Students' perception towards difficulties in English reading text at SMP Negeri 1 Bungku

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ABSTRACT

In learning English, students are directed to have skills in reading English texts because through reading the students can understand information about something that has been read. The purpose of this study was to find out the perceptions of students of SMPN 1 Bungku on their difficulties in reading English. This research belongs to descriptive qualitative research and the research data source are interviews and questionnaires. The data were taken from the student at 8th grade of SMP Negeri 1 Bungku. There were 15 students who answered the questionnaire but only 13 students joined the interview. In this research analyzed the data by using technique as follow reduction of data, display of data. The results of this study indicate that students' perceptions of the difficulties that are usually faced in reading English texts include students having difficulty understanding reading characteristics that are different from other language skills, determining sentence patterns, and understanding new words. The difficulty is also caused by the lack of motivation from the teacher to improve students' reading skills and the lack of vocabulary and pronunciation of students.

1. Introduction

In learning English there are four skills that need to be mastered by students, including: reading, writing, listening and speaking. This also applies to the English process, namely listening and reading as receptive skills while reading and speaking as productive skills. Often people call it mastering speaking, written language is also important to master. For example, when we access the internet and want to reply to a message related to English, of course we need careful reading skills and the ability to write in the right language to give the right answer.

One of the main skills in learning English is reading skill. It is the main result of language input and is needed to improve other language skills such as speaking and writing. Reading is one of the four skills in learning English. through reading, they can get a lot of information, increase their knowledge, and students will know how to read English texts effectively. It takes a high level of understanding to read, students must understand the content of the reading text. Based on curriculum 13, students must master the four English skills in order to apply these skills in real life to interact with their environment. Besides that, English is also one of the subjects tested in the national final exam where most of the items are reading comprehension tests.

Reading is an activity to get information about something. It is very important for teachers to improve their students' English skills. The main purpose of teaching English in junior high and high school is to improve reading comprehension, and students who graduate from high school must have good reading comprehension. According to (Mubarok, n.d.) stated that in teaching reading, English teachers must apply good and appropriate strategies that can be a stimulus so that students become active and can participate in the teaching and learning process. There are so many strategies in teaching reading but they must be adapted to the conditions and learning environment of students. In a literate society, most normal children learn to read by the age of five or six, and some even earlier.

Since English in Indonesia is a foreign language, it is possible that students who are just starting out in learning English may have difficulty understanding reading texts, perhaps due to incorrect word identification and recognition, specifically limited comprehension skills, or poor oral reading. Therefore, the researcher wanted to identify students' perceptions of difficulties in developing reading skills as a first step to finding the right learning strategies.

Perception is the process of human thinking about a phenomenon after they get a sensation from the surrounding environment as well as the process of receiving, distinguishing, and giving meaning to the stimuli received by the senses. So that it can provide conclusions and interpretations of certain objects that are observed. Perception means the process of observing a person's environment using his five senses, so that he will be aware of everything that is in his environment. According to Asrori (2009), which states that perception is an individual's process of interpreting, organizing and giving meaning to stimulate that comes from the environment of individual beings, which results from the learning process and experience. Thus, the perception is derived from our experience that it is stimulated by the mind. Meanwhile, according to Slameto (2010), perception is a process related to the entry of messages and information into the human brain. Which means perception is recognition that is achieved by exchanging messages or information with others through friendship or perhaps through experienced talking to each other. On the other hand, according to Devito (2011) perception is the process of becoming aware of many stimuli that affect our senses. which means that perception is an event in consciousness that can be influenced by the five human senses through human relationships between people. Therefore, this is obtained from the surrounding environment, friends around and also from events that are still up to now. It can be concluded based on the understanding of experts who argue above that perception is a human thought or idea based on what is obtained from the environment of living things and experiences that have been experienced before.

In teaching English, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as (Brown 1994) states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand. It means that teacher have to make the students feel comfort and interest in studying subject especially English by using a creative technique so the students will focus on learning process. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

Reading is one of the basic skills in language learning. It is impossible to separate from other language learning skills besides writing, namely speaking and listening. Those skills must all be learned with the learner's English. Reading skills can help improve other language skills. Generally, reading skills develop in a society with a literary taste, because it can lead to developing understanding, enriching vocabulary. According to Elizabeth (as cited in Irawan 2010), reading is the process of constructing meaning from print and from others symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences.

In this study, there are three previous studies that have little in common. Three previous studies investigated students' reading problems. The first study conducted by (Saraswati et al., 2021) "An Analysis of Student Reading Comprehension Difficulties of Eight Grade Student" they conducted a study that aimed to determine the reading comprehension difficulties of eighth grade students in one of the junior high schools in Tegallalang. The difference between the research above and this study is that the number of participants in previous studies was more than this study, and the use of techniques used in previous studies used quantitative research techniques. The second

study was conducted (Sari et al., 2020)"Student's Perception on Reading Comprehension Problem in Narative text", in this study participants were randomly selected from class X SMAN 2 Jember. The research design used is survey research with data collection instruments using questionnaires which are divided into 2 parts. Which in the first part contains personal information and in the second part is a questionnaire consisting of 20 items written in Indonesian to avoid misunderstandings among students. The difference between the research above and this research is the research method in which the research above uses a survey research design using a questionnaire which is divided into 2 parts, while this study uses a qualitative descriptive method using questionnaires and interviews. The third study was conducted by (Safura & Helmanda, 2020) "The Analysis of English Department Students' Difficulties in Mastering Reading Text at Muhammadiyah Aceh University". The purpose of his research is to analyze the difficulties faced by students in mastering reading texts, especially finding and understanding the main ideas. The difference between the research above and this research is the research method in which the above research uses the theory of random sampling technique to select participants by distributing 2 types of questionnaires, namely open and closed, while this study selects participants randomly and uses questionnaires as an instrument to strengthen the results of interview data.

2. Method

This research uses descriptive qualitative research methods. Descriptive is designed to obtain real information about the current status of the phenomenon. This research was conducted on students of SMPN 1 Bungku. Researchers only focus on capturing the students' perception on difficulties english reading text. The research subjects that will be used as data sources in this study are 8th grade students of SMP Negeri 1 Bungku who were chosen randomly.

To collect the data, the researcher used questionnaires and interview guideline. The research instrument consists of a series of questions with the aim of collecting information from respondents. In this study, researchers used interview guidelines and questionnaire instruments to collect data. The research instrument consisted of a series of questions with the aim of collecting information from respondents. The questionnaire here is used as a reinforcing instrument to find out students who have difficulty in reading English. While the interview is used as the core or the main instrument. In this step the researcher uses a cellphone or laptop using the Zoom Meeting or Google Meet application to communicate and retrieve data from the results of the interview. In this study analyzing data using data reduction techniques, data presentation, and drawing conclusions and verification.

3. Findings and Discussion

This study presents findings based on data obtained from interview questions and questionnaires posed to 8th grade students of SMP Negeri 1 Bungku. The questions are open-ended questions that allow discussion with the resource person in the form of a simple question and answer. The objective of this study was to describe students' perceptions of reading English texts.

The researcher interviewed five students. All the 5 participants had the same meaning and the same thing in facing difficulties in reading English texts, only they answered in different ways. All participants were asked the same questions by the researcher to assess their perception of the difficulty of reading English texts. The researcher has analyzed the data according to the research context which previously provided general questions to be answered by all participants. The following are the results of filling out the questionnaire and the results of interviews related to student perceptions.

Based on Figure 1, it can be seen that the results of the questionnaire show that 53.3% of students' opinions relatively agree that they like reading English texts. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

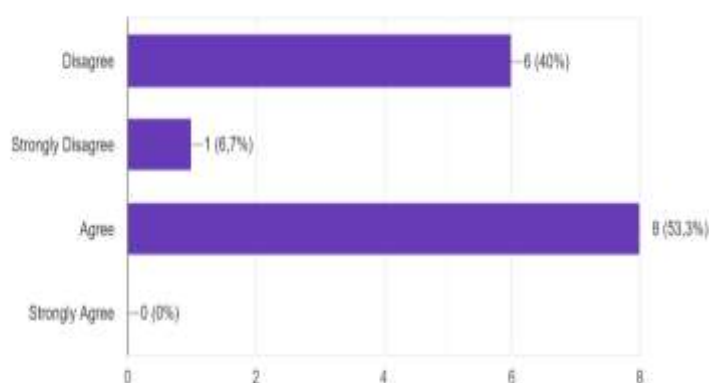### 3.1. Students of SMP Negeri 1 Bungku Like to Read English Texts

Figure 1. Students of SMP Negeri 1 Bungku like to read English texts

Can you explain why do you like reading English texts? There are various kinds of perceptions explained by the informants. According to informants TAT said: "*Menurut saya, membaca teks bahasa inggris itu sangat seru dan banyak manfaat yang kita peroleh dari belajar bahasa inggris salah satunya menambah ilmu wawasan karena dengan membaca seseorang bisa memperluas cakrawala ilmu pengetahuan*" [In my opinion, reading English texts is very exciting and there are many benefits that we get from learning English, which is increasing knowledge, because by reading someone can broaden their horizons of knowledge.] From the interview above, it can be seen that students like to read English texts because they can add insight, so that students are curious about learning to read English texts. Student statements are supported and added by other informants, according to informants AA argues that "*Saya suka membaca teks bahasa inggris karena selain faktanya bahasa inggris adalah bahasa yang mengglobal, seperti kita ketahui bahasa inggris merupakan bahasa internasional yang sudah di gunakan oleh seluruh manusia, maka ketika kita menguasai bahasa inggris, tentu saja kita kan lebih mudah beradaptasi ketika kita berpindah ke negera satu ke negara yang lain*" [I like reading English texts because, apart from the fact that English is a global language, as we all know, it is an international language that has been used by all humans, so when we master English, of course, we are easier to adapt to when we move to another country.] And according to informant ZUN who said that "*saya suka membaca teks bahasa inggris karena sangat challenging, selain itu dengan membaca teks bahasa inggris kita bisa belajar kosa kata dan juga tenses, saya juga ingin bisa berkeliling dunia dengan mudah*" [I like reading English texts because very challenging, besides reading English texts we can learn vocabulary and tenses, I also want to be able to travel around the world easily.] Besides that, there were 40% of students who indicated that students did not agree in reading English texts, according to informant NRR who said "saya tidak terlalu antusias dalam mempelajari bahasa inggris tapi masih ingin mencobanya" [I'm not very enthusiastic about learning English but still want to try it.] and the answers to these statements represent those of other students who disagree. According to informant AJD said that "*saya sangat tidak suka bahasa inggris karena sejak awal mempelajari bahasa inggris, saya tidak minat terlebih lagi membaca teks bahasa inggris karena cara membaca dan penyebutannya susah*" [I really don't like English because since the beginning of learning English, I am not interested in reading English texts because it is difficult to read and pronounce it.]

Based on Figure 2, it can be seen that the results of the questionnaire showed that 80% of students' opinions were relatively agree, which means that almost all students have experience in learning English. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

3.2. The Experiences of Students' SMP Negeri 1 Bungku in Learning English
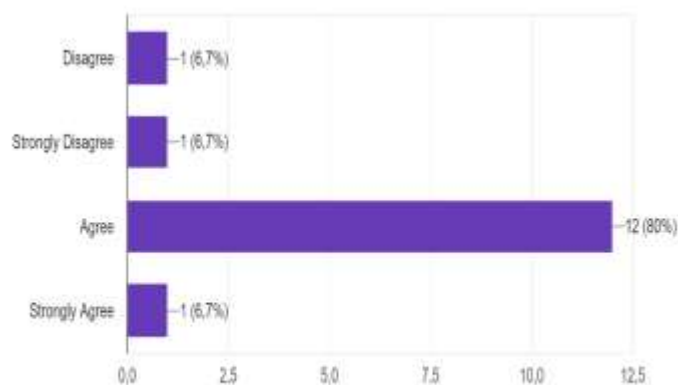

Figure 2. The experiences of students' SMP Negeri 1 Bungku in learning English

How was your experience when learning to read English texts? According to informant MFA that "*pengalaman yang saya dapat bisa mengetahui berbagai kosa kata baru, bisa tahu kapan penggunaanaan verb 1, verb 2 dll. Selain itu juga bisa tau berbagai macam metode dalam membuat kalimat sehingga menjadi sebuah teks bahasa inggris*" [From my experience, I can learn new vocabulary, know when to use verb 1, verb 2, etc. Besides that, you can also know various methods of making sentences so that become an English text.] And according to the experience of the informant NH gave an explanation of his experience in learning English "*Ketika saya belajar tentang membaca, itu menarik. Sebab, itu memberi saya beberapa kemajuan pengetahuan, tidak hanya tentang kosa kata dan tata bahasa, tetapi juga pemahaman teks umum. Selain itu, itu memberi saya pelatihan untuk mengetahui cara mengucapkan dengan baik.*" [When I learned about reading, it was interesting. Because, it gave me some advance knowledge, not only about vocabulary and grammar, but also general text comprehension. Besides, it gave me training to know how to pronounce well.] While some students who chose to disagree or strongly disagree during the interview session when asked about their experience, according to informant AMD said "*Karena sebelumnya tidak pernah belajar bahasa inggris, jadi seperti masih asing untuk untuk dipelajari.*" [Because I've never studied English before, it's like it's still foreign to learn.]

3.3. The Importance of English Reading Skills for Student of SMP Negeri 1 Bungku
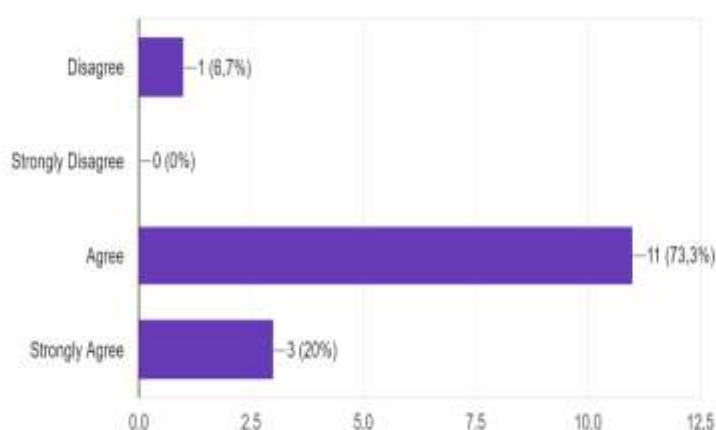

Figure 3. The experiences of students' SMP Negeri 1 Bungku in learning English

Based on Figure 3, it can be seen that the results of the questionnaire showed that 73.3% of students' opinions relatively agreed and 20% answered strongly agree on the importance of the need for English reading skills. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

Why the ability to read English is an important requirement for you? from the results of interviews related to this, according to informant MFA said "dengan mempelajari bahasa inggris dapat mempermudah siswa dalam segala urusan dalam hal pendidikan seperti apabila ingin sekolah keluar negeri serta bisa mengakses website-website yang menggunakan bahasa inggris" [By learning English, it can make it easier for students in all matters in terms of education, such as if you want to study abroad and can access websites that use English] and added by informant ADK "selain itu untuk kedepannya siswa dituntut untuk bisa meningkatkan kemapuan dan pemahaman membaca dalam bahasa Inggris." [In addition, in the future students are required to be able to improve their reading skills and understanding in English.] Besides that, 6.7% of respondents answered Disagree, but when interviewed the respondents did not give their opinion.

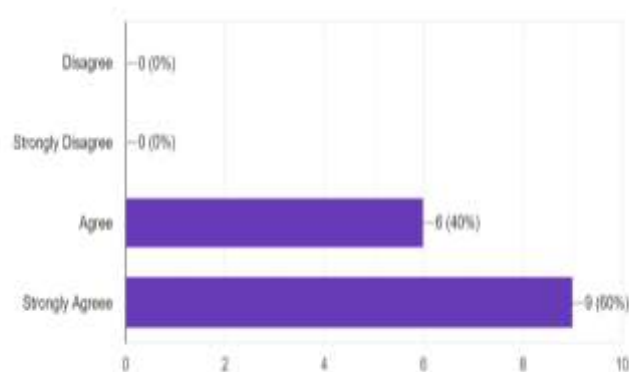### 3.4. Students' Perception of SMPN 1 Bungku on Difficulties in Reading English Texts

Figure 4. Students' perception of SMPN 1 Bungku on rifficulties inrReading English texts

Based on Figure 4, it can be seen that the results of the questionnaire showed that 60% of students' opinions were relatively strongly agree and 40% answered agree that they had their respective perceptions. In the interview session with the respondents, the researcher asked according to the interview question as follows;

Can you explain about your perception regarding the difficulty of reading English texts? According to informant N said that "menurut saya, yang membuat saya kesulitan membaca teks bahasa inggris selain cara penyebutan tiap kata yang terbilang cukup berbeda sesuai dengan tulisannya, saya rasa untuk menentukan permasalahan atau poin poin yang dituliskan dalam teks juga terbilang cukup sulit, makanya untuk memahaminya ya kuncinya banyak banyak menguasai kota kata" [In my opinion, what makes it difficult for me to read English texts, apart from how to pronounce each word which is quite different according to the writing, I think determining the problem or point written in the text is also quite difficult, so to understand it, the key is mastering a lot of vocabulary.] and added by informant RA who said "iya benar, bukan hanya itu saja tapi yang membuat sulit juga adalah pola kalimatnya yang menurut saya sulit untuk dimengerti dan dipahamin apalagi diera sekarang ini banyak istilah istilah bahasa inggris yang artinya sangat jauh berbeda seperti apa yang dituliskan." [yes, that's right, not only that but what makes it difficult is the sentence pattern which in my opinion is difficult to understand and understand especially in this era there are many English terms which mean very much different from what is written.]

3.5. Factors That Caused Students' of SMP Negeri 1 Bungku Have Difficulty Reading English Texts
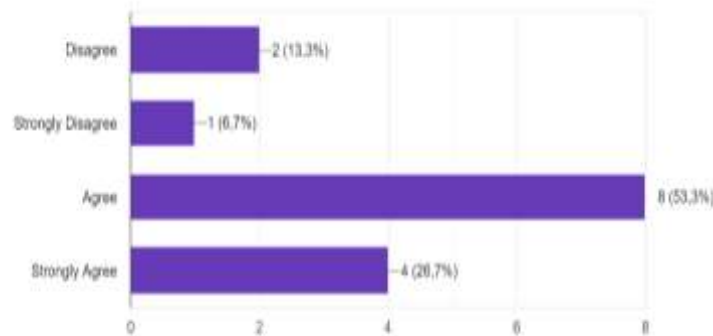

Figure 5. Factors that caused students' of SMP Negeri 1 Bungku have difficulty reading English texts

Based on Figure 5, it can be seen that the results of the questionnaire showed that 53,3% of students' opinions relatively agreed and 26,7% answered strongly agree that they had difficulty in reading English texts. The opinions contained in the questionnaire are also supported by the statements of the respondents, the researcher asked according to the interview question as follows;

What factors make it difficult for you to read English texts? From the results of the interviews, according to some of them who agreed and strongly agreed that there were influencing factors as stated by the informant NS "Kesulitan saya yaitu dalam cara penyebutan membaca kosa kata, kurang menguasai kosa kata, sehingga saya kadang menemukan kosa kata yang baru saya ketahui, sejujurnya saya juga kurang motivasi dalam belajar bahasa asing khususnya belajar bahasa inggris" [my difficulty is in how to pronounce vocabulary, I don't master vocabulary so sometimes I find new vocabulary that I know, to be honest I also lack motivation in learning foreign languages, especially learning English]. Added by informant AAS said "saya sendiri juga belum memiliki strategi membaca yang tepat jadi itu mungkin sangat berpengaruh, dan kosa kata yang saya hafalkan juga masih kurang jadi untuk mengartikan sebuah teks terbilang masih sulit" [I also don't have the right reading strategy so that might be very influential, and the vocabulary that I memorize is also still lacking so interpreting a text is still difficult.] According to infromant NRR said that "Tidak ada pemahaman materi terhadap pentingnya belajar bahasa inggris." [There is no material understanding of the importance of learning English.] Meanwhile, 13.3% of respondents chose not to agree and 6.7% answered strongly disagree that this did not include any reasons.

3.6. Students' Find Difficult Words in Reading English Texts
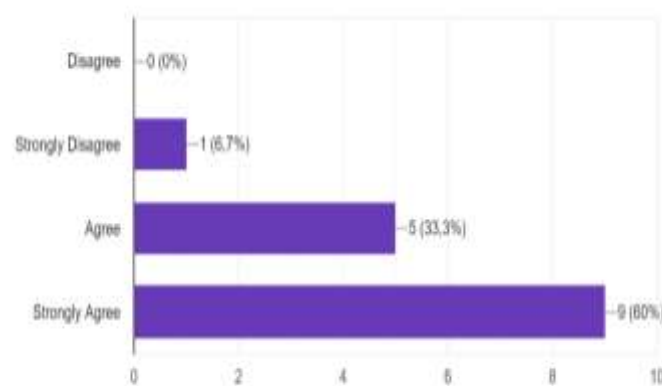

Figure 6. Students find difficult words in reading English texts

Based on Figure 6, it can be seen that the results of the questionnaire show that 60% of respondents' opinions are relatively strongly agree and 33.3% answered agree. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

What is the thing that makes you often find difficult word in reading englsih text? according to some informants who answered strongly agree as the NS according to some informants who answered strongly agree as the informant NS said "mungkin karena belum terbiasa juga dan karena sehari hari menggunakan bahasa indonesia jadi ketika membaca suatu kata atau kalimat dalam bahasa inggris bingung cara bacanya bagaimana" [maybe because I'm not used to it and because I use Indonesian everyday so when reading a word or sentence in English you are confused about how to read it.] In addition, according to informant MFA, "Grammar. Karena kita harus memahami kata lampau, yang sedang terjadi dan yang akan terjadi" [grammar. Because we have to understand the past, what is happening and what will happen.] Meanwhile, according to the informant who chose to agree, such as the infromant TL said "kadang pada saat membaca ada kata yang familiar dan baru saya ketahui pada saat itu, jadi saya harus mencari tahu apasih arti dari kata tersebut" [sometimes when reading there are words that are familiar and I only knew at that time, so I had to find out what the words meant.] and added by informant NU that "perbedaan antara SPOK dalam bahasa inggris dan bahasa indonesia membuat saya kesulitan dalam menentukan pola teks" [the difference between SPOK in English and Indonesian makes it difficult for me to determine the pattern of the text.] Meanwhile, 6.7% of students chose not to agree that there are things that make students find difficult words in reading English texts for reasons such as the informant ZUN said that "dikarenakan ibu saya guru bahasa inggris jadi saya lebih mudah untuk menanyakan apa yang membuat saya kesulitan dan menjadikan saya lebih memahami dengan cepat pembelajaran dikelas" [because my mother is an English teacher so it's easier for me to ask what makes me difficult and make me understand more quickly in class] and according to informant AT said that "Menurut saya membaca teks bahasa inggris sangat menyenangkan dan sudah menjadi kebiasaan saya dalam membaca buku bahasa inggris dirumah" [I think reading English texts is very fun and has become my habit in reading English books at home.]

3.7. Challenges Faced by Students' of SMP Negeri 1 Bungku in Reading English Texts
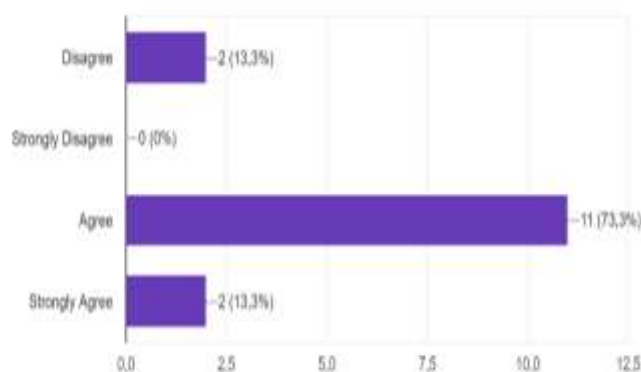

Figure 7. Challenges Faced by Students' of SMP Negeri 1 Bungku in Reading English Texts

Based on Figure 7, it can be seen that the results of the questionnaire showed that 73.3% of students' opinions were relatively strongly agree and another 13.3% chose to agree regarding the challenges faced in reading English texts. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

What challenges do you face in reading English text? according to informant NH said "apabila saya membaca teks bahasa inggris didepan kelas saya menjadi gugup dan merasa tidak percaya diri, karena takut akan menjadi bahan olok-olokan teman sekelas apabila saya melakukan kesalahan" [when I read an English text in front of the class I get nervous and feel insecure, for fear of being made

fun of by my classmates if I make a mistake.] In addition, according to informant ADK, he added "sejujurnya tantangannya juga membutuhkan waktu dalam memahami isi teks apalagi lagi pada saaat jam pelajaran, karena kita juga harus mencari arti dari kata atau kalimat yang ada pada teks tersebut, dan bisa terbilang sulit juga dalam beradaptasi karena dilingkungan sekitar terbiasa menggunaakan bahasa Indonesia" [to be honest, the challenge also takes time to understand the content of the text, especially during class, because we also have to find the meaning of the words or sentences in the text, and it can be difficult to adapt because the environment around us is accustomed to using Indonesian.]

3.8. Students of SMP Negeri 1 Bungku in Knowing and Mastering Techniques in Understanding English Reading Texts
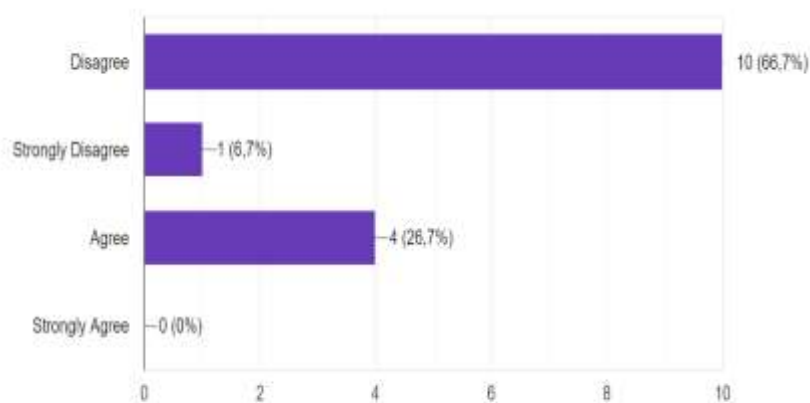

Figure 8. Students of SMP Negeri 1 Bungku in Knowing and Mastering Techniques in Understanding English Reading Texts

Based on Figure 8, it can be seen that the results of the questionnaire showed that 66,7% of students' opinions relatively disagreed and 6.7% answered strongly disagree that they knew or mastered the techniques in understanding reading English texts. The opinions contained in the questionnaire are also supported by the respondents' statements, in the interview session with the respondents, the researcher asked according to the interview question as follows;

Do you know/master the techniques in understanding English reading? Explain. According to the opinion of students who answered they disagreed, such as the informant NRR who said that "susahnya mengetahui teknik teknik membuat saya pusing sendiri" [the difficulty of knowing the techniques makes me dizzy.] Then added by informant AD "Kurangnya bimbingan untuk mempelajari teknik tekniknya" [lack of guidance to learn the techniques.] Besides that, there are 26.7% of students who answered agree regarding knowing/mastering techniques in reading English texts for reasons such as what the informant N said that "menurut saya dengan menemukan waktu membaca luang dan mengumpulkan informasi yang ingin kita dapatakan pada suatu teks bahasa inggris saya rasa sudah termasuk dalam teknik memahami suatu bacaan" [In my opinion, by finding time to read opportunities and collecting the information we want to get in an English text, I think it is included in the technique of understanding a reading] and according to informant ZUN "Banyaknya praktek dirumah bersama orang tua saya membuat saya mudah menguasai teknik teknik dalam memahami bacaan teks bahasa inggris" [a lot of practice at home with my parents makes it easy for me to master technical techniques in understanding reading English texts.]

3.9. Strategies Used by Students' SMP Negeri 1 Bungku in Overcoming Difficulties in Reading English Texts
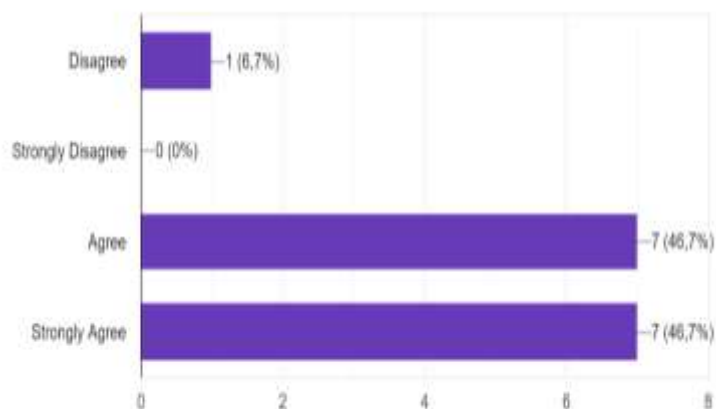

Figure 9. Strategies Used by Students' SMP Negeri 1 Bungku in Overcoming Difficulties in Reading English Texts

Based on Figure 9, it can be seen that the results of the questionnaire showed 46.7% of respondents' opinions answered agree and strongly agree regarding students having strategies in reading English texts. In the interview session with students, the researcher asked according to the interview question;

can you explain what strategies do you use to deal with difficulties in English reading texts? according to the opinion of the students who agreed as the informant NH said that "dengan cara membaca secara efektif. Kemudian setelah membaca, mencatat poin poin penting dan biasanya saya mencatat di note atau dibukut tulis apabila saya menemukan kosa kata yang baru" [by reading effectively. Then after reading, write down important points and usually I take notes or write in a notebook when I find new vocabulary.] Meanwhile, according to informant AA said "dengan cara memindahkan teks bahasa inggris ke google translate agar lebih cepat dan praktis" [by moving the English text to google translate to make it faster and more practical.] Meanwhile, 6.7% of students' opinions disagreed with the reasons expressed by informant AJD that "karena saya tidak terfokuskan dalam pembelajaran bahasa inggris membuat saya tidak terlalu mencari strategi" [because I am not focused on learning English, I don't really look for strategies.] And according to informant AMD said "Saya tidak tau bagaiamana cara mencari strategi dan saya tidak terlalu menyukainya" [I don't know how to figure out the strategy and I don't really like it.]

Based on the results of the study, that students have a perception about the difficulty of reading English. In the interview session students are more difficult to pronounce each word or sentence where students often find writing different words with the way the word is pronounced. Difficulty in determining the subject matter is also one of the important difficulties in English texts for students. In addition, students' difficulties in reading English texts are influenced by sentence patterns that are relatively difficult to understand, such as in today's modern era, English sentences on average use idiom sentences whose meaning is very much different from the real meaning.

Based on a previous study conducted by (Saraswati et al., 2021) showing the same research results with the results of this study that some students have a perception of difficulty in reading English texts because students have difficulty in pronouncing vocabulary and determining the main ideas or main ideas implied from the reading text. It can be interpreted that foreign words continue to be a problem because students tend to have little English vocabulary, and although they feel they read better, their vocabulary skills do not seem to improve therefore it is not enough to understand the context of the word.

In addition, students' difficulties are also influenced by the experience and interest of students in learning, especially in reading English texts where interest is an important part of the learning process. Based on (Rachman, 2018) students who are interested in learning English scored well on reading comprehension tests. Students have curiosity about analytical topics, information analysis techniques in deep thinking related techniques, and deep processes, thus helping them to have higher text recognition.

4. Conclusion

It can be concluded that students' perceptions of the difficulties that are usually faced in reading English texts include students having difficulty understanding reading characteristics that are different from other language skills, determining sentence patterns, and understanding new words. The difficulty is also caused by the lack of motivation from the teacher to improve students' reading skills and the lack of vocabulary and pronunciation of students.

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