

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT SMP PGRI 2 SEKAMPUNG UDIK**

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/ 2024 M

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT SMP PGRI 2 SEKAMPUNG UDIK**

Presented as a Partial Fulfillment of The Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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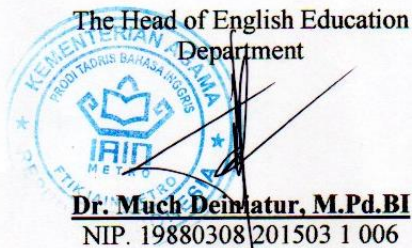
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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH
SKIMMING TEXT AT SMP PGRI 2 SEKAMPUNG UDIK
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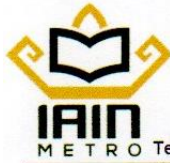
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NOTIFICATION LETTER

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To,
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of (IAIN) Metro

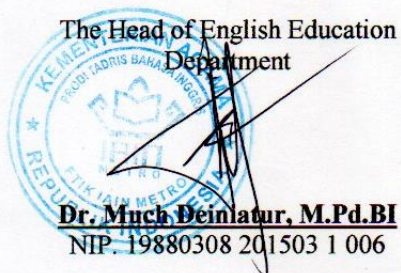
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikum Wr. Wb

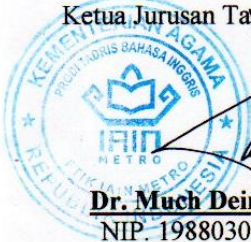
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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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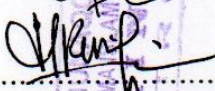


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RATIFICATION PAGE

No. 6-2419 / In. 28.1 / D/ PP. 00. 9/07 / 2024

An undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT SMP PGRI 2 SEKAMPUNG UDIK, Written by Rizkyia Fitriani, student number: 1701070047, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 28st, 2024 at 10.00-12.00 a.m.

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT SMP PGRI 2 SEKAMPUNG UDIK**

ABSTRACT

By

RIZKYA FITRIANI

The purpose of this research is to help students understand English skimming texts, to help students determine the main idea easily and provide solutions regarding English skimming paragraphs for students in grade seven at SMP PGRI 2 Sekampung Udik. Researchers try to analyze students' difficulties in skimming English texts.

The type of research used is qualitative research. The data instruments used in this research are interviews, observation and documentation. In this qualitative research, researchers used 10 students to analyze their difficulties in learning reading comprehension.

The findings of this research indicate that many students still experience difficulties in skimming English texts, including difficulty understanding words, long sentences, and determining the main idea in English paragraphs. This shows that students' interest in reading is still lacking, making it difficult to learn to skim English texts.

Keyword : *Reading, Skimming, and Qualitative Research*

**Analisis Kesulitan Siswa Dalam Pemahaman Membaca di SMP PGRI 2
Sekampung Udik**

ABSTRAK

Oleh :

RIZKYA FITRIANI

Tujuan dari penelitian ini adalah untuk membantu siswa mengetahui teks skimming bahasa inggris, untuk membantu siswa menentukan ide pokok dengan mudah dan memberikan solusi tentang paragraf skimming bahasa inggris siswa di kelas tujuh di SMP PGRI 2 Sekampung Udik. Peneliti mencoba untuk menganalisis kesulitan siswa dalam teks skimming bahasa inggris.

Jenis penelitian yang digunakan adalah Penelitian kualitatif. Instrumen data yang digunakan dalam penelitian ini adalah interview, observasi, dan dokumentasi. Dalam penelitian kualitatif ini, peneliti menggunakan 10 siswa untuk di analisis kesulitan mereka dalam pembelajaran reading comprehension.

Temuan penelitian ini menunjukkan bahwa kesulitan siswa dalam teks skimming bahasa inggris masih banyak dialami oleh siswa yang diantaranya sulit mengerti kata-kata, kalimat yang panjang, dan menentukan ide pokok pada paragraf bahasa inggris. Hal ini menunjukkan bahwa minat membaca siswa yang masih kurang sehingga sulit dalam pembelajaran skimming teks bahasa inggris.

Kata Kunci : *Membaca paduan suara , keterampilan membaca dan penelitian tindakan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Rizkya Fitriani
Student Number : 1701070047
Department : English Education
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States that this undergraduate thesis is originally the result of the researchers research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2024

The reseacher



Rizkya Fitriani
NPM. 1701070047

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Rizky Fitriani
Npm : 1701070047
Jurusan : Tadris Bahasa Inggris
Faultas : Tarbiyah dan Ilmu Pendidikan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagisan tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka



Metro, May 2024
Penulis

Rizky Fitriani
NPM. 1701070047

Motto

"Create beautiful memories, they are a true treasure."

DEDICATION PAGE

Proudly, I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Tumirin and The Late Mam. Painem, who always give me support systems and pray for all situations until the end. I love you very much.
2. My old brother Restu Purbaya, who always told me to finish the thesis.
3. My Sponsor (Mrs. Trisna Dinillah Harya, M.Pd), who has guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. All of my friends who always support me.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcherr to complete a thesis entitled “An Analysis of Students’ Difficulties In Reading Comprehension At SMP PGRI 2 Sekampung Udik”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the researcher would like to express her deepest gratitude especially to:

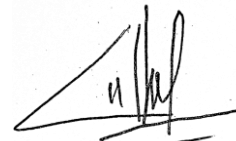
1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I as the head of English Education Study Program of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd. as the sponsor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate proposal.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.

6. Headmaster, Teacher, Staff of the SMP PGRI 2 Sekampung Udik who gives permission to the researcher conduct the research in SMP PGRI 2 Sekampung Udik.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 21 Desember 2023



Rizky Fitriani

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is an important skill that is linked to others such as writing, speaking, and listening. Students must read extensively and comprehend the reading material in order to achieve better results in the learning process. Reading studies examines the relationships between knowledge and comprehension processes, documents the social and cultural practices that shape meaning making, and analyzes the impact of digital technologies on reading.¹ Reading is an action to urge data almost something. It is very important for educator to make strides the students' authority of English. The main objective of English instruction both in lower and upper auxiliary school is the development of reading aptitude, and understudies graduated from auxiliary school must be competence in reading.

Usually the reason why reading ability is so vital. Reading aptitude is to create familiar and proficient readers who are learned approximately reading prepare. Subsequently, the use of suitable books must fit with the standard criteria that may involve the student's competence in reading, the understudy feels comfortable and understand the substance of the books. Distinctive individuals utilize the term reading in different ways, and most of perplexity

¹ Nur Afifah Nabila Putri, Thesis: "The Students' Difficulties In Reading Comprehension At Smp Al-Farabi" (Medan: UINSU, 2022), 1.

can emerge from consequent misunderstanding. A reading content and work out, that are set out to instruct language, especially English, as a rule, isn't given with reading segments. Therefore, English paragraphbook for the primary year understudies of junior tall school is utilized to make the understudies get it the substance of the content for the portion of intensive reading. It is chosen since the understudies ought to learn a few specific topics.

Reading is important, especially to understand the main idea of a paragraph. Most students have an interest in reading and like reading English paragraphs, but there are also some who have difficulty understanding the main idea of the paragraph. This problem is often encountered by several students. they said that reading English paragraphs was quite difficult, as was knowing the main idea in the paragraph. Difficulty in pronunciation and also the lack of vocabulary are one of their obstacles.

In this study, many students did not know English skimming paragraphs. Based on surveys conducted, there are still many students who do not know how to determine the main idea of a paragraph. From several students' statements, in learning English paragraph skimming they find it difficult to get the main idea of the paragraph for the reason that the paragraph is long so it is difficult to determine which is the main idea.

B. Research Question

The author formulates several research question, including:

1. What are the students' difficulties in skimming English paragraph?
2. What makes it difficult for students to determine the main idea in a paragraph?
3. How do students determine the main idea of a paragraph?

C. Objective and Benefit of Study

1. Objective of The Study

Based on the reserach question above, the researcher determines several research objectives, including:

- a. To help students know English skimming paragraphs.
- b. To help students determine the main idea easily.
- c. To provide solutions to students about English skimming paragraph.

2. Benefit of The Study

The research contains benefits not only for researcher but also for lecturers, students, and other researchers as follow:

- a. For the Student

It is hoped that this qualitative research will be useful for students by providing them with information on how to determine the main idea in English skimming paragraphs. then it can help students understand English paragraphs, one of which is determining the main idea of a paragraph.

- b. For the Lecturer

It is hoped that this research can make a positive contribution to teachers by encouraging students to be enthusiastic in skimming learning. Likewise, it can help teachers to find out the difficulties in learning English skimming paragraphs.

c. For the Other Researcher

It is hoped that this research can provide information to readers or other researchers regarding students' difficulties in learning English skimming paragraph and can help other researchers' analysis of the same title.

D. Prior Research

Based on analysis from previous researcher at SMP N 2 Weru especially in class 8E, the researcher found problems in learning English in that class. The reason researcher chose this class was because half of the students in the class scored below the passing grade (KKM). The passing grade is 75. This class consists of 30 students, with 13 male students and 17 female students. When discussing English questions, some students answered incorrectly, which is by default simple. Even in the description questions, many students choose to leave the answer sheet blank. Students do not appear to be enthusiastic or motivated to work on English questions.²

The substance of the previous research was using descriptive text and only focusing on determining the main idea of the English text. Such as providing

² Sayekti Dwi Safitri, Thesis: "Students' Difficulties In Reading Comprehension At The Eighth Grade Of Smp N 2 Weru In Academic Year 2022/2023", (Surakarta: UIN Raden Mas Said, 2023), 5.

an English text and asking students to explain the content of the text they read. By examining 10 out of 35 students to analyze difficulties in reading English texts and determine the main idea of the text.

In addition, their reading comprehension remains far below curriculum expectations. The following symptoms indicate this case: The teacher had taught descriptive paragraph in class, but most of the students did not understand what was being taught. Some students struggle to understand the meaning of unfamiliar words in the paragraph. Some students are unable to identify the main idea of the paragraph. Some students struggle to identify information in the paragraph. Some students are unable to recognize the generic structure in the descriptive paragraph. Some students are unable to recognize the language feature in descriptive paragraph. Moreover, they lack the ability to understand paragraph reading because they do not know how to apply some reading skills and they lack the ability to understand, such as inability to scan, skim, guess meaning from conparagraph, and other students are unable to understand the message of the paragraph and will fail to answer questions related to the paragraph.³

Furthermore, a common complaint is that teachers are unable to use appropriate approaches, methods, strategies, or techniques in teaching or learning. Many students have little interest in reading. They sometimes struggle to get the main idea from the paragraph, they were perplexed when predicting the picture and from the paragraph. They are also lazy to read

³ Wilda Fitri, Eliza, Irwandi, Loli Safitri, "An Analysis of Students' Difficulties in Reading Comprehension of Descriptive Paragraph", *Journal of English Language and Education*, Vol.7 No. 2 (Bukittinggi, 2022), 54.

because the teacher does not vary the paragraph and the paragraph is too difficult for them.

The other researcher demonstrates that reading aloud has several understandings, including students reading at a slow speed, other students getting bored easily, students feeling more embarrassed, and students not having good skills. This study differs from the previous study in several ways. According to the findings of the study, students had difficulties with reading comprehension, understanding the grammatical complexity of sentences, knowing specific vocabulary used in paragraphs, using reading strategies, and concentrating.⁴

Based to the researcher observations, students had difficulties with reading comprehension, such as understanding the meaning of words, locating information, making conclusion, finding detail information, getting uneasy with English material, and developing vocabulary. The difficulty level in English skimming paragraph.

When students read a question, then the teacher asks them to determine the main idea of the question, the student only relies on him and relies on the teacher's direction. Apart from that, from the results of working on the questions, many students were unable to determine the main idea of the questions. In fact, most of the students still don't understand what the main idea of an English paragraph is.

⁴ Aida, Wahyuni Fitria, Faiqah Mahmumdah, "Students' Difficulties on reading Comprehension; A Case Study", International Conference on Education, Vol.1 (Jambi,2022), 95.

Students need to skim a paragraph as if they were casting their eyes over its surface to get a general idea of what it is the main idea of the paragraph. Besides the that reason, another thinks that makes researcher interested in conducting this research is the research of a qualitative research to analysis of difficulties in english skimming paragraph. Therefore, the researcher want to share skimming to improve students' reading comprehension and to try to gather all the details at the stage and to identify the general idea to concentrating too hard and specifics and previous research related to reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept Of Reading

1. Definition of Reading

Reading is essential for gathering information in the world. Reading can teach people everything they need to know. Reading, along with listening, speaking, and writing, is an English skill. Reading is important in our lives because it allows us to find information or gain knowledge from paragraphbooks, articles, or magazines written in English.⁵

Reading is the method of inferring meaning from content. For the larger part of perusers, this handle includes interpreting composed content. A few people require adjustments such as braille or auditorization to bolster the translating prepare. Understanding content is determined by the purposes for reading it, the setting, the nature of the content, and the readers' procedures and information. Reading is one of the most important language skills that students should learn. Students are expected to be good readers because reading allows them to expand their knowledge. Aside from that, if students' reading skills are good, their

⁵ Intan Rani Arintonang, Sandi Lasmana, Deti Kurnia, "The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension", Professional Journal Of English Education, Vol.1 No.2 (March, 2018), 101.

learning activity will be easier. Although reading a paragraph has been taught since elementary school, many students are required to interact with paragraphs that they do not understand. When they want to find specific information or the main idea in a paragraph, they read the entire thing.

Finally, they are confused about identifying the paragraph's information. It is difficult for them to respond to paragraphual questions. Furthermore, if they use appropriate reading techniques, such as scanning and skimming, they are not confused to answer the paragraph's question about specific information and the main idea of the paragraph because the important thing for the students to remember is only answer what is asked in the paragraph and they do not need to read the entire paragraph.

Reading is the act of seeing and comprehending a paragraph. It is very true because reading requires the use of vision to understand and make sense of a few words in a sentence. Reading can provide language learners with a good model for English writing, an opportunity to study vocabulary, grammar, and punctuation, and a real illustration of how to construct sentences, paragraphs, or a passage. Reading is a process in which students gain meaning from the paragraph through comprehension rather than simply reading aloud. Understanding the paragraph will help students develop a more complete understanding of what they read and lead them to a deep understanding of the paragraph.

2. The Process Of Reading

Reading may be a complex cognitive process of unscrambling signs in arrange to make or originate meaning. It may be a way of dialect procurement, communication, and sharing data and concepts. Like all languages, it may be a complex interaction between content and peruser that is shaped by previous reader information, encounter, demeanor, and dialect community, which is socially and socially arranged. Reading prepare requires ceaseless preparing, improvement, and improvement.⁶

Other than that, reading requires inventiveness and basic examination. Commercial literature makes trade with each piece, innately going astray from the strict words to create a picture that makes sense to them in an obscure way. Since reading is an Applied Phonetics Page 3 complex handle, cannot be controlled or confined to one or two elucidations. There's no concrete law in reading, but it permits the peruser to elude to create their claim products introspectively.

Reading action is a viewpoint of dialect behavior with the trepidation of the general process of interpretative, which is secured communicative action. It implies that in reading, meaning is made by the peruser based on printed clues.

This deciphering action is not exclusive from the reading, but a parcel with reading since reading is viable reasoning process that comes about the determined of meaning. Within a prepare of determining the

⁶ Rohib Adrianto Sangia, "The Process and Purpose Reading", Applied Linguistics, (May, 2014), 1.

meaning, the readers cannot create and complete to induce the total meaning, but the meaning that reader gets only the meaning which is adequate for reader needs. As conclusion, the method of reading involved how meaning is arranged in talk. From now on, Reading action could be a prepare that drives two dissimilar levels of mental action. The primary action is managing with prompt trepidation of data and the other is related with the segregation of this data into designs of conceptual noteworthiness. In handle of reading, the reader not as it were makes meaning but moreover implications ought to be arranged in talk as handle of reading procedure. Reading ought to not be response to meaning but as interaction between essayist and reader interceded through the content.

B. The Definiton of Scanning

To define its counterpart, scanning is more a limited activity, only retrieving information relevant to a purpose. Scanning is reading rapidly to find specific a piece of information. Scanning is a device used to locate details specific information that may be asked at the end of the assignment. Therefore, scanning is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text.

that scanning means quickly searching for some particular pieces of information in a text. It is said that by using scanning, reader only needs to extract specific information without reading throughout the whole text.

Scanning is usually used to look for names or dates, or to list a certain number of supporting details. When we want to know some specific information from the text, we should not read the whole passage carefully. We need only to locate the information we want from the passage. So that it can help readers get certain information from the text easily. It is because readers usually tend to read the whole text carefully. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

From the statement above, it can be conclude that scanning is very high-speed reading that you do when you are looking for a specific piece of information and learn to skip unimportant words. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question

1. The Advantages of Scanning

There are some advantages of scanning. There as follow:

- a. Scanning help the students only try to locate specific information.
- b. Scanning help the students to follow the linearity of the passage.
- c. Scanning help the students to used the time efficiently. Based on the statement above, reading using scanning can help the students to get information from the book and the students can used the time efficiently

C. The Definition of Skimming

Skimming means quickly going through reading material to get the gist of it and see how it is organized.⁷ Skimming is the process of reading selectively in order to get a general idea of what an article is about. As a result, skimming can be defined as a technique for reading quickly in order to learn the general information of the reading material.⁸

Skimming is defined as quickly obtaining the main idea or gist of a selection in a written paragraph in which the student develops powers of inference through systematic practice that encourages them to anticipate a paragraph. As a result, skimming can assist students in locating key words that allow them to infer the general meaning of a paragraph, allowing them to interpret paragraph more quickly and advance the reading process.⁹ Reading is the process that allows the reader and the researcher communicate. During this process, the reader attempts to understand what the researcher is saying. Of course, the reader is not required to read every word the researcher writes on the paragraph. However, the reader will read the paragraph for the purpose of obtaining the information they require.

After understudies made their forecasts and actuated their past information, they get ready to hunt for common data or primary thoughts within the content. In this way, they begin to skim. Skimming involves

⁷ F. Grellet, "Developing Testing Reading Skills", (Cambridge:Cambridge University Press, 1996), 19.

⁸ K.T. McWorther, "Guide to College Reading" (New York: Harper Collins Publisher, 1989), 5.

⁹ Diaz, Sindy&Laguado J. C, "Improving Reading Skills through Skimming and Scanning Techniques at a Public School: Action Research", Open Writing Door, Vol. 10, No 1, 2013, 138.

looking over the content to urge a common thought of the subject. Reader enact their prior information on a given subject that give the associations between their deductions and modern information given by the content. The reader moves his eyes rapidly over sentences to understand fundamental thoughts through pictures, titles, subtitles, headings, subheadings.¹⁰ The importance of skimming as a procedure when states that it builds reader's confidence and understanding without perusing each word within the paragraph.

The advantage of skimming there are some advantages skimming, there are as follow:

1. Skimming can assist students in quickly reading through the reading material to get the gist of the paragraph.
2. Skimming aids students in understanding how the paragraph is structured.
3. Skimming can assist students in gaining a sense of the researcher's intonation or tone. This means that by skimming, students can learn how to read more easily, understand how the paragraph is structured, and develop a better understanding of the researcher's tone and intonation.

For some students, learning English as a foreign language is a difficult task. Students who fail to read tend to view reading as a painful experience, forming their own mindset about reading as a demanding activity in which

¹⁰ J. Harmer, "How to teach English", Second Edition, Essex, UK Pearson Education Limited, 2007, 9.

readers must correctly read a paragraph; they see reading as a process of getting a word right rather than an enjoyable activity.

Failure to understand a word or a sentence, how sentences relate to one another, how information fits together in meaningful ways, and a lack of interest or concentration are all factors that contribute to reading failure.¹¹ Skimming is one of the tools for reading efficiently. Skimming is best used with nonfiction (or factual) material and refers to looking only for the general or main ideas. Skimming reduces overall understanding because the reader does not read everything. The reader only reads what is necessary for the purpose. Skimming occurs while reading and allows the reader to look for details as well as the main ideas.¹² It also entails reading the paragraph quickly in order to grasp the overall meaning. This requires quick reading ability. The advantage of this technique is that it allows you to become acquainted with a paragraph. It can be used to read comprehension passages, answer cloze passages that test grammatical knowledge, or read academic articles or paragraphbook chapters.

It can be concluded that skimming is a strategic selective reading method in which you focus on the main idea of the paragraph.

D. Difficulties of Skimming

¹¹ Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties In Recount Paragraph, *Journal of English and Education*, Vol.4 No.2 (Jakarta, 2016), 3.

¹² *Ibid*, 4.

Skimming is a type of fast reading that can help you save time and get through a lot of material quickly. It differs from other types of fast reading, such as previewing and scanning. The practice of skimming refers to "glancing rapidly through a paragraph to determine its gist, for example in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about matters that are not of great importance to us." A paragraph's 'gist' is its main point of information.¹³

Skimming is the process of reading to get the gist (main point or general meaning) of a paragraph. Various reading schemes recommend skimming as a starting process because it provides a framework for the reader to accommodate the entire paragraph because it is a quick reading process. Many people believe that skimming is a haphazard process in which the eyes fall wherever they may. However, for effective skimming, there must be structure, but the reader does not read everything.

Skimming can be done in a variety of ways, including skimming to get an overall impression, skimming a paragraph using the first line of paragraphs, skimming a paragraph using the first and last paragraphs, and skimming a paragraph using a section heading.

These aspects are regarded as difficulties:

1. Determining Main Idea

¹³ B. Mikulecky & L. Jeffries, "More reading power", Pearson ESL, 2004, 4.

The main ideas statement conveys the author's point of view on the subject. The main ideas are essential for understanding a paragraph or a short selection. The main idea is usually found in a sentence; it is usually found in the first sentence, but it can also be found in the middle or at the end. As a result, the main idea may be more difficult to find. Students may become perplexed as to what the main idea of a passage is and where it is located.

2. Locating Reference

Reference is a pronoun's antecedent/the antecedent is a word or phrase to which a pronoun refers. Students are expected to understand for what the pronouns in the sentences are used, such as pronouns that show people, places, or situations, when identifying reference.

3. Understanding Vocabulary

While reading a passage, the students expand their vocabulary by looking up the meaning of new words in a dictionary and guessing the meaning from conparagraph. Conparagraph assists students in making broad predictions about the meaning. Making predictions from conparagraph will help students understand the meaning of a passage without having to look up every new word in a dictionary. In fact, one of the reasons readers have difficulty understanding material is a lack of vocabulary.

4. Making Inference

Students are expected to comprehend the paragraph in order to find the conclusion of the statement in the paragraph when making an inference. In order to make inferences, the student must practice combining clues from the paragraph with their prior knowledge. It means that the paragraphual clues will assist students in making assumptions and drawing conclusions. So they can respond to the questions.

5. Detail Information

The last type of question found in reading tests is a detail or information question. This question was designed to assess students' comprehension of material directly stated in the paragraph. Students can use the scanning strategy to understand and answer detail questions. Furthermore, to find the answer to a detail question, the reader can highlight or underline the key word in the question and then scan the passage for that word's synonym.

E. Strategy of Skimming

The researcher analyzed the results of the questionnaire in this study. Based on questionnaire data, there are a variety of strategies used by non-English students in TEP (Test of English Proficiency) reading sections. According to the findings, there were any students' strategies in the reading section of the TEP test. The first strategy is to use key words to find the main idea. This strategy is extremely beneficial for students taking the TEP test in

the reading sections. Because every paragraph contains key words, and key words are essential for understanding the passage. Finding the main idea is essential for understanding the paragraph's meaning.¹⁴

The second strategy employed by students in the TEP test is the strategy of determining the purpose of reading. Students must understand the purpose of reading a paragraph or passages; they should be guided in determining the purpose of their reading. It means that by using these strategies the students require to read what they are looking for and can make them weed out unimportant information in the paragraph.

The next strategy is skimming the paragraph. This strategy is crucial for the students' skimming is a strategy to get a general idea in the paragraph without reading the whole paragraph. The students only look quickly through material to gain an overall view of a paragraph without reading everything. In the TEP Test on the reading section there are passages and there is a long passage so the student should not read the whole paragraph because of limited time. Therefore, using skimming is needed in order to shorten the time and also to make it easier for students to understand the paragraph without reading the whole paragraph. Using skimming, readers don't need to read the whole paragraph; they only need to look at it quickly and find the main idea of the paragraph.

The last students' strategy is re-reading a paragraph to increase their understanding. This strategy is the most important strategy for students in

¹⁴ D.Vener, "Landmark school Outreach", Retrieved August 6, 2021. 19

TEP test in reading sections. Repeated reading is considered to be an effective strategy to enhancing reading comprehension on the passages. Repeated reading strategy is a strategy for supporting comprehension in a paragraph. It is especially helpful when students need to read a paragraph containing of new information, therefore repeated reading strategies is helpful for students since in TEP test the students should read the passages that contain information in the passages that should be answered in the question after the passages.

F. Process of Skimming

The teacher should remind students that skimming is used to quickly find the main ideas of a paragraph and that it is often done at three to four times the normal critical reading speed. Following that, the teacher asks the students when they might use skimming and in what situations it is useful.

The teacher can then tell students that skimming is useful if they have a lot of material to read in a short amount of time, or if they want to quickly determine whether a paragraph (like the daily newspaper) deserves a closer read. The teacher writes on the board while reviewing the skimming strategies. First, the teacher should instruct students to read only the first and last paragraphs of an article.

Second, the teacher may require students to pay attention to the article's titles, headings, and subheadings. Finally, the teacher instructs the student to examine the illustrations, graphs, or other visuals on the page. The

students must then read the captions of the visuals in the article. Finally, students must read the first sentence of each paragraph.

After the class has agreed on the strategies, each student should read the article's front page. Following that, the teacher and students should hold a class discussion about the various stories that piqued their interest and why.

The article invariably takes the majority of its material from that day's printed front page of *The Times*, though not every question may be from there. Students can go to today's quiz and see how many questions they can answer based on their skimming. After class, students should discuss which skimming strategies were most effective and then report back to the larger group.

G. Objectives Of Skimming

This study aims to find out students' reading and difficulties in reading comprehension. The descriptive qualitative study was applied to explore the data. The data consist of information dealing with students' reading difficulties in reading comprehension in relation to phonemic awareness. To gain the data, researcherrs employ semi-structure interview, classroom observation. Researcherrs in this study take positions as human instrument in which they construct meaning-making, sense-making, attributional activities deriving from what English teachers have been said.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of Research

In this research, the researcher analyzes students' difficulties in learning English skimming paragraph, how students deal with these difficulties and to find out various obstacles in reading English paragraphs. In this way the researcher uses qualitative research methods.

Research is a prepare of action that points to discover out something thorough, basic in finding truths by utilizing certain steps. The want to know something carefully emerges since of something problem that requires the proper reply.¹⁵

The aim of qualitative research is to explain a phenomenon in as much depth as possible by collecting data in as much depth as possible, which shows the importance of the depth and detail of the data studied. This research aims to analyze students' difficulties in learning English, skimming paragraphs and how to deal with these difficulties. Because currently reading is an obstacle that is quite difficult for students. In this way, the author finds out what various obstacles make it difficult for students to make it easier for students to understand the English paragraph given by the teacher. So students can learn to read English paragraphs quickly and can understand the main idea of the paragraph.

¹⁵ Mohammad Mulyadi, "Penelitian Kuantitatif Dan Kualitatif Serta Pemikiran Dasar Menggabungkannya", *Jurnal Studi Komunikasi dan Media*, vol. 15 No. 1, Januari-Juni 2011, page: 128.

Qualitative descriptive research is one of a kind research included in this type of qualitative research. Study descriptive is a research strategy where in which researcherrs investigate events, phenomena of the lives of individuals and ask an individual or a group of individuals to tell their life. This information is then retold by researcherrs in a descriptive chronology.¹⁶

The characteristic of descriptive itself is data obtained in the form of words, pictures, and not numbers like research quantitative. Another definition of research descriptive is a form of research that intended to describe existing phenomena, both natural phenomena and man-made phenomena. Phenomenon It can be form, activity, characteristic, changes, relationships, similarities, and differences between one phenomenon and another other.¹⁷

Basically research descriptive is the research that seeks to describe and interpret something, for example situations and conditions with relationships that exist, opinions that are developing, the consequences or effects that occur and etc.

B. Data Resource

In this study, researcherrs classified the source into two parts, namely primary and secondary.

¹⁶ Adhi, Kusumastuti dan Ahmad Mustamil Khoiro. Metode Penelitian Kualitatif, Semarang: Lembaga Pendidikan Sukarno Pressindo (LPSP), 2019: 9

¹⁷ Nana, Syaodih Sukmadinata. Landasan Psikologi Proses Pendidikan, Bandung: PT. Remaja Rosdakarya, 2006: 72

1. Primary Sources

Primary sources are the most important main research sources that can be used to answer all research questions or original materials on which the research is based. It is a testimony or direct evidence about a topic under consideration. Information presented in its original form, not interpreted, summarized, or considered by other authors.

2. Secondary Sources

Secondary sources recommend an explanation or analysis based on primary sources. It may describe primary or primary sources and use them to support a particular thesis or opinion or to invite the reader to accept a certain point of view. In this study, secondary sources are interviews, documentation, journals, e-books and other articles related to research.

C. Data Collecting Technique

In this research, the researcherr use three techniques to collect the data. There are observation, interview and documentation.

1. Observation

Observations in this research were with 10 students to obtain data on what forms of difficulties the students experienced. Observation is the process of observing people and places at a research site in order to obtain

unstructured, firsthand information.¹⁸ It can be concluded that observation is a way of gathering open information which means that observing people and places in the research location directly. As a way of collecting data, observation has both advantages and disadvantages. The advantages of observation include the opportunity to record information that occurs in a setting, to observe actual behavior, and to observe person who have difficulty conveying ideas (for example, school children). Then, there are some disadvantages of the observation, namely that a person will be limited to places where one can have access, and in those places one may have difficulty developing relationships with individuals. This can occur if the individual is unfamiliar with formal research (for example, non-diversity environments).

Table 1

**The observation data of the seventh graders students of SMP
PGRI 2 Sekampung Udik**

No.	Name	Students are able to					
		determining main idea		detailing information		undersanding vocabulary	
		Yes	No	Yes	No	Yes	No
1.	Eka Riyanti		√	√			√
2.	Dina Tre Lestari		√		√	√	
3.	Fania Aprillia	√		√			√
4.	Tio Noviana		√		√		√
5.	Aulia Novita A.	√		√			√

¹⁸ Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

2. Interview

In this study the researcher will use interview guidelines which are carried out individually to determine student progress in learning to read using media such as rap music. Interviews were conducted individually with key participants, including class teachers. The interviews were conducted semi-structured, using open-ended questions that focused on these participants' experiences in hip-hop music education, as well as their perceptions of the role of hip-hop in the lives of the students or other participants.¹⁹

3. Documentation

Qualitative research may use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁰ It can be concluded that in this case, the researcher uses document techniques in collecting data. Documents can be an important source of information in qualitative research. Documents are both public and private, according to Creswell. Public documents include newspaper articles, official memos, and meeting minutes. Personal notes, letters, and diaries are a few examples of private documents.²¹ Thus, the secondary data needed is documented as a source of data in the form of documentation. Then, the researcher got data from the result of students' conversation test.

¹⁹ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: University of Nebraska, 2002), 432.

²¹ John W. Creswell, *Research Design* (California: Sage Publications, 2000), 180.

D. Data Analysis Technique

The important part of a research study is analyzing the data, because the result is the conclusion of all the research. Data analysis means observing or studying table material to determine facts or character meanings. It involves breaking down existing difficult factors into simple parts and combining the parts into a new arrangement for translation purposes. Qualitative data is commonly in the form of words such as (description, observation, impressions, recordings, etc.). The researcher must organize and classify or code the large amounts of data so that it can be described and translated. In qualitative research, data analysis consists of two aspects, that is aspects of paragraph analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman's model to analyze the data.²²

In data analysis with Miles and Huberman's model there are steps as follows:²³

1. The first thing that is done in qualitative research is data collection. Data collection is a step when the researcherr collects all the data used to complete the research. So, the researcherr must collect information as much as possible.
2. Data condentation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified.

²² Matthew B. Miles, and A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: Sage Publications, 2014), 33.

²³ Ibid. 31-32.

3. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps to understand what is happening and to do something, either analyze further or take action based on that understanding. The displays discussed and illustrated include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the researcherr can see what is happening and either draw justified conclusions or move the display indicates that the following analytical step could be helpful.
4. The final step is that the researcherr verifies the research by making conclusion from the data findings.

E. Validity of The Study

The author concluded that the difficulties encountered by students during the skimming test are related to language knowledge, motivation, background knowledge, the reading comprehension process, and a lack of reading strategies. The findings' findings demonstrate these difficulties.

According to the findings, the researcherr discovered some students' strategies for overcoming difficulties in English skimming paragraph on the Reading Section. The researcherr concluded that the strategies used by non-English students to increase their understanding are using key words to search for the main idea, identifying the purpose of reading, skimming the

paragraph, and repeat reading the paragraph. The findings of the study can be used to prove the study's findings.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Historical Background of SMP PGRI 2 Sekampung Udik

PGRI 2 Sekampung Udik Junior High School is located on Margasari Road, Bumi Mulyo Village. This school is a private school in the village. SMP PGRI 2 SEKAMPUNG UDIK was founded on September 5th, 1989.

The existence of this school aims to develop students' abilities and knowledge. The location of PGRI 2 Sekampung Udik Middle School is in a remote village far from urban areas or other urban schools. However, this does not reduce the enthusiasm of students and teachers for seeking knowledge that can only be obtained at school. In contrast to other schools, PGRI Middle School has fewer students than other schools. Apart from classroom learning, this school also has several extracurricular activities that students can take part in, including Scouts, marching band, paskibra, and others.

b. Identify of SMP PGRI 2 Sekampung Udik

Name of School : SMP PGRI 2 Sekampung Udik

School Identification : 10805873

Number

Educational level : SMP

School Status : Private School

School address : Margasari Highway,
Neighbourhood 01/03 Bumi
Mulyo, Sekampung Udik, East
Lampung.

Postal Code : 34385

Year of Establishment : 1989

NPWP School : 005737069321000

Accreditation : C

c. Facilities and infrastructure**Table 1**

No	Facilities and infrastructure	Amount
1.	Classroom	5

2.	Library	1
3.	Laboratory	0
4.	Practice Room	0
5.	Leadership Room	1
6.	Teachers Room	1
7.	Praying Room	0
8.	School Medical Room	1
9.	Toilet	3
10.	Warehouse	0
11.	Circulation Room	0
12.	Playgrounds/Sports	0
13.	Staffroom	1
14.	Counseling Room	0
15.	Student Council Room	0
16.	Building Space	2

2. Difficulties Faced by Students in Skimming English Paragraph

The description of the study refers to the result of the analysis and the purpose of the research, which includes finding out the difficulties in learning to skim, namely determining the main idea in an English paragraph. The descriptions of the results of this study are given in the following results: The Difficulties in English Skimming.

After analyzing about the students' difficulties in reading paragraph, there are three difficulties faced by the the students in reading paragraph, namely:

a. Difficulties to Understand the Word

Difficult understanding the word indicates that the student had difficulty determining the meaning of the word in the paragraph. As a result, the student finds it difficult to grasp the meaning of the reading paragraph. This can be interpreted as the student encountering difficulties while reading the paragraph. The difficulties can be seen in their inability to respond to the question about the information in the paragraph. When the student does not understand a word in the paragraph, they will guess the answer.²⁴

Difficult to understand the word means the students do not find out the meaning of the word paragraph when she read the one of the paragraphs, so the students' difficulties to read the one of the paragraphs. She does not use the dictionary to translate the meaning of the word when she read the paragraph. They don't use a dictionary to translate a word to find out the meaning of the word. Because students don't bring the dictionaries to school so when there is the paragraph to translate it's so difficult to understand the word of the paragraph.

²⁴ Nety, Asti Wahyuni, Hartina Husen, "An Analysis Of Difficulties Faced By Students In Learning Reading At Sma Negeri 1 Baubau", *English Education Journal (Southeast Sulawesi, 2023)*, 97.

This factor can be seen based on the interview data between researcher and students.

Researcher: “Are there any difficulties in reading English paragraphs?”

ER : “This is very difficult”

Researcher: “Do you understand the paragraph?”

ER : “No Miss, I don’t understand the meaning, sometimes I just guess the answers”.

According to the statement above, the student cannot understand the paragraph because she does not know the meaning of the word. If the student has no other option, they may simply guess the answer. The student realized that their vocabulary was low, so they did not understand the words. Another interview to support the data.

Researcher: “Do you often read English paragraph?”

ANA : “I rarely read English books or paragraph Miss”

Learning a new language is inextricably linked to vocabulary development. This means that in order to learn a new language, people must first become acquainted with its vocabulary. Vocabulary can be defined in multiple ways. Experts have proposed some vocabulary-related terms. Vocabulary is a critical component of language proficiency that serves as the foundation for how students speak, listen, read, and write.²⁵ Without a large vocabulary and strategies for acquiring new vocabulary, learners frequently reach their full potential

²⁵ Renandya, W.A., & Richards, J.C. *Methodology in Language Teaching*. New York : Cambridge University Press. (2002). 70.

and may be discouraged from taking advantage of language learning opportunities such as listening to the radio, speaking with a native speaker, using language in different paragraphs, reading, or watching television.

Students' difficult to understand the meaning of the word. The student does not open the dictionary to look or to find out the meaning of the word and she ask his friend to know the meaning of the word and understand it. In this situation when she read the paragraph to answered the question students' have difficulties to opened dictionary, she has not understood the meaning of the paragraph, so student' cannot answer the question from the paragraph. Student has difficulties because every time not opened the dictionary to find the meaning of the word, so when students not know the meaning of the word, she asked his friend in the class. It happened students do not understand the word, since student knowledge a little word, when a student has difficulties to understand the meaning of the word, the students gets difficult to understand the paragraph and to be able interpret the word. Then be able to understand every sentence.

b. Difficulties to Understand Long Sentence

The difficulties to understand long sentence means that the student difficult in understanding the long sentence because complicated structure and in the paragraph so many words the student did not understand. As a result of this problem, the student is unable to

comprehend long sentences and does not understand the main idea presented in the paragraph. This can be interpreted as the student having difficulties reading the paragraph. They require a lot of time to read and comprehend each sentence. The difficulties can be seen in the students' comprehension of the paragraph and their ability to answer questions about the information from the paragraph.²⁶

Students who have low score in reading stated that one of the problems they face in reading practice is understanding ideas which are stated in long sentences.

The finding can be seen in the following data based on the student's interview.

Researcher: "What is your difficulties in doing exercise of English paragraph?"

DTL : "I had difficulty understanding the contents of the paragraph because the paragraph was very long"

According to the interview above, the student stated that she had difficulty understanding the paragraph, particularly when it was long. She was unfamiliar with many words. Additionally, the student requires more time to read and comprehend the paragraph.

c. Difficulties to Understand Main Idea

The main idea was that the student struggled to find a statement that conveyed the researcher point of view on the topic. This can be

²⁶ Efrida Amalia, Thesis: "An Analysis Of Students' Difficulties In Reading Comprehension At An 8 Th Grade Of Mts Ma'arif Nu 1 Kebasen" (Purwokerto: UIN Prof. Kh. Saifudin Zuhri, 2022), 22.

interpreted as the student struggling to extract the main idea from the paragraph. The difficulties can be seen in their inability to answer the question, particularly if the paragraph is lengthy. As a result, finding the main idea may become more difficult. The student may become confused when attempting to determine the main idea of a passage and where it is located. The student sometimes asked a friend to respond to the paragraph.²⁷

The finding can be seen in the following data based on the student's interview.

Researcher : "Do you understand the main idea of an English paragraph?"

FA : "I do not exactly understand?"

Researcher : "What makes it difficult for you to determine ideas in paragraphs?"

FA : "I don't understand the contents of that paragraph".

Based on the interview above, students find it difficult to determine the main idea because it is difficult to know the contents of the paragraph. Some sentences that are difficult to understand also hinder students from understanding the meaning of the contents of the paragraph given.

²⁷ Dita Agnes Siahaan, Feby Valent Simatupang, Taruli Florenza Sianipar, Trimasara Damanik, "An Analysis Of Students' Difficulties In Reading Comprehension At Sma Negeri 4 Pematangsiantar", *Review Of Multidisciplinary Education, Culture And Pedagogy*, Vol 1 No.2, 2022, 77.

The students' lack of understanding in determining main ideas, specifically the difficulty to identify between main idea and supporting idea, their struggle to locate the main idea, and their struggle to determine the main idea. Because the student understands that the main idea is at the beginning of a paragraph or sentence, the student determines the main idea by looking for the first sentence of the paragraph rather than reading and understanding the reading paragraph first.

3. Factors Caused The Students' Difficulties to Answer Exercise of Reading Paragraph

The following is the data test result of the seventh graders student of SMP PGRI 2 Sekampung Udik. The data was taken on April, 26th 2023.

Table 2

The data test result of the seventh graders student of SMP PGRI 2 Sekampung Udik. The data was taken on April, 26th 2023

No	Name Student	Score
1.	Eka Riyanti	70
2.	Dina Tre Lestari	65
3.	Fania Aprillia	80
4.	Tio Noviana	60
5.	Aulia Novita Azzahra	80
6.	Riyan Sanjaya	80

7.	Kheysa Rahmawati	85
8.	Muhammad Hasyim	65
9.	Nurul Huda	70
10.	Tirana Saputri	75

The lowest score of the minimum criteria of completeness (KKM) is 71 and highest score is 100. It means only five students achieved the KKM score. Therefore, based on the explanation above, it can be stated that the students' reading skill is still low.

The following is the data observation result of the seventh graders student of SMP PGRI 2 Sekampung Udik. The data was taken on April, 27th 2024.

a. Factor Caused Difficulties to Understand to Word

When reading a paragraph, students frequently do not understand the meaning of the words in the paragraph, making it difficult to identify the paragraph's content. This is demonstrated by their inability to respond to questions about information from the paragraph. They tend to guess the answer. This finding can be seen in the following data based on the student's observation: 'To find the meaning of a word that is not understood, students often open and close the dictionary or asked the teacher'.²⁸

²⁸ Achmad Chrisbianto Sachran, Munir, Nur Aeni, "Student Difficulties On Reading Comprehension In Explanation Text At Eleventh Grade Students Of MAN 1 Makassar", Journal of Excellence in English Language Education, Vol 1 No. 4, 2022, 429.

Other interview showed that the student did not understand the word in the paragraph based on the student's interview: 'The words are too difficult, so I don't understand, sometimes I just play and guess, the important thing is to be prepared'.

Based on the two data points presented above, it is possible to conclude that one of the students' reading comprehension challenges is difficulty understanding the word. Students frequently consult dictionaries or ask teachers or friends to clarify unfamiliar words. This also causes them to frequently guess the meaning of words that are necessary for them to complete the assigned task on time.

Understanding the meaning of words in a paragraph is difficult but essential to master. Because if they do not master the meaning of the words, they will struggle to comprehend the meaning of the paragraph they read.

The factor made difficult to understand the word. The student is unable to comprehend the content of the reading paragraph. This can be interpreted as the student encountering difficulties while reading the paragraph. The factor can be seen in their inability to respond to the question about the information in the paragraph. When the student does not understand a word in the paragraph, they will guess the answer.

Interviews with researchers and students reveal this factor:

Researcher: "Do you understand the paragraph?"

FA : "No Miss, I don't understand the meaning, sometimes I just guess, because my vocabulary is lacking and there are many words that I don't know the meaning".

According to the statement above, the student cannot understand the paragraph because she does not know the meaning of the word. If the student has no other option, the student could guess the answer. The student realized that their vocabulary was limited, so they did not understand the words.

Another interview to back up the data:

Researcher : "Do you often read English paragraph?"

ER : "I rarely read English books or paragraph, that's why my vocabulary is low, so my vocabulary doesn't add up, maybe because of that I difficult to understand English paragraph".

The interview above reveals that the student rarely reads English books. It made the student unfamiliar with the word, and their vocabulary did not expand. Students who were too lazy to read English books or English paragraphs did not understand the paragraph, so they didn't get the information of the paragraph.

The student rarely read and had no interest in reading English paragraphs. If the student's interest in reading was low and the student was unfamiliar with the word, the student's understanding would be disrupted because there were many words that they did not understand, and the student would require more time to find the meaning of the

words and the correct answers. Without the student's interest in reading, the student will struggle to comprehend the content of the reading.

Some factors that make some words more difficult as follows:

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

2) Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability".

Words that can be used in a wide range of paragraphs will generally be perceived as easier than their synonyms with a narrower range.

b. Factor Caused Difficulties to Understand Long Sentence

From 5 students who have been interviewed by the researcher, there are 3 students who have problem in understanding information from long sentence. They explained that understanding main idea from long sentences is more difficult because they have to consider many ideas or terms from the sentences. It become more chaos when they also have problem with vocabulary mastery and sentences structure. Both sentence structure and length are related to the students reading comprehension. When they read to find main idea, they have to focus to the topic of the paragraph to help them of getting lost in long sentences. One of their problem when reading long sentence is getting lost of finding subject or object of the sentences.

The student had difficulty to understand long sentences due to their complex structure and many unfamiliar words. As a result of this problem, the student is unable to comprehend long sentences and does not understand the main idea presented in the paragraph. This can be interpreted as the student having difficulties reading the paragraph. They require a lot of time to read and comprehend each sentence. The difficulties can be seen in the students' comprehension of the paragraph and their ability to answer questions about the information from the paragraph.

The following data, based on the student's interview, indicate the finding:

Researcher : "What is your difficulties in doing exercise of English paragraph?"

TN : "I find difficult to understand the paragraph Miss, especially if the paragraph is long, there are many words that I don't understand besides that if the paragraph is long it needs a long time to read it".

Based on the interview, the student stated that she had difficult understanding the paragraph, especially when it was long. She was unfamiliar with many words. In addition, the student requires more time to read and comprehend the paragraph.

The student has difficult reading long paragraphs or sentences because they do not understand many of the words. They should be good because they don't understand the terms and have a limited vocabulary. The student's understanding of sentences will improve as his or her vocabulary expands and mastery grows. The student struggled to comprehend each sentence in the paragraph. How to connect sentences by sentence to obtain information from the entire paragraph. It's because the student's understanding of the word is lacking.

It is generally considered that long sentences-such as this present one-are difficult to understand because they often contain a number of subordinate clauses that, because of their parenthetical nature, make it difficult for readers to bear all of their points in mind and, in addition,

because there are often so many of them, make it harder for readers to remember the first part of the sentence when they are reading the last part. Long sentences overload the memory system; short sentences do not.

c. Factor Caused Difficulties to Understand Main Idea of The Paragraph

The reason students do not understand the main idea is that it is difficult for them to obtain a statement that tells the researcher's point of view on the topic. This can be interpreted as the student struggling to extract the main idea from the paragraph. The difficulties can be seen in their inability to answer the question, particularly if the paragraph is lengthy. This can make it challenging to identify the main idea. The student may become confused when attempting to determine the main idea of a passage and where it is located. The student sometimes asked a friend to respond to the paragraph.

Data from the student interview support this finding.

Researcher : "Do you understand the main idea?"

ANA : "I don't understand about the main idea Miss,

Researcher : "What is it that you don't understand?"

ANA : "I feel difficult to find main idea a paragraph if the paragraph is long, I'm confused where is the main idea"

From the statement above, the student had difficulty in identifying the main idea, especially if the paragraph is very long. The student confused which is the main idea.

The students' lack of understanding in determining main ideas, specifically their inability to distinguish between main idea and supporting idea, their lack to locate the main idea, and their lack to determine the main idea. Because the student understands that the main idea is at the beginning of a paragraph or sentence, the student determines the main idea by looking for the first sentence of the paragraph rather than reading and understanding the reading paragraph first.

The students' difficulty in finding the main idea is due to their lack of focus on the reading; when reading, they were unfocused by their friends; they only read, but do not appreciate what they read, so the main points in the paragraph cannot be understood. The students' lack of understanding of the main idea material was also responsible for their inability to understand the questions and answers.

Reading using the skimming technique requires looking at sentences that are thought to contain the information needed quickly to get the main idea in each paragraph.

Based on what has been explained previously, the research involved 35 class VII students at SMP PGRI 2 Sekampung Udik. The author tries to analyze the location of students' difficulties in learning

skimming using interviews and observations of several students to find out the causes of students' difficulties in learning skimming.

In conducting this research, the researcher analyzed the student difficulties in english skimming teks that done by students of SMP PGRI 2 Sekampung Udik. The researcher use three steps to get the data, they are: observation, documentation and interview.

During observation, the author asked students to read an English paragraph and then determine the main idea of the paragraph. This observation is useful for obtaining data from direct observation about students' difficulties in determining the main idea in English paragraphs. The next step is to use documentation which aims to obtain information, explanation of knowledge and evidence of student difficulties in english skimming teks. Using interviews, the author conducted in-depth interviews with several students who experienced difficulties to obtain valid information about the difficulties they faced in learning to read to determine the main idea of an English paragraph.

The first step is for the researcher to collect primary data, namely the results of the student's assignment to determine the main idea in the English paragraph. The second data was obtained by analyzing the results of student assignments. The results of this analysis are presented in the following results:

The planned test material for this research is reading paragraph, with the application of skimming techniques. The form of the test instrument given is²⁹:

- 1) By answering questions related to the reading paragraph that has been read
- 2) Find the main idea of each sentence
- 3) Make conclusions about the content of the reading.

The tests used are tests constructed by the author himself.

The illustration of skimming:

Trees produce various benefits for humans and other living creatures. Trees are useful as a source of food, industry and medicine. One of the most important roles of trees for humans and other living creatures is to produce fresh air in the world.

The main idea:

Benefits of trees for humans and other living creatures.

B. Discussion

There are three difficulties faced by the students in reading paragraph, namely : difficulties to understand the meaning word, difficulties to understand long sentence in the paragraph, difficulties to understand the main idea. And also the factors caused the students'

²⁹ Muhammad Iqbal Al-Ghozali, Fidy Arie Pratama and M. Anisul Fata, “*Teknik Skimming untuk Meningkatkan Pemahaman Siswa dalam Pembelajaran Membaca di Kelas IV Sekolah Dasar*”, Action Research Journals Indonesia, Vol 2 No. 2 (Cirebon, 2020), 94.

difficulties to answer exercise of reading paragraph, namely: the factor caused difficult to understand the word, the students can not catch the content of reading paragraph, the factor caused difficulties to understand long sentences because complicated structure and in the paragraph so many words that the students did not understand, the students have difficulty identifying information from the paragraph because they did not understand the structure.

This finding suitable with the theory there are four aspects of reading comprehension which the students should comprehend a paragraph well, such as determining the main idea, understanding vocabulary, made inference and detail information.³⁰ These aspects are regarded as difficulties that the students encounter in comprehending the paragraph. But in this study, the researcherr found five difficulties experienced by the student, namely difficult for determining main ideas, difficulty in understanding vocabulary, difficult to make inferences, difficult to understand grammar, and difficult to understand the word.

The difficulties include identifying the main idea in the paragraph and inferring the meanings of specific words from the paragraph.³¹ Furthermore, difficulties understanding paragraph can be caused by a lack of knowledge about the meanings of words or concepts, a failure to

³⁰ C. Nuttal, *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books, 1982.

³¹ Jane, Oakhill, *Children's Difficulties in Reading Comprehension*, Educational psychology review, Vol. 5, No.3, (1993).

capture factual information, a failure to infer about content and failure to form relationships between the content presented in the paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the student's difficulties in reading skill from the students of Seventh Graders of SMP PGRI 2 Sekampung Udik, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestion for teaching learning process in reading sessions.

A. Conclusion

Based on analyzing data, the researcher found that there was some difficulties and factors faced by the student in skimming. And in this researched there was three findings, namely: the students found it difficult to understood the meant the word, the students find it difficult to understood longed sentence, the students find it difficult to understand the main idea. And also the factors caused the students' difficulties to answered exercised of read paragraph, namely: the factor caused difficult to understand the word the students could not caught the content of reading paragraph, the factor caused difficulties to understand longed sentence because complicated structure and in the paragraph so many words that the students did not understand, the students had difficulty identified information from the paragraph because they did not understand the structure of a sentence.

The reason students have difficulty determining the main idea is because the text is difficult to understand and there are many words they don't understand. Then how students can determine the main idea of a text, namely by reading the first sentence or writing the content of the meaning they know in the text.

It can be seen from the result of observation, answering of test and the students' answer of interview. Then, the researcher classified the students' score from overt observation which only two students that get the high score.

B. Suggestion

1. Students should expand and memorize their vocabulary to improve their knowledge.
2. Students are expected to practice diligently and read English paragraphbooks or books.
3. Teachers should provide students with various reading practice opportunities so that they can become more fluent readers.
4. Teachers should look up more information about strategies or methods for teaching reading paragraph. It can pique students' interest in reading the paragraph and help them overcome their reading difficulties.
5. Teachers must be aware of students' problem in understanding English reading and provide motivation in learning English.

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APPENDICES

Guidance For Interview

1. What challenges do you face in skimming English text?
2. How did you overcome this challenge?
3. Do you find it difficult to read English texts?
4. Do you find it difficult to determine the main idea of a text?
5. What makes you find it difficult to understand the contents of English texts?
6. How do you overcome difficulties in determining the main idea in an English text?
7. What do you think is the most important thing to make it easier to determine the main idea in an English text?
8. how much vocabulary do you know?

Guidance For Test

Text 1

“Trees provide various benefits for humans and other living creatures. Trees are useful as a source of food, medicine and industrial materials. One of the most important roles of trees for humans and all living creatures is that trees produce fresh air in the world.”

The question of the text:

1. What is the main idea of the text above?

Text 2

“The mud flood disaster caused by the collapse of the Situ Gintung embankment located in South Tangerang caused various diseases for the local population. Some of the diseases that emerged as a result of the mud flood disaster were diarrhea, dengue fever, typhus and leptospirosis.”

The question of the text:

1. What is the main idea of the text above?

Documentation sheet

No	Aspect	Available	Unavailable
1.	Profile of SMP PGRI 2 Sekampung Udik		
2.	The Building condition and school facilities in SMP PGRI 2 Sekampung Udik		
3.	The quality of students of SMP PGRI 2 Sekampung Udik		
4.	Organization structure of SMP PGRI 2 Sekampung Udik		
5.	Location Sketch		

Documentation







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Nomor : B-5305/In.28/J/TL.01/12/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
TITIK VERAWATI, S.P SMP PGRI 2
SEKAMPUNG UDIK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Rizkya Fitriani**
NPM : 1701070047
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF MUSIC RAP AS MEDIA IN TEACHING
READING SKILLS: SCANNING AND SKIMMING
NARRATIVE TEXT AT SMP PGRI 2 SEKAMPUNG UDIK

untuk melakukan prasurvei di SMP PGRI 2 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvei tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Desember 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (YPLP PGRI)
SMP PGRI 2 SEKAMPUNG UDIK
LAMPUNG TIMUR

Alamat : Jln. Raya Margasari Desa Bumi Mulyo Kec. Sekampung Udik Kab. Lampung Timur 34183

Nomor : 425/530/15/SMP PGRI 2 /S.U/XII/2022

Lampiran : -

Hal : IZIN PRA SURVEY

Kepada

Yth Ketua Jurusan Tadris Bahasa Inggris

Di

Tempat

Berdasarkan surat yang kami terima bernomer B-5305/In.28/J/TL.01/12/2022 tertanggal 10 Desember 2022 tentang Izin Pelaksanaan Pra Survei Jurusan Tadris Bahasa Inggris, kami pihak SMP PGRI 2 Sekampung Udik dan bertindak selaku Kepala Sekolah memberikan izin kepada :

Nama : RIZKYA FITRIANI
NPM : 1701070047
Fakultas : IAIN FTIK Metro
Program Study : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF MUSIC RAP AS MEDIA IN TEACHING
READING SKILLS: SCANNING AND SKIMMING
NARRATIVE TEXT AT SMP PGRI 2 SEKAMPUNG UDIK

Waktu pelaksanaan :

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Sekampung Udik, 10 Desember 2022

Kepala Sekolah

SMP PGRI 2 Sekampung Udik



ETIK VERAWATI, S.P
NPA. 08090501547



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 MAHASISWA
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Program Studi : TBI
 Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 10/10-23	✓	Bimbingan Ch. I	
	Jumat 20/10-23		Acc Ch I, II, III Acc for Seminar Proposal	

Mengetahui
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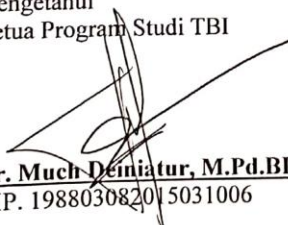
KARTU KONSULTASI BIMBINGAN ALAT PENGUMPULAN
 DATAMAHASISWA
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 IAIN METRO

Nama : Rizky Fitriani
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Program Studi : TBI
 Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 16/1 - 24	✓	Revise APD	
2.	Selasa 13/2 - 24	✓	Acc APD	

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 Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.
 Trisna Dimillah Harya (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
 Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : Rizky Fitriani
 NPM : 1701070047
 Semester : 14 (Empat Belas)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : AN ANALYSIS OF STUDENTS DIFFICULTIES IN ENGLISH SKIMMING TEXT AT SMP PGRI 2 SEKAMPUNG UDIK

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2:
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1:
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas:
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas:

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wasalamu'alaikum Wr. Wb.

Metro, 15 Februari 2024
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Program Studi : TBI
 Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kem 27/5-24	✓	elaborate more the difficulties of Understudy the student -	
2.	Rabu 19/6-24	✓	Revise ch. IV.	
3.	21/6-24	✓	Revise grammar check more all the sentence! Please use a correct grammar in writing.	
4	24/6-24	✓	Acc ch. IV & V. Acc for munaqasah	

Mengetahui
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Rizky Fitriani
NPM : 1701070047
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 24 Juni 2024

Ketua Program Studi TBI



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NPM : 1701070047
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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AN ANALYSIS OF STUDENTS DIFFICULTIES IN ENGLISH SKIMMING TEXT AT SMP PGRI 2 SEKAMPUNG UDIK

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Sehubungan dengan Surat Tugas Nomor: B-1232/In.28/D.1/TL.01/02/2024, tanggal 21 Februari 2024 atas nama saudara:

Nama : Rizkya Fitriani
NPM : 1701070047
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP PGRI 2 SEKAMPUNG UDIK bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 2 SEKAMPUNG UDIK dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN ENGLISH SKIMMING TEXT AT SMP PGRI 2 SEKAMPUNG UDIK".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Februari 2024
Wakil Dekan Akademik dan Kelembagaan.



Dra. Isti Fatonah MA
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Berdasarkan surat izin research Institut Agama Islam Negeri Metro Jurusan Tarbiyah Nomor : B-1014/In.28/D.1/TL.01/02/2024, Tanggal 12 Februari 2024, dengan ini Kepala SMP PGRI 2 SEKAMPUNG UDIK, Kecamatan Sekampung Udik, Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa:

Nama : RIZKYA FITRIANI
NPM : 1701070047
Jurusan : Tarbiyah
Program Study : Tadris Bahasa Inggris
Judul : ANANALYSIS OF STUDENTS DIFFICULTIES IN ENGLISH
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Mahasiswa tersebut diatas diizinkan melaksanakan Research di SMP PGRI 2 SEKAMPUNG UDIK pada tanggal 12 Februari 2024 s.d. selesai.

Demikian surat rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
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 Jurusan : Tadris Bahasa Inggris

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Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

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Dra. Isti Fatonah MA
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CURRICULUM VITAE

The name of writer is Rizkya Fitriani. The writer born in January 6th, 2000, at East Lampung. She is second daughter of couple Tumirin and Painem. She have brother, Restu Purbaya.

In 2011, she graduate from SDN 1 Bumi Mulyo, in 2014 she graduate from SMP PGRI 2 Sekampung Udik, and in 2017 she graduate from MAN 1 Metro. Finally, she continue her education in IAIN Metro.