An Analysis of Difficulties in Intensive Reading Faced by Eight-Grade Students of State Junior High School 5 Kota Kupang in The School Year 2022/2023

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KEYWORDS	ABSTRACT
Reading Intensive reading Difficulties.	The title of this research is an analysis of difficulties in intensive reading faced by eighth-grade students of state junior high school 5 Kota Kupang in the school year 2022/2023. Based on the background of this research there were two problems which were investigated, namely: (1) What are the difficulties faced by the eighth-grade students of state junior high school 5 Kota Kupang in intensive reading? (2) What factors contribute to the difficulties in intensive reading faced by eighth-grade students of state junior high school 5 Kota Kupang? Thus, the aims of this research are: (1) To know the difficulties in intensive reading faced by eighth-grade students of state junior high school 5 Kota Kupang. (2) To identify factors that contribute to difficulties in intensive reading faced by eighth-grade students of state junior high school 5 Kota Kupang. The research methods used in this research were qualitative and quantitative method with tests and interviews as the techniques of data collection. Test was used to answer research problem number 1 and interview was used to answer research question number 2. The data sources of this research were the eighth-grade students of junior high school 5 Kota Kupang in the school year 2022/2023. The results of this research show that (1) students found difficulties in intensive reading in grammar and information structure aspects. (2) the factors that contribute to students' difficulties in intensive reading were students' background, teaching techniques, and learners' environment. Based on the results of this research, there are suggestions for students, teachers, and other researchers. First, to improve students' intensive reading skills, they have to read a lot of articles or books with different topics and also find their interest in reading. Second, Teachers need to try different methods of teaching English in classroom especially to improve students' intensive reading skills.

INTRODUCTION

According to Grabe and Stoller (2002), English language learning is one of the important factors that affect international communication activities. Learners use English language in different areas such as listening, reading, speaking, and writing for their communication purposes. One of the major factors for learning is the method that teachers use in their classes to facilitate language learning. Along with the improvement of international communication activities in the world, reading motivation is becoming more essential to increase knowledge and vocabulary so that in this era, learners can make communication activities with others fluently and the at same time they can find more information and reading for pleasure like read a novel or poetry.

There are several ways to understand reading that students can do, one of which is critical reading. Adewole (2001) describes "critical reading skill," which students need to read, explore, and appreciate a literary text effectively. The ability to read is a crucial skill for information retrieval, Dike (2006). Oyerokun (1993) emphasizes the need to use appropriate techniques and materials in teaching. Teaching materials are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Teaching materials may aid the students in concretizing a learning experience so as to make learning more exciting, interesting, and interactive. She further states that in order to achieve this, the school, teacher, and parents should work together to ensure improvement in reading performance.

According to Nation (2009), intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skills. Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in the text would be useful when reading other texts. Intensive reading requires students to identify the words, and word meaning from them and determine an accurate reading scenario. Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does and what a text means through its context, language and structure. Intensive reading has important roles to play in helping learners gain fluency, first in critical area of vocabulary and word recognition and then in developing better reading comprehension skills. Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization, and types of text processing needed to adequately comprehend any text.

Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in comprehending reading text especially intensive reading, it may be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. According to Nuttal (1983), there are five problems students usually face while they are reading not in their first language, especially when they try to comprehend the text. Those problems are the code or alphabet symbol, vocabulary, and sentence structure, cohesive devices, and discourse markers, a problem beyond plain sense and the concepts. All of those problems are probably because Indonesian students' first language has a different form, sound, vocabulary, and structure from that of English.

METHOD

The researcher used quantitative-qualitative research method (mixed method) to analyze the data. The researcher used a quantitative method to measure the difficulties in intensive reading and a qualitative method to describe some aspects of difficulties in intensive reading.

In this case, the subject of the research was the eight-grade students of state junior high school 5 Kota Kupang. The state junior high school 5 Kota Kupang has 319 students in eight-grade which divided into 11 classes. There were 158 male students and 161 female students among the 319 students. According to Arikunto (2010), the sample is part of the number and characteristics possessed by the population. According to Arikunto (2010), if the subject is less than 100, then the entire population becomes the research sample. but if the subject is more than 100, then it can be taken at 10-15% or 15-25%. Based on the definition above, the sum of the samples in this study will be 319 x 10% = 31.9, so there are 32 students.

To collect the data, the researcher used some techniques such as test and interview. *Test* is used to know the students' comprehending in reading, especially in intensive reading. In this test, the researcher prepared four types of text with different topics and each text has 20 numbers of questions. The questions were multiple choice and the questions are based on elements of intensive reading which are vocabulary, grammar, cohesion, and information structure. The students have 60 minutes to do the test. The researcher

hoped that in 60 minutes the students could read the text deeply or intensively and could answer the questions correctly. Moreover, *the interview* is verbal communication between the researcher and the informant to get the information. The interview is one of the ways to know the difficulties faced by students in intensive reading. After the researcher got the result of the test, the students were interviewed by researcher as deeply as possible to get more detailed information.

In this research, the researcher used certain ways of analyzing data. The procedure for collecting data was as follows:

1. The researcher counted the total of correct answers and made a percentage for students' responses from the answer sheet. The researcher used the formula suggested by Arikunto (2013)

    $P = \frac{f}{n}$ X 100
    P : Precentage
    f : Number of correct answers
    n : Total of questions

2. Based on the results of the offered tests, the researcher presented the students' difficulties in the four aspects of the pie chart and then explained the students' difficulties with the wrong number according to the results of the interview.

3. In the last step, there were interviews. After the researcher found out the students' grades and the level of difficulty of the questions, the researcher asked questions to know the difficulties students faced when taking the test, and the researchers also needed to identify the factors that cause students difficulty in intensive reading. The researcher only interviewed them about their incorrect answer. First, she asked what difficulties they had, so they could not answer the question correctly. During this interview, the researcher also recorded their answers and explanations related to their difficulties. After identifying the difficulties and factors that cause them, the researcher presented the data in the form of a column chart for each aspect of intensive reading that the students get difficulty, and also researcher described the factors that contribute to the difficulties faced by them. The difficulties identified were used to answer the first research question while data analysis on factors that cause difficulties was carried out to answer the second research question.

FINDINGS AND DISCUSSIONS

1. Students' Difficulties in Intensive Reading

To collect the data, the writer used three texts. The texts consist of narrative, descriptive, and expository text. Argumentative text was not used because based on their curriculum; this genre was not included because it's still difficult at this level (second grade). The test was a multiple-choice form with 20 questions in total. Vocabulary, grammar, cohesion, and information structure (Nation, 2009) were the four aspects to be assessed. There were four texts of three genres used to identify the students' difficulties in intensive reading. The researcher used a table to present the students' difficulties in four aspects of intensive reading.

Table 4.1 illustrated the students' difficulties on items in intensive reading

Aspects to assessed	Correct answer	Incorrect answer
Vocabulary	89.37%	10.62%

Grammar	28.12%	71.87%
Cohesion	82.5%	17.5%
Information structure	27.5%	72.5%
T O T A L	56.87%	43.12%

The table above shows the average scores on each aspect for the whole class. From the results of the tests given, it was found that the average of incorrect answers in grammar was 71. 87, vocabulary was 10.62, cohesion was 17.5 and information structure was 72.5. From the data information structure and grammar were the most difficult aspects in intensive reading.

2. *Factors that contribute Students' difficulties in Intensive Reading*

The data from interviews were used to find the causes of students' difficulties in four aspects of intensive reading: vocabulary, grammar, cohesion, and information structure. The interviews were made based on the opinion of Westwood (2001) about the causes of difficulty in reading. They are learners' background, teaching technique, and learners' environment. From the results of the interviews, it was found that the main factor causing difficulties in intense reading was the learners' background. The result of the interviews show that all the students had difficulties in intensive reading because of their background knowledge they are   Learners' background knowledge is related to the four aspects of intensive reading that are measured, namely vocabulary, grammar, cohesion, and information structure.

- Vocabulary

    Lack of motivation and interest in reading were the main factors that caused students' difficulties in the vocabulary aspect. On the other hand, when it comes to teaching techniques, one of the factors that made students felt difficult was that the teacher taught according to a predetermined schedule where there was less time for teaching and learning activities in class to enrich students' vocabulary. As a result, the words taught were also limited and students did not have an interest in reading. On the other hand, the teachers did not use English in class where the students given the opportunities to learn English directly through conversations in class. Another factor was the students' environment, where they lacked in experiences or inputs to enrich English, especially vocabulary. From their experiences, there were nine students who got some vocabulary from online games. There were online games to absorb English vocabulary, but they were limited to word forms and pronunciations. They did not understand the meanings of the words. Therefore, they were not able to master the words well in the games.

- Grammar

    The students' difficulty in grammar was in the past tense. The students only remembered simple past of regular verbs but did not master irregular verbs that have irregular forms, which must be memorized to master them so they are able in communication process whether understanding text, reading or writing.

    In the teaching technique aspect, the students experienced difficulties with past tense because the teaching and learning time was limited. The materials and examples of simple past tense were also limited. Indeed, the students were told to memorize irregular verbs, but there were probably some words they could memorize well and some they could not. When it comes to the student environment, the problem was the same in all

components, especially as a result of a different environments where the students who learn with native speakers or in an environment in which English was used as a daily language.

- Cohesion

  From the results of the study, the students' difficulties in cohesion were low, with only 17.5% errors in the total. This was in accordance with the results of the interview which show that only a few students experienced difficulties due to their background knowledge: For example, some students found it difficult to determine the correct reference or conjunction for a sentence being asked. Other students felt that cohesion was not something difficult because they often got practice questions or exams about it.

- Information structure

  The data show that students experienced many difficulties with information structure. All the students in the class could not answer the questions about information structure. From the results of the interviews, it is known that the reason for their difficulties in answering questions was they were unable to think critically and did not understand the text deeply. In fact, intensive reading requires a high level of thought and concentration. In the aspect of teaching technique, the students experienced difficulties due to a lack of materials or guidance from the teacher on how to think critically.

Based on the results of the interview, the main factors that caused students to experience difficulties in intensive reading were learners' background related to their knowledge, motivation, and interest in reading.

CONCLUSION

Referring to the finding and discussion, the researcher can make conclusion for students' difficulties in intensive reading faced by eight grade students of state junior high school in the school year 2022/2023 and factors that contributed the difficulties. The four aspects of intensive reading that researcher used to analyze, they are: vocabulary, grammar, cohesion, and information structure. From the result of the test, grammar and information structure are the problematic aspect that make students difficult in intensive reading. The difficulties in grammar are 71.87%. All students get difficult in grammars' questions. They do not understand the question, do not know the past simple of the irregular verb, did not read the text carefully is the factors that contribute the students' difficulties in grammars' questions. The difficulties in information structure are 72.5%. Students get difficulties in answering information structures' because they do not read the text thoroughly so that they missed the important information of the text, they do not know the meaning of the question, and they do not use critical thinking while answering the question.

For the factors that contributed students' difficulties in intensive reading, there are three factors namely, learners' background, teaching technique, and students' environment (school and home). The factors that caused students difficulties in intensive reading were their lack of past form of verbs, therefore they were difficulty in answering grammar questions, students also did not know the meaning of the text because they lacked vocabulary. School and home are the factors that also contribute students' difficulties in intensive reading. Based on the interview, students are rarely using English in their daily life or in the classroom. However, this research also indicates that the students have less motivation and interest in learning English. Some of them just learn English just because they have to.

Based on the finding of this study, this research is useful to know the students' difficulties in intensive reading and the factors that contribute the difficulties. So, it can help the teacher to know the students' difficulties and find the better solution to solve that problem. Then, there are some recommendations for the teachers, students, and the other researchers.

The teacher has to find a suitable strategy to train the students to comprehend the text deeply and know detail information in the text. Because learning English entails learning how to comprehend written material. Then, for the students, the researcher recommended that they improve their skills by practicing, starting with reading a simple text in English and then some books in English. Finally, for the future researcher, this research still has some limitations. The researcher suggests to future researchers to conduct a deeper analysis, use different research designs, different groups of participants, and use more valid instruments to investigate students' difficulties in intensive reading and factors that contribute the difficulties.

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