

THE STUDENTS' DIFFICULTIES IN LEARNING READING COMPREHENSION DURING ONLINE LEARNING IN SMAN 6 PALOPO

A Thesis

*Submitted to the Faculty of Education and Teacher Training IAIN Palopo
to Fulfill One of the Requirements for the Undergraduate Degree of Education
in English Department*



Written By

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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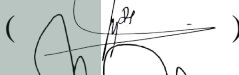



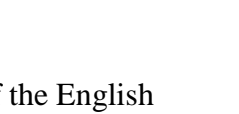
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THESIS APPROVAL

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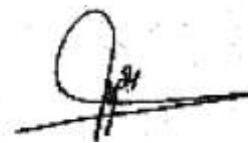
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Demikian untuk diproses selanjutnya.

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، أَمَّا بَعْدُ.

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Palopo, July 16th, 2022
The researcher,



Widia Amanda Utami
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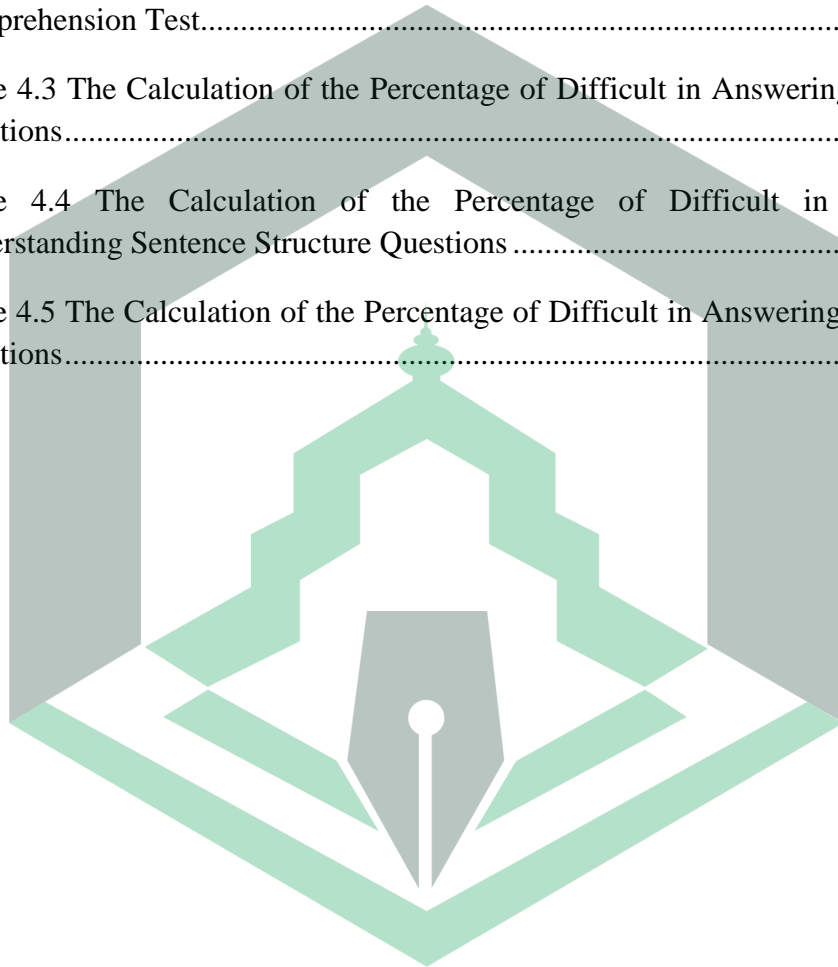
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- Appendix 10 : Documentation



ABSTRACT

Widia Amanda Utami, 2022, “The Students’ Difficulties in Reading Comprehension during Online Learning in SMAN 6 Palopo”. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: Abdul Pirol, and Dewi Furwana.

This research aims to investigate the students’ difficulties in reading comprehension and the external factors behind it during online learning. This research has two research questions, 1) what are the students’ most difficulties in reading comprehension during online learning in SMAN 6 Palopo, and 2) what factors influence the student’s difficulties in reading comprehension during online learning in SMAN 6 Palopo. This research focusing on investigating students’ most difficult aspect in reading during online learning and the external factors behind the difficulties. The method used in this research is qualitative method. It produces descriptive data in the form of people's written or spoken words as well as observable behavior. The data were collected from nineteen secondary students and an English teacher which were done by interviewing, observing, and giving test based on students test book. The students’ test result is the main sources of data collection in this research supports by interview and completed by observation. To identify the difficulties and the most difficult aspect of reading text, the researcher divided the material into three parts, finding main idea, understanding sentence structure, and understanding vocabularies, then the researcher calculated and measured the level of difficulties among these three aspects. The results of the research revealed that the most difficult aspect for students is finding main idea with the percentage of index difficulty is 76.6%, followed by sentence structure 42.8%, and vocabulary 25.4%. As for the factors of these difficulties are coming from external factors where students have lack of motivation to learn during online learning due to the circumstances that make the students do not have to study face to face with teacher and it make them less serious about the lesson, the students are difficult to understand long sentences, it made the students difficult to concentrate. Also, the effect of poor and lack of interaction between students and teacher during online learning make students hard to understand the reading material, and learning media as well as support from the family which make impeded the students in understanding about the material, and lack of knowledge about the strategies of reading comprehension.

Keywords: *Students’ Difficulties, Reading Comprehension, Online Learning.*

CHAPTER I

INTRODUCTION

A. Background

Reading difficulty is a type of learning problem that causes considerable impairment in reading accuracy, speed, or understanding to the point where it interferes with academic progress or daily activities. People who are having difficulties in reading perform reading activities at a much lower level than one would predict based on their general intellect, educational opportunity, and physical health.

Reading difficulty is a learning disability marked by a considerable mismatch between an individual's general intellect and reading skills. Reading difficulty (also known as dyslexia), numeracy disorder, written expression disorder, and some language processing issues are examples of common learning impairments. However, it is called as internal factors meanwhile there is also external factor that impact students in reading comprehension, let alone students in 2022 just experienced online learning, we know online learning is a method that school applied during pandemic.

Meanwhile, reading is one of the four skills in English, apart from listening, writing, and speaking. Reading, according to Pang et al.¹, is the process of comprehending written texts, whereas comprehension is the process of making

¹ ML Kamil Pang, E. S., & Muaka, A. EB Bernhardt, *Teaching Reading, Education Practice*12, PDF Book, 2003.

sense of words, sentences, and connected material.² It is essential to understand language learning because it helps develop related skills such as grammar, vocabulary, and writing. It is crucial to acknowledge reading comprehension. Most of the students have difficulties constructing the meaning of the written text or text-based material. Reading can be taught to extract textual content and construct an interpretation of that information, according to Grabe and Stoller³. It indicates that reading is also a gateway for students to obtain information and knowledge in the educational process.

Difficulty is meant to be faced; it is the act of optimism, difficulties come into our lives to deal with, in difficulties there must be ease, this is even emphasized twice in Qur'an Al-Insyirah in verses 5 and 6.

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥), إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)⁴

Meaning:

Because the real hardship comes ease. Verily, after hardship there is ease.

However, as the creatures of Allah swt. we are entrusted with the verses of the Qur'an so that we may never be separated from His mercy.

² Pang, E. S., & Muaka, A. EB Bernhardt.

³ F.L. Grabe. W and Stoller, *Teaching and Reseaching Finding* (Edinburg: Pearson Education, 2002).

⁴ Muhammad Ferdian, 'Surat Al-Insyirah (Melapangkan)', 2022 <<https://www.mushaf.id/surat/al-insyirah>> [accessed 18 August 2022].

يَا بَنِيَّ اذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ

هُ لَا يَيْئَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ إِنَّهُ

Meaning:

O my children seek news about Yusuf and his brother. And do not despair of the mercy of Allah. Verily, no one despairs of the mercy of Allah, except a people who disbelieve.

The importance of always optimistic also stated in this studying motivation below.

لَا يَأْتِي النَّجَاحُ مِمَّا تَفْعَلُ أَحْيَانًا بَلْ يَأْتِي مِمَّا تَفْعَلُ هِيَاسْتَمِرَّارِ

Meaning:

Success doesn't come from what you do occasionally it comes from what you do constantly.⁶

Henceforth, Reading comprehension is the capacity to comprehend information in a text and correctly interpret what the material means.⁷ Reading comprehension is defined as the capacity to read, comprehend, and apply information from a text. According to Razali, some readers use their basis of knowledge and experience to compose meaning from the text throughout the

⁵ Saifuddin Hakim, 'Putus Asa Dari Rahmat Allah', 2021 <<https://muslim.or.id/67886-putus-asa-dari-rahmat-allah.html>> [accessed 18 August 2022].

⁶ 'Islamic Quotes on Knowledge' <Islamic Quotes on Knowledge/Study/Education %7C ISLAM---World's Greatest Religion! (wordpress.com)> [accessed 20 April 2022].

⁷ Grabe W. and F. L. Stoller, 'Teaching and Researching Reading. Harlow: Pearson Education Ltd. Retrieved August 19th, 2017', 2002.

reading process, and then the readers connect the ideas in the text to what they already know to gain comprehension of the text.⁸

Reading comprehension can also help with vocabulary and writing. According to Nuttal, there are five parts of reading comprehension that students need be aware of in order to fully comprehend a text: determining the main idea, locating specific information, inferring, identifying references, and interpreting the meaning of words or detail information.⁹

Students are expected to comprehend social function, text structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form.

There has been a previous research conducted by Badriyah, Naf'an Tarihoran, Eulis Rahmawati that is comparable to this one. Problems in Reading Comprehension during Online Learning Covid-19 is the subject of their research. Their research tries to determine the problems and difficult sorts of reading comprehension cases that students confront in reading. As a result of their inability to comprehend the questions given, they discovered that the most challenging sort of reading comprehension question faced by the students were Background of students, teaching technique, working connection between teacher

⁸ I. Razali, K and Razali, 'Strategies In Improving Reading Comprehension Through Vocabulary Acquisition. Englisia', 1, No. 1, (2013).

⁹ C. Nuttal, *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books (London: Heinemann Educational Books, 1982).

and students, within students' and learners' environments; school, home, and social environments.¹⁰

Regarding to find out the difficulty in reading comprehension, especially during online learning, other researchers stated that students have various problems in doing reading comprehension tests related to their level of mastery. Students with rich knowledge of vocabulary will find that reading comprehension is easy. So will those with good knowledge of grammar. Each student may face different difficulties from others, causing different teaching methods and learning activities.¹¹

Online learning as a type of distance education that incorporates electronic and internet-based technology (IT) into the learning process. A strategy for structuring online learning classes in order to reach a large and diverse audience is known as online learning. A group of student's utilization of internet-based technology elements in online learning is referred to as online learning. Online learning is a method of instruction that does not require direct contact between the teacher and the pupils.¹² An internet connection is required for online learning.

In conclusion, online study is where the teacher and the pupils work together to study at the same time but in different locations. Whatsapp, telegram, zoom

¹⁰ Eulis Rahmawati Badriyah, Badriyah, 'Students' problems Of Reading Comprehension During Online Learning In The Period Of Covid-19 Pandemic', *Proceedings of the 2nd International Conference on English Language Education (ICONELE) 2020*, 2020.

¹¹ Ratih Laily Nurjanah, 'The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test', *Metathesis: Journal of English Language, Literature, and Teaching* 2.2, 253–264 (2018).

¹² Allen I. E and Seaman J, *Online Nation: Five Years of Growth in Online Learning*, October (Newburyport: MA: Eric, 2007)

meeting, google meet, google classroom, and other tools and platforms can be used during online learning, teachers frequently employ text-based content in their lessons, which encourages students to read more about their material; some students struggle in reading, while others do well.

However, it is critical to be aware of the problems in reading comprehension. The challenges that students confront in one school may differ from those in another. According to the pre-observations that has been done by the researcher, the majority of students in SMAN 6 Palopo still have difficulty understanding the reading materials text, such as understanding main idea, understanding structure, and understanding sentence. Some of the reasons include a lack of understanding on how to employ reading comprehension tactics and a lack of concentration while reading. However, the majority of pupils struggle to understand English text from materials such as newspapers, articles, textbooks, and magazines. As a result of this circumstance, the researcher is eager to investigate the pupils' reading comprehension problems and find solutions.

B. Scope and Limitation of the Research

In this research, the researcher severely limits the focus of the research to the external factors that cause students struggle with understanding written text, or in this case, reading material.

The researcher investigated student challenges in what is the most difficult aspect from understanding main idea, understanding sentence, or understanding structure from the text material. The researcher also focuses on what factor that

makes it difficult from one of the three aspects above to the students in SMAN 6 Palopo.

C. Problem Statement

The following are the research questions for this research, based on the foregoing background:

1. What are the students' most difficulties in reading comprehension during online learning in SMAN 6 Palopo?
2. What factors influence the student's difficulties in reading comprehension during online learning in SMAN 6 Palopo?

D. Objectives of the Research

The objectives of research are as follows:

1. To investigate the students' most difficulties in learning reading comprehension during online learning in SMAN 6 Palopo.
2. To investigate the factors that influence students' difficulties in reading comprehension during online learning in SMAN 6 Palopo.

E. Significances of the Research

The results of this researcher on students' reading comprehension during online school are intended to show and help teachers if there has been any change in students' reading comprehension. According to the pre-observation that has been done, the English teacher in SMAN 6 is still applying the online method although the pandemic has over, this motivates researcher to find out the difficulty

that students' face during that online learning because it is crucial to know what aspect the students are having problem with in reading comprehension in hope that the teacher would be aware and focus on improving students' understanding on that challenge. The researcher hopes that by publishing this research, other researchers will be able to learn more about the research and problems that students experience.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

Several researchers have already studied the difficulties in reading comprehension before. Below are some of the following prior studies:

A research from Sardor Egamovich Surmanov and Oyshajon Ametova (2020), "The Difficulties of Reading among Young Learners in Online Education". The capacity to read to make meaning from text and learn via reading with online materials is one of the most crucial abilities that every student learns from the start of school. The following essay addresses the several concerns that a teacher may have when dealing with students who have trouble reading. So, what happens when a pupil has a reading and comprehension learning issue or disability? What alternatives are there to guarantee that students do not fall between the cracks of the educational system and fall behind?¹³ Regarding from their research the researcher conclude that, to improve comprehension, pre-teach vocabulary in class using analogies, synonyms, or visual aids, and have students use a dictionary or check online to confirm their accurate usage of more difficult words. Teach students how to develop questions without a text using a KWL chart, and then have them think in pairs and share their responses to the questions. Assist students in making connections between personal experience, knowledge,

¹³ T. Sardor, S., Oyshajon, A., & Rushana, 'The Difficulties of Reading among Young Learners in Online Education', *European Journal of Research and Reflection in Educational Sciences*, 8(12) (2020), 76–79.

and prior reading. All of our efforts are aimed at assisting pupils. In this research, the researcher found that the similarity this both researches have are, both talking and trying to find out students difficulties in reading, however the difference is both use different methods to find out the problems.

Another research from Badriyah, Naf'an Tarihoran, and Eulis Rahmawati (2020), "Students' Problems of Reading Comprehension during Online Learning in the Period of Covid-19 Pandemic". The goals of this research were to identify students' difficulties with reading and the source of those difficulties during the Covid-19 pandemic. The qualitative research approach was used in this research, as was the survey method. The sample was chosen using the quota sampling technique by the researcher. In this research, a questionnaire was used as the research instrument. This research included 75 students from the non-TBI department of UIN Sultan Maulana Hasanuddin Banten during the second semester of the 2019/2020 academic year. To examine the data, the researcher divided it into three categories. According to the findings of this research, the following are the students' difficulties in learning to read during the Covid-19: Students cannot understand what the teacher explains; it is difficult to locate the essential concept in a paragraph; and there is a shortage of vocabulary.¹⁴ The similarity of both this journal and researcher have is, both try to find students' struggle in reading comprehension, meanwhile the difference are the other journal

¹⁴ E. Badriyah, B., & Rahmawati, 'Students'problems Of Reading Comprehension During Online Learning In The Period Of Covid-19 Pandemic', *In Proceedings of the 2nd International Conference on English Language Education*, 2020.

wanted to find out the source of students' difficulty in reading comprehension while researcher is trying to find the external factors.

Another article journal from Abbas Ali Zarei and Marsyam Asadi Amani (2018) with the title "The Effect of Online Learning Tools on L2 Reading Comprehension and Vocabulary Learning". The goal of this research was to investigate the effects of various online techniques (word reference, media, and vocabulary games) on reading comprehension, as well as vocabulary comprehension and production. Language learners in those three groups received online instruction during treatment. As posttests, vocabulary games, online media with transcripts, and online word search reference, a reading comprehension exam given at the end of the treatment, a vocabulary comprehension test, and a vocabulary production test were given.¹⁵ The similarity of the other research and this research is both investigate in the same context that is reading comprehension, nevertheless the difference is the other research more focuses to vocabulary learning and this research is focus on what is the most difficult problem students' face in reading comprehension.

¹⁵ M. A. Zarei, A. A., & Amani, 'The Effect of Online Learning Tools on L2 Reading Comprehension and Vocabulary Learning', *Teaching English as a Second Language (Formerly Journal of Teaching Language Skills)*, 37(3) (2018), 211–38.

B. Reviews of the Related Literature

1. Reading Comprehension

The act of comprehending a text is known as reading comprehension. It is a deliberate, active, and interactive process that occurs before, during, and after reading a specific piece of writing. Reading, according to Nuttall, is the meaningful interpretation of printed or written verbal symbols. It means that reading is the result of an interaction between the perception of graphic symbols that represent language and readers' language skills, cognitive abilities, and world knowledge. During this process, readers attempt to recreate the researcher's intended meaning. Readers should use their background knowledge when reading; this means bringing their knowledge, emotion, experience, and culture to what they read.¹⁶

That is one method of making a connection with a text and understanding the meaning in a text. Furthermore, Grabe stated that the goals of reading into several points are as follows: 1) Reading to search for information, 2) Reading to quickly skim, 3) Reading to learn (from text), 4) Reading to write (or searching for information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information.¹⁷ Based on the purpose listed above, we can conclude that reading requires special attention. It is not surprising that reading is one of the most important skills in foreign language learning. The reasons for getting students to read are as follows.

¹⁶ Christine Nuttall, *Teaching Reading Skill in Foreign Language* (London: Heinemann Educational Book, 1982).

a) Reading Comprehension Strategies

In order to improve their reading skills, students should read frequently and use specific methods. The student's ability to understand the text is dependent on their ability to use technique to comprehend what the researcher says. It implies that the method aids students in comprehending the text they read. Nuttal categorizes reading strategies into four groups. Those who skim, scan, and read thoroughly and attentively.¹⁸

(1) Skimming

Skimming is a useful skill to have when reading. Skimming, according to Grellet¹⁹, is a quick glance over a text to get the gist of it. Skimming is used to instill confidence in students and show them that it is possible to obtain meaning without reading every word in a text. Students can skim by reading the title or another heading and looking at the picture, as well as reading the first and last paragraphs of the text Islam and Steenburgh.²⁰

(2) Scanning

Scanning is the process of rapidly skimming through a text to locate a specific piece of information. Scanning is the ability to quickly read a text in order to find specific information, such as a date, a name figure, or a name, while disregarding all irrelevant information. Scanning enables the

¹⁸ Nuttal Christine, 'Teaching Reading Skills in a Foreign Language', 1982, 167–68.

¹⁹ Francoise Grellet, *English Language Study and Teaching-Foreign Speakers Reading Comprehension*, ed. by Francoise Grellet (Cambridge University Press, 1999).

²⁰ C. Islam, C and Steenburgh, *A Good Read Book: Developing Strategies for Effective Reading 1* (Singapore: Cengage Learning Asia. Osborne and Armbruster, 2009).

reader to quickly locate information without having to read the entire document text.²¹

(3) Extensive Reading

Readers who read extensively are frequently confronted with a larger text. To read the writing, readers must be completely familiar with it. According to Brown, extensive reading is done to gain a general understanding of a work.²²

(4) Intensive Reading

Intensive reading is reading that is focused on the details. It usually has a distinct indication. A reader frequently seeks specific information. According to Macleod, rigorous reading activities may include concentrating on main ideas rather than specifics.²³

b) Factors that Influence Reading Ability

Reading is a physical as well as a psychological process. Reading skills are the interactions that occur between the reader and the text during a reading event.²⁴ Understanding requires the ability to process information in this process. At this point, the reader engages with the meaning inherent in

²¹ F. Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises* (Cambridge University Press, 1981).

²² H. D Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Strategies of Reading* (A person Education Company: Longman, 2001).

²³ M. Macleod, *Said, You Said: The Production Effect Gets Personal*, 18th edn (Psychon: Bull) <<https://doi.org/10.3758/s13423-011-0168-8>>.

²⁴ J. Mouallem, O., Nuttal, R., Workman, L., Jackson, D., Jacobsen, R., Ball, A., ... & Devjee, *No Title* (Public Service Announcement, 1988).

the text as well as the meaning that has previously been held. The following factors are the things that have impact on reading ability:

(1) Internal Factors

(a) Psychological Factors

As a country that is unusual to use English in their life. Students communicate in English on a daily basis. If you chuckle in front of a buddy or someone who speaks English, they will be discouraged. Some students claim that they never use English in public because they are ashamed when others listen and watch them speak the language. And never, ever talk outside of the house. Most of our students do not use English in their daily lives because it is taught as a foreign language in our country.

(b) Lack of Vocabularies

The second issue that pupils confront is a lack of vocabulary. Students frequently search for the appropriate things to speak. This happened to a student who said it was difficult for him to choose the appropriate words to use in an English conversation. They become trapped when they try to read since they just have a very limited stock vocabulary.

(c) Motivation to Learn

Students are unable to practice reading skills due to a lack of confidence. Students fail to grasp English language skills because they

believe it is impossible for them to do so. They wouldn't appear to be patient, and they lack self-confidence and motivation in coping with some of the hurdles they encountered throughout their studies.²⁵

(2) External Factors

(a) Word of English

Students must understand words and sentences in order to express meaning. They must comprehend how words are split to different voices and how sentences are highlighted in a specific way. They stated that they had trouble producing both understanding English and words.

(b) Students' background and experiences at home

A student's personality, attitudes, values, and linguistic skills can all be influenced by their surroundings. The student's personal and social adjustment is influenced by the conditions at home. Student who grows up in a peaceful environment, a house filled with love, where parents realize their children and provide them with a high degree of self, will have few challenges at school, especially when it comes to communicate which has strong relation with reading skill.

²⁵ Ibtisam Hassan and Bader Dweik, *FACTORS AND CHALLENGES IN ENGLISH READING COMPREHENSION AMONG YOUNG ARAB EFL LEARNERS* (Academic Research International, 2021).

c) Factors that Support and Prevent Reading Ability

Reading comprehension is a difficult skill to master. This indicates that it is influenced by a wide range of factors. According to Nurbiana²⁶, contributing elements include motivational factors, home environment, material reading, and teacher. Tampubolon²⁷ had a similar viewpoint, dividing the elements influencing reading ability into two categories: endogenous factors and exogenous factors. Endogenous factors are those that exist within a person and can be illustrated as follows:

Biological, psychological, and linguistic elements in a person's growth exogenous factors are those that exist outside of oneself. The environment is a factor. These two criteria are interconnected, which means that they both influence reading ability. The factors that influence reading ability are discussed in greater depth. Motivation, family environment, and reading materials are all elements that influence reading ability.

According to Ebel in Somadayo²⁸, the amount of reading comprehension abilities that students can obtain and the growth of their reading interest are affected by:

- a. The student in question.
- b. His relatives.
- c. The way of life.

²⁶ N. Dhieni, 'STUDI PENELUSURAN LULUSAN PROGRAM STUDI PENDIDIKAN ANAK USIA DINI', *Fakultas Ilmu Pendidikan Universitas Negeri Jakarta*, 2008.

²⁷ Tampubolon, *KEMAMPUAN MEMBACA TEKNIK MEMBACA EFEKTIF DAN EFESIEN* (Angkasa, 1990).

²⁸ Samsu Somadayo, *Strategi Dan Teknik Pembelajaran Membaca* (Yogtakarta: Graha Ilmu, 2011).

- d. The school environment.

According to Alexander²⁹, the following factors influence the capacity to grasp reading:

- a. Reading learning program.
- b. Personality of the student.
- c. Inspiration.
- d. Their socioeconomic habits and surroundings.

d) Common Types of Difficulty in Reading Comprehension

(1) Decoding Problem

Decoding, also known as sounding out words, is the ability of students to associate sounds with letters in attempt to appear out written language. Beginner readers frequently struggle when they come across new and unfamiliar words, but decoding usually becomes easier with phonics instruction and regular reading aloud practice. If a person continues to struggle, they may have a specific learning disability or a physical disability that prevents them from physically seeing the letters or hearing the sounds in spoken language.

(2) Inadequate Comprehension

Reading requires a lot of activity, from identifying letters and words to interpreting meaning at the phrase, sentence, and sentence layers. When a

²⁹ Alexander, R., *Towards Dialogic Teaching: Rethinking Classroom Talk*, 4th ed. (York: Dialogos, 2008).

novice reader comes across terminology that they do not understand or recognize as a result of incorrect reading comprehension, they are more likely to skip ahead. Reading, on the other hand, necessitates the ability to pay attention to story. Students must recognize the gist, primary concepts, and particular details of what they are reading, as well as make inferences. If a student struggles to stay focused as a result of attention issues, his or her comprehension may suffer.

(3) Speed

The more students read, the more unfamiliar terms they encounter. The context in which these new words are discovered frequently provides students with all of the information they need to predict the meaning. Students' reading speed increases as their vocabulary grows and they recognize more words by sight.³⁰

2. Online Learning

Rapid technological advancements have simplified distance education. "Most of the terms (for example, online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning) share the capacity to utilize a computer connected to a network, which allows students to learn from anywhere, at any time, in any rhythm, and with any means".³¹

³⁰ Sherly Octaviana, *SKRIPSI Diajukan Kepada Fakultas Ekonomi Universitas Negeri Yogyakarta Untuk Memenuhi Sebagian Persyaratan Guna Memperoleh Gelar Sarjana Pendidikan Oleh : SHERLY OCTAVIANA PUTRI*, 2018.

³¹ P McBrien, J. L., Cheng, R., Jones, 'Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning. The International Review of Research in Open and Distributed Learning', 10(3) (2009), 1–17.

It is a system or process for carrying out distance learning activities via web applications and internet networks, according to Wena³², which means that developed online teaching media contain learning and teaching system that further utilizes web applications represented by an internet network connection.³³

3. Students' Difficulty

The state or quality of being difficult to achieve or understand is defined as difficulty. The issue stems from student errors during the teaching and learning processes. It occurs when students are confused, do not know, or do not comprehend the information that the teacher has explained. The students' inability to comprehend English reading content is referred to as difficulty in this context.

C. Conceptual Framework

Reading comprehension is one of the four skills found in every language, including English. All of the Basic English skills are equally important in assisting students' English mastery. However, reading has always been recognized as a crucial skill that can help students master the other skills. This argument is supported by McDonough and Shaw³⁴, and Krashen and Brown³⁵, who all agree that reading can have a positive impact on students' other language aspects while also preparing them for the social and economic aspects that they will face in society. Through reading, students can build their vocabularies and create

³² Made Wena, *Strategi Pembelajaran Inovatif Kontemporer (1.)* (Jakarta: Bumi Aksara, 2009).

³³ Learning English and Via Online, '2.1.1 Definition of Learning English Via Online', 2019, 8–18.

³⁴ C. McDonough, J., & Shaw, 'Materials and Methods in ELT. Blackwell', 1993.

³⁵ C. L. Krashen, S., & Brown, *What Is Academic Languageproficiency? STETS Language and Communication Review*, 6(1), 2007.

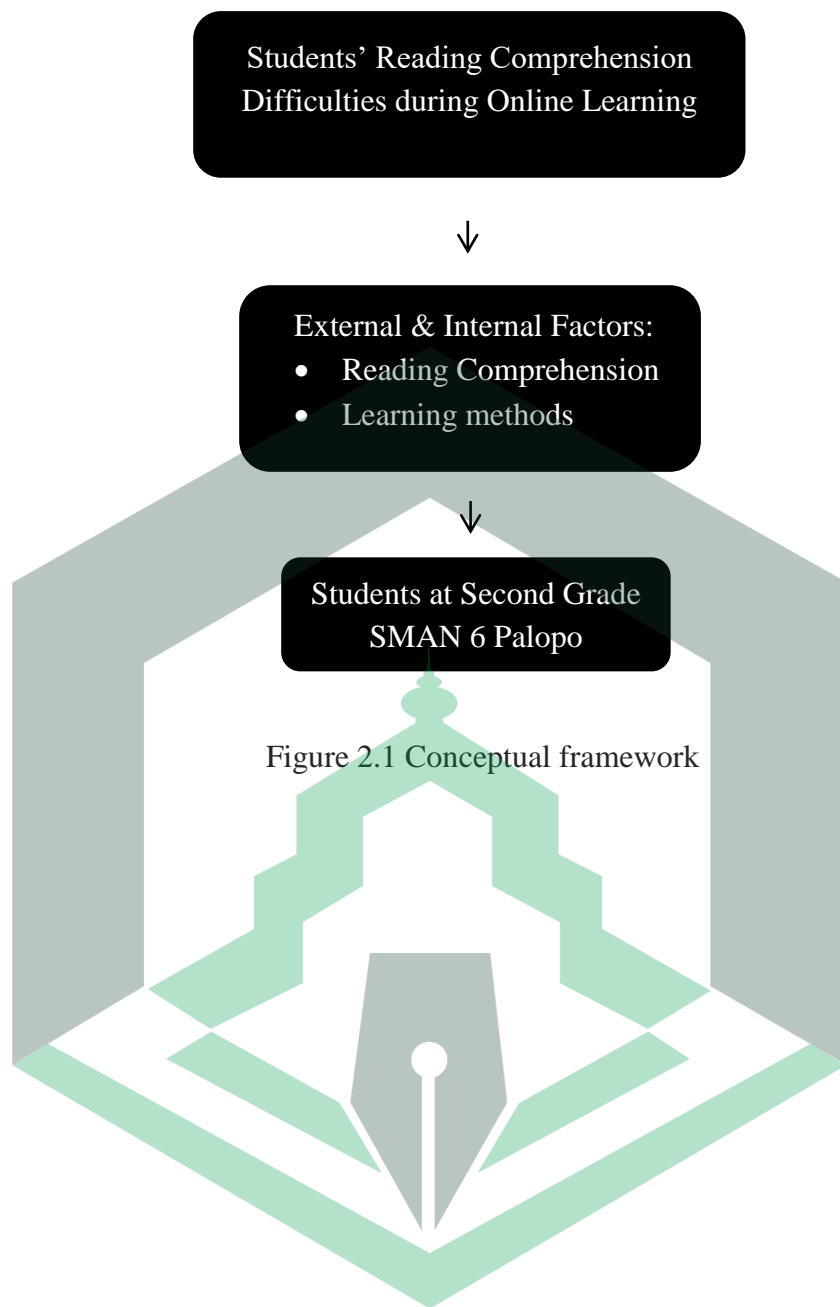
continuing language learning. As a result, reading has become a major concern in education because it involves a complex process of obtaining information through text comprehension.

Reading comprehension is difficult for people whose first language is not English. Students must, however, read English texts and journals because the majority of scientific and technical knowledge is recorded in this language.³⁶

Reading comprehension is more than just recognizing and comprehending words and their meanings. It entails a more complex cognitive process in which students comprehend the meaning of written language, connect it to prior knowledge, and construct a mental representation of the information they have read. This includes a lack of vocabulary, difficulties in academic fields, and general difficulties in mastering English. As a result, reading comprehension should be prioritized, particularly in EFL classes.³⁷ In this research the researcher only focused on the external factors that make students difficult in understanding written text or reading material in SMAN 6 Palopo.

³⁶ Husnaini Husnaini, 'The Effectiveness of Know –Want-Learn (Kwl) Strategy in Teaching Reading Comprehension', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 6.2 (2018), 36–42 <<https://doi.org/10.24256/ideas.v6i2.512>>.

³⁷ R. E. Robinson, M. F., Meisinger, E. B., & Joyner, 'The Influence of Oral Versus Silent Reading on Reading Comprehension in Students With Reading Disabilities', *Learning Disability Quarterly*, 2019 <<https://doi.org/10.1177/0731948718806665>>.



CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the qualitative method is used. A qualitative research method produces descriptive data in the form of people's written or spoken words as well as observable behavior. The researcher chose this method because it allows the researcher to describe the circumstances that will be observed in the field.

In qualitative research, data criteria are specific pieces of information. Definite data is data that occurs exactly as it is, not data that is just seen or said, but data that has meaning behind what is seen and expressed.³⁸

According to Saryono³⁹, qualitative research is a type of research that is used to examine, discover, describe, and explain the qualities or benefits of social influence that cannot be described, measured, or described using a quantitative approach.⁴⁰

B. Research Focus

In this research, the researcher focused on finding out what is the most difficult aspect in reading comprehension (main idea, vocabulary, structure) that students in SMA Negeri 6 faced, and then the researcher found out what is the factor.

³⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2008).

³⁹ Saryono, *Metode Penelitian Kualitatif* (Bandung: PT. Alfabeta, 2010).

⁴⁰ Ratih Laily Nurjanah, 'The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test', *Metathesis: Journal of English Language, Literature, and Teaching* 2.2, 2018, 253–64.

C. Definition of Terms

Definitions of terms are provided to avoid misunderstandings about the terms used in this research, allowing the intended meaning to be clear. In this situation, the phrase is defined as follows:

1. A reading difficulty is characterized by a loss in processes such as decoding phonetic information, word recognition, and comprehension. These four simple factors can have an effect on overall reading abilities. For example, teaching every first-grade student how to decode words, understand phonetics, recognize words, and comprehend can indicate different reading comprehension levels among students.
2. Online learning is a type of internet program that allows educators and students to collaborate in an online study session. Online learning is designed to eliminate barriers between educators and students, particularly those related to time, geography, conditions, and circumstances.
3. The process of receiving the meaning of the text as well as all relevant information from the text is known as reading comprehension.⁴¹

D. Research Design

This research is designed using descriptive qualitative research based on the results of the data collection instruments using descriptive qualitative method.

Because the descriptive qualitative method is linked to interpreting data gathered in the field, it is also known as the interpretative method. Descriptive

⁴¹ Surmanov Sardor, Ametova Oyshajon, and Togaymurodova Rushana, 'THE DIFFICULTIES OF READING AMONG YOUNG LEARNERS IN', 8.12 (2020), 76–79.

research, does not seek to test specific hypotheses, but rather to naturally explain some factor or condition. As a result, the researcher described and defined everything crucial to this research.⁴²

E. Data and Sources

This research's information is obtained from both primary and secondary sources. As a result, the primary data for this research come from an English teacher in SMAN 6 Palopo and nineteen second grade students from MIA II SMAN 6 Palopo.

The secondary data source, on the other hand, is information gathered directly through test, interview, and observation. The research is conducted on the second grade students in SMAN 6 Palopo.

F. Research Instruments

The following data collection instruments were utilized in this research: observation, test, and interview.

1. Observation

This research also used observation for triangulation to obtain information about reading comprehension difficulties from students and to strengthen the instrument in this research. The observation was conducted to investigate the students' difficulties of reading comprehension in the test text, as well as whether there is any similarity between the test results and the reading difficulties in the

⁴² Prof. Suharsimi Arikunto, *Penelitian Tindakan Kelas*, ed. by PT. Bumi Aksara, (Cet.4.) (Jakarta: PT. Bumi Aksara, 2007).

reality of students struggling in understanding reading material in online study according to the text that would be provided for the students.

2. Test

The test is aim for the students in SMAN 6 Palopo with text-based English reading material. The researcher used the test directly from students' test book. There are 15 questions based on students' book at school (SKL), each five questions are different type of question, there are three types of question, main idea questions, structure questions, and vocabulary questions. The students worked on 15 multiple choice tests; through this the researcher found out students' difficulty during working on the test.

3. Interview

Interview is given to the English teacher of SMAN 6 Palopo, the researcher used a structured form interview with eight structured questions to gather information of the difficulties and factor that students faced in reading comprehension.

G. Data Collection Techniques

The following data collection procedures that employed in this research:

1. Observation

Non-participants observation was used in this research, which means that the researchers would not directly involved in the situation observed. The researcher only observed and evaluated the English teaching and learning process in the online classroom through *Whatsapp* application.

2. Test

Researcher provided the test with step by step as follow:

- a. The researcher conducted the test, which has fifteen multiple-choice questions;
- b. The exam will take 45 minutes to complete;
- c. Students are not permitted to assist one another on tests;
- d. Students must submit their work within 45 minutes.

3. Interview

For the Interview, researcher gave interview to English teacher and five students from second grade, for the English teacher below are the following steps:

- a. After the students have completed the test, the teacher will be interviewed;
- b. Nine structured interview questions will be asked;
- c. An English teacher will be given 30 minutes to respond to interview questions.

The researcher also gave five students interview, the steps are following:

- a. After the students have finished the test, they are interviewed, not all of students are interviewed only five of them as the delegations.
- b. The interview is a yes or no interview with one question of asking why to clarify students' difficulties in online learning, with ten questions that lead students to answer directly.

- c. The researcher gave each student 3 minutes to answer the question.

H. Data Validity Technique

The technique of checking the validity of data is used to verify the truth of the data generated by the researcher so that the data collected is genuine and may be justified. Method of inspection researchers used triangulation.

The researcher utilized triangulation theory in this research. The use of different theories or hypotheses while investigating a situation or event is known as theory triangulation or theoretical triangulation. The objective is to examine a situation/phenomenon from several aspects, and with different issues to deal. The many ideas or hypotheses do not have to be comparable or compatible; in fact, the more diverse they are, the more probable it is that they will identify distinct difficulties and/or concerns.⁴³ Through triangulation theory the researcher used three instruments to get a valid data with comparing the final results from the three instruments, if the results from three of instruments produce the same results it can be said that the data is valid.

I. Data Analysis Technique

The researcher used three research instruments to gather information in this research: test and interview, and observation. Although this research totally depends on descriptive qualitative methods, numerical data was needed to acquire valid and countable results. As a result, in this research, the quantitative method is used to determine percentages and frequencies to support the research.

⁴³ UN Aids, 'An Introduction to Triangulation'

1. The Analysis of the Test

The procedure of data analysis is as following. First, the researcher calculated the result of the students' test by using the scale that used by Arikunto.⁴⁴

$$S = \frac{R}{N} \times 100\%$$

Where,

S= Correct Percentage
R= Correct Answer
N= Total Questions

The researcher calculated the index of difficulty of the question items using analysis of difficulty index adopted in Arikunto⁴⁵:

$$P = \frac{B}{JS}$$

Where,

P = Proportion or Index Difficulty
B = Number of students who answer correctly
JS = Total amount of students who work on test

And the interpretation for index of difficulty was classified as follow, adopted in Arikunto⁴⁶:

Table 3.1 The Classification of P Value

Interval	Classification
0.00 - 0.30	Difficult
0.30 – 0.70	Fair
0.71 – 1.00	Easy

Table 3.2 The Classification of Value Difficulty

Interval	Classification
0 - 30	Easy

⁴⁴ Prof. Suharsimi Arikunto.

⁴⁵ Prof. Suharsimi Arikunto.

⁴⁶ Prof. Suharsimi Arikunto.

30 -70	Fair
71 - 100	Difficult

Then, to find which question types were difficult for students, the researcher divided the question items based on its type. Finally, the researcher also used the measurement of percentage to know the percent of difficult item of each question types. It used the following formula as Sudijino⁴⁷ suggested:

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Proportion or index of difficulty

F= Number of the students who answer the item incorrect

N= The total number of the students

The researcher also measured the average percentages of incorrect answer by using measurement of the mean:

$$A = \frac{\sum P}{N}$$

Where,

A = Average

$\sum P$ = The total percentage of incorrectness

N = The total of the students

2. The Analysis of Interview and Observation

In finding students difficulties and the most difficult aspect in reading comprehension during online study session, the researcher used students' test result as the main sources then interview and observation as the supporting instruments.

⁴⁷ A. Sudijono, *Pengantar Statistik Pendidikan* / Anas Sudijono, (Ed. ke-1, (Jakarta: Rajawali, 2001).

Nevertheless, interview and observation are supporting instruments, but interview and observation used as the main sources to find the factors behind students' difficulties.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In order to find students' most difficulty in reading comprehension, the researcher made the data description that has been gathered from data research that found at second grade in SMAN 6 Palopo. The following description is based from three research instruments, interview as the main instrument, followed by observation and test as supporting instruments.

The researcher would like to emphasize that the learning process that the teacher used is online learning using *whatsapp* as a tool for implementing an online study and material sharing for students, the learning process start with teacher send a greeting text through *whatsapp* application followed by material for the recent lesson, the teacher gives students a chance to ask questions in what part that students are having difficulties with, the students then give a response with answering greeting and ask questions regarding to the material given, the researcher attached the details on appendix 3.

1. Students' Difficulties in Learning Reading Comprehension

In this research, the researcher used interview as the main instrument with observation, and test as supporting instruments to find out the most difficult aspect in students' reading comprehension. The researcher at first interviewed the English teacher, then students, and finally did the observation in order to find out the difficulties students face during reading in online study.

Based on the information that has been obtained from the English teacher, researchers obtained information about teachers' responses to the factors that make students find difficulty in reading comprehension. The results of interviews with teachers can be concluded as follows:

- a) It is often found the difficulty for students to understand the meaning of the reading material that teacher sends via *WhatsApp*, especially English lessons.
- b) Students' lack of understanding in reading is usually because their English reading skills are lacking, lack of motivation to learn during online learning, also low and limited interaction between students and teacher during online learning.
- c) If the learning process is running, the students have the most difficulty in determining the topic of reading and the main topic of reading, especially if the reading text is quite long.
- d) Some students like English subject.
- e) The learning method involves sending students material in the form of pdf format documents, worksheets, worksheet exercises, or videos related to the day's lessons.
- f) Some students who are used to independent learning enjoy it, while others find it difficult because the learning process is not optimal.
- g) Only a few students with online media learning are able to surpass the minimum criteria of completeness or KKM score in English subject especially reading comprehension.

Based from interview with the English teacher, it is found that students are having the most difficulty in finding the main topic or the main idea. This supports the data from students' test result where finding main idea is the highest percentage with 76,6% index difficulty, followed by sentence structure understanding 42,8%, then vocabulary understanding 25,4%.

The interview's result with teacher is support by interview's result with five second grade students that researcher interviewed. To make it easy to see the students' interview result the researcher collected the result of students' interview result see appendix 5 (students' interview result).

Based on the information obtained from students, the researcher conclude students' perceptions on online learning, four out of five students agree that online learning is difficult, there are various reasons, most of students are having difficulty because students are unable to understand material perfectly due to lack of communication between students and teacher during online study session, do not understand material from the beginning, students are struggling with internet connection, and students are having difficulties in understanding reading material especially in English lesson addition students cannot communicate the difficulties with the teacher since the material only shared then students have to find the explanations from other sources. It appears that students have difficulty in understanding reading comprehension. Five students voted yes for the second question about reading difficulty, and four students voted yes for the third question about it is difficult to understand reading material during online learning. As a result of the last three questions, the researcher concludes that finding the

main idea is the most difficult question item for students in reading comprehension.

The result of observation also supports the result of interview. Observation was used as a supporting instrument in this research. The observation was conducted at second grade class in SMAN 6 Palopo. The observation was conducted in the 3rd week of June. There were three main topics studied in three meetings, which were main idea exercises, sentence structure exercises, and vocabulary exercises. Classroom observation was conducted in reading class. In the first observation, the teacher discussed about main idea. In the second observation, the teacher discussed about sentence structure, and in the last observation, the teacher discussed about vocabulary. Therefore, the focus of the observation was only to find out what is the most difficult aspect of reading comprehension among main idea, sentence structure, or vocabulary.

The findings of the observation were as follow. The students' difficulties in reading are classified into finding main idea, sentence structure, and vocabulary. Each type of difficulty level presented in table that illustrates the summary of the findings, which is categorized based on the form of the question.

Table 4.1 Observation result based on students' test result

No.	Type of Questions	Level of Difficulty	Percentage
1.	Main Idea	Difficult	76,6%

2.	Sentence Structure	Fair	42,8%
3.	Vocabulary	Easy	25,4%

a) Data Description

To ensure the accuracy of the two data sets mentioned above, the researcher used test as supporting instrument. The following are the results of the student test. Based on the finding of the research conducted by the researcher, the researcher focuses in the difficulties faced by the students in reading comprehension. The following table presents the frequency of the students' correct answer and score in reading comprehension test.

Table 4.2 The Frequency of the Students' Correct Answer and Score of Reading Comprehension Test

No.	Correct Answer	Frequency of Students with Correct Answer	Score
1.	11	9	73
2.	10	2	72
3.	9	1	60
4.	8	2	53
5.	7	0	46
6.	6	1	40
7.	5	1	30
8.	4	3	26
Mean Score			50

Based on the above table, it shows that the second grade students of SMAN 6 Palopo could not answer all of questions correctly. Only 9 of 19 students who could answer 11 reading comprehension's question correctly from the total of 15

questions. Moreover, the mean score of all students is 50%. Thus, it indicates that the students have difficulties in answering reading comprehension test. It shows that the student cannot achieve the minimum criterion of completeness (KKM) score of English subject.

The lowest score of the minimum criteria of completeness (KKM) is 75 and the highest score is 100, and as it presents on the table above the highest score students can get is 73. It means none of the students achieve the minimum criteria of completeness (KKM). Therefore, based on the explanation above, it can be stated that the students' reading skill is still low, or in this case very low.

From the calculation of index of difficulty, it found that there are 9 question items categorized as easy question, 6 question items categorized as fair questions and 4 questions items categorized as difficult questions. Furthermore, the most difficult question item is the question number 1, 7, 8, and 9 which the index of difficulty is 0,00 means there is no student can answer it correctly and the easiest question items are the question number 9 and 10 which the index of difficulty for this question is 0,80. To find which types of question items are difficult for the students, the question items were divided into three types they are main idea, sentence understanding, and vocabulary.

b) The Students' Difficulty in Answering Main Idea Questions

The researcher categorized five questions for finding main ideas based from the test given. The question items for getting the main idea are questions 5, 6, 7, 8 and 9.

Table 4.3 The Calculation of the Percentage of Difficult in Answering
Main idea Questions

No.	Question Items' Number	The Number of Incorrect Answer	Percentage of Difficulty Per Question Item	The Percentage of Reading for Main Idea Understanding Difficulty
1.	5	7	36%	76,6%
2.	6	9	47%	
3.	7	19	100%	
4.	8	19	100%	
5.	9	19	100%	

The result reveals that 7 of the students (36%) answered question number 5 incorrectly. Then, for question number 6 there are 9 students (47%) answer it incorrectly and it is categorized fair. Furthermore, there are 19 students (100%) answered question number 7, 8, and 9 incorrectly. It means that all of the students answer the questions incorrectly and it is categorized difficult.

Based on the calculation of percentage of difficulty, it found that the difficult item percentage for this type of question is 76,6% out of five questions items. It means that the questions are categorized difficult for students in answering main idea understanding questions.

c) The Students' Difficulty in Answering Sentence Understanding Questions

For locating sentence understanding, there are five questions. The questions items for sentence understanding appeared in question 1, 2, 3, 4, and 15. For detail, it is at the following table.

Table 4.4 The Calculation of the Percentage of Difficult in Answering Understanding Sentence Structure Questions

No.	Question Items' Number	The Number of Incorrect Answer	Percentage of Difficulty Per Question Item	The Percentage of Reading for Sentence Understanding Difficulty
1.	1	19	100%	42,8%
2.	2	6	31%	
3.	3	5	26%	
4.	4	5	26%	
5.	15	6	31%	

The result shows that 19 of the students (100%) answered question number 1 incorrectly. It means that all of students answer it incorrectly. Therefore the level of difficulty is difficult. Otherwise, 5 (26%) of the students answered question number 3 and 4 incorrectly. It means that the questions are easy to answer for students. Besides, question number 2 and 15 also categorized as fair for it is answered incorrectly by only 6 students (31%). Based on the table above, the difficulty item percentage that the students have for sentence understanding is 42,8% of five question items. It can be concluded that the questions are fair for students in answering sentence understanding.

d) The Students' Difficulty in Answering Vocabulary Questions

There are five question items regarding on finding out students difficulty in vocabulary. For the calculation of percentage of difficulty for understanding vocabulary questions, the result is presented in the following table.

Table 4.5 The Calculation of the Percentage of Difficult in Answering vocabulary Questions

No.	Question Items' Number	The Number of Incorrect Answer	Percentage of Difficulty Per Question Item	The Percentage of Reading for Vocabulary Understanding Difficulty
1.	10	1	5%	25,4%
2.	11	4	21%	
3.	12	3	15%	
4.	13	7	46%	
5.	14	6	40%	

The percentage of the students' difficulty in understanding vocabulary of the passage varied from 5% to 40%. There is only 1 student (5%) answered question number 10 incorrectly. It means that the question is categorized easy for students. Otherwise, 4 of the students (21%) answered question number 11 incorrectly. It means that the question is categorized easy. Besides, 3 of the students (15%) answered number 12 incorrectly. It means that the question is categorized easy, and 7 of the students (46%) answered question number 13 incorrectly. Then, there are 6 students (40%) answer question number 14 incorrectly but again both number 13 and 14 categorized fair for students. In short, it is 25,4% of difficulty faced by the students in understanding vocabulary of reading comprehension. It can be concluded that the questions are categorized easy questions for students in answering vocabulary questions.

In order to simplify the distribution of the percentage of difficulty item in reading comprehension text questions, the researcher presents the percentage of the difficulty item in the following chart.

Presentation Chart of the Most Difficult Question Item on Reading Comprehension

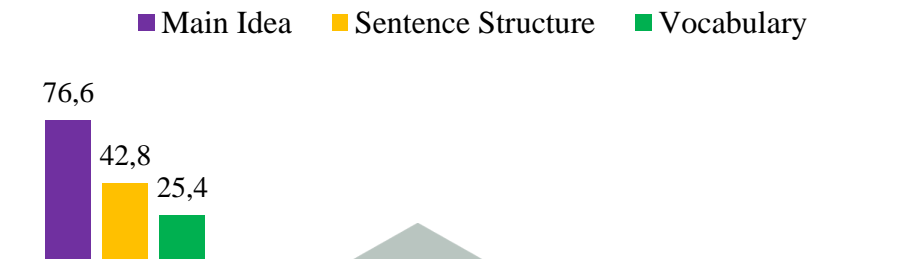


Figure 4.1 Chart of the Percentage of Difficulty Question Items of Reading Comprehension

Based on the percentage of difficult item in the chart above, researcher summarizes that vocabulary question items are categorized as easy as the percentage of difficulty is 25,4%, meanwhile for the sentence structure item questions are categorized as fair with the percentage of difficulty stops at 42,8%. Moreover, reading for main idea question is the most difficult question type which the percentage of difficult item is 76,6%.

Similarly, according to the interview with the English teacher, not only students but also the teacher experienced difficulties with the online learning method. The following are the issues raised by the English teacher during online learning, the student factor is the most significant obstacle to the implementation of this online learning. The reason for this is that online learning makes it difficult for students to understand the material. As the teacher that implementing online learning, the teacher find it difficult to carry out online learning because it is sometimes hampered in the experience to carry out online learning. Furthermore, there are sometimes difficulties in using software and technology in online

learning; it is difficult to monitor student progress; interaction between students and teachers is lacking; and students not fully understand the character of students, making it difficult to provide the right method so that students can understand the material.

2. Factors of Students' Difficulties during Online Learning

After describing the data above, the researcher used interview and observation to find out the factors of difficulties faced by students in reading comprehension at the second grade of SMAN 6 Palopo. In the process of interviewing one of the English teachers and five second grade students, the researcher provided 45 minutes time for the English teacher and 20 minutes for each student, students have briefer time because the interview was a "yes or no" question form. In analyzing the data, the researcher shared the conclusion of interview below and put only words that beneficial for this research. The interview between the researcher and the English teacher, also the interview between the researcher and students.

In order to find the factors behind students' difficulties, the researcher first categorized the question asked during interview, there are eight exact number questions in the interview for students but only two questions used that support this investigation (see Appendix 4), question number 3, and 4.

There are four out five students voted 'No' to the question "*Do you understand the English reading material that has been implemented so far through online learning?*" Meanwhile, all students interviewed voted 'Yes' to the

question “*Is it difficult for you to read English using online learning methods?*”

This shows that online learning has an impact in students understanding where the program during study session can be a reason of students’ lacking in understanding the material, in this case online learning is one of the external factor that make students hard to understand the material. For further investigation, the researcher also interviewed an English teacher to dig more about the factor.

From interview with teacher, whereas the question number 2 and 3 are categorized as questions that support on finding the factors of difficulties in reading during online learning for students in SMAN 6 Palopo. As can be seen below:

Researcher : What factors contributed to the difficulty?

Teacher : Students’ lack of comprehension is usually due to a lack of English reading skills, lack of motivation to study especially during online learning where students feel no one is watching them so they feel free, also because the interaction between students and teacher is limited due to online media learning where students do not feel like an actual study session. The other factor is also because some students just really bad in reading English text, they do not have basic knowledge such as grammatical, pronouns, and lack of vocabulary.

Researcher : What are the most difficult factors for students to understand English reading during online learning?

Teacher : If the lesson is held, the students, in my opinion, have the most difficulty determining the topic of reading and the main topic of reading, especially if the reading text is quite long.

As it seems on the interview above, the researcher found out that according to the teacher, main idea is the most difficult aspect for students in reading comprehension, as the researcher focus on the external factor from students’

difficulties it is found that there are internal factors that contribute. The external factors support this difficulty as the teacher stated that students have lack of motivation in study especially during online learning and lack of vocabularies collection that impact students to find the main idea that is even harder for students.

As for the observation to the factors of students' difficulties, the researcher takes conclusion from both of interview results that the factor behind these difficulties is indeed first because of online learning method as the external factors that make students less focused, lack of motivation, not paying attention, less explanation from teacher, limited access for students to discuss, and poor connection during study session. These factors also support by students lack of knowledge in reading comprehension especially in English reading text.

B. Discussion

According to Tarigan⁴⁸, reading is a process carried out and used by readers who want to receive the author's message through the medium of words or written language. Reading is an important part of our daily lives. It is done for both pleasure and information. Individuals can get benefit from reading skills because they improve reading comprehension. Students cannot be presumed to be successful readers if they do not even have knowledge of reading skills. As a result, they are unable to achieve the level of comprehension required to pass exams in their respective departments or school. In this research the researcher goal is to find the difficulties that students face in reading and understanding

⁴⁸ Tarigan, *Proses Belajar Mengajar: Pragmatik*, (Eds.1, Ce (Bandung: Angkasa, 1990).

written material in English during online study also to point out what is the most difficult aspect that students face in reading material and lastly, to discover the factors behind those difficulties.

Furthermore, the best solution for this case is for teachers to provide a fun learning process, it can be a bit tricky since this is an online study media which means the media will be limited for using only technology in the learning process, but it does not mean that it is impossible, in the process of observation that researcher conducted during online learning it seem that students more attracted when teacher use a video media in learning process especially if the video use an animated story narration with subtitle and translation, therefore teachers can see this as the opportunity to attract students who lack with motivation in studying.

Meanwhile, the research process went smoothly, with students and teachers working very cooperatively during data collection. The first step was for the researcher to administer the test to the students while conducting the observation. Then the researcher interviewed the teacher and five students. As for the result from the data collection, it can be seen in the following discussion below.

1. Students' Difficulties in Learning Reading Comprehension

The result of the test to 19 of the second year students of SMAN 6 Palopo showed that the students have difficulty in answering the reading comprehension test. In general, from the result of the students' test score (see table 4.2) only nine students could answer correctly 11 question items of 15 question items with the

test score of 73. Meanwhile, most of the students got the score below 67%. Therefore, the students' mean score is only 50.

Moreover, based on the calculation of index difficulty of each question item (see table 4.3, 4.4, and 4.5) it is found that there are 5 question items categorized as easy question, 5 question items categorized as fair questions and 5 questions items categorized as difficult questions. Specifically, the calculation of index difficulty showed that the test item number 5, 6, 7, 8, and 9 are categorized as difficult question for the students. Then, some students from 19 students could answer these questions correctly. Only 8 students could answer question number 5 correctly. Only 6 students could answer the item number 6 correctly. Moreover, none of students could answer number 7, 8, and 9 correctly. The question number 7, 8, and 9 are categorized as the most difficult questions with the index of difficulty 0, 00 as none of students could answer this question correctly.

The question item number 1, 2, 3, 4, and 15 are sentence structure questions (see table 4.4). The students found it fair in answering this type of question as the percentage of difficulty item for this question is quite low 42,8%. Otherwise, the students need to look and pay more attention in the passage since the answer of making sentence structure is not directly stated within the passage in order the students could answer the structure question correctly.

Furthermore, for main idea questions, most of the question items of this type are considered as difficult question for the students (see table 4.3). Moreover, the percentage of difficulty item of this type of question is 76%. Based on the

percentage of all difficulty item presented in table 2.1, main idea question is the most difficult question for the students.

The test item number 1, 2, 3, 4 and 15 are sentence structure questions. One question item of five questions is categorized difficult question. This item number is 1 (see table 4.4). Sentence structure question is considered as fair question for the students since the percentage of difficulty item for this question is only 42% (see table 4.4).

Meanwhile, vocabulary questions are not considered as difficult question because the percentage of difficulty item this questions is below 26%. For vocabulary questions, the percentage of difficult item is 25,4% since none of question out of five question items is categorized difficult question for the students (see table 4.5).

From the discussion above, some difficulties faced by the second year students of SMAN 6 Palopo in reading comprehension test are difficulty in answering main idea questions, difficulty in answering sentence structure, and difficulty in answering vocabulary questions. The most difficult aspect encountered by the second grade students in reading comprehension is finding main idea questions, because the located of main idea is difficult to find.

Based on the observation done by the researcher during online learning in SMAN 6 Palopo, although this is an online study session the teacher used *Whatsapp* mostly to present the material to students, meanwhile *whatsapp* itself have made students have less motivation due to the lack of interaction between

students and teacher. According to Maibodi⁴⁹ reading requires the reader's attention to the reading materials as well as the integration of previously acquired knowledge and skills in order to comprehend what someone else has written. In short, the reader is not only looking at texts but is also presumably thinking about the content of the material provided, what it means, how it relates to other things, and what to expect next in the text. Meanwhile, the behavior of students during online learning is exactly the opposite of concentration, all these factors external and internal both caused students faced difficulties in reading comprehension.

2. Factors of Students' Difficulties during Online Learning

Based on the review of literature in the chapter two, the research finding of interview. With the discussion above the researcher conclude that, the research finding of observation and interview with teacher and students, the researcher found there are some factors that influence the students in having difficulty in reading comprehension English text especially in online learning that is based from students' external factors. First, students have lack of motivation to learn during online learning due to the circumstances that make the students do not have to study face to face with teacher and it make them less serious about the lesson. Second, the students are difficult to know grammatical of sentence like using subject pronoun, object pronoun, and possessive pronoun of sentences in the text. Third, the students are difficult to understand long sentences. It made the students difficult to concentrate. Fourth, the effect of poor and lack of interaction between students and teacher during online learning make students hard to understand the

⁴⁹ B A B Iii, A Tempat, and Waktu Penelitian, 'No Title', 2013, 63–70.

reading material, also learning media and support from the family which make impeded the students in understanding about the material, and lack of knowledge about the strategies of reading comprehension.

This research aims to find the difficulties in reading comprehension during online learning for secondary students in SMAN 6 Palopo, nevertheless the result from observing, interviewing, and giving test to students delivered the result that students are indeed having difficulties in understanding English written text material, especially finding the main idea that favored by students' lack of vocabularies, this all starts with the influence from external factors.

The result of the research is focusing on students external factors although there are some internal factors include. As it found on the research that, the factors that make students having difficulties in comprehending English text material in this case online learning are students who are likely have problem with the external factors or the aspects that come from outside students personal ability, this research's result supports by the theory of Alexander in Zuchdi⁵⁰, he stated that the factors that influence students ability to understand reading material are, reading learning program, personality of students, inspiration, and students socioeconomic habits and surroundings. In his theory he indeed mentioned one internal factor, it is personality of students. However, the rest are external factors. This shows that despite of students' internal factors such as lack of motivation to study, lack of vocabulary knowledge in reading text, the external factors held the

⁵⁰ Zuchdi and Darmiyati, *Strategi Meningkatkan Kemampuan Membaca Peningkatan Komprehensi* (Yogyakarta: UNY Press, 2008).

highest opportunity in helping students overcome their lack of understanding in reading comprehension.

Another research that are in line with the result of this research comes from Nurbiana⁵¹, who stated that Reading comprehension is a difficult skill to master. This indicates that it is influenced by a wide range of factors include motivational factors, home environment, material reading, and teacher.

To show the distinctions of this result with the previous research, the researcher took some previous research related to this research. In the previous research, Sardor Egamovich Surmanov and Oyshajon Ametova focused only on teacher in order to find out students' difficulties in reading, however the researcher in this research focus on both parties, the students as well as teacher to achieve a definite result. Sardor Egamovich and the two other researchers however executed the effective media learning to apply for students during collecting the result, Sardor used a KWL chart to make students more involved in the study session, despite of this research only focus on observing, interviewing, and giving test to students.

⁵¹ Nurbiana Dhieni, *Metode Pengembangan Bahasa* (Universitas Terbuka, 2006).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the researcher found that.

The difficulties faced by the students are difficulty in finding main idea questions (76%), understanding sentence structure (43%), and understanding vocabulary (25%). Therefore, the most difficult aspect faced by the second grade students is reading for getting main idea with (76%). As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test. This can be seen from the mean score of the students (50) for reading comprehension test.

This research found that factors why the students faced the difficulties. First, because online learning method as the external factors that make students less focused, lack of motivation, not paying attention, less explanation from teacher, limited access for students to discuss, and poor connection during study session. These factors also support by students lack of knowledge in reading comprehension especially in English reading text. Mostly, the students failed in the reading comprehension tests because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and text, poor of media learning, online method that make students feel limited in learning session, the connection during online study session, also support from the family, and lack of knowledge about strategies of reading comprehension.

B. Suggestions

From the conclusion above, the researcher tries to formulate some recommendations for both the teachers and the second grade students of SMAN 6 Palopo which can be useful for them in preparation to face the test reading comprehension. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, and test-taking strategy for reading test that can be useful when they deal with reading comprehension test especially during online study that involved reading a lot as a learning media.

Moreover, frequent practice in reading and doing reading comprehension test may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' difficulties in reading comprehension test. Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide an interesting material especially this is an online study session, to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension. The teachers need to teach their students about the different types of reading comprehension question to make these questions more comprehensible and more understood by the students.

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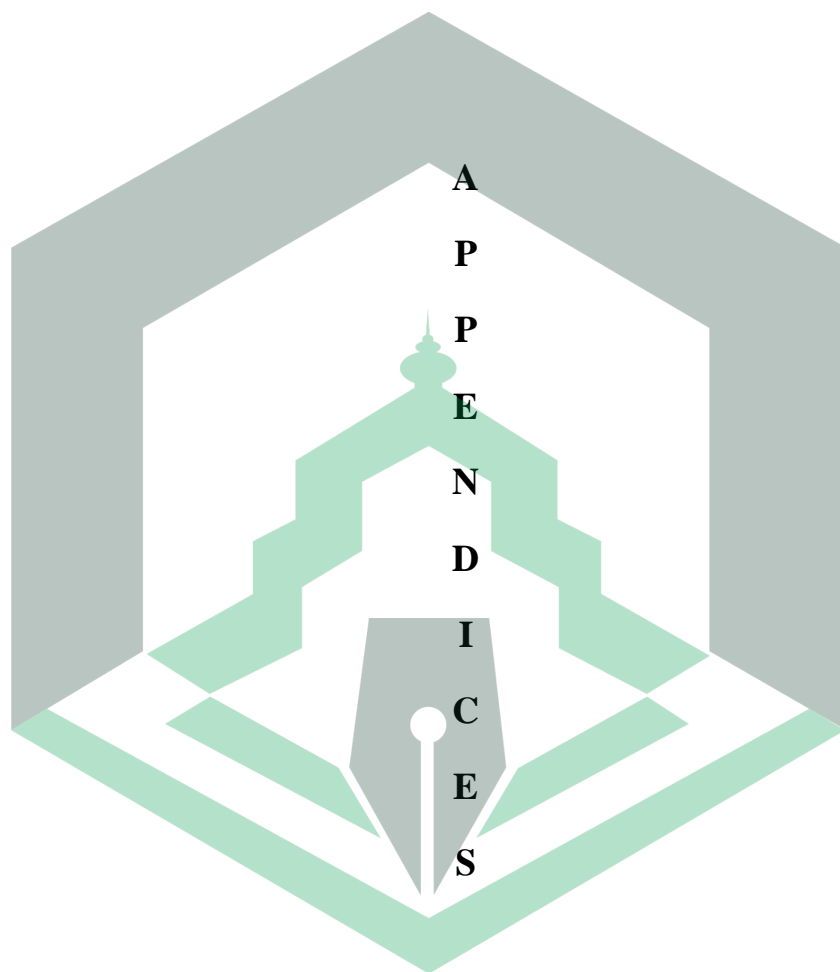
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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 718/IP/DPMP/PTSP/VI/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2018 tentang Penyerahan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyerahan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WIDIA AMANDA UTAMI
Jenis Kelamin : Perempuan
Alamat : Jl. Sultan Hasanuddin KM 9 Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0002

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE STUDENTS' DIFFICULTIES IN READING COMPREHENSION DURING ONLINE LEARNING IN SMAN 8 PALOPO

Lokasi Penelitian : SMA NEGERI 8 PALOPO
Lamanya Penelitian : 30 Juni 2022 s.d. 30 Juli 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menasati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menasati ketentuan-ketentuan tersebut di atas.

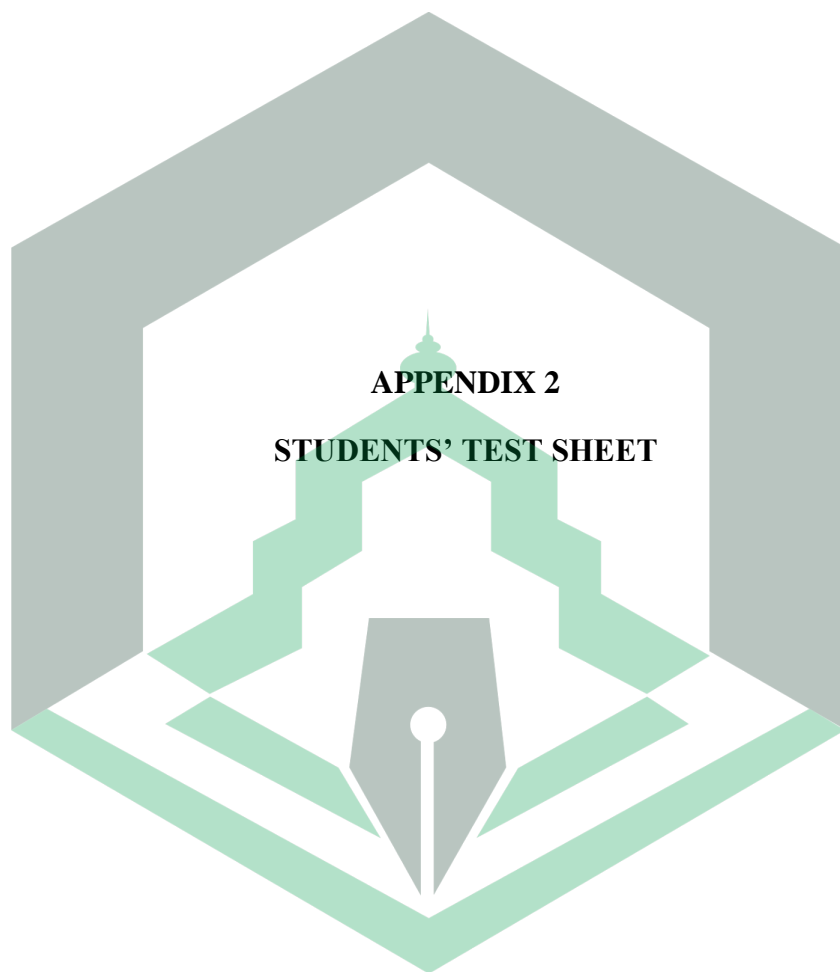
Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya,

Diterbitkan di Kota Palopo
Pada tanggal : 01 Juli 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Kepala Tk.I
NIP. : 19850414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Gat
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



Choose the right answer by crossing A, B, C, D, or E.

The following text is for questions 1 and 2

Dear Cool,

I am sick and tired of your magazine. It is always 'Blondes this' and 'Blondes that'. You are always showing pictures of cute and gorgeous people. Why don't you for once take people for what they are? If everyone takes always takes notice of the good looking people, we may as well get rid of everyone else. What about the disabled or handicapped?

Why don't you put in some plain old boring people like me? Why don't you have a magazine about families that are nice on the inside and are not beautiful on the outside? I reckon the only good people are good hearted. I'm deeply disappointed about this and I want you to do something about it.

From Deeply Hurt

1. To who is the letter addressed?
 - A. The magazine editor
 - B. The magazine readers
 - C. Deeply Hurt
 - D. A magazine publisher
 - E. Radio Listener
2. How did the writer feel when he/she wrote the letter?
 - A. He felt excited
 - B. He felt proud

- C. He felt unwell
- D. He felt satisfied
- E. He felt frustrated

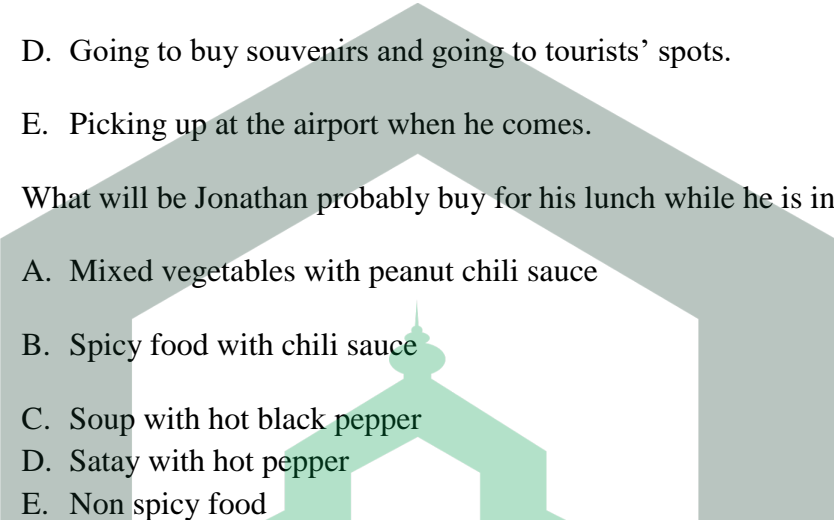
The following text is for questions 3 and 3..

Dear Jonathan,

Hello! How are you? I received your letter today. I am very excited to hear that you are coming to stay with me for the holidays. I am sure we will have a lot of fun together. My parents have agreed to let you stay with me. They offered to pick you up at the airport. All you have to do is to tell us when you are coming. I will tell you some of the things you will experience here in Indonesia. You do not have to worry about the local spicy food. We have a lot of fast food restaurants here like the ones you have in America. You can also shop for souvenirs to bring home. Sarinah and Blok-M are our famous shopping areas. They have many shops selling all kind of things. I am sure you will love them. I am also planning to take you to a few tourist spots like TMII – miniature of Indonesia, the Monas – National Monument, or Safari Garden. We can also go to Ancol beach where we can swim, play on the beach, and have a picnic. My family and I are looking forward to your visit. I hope to hear from you soon. Good bye.

With love,

Naufal

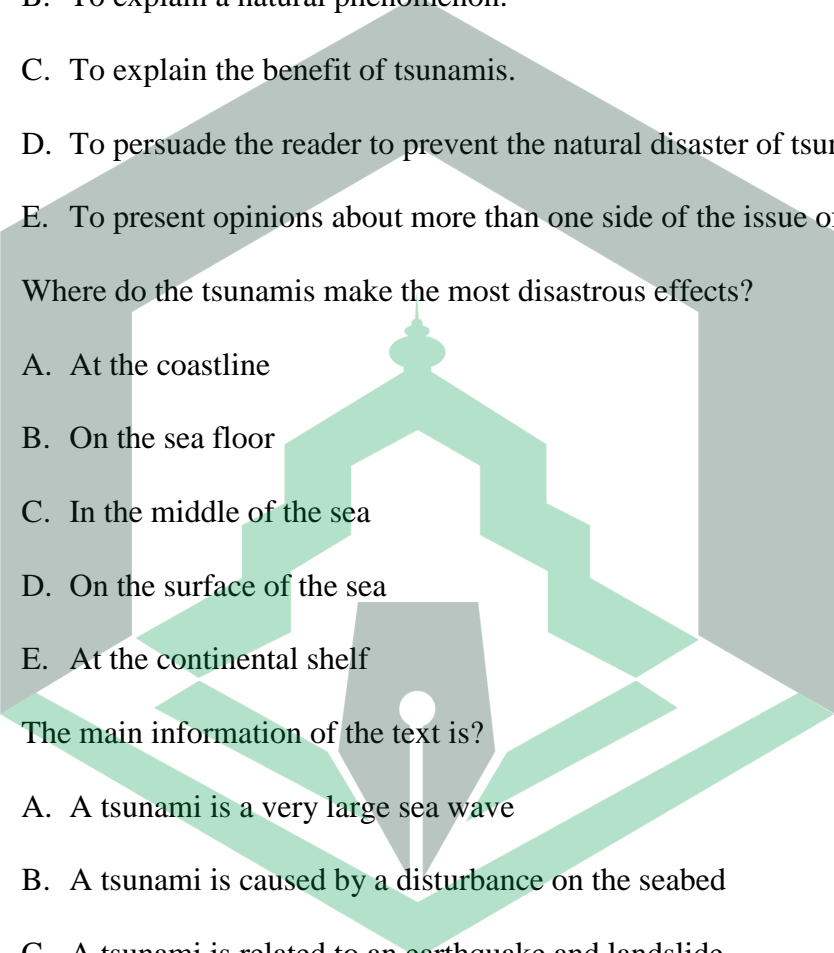
- 
3. What is the letter about?
- A. Planning to visit and suggesting some activities in Indonesia during the holidays.
 - B. Eating at the fast-food restaurant and shopping at Sarinah.
 - C. Planning to stay in Indonesia for the holidays.
 - D. Going to buy souvenirs and going to tourists' spots.
 - E. Picking up at the airport when he comes.
4. What will be Jonathan probably buy for his lunch while he is in Indonesia?
- A. Mixed vegetables with peanut chili sauce
 - B. Spicy food with chili sauce
 - C. Soup with hot black pepper
 - D. Satay with hot pepper
 - E. Non spicy food

Text for questions 5 to 9.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes the water above it like a giant paddle, producing powerful water waves on the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until reaching coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis were ashore with often disastrous effects such as severe flooding, loss of life due to drowning, and damage to property. A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or volcanic eruption. A tsunami is

undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

- 
5. What is the communicative purpose of the text?
 - A. To describe the way things are.
 - B. To explain a natural phenomenon.
 - C. To explain the benefit of tsunamis.
 - D. To persuade the reader to prevent the natural disaster of tsunamis.
 - E. To present opinions about more than one side of the issue of tsunamis.
 6. Where do the tsunamis make the most disastrous effects?
 - A. At the coastline
 - B. On the sea floor
 - C. In the middle of the sea
 - D. On the surface of the sea
 - E. At the continental shelf
 7. The main information of the text is?
 - A. A tsunami is a very large sea wave
 - B. A tsunami is caused by a disturbance on the seabed
 - C. A tsunami is related to an earthquake and landslide
 - D. A tsunami cannot be detected
 - E. A tsunami occurs along the ocean floor
 8. What does the text tell the readers about?
 - A. The causes of tsunamis
 - B. The effects of tsunamis

- C. The dangers of tsunamis
 - D. How the tsunamis occur
 - E. How to detect tsunamis
9. The ocean waves spread out from the vicinity of the earthquake source and..... (Paragraph 1). What's the synonym of the underlined word?

- A. area
- B. sources
- C. center
- D. bottom
- E. nearness

Text for questions number 10 to 14.

Do you ever feel like a plastic bag
Drifting through the wind
Wanting to start again
Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in
Do you every feel already buried deep
Six feet under scream
Bu no one seems to hear a thing

10. What is the word “you” in line 1 compared to?
- A. A plastic bag
 - B. A bag
 - C. The wind

D. Paper thin

E. Paper

11. What is the word “you” in line 4 compared to?

A. A plastic bag

B. A bag

C. The wind

D. Paper thin

E. Paper

12. The word “wind” in line 2 alliterates the word....

A. “drifting”

B. “wanting”

C. “start again”

D. “feel”

E. “caving in”

13. The word “seems” in last line alliterates the word ...

A. “hear”

B. “thing”

C. “screams”

D. “feet”

E. “deep”

14. A phrase that shows hyperbole is ...

A. “hear a thing”

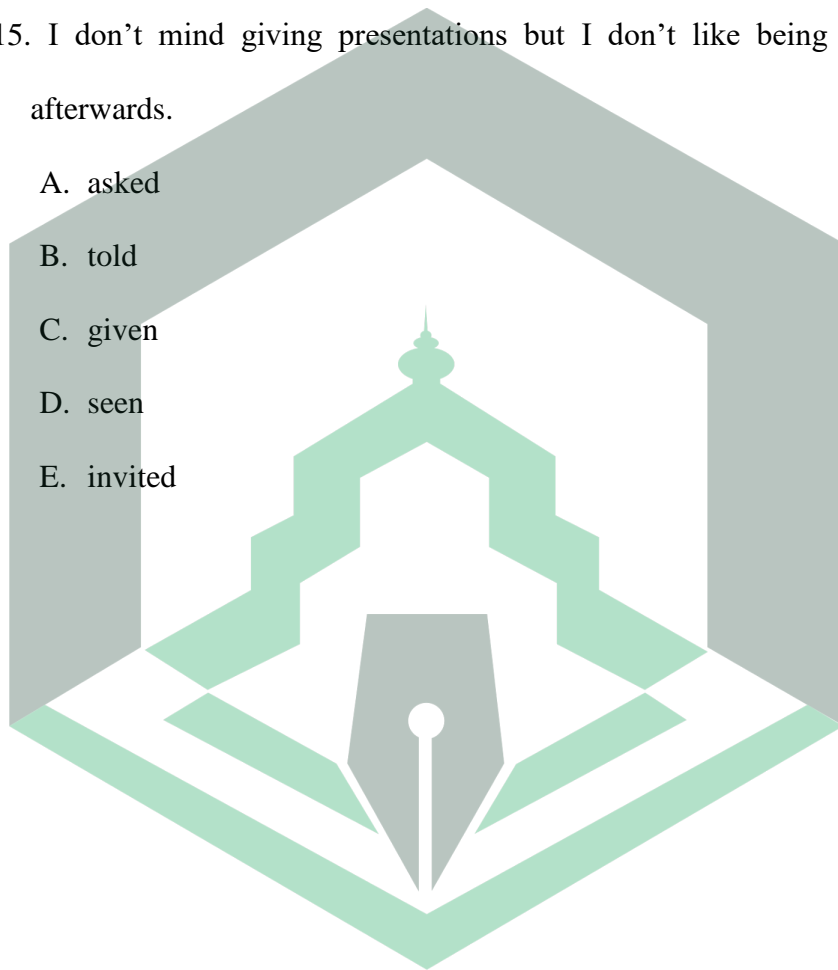
B. “buried deep”

- C. “start again”
- D. “paper thin”
- E. “caving-in”

For questions 15.

15. I don't mind giving presentations but I don't like being ... question afterwards.

- A. asked
- B. told
- C. given
- D. seen
- E. invited





LAPORAN HASIL OBSERVASI

PEMBELAJARAN ONLINE

Nama Mahasiswa : Widia Amanda Utami

Tgl. Observasi : 28 June 2022

Pukul : 9.00 – 11.00 am

Tempat : SMAN 6 Palopo

Kelas : XI MIA II

Guru : Salfinus Silas, S.Pd

Media : Whatsapp Group

No.	Aspek yang diamati	Deskripsi Hasil Pengamatan
Perangkat Pembelajaran		
1.	Kurikulum	K13
2.	Silabus	Silabus ada, lengkap, jelas, mencakup seluruh aspek yang diinginkan.
3.	Rencana Pelaksanaan Pembelajaran	Ada tetapi RPP yang digunakan sama pada saat pembelajaran tatap muka.
Proses Pembelajaran		
4.	Membuka Pelajaran	Mengucap salam dan presensi peserta didik.
5.	Penyajian Materi	Mengirim materi di grup WA berupa perintah untuk mengerjakan soal <i>reading</i> serta sedikit penjelasan mengenai tugas tersebut.
6.	Metode Pembelajaran	Menjelaskan melalui pesan group, memberikan kemandirian kepada siswa dalam menjawab soal.
7.	Penggunaan Bahasa	Penggunaan bahasa di dalam kelas menggunakan bahasa Indonesia serta diselingi bahasa daerah dan juga bahasa inggris dasar sesekali
8.	Penggunaan Waktu	Penggunaan waktu cukup dinamis. Tidak ada waktu spesifik kapan waktu pembelajaran dimulai. Biasanya pelajaran dimulai ketika guru mengirim materi ke

		dalam grup WA.
9.	Gerak	Guru tidak dapat mengamati siswa, hal ini cukup sulit dilakukan mengingat ini adalah pembelajaran online. Guru hanya dapat memantau siswa apabila menemui kesulitan dengan menjawab pertanyaan yang diajukan oleh siswa.
10.	Cara Memotivasi Siswa	Guru memberikan motivasi kepada siswa dengan membalas chat siswa yang menjawab atau mengerjakan tugas dengan benar dengan memberikan pujian.
11.	Teknik bertanya	Guru meminta siswa untuk bertanya melalui grup kelas apabila menemui kesulitan.
12.	Teknik penguasaan kelas	<ul style="list-style-type: none"> – Guru cukup kesulitan dalam menguasai kelas. – Guru hanya mengirim materi ke dalam grup dan menyuruh siswa untuk mempelajari serta bertanya apabila menemui kesulitan. Tidak ada aktivitas lain selain kedua hal tersebut. – Guru tidak tahu bagaimana memaksimalkan media tersebut sebagai sebuah media pembelajaran yang interaktif karena media tersebut memang tidak didesain sebagai sebuah media pembelajaran.
13.	Penggunaan media	<ul style="list-style-type: none"> – Menggunakan WhatsApp Grup. Penggunaan WhatsApp grup sebagai sebuah media pembelajaran kurang efektif. – Grup WA tidak dapat meningkatkan minat belajar siswa dalam pembelajaran online karena tidak adanya variasi dalam kegiatan pembelajaran yang dapat membuat pembelajaran menarik. – Grup WA juga kurang efektif digunakan sebagai sebuah tempat untuk membagikan materi, hal ini dibuktikan dengan banyaknya siswa yang mengirim pesan pribadi kepada gurunya untuk mengirimkan ulang materi yang telah dibagikan oleh

		<p>gurunya di grup WA. Alasan siswa melakukan hal tersebut adalah banyaknya chat yang membuat materi tersebut tengelam sehingga membuat siswa malas untuk mencarinya.</p> <ul style="list-style-type: none"> – Media WhatsApp sebagai sebuah media pembelajaran juga membuat siswa terdistraksi untuk saling mengirim pesan kepada temantemannya ditengah-tengah jam pelajaran yang membuat proses pembelajaran mereka terganggu. – Selain itu fitur Story WA juga membuat siswa teridstraksi untuk membukanya disaat jam-jam pelajaran sehingga lagi-lagi mengganggu konsentrasi belajar siswa.
14.	Bentuk dan cara evaluasi	Pemberian tugas dan latihan soal.
15.	Menutup pelajaran	Guru tidak menutup pelajarannya, biasanya kegiatan pembelajaran sudah habis ditandai dengan guru yang menyuruh siswa mengumpulkan tugas minggu depan. Kelas hanya dibiarkan bubar dengan sendirinya setelah guru selesai mengirim materi dan akan dibahas pada pertemuan tatap muka.
Perilaku Siswa		
16.	Perilaku siswa di dalam kelas	Sebagian peserta didik merespon pesan dan tugas yang diberikan serta bertanya apabila menemui kesulitan. Sebagian peserta didik hanya melakukan presensi dan mengabaikan pesan dan tugas yang diberikan gurunya padahal peserta didik tersebut rata-rata sedang Online
17.	Perilaku siswa di luar kelas	Sebagian peserta didik masih bertanya diluar jam pelajaran seperti mengirim pesan pribadi kepada gurunya pada jam-jam istirahat seperti pada malam hari. Ada yang bahkan meminta gurunya mengirim materi yang telah dibagikan di grup kelasnya secara pribadi.



APPENDIX 4
TEACHER'S INTERVIEW RESULT

HASIL WAWANCARA DENGAN GURU MATA PELAJARAN BAHASA INGGRIS SMAN 6 PALOPO

Narasumber : Salfinus Silas, S.Pd

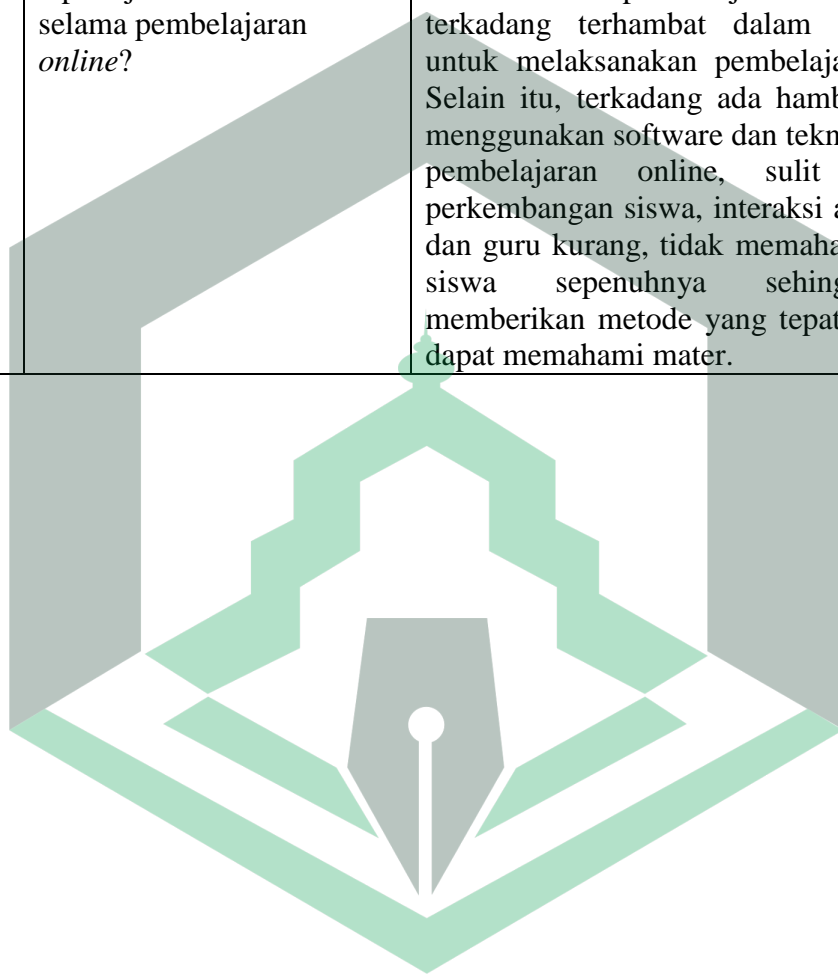
Jabatan : Guru Mata Pelajaran Bahasa Inggris XI MIA SMAN 6 Palopo

Hari / Tanggal : Minggu, 19 Juni 2022

Tempat : Kediaman Bapak Salfinus

No.	Pertanyaan	Jawaban
1.	Apa kesulitan materi belajar yang dialami oleh peserta didik saat pembelajaran <i>online</i> berlangsung?	Siswa seringkali saya temukan sulit memahami maksud dari materi bacaan yang saya kirim melalui <i>whatsapp</i> utamanya pelajaran bahasa Inggris.
2.	Faktor apa yang menyebabkan kesulitan itu terjadi?	Kurangnya pemahaman siswa biasanya karena memang kemampuan membaca bacaan bahasa Inggris mereka kurang.
3.	Faktor apakah yang paling membuat siswa kesulitan dalam memahami bacaan bahasa Inggris selama pembelajaran <i>online</i> ?	Sepengamatan saya jika pelajaran berlangsung siswa paling sulit dalam bagian menentukan topik bacaan dan topik utama bacaan, terlebih jika teks bacaannya lumayan panjang.
4.	Apa siswa menyukai mata pelajaran Bahasa Inggris?	Beberapa siswa menyukai mata pelajaran ini.
5.	Metode apa yang Anda gunakan ketika mengajar <i>online</i> ?	Ya paling dengan mengirimkan siswa materi berupa dokumen berformat pdf, worksheet, mengerjakan <i>exercise</i> pada LKS atau mengirimkan video terkait pelajaran hari itu.
6.	Apakah siswa menyukai metode yang Anda gunakan?	Beberapa siswa yang terbiasa belajar mandiri menyukai dan beberapa juga sedikit kesulitan karna tidak maksimalnya proses belajar.
7.	Saat ulangan berlangsung apakah nilai siswa bagus?	Pada sistem saya yang menggunakan media online hanya sedikit siswa yang mampu melampaui nilai KKM.
8.	Bagaimana ketuntasan hasil belajar siswa kelas XI MIA II selama pembelajaran <i>online</i> berlangsung?	Hanya sedikit siswa yang bisa <i>pass</i> nilai KKM.

9.	Apa saja kesulitan Anda selama pembelajaran <i>online</i> ?	<p>Faktor siswa menyebabkan hambatan yang paling signifikan dalam penerapan pembelajaran online ini. Penyebabnya adalah siswa merasa kesulitan dalam memahami materi menggunakan pembelajaran online. Adapun kendalanya, saya sebagai yang mengimplementasikan pembelajaran online kesulitan dalam melaksanakan pembelajaran online karena terkadang terhambat dalam pengalaman untuk melaksanakan pembelajaran online. Selain itu, terkadang ada hambatan dalam menggunakan software dan teknologi dalam pembelajaran online, sulit memantau perkembangan siswa, interaksi antara siswa dan guru kurang, tidak memahami karakter siswa sepenuhnya sehingga sulit memberikan metode yang tepat agar siswa dapat memahami mater.</p>
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APPENDIX 5
STUDENTS' INTERVIEW RESULT

Student 1

Q1: Do you think using online method in learning difficult?

A: No

Q2: Why is learning with online method (difficult/or not) for you?

A: This online learning is really enjoyable for me because I can use and learn more about technology. Through online learning, my technology and information skill are improved. So I don't think it's burdening me, it is still fun for me.

Q3: Do you enjoy learning English online?

A: Yes

Q4: Is it difficult for you to read English text when learning online?

A: Yes

Q5: Do you understand the English reading material that has been implemented so far through online learning?

A: No

Q6: Is it difficult for you to read English using online learning methods?

A: Yes

Q7: Is it easier for you to understand English reading material if you use online learning media?

A: No

Q8: Is finding main ideas difficult for you?

A: Yes

Q9: Is sentence structure difficult for you?

A: Yes

Q10: Is vocabulary difficult for you?

A: No.

Student 2

Q1: Do you think using online method in learning difficult?

A: Yes

Q2: Why is learning with online method (difficult/or not) for you?

A: Online learning is such a challenge for me because I have to study more by reading a lot of references to fulfill the tasks

Q3: Do you enjoy learning English online?

A: No

Q4: Is it difficult for you to read English text when learning online?

A: Yes

Q5: Do you understand the English reading material that has been implemented so far through online learning?

A: Yes

Q6: Is it difficult for you to read English using online learning methods?

A: Yes

Q7: Is it easier for you to understand English reading material if you use online learning media?

A: No

Q8: Is finding main ideas difficult for you?

A: Yes

Q9: Is sentence structure difficult for you?

A: Yes

Q10: Is vocabulary difficult for you?

A: No.

Student 3

Q1: Do you think using online method in learning difficult?

A: Yes

Q2: Why is learning with online method (difficult/or not) for you?

A: It trains me to be more responsible and independence with my task, and sometimes I found difficulties when the material only shared and we as students have to find other sources on internet for the explanation.

Q3: Do you enjoy learning English online?

A: Yes

Q4: Is it difficult for you to read English text when learning online?

A: Yes

Q5: Do you understand the English reading material that has been implemented so far through online learning?

A: No

Q6: Is it difficult for you to read English using online learning methods?

A: Yes

Q7: Is it easier for you to understand English reading material if you use online learning media?

A: No

Q8: Is finding main ideas difficult for you?

A: Yes

Q9: Is sentence structure difficult for you?

A: Yes

Q10: Is vocabulary difficult for you?

A: Yes.

Student 4

Q1: Do you think using online method in learning difficult?

A: Yes

Q2: Why is learning with online method (difficult/or not) for you?

A: During this online learning, I have to go outside my village to get the internet signal. It is a bit tiring, but I have to fulfill the task anyway. On the other hands, online learning is not effective for me to understand material given, but still I don't have to go to school so it is fine for me.

Q3: Do you enjoy learning English online?

A: Yes

Q4: Is it difficult for you to read English text when learning online?

A: Yes

Q5: Do you understand the English reading material that has been implemented so far through online learning?

A: No

Q6: Is it difficult for you to read English using online learning methods?

A: Yes

Q7: Is it easier for you to understand English reading material if you use online learning media?

A: No

Q8: Is finding main ideas difficult for you?

A: Yes

Q9: Is sentence structure difficult for you?

A: No

Q10: Is vocabulary difficult for you?

A: No.

Student 5

Q1: Do you think using online method in learning difficult?

A: Yes

Q2: Why is learning with online method (difficult/or not) for you?

A: The biggest problem I faced during online learning is the internet signal. Sometimes I have to be absent in online learning due to the poor internet signal. I have a hard time to communicate with teacher about the problem I faced during online study session.

Q3: Do you enjoy learning English online?

A: Yes

Q4: Is it difficult for you to read English text when learning online?

A: Yes

Q5: Do you understand the English reading material that has been implemented so far through online learning?

A: No

Q6: Is it difficult for you to read English using online learning methods?

A: Yes

Q7: Is it easier for you to understand English reading material if you use online learning media?

A: Yes

Q8: Is finding main ideas difficult for you?

A: Yes

Q9: Is sentence structure difficult for you?

A: No

Q10: Is vocabulary difficult for you?

A: No.



VALIDASI INSTRUMEN PENELITIAN

(PEDOMAN WAWANCARA UNTUK GURU MATA PELAJARAN)

A. Judul Penelitian

The Students' Difficulties in Reading Comprehension during Online Learning in SMAN 6 Palopo

B. Fokus Penelitian

Pandangan Guru Mengenai Kesulitan Siswa dalam Memahami Bacaan Mata Pelajaran Bahasa Inggris pada Pembelajaran *Online*.

C. Kriteria Validasi Wawancara

1. Ketepatan dalam penggunaan kata maupun bahasa
2. Pertanyaan tidak menimbulkan penafsiran ganda
3. Kejelasan yang diketahui dan ditanyakan
4. Kesesuaian soal dengan tujuan penelitian

D. Pedoman Wawancara

1. Apa kesulitan materi belajar yang dialami oleh peserta didik saat pembelajaran *online* berlangsung?
2. Faktor apa yang menyebabkan kesulitan itu terjadi?
3. Faktor apakah yang paling membuat siswa kesulitan dalam memahami bacaan bahasa Inggris selama pembelajaran *online*?
4. Apa siswa menyukai mata pelajaran Bahasa Inggris?
5. Metode apa yang Anda gunakan ketika mengajar *online*?
6. Apakah siswa menyukai metode yang Anda gunakan?
7. Saat ulangan berlangsung apakah nilai siswa bagus?
8. Bagaimana ketuntasan hasil belajar siswa kelas XI MIA II selama pembelajaran *online* berlangsung?
9. Apa saja kesulitan Anda menggunakan metode pembelajaran *online*?

E. Validitas

No	Indikator Validasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.				✓	
2.	Pertanyaan tidak menimbulkan penafsiran ganda.					✓
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.				✓	
4.	Kesesuaian soal dengan tujuan penelitian.					✓

Keterangan:

5 = sangat baik

4 = baik

3 = sedang

2 = kurang baik

1 = sangat kurang baik

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

a. layak digunakan

b. tidak layak digunakan

c. layak digunakan dengan perbaikan sebagai berikut :

Palopo, 12 April 2022

Validator,

DR. Masruddin, SS, M.Hum

NIP. 198006132005011005



VALIDASI INSTRUMEN PENELITIAN
(PEDOMAN WAWANCARA UNTUK SISWA)

A. Judul Penelitian

The Students' Difficulties in Reading Comprehension during Online Learning in SMAN 6 Palopo.

B. Fokus Penelitian

Pandangan Siswa Mengenai Kesulitan dalam Memahami Bacaan Mata Pelajaran Bahasa Inggris pada Pembelajaran *Online*.

C. Kriteria Validasi Wawancara

5. Ketepatan dalam penggunaan kata maupun bahasa
6. Pertanyaan tidak menimbulkan penafsiran ganda
7. Kejelasan yang diketahui dan ditanyakan
8. Kesesuaian soal dengan tujuan penelitian

D. Pedoman Wawancara

1. Apakah menurutmu belajar sistem online sulit?
2. Mengapa belajar online sulit bagi kamu?
3. Apakah kamu senang belajar Bahasa Inggris secara *online*?
4. Apakah membaca teks bahasa Inggris merupakan kesulitan yang kamu hadapi pada saat pembelajaran online?
5. Apakah kamu memahami materi bacaan bahasa Inggris dengan cara belajar *online* yang selama ini terlaksana?
6. Apakah materi bacaan Bahasa Inggris dengan metode belajar *Online* selama ini sulit menurut kamu?
7. Apakah Media pembelajaran *Online* memudahkan kamu memahami materi bacaan bahasa Inggris?
8. Apakah soal understanding main ideas sulit bagi kamu?
9. Apakah soal sentence structure sulit bagi kamu?
10. Apakah soal vocabulary sulit bagi kamu?

E. Validitas

No	Indikator Validasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.				✓	
2.	Pertanyaan tidak menimbulkan penafsiran ganda.				✓	
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.				✓	
4.	Kesesuaian soal dengan tujuan penelitian.				✓	

Keterangan:
5 = sangat baik
4 = baik
3 = sedang
2 = kurang baik
1 = sangat kurang baik

F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- a. layak digunakan
- b. tidak layak digunakan
- c. layak digunakan dengan perbaikan sebagai berikut :

Palopo, 12 April 2022

Validator,



DR. Masruddin, SS, M.Hum
NIP. 198006132005011005





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 6 PALOPO

Alamat : Jl. A.Simpurusiang Eks (Jl. Patang II) No. 61 ☎ 0471-3200883
Email : smamem.palopo@gmail.com - Website : www.smam6palopo.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/237 - UPT SMA.6/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 6 Palopo menerangkan bahwa :

Nama : **WIDIA AMANDA UTAMI**
NIM : 18 0202 0002
Tempat / Tgl.Lahir : Palopo, 19 Juni 2000
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan di atas telah melakukan penelitian di **UPT SMA Negeri 6 Palopo** pada tanggal 2 s/d 30 Juni 2022, dalam rangka penyusunan skripsi dengan Judul: *"The Students' difficulties In Reading Comprehension During Online Learning In SMAN 6 Palopo"*.
Demikian surat keterangan penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



Palopo, 20 Juli 2022
Kepala UPT,

Drs. H. MANAN, S.H., M.M

Jabatan : Pembina Tk 1

NIP. 19680823 199203 1 010



The Students' Difficulties in Reading Comprehension during Online Learning in SMAN 6 Palopo

ORIGINALITY REPORT

24%
SIMILARITY INDEX

20%
INTERNET SOURCES

5%
PUBLICATIONS

10%
STUDENT PAPERS



APPENDIX 10
DOCUMENTATION



Picture 1 Observation in XI MIA II classroom (Source: researcher's documentary)



Picture 2 Observation in XI MIA II classroom (Source: researcher's documentary)



Picture 3 Observation in XI MIA II classroom (Source: researcher's documentary)

