AN ANALYSIS OF STUDENTS' DIFFICULTIES FACTOR IN READING SKILL AT SMPN LEMBANG BOSANG 12 KEPULAUAN SELAYAR

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ARTICLE INFO	ABSTRACT
	This research only focuses on analyzing students' difficulties in reading skills. Based on preliminary research, it shows that students still face difficulties in reading skills related to aspects and factors of reading skills. Therefore, this research aims to analyze students' difficulties in reading skills in Class IX of SMPN Lembang Bosang 12 Selayar Islands in the 2023/2024 academic year. descriptive qualitative research design was used in this research. Class IX was taken as a sample because it had lower reading scores than other classes.Document analysis, and interviews were used to collect data. The three main phases of data analysis are data condensation, data presentation, and conclusion drawing.After analyzing the data, the results showed that there were 3 aspects of students' difficulties in reading skills. Thus, the most difficult aspect that students face in reading skills is vocabulary. Based on student interviews, there are three factors of difficulty in reading skills. Thus, the factors of difficulty faced by students in reading skills are that students experience difficulty in understanding reading in long sentences, difficulty in using strategies, and difficulty in concentrating

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INTRODUCTION

From junior high school through university, Indonesian students study a variety of foreign languages, including English. Since English is becoming a universal language utilized in technology, research, education, and other fields, learning English is crucial in today's globalized world. In addition, learning English as a foreign language in Indonesia helps people advance their knowledge, use technology, and interactions with other countries. Therefore, learning English is crucial to assisting people in their quest for information and knowledge in all spheres, including education, society, technology, and religion.

There are several talents required for English. Along with speaking, listening, and writing, the English language acquisition process also teaches reading. One of my active talents is reading. Students can increase their knowledge through lessons to comprehend the book's information. Reading is one of the abilities that pupils gain as a result. The ability to read and comprehend publications, textbooks, and references published in English helps learners acquire and retain information. Reading instruction is crucial because it enables students to develop strong abilities for texts written in English.

Students must, however, understand the material in order to acquire English through reading texts. Additionally, reading is one of the most crucial English abilities that pupils should be able to acquire. Reading is a very important activity, according to Mickulecky and Jeffries in Ismail(2017). Reading can help students think in English, develop their vocabulary, and improve their writing skills. It can also be a good way to learn new ideas, facts, and experiences. Reading is an active activity that involves a lot of experience and abilities, according to Moreillon(2019), in which pupils try tomake sense of the text and visualinformation they are reading. It implies that students in English should be able to grasp the act of reading, which involves obtaining information, communicating, and developing meaning from written material.

According to Nasution, Harida, & Rambe, (2018) Reading Skill is a complex process that involves many elements. Getting a comprehensive knowledge of what is conveyed in the text, as opposed to deriving meaning from a few isolated words or phrases, is the goal of Reading Skill, in Woolley's (2011) opinion. As a result, throughout the teaching and learning process, students are expected to grasp the text and interpret the information they gain after reading it by sharing their thoughts, feelings, and views in a group setting. It indicates that the purpose of teaching Reading Skill is to prepare students to effectively use and comprehend the text so that they may draw fresh conclusions from the material they have read. Then, there are a variety of questions related to Reading Skill. Finding the main concept and supporting facts, using your knowledge of synonyms andantonyms, or responding to detail questions are all examples of Reading Skill exercise kinds. Concerning classroom activities, Reading Skill issues with writing essays and reading exercises have long been a difficulty in the teaching and learning of English asa second language. The majority of pupils struggled to comprehend the meaning (in Indonesian) of the written material they read and is not familiar with the language use. This indicates that many students have trouble understanding the reading assignments. SMPN Lembang Bosang No.12 Kepulauan Selayar was chosen as one of them based on the consideration that this phenomenon might also occur to students at that school. Therefore, the Research would conduct a preliminary study to ensure that this research is possible in this school. The preliminary study was conducted by interviewing the English teacher at the school, about the class, especially when the focus was on reading.

Based on the findings of pre-research interviews, which involved conversations with English instructors at SMPN Lembang Bosang 12 Kepulauan Selayar about their lessons,

especially lessons that prioritized reading. Low scores on writing assignments are obtained by students of SMPN Lembang Bosang 12 Kepulauan Selayar. Based on the results of the teacher's daily tests for Reading Skill writing exercises, many students have not reached the minimum completeness standard (KKM). According to the English teacher the mistakes made in their low reading achievements. The students get difficulty to convert the information that presented in the text exercises

RESEARCH METHOD

The research uses a qualitative descriptive method to find out or investigate the difficulties faced by students in reading skills in English lessons at SMPN Lembang Bosang 12 Selayar Islands.

The research used is a qualitative descriptive method. Descriptive research tends to describe phenomena with predictions in a rigorous, orderly, objective and accurate manner (A Furchan, 2004). This research was carried out by means of field research, namely research that aims to obtain data directly. The research method used to obtain research data uses data collection techniques, namely questionnaires, interviews and documentation. The aim of this research is to determine students' difficulties in reading English texts and the factors that cause students to have difficulty reading through a questionnaire.

The population of this study were ninth grade students of SMP N Lembang Bosang 12 Selayar Islands. Specifically taken from the next ninth grade academic year 2023/2024. These students are considered population because they will study for two years. So, Research assume that they have a lot of experience in learning English and facing English difficulties too.The fact that pupils struggle with Reading Skill would be the criterion that Authors use to this study.

The English instructor at SMPN Lembang Bosang 12 Kepulauan selayar discovered those students 'reading assign is poorly graded based on the findings of the preliminary survey completed before to the research. Many children have not met the minimal completion standard (KKM), as determined by the results of the daily assessments administered by teachers on reading and writing activities. The material in the practice text is tough for the students to convert. Students receive poor grades in reading practice because of this. The readiness can be said to be lacking, and many class IX students at SMPN Lembang Bosang 12 Kepulauan Selayar experience some level of difficulty in reading and understanding English texts.

Data analysis is an effort to search and organize systematically record the results of observations, interviews and others for 1. Data condensation refers to the process of selecting, simplifying, abstract, and/or transform approximate data all parts of the written field notes, interview transcripts, documents, and empirical materials other. 2. Data Presentation (Data Display) Presentation of data is an organization, unification of information that enables inference and action. Data presentation helps in understanding what is happening and what to do something, including deeper analysis or taking action based on

understanding   3. Drawing Conclusions (ConclusionsDrawing)   The   third   important analytical activity is drawing conclusions and verification. From the beginning of data collection, an analyst Qualitative begins to look for the meaning of things, noting regularities explanations, possible configurations, causal paths, and propositions. "Final" conclusions may not emerge until data collection ends, depending on the size collections of field notes, their coding, storage, and the search method use, the Research's skills, and funder demands. Below is a picture of data analysis model from Miles, Huberman and Saldana

RESULT AND DISCUSSION
Result

In this chapter, the researcher explains the findings of the data analysis carried out in response to the initial problem formulation presented in Chapter One. "an analysis of students' difficulties factor in reading skill at smpn lembang bosang 12 kepulauan selayar This research used a sample of 16 people. The instrument used by researchers is interviews, analysis of research data from the results of interviews that have been conducted. collected, the researcher would organize the information and draw conclusions

A. Difficulties Factor
1. Internal Factor
a. **Lack of familiarity with letters**

Difficulties and incapacities of participants' students recognize letters frequently teacher found. Participant incompetence Learn to differentiate between upper and lower case letters falls into the difficulty category. Students' unclear pronunciation a letter occurs frequently, espy such as letters: [b], [c], [d], [p], [v]. To ascertain whether participants' students experience difficulties in recognizing letters can be done through informal testing or testing formally using tests letter recognition. Based on the results of students' answers to the questions given, there were 2 students who had difficulty learning to read

Student 1 : lack of interest in reading

Student 2 : lack of concentration in learning to read

Conclusion : From the results of interviews, several students stated that they did not

like English lessons, therefore the results in learning were less than optimal

b. **Eliminating Letters**

Frequent letter deletions carried out by students with difficulties reading because of a deficiency in recognizing letters, languagesounds and sentence form. Omission of letters usually occurs at the beginning of a word. The difficulty of this disappearance is students omit (not read) one letter, word from the text being read for example: Seven is read seven, Father is read father, magazines are read by magazines and others. Omission of letters, this is normal because by the participant's

incompetence Learn to pronounce the letters form words. There are even letters not on purpose read because it's difficult read it.

Based on the results of students' answers to the questions given, there were 2 students who experienced this Omission of letters

Student 1 : Lack of vocabulary so you don't remember the order of letters

Student 2 : slow in getting to know letter

Conclusion : From the results of interviews, students who have difficulty reading due to deficiencies in recognizing letters, or omitting one of the letters

2. External Factor

a. School Condition

That's the role of the teacher plays the most important role, in meaning that the teacher's personal attention to students' progress further child development rather than organization school, where a teacher is more frequent facing children fromthatclass",W.A. Gerungan (in M. **Asrori**,2007:35). Therefore, educatorsmust required to master the study material which is presented, and has appropriatein teaching, interaction with students, as well as attention to problems faced by participants his education. School is an institution educator School is an institution very first formal education important in determining success students learn, because it is the environment a good school can encourage to study harder. The state of this school includes how to present lessons, relationship between teachers and students, learning tools and curriculum. Connection between teachers and students is not good would influence learning outcomes**.**

Based on the results of students' answers to the questions given, there was 1 student who had difficulty reading in clas

Student 1 : There are many obstacles experienced when learning reading skills in the classroom

Conclusion: From the results of the interviews, students experienced obstacles in the learning process in the classroom

b.Difficulties Faced

One way to determine the main idea is to understand the reading, when students cannot or cannot spell the reading well of course they would not be able to determine the main idea in the paragraph. Based on the results of students' answers through questions given about the main idea material, some students have not being able to determine the main idea of a paragraph can be seen from the results of students' answers, students have not been able to differentiate between main sentences and explanatory sentences. From the results of interviews, several students stated that they did not like English lessons, especially the main idea material, therefore negative thoughts emerged in students which resulted in students are indifferent to the main idea material and get less than optimal understanding and results in learning the main idea. Students' interest in reading was less visible during

observations in the process of learning the main idea material, some students looked indifferent and did not hesitate to show sour faces when the teacher gave instructions for reading, in the interview results several students also stated that they preferred reading comics, story books, and English reading books compared to textbooks

B. Discussion

According to Westwood (2008:15) learning difficulties originate from two factors, namely internal and external. Internal factors which cause students to experience difficulty learning to read are:

1. Internal Factors

The internal factors that cause students not to read fluently according to Tarmizi, in (Farida Rahim, 2008:46) are:

a. Lack of knowledge about letters

Based on the results of students' answers to the questions given, from the results of interviews several students stated that they did not like English lessons so that their learning outcomes were less than optimal.

b. Eliminating Letters

Based on the results of students' answers to the questions given, from the results of interviews, students who experience difficulty reading due to deficiencies in recognizing letters, or omitting one of the letters

2. External Factors

a. School Conditions

Based on the results of student interviews regarding the questions given, many students experienced obstacles when learning reading skills in class

Based on the results of research interviews with students that researchers conducted in the field, it can be seen that the factors that cause students' difficulties in understanding and learning to read in class IX are internal factors and external factors. The cause of students' difficulties in learning to read is internal factors, namely students who lack clarity, which makes students unable to learn to read well. Apart from that, there are also external factors, namely when explaining the main subject matter, teachers use monotonous methods such as lectures, so that some students look bored and indifferent and therefore do not follow the learning process well. Teachers are expected to know the learning difficulties experienced by students in understanding lesson material. Parents are expected to pay attention to their children's development in learning at school and at home. Parents need to provide advice and motivation to their children to return to the material taught at school so that children do not have difficulty understanding the material taught.

CONCLUSIONS

Based on the findings of researchers in the field, namely after conducting research and data analysis, the role of class teachers in increasing motivation to learn to read in students who experience reading difficulties. In accordance with the problem formulation that has been put forward, conclusions can be drawn including:

a. Internal factors, namely factors from within the students themselves such as lack of student motivation or desire to learn to read.that students have.

b. External Factors, namely factors from outside the students in the research This obstacle is the students' family environment which is still less aware of the importance of paying attention to children in the educational process.

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