

CHAPTER II

DIFFICULTIES IN READING COMPREHENSION

A. The Nature of Difficulties

1. Definition of Difficulties

Difficulties is a condition that shows the characteristics of obstacles in the activity of achieving goals so that more effort is need to overcome these disturbances. Difficulties can be interpret as a condition where there are obstacles that may or may not be realized by those who experience them. Difficulties have a big influence on the learning process as a result students do not understand what is convey by the teacher during learning in class.

Learning difficulties are a symptom that appears in students which is characterized by low learning achievement or under established norms (Silalahi et.al, 2023). Learning difficulties indicate the existence of a distance between expected academic achievement and academic achievement achieved by students (actual achievement).

Hidayati (2018), states that difficulties are errors faced by students in the teaching and learning process. This happens because students feel confused or do not understand the material explained by the teacher. In this case, difficulties become a situation that is difficult for students to. Difficulties make students experience various errors during the teaching and learning process implemented. Students feel confused and do not understand what the teacher is teaching in class.

According to Subini (2016), learning difficulties are a condition in which the competencies or achievements achieved are not by predetermined standard criteria, whether in the form of attitudes, knowledge, or skills. Students experienced learning difficulties will get unsatisfactory grades compared to students do not experienced difficulties.

Based on the explanation of the experts above, the researcher concluded that difficulties are obstacles in activities to achieve goals effort

is needed to overcome these disturbances. Difficulties also cause students to experience errors in the teaching and learning process. Difficulties in learning cause students to obtain poor learning outcomes.

2. Types of Difficulties

Types of general difficulties in reading comprehension according to Utami (2022):

a. Decoding problem

Decoding known as sounding out words, is the ability of students to associate sounds with letters in an effort to bring up language in writing. Beginner readers often experienced difficulties when they encounter new and unfamiliar words. However, decoding is usually made easier with phonic instruction and regular reading practice. when someone struggles, they could have a learning disability or physical disability that physically prevents them from seeing letters or hearing sounds in spoken language.

b. Inadequate understanding

Reading requires a lot of activities, starting from identifying letters and words to interpreting the meaning in layers of phrases, sentences, and sentences. When reading beginners encounter terminology that they cannot understand or recognize as a result of incorrect reading comprehension, they tend to jump ahead. On the other hand, reading requires the ability to pay attention to the story. Students must be able to recognize the core, main concepts, and certain details of what they read and also make conclusions.

c. Speed

The more students read the more terms they encounter. The context in which new words are encountered often provides students with the information they need to predict their meaning. Students' reading speed can increase their vocabulary so they can recognize more words by sight.

3. Indicators of Difficulties in Reading Comprehension

The researcher will focus on four indicators of difficulties in reading comprehension according to Kusuma (2022), namely: determining the main idea, detail information, making inferences, and, understanding vocabulary.

a. Determining the Main Idea

The main idea is a statement that tells the author's intention about the topic discussed in a text. In determining the main idea, students are expected to be able to find the main idea contained in the text, so that students must understand the topics discussed in the text. The main idea is usually in the form of a sentence, usually in the first sentence but can also be found in the middle of a sentence or at the end of a sentence. The main idea is the essence contained in a paragraph, usually, there is a message for the reader.

Determining the main idea can be started by reading the title, looking at the pictures in the text, and reading the sentences from the first paragraph which usually represent the whole idea.

For example:

Turning Used Goods into Works

Recycling is the activity of reprocessing unused items into new works. Used goods that can be recycled, including drink bottles, newspapers, and rags. Recycling is done to prevent many items from being wasted.

There are many benefits of recycling used goods, one of which can increase income. We can sell recycled handicrafts. In addition, recycling used goods can be a useful activity for children. Used items that children can recycle, such as old newspapers. The way to recycle used newspapers is quite easy, namely by soaking used newspaper that has been torn into a bucket filled with water for a day and a night. Then,

the newspaper is blended and mixed with glue. The results of recycled newspapers can be formed into various creations.

Leftover fabrics or rags can be made into dolls or multipurpose storage containers. Various ways of making dolls from patchwork can be found on the internet. You won't have any trouble making items out of the patchwork.

Question:

The main idea of the third paragraph in the text is...

Discussion:

The main idea of the third paragraph in the text is contained in the first sentence. The first sentence explains the benefits of patchwork that can be used to make dolls or multi-purpose storage.

b. Detail Information

Detail information is additional information that explains, defines, and proves the main idea. Important information is usually found in this section, such as the characters in the text, the location where the events took place, and the series of events themselves. In the text read, readers can find supporting information to answer questions such as; who, why, when, where, what, and how.

For example:

To: All students

Would you please come to watch our students' performance for the Angklung festival on June 21st, 2023 in the Hall of Surya Dharma School at 08.00 a.m. until the end of the event.

Sincerely,

Ivan Permana

Question:

Who is the recipient of the text above?

Discussion:

The recipient of the text is a student, because the invitation is intended for students to be able to attend the festival at the school.

c. Making Inferences

The importance of making inferences to ensure a good comprehension of a text. In making inferences, students are expected to be able to comprehend the contents of the text and draw inferences from the statements contained in a text. It is also hoped that readers can practice combining the clues contained in the text. In this case, it can help students to build assumptions and draw conclusions from a text. With this, students can answer the questions given.

For example:

Newspaper and magazines are very important in modern life. People in cities, towns, and villages want current information. Newspapers and magazines provide them with news about politics, crime, entertainment, sports, and other information they need.

The production of newspapers and magazines is very hard work. Journalists search for news. They try hard to interview people to get the correct issue direct from the horse's mouth. Then they write good and interesting articles.

The editors decide the headlines and the news layout. They decide which articles must go on the front page and which news is printed inside the paper. After all, the pages are ready the managing editor approves and now the newspaper is ready to publish.

Question:

What does the text tell us about?

- a. Newspaper and Magazines

- b. Current information
- c. Journalists of a newspaper
- d. Advertisements on a newspaper
- e. Storybook

Discussion:

The answer to that question is A. newspapers and magazines. Because all the contents of the text, explain how the beginning and end of all the contents of the text are explained. Whereas b, c, and d, are options that cannot be made as a conclusion because this section does not describe the entire contents of the text as a whole from beginning to end.

d. Understanding Vocabulary

Gain an understanding of the vocabulary. Understanding the words written makes the reader better understand the meaning of the text as a whole. But often when readers do not find a dictionary, then they have to understand a vocabulary then it will be a difficult situation. Students are expected to expand their vocabulary knowledge every time they read. For example, looking for the meaning of the word they just met in the reading.

This can help students to make general predictions about its meaning. Vocabulary is the first component to understanding reading text in reading ability. the process of understanding vocabulary when students read from a text is like looking up the meaning of a word they just encountered in the dictionary and being able to guess the meaning from the context of the reading. One of the ways that can be done is to read the vocabulary around that you do not understand.

For example :

Alika : To begin with our discussion today. Let's have a look on kompas today headlines.

Melia : yeah, that's right.

Question:

The underlined expression is used to express...

Discussion:

The answer to that question is opening a discussion. Because the sentence underlined is the opening sentence during the discussion or conversation starter.

Difficulties in reading comprehension is a problem experienced by students. This problem can be a negative effect on students studies, especially on their reading ability. Understanding of something can be measured by the presence or absence of answering questions related to it, and the difficulties can be seen from the mistakes made when working on the problem. Based on the explanation of the theory above, the researcher focused on 4 indicators of the problems faced by students. Namely: determining the main idea, detail information, making inference, and understanding vocabulary.

B. The Nature of Reading Descriptive Text

1. Definition of Reading Comprehension

Reading is an interactive process in which readers build meaningful representations of texts using effective reading strategies. Effective reading strategies are considered as significant skills that have a specific focus in students reading comprehension skills. Reading comprehension is the process of deriving meaning from connected texts. It involves knowledge of words (vocabulary) as well as thinking and reasoning (Risma, 2019). In reading comprehension, the reader needs to know the meaning of the vocabulary contained in the reading text to be able to understand the contents of the text written by the author.

According to Nur Aini (2018), states reading comprehension is essentially the ability to understand what has been read. Students are said to have a good understanding of reading when they can make conclusions

or can show the information they get after reading the text they have read.

Based on the description above, the researcher concludes that reading is understanding written text. It is a complex activity involving perception and thinking. Reading consists of two interconnected processes, namely word recognition and comprehension. Comprehension is the process of understanding connected words, sentences and texts. Students who understand the reading text are students who are able to infer the contents of the text they have read.

2. Types of Reading Comprehension

Types of reading comprehension according to Katarina (2018), reading is a form of experience. Reading brings us into contact with the minds of great people, with written records of their experiences. According to Katarina (2018), there are four types of reading comprehension, namely:

a. Intensive Reading

Intensive reading is reading texts to get information or analysis.

Intensive reading will provide a basis for explaining difficulties or structures to expand vocabulary knowledge.

b. Extensive Reading

Materials for extensive reading will be selected from a lower level of difficulties than intensive reading. This happens because extensive reading aims to train students to read directly.

c. Reading Aloud

Reading aloud is a reading activity that must be given at a basic level because in reading it becomes the basis for pronouncing words.

d. Silent Reading

Silent reading is an important skill in teaching English. Silent reading activities can improve students' abilities. Short reading purposes are useful for getting a lot of information.

3. Aspect of Reading Comprehension

In reading comprehension, several aspects need to be mastered by readers to understand the text they are reading. According to Katarina (2018), there are several aspects of reading comprehension, namely:

a. Defining the Main Idea

The main idea is important information in telling more of the overall idea about the paragraph or part contained in the text. In determining idea, readers need to understand the message conveyed by the author because in the text there are important ideas conveyed by the author.

b. Teaching the Meaning of Words Directly (Vocabulary)

Understanding a reading depends on a previous understanding of the word. Initial knowledge is expressed in words, therefore to get a good understanding students must be able to understand the meaning contained in the text they read. The more vocabulary that is known, the easier it is for students to understand the meaning of the text they read.

c. predicting

Predicting is the basis of an understanding. Good readers anticipate meaning. The reader does this by predicting what the reader thinks will happen in the election and correcting the prediction as the reader begins reading. Predict based on the hard use of prior knowledge. Readers will predict based on the purpose of reading, instructions, topics, and the type of text read.

d. Inferring

Concluding is the ability to read between the lines to get the meaning conveyed by the author but not conveyed directly. Almost every comprehension strategy involves inferring in the sense that comprehension requires the reader to record text clues to access prior knowledge related to the writer's clues based on background knowledge to be able to predict and infer the meaning conveyed.

e. Summarizing

Summarizing is part of retelling the text briefly. Although it is included in the main idea, the focus is to briefly explain the main points contained in the text.

4. The Purposes of Reading Comprehension

There are many reading goals for everyday life. That purpose can help to understand the content contained in the text. Readers can use their way to get the goals they need in reading.

The main purpose of reading is to understand the text read. Reading comprehension has an important function in success in our society. Virtually, reading is useful for identifying meanings or messages from existing texts. From reading, people will get good information about political, social, and economic problems as well as the country's culture. There are seven purposes in reading according to Nunan (2003:74). That is:

a. Reading for Details and Fact

Reading is useful for getting information done through pictures or for solving problems created by pictures.

b. Reading for Main Ideas

Reading is useful for getting topics, story cases, something that can be learned or experienced, and summarizing something that has been done by the characters contained in the reading text.

c. Reading for Sequence or Organization

Reading aims to understand the parts contained in the story from the beginning to the end of the story.

d. Reading for Inference

Reading is useful for understanding the author's intent contained in the reading text.

e. Reading for Classifying

Reading is useful for understanding something unusual, to find out what is a fact or not.

f. Reading for Evaluating

Reading is useful for evaluating to find out whether the characters in the story are successful or not.

g. Reading for Comparing of Contrast

Reading is useful to find out the differences or similarities that exist outside the text.

Based on the objectives mentioned above, the researcher concludes that reading has many purposes. Namely to find out the content and meaning contained in the text. In addition, by reading students can understand the information contained in a text.

5. Definition of Descriptive Text

In this study, the researcher used descriptive text. In general, descriptive text is text that describes people, places, moods, situations, or objects in written form. When students read a descriptive text, they are expected to be able to imagine and realize what the author is describing. Descriptive text explains how a person looks and feels.

Descriptive text is text that describes something, someone, or a place in more detail. The purpose of this text is to tell the reader what the writer feels. Following are the components of descriptive text according to Dwi Larasati (2019):

a. Generic Structure of a Descriptive Text

The general structure is a system of composing written text.

Descriptive generic structure as follows:

1) Identification

In this section, students must be able to describe the subject to the reader, as well as provide detailed and clear information related to the subject to the reader. Students can begin to provide detailed information regarding when, where, who, and what of the subjects being studied. Which identifies the person, place, or thing to be described.

2) Description

Students can describe paragraphs supported by the characteristics of the subject matter, descriptions that describe the parts, quality, and also the characteristics contained in the reading text. Descriptive text has certain language features such as verbs in the present tense, adjective phrases, and adverbs to describe subject features and also topic sentences to start paragraphs of various aspects. Describes the parts, quality, and characteristics.

b. Language Features

- 1) Descriptive often use "be" and "have".
- 2) Focus on specific participants.
 “For example, my English teacher, Andini cat, my favorite place, and so on.”
- 3) Use certain nouns
 Noun is something that will be explain in the text.
 “For example, my house, teacher, cat, and others.”
- 4) Use detailed noun phrases
 It is use to provide detailed information about the subject.
 “For example, having a big open rowing boat, very beautiful scenery, lovely young women, very thick fur, and so on.”
- 5) Use a variety of adjectives
 It is use to describe, number, and classify an object.
 “For example, two strong hands, a smart girl, a handsome boy, strong legs, and white fangs.”
- 6) Use related verbs
 It is use to provide information about the subject.
- 7) Use action verbs
 It is use to clearly state the condition.
 “For example, my dog licks my leg, eats grass, run fast.”
- 8) Use thinking and feeling verbs
 Is use to express the author's personal views on the subject.
 “For example, I think he is a good boy.”

9) Use figurative language

Descriptive using figurative speech such as simile, and metaphor.

“For example, the young woman is white as chalk.”

10) Use adverbs

Used to provide additional information.

“For example, in a big house, fasting, in a tree house, and others.”

6. The Aspect of Descriptive Text

Descriptive text can be presented as written or spoken text. In a descriptive text, the written text informs something to unknown readers or listeners. Descriptive text may come in many forms such as textbooks, encyclopedias, or essay test answers.

The descriptive text describes people, places, buildings, and objects that are described in two or more paragraphs. Each text has a unique structure that distinguishes one text from another. According to Mahsun (2014), the structure that composes descriptive text is a necessity. This shows that the descriptive text has a generic structure as follows:

a. Identification/general description

Identification is the first part of a descriptive text which contains an introduction to the name of the object, the meaning of the name, its location, history of birth, or a general description of the object being described.

For example, in a descriptive text having a beach object, can inform the name and location of the beach.

b. Section Description

The description section explains the classification of objects that are described in a descriptive text. The classification is explained in more detail by providing clear pictures in the descriptive text. The part description is a detailed description of the author's point of view regarding an object. The author describes what has been seen, heard, and felt while the author observes the selected object. In this section,

the writer can describe each part contained in the object described in a descriptive text.

For example, when describing the beach, the reader might describe that the beach is very hot so the reader has to wear a hat so they can still enjoy the view. Readers can also describe the condition of the sand and the conditions at dusk on the beach.

c. Conclusion/Impression

This section contains general impressions contained in a descriptive text. This section contains conclusions or impressions from the results of the author's observations of the object. However, this section is optional. It means it can be written or not.

For example, "Although this beach is beautiful, but many visitors still litter."

Descriptive Text Example:

Beautiful Parangtritis

One of the mainstays of Yogyakarta City tourism is Parangtritis Beach. Precisely Parangtritis Beach is in the District of Kretek, Bantul, Special Region of Yogyakarta. This beach is located about 27 km south of Yogyakarta.

The view of Parangtritis Beach is mesmerizing. On the left, we can see a very high cliff, on the right, we can see a large rock that seems ready to protect against the onslaught of the waves that come at any time. The beach is clean with white bubbles with shades of gray and a really beautiful combination of green.

The beauty of the beach feels perfect in the afternoon. In the afternoon, we can see the sunset which is a very special time. Stunning natural paintings. The golden red color in the sky with the sparkling beach water hit by the afternoon sun is a stunning sight. The warm feeling mingles with the gentle breeze of the afternoon, covering the whole body.

The large number of tourists who always visit Parangtritis Beach makes this beach never empty of visitors. On this beach, we can see crowds of children playing in the sand. Young and old enjoying the fresh sea breeze. We can also ride a horse or some kind of carriage that can take us to the coral reef area which is very beautiful.

Structure explanation:

- a. Identification/Overview: The first paragraph of the text describes the general description of Parangtritis Beach, starting from what Parangtritis Beach is to the details of the location of this beach.
- b. Section Description: The author explains a detailed description of Parangtritis Beach in paragraphs 2 and 3. The author writes an explanation according to his vision seen in the sentences "clean beach with white foam", "very high cliffs", "red and golden tinge on the sky", and so on.
- c. Conclusion/Impression: The conclusions and impressions from the text above are that the author admires the beauty of Parangtritis Beach and many activities can be done by tourists on this beach to enjoy its beauty.

C. The Difficulties of Reading Comprehension Text

1. Definition of Difficulties in Reading Comprehension

Difficulties in comprehension of the text can come from not knowing the meaning of words or concepts, not capturing factual information, not concluding content, and not forming relationships between the content presented in the text, so students have difficulties comprehension the meaning of words or concepts and concluding information.

For many students reading comprehension becomes a problem when they read in English, but because students always read in their own language, students tend to attribute their difficulties to reading

comprehension in English. They feel that the fault lies in their own lack of ability. In fact, the problem may lie in their approach to the text.

Reading difficulties refer to problems related to reading and cause students to fall behind in terms of reading requirements in the classroom. That is, reading difficulties are a problem faced by students in their comprehension of the text. This problem can have a negative impact on their learning, especially in reading comprehension skills (Alqahtani, 2015).

Reading refers to the ability to process written symbols into logical meanings that become information, and then the information is analyzed in terms of someone to understand the author's message (Abame, 2017). In this case, students often have difficulties understanding the symbols given by the author in the reading text as a result students cannot get conclusions from the text they read.

Based on the explanation above, the researcher concluded that the difficulties experienced by students in understanding English reading text were caused by students having difficulties obtaining meaning from reading text.

2. Aspect of Difficulties in Reading Comprehension Text

There are four aspects of reading comprehension difficulties according to Kusuma (2022), namely; determine the main idea, detail information, making inferences, and Understanding the Meaning of Words (Vocabulary).

a. Determine the Main Idea

The main idea is a statement that tells the author's point about the topic being discussed. The main idea in a paragraph is at the core of the entire section of a reading text.

In determining the main idea in a text, students must understand the topic told in the reading text. Usually, the main idea is in the first sentence, it can also be found in the middle of the sentence and the last sentence.

Main ideas are harder to find. Students may feel confused to see what the main idea of a section is, and where the main idea is located.

b. Detail information

Detailed information is a quick search for certain parts or pieces of information in a reading text. In finding certain information, students must find the ideas mentioned in a text. Therefore, it is sometimes difficult for students to see and distinguish between important or unimportant information contained in the text to find certain information such as names, dates, words or phrases, and references contained in the reading text.

c. Making inferences

In determining inferences, students are expected to be able to understand the text to find conclusions from the statements contained in the text. For example, the question is "What does the above statement mean?" this shows that students need to find conclusions based on the statements in the text. Readers need to practice combining the clues contained in the text with the background of the knowledge gained to make conclusions. Therefore, sometimes students have difficulties getting conclusions from the text because the meaning of the statement is not written in the reading text.

d. Understanding the Meaning of Words (Vocabulary)

In understanding the meaning of words, students must find the meaning of difficult words found in the context of the text by understanding the meaning of sentences or reading texts. Then students will find the appropriate word meaning.

Vocabulary is the main component of reading ability which is why language learners will experience difficulties. Therefore, foreign vocabulary in a text needs to be taught to students before reading the material, so that students can easily understand the material being studied.

Based on the explanation, the researcher concluded that difficulties in reading are a problem faced by students in reading comprehension. This problem can hurt student studies, especially in students' reading comprehension abilities.

3. Reasons for Difficulties in Reading Comprehension

Several causes become difficulties in reading comprehension. The difficulties occur because students experienced difficulties in analyzing the contents of reading texts, students do not allocate their time to study, and students also have difficulties understanding the meaning of sentences. Inadequate instructions presented by the teacher are also the reason students have difficulties understanding vocabulary (Rahim, 2006).

Students do not have good motivation to read and they find the text uninteresting for them because they have to keep looking up the words in the dictionary to find out the meaning of the words. This activity makes them feel bored and not interested in reading comprehension (Ulfa, 2012). Another reason that makes students experienced difficulties in reading is that they do not concentrate well while reading (Peter, 2001).

D. Teaching Reading Comprehension

1. Purpose of Teaching Reading

Reading can increase critical thinking for students to gain knowledge and find information. Knowledge and information can be obtained by reading which makes students think critically because they have many references to compare things. Teaching objectives in reading are useful for developing students basic comprehension skills so that they can read. The purpose of teaching is useful for helping students when reading and understand the text they read by developing skills from basic understanding. Teaching in reading can also increase general knowledge

before carrying out reading activities, and is useful for developing critical reading skills of students who are trained by the teacher.

2. Procedures of Teaching Reading

Three stages can be used to make teaching reading and post-reading. This activity is useful for teaching reading at all levels depending on how the teacher designs it. Pre-reading is the preparation that students make for something they will read. The activities used in pre-reading are first, introducing and generating topics that will be used in reading. Second, providing information to students about the reasons for reading to motivate students in learning. Third, arrange a series of keywords for the text. In addition, reading is focused on analyzing the text by scanning, skimming, or reading the main ideas (reading in detail so that you can answer true or false questions). In addition, the teacher must also give assignments before giving reading texts to students because students need goals in reading so that they have the goal of finding answers in reading texts. Post-reading activities such as by offering individual opinions or perspectives on the text given by the teacher.

3. Aspects That Influence the Teaching of Reading

Several aspects influence the teaching of skills in reading (H. Douglas Brown, 2007). There are three categories in it.

First, bottom-up & top-down processing which is the foundation methodology in reading so that this can affect the teaching of reading. A combination of bottom-up & top-down processing or interactive reading is a key ingredient for a successful teaching methodology because this process is important.

Second, schema theory and background knowledge. Schema theory is how the reader captures what has contained in the text as well as background knowledge which is the information, knowledge, and experience possessed by the reader. In this case, it means that the reader includes background knowledge in compiling the text into simple words. Understanding reading requires that the reader be able to know two

categories of schemas, such as content schemas which consist of what the reader knows about people, the universe, and the world. Meanwhile, the formal scheme includes language knowledge and discourse structure.

Third, strategies for teaching reading, a proper theory for language acquisition cannot work effectively without a balanced strategy.

E. Previous Study

Previous studies about "An Analysis of Difficulties in Reading Comprehension". First, research from Ratih Laily Nurjanah (2018) entitled "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test". The participants in this study were 8 second-semester students of English literature at Ngudi Waluyo University. This study adapts the explanatory multi-method. The research results show that all students' difficulties in reading comprehension tests are caused by vocabulary, especially those who have limited knowledge or vocabulary mastery.

Second, research conducted by Estika Satriani (2018) entitled "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau" students experience difficulties because they do not have the sufficient background knowledge to understand English reading texts, lessons that have not been studied properly and they never read the such text before. As a result, they have poor vocabulary and poor grammar, students have difficulty understanding the English reading text.

Third, research conducted by N.K.R. Saraswati, P.E. Dambayana, and N.P.A. Pratiwi (2021) entitled "An Analysis Of Students' Reading Comprehension Difficulties Of Eighth Grade Students." The sample in this study was 129 eighth-grade students of SMP N 4 Tegallalang for the 2020/2021 academic year. Data on students' reading comprehension difficulties were collected through a reading comprehension test. The results of this study show that the eighth graders of SMP N 4 Tegallalang experience difficulties in the five aspects of reading comprehension, namely determining

the main idea, locating references, understanding vocabulary meaning, making inferences, and finding specific information.

Another study conducted by Anisa Sapitri, Lis Supiatman, and Susi Masniarti Nasution (2022) entitled "Analysis On Students' Difficulties in Reading Comprehension Report Text". The subjects of this study were eleventh grade students of Daar Al Uluum Integrated Islamic Private High School. The results of the study showed that students could not understand the material during learning. Other factors are also caused by students who are less motivated to learn to read because reading is boring.

Lastly, research from Sulih Okta Prihatini (2020), entitled "An Analysis Of Students' Difficulties In Reading Comprehension At SMA Negeri 1 Sukodadi Lamongan" found that students' difficulties were at the highest level, namely Critical Understanding that students cannot answer questions in the form of determining the reading title due to difficulty understanding the contents of the reading text.