

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. FINDINGS**

This chapter analyzes the reading comprehension teaching and learning process at SMPN 3 Anjir Muara by focusing on the six phases of the PQ4R metacognitive technique and the problems encountered during the teaching and learning process.

##### **1. The Implementation process of PQ4R Metacognitive Strategy in Teaching and Learning Reading Comprehension in EFL Class**

There are six steps which is conducted by the teacher in implementing PQ4R metacognitive strategy, such as: Preview, Question, Read, Reflect, Recite, and Review. From the researcher's observation in three meetings in EFL Class at SMPN 3 Anjir Muara, despite several flaws on several sides, the researcher discovered that the teacher implemented the PQ4R metacognitive strategy when teaching and learning. The teacher was using an eighth-grade English textbook. The material was about narrative text; Little Red Riding Hood, Pinocchio, Beauty Rose and Ugly Cactus. These are explained in the following paragraphs:

##### **a. Preview Stage in Comprehending Reading Text**

The researcher discovered that the teacher used the preview stage to help students remember their prior knowledge and to get a sense of the material before having them read the text from cover to cover. In

observation, the teacher began instruction by opening his textbook and instructing the class to read the chapter rapidly.

Example :

- (1) T : *Sebelum kita membaca keseluruhan teks, Bapak minta kalian membaca sekilas terlebih dahulu teks ceritanya sekitar 1 sampai 2 menit!*  
 S : *(Siswa membaca sekilas teks)*  
 T : *Okay. Dari teks yang tadi kita baca, kira-kira ada yang pernah membaca ceritanya lah sebelumnya? Atau ada yang pernah melihat kartunnya di tv?*

In front of the class stood the teacher. Subsequently, the teacher requested that students ascertain their prior knowledge and what they had read in the text. The teacher is in front of the students already. The teacher then queries the class. Even though some students read the full material during this preview stage, the majority of students appeared to follow the teacher's instructions with ease.

#### **b. Question Stage in Comprehending Reading Text**

The researcher discovered through observation that the teacher used the question stage to find out how well the students understood the reading content. Following the application of the preview stage, the teacher asked the students to create questions based on the reading material. At this point, the teacher has assisted the students in posing queries regarding what they have already read.

Example :

- (2) T : *Okay, jadi hari ini kita belajar tentang teks yang judulnya Little Red Riding Hood. Artinya Gadis Kecil Bertudung Merah. Nah, yang belum pernah membaca ceritanya, kira-kira setelah baca*

- sekilas tadi, ada yang sudah bisa menebak ceritanya tentang apa lah?*
- S : *Belum tahu, pak!*
- T : *Okay, kalau karakter atau tokoh yang ada teksnya pang ada yang bisa menyebutkan lah?*
- S : *Grand mother, pak*

The teacher received responses from students to his questions, although many students said they did not know about the content of the text. However, at this question stage, the teacher does not answer the question first. The teacher only directs students to find out the answers themselves after they have read the text thoroughly.

### c. Read Stage in Comprehending Reading Text

During observation, the researcher discovered that the teacher used the read stage to establish a link between the reading and previous question. This implies that students should discover the answers to their earlier queries throughout the read stage.

In implementation read stage, The teacher asked the students to read the text completely in order to find the answer of their questions. After all the students have finished read the text, the teacher asked several students to read paragraph by paragraph aloud.

Example :

- (3) T : *Okay. Nah sekarang kita baca seluruh teksnya dari paragraph awal sampai akhir lah. Baca sambil coba pahami ceritanya. Sambil cari siapa saja tokoh yang ada di dalam cerita Little Red Riding Hood nya. Nanti bapak tanya satu-satu! Paham?*
- S : *Paham, Pak!*

Based on the observation, it is evident that the students' intense focus on the text they were holding and their attentive listening to their friends

reading aloud caused the classroom environment to become serious. In addition, some students were observed actively using the dictionary to find the definitions of challenging terms or sentences they came across in the book, while others questioned the teacher and their peers directly. Nonetheless, a few students don't appear to be very excited in reading the material.

#### d. Reflect Stage in Comprehending Reading Text

The researcher found that the teacher applied reflect stage in order to determine whether the students read the text and answered the questions in question stage or not.

During the reflect stage, the teacher went over the reading material with the class, helped those who were confused by certain words, and translated the text aloud. This step was began right away by the teacher, who asked the class to think back on or discuss the text they had read.

Example :

- (4) T : *Baik. Setelah membaca seluruh teks dari paragraph 1 sampai terakhir, kira-kira ada yang sudah bisa menebak isi ceritanya tentang apa lah?*
- S : *Sedikit pak!*
- T : *Okay, sekarang coba kita lihat lagi paragraph pertama. Kita artikan sama-sama sambil bapak jelaskan maksud dari teksnya. Tapi kalian yang ada membawa kamus, sambil di buka kamusnya lah!*

Based on observation, it can be seen that during reflect stage, students participated and follow the teacher's instruction by listening to the teacher's explanation and asked the teacher if they found difficult words or sentences. However, there were also students who looked confused with the text

material and there were also students who were seen chatting with their friends.

**e. Recite Stage in Comprehending Reading Text**

In observations, researcher found that the teacher implemented the recite stage to ensure students remembered detailed information taken from the text they had read.

The teacher began the recite stage by asked the students to answer several questions that are available in the textbook. In this activity students answer questions based on the information in the text. The teacher gives students time to complete their assignments.

Example :

- (5) T : *Nah setelah kita terjemahkan dan bahas sama-sama teks Ceritanya tadi. Sekarang lihat soal 1-5 yang ada di bawah teks. Bapak ingin kalian menjawabnya sekarang. Bapak beri waktu sekitar 20-30 menit lah untuk menjawab soal.*
- S : *Siap, Pak*

From the observation, the teacher guided and monitor students to make sure students do their assignments. There were several students who were confused by the questions on the task. The teacher explained the assignment in detail. During this recite stage, several students were able to answer questions correctly, which means they were able to remember detailed information from the reading text

#### f. Review Stage in Comprehending Reading Text

The researcher found that the teacher applied review stage in order to ensure the students understand or comprehension about the text had been read.

At this stage, the teacher supervised the class in reviewing the topics they had been taught from the book before the teaching and learning activities concluded. Following the collection of all the assignments, the teacher asked the students if they had any questions as they went through the teaching and learning activities and invited them to have a discussion about the book.

Example :

- (6) T : *Sebentar lagi waktu pelajaran kita habis. Tapi sebelum Bapak ingin mengulang sedikit tentang pelajaran kita hari ini.*  
 T : *Jadi tadi kita belajar tentang teks cerita. Judulnya teks ceritanya apa tadi?*  
 S : *Little Red Riding Hood*  
 T : *Ceritanya tentang apa?*  
 S : *Tentang serigala yang ingin memakan anak Perempuan, Pak*  
 T : *Good, pintar sudah. Ada yang ditanyakan lagi sebelum kita akhiri pelajaran hari ini?*

At this review stage, there are students who can convey their comprehending of the text they have read and there were also several students who were seen opening the text again to find out the answer of the teacher's questions.

From of observation carried out during three meetings, it can be seen that the implementation of the six steps of the PQ4R metacognitive strategy

in teaching reading comprehension is run well enough even though there are several weaknesses on many sides.

## **2. The Problems in Teaching and Learning Reading Comprehension based on PQ4R Metacognitive Strategy in EFL Class**

### **a. The Problems Discovered During Interview**

The process of teaching and learning reading comprehension by PQ4R Metacognitive Strategy in SMPN 3 Anjir Muara based on the observation can be concluded is run well enough. The researcher saw that the teacher had nearly completed all of the stages in implementing the PQ4R Metacognitive Strategy in teaching reading comprehension in three meetings that she attended. Although, there were some steps that were passed in teaching learning in the classroom using this strategy and also there were some steps that difficult for teacher to implement in the class.

Based on the notes taken by researcher in observation during teaching learning activity, there are some problems faced by teacher and students during the class:

#### **1) Time Management**

During teaching and learning activities, the researcher noted that teacher had difficulty managing time when implementing the stage of the PQ4R metacognitive strategy because he is difficult to control the class situation. The students who are confused, not focused and sleepy to follow teacher's direction, especially when learning start during the

day, make the teacher to run out of time because he had to explain the material more than once and cause several stages to be missed.

2) Basic Students' Mastery

Another problem that researcher found was the students had difficulty understanding and remembering the meaning of English vocabulary. It can be seen when some students had difficult to answered exercises when the teacher gave students exercises about material that they had just studied. Some students still opened their dictionary, asked the teacher and their friends for several sentences. This also causes a lot of wasted time and several questions that are not answered on time.

3) The students' Habit of Slow Reading

When the teacher asked the students to read the whole text at the Read stage, some students are slow in reading. This can be seen when teacher had to give students more than 10 minutes to read. Some students also seemed to have difficulty spelling English words and mispronounced words. Because of this problem, students waste a lot of time just for reading text.

4) The Students' Ability to Figure out Inferences and Main Idea

Another problem that was discovered during observation was that many of the students responded with confusion about how to identify the major concept when the teacher asked them what the primary idea of the book they had read was. Additionally, some students struggle to pinpoint the text's characters and deduce its main ideas. This is evident



when individuals provide inaccurate answers to questions on morality, inferences, and other topics like as identifying the key idea.

Additionally, the researcher noticed that not every student was actively participating in the teaching and learning process during the three meetings. A few students were uninterested in the process of teaching and learning, displaying passivity. A few of them appear weak and drowsy during the teaching and learning process.

#### **b. The Problems Discovered During Interview**

The purpose of the interview was to acquire the teacher's thoughts regarding the PQ4R Metacognitive Strategy's activity in teaching and learning the reading process as well as the challenges associated with teaching reading comprehension in an EFL class.

The researcher questioned the English teacher about his thoughts and concerns on adopting the PQ4R Metacognitive Strategy to teach reading comprehension.

##### **1) The Teacher's Problem in Text Selection Towards Students' Understanding**

In teaching in class VIII, the teacher used English textbook that provided by the school. However, the teacher explained that he had difficulty in matching the reading material to the students' level of understanding because most of the students in class VIII still had difficulty with vocabulary and basic knowledge of English. This problem makes the learning process quite difficult. Apart from that, the

teacher also explained that another obstacle in teaching, especially when reading text was that only some students had dictionaries and some students did not have dictionaries. Therefore, to ensure that students can understand the material in textbook, the teacher must choose simple reading text material that are easy for students to understand.

## 2) The Teacher's Problem For Including Exercise to Reading Materials

The teacher explained that in selecting exercise for the students, the teacher only used exercises that available in the textbook. However, the teacher said that not all students were enthusiastic when given exercises because the main problem of students that the teacher realized was their lack of interest in learning English and their lack of basic English language skills, so that some students were confused in answering questions. Because of this problem, to attract students' interest in working on answering questions, the teacher given easy exercises or said that the students' score will be included in their final semester grades.

## 3) The Teacher's Problem in Giving Feedback

Regarding in providing feedback, the teacher said that sometimes he did not provide feedback to students about what they had learned at the end of the lesson because the learning time had run out. This is mostly caused by the problem of students who are slow in reading the text and slow in remembering the meaning of sentences in the reading

text even though they have been translated together, so the teacher needs to give a lot of time just to explain the text.

#### 4) The Teacher's Problem in Student's Ability in Reading Comprehension

Students' ability to understand reading texts has an important influence on the teaching and learning process. The teacher explained that one of the challenges he faced when students fail to grasp the meaning of the text they are reading is that it takes a lot of time to explain a single learning topic. The majority of students in class VIII struggle to grasp the texts they read, which is a challenge for the teachers. Their proficiency in English is limited, and they struggle to recognize the primary concept, draw accurate inferences, and extract specific details from the text.

When students read the text, they often wait for the teacher to explain the material they have read and only read without trying to understand the meaning of the words in the sentences. Only a small number of students brought an English dictionary, despite being advised to bring one in order to aid with text translation. In addition, there are instances when students repeatedly ask the teacher to explain a word or sentence. As a result, even when the teacher employs effective teaching strategy, students who lack basic knowledge can be challenging to teach and manage their time effectively.

#### 5) The Teacher's Problem to Engage Students

The teacher explained that while teaching English, sometimes he felt he had no ideas to make students more active in learning English, especially in reading. When teaching learning, students like to make noise, such as chatting with friends next to them, so they don't listen to the teacher's explanation. there are also some of them who look shy and not confident so the teacher is not sure whether the student understands the lesson or not. Moreover, when the English lesson schedule starts in the day, many students look sleepy and are not enthusiastic about reading the text. even though when reading text, concentration and good reading comprehension are needed so the students can understand the reading text.

From the results of observation carried out by researcher in the classroom during three meetings and interview with the teacher about the problems faced by teacher and students in the teaching and learning process of reading comprehension, it was found that there were still many obstacles. The implementation of the PQ4R metacognitive strategy steps carried out by teacher in class VIII is quite helpful in training students to read text by the steps, but there are still obstacles that hinder the achievement of improving students' reading comprehension abilities.

## **B. DISCUSSION**

In this part, the research question will be formulated using the PQ4R metacognitive strategy, and the researcher's results about the process of teaching and gaining reading comprehension will be presented. As part of the

second articulation of the problem in the study question, the researcher discussed not only the process of teaching and learning reading comprehension, but also the obstacles experienced by students and teachers in this area. The participants in this study were English teacher and the students of eight grade on SMPN 3 Anjir Muara in the second semester in academic year of 2023/2024.

### **1. Process of Teaching and Learning Reading Comprehension Based on PQ4R Metacognitive Strategy**

The PQ4R metacognitive strategy for teaching reading comprehension is thought to help students grasp reading comprehension concepts more fully. According to Khusniyah (2018) stated that PQ4R metacognitive strategy is learning strategy that can help students to comprehend, memorize, and retain the reading material they have been read. However, this research found that even though the teacher used the PQ4R metacognitive strategy, the teaching and learning process of reading was still not optimal and less successful. This happens because teachers and students face several problems during the teaching and learning process in classroom.

In three meetings, the researcher observed process of reading comprehension is taught and learned. Based on the six stages of the PQ4R Metacognitive Strategy, the researcher also identified the challenges that students and teachers experienced when teaching and learning. These are explained in following paragraphs:

#### **a. Preview Stage in Comprehending Reading Text**

Preview stage is stage that students read quickly before starting to read the text that contains learning information such as; reading topics, subtopics, headings, subtitle, opening or closing phrases of a paragraph, or summary at the end of a chapter (Sugirin, 2019).

From the results of observations at three meetings, the teacher has implemented the preview stage. This is proven when the teacher instructs students to read the text quickly before reading the entire reading text.

T : *Sebelum kita membaca keseluruhan teks, Bapak minta kalian membaca sekilas terlebih dahulu teks ceritanya sekitar 1 sampai 2 menit!*

The instructions that asked students to read first “*Baca sekilas terlebih dahulu*” in the PQ4R metacognitive strategy are included in the preview stage. Thus, it can be concluded that the teacher has implemented the preview stage of PQ4R metacognitive strategy.

#### **b. Question Stage in Comprehending Reading Text**

According to Sugirin (2019) Question stage is stage that students create questions using the information that students get when reading quickly.

From the results of observation, the teacher has implemented the question stage. The teacher conducts a question stage at the first and second meetings. This Question stage proven when the teacher invited students to guess the content of the story such as the plot and characters in the story after the students have read the text quickly in Preview stage.

T : *kira-kira setelah baca sekilas tadi, ada yang sudah bisa menebak ceritanya tentang apa lah?*

T : *kalau karakter atau tokoh yang ada teksnya pang ada berapa kira*

*Kira?*

The teacher's questions that asked students "*Ada yang bisa menebak alur cerita?*" and "*Ada berapa karakter atau tokoh di dalam teks*" in the PQ4R metacognitive strategy are included in the Question stage. Thus, it can be concluded that the teacher has implemented the Question stage of PQ4R metacognitive strategy.

#### **c. Read Stage in Comprehending Reading Text**

Read Stage is stage that students read the whole text to get all the information from the text that can be used to answer questions from the Question stage (Sugirin, 2019)

From the results of observation at three meetings, the teacher has implemented the Read stage. This Read stage is proven when the teacher invited students to read the whole text from the first paragraph to the last paragraph.

T : *sekarang kita baca seluruh teksnya dari paragraph awal sampai akhir. Baca sambil coba pahami ceritanya.*

The teacher's instruction that asked students to read whole text "*Baca seluruh teks sambil coba pahami ceritanya*" in the PQ4R metacognitive strategy are included in the Read stage. Thus, it can be concluded that the teacher has implemented the Read stage of PQ4R metacognitive strategy.

#### **d. Reflect Stage in Comprehending Reading Text**

Reflect stage is step that the students construct meaning and understand the text in order to combine and connect all information that they get when students read the text (Sugirin, 2019).

From the result of observation at three meetings, the teacher has implemented the Reflect stage. This Reflect stage is proven when the teacher explained the contents of the whole text and students listen to the teacher's explanation while tried to understand the text they have read.

T : *coba kita lihat lagi paragraph pertama. Kita artikan sama-sama sambil bapak jelaskan maksud dari teksnya.*

When The teacher explained the meaning and given information from whole text "*bapak jelaskan maksud dari teks*" in the PQ4R metacognitive strategy included in the Reflect stage. Thus, it can be concluded that the teacher has implemented the PQ4R metacognitive strategy in the Reflect stage.

#### **e. Recite Stage in Comprehending Reading Text**

According to Sugirin (2019) stated Recite stage is step that students understand and can summarize the information in the text they have read, such as finding the main idea, detailed information and others important information.

From the result of observation at three meetings, the teacher has implemented the Reflect stage. This Reflect stage applied when the teacher asked the students to answer questions that related to the text they have read before in Read stage.

T : *Sekarang lihat soal 1-5 yang ada di bawah teks. Bapak ingin kalian menjawabnya sekarang.*

The teacher's instruction to students to answer questions that related to the text can make the students deeply understand about the text they have



read. Thus, when teacher said "*jawab soal nomor 1-5 yang ada di bawah teks*" in the PQ4R metacognitive strategy are included in the Recite stage. Thus, it can be concluded that the teacher has implemented the PQ4R metacognitive strategy at the Recite stage.

#### **f. Review Stage in Comprehending Reading Text**

Review stage is stage that the students make sure they comprehend the text and the questions they made from Question stage are answered (Sugirin, 2019)

From the result of observation at three meetings, the teacher has implemented the Reflect stage in first meeting. The Reflect stage is implemented when the teacher asked the students to recall the essence or point of the story and ensures that students understand the lessons they have learned.

T : *Jadi tadi kita belajar tentang teks cerita. Ceritanya tentang apa?*

T : *Ada yang ditanyakan lagi sebelum kita akhiri pelajaran hari ini?*

When the teacher asked students to conclude the essence of the story "*tadi kita belajar tentang teks cerita. Ceritakan tentang apa?*" and asked if there are still students who want to ask "*Ada yang ditanyakan lagi?*" in the PQ4R metacognitive strategy is included in the Review stage. Thus, it can be concluded that the teacher has implemented the PQ4R metacognitive strategy at the Review stage.

Based on the explanation above, it can be concluded that reading comprehension activities based on the PQ4R metacognitive strategy are doing

rather well. It can be seen from the teaching procedures that are carried out in accordance with the stages of the PQ4R metacognitive strategy's guideline from Trianto (2007). Although there are several stages that teacher skip because several factors such as the difficulty of time management.

## **2. Problems Faced in Teaching Learning Reading Comprehension**

According to Sugiyono (2011) problem arises from the differences between what ought to have occurred and what really did, between theory and practice, regulations and execution, and plans and execution. In other word, problem is the disparity between the expectation with a reality.

However, after conducted classroom observation and interview with the teacher, the researcher discovered a number of problems that both the teacher and the students were faced when it came to teaching reading comprehension.

### **a. Problems Faced by Teacher in Teaching Reading Comprehension**

#### **1) The Teacher's Problem in Time Management**

In the teaching and learning process of reading comprehension based on stage of the PQ4R metacognitive strategy, time management is very important to implement for optimal learning outcomes. The teachers' difficulties in managing time may occur due to uncontrolled learning situations.

This problem faced by the teacher are evident when he was difficult to control the class situation. The students who are confused, not focused and sleepy to follow teacher's direction, especially when learning start during the

day, make the teacher to run out of time because he had to explain the material more than once and cause several stages to be missed.

## 2) Basic Students' Mastery

According to Budiharso (2004) the ability to read with appropriate vocabulary and a solid understanding of fundamental structural patterns is basic reading knowledge. It is crucial for students of all reading levels in English to possess this fundamental understanding.

In the finding of this research, there are several students found difficulty in understanding and remembering the meaning of English vocabulary. This can be seen when some students still have difficulty answering exercises even though they have just learned the material. Some students still open their dictionaries, asked their teacher and friends for some vocabulary or sentences. This can prove that students who do not mastery of basic knowledge make it difficult for the teacher to teaching reading comprehension.

## 3) The Students' Habit of Slow Reading

The students who have habit of Slow reading according to Budiharso (2004) generally have poor comprehension. This problem could be related to students' mastery of basic. Budiharso stated that students who read slowly often look up words in dictionaries word by word if they do not comprehend a term or a phrase.

In this research, some students found slow reading, this was proven when teacher had to give the students more than 10 minutes to read simple text. At the Read stage, several students were seen opened their dictionaries and asked

the teacher for vocabulary that they did not know. This makes teachers waste a lot of time in reading text at the Read stage.

#### 4) The Students' Ability to Figure out Inferences and Main Idea

According to Budiharso (2004) the students must be able to decode a text as it is written and be familiar with the content schema, which includes background information and culture, in order to identify inferences and the primary idea while reading an English text.

In the research, when the teacher asked the class to identify the primary concept of the text they had read, the majority of students were unable to respond and were unsure of how to do so. Additionally, some students struggle to pinpoint characters and deduce the main ideas of the work. This may demonstrate students struggle to understand primary ideas and conclusions, which makes it challenging for teachers to help students with reading comprehension.

#### 5) The Teacher's Problem in Text Selection Towards Students' Understanding

According to Budiharso (2004) teacher's problem in the text selection is the teacher lacks confidence in selecting the material to be read. Teachers primarily use the English textbooks that are available, so they don't need to make any adjustments.

This problem found when researcher interview the teacher. the teacher explained that he had difficulty in matching the reading material to the students' level of understanding because most of the students in class VIII still

had difficulty with vocabulary and basic knowledge of English. The teacher said this problem makes the learning process quite difficult.

#### 6) The Teacher's Problem For Including Exercise to Reading Materials

According to Budiharso (2004) exercise is a form of questions that follow the reading text that teacher can use to train students' reading comprehension.

The research found that the teacher only used exercises that available in the textbook. The problem with the exercise is that not all of the students were eager to respond to the questions. This is because the teacher identified the students' primary issues as being a lack of interest in learning English and a lack of foundational English language skills, which left some students perplexed when it came to answering the questions.

This proves that exercises that include in reading text that do not interest the students can create problem in teaching reading comprehension.

#### 7) The Teacher's Problem to Engage Students

In order to encourage active and passionate participation in teaching and learning activities, teachers must assist, stimulate, and the students to participate in the reading process.

In interview, the teacher said he had problem in attracting students' interest in reading. When teaching reading, some students like to make noise, such as chatting with friends next to them, so they don't listen to the teacher's explanation. When the English lesson schedule starts in the day, many students look sleepy and are not enthusiastic about reading the text.

This can prove that students' lack of interest in learning can be a problem in the teaching process faced by teacher.

Based on the result of problems above, it can be inferred that the problems explained in the theory according to Budiharso (2004) were experienced by the teacher, despite the fact that there were problems that did not arise when teaching reading comprehension.

**b. Problem Faced by Students in Learning Reading Comprehension**

According to Nutall (1996) and Linane in learning reading comprehension, students should understand to comprehend text well, such as identifying main idea and understand meaning the words, good vocabulary mastery, decode the text and sentences, not have habit of slow reading, can making inferences, and findings supporting details.

After conducting research during observations and interview based on the teacher's opinion, the researcher found problems experienced by students in learning reading comprehension in the eighth grade of the second semester of SMPN 3 Anjir Muara.

The first problem is vocabulary mastery. According in Suparman (2007) vocabulary mastery is crucial for students to enlarge, especially in reading comprehension. The students who have good vocabulary mastery can easily answer questions. Gaining proficiency in vocabulary is essential for students to grow, particularly in reading comprehension. The students who have a good vocabulary mastery of language find it easy to respond to inquiries.

In the research found that the vocabulary of almost students is still lacking. This can be seen when the teacher asked the students about vocabulary related to the reading text. Many students said they didn't know and opened their dictionaries. The students also lack of ability in remember the meaning of word or sentence. This can be seen when they asked the teacher about the vocabulary that the teacher has translated. Then, the students do not have a good of vocabulary mastery, also faced the problem of understanding the text material they are studying. This was proven when several students seemed confused by the teacher's explanation, so the teacher had to repeat the explanation.

In connection with the previous problem, students who struggle with comprehension will have challenges when it comes to recognizing the primary concept, drawing conclusions, and finding supporting information. This is evident when they struggle to discover the core topic and other connected questions to respond.

Some students' propensity of reading slowly is the next issue with them. When people read a book for an extended period of time, this is evident.

Drawing conclusions from the aforementioned difficulties' outcomes, it can be said that students experience the issues outlined in the theory of Nutall (1996) and Linane occur in students. Problems that occur with students have an impact on students' lack of reading comprehension and less effective teaching and learning processes.