1	1	1	1	1	1	1	0	1	1
7	1	1	0	1	1	1	1	0	0	0
8	0	1	1	1	0	1	1	0	0	0
9	0	1	1	1	1	1	1	0	1	0
10	1	1	1	1	0	1	1	0	0	1
11	0	1	0	1	1	1	1	0	0	1
12	0	1	0	1	1	1	1	0	0	0
13	1	1	0	1	0	0	1	1	1	1
14	0	1	0	1	0	1	1	0	0	0
15	0	1	1	1	1	1	1	0	1	1
Total of correct	8	15	8	14	6	12	15	2	6	8

Total of incorrect	7	0	7	1	9	3	0	13	9	7
---------------------------	----------	----------	----------	----------	----------	----------	----------	-----------	----------	----------

The table contains a summary or recapitulation of students' answers to the ten questions asked. With this information, researchers can carry out further analysis regarding the reading difficulties experienced by students based on the answer patterns that emerge and formulate recommendations to improve their reading abilities. Detail analysis of the data about the students' difficulties in reading skills of descriptive text is explained below:

a. Determining Main Idea

The first aspect of the test asked the students to determining main idea. The model of questions can be seen below:

No	Item Number	Correct	Incorrect	Percentage of Correct	Percentage of Incorrect
1	Question number 1	8	7	53.4%	46.7%
2	Question	12	3	80%	20%

	number 6				
Mean				66.7%	33.3%

The table shows that there were 33.3% of students had difficulty in determining main idea. The model of questions can be seen below:

- **What is the main idea of the second paragraph?**

For this question, 7 students provided incorrect answers. Some students answered that the bird park is an interesting place, which statement is located in the first paragraph. However, the question is asking for the main idea of the second paragraph.

- **Paragraph 1 mainly tells us about?**

For this question, almost all students answered the question correctly, which paragraph talks about *one of the most interesting places to visit in Singapore, the Bird Park, and its location in the industrial area called Jurong.*

Only 33.3% of students faced difficulty in this aspect, while the remaining 66.7% of students successfully answered the questions accurately. Overall, this achievement

is categorized as "Average" according to the assessment criteria.

b. Students' Difficulty in Detailing Information

The second aspect of the test asked the students to answer detailing information. The result of the test shows below:

No	Item Number	Correct	Incorrect	Percentage of Correct	Percentage of Inccorret
1	Question number 2	15	0	100%	0%
2	Question number 4	14	1	93.4%	0.68%
3	Question number 7	15	0	100%	0%
Mean				97.8%	22.7%

The table shows that there were 22.7% of students had difficulty in detailing information. The model of questions can be seen below:

- **How far is the Bird Park from the city centre?**

For this question, all students answered the question correctly, where the answer to the question is *twelve kilometers*.

- **Where is the Bird Park located in Singapore?**

For this question, all students also answered the question correctly, where the answer to the question is *The Bird Park is located in the industrial area in Singapore, called Jurong*.

- **What is the name of the birds mentioned in the text?**

For this question, all students also answered the question correctly, where the answer to the question is *The text mentions penguins, parrots, eagles, and ostriches as the types of birds in the Bird Park*.

In this aspect, 22.7% of students faced difficulty. However, overall, students were able to overcome the questions correctly. According to their perception, these three questions are considered the easiest. This fact is confirmed with 97.8% of students answering correctly. This achievement is evaluated as "Very Good."

c. Students' Difficulty in Interpreting Vocabulary

The third aspect of the test asked the students to interpreting vocabulary. The result of the test shows below:

No	Item Number	Correct	Incorrect	Percentage of Correct	Percentage of Incorrect
1	Question number 3	8	7	53.4%	46.7%
2	Question number 5	6	9	40%	60%
3	Question number 10	8	7	53.4%	46.7%
Mean				48.9%	51.2%

The table shows that there were 51.2% of students had difficulty in interpreting vocabulary. The model of questions can be seen below:

- **The word "Visit" as used in paragraph 3 opposite meaning to?**

In this question, almost all students were confused by the instruction given. The students answered that the

antonym of "visit" is go, while the antonym of visit is actually *leave or depart*.

- **It is located in the industrial are in Singapore” (paragraph 1)**

What does the underlined word mean?

For this question, only 6 students answered correctly. Meanwhile, other students answered the question by translating it into Indonesian.

- **The word “Large” as used in line 4 is the closest in meaning to?**

The majority of students answered by looking for the opposite of "large," and some also translated it into Indonesian. However, the instruction in the question was to find synonyms for "large."

In this aspect, some students admitted confusion as they did not know the meaning of the word. Consequently, only 48.9% of students answered correctly. This achievement falls into the category of "Very Poor."

d. Students' Difficulty in Making Inference

The fourth aspect of the test asked the students to making inference. The result of the test shows below:

No	Item Number	Correct	Incorrect	Percentage of Correct	Percentage of Incorrect
1	Question number 9	6	9	40%	60%
Mean				40%	60%

The table shows that there were 60% of students had difficulty in making inference. The model of questions can be seen below:

- **If you were to compare the morning and afternoon visits to the Bird Park, which time of day do you think would offer a more enjoyable experience, and why?**

The answer to this question is according to each student's opinion that also emphasizes more on grammar. It is observed that almost all students face difficulties in grammar, thus they are unable to construct sentences well.

In this aspect, almost all student answers were not appropriate. They expressed difficulty in conveying opinions in English. Only 40% of students were able to answer the question, and this achievement is categorized as "Very Poor."

e. Students' Difficulty in Identifying Reference

The fifth aspect of the test asked the students to identifying reference. The result of the test shows below:

No	Item Number	Correct	Incorrect	Percentage of Correct	Percentage of Incorrect
1	Question number 8	2	13	13.5%	86.7%
Mean				13.5%	86.7%

The table shows that there were 86.7% of students had difficulty in identifying reference. The model of questions can be seen below:

- **The pronoun "it" paragraph 2 refers to?**

For this question, 13 students gave the wrong answer. Some of them answered that the word **it** refers to the

Bird Park. That is incorrect answer, based on the text the word **it** refers to *the Lake*.

In this question, only two students provided correct answers. They faced difficulty because they did not know the substitute for the underlined "it." Only 13.5% of students answered correctly, and this achievement is considered "Very Poor."

Based on the results of the conducted test, it is evident that students face difficulties in interpreting vocabulary, making inferences, and identifying references. This can be observed from the relatively small number of students who answered questions in those aspects. And the achievement falls into the category of "Very Poor."

b. The result of interview

Researchers conducted interviews to identify the challenges faced by students when reading English materials and the strategies used to overcome these problems. Researchers interviewed 15 students and English teachers to identify the specific issues students encounter in reading.

1) Lack of Vocabulary Mastery

The initial issue in reading skills is the lack of vocabulary mastery. Having an extensive vocabulary can assist students in expressing their ideas directly. Without an understanding of vocabulary mastery, students become confused when reading comprehension texts. Therefore, if students have a rich vocabulary, they can comprehend reading texts more easily. Based on the results of interviews with students experiencing difficulties in understanding reading texts, most of them do not know the meanings of the words. This leads to difficulties in comprehending reading texts. Here are some quotes that the researcher took from student interviews:

Based on question number 5 (Do you experience difficulties in vocabulary?)

First, according to Zera Aqista, *"Very experienced, because it is difficult to understand"*

Second, according to Roni Saefullah *"Yes, because I don't know what it means"*

Third, according to Nazhifatullailah *"Experienced"*

Fourth, according to Luna Aura *"Yes, I have experienced it"*

Fifth, according to Rafa Azka Putra “*Experiencing a little difficulty*”

Sixth, according to Reza Ardian “*Sometimes I have difficulty with vocabulary that I don't know*”

Seventh, according to M Robi “*a little because my vocabulary is quite limited*”

Eighth, according to Anggi Tirani “*Yes, I have difficulty in vocabulary*”

Ninth, according to Delia Rahma “*Sometimes*”

Tenth, according to Ipat Fatmawati “*Not bad, like vocabulary that is long and difficult to remember*”

Eleventh, according to Zakia Alifia “*a little difficult, maybe if you are diligent it won't be difficult*”

Twelfth, according to Sifa Amalia “*Yes, maybe because I don't like English so I often have difficulty with vocabulary*”

Thirteenth, according to Ratih Purwanengsih “*not really*”

Fourteenth, according to Sita Nursa'adah “*Yes, several times*”

Fifteenth, according to Miftah Nurfadillah “*Yes, of course*”

Based on question number 8 (What factors do you think cause you to have difficulty reading?)

First, according to Zera Aqista, ” *The teacher's delivery method is difficult*”

Second, according to Roni Saefullah “*Vocabulary, I don't know what it means*”

Third, according to Nazhifatullailah “*Because in my opinion, reading and writing English are different, so I don't know the meaning*”

Fourth, according to Luna Aura “*Remembering vocab, so that your English becomes deeper*”

Fifth, according to Rafa Azka Putra “*My tongue twists, it's hard for me to read*”

Sixth, according to Reza Ardian “*when I find vocabulary that I don't know*”

Seventh, according to M Robi “*minimal vocabulary factor*”

Eight, according to Anggi Tirani “*ignorance of the meaning of English*”

Ninth, according to Delia Rahma “*External factors, namely vocabulary*”

Tenth, according to Ipat Fatmawati "*Lack of vocabulary*"

Eleventh, according to Zakia Alifia "*Because the vocabulary is difficult to read or don't know how to read it*"

Twelfth, according to Sifa Amalia "*The pronunciation is very difficult*"

Thirteenth, according to Ratih Purwanengsih "*the reading that is difficult to read*"

Fourteenth, according to Sita Nursa'adah "*Foreign words that I rarely encounter*"

Fifteenth, according to Miftah Nurfadillah "*the factor of lack of mastered vocabulary*"

From the statement above, it can be concluded that lack of vocabulary mastery became one of the difficulties students face in reading English text. Many students do not really have a lot of English vocabulary, therefore in reading English texts they are often constrained in understanding the meaning of the readings they read.

2) Difficulty in making inference

The second problem in reading skills was making inference. Here are some quotes that the researcher took from student interviews:

Based on question number 6 (Have you ever experienced difficulty in making inferences within a reading text? If so, what do you do?)

First, according to Zera Aqista, ” *Feel a little difficult* ”

Second, according to Roni Saefullah “*Yes, it's difficult, because in English, if you make a mistake, everything is wrong*”

Third, according to Nazhifatullailah “*Never, often even*”

Fourth, according to Luna Aura “*Yes, I have experienced it*”

Fifth, according to Rafa Azka Putra “*It's really difficult because I don't know the vocabulary* “

Sixth, according to Reza Ardian “*Yes, I did, what I did was repeat it again*”

Seventh, according to M Robi “*of course I have, but I always try my best*”

Eight, according to Anggi Tirani “*re-understand the content of the reading*”

Ninth, according to Delia Rahma “*No, I have not experienced difficulty in making inferences within a reading text*”

Tenth, according to Ipat Fatmawati *“Yes, ask for help from Google Translate or look for other meanings from the vocabulary so that the conclusion becomes connected, as in one vocabulary word has many meanings, I study the meaning until I understand which direction the meaning is suitable for this conclusion”*

Eleventh, according to Zakia Alifia *“I once, to determine the auxiliary word, verb, subject object because I don't really understand English”*

Twelfth, according to Sifa Amalia *“Yes Difficult, and I translate first”*

Thirteenth, according to Ratih Purwanengsih *“yes, I have”*

Fourteenth, according to Sita Nursa'adah *“Once, I will read and understand it again”*

Fifteenth, according to Miftah Nurfadillah *“Yes, the solution is that I look for the meaning of vocabulary that I don't know in order to understand the content of the reading so that I can make conclusions correctly and clearly according to the content of the reading.”*

From the statement above, difficulty in making inferences indicates that students struggle to understand the text and draw conclusions from it. When making inferences, students are expected to comprehend the text in order to derive conclusions from the statements within. However, in reality, students have not been able to effectively make inferences from the text. This situation can be interpreted as students facing challenges when reading the text to formulate conclusions. These difficulties are evident in their inability to answer and explain the conclusions of the text.

3) Inadequate Use of Effective Reading Technique

The third problem in reading comprehension was inadequate use of effective reading technique. Here are some quotes that the researcher took from student interviews:

Based on question number 9 (Have you mastered the techniques in reading?)

First, according to Zera Aqista, ” *Understand a little, but must be understood more clearly*”

Second, according to Roni Saefullah “*Not too much, just normal*”

Third, according to Nazhifatullailah “*Not really, not enough*”

Fourth, according to Luna Aura “*Don't understand it yet*”

Fifth, according to Rafa Azka Putra “*I'm not good at English*”

Sixth, according to Reza Ardian “*I haven't mastered it yet*”

Seventh, according to M Robi “*not completely*”

Eighth, according to Anggi Tirani “*Yes, I mastered reading techniques*”

Ninth, according to Delia Rahma “*A little*”

Tenth, according to Ipat Fatmawati “*Not yet*”

Eleventh, according to Zakia Alifia “*I have not mastered reading techniques*”

Twelfth, according to Sifa Amalia “*English reading techniques are still lacking*”

Thirteenth, according to Ratih Purwanengsih “*yes*”

Fourteenth, according to Sita Nursa'adah “*A little bit*”

Fifteenth, according to Miftah Nurfadillah “*not really*”

Based on the statement, it can be concluded that the inadequate application of effective reading techniques becomes one of the challenges faced by students when reading English texts.

4) Problem with Processing Information

The fourth problem in reading comprehension was processing information. Here are some quotes that the researcher took from student interviews:

Based on question number 3 (When reading English texts, how many times do you need to read them to understand the text?)

First, according to Zera Aqista, *"I have to do it several times because it is difficult to understand"*

Second, according to Roni Saefullah *"Many times, the words are hard to remember"*

Third, according to Nazhifatullailah *"Twice, so I understand better"*

Fourth, according to Luna Aura *"2 to 3 times, there are even words whose meaning cannot be understood"*

Fifth, according to Rafa Azka Putra *"3 times"*

Sixth, according to Reza Ardian *“To understand the English text, I read it twice”*

Seventh, according to M Robi *“needs several times to understand the meaning of the text”*

Eighth, according to Anggi Tirani *“3-4 times”*

Ninth, according to Delia Rahma *“2-3 times”*

Tenth, according to Ipat Fatmawati *“2 times sometimes 3 to be sure”*

Eleventh, according to Zakia Alifia *“Maybe 2-3 times to understand how to read it”*

Twelfth, according to Sifa Amalia *“I have to read English several times because I am a child who has difficulty understanding English”*

Thirteenth, according to Ratih Purwanengsih *“3x”*

Fourteenth, according to Sita Nursa'adah *“2-3 times”*

Fifteenth, according to Miftah Nurfadillah *“2 times”*

Based on question number 4 (When reading English materials and encountering difficult to pronounce words, does it disturb your reading experience?)

First, according to Zera Aqista " *Very annoying because it is quite difficult to read and the way to pronounce it is very complicated*"

Second, according to Roni Saefullah " *Annoying, because I like being told to read by the teacher but don't know how to read it correctly or not*"

Third, according to Nazhifatullailah " *Annoying, sometimes like reading different texts*"

Fourth, according to Luna Aura " *Not annoying, in fact if something is difficult you want to know what to read*"

Fifth, according to Rafa Azka Putra " *It's really annoying, if I can't read it I usually watch videos on YT*"

Sixth, according to Reza Ardian " *Yes, it really bothered me when I read*"

Seventh, according to M Robi " *very annoying*"

Eighth, according to Anggi Tirani " *yes*"

Ninth, according to Delia Rahma " *No*"

Tenth, according to Ipat Fatmawati *“Not really, it's just that I have to reread it to understand again”*

Eleventh, according to Zakia Alifia *“It's very annoying when I encounter foreign words and am not used to them”*

Twelfth, according to Sifa Amalia *“Yes, it's disturbed”*

Thirteenth, according to Ratih Purwanengsih *“Yes, it's annoying”*

Fourteenth, according to Sita Nursa'adah *“Yes, most of the time”*

Fifteenth, according to Miftah Nurfadillah *“Yes, it was quite disturbing for me to understand the content of the reading”*

Based on question number 7 (Have you ever felt anxious while reading a text and answering questions related to it because it's challenging to extract points from the reading? If so, does that anxiety further hinder your comprehension of the text?)

First, according to Zera Aqista *“Anxious, because time is too short to understand”*

Second, according to Roni Saefullah *“Yes, I was really worried”*

Third, according to Nazhifatullailah *“Yes, I often worry, I don't understand my reading”*

Fourth, according to Luna Aura *“Yes, sometimes if you don't know, it means you're anxious”*

Fifth, according to Rafa Azka Putra *“Anxious especially when filling in questions”*

Sixth, according to Reza Ardian *“Yes, I have, when I experience anxiety I will experience difficulty understanding the test”*

Seventh, according to M Robi *“sometimes feels anxious because he is worried that his understanding will be wrong”*

Eight, according to Anggi Tirani *“yes”*

Ninth, according to Delia Rahma *“Sometimes”*

Tenth, according to Ipat Fatmawati *“Worried no, confused yes. Confusion is holding me back”*

Eleventh, according to Zakia Alifia *“Never and really hindered me, sometimes making it sound like I said it wrong”*

Twelfth, according to Sifa Amalia *“Yes, it really hinders”*

Thirteenth, according to Ratih Purwanengsih *“no because I concentrate”*

Fourteenth, according to Sita Nursa'adah "*Yes, but I immediately control it so I don't worry too much*"

Fifteenth, according to Miftah Nurfadillah "*I have, it's hinders my reading comprehension*"

From the statement above, it can be concluded that problem in processing information is the difficulties students face in reading English text. Based on the results of the interview, the students stated when they read the English text they need many times to be able to understand the content of the text. In addition, they also often feel anxious when reading. This certainly interferes with them in processing information from the text they read. When they have problems with processing this information, they become unfocused and lose the information they have read.

5) Low Reading Interest

The fifth problem in reading comprehension was reading interest. Here are some quotes that the researcher took from student interviews:

Based on question number 1 (Do you like English lesson and like English reading?)

First, according to Zera Aqista *"No, because it is difficult to understand"*

Second, according to Roni Saefullah *"No, I rarely read English texts. I really don't like it"*

Third, according to Nazhifatullailah *"It's normal, I read sometimes"*

Fourth, according to Luna Aura *"Yes, I like it, because English is fun. The first is because it's fun, the second is that I've really liked English since I was little, especially the vocabulary"*

Fifth, according to Rafa Azka Putra *"I like it, but a little"*

Sixth, according to Reza Ardian *"I don't like English lessons and doesn't like reading English"*

Seventh, according to M Robi *"yes, I like English"*

Eighth, according to Anggi Tirani *"I don't really like it"*

Ninth, according to Delia Rahma *"yes, I like it"*

Tenth, according to Ipat Fatmawati *"Yes"*

Eleventh, according to Zakia Alifia *"Really like it, but prefer reading it rather than studying it"*

Twelfth, according to Sifa Amalia *“I don't like English lessons because I think reading English is difficult”*

Thirteenth, according to Ratih Purwanengsih *“yes, like very much”*

Fourteenth, according to Sita Nursa'adah *“Yes, I like English lesson”*

Fifteenth, according to Miftah Nurfadillah *“I don't like”*

Based on question number 2 (Do you often read English reading books / texts outside of hours English lessons? Like reading novels, stories on wattpad or English webtoon?)

First, according to Zera Aqista *” Like it, but don't like it that much. That's just a fad too”*

Second, according to Roni Saefullah *“I don't read English, but I prefer listening to English songs”*

Third, according to Nazhifatullailah *“ I Like, sometimes too”*

Fourth, according to Luna Aura *“Rarely read novels, most often watch films in English”*

Fifth, according to Rafa Azka Putra *“Often, but with little English text”*

Sixth, according to Reza Ardian "*I like watching webtoons in English*"

Seventh, according to M Robi "*I like it but not too often*"

Eighth, according to Anggi Tirani "*no, I don't like*"

Ninth, according to Delia Rahma "*sometimes*"

Tenth, according to Ipat Fatmawati "*Yes, I like reading English, short stories, films and novels*"

Eleventh, according to Zakia Alifia "*I like it but in songs or in films with English subtitles*"

Twelfth, according to Sifa Amalia "*No, I don't like reading novels in English*"

Thirteenth, according to Ratih Purwanengsih "*yes, often*"

Fourteenth, according to Sita Nursa'adah "*reading a novel*"

Fifteenth, according to Miftah Nurfadillah "*yes, happy*"

From the statement above, it can be concluded that low reading interest is also the difficulties students face in reading English text. Students are not very interested in English lessons, because for them English is a complicated language. They feel dizzy and not fluent if they have to read in English. Therefore, they also learn and read English text only if there is a schedule in class. So, they read only

because they were asked by their teacher, not because of their interest in reading English texts.

2. The strategies are used to overcome reading skills problems faced by students of MTs Al-Mu'awanah

Based on the results of interviews with English teachers, the teachers have offered a number of strategies to help students overcome their difficulties in reading. The strategies used to overcome students' difficulties in reading include:

1) Cognitive Strategies

In implementing this cognitive strategy, the teacher begins by providing an initial overview of the material to be discussed. This step aims to facilitate students in understanding the reading that will be studied. By providing an overview, the teacher helps students form an initial framework of understanding, making it easier for them to connect with the information that will be presented in the reading. This strategy is intended to increase student engagement and assist them in building a solid foundation of understanding for the material being studied.¹

¹ Guthrie, Wigfield, and Perencevich.

“The strategy I use is usually to tell them to read it first, then I ask them whether they understand the text or not, what the meaning of the text is. and told them to concentrate. To sharpen their minds.”

From the statement above, the teacher said that cognitive strategies are effective in addressing reading problems, wherein the teacher provides an overview first about the material to be discussed. This can facilitate students in understanding the reading.

2) Metacognitive Strategies

These strategies serve to overcome deficiencies in grammar and vocabulary. When learners are unfamiliar with new words and expressions, they guess their meanings. Learners draw upon their own life experiences to interpret data through guessing. Metacognitive strategies are also employed in production when grammatical knowledge is incomplete. If a learner is unaware of the subjunctive form of a verb, an alternative form can be used to convey the message.²

² H. A. Pasumbu and Y Dg Macora, ‘Compensation As a Strategy in Teaching Reading To Efl Junior High School Students’, *SintuwumarosoJET*, 4.1 (2018), 39–42.

“The strategy I use is usually to tell them to read it first, then I ask them whether they understand the text or not, what the meaning of the text is. and told them to concentrate. To sharpen their minds.”

From the statement above, the teacher said that by emphasizing guessing the meaning of unfamiliar words or phrases, students become more actively involved in understanding the text as a whole. This strategy helps them develop inferential skills, enhance reading comprehension, and promote independence in handling complex content.

Furthermore, the use of the guessing strategy creates an engaging and interactive learning environment where students feel comfortable participating and sharing their ideas. Therefore, the teacher believes that implementing the guessing strategy can enhance students' levels of engagement in the reading learning process and assist them in becoming more skilled and critical readers.³

³ Terry Piper, ‘And Then There Where Two Children and Second Language Learning’, 2001 <<https://books.google.co.id/books?id=q2kSs6jLC-IC&lpg=PA1&hl=id&pg=PA1#v=onepage&q&f=false>> [accessed 27 February 2024]. p.46

B. Discussion

In this section, the researcher discusses the data from the test and the interview that has been presented in the Findings. The discussion separated into two sections. They are the difficulties faced by students based in reading skills and the strategies to overcome the students difficulties in reading skills.

1. The problems faced by the students of MTs Al-Mu'awanah in reading skills

Based on the test results, it is known that identifying references is the most challenging part for students when they try to comprehend the text. It can be seen that identifying reference has a percentage of 86.7%. At the second position, there is making inference with a percentage of 60%. At the third position, there is interpreting vocabulary with a percentage of 51.2%. At the fourth position, there is determining main idea with a percentage of 33.3%. And at the fifth position, there is detailing information with a percentage of 22.7%.

Based on the results of this research, the results are similar to research conducted by Hikmah Khildani, in her research entitled "Analyzing Students' Difficulties in Reading Comprehension of Narrative Text at Senior High School". The

findings in this research were that students had difficulties in identifying references, making inferences, interpreting vocabulary, determining main ideas, and detailing information. The research instrument uses tests. However, there are differences in research methods, previous research used quantitative methods while the method used by researchers in this research was qualitative methods

Based on the data above, a significant proportion of students provided incorrect answers to questions categorized according to reading comprehension aspects. This indicates that numerous students encounter challenges in understanding and responding to the given reading text.

First is the student's difficulty in identifying reference. In answering reference questions, students must understand the pronouns used in the text. According to Huda, In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.⁴ For the example question number 8, "The pronoun it paragraph 2 refers to?" Some

⁴ Huda Babu, 'AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT MTs DAREL HIKMAH PEKANBARU' (UIN Suska Riau, 2020). p.5

of them answered that the word it refers to the bird park, while the correct answer is the lake.

Second is students encounter challenges in making inferences. According to Abbas and Narjes, the ability to make inferences is a vital component of effective reading. Readers are required to derive conclusions and extract meaning from the text. However, in the context of this study, numerous students struggled to grasp the conclusions and moral lessons embedded in the text due to their inadequate understanding of the material and failure to discern the main idea.⁵ One example of a student's mistake in making inference is students gave the wrong answer to infer the text they read. "If you were to compare the morning and afternoon visits to the Bird Park, which time of day do you think would offer a more enjoyable experience, and why?", the answer to this question is according to each student's opinion that also emphasizes more on grammar. It is observed that almost all students face difficulties in grammar, thus they are unable to construct sentences well.

⁵ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), 229 <<https://doi.org/10.5296/jse.v6i2.9201>>.

Third is difficulty in interpreting vocabulary. As we have known, vocabulary is important thing to learn foreign language. According to Oakhill, Deep vocabulary knowledge is essential for building mental models of texts' contents. This is so because when words are strung together, specific meanings are emphasized more than others.⁶ Without vocabulary mastery, students may be discouraged to use the language they are learning in daily activities. Therefore, vocabulary acquisition is very central in developing students' ability to communicate using a language, including reading comprehension.⁷ In exploring this aspect, the researcher used types of synonyms and antonymous questions to ascertain whether the student has a rich vocabulary or not and also ensure that the student can interpret the vocabulary in question. For the example for question number 3 "The word "Visit" as used in paragraph 3 opposite in meaning to?".. For this question Some of them even answered with synonym of "visit."

⁶ Oakhill, xxxi.

⁷ David Hotmagasi Manihuruk, 'The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia', *Journal of English Teaching*, 6.1 (2020), 86–95 <<https://doi.org/10.33541/jet.v6i1.1264>>.

Fourth is difficulty in determining main idea. According to Satriani, to recall important information from a reading can be taken from the main idea of text. In reading comprehension, students must also be able to pick up important points in a text to ensure they understand the text being read.⁸ But, most of them couldn't get main idea correctly. For the example main ideas question number one, 7 students provided incorrect answers. Some students answered that the bird park is an interesting place, which statement is located in the first paragraph. However, the question is asking for the main idea of the second paragraph.

Fifth is difficulty in getting the detail of information. In reading comprehension, students must be able to get detailed information contained in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym.⁹ In this aspect, students answered a lot of correct answers to number 4. "Where is the Bird

⁸ Estika Satriani, 'Reading Comprehension Difficulties Encountered by English Students of Islamic University of Riau', *J-SHMIC : Journal of English for Academic*, 5.2 (2018), 15–26 <[https://doi.org/10.25299/jshmic.2018.vol5\(2\).1885](https://doi.org/10.25299/jshmic.2018.vol5(2).1885)>.

⁹ Suci Sintia Putri, 'An Analysis of the Students Difficulties in Reading Comprehension at MTs Al Mahrus Medan' (UIN Sumatra Utara, 2020) <<http://repository.uinsu.ac.id/10157/>>.

Park located in Singapore?” For this question, all students also answered the question correctly, where the answer to the question is *The Bird Park is located in the industrial area in Singapore, called Jurong*. Only one student answered incorrectly.

In addition to relying on tests, the researcher also classified students' difficulties in reading skills based on interviews with students. According to the findings, there are five difficulties faced by students. *Firstly*, the difficulty faced by students is lack of vocabulary mastery. Most of students conveyed that they didn't have a rich vocabulary. They said they often encounter unfamiliar words that make them unable to get the meaning of the text. The students confused in reading the text and getting the answer when they have limited vocabulary.

Secondly, the difficulty faced by students is making inference. The students have not been able to effectively draw conclusions from the text. This can be interpreted as students facing challenges when reading the text to formulate conclusions. These difficulties are evident in their inability to answer and explain the conclusions of the text.

Thirdly, the difficulty faced by students is inadequate use of effective reading techniques. All of interviewed students stated that they did not yet know how the technique in reading that they could use to be more effective when reading.

Fourthly, the students have problem with processing information. Based on the interview, the students stated when they read the English text, they read many times to understand the text. They also often feel anxious when reading. So, they become unfocused and lose the information they have read.

Fifthly, the difficulty faced by students in reading skills is low reading interest. Based on the interviewed, they learn and read English text only if there is a schedule in class. So, they read only because they were asked by their teacher, not because of their interest in reading English texts.

2. The strategies are used to overcome reading skills problems faced by students of MTs Al-Mu'awanah

After knowing the problems faced by students in reading skills, the researchers conducted interviews with language teachers at MTs Al-Mu'awanah to get solutions to the problems faced by student in reading skills. According to the findings of interviews with language teachers, teachers have offered the

following ways to help students who are having difficulty with reading skills:

1) Cognitive Strategies

The solution to overcome students' difficulties in reading skills is the cognitive strategy, which involves the use of thinking processes and comprehension to enhance reading comprehension. When students employ cognitive strategies, they actively engage in processing information within the text, making connections with prior knowledge, and building a deeper understanding.

One commonly used cognitive strategy is to generate questions while reading. By formulating questions about the text's content, readers can guide themselves to seek answers and grasp the core of the material being read. The importance of cognitive strategies in reading lies in their ability to enhance comprehension and information retention.

By adopting this approach, readers can overcome obstacles such as complex texts or challenging vocabulary, enrich their reading experience, and facilitate a deeper understanding. Therefore, this strategy is considered effective. According to Nur Indra Wahyu, cognitive

strategies are recognized as an effective method in improving reading skills.¹⁰ By applying cognitive strategies, students can significantly enhance their reading abilities. This strategy involves an active thinking process, where students intentionally use strategies to comprehend, remember, and apply information encountered in reading texts.

Through the implementation of cognitive strategies, students can learn to formulate relevant questions, make connections with prior knowledge, and build a profound understanding of the reading material. In this way, they can overcome difficulties, including complex texts or challenging vocabulary, enriching their reading experiences.

2) Metacognitive Strategies

In addressing reading difficulties, teachers can implement various effective strategies, one of which is the guessing method. This strategy aims to facilitate students when they encounter unfamiliar words in reading texts. Skillfully applying the guessing strategy can significantly enhance students' reading skills. Skillful application of the

¹⁰ Nur Indra Wahyu. *The Use Of Cognitive Strategy To Improve The Students' Reading Comprehension At The Eight Grade The Students' Of Smpn 1 Bontonampo, Gowa.* Thesis, p.36

guessing strategy not only helps students understand the meanings of challenging words but also develops critical, analytical, and creative thinking skills. Additionally, students will feel more confident in facing texts that may have a higher vocabulary

According to Hartini and Yuliana, the guessing strategy is considered an effective method. Besides enhancing vocabulary comprehension, the guessing strategy is also applied in language production when grammatical knowledge is incomplete. If a learner is unfamiliar with the subjunctive form of a verb, another form can be used to convey the same message. For instance, a learner employs the guessing strategy based on partial knowledge of the target language. When a learner recognizes words such as shovel, grass, mower, and lawn in a particular text, it can be inferred that the text is related to gardening.¹¹

One common way to apply the guessing strategy is by paying attention to the words around it or looking at the entire sentence to create a contextual picture. Readers can also rely on their prior knowledge or personal experiences to

¹¹ Hartini And Yuliana. *Compensation As A Strategy In Teaching Reading To Efl Junior High School Students*. Sintuwumarosojet, Vol. 4, No. 1, August 2018, P.40

make estimations about the meaning of words or phrases that are not quite clear. The importance of the guessing strategy lies in its ability to help readers continue comprehending the text without getting stuck on every challenging word. By using this strategy, readers can overcome obstacles that may arise during reading and stay focused on the overall understanding of the text. Therefore, developing guessing skills becomes a valuable skill in reading more effectively and efficiently.