

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings, and (2) Interpretations.

4.1 Finding

There are two findings that are presented in this chapter. First, students' difficulties in comprehending English texts at State Madrasah Aliyah in Palembang. Second, the factors causing students' difficulties in comprehending English texts at State Madrasah Aliyah in Palembang that were utilized.

4.1.1 Result Analysis of Students' Difficulties in Comprehending English Texts by Twelfth Grade Students at MAN 3 Palembang

After collecting the data in order to explore students' difficulties in comprehending English texts, I found that there were some difficulties that faced by students in reading comprehension aspects to comprehend English texts. They were unfamiliar vocabularies, identifying the main idea, identifying supporting details, finding the meaning of words in context, identifying the writer's purpose and tone, distinguishing between fact and opinion, making logical inferences, and summarizing on the passage of reading text. The themes and codes gained from the analysis of qualitative data obtained from interview were described in table 4.1.

Table 4.1 Themes and Codes for Students' Difficulties in Comprehending English Texts

Themes	Codes
1. Unfamiliar Vocabularies	- The students tend to have difficulties in finding new vocabularies because a lot of vocabularies in text do not

	<p>know the meaning and vocabularies that are used in texts are too high.</p> <ul style="list-style-type: none"> - The students find difficulties to interpret the meaning of words in text from English to Indonesia. - The students have difficulties to comprehend the sentences in text that is less to understand. - The students get difficulties to make differences between verb, adjective, grammar, tenses, etc. - The students confuse to understand the content of text because the text is too long. - The students have difficulties to memorize the content of text because they do not know how to read.
2. Identifying The Main Idea	<ul style="list-style-type: none"> A. The students get difficulties in identifying the main idea because it is difficult to comprehend the meaning of words and vocabularies. B. The students do not understand about identifying the main idea because it needs to comprehend from first paragraph to the last paragraph. C. The students get difficulties to find the main idea in paragraph because they do not understand about English texts.
3. Identifying Supporting Details	<ul style="list-style-type: none"> A. The students tend to have difficulties in identifying supporting details because they need to know the main idea first then they can know supporting details. B. The students confuse to determine whether supporting details or not because they do not understand about supporting details. C. The students get difficulties to find supporting details because do not understand the content of text. D. The students find difficulties to interpret the text because do not understand about vocabularies in text.
4. Finding The Meaning of Words in Context	<ul style="list-style-type: none"> A. The students have difficulties in finding the meaning of words in context because they do not know the words that rarely hear. B. The students do not know the meaning of words yet.

	<p>C. The students do not understand the vocabularies in text.</p> <p>D. The students have lack of knowledge because it depends on the sentences in text.</p>
5. Identifying the Writer's Purpose and Tone	<p>A. The students find difficulties in identifying the writer's purpose and tone because do not know the meaning of text so they cannot understand.</p> <p>B. The students get difficulties to comprehend the writer's purpose in text because less to understand about English so it makes difficult to find.</p> <p>C. The students confuse to find the writer's purpose in text because it shall to read first to know the meaning and the writer's purpose in text.</p>
6. Distinguishing between Fact and Opinion	<p>A. The students have difficulties in distinguishing between fact and opinion because less to understand about English texts.</p> <p>B. The students find difficulties and confuse to distinguish between fact and opinion because it is different.</p>
7. Making Logical Inferences	<p>A. The students find difficulties in making logical inferences because difficulties in thinking the words and less to understand the words in text.</p> <p>B. The students have difficulties to find the information in text because do not understand the content of text yet and the text is long.</p>
8. Summarizing on the Passage of Reading Text	<p>A. The students have difficulties in summarizing on the passage of reading text because do not understand the content of text.</p> <p>B. The student find difficulties to determine the words in sentences</p> <p>C. The students confuse about the aspects in summarizing the text because it is different from Indonesia language.</p> <p>D. The students have to know the content of text first then they can explain it into summarize of text.</p>

The themes and codes described in table 4.1 were explained as follows:

4.1.1.1 Unfamiliar Vocabularies

Based on students' answers, I could know that the most difficulties to comprehend English texts, it was unfamiliar vocabularies in text. Almost of all students had difficulties in finding new vocabularies because a lot of vocabularies that they did not know and vocabularies that used in texts were too high. Then, they also got difficulties to interpret the meaning of words in text from English to Indonesia because they had difficulties to comprehend the sentences in text that was less to understand. They also had difficulty to make differences between verb, adjective, grammar, tenses, etc. Besides, they confused to understand the content of text because the text was too long. In addition, they also had difficulty to memorize the content of text because they did not know how to read. The students' statement about their difficulties could be seen as followed:

"Ehh,, in my opinion the difficulty is almost rarely found, but difficulties will be found if we find a new vocabularies" (AW, personal communication, December 2018). MA, DL, AI, MM, FM, AA, and IH showed the same idea about it.

"In my opinion, to comprehend the content of text, I don't know much about the meaning. So, it's hard to comprehend it" (LA, personal communication, December 2018). It was the same idea with RA, YS, PP, NP, and FN.

"To interpret it, to interpret from English to Indonesia" (SY, personal communication, December 2018). The same idea was also conveyed by IA, MH, DR, AO, and AR.

"Ehh,, maybe there are sentences that are less to understand, once more, and I do not comprehend yet" (FA, personal communication, December 2018). TD and FR showed the same idea.

"hmm,, it is verb and adjective are too difficult to understand" (AD, personal communication, December 2018). The same idea was also expressed by PE and ZW.

"there is exist, ehh,, because a long text makes me confuse" (HA, personal communication, December 2018).

“I memorize and the ways to read” (DA, personal communication, December 2018). The same idea was expressed by MH.

4.1.1.2 Identifying the Main Idea

Almost of students got difficulties to identify the main idea because difficult to comprehend the meaning of words and found difficult in vocabularies. Furthermore, they did not understand about identifying the main idea because they need to comprehend from first paragraph to the last paragraph. In addition, the students get difficulties to find the main idea in paragraph because they do not understand about English texts. The explanation of students' answered as followed:

” yes, it is difficult because it backs to interpret the words” (SY, personal communication, December 2018). The same idea was conveyed by LA, IA, and ZW.

“Ehh,, in my opinion, hmm,, it is rather difficult because maybe in vocabulary, there is some words that I do not understand” (FA, personal communication, December 2018).

“in my opinion, it is difficult because I do not understand” (DL, personal communication, December 2018). DA, AO, and IH showed the same idea about it.

“yes, it is very hard because it needs to comprehend from the first paragraph to the last paragraph” (FM, personal communication, December 2018). MM, TD, FR, and DR had also the same idea.

“Ehh,, It is rather difficult because I do not understand about English” (MH, personal communication, December 2018). YS, PE, AA, and HA showed the same idea about it.

“rather difficult because hmm,, it is still difficult to find the main idea” (FN, personal communication, December 2018).

4.1.1.3 Identifying Supporting Details

Many students found difficulties to identify supporting details because they need to know the main idea first then they could look for it. Furthermore,

they also confused to determine whether supporting details or not because did not understand about supporting details. Moreover, they got difficulties to find supporting details because did not know the content of text. In addition, they also found difficulties to interpret the text because did not understand about vocabularies in text. The explanation of students' statement as followed:

“In my opinion, it is also hard, because to find it, we must know about the main idea first” (LA, personal communication, December 2018). DL and IA had the same idea about it.

“it is difficult because I confuse to find the main idea” (IH, personal communication, December 2018). FN, PE, ZW, and RA also showed the same idea.

“in my opinion, it is rather difficult because maybe I do not understand in that part” (FA, personal communication, December 2018). AO, FM, MH, and AA had the same idea about it.

“yes, because it is difficult for me, because it cannot find” (HA, personal communication, December 2018). It was also same idea with MM and DR.

“yes, I do not know correctly” (YS, personal communication, December 2018). FR had the same idea with it.

“yes, because it is difficult to interpret the text” (SY, personal communication, December 2018).

“yes, because it is a lot of vocabulary that's unknown” (AD, personal communication, December 2018).

4.1.1.4 Finding the Meaning of Words in Context

Many students had difficulties to find the meaning of words because they did not know the words that rarely to hear. They also did not know the meaning yet because did not understand the vocabularies in text. Moreover, they also lacked of knowledge because it depend on the sentences in text. Here the students' answered as followed:

“yes, it is. Because it,, in my brain, it does not know, it is rarely to hear” (DA, personal communication, December 2018). RA, IH, AA, and HA also had the same idea about it.

“hmm,, sometimes it is difficult, because we do not know about the meaning of words yet” (AR, personal communication, December 2018). TD also showed the same idea.

“yes, because I do not understand vocabulary miss” (FM, personal communication, December 2018). FN and PE also conveyed the same idea with it.

“yes, because lack of knowledge” (MI, personal communication, December 2018).

“in my opinion, it seems a bit difficult, depends on the sentence in the texts” (LA, personal communication, December 2018). DA also had the same idea about it.

4.1.1.5 Identifying the Writer’s Purpose and Tone

The students found difficulties to identify the writer’s purpose and tone because they did not know the meaning of text so they could not understand. Furthermore, they got difficulties to comprehend the writer’s purpose in text because less to understand about English so it is difficult to find. Moreover, they also confused to find it because they did not understand how to identify the writer’s purpose. In addition, they should read first so they could know the meaning and the writer’s purpose in text. The students’ statement as followed:

“yes, it is. Hmm, sometimes I am hard to identify the writer’s purpose because of it” (PE, personal communication, December 2018).

“yes, it is difficult because I do not know the meaning of words miss, it is not understand then” (DL, personal communication, December 2018).

“it is very hard, because it is very hard to comprehend” (IH, personal communication, December 2018). MH showed the same idea.

“yes, it is difficult, because I do not understand English” (FM, personal communication, December 2018). MA had the same idea about it.

“yes, it is difficult because sometimes I am confuse to find it” (PP, personal communication, December 2018). AA and TD showed the same idea with it.

“yes, it is difficult. Sometimes I do not understand about what in the text, it is difficult” (FR, personal communication, December 2018). AD found the same idea about it.

“yes, because we have to read it, so we know about the meaning, so we know the writer’s purpose” (LA, personal communication, December 2018). YS, IA, FN, and RA had the same idea about it.

4.1.1.6 Distinguishing between Fact and Opinion

The students had difficulties in distinguishing fact and opinion because less to understand about English texts. They also found difficulties and confused to distinguish between fact and opinion because it was different. The students’ answered as followed:

“yes, it is from the language and less to understand English” (FM, personal communication, December 2018).

“yes, it is because the fact and opinion are different” (SY, personal communication, December 2018). FN and HA showed the same idea.

4.1.1.7 Making Logical Inferences

The students found difficulties in making logical inferences because got difficulties in thinking the words and less to understand the words in text. Furthermore, they also had difficulties to find the information in text because did not understand the content of text yet and the text was long. Here the explanation of students’ statement as followed:

“it can be because it is difficult to think about the words” (PP, personal communication, December 2018). NP and DR had the same idea about it.

“yes, because less to understand the words” (MM, personal communication, December 2018).

“it is difficult because it is hard to look for the information” (FM, personal communication, December 2018).

“yes, it is because I do not understand about it” (PE, personal communication, December 2018). FN found the same idea.

“yes, it is difficult because it is long”(HA, personal communication, December 2018).

“yes, because I cannot inference it” (YS, personal communication, December 2018). DL had the same idea.

4.1.1.8 Summarizing on the Passage of Reading Text

The students had difficulties in summarizing on the passage of reading text because they did not understand the content of text so they could not summarize the text. They also had difficulties to determine the words in sentences to be summarize. Furthermore, they confused about the aspects in summarizing the text because it was different from Indonesia language. In addition, they should know the content of text first then they could explain it into summarize of text. The students' answered as followed:

“yes, because to summarize it, I do not understand miss” (DL, personal communication, December 2018). TD and PE had the same idea.

“it is also difficult. yes,, we are determine the sentences” (FR, personal communication, December 2018).

“it is difficult. I am more confused in the aspect of summarize” (ZW, personal communication, December 2018).

“it is difficult because it is different” (NP, personal communication, December 2018).

“yes, we must know the content of text first, after that we can explain it”
(YS, personal communication, December 2018).

4.1.2 Result Analysis of The Factors Causing the Students’ Difficulties in Comprehending English Texts by Twelfth Grade Students in MAN 3 Palembang

After collecting the data in order to explore the factors causing students’ difficulties in comprehending English texts, I found that there were many factors that caused students’ difficulties in comprehending English texts. The factors that caused students’ difficulties were time allocation, students’ frequency in reading texts, the students’ reason about their difficulties to understand English texts, limited vocabulary knowledge, lack of fluency, lack familiarity with the subject matter, difficulty level of the text, weak verbal reasoning, problems with processing information, and problems in recalling information after reading. The themes and codes gained from the analysis of qualitative data obtained from interview were described in table 4.2.

Table 4.2 Themes and Codes for the Factors Causing Students’ Difficulties in Comprehending English Texts

Themes	Codes
1. Time Allocation	<p>A. The students have time to read English texts but they are lazy to read it.</p> <p>B. The students do not have much time to read English texts and only read through game because they did not really like to read English texts.</p> <p>C. The students are sometimes to read English texts because it is bored.</p> <p>D. The students are rarely to read because they often play a handphone and go out of the house.</p> <p>E. The students are only bit to read</p>

	because they often read novels.
2. Students' Frequency in Reading Texts	<p>A. The students only read English texts when at private class, and at the time English subject or in the school.</p> <p>B. The students do not read English texts for long time and only read English texts for a few minutes.</p> <p>C. The students only read English texts for a glance.</p> <p>D. The students read English texts at the time when they play a handphone, it is also to read English texts.</p> <p>E. The students almost never at all to read English texts.</p>
3. The students' reason about their difficulties to understand English texts	<p>A. The students tend to have lack of vocabularies because vocabularies in text are not known yet, do not know vocabularies that are used in text, and difficult in new vocabularies.</p> <p>B. The students get difficulties to identify and process the words because they do not know about noun, verb, and grammar.</p> <p>C. The students have difficulties to comprehend the content of text because they do not know the meaning of words in text.</p> <p>D. The students find difficulties in comprehending English texts because they are less to learn English texts, lack to read books, less to memorize it, lack of knowledge, difficult to interpret the meaning of words, and the text is too long so it makes them lazy to read.</p>
4. Limited Vocabulary Knowledge	<p>A. The students tend to have difficulties in Limited vocabulary knowledge because lack of knowledge about new words or vocabularies.</p> <p>B. The students did not understand about vocabularies in text.</p> <p>C. The students are lack to understand about the explanation of vocabularies.</p> <p>D. The students find difficulties to interpret the meaning of vocabularies.</p>
5. Lack of Fluency	<p>A. The students have difficulties in lack of fluency because it is the things that are related and one of factor that gives the influence in comprehending</p>

	English texts.
	B. The students are rarely to practice and read English texts. So, they cannot comprehend English texts.
6. Lack Familiarity with the Subject Matter	A. The students get difficulties in lack familiarity with the subject matter because lack of knowledge so they got difficult to comprehend the subject matter and lack to understand the plot in text.
7. Difficulty in Level of The Text	A. The students have difficulty in level of the text because the text is long and rarely read. B. The students find difficulties to understand the text because it depends on the level of text to understand (if the level of text is high it will difficult, but if the level of text is rather low it can understand). C. The students find difficult text has more difficult vocabularies.
8. Weak Verbal Reasoning	A. The students have difficulties in weak verbal reasoning because it needs to comprehend the text, if the reasoning and ability is rather low it will difficult. B. Weak verbal reasoning can be a factor that causes student's difficulties because they get difficulties in reasoning of vocabularies in text. C. The students get difficulties in comprehending verbal because they do not know how to read.
9. Problems with Processing Information	A. The students get difficulties in problems with processing information because do not understand the purpose of text and it can be one of the factors that cause difficulties to get the information. B. The students also have lack of information because they find difficulties to access the information, grammar, and vocabularies.
10. Problems in Recalling Information after Reading	A. The students find difficulties on problems in recalling information after reading because forget or not remember about what have been

they read in text.

The themes and codes described in table 4.2 were explained as follows:

4.1.2.1 Time Allocation

One of factor that caused students' difficulties in comprehending English texts was the time to read English texts because it influenced by different cause. There were the students had time to read English texts but they were lazy to read it. Then, many students did not have much time to read English texts and only read through game because they did not really like to read English texts. Furthermore, almost of all students were sometimes to read English texts because it was bored. Moreover, many students were rarely to read because they often play a handphone and go out of the house. In addition, the students were only bit time to read because they often read novels. Here the students' answered as followed:

“actually there is exist, but I am lazy” (AA, personal communication, December 2018).

“I do not have much time to read English texts, I often read through a game, I am not too really like to read English texts” (AW, personal communication, December 2018). LA, DL, AO, AI, FM, and AD showed the same idea.

“sometimes, it is bored” (MM, personal communication, December 2018). MA, RA, FN, TD, MH, HA, FR, AR, and NP had the same idea about it.

“rarely, because I am often play a handphone, then go out of the house, so I do not have much time” (DR, personal communication, December 2018). IH got the same idea about it.

“it is a bit, because I often read novels or books” (ZW, personal communication, December 2018). IA and YS showed the same idea.

4.1.2.2 Students' Frequency in Reading English Texts

The second factor that caused students' difficulties in comprehending English texts was students' frequency to read English texts. In this factor, I would like to know how often the students read English texts and how long they read. Based on the students' answered, I found that the students were lack to read English texts because the students only read English texts when at private class, at the time English subject or in the school. Then, the students also did not read English texts for long time and only read English texts for a few minutes. Furthermore, the students also read English texts for a glance and at the time when they played a handphone, it was also to read English texts. In addition, the students were almost never at all to read English texts. The explanation of students' answered as followed:

"it is often when I have a private class" (DA, personal communication, December 2018). HA and ZW had the same idea.

"at the most when at school or guide, an hour or two hours" (SY, personal communication, December 2018). MA, YS, IA, and DR also had the same idea.

"fifteen minutes, it is around that, not too long time" (AD, personal communication, December 2018). RA, AW, AR, DL, PP, FA, AI, MM, PE, MH, NP, AA, and FR showed the same idea about it.

"usually, I often read when I am playing a handphone. It is also to read English texts" (LA, personal communication, December 2018).

"it is almost never at all" (AO, personal communication, December 2018). IH and FM had the same idea with it.

4.1.2.3 The Students' Reasons About Their Difficulties to understand English texts

The third factor that caused students' difficulties in comprehending English texts were lack of vocabularies because vocabularies in text were not known yet, did not know vocabularies that are used in text, and difficult in new vocabularies. Then, the students also got difficulties to identify and process the words because they did not know about noun, verb, and grammar. Furthermore, the students had difficulty to comprehend the content of text because they did not know the meaning of words in text. Moreover, the students found difficulties in comprehending English texts because they were lack to learn English texts, lack to read books, less to memorize it, and lack of knowledge. In addition, they also got difficulties to interpret the meaning of words and the text is too long so it makes them lazy to read. Here the students' answered as followed:

“more to the vocabulary, if we do not know vocabulary. It is sure, we are difficult to identify the text for sure” (MA, personal communication, December 2018). AW, YS, FA, AI, IH, FM, TD, MH, AA, HA, NP, FR, and DR showed the same idea about it.

“the reasons are because noun or verb in English is a bit understandable. So, I am a bit forget if I want to repeat again” (AD, personal communication, December 2018). AI and HA also had the same idea.

“because lack to know the meaning of words, so it seems a bit complicated to comprehend it” (LA, personal communication, December 2018). SY, DA, AR, and ZW also found the same idea.

“the reasons are: first, to learn it is less, English that I have less, It is all miss” (DM, personal communication, December 2018). *“hmm, lack to read books, less to memorize it”* (MM, personal communication, December 2018). and *“hmm, because it is lack of knowledge”* (FN, personal communication, December 2018). PE had the same idea with FN.

“to interpret the meaning of words miss” (PP, personal communication, December 2018). RA also had the same idea with PP. Then, *“it is usually the text is long. So, I am lazy to read it miss. It is the first obstacle, second, there is vocabulary which is not known or rarely to read”* (AO, personal communication, December 2018).

4.1.2.4 Limited Vocabulary Knowledge

The fourth factor that caused students' difficulties in comprehending English texts was limited vocabulary knowledge. From the data, I could know that almost of all students mentioned that they had difficulties in limited vocabulary knowledge because lacked of knowledge about new words or vocabularies and did not understand about vocabularies in text. Then, they also lacked to understand about the explanation of vocabularies and difficult to interpret the meaning of vocabularies. It could be seen from their statement as followed:

“Ehh,, one more, it lacks of knowledge about new words” (AW, personal communication, December 2018). AR, LA, MA, YS, DL, PP, AO, AI, IA, MM, FM, PE, MH, SY, AA, FR, and ZW showed the same idea.

“lack to understand about vocabularies in the text” (DY, personal communication, December 2018). IH had the same idea about it.

“to comprehend the explanation of vocabularies” (TD, personal communication, December 2018).

“hmm,, to interpret vocabularies” (RA, personal communication, December 2018).

4.1.2.5 Lack of Fluency

The fifth factor that caused students' difficulties in comprehending English texts, it was lack of fluency. From the data, I could know that the students had difficulties in lack of fluency because it was the thing that was related and one of factor that gave the influence in comprehending English texts. They also were

rarely to practice and read English texts. Therefore, they could not comprehend English texts. The explanation from their answer as followed:

“ehh,, in my opinion, it is the things that are very related, how we can comprehend the contents of texts, if we cannot read the text properly and correctly, it is the most influential factor is lack of fluency” (AW, personal communication, December 2018).

“first, limited vocabulary knowledge, second, lack of fluency because it is rarely to honed. And also, the problems with processing information maybe” (AO, personal communication, December 2018).

“yes, because we are not fluency in reading yet, so we are not determine to comprehend English texts” (PE, personal communication, December 2018).

4.1.2.6 Lack Familiarity with the subject matter

The sixth factor that caused students’ difficulties in comprehending English texts, it was lack familiarity with the subject matter. From the data, the students explained that they lacked of familiarity with the subject matter because lack of knowledge so they got difficult to comprehend the subject matter and lack to understand the plot in text. Students’ answers could be seen as followed:

“in my opinion, it is lack familiarity with the subject matter, because if we are lack of knowledge, we will difficult to comprehend the content of texts, and lack of knowledge will cause difficulty to know of what we will read and to comprehend the text” (LA, personal communication, December 2018). AW, AI, YS, PP, FN, ZW, and DL showed the same idea about it.

“sometimes, lack to understand the plot in text” (MM. personal communication, December 2018).

4.1.2.7 Difficulty Level of the text

The seventh factor that caused students’ difficulties in comprehending English texts, it was difficulty level of the text. From the data, the students argued that they got difficulties in difficulty level of the text because the text was long

and they were rarely read. Then, they also difficult to understand the text because it was depend on the level of text to understand (if the level of text was high it would difficult, but if the level of text was rather low it could understand). Moreover, the students found that difficult text had more difficult vocabularies. So, it made them difficult to comprehend the text and did not know about the matter. Students' respond could be seen as followed:

“yes, it is difficult and it is rarely to read. The long text is difficult” (DA, personal communication, December 2018).

“maybe limited vocabulary knowledge, hmm,, this problem, eehh,, what is the name, difficulty level of the text” (MA, personal communication, December 2018).

“yes, it can. Because according to the level of text, if it is too high, it will difficult but if it is rather low, it can be understood” (FA, personal communication, December 2018). PE had the same idea about it.

“hmm,, difficulty in text, because if the text is difficult, it will be more difficult” (AA, personal communication, December 2018).

4.1.2.8 Weak Verbal Reasoning

The eighth factor that caused students' difficulties in comprehending English texts, it was weak verbal reasoning. The students stated that they had weak verbal reasoning because it needed to comprehend the text, if the reasoning and ability was rather low it will difficult. Then, weak verbal reasoning could be a factor that caused student's difficulties because they got difficulties in reasoning of vocabularies in text. In addition, they also found difficulties in comprehending verbal because they did not know how to read. The explanation of students' statement as followed:

“yes, if the ability is low, it is difficult to understand the content of text” (DL, personal communication, December 2018).

“vocabularies is not understandable, then the reasoning of of vocabularies miss” (IH, personal communication, December 2018).

“hmm,, maybe it could be a factor” (AR, personal communication, December 2018).

“if I am in weak verbal reasoning” (DR, personal communication, December 2018).

4.1.2.9 Problems with Processing Information

The ninth factor that caused students’ difficulties in comprehending English texts, it was problems with processing information. The students revealed that they had problems with processing information because they did not understand the purpose of text and it could be one of the factors which gave difficulties to get the information. Then, they also lacked of information because they found difficulties to access the information, grammar, and vocabularies. Here the explanation of students’ statement as followed:

“yes, it can. Because I do not understand the purpose of texts” (PP, personal communication, December 2018).

“it can be one of the factors that complicate to get the information” (AD, personal communication, December 2018). DA, AA, and ZW showed the same idea.

“yes,, it is lack of information, difficult to access the information, grammar, and vocabularies” (FR, personal communication, December 2018).

4.1.2.10 Problems in recalling information after reading

The tenth factor that caused students’ difficulties in comprehending English texts, it was problems in recalling information after reading. The students mentioned that they had problems in recalling information after reading because forget or not remember of what they had been read. It made them difficult to

comprehend and to know the purpose of texts. Students' answer could be seen as followed:

“yes, because if we are forget the meaning of words in text, we do not know the purpose of text” (TD, personal communication, December 2018). AD, FN, RA, and AA had the same idea about it.

4.2 Interpretations

Based on the findings which have been described in the previous section, some interpretations made as followed:

There were several reading comprehension aspects of students' Difficulties in comprehending English texts. They were: 1) Unfamiliar Vocabularies, 2) identifying the main idea, 3) identifying supporting details, 4) finding the meaning of words in context, 5) identifying the writer's purpose and tone, 6) distinguishing between fact and opinion, 7) making logical inferences, and 8) summarizing on the passage of reading text

The journal had the similarities with students' difficulties in identifying the main idea was conducted by AD, Sutarsyah, Suparman (2014). It showed that the students lacked of vocabulary knowledge and read the whole passage to get the main point. They also believed that to comprehend the text, nor to find the main idea, they must first comprehend every word in the text. Then, the journal had the similarities in reading comprehension aspects was conveyed by Alghail and Mahfoodh (2016). It showed that the students had difficulties in identifying supporting ideas and working out the meaning of difficult words. Next, the same journal had the similarities in reading comprehension aspects was conducted by

Warnidah and Suwarno (2016). It showed that the students had difficulties in making inferences.

The factors that caused students' difficulties in comprehending English texts. They were: 1) Time Allocation, 2) students' frequency in reading texts, 3) limited vocabulary knowledge, 4) lack of fluency, 5) lack familiarity with the subject matter, 6) difficulty level of the text, 7) weak verbal reasoning, 8) problems with processing information, and 9) problems in recalling information after reading.

The journal that had the similarities about time allocation was conducted by Thao and Tham (2018). It showed that the students had to struggle with the reading texts because the time was constraint. Then, the same journal about time allocation was conducted by Mohammed and Rashid (2017). It showed that limited available time to cognitively process the text. Next, the journal that had similarities was conducted by Lestari, Fitriani, and Erdiana (2017) showed that the students rarely to read a text in English. This was due to the weakness of students' motivation and awareness to practice their reading comprehension aside from the classroom activity.

Furthermore, the journal that had similarities was conducted by Iqbal, Noor, Muhabat, and Kazemian (2015) showed that the students' opinion that their English vocabulary was very weak. They had difficulties to despite the words that used in the passage and some words were totally new to them so they cannot comprehend all of the passage. Harida (2014) mentioned that the most students had problem in vocabularies because of their limitation in vocabularies. The other

problem was their inability to connect what they read to the context. In connecting their knowledge to the context, the students also need to guess the meaning of unknown words.

Then, Yusuf and Fauzan (2016) mentioned that the students found difficulties in vocabulary because new words that they have to learn. Satriani (2018) explained that the students rarely to read English texts, especially those with low and intermediate levels of reading proficiency in English.