

## THE PROBLEM FACED BY STUDENTS OF ISLAMIC EDUCATION IN READING ISLAMIC COMPREHENSION TEXT

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**Abstract:** Students are often concerned with accuracy in pronouncing words when reading and not entirely focused on the content of what is being read. This study aims to find out the problems faced in reading comprehension (Islamic reading text) by employing descriptive quantitative approaches. The method used in this study was the descriptive quantitative which translates data into numbers. The sample was 59 students of the Islamic Education study program Raden Fatah Islamic State University Palembang. Furthermore, the data were gathered by using test and questionnaire as the instrument via Google form. The result showed that most students failed reading comprehension assessments due to a lack of vocabulary, poor grammatical proficiency, difficulty in understanding long phrases and material, lack of media learning or family assistance, and lack of information about reading comprehension. In conclusion, the data obtained from the test showed that the Islamic students still have difficulties in reading comprehension tests.

**Keywords:** *reading comprehension; problem faced; Islamic reading text.*

### INTRODUCTION

For a long time, reading comprehension issues have been a common difficulty in EFL classrooms. Reading and comprehension are inextricably linked because comprehension is the primary objective of reading (Maulani & Rachmanita, 2022). The reading part of the English course is on understanding the information and answering the questions (Asmara, Muhammad, & Almubarokah, 2022). According to various studies, the majority of EFL students have difficulty comprehending English texts (Kasim & Raisha, 2017). Nanda and Azmy (2020) explained that Indonesian EFL students have poor reading comprehension performance due to the lack of vocabulary, prior knowledge and motivation. Reading is one of the four essential language abilities to achieve in learning from elementary to tertiary levels. Furthermore, it is a skill that every student needs to have together with some others, namely listening, writing, and speaking because the four skills are related to each other. Reading is complex because it involves many processes that must be skilfully coordinated, such as controlling eye movements, word recognition, giving a representation of the sentence's meaning, and deciding what to do with the information being read (Cornoldi, & Oakhill,

2013; Evenddy, Nurlily, & Marfu'ah, 2021).

Pourhosein Gilakjani & Sabouri (2016) likewise explained that reading is a collaborative activity that readers need to utilize in order to construct a meaningful representation of a text. The existence of prior knowledge about the assigned text (certain topic) can help the readers to construct the meaning (Rusmiati, Fitriani, & Zakaria, 2021). Background knowledge plays a vital role in students' reading comprehension (Rizqon, Andreani, & Astuti, 2021). Effective reading techniques are important skills that have received a lot of attention in terms of improving students' reading comprehension.

Larasaty & Fitriyani (2022) stated that in order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Reading with understanding and comprehension is an essential skill, thereby it should be mastered (Spiro, Bruce, & Brewer, 2017). Reading is a cognitive process that involves the interaction of the reader's prior knowledge and the printed text. Students might not be able to comprehend the text if they do not have enough background knowledge to comprehend the text (Rizqon, et al., 2021). Reading may be inferred from the above definitions that it is a cognitive and

affective process of decrypting and comprehending written text in order to obtain the writer's message (Yusthi, 2016). It means that, according to Pratama (2019), reading skills can assist students with reading a book in a range of categories, which can help them achieve a lot in their activities, such as success in school, university, or other educational institutions. Besides, as stated by Calet, Pérez-Morenilla, & De los Santos-Roig (2019), reading comprehension is one of the most important transversal skills for the achievement of success in both school and society.

According to Roe & Burns cited in Rachmatia (2016), the types examples of reading comprehension questions: (1) A main idea question inquires about the selection's central theme; (2) A detail question is one that asks for specific details from the material; (3) A sequence question necessitates an understanding of events in their chronological order; (4) A cause-and-effect question identifies a cause and asks questions about its effect, or identifies an effect and asks questions about its cause; (5) An inference question seeks information from the passage that is indicated but not explicitly stated; (6) A vocabulary question asks questions about the definition of a word or phrase that appears in the selection.

Factor that causes students to struggle with understanding what they are reading is poor concentration. This is because, the ability to focus is a key factor for good and effective reading, which eventually leads to text comprehension (Hidayati, 2018). The problems that Indonesians experience in their learning activities, which limit learners' comprehension, and how to approach at pedagogy from a larger perspective on reading theories. It was discovered that the students lacked a basic understanding of the language system, lacked reading techniques, and had difficulty distinguishing between different types of reading comprehension. As Bulut (2017) pointed out that reading comprehension is a multi-step process that involves the reader's vocabulary knowledge, textual interaction, and application of comprehension strategies. The findings revealed that cultural background, English teaching and learning processes, and teaching and learning methodologies all influence the difficulties and problems that Indonesians encounter (Sahmadan, 2020).

The studies showed that the majority of learners fail with reading comprehension in five aspects.

The reading comprehension problems related to the reading comprehension process were the percentage average of each element from highest to lowest. As mentioned by Styati & Khasanah (2022), reading activity needs a strategy and media to help the students understand the meaning of words in the text. The second problem is motivation. Students' lack of motivation can cause lack of interest in reading so that it fosters a sense of laziness (Gunawan, 2022). The third problem has become one of background knowledge. The fourth problem is about a lack of reading strategies. Last problems is language knowledge (Febriani, Elfrida, & Jayanti, 2019). Besides, teachers need to employ a range of strategies such as increasing students' vocabulary as Garcia-Castro (2020) mentioned that having limited vocabulary has been a problem for EFL students, motivating them, and introducing new literacy teaching methods in order to address the issues and to broaden their knowledge of approaches used in the teaching and learning process (Tuhumury, 2020).

Previous studies that relates with the difficulties in reading include Shehu (2015) which stated that students of English Language Matura Exam at Albanian high colleges struggle with each bottom-up and top-down techniques. Hence, it is indispensable to motivate students, specifically foreign language students, to be examined as much as possible because this will noticeably help their language learning process. Secondly, mentioned that the factors that contribute to poor English comprehension, include a lack of vocabulary, a tendency of cramming, and a lack of interest in learning creativity in reading, especially when the sole objective is not to write an exam. Semantics was the most significant reading comprehension problem, with 81 percent of the respondents identifying unfamiliar terminology as their main difficulty in interpreting English texts (Kasim & Raisha, 2017). The students at Jordan's Yarmouk University experience a variety of reading difficulties, including confusing words, new language, with a finite amount of time to think and comprehend the material. This findings is also valuable to Jordanian policymakers in improving the joy of students' reading (Qarqez, 2017). Dara (2019) stated that despite the fact that the Ministry of Education, Youth and Sport had integrated this subject into the state curriculums for lower secondary to tertiary educations since 1993, the

findings revealed that lack of language knowledge and motivation were the primary causes of English reading problems, with student personality, learning methods, and teacher personalities acting as a shadow behind the issues.

Furthermore, the study conducted by Hamza Al-Jarrah (2018) reveals that the main problem faced by Arab EFL students is their inability to detect different forms of text which have an impact on their English language skills and academic achievement. Torppa, Vasalampi, Eklund, Sulkunen, & Niemi (2020) stated that reading comprehension problems are frequently separate from reading fluency problems. Three studying challenge groups were then identified, namely poor readers who have difficulty with both fluency and analyzing comprehension ( $n = 46$ , 3.5 percent), gradual readers with solely fluency difficulties ( $n = 70$ , 5.3 percent), and negative comprehenders who just have problems with reading comprehension ( $n = 88$ , 6.5 percent). From the analysis, only reading-related motivation was once low amongst sluggish readers. While in math and science, there is a lack of motivation also noted through weak comprehenders and readers (Torppa et al., 2020).

The majority of students' issues in reading comprehension, according to Satriani (2018), students difficulty in reading comprehension due to a lack of desire in their reading habits, since the students read little or nothing. The ability of kids to comprehend a reading text is seen as a challenge. Another student's reading comprehension issues come from a lack of reading ability. The learners expressed their dissatisfaction with the fact that they had to study hard in order to retain the information they had just read. They will also require a significant period of time to read the content in order to solve their difficulty. One of the learners' problems in understanding the reading text is too difficult reading material. They are unfamiliar with the reading content, and grammatical intricacy is also a factor in their failure to interpret the text correctly. Referring to Nurmalasari & Haryudin (2021), students feeling trouble when they want to interpreting a text, because they have less knowledge of translating every word and then find the main idea of the text they read, they cannot conclude and answering the questions. The teacher has a responsibility to provide, select or create texts that are appropriate with the lesson plans and students' abilities, design of reading assignments

that are useful for students to understand reading texts, organize effective learning activities, and create a supportive environment for practicing reading (Setiawati & Budiasih, 2021). In 2013 EF survey, reading achievement in Indonesia is still low. The national reading index of 2019 (Solihin, Utama, Pratiwi, & Novirina, 2019) states that the Indonesian students' reading literacy level on Indonesian text is categorized as low literacy level. Then, the PISA 2018 score for Indonesia in reading is 371 (OECD, 2018). This score is considered below average because the average score in PISA 2018 is 453. Students should first focus on Reading Fluency to solve the problem of reading comprehension achievement. There is a correlation between reading fluency and comprehension. According to many researchers, they claimed that while fluency is an important aspect of the reading curriculum, but teachers are unaware of it (Rachmatia, 2016).

The studies above have similarity and differences, but they all focus on the students' difficulties in reading. In summary, the first study shows that students' problems are related to bottom-up and top-down techniques, while the second shows that students' problems are related to a lack of vocabulary, a tendency of cramming, and a lack of interest in learning creativity in reading. The third shows that the problem is related to interpreting English texts, while the fourth explains that the problems are related to confusing words, new language, and limited time to cognitively comprehend the reading material (Iqbal, Noor, Muhabat, & Kazemian, 2015). The fifth shows that the problem is related to the students' inability to detect different forms of text and the sixth explains that the problems are related to reading fluency. This study and the previous ones focused on the same topics about the students' difficulties in reading comprehension. However, it further seeks to determine other problems of non-EFL students' in reading comprehension.

The problems are they sometimes feel difficult when students have to comprehend the texts, how to pronounce the word correctly, mastering the vocabulary, connect the word ideas, the topics of the texts that serve in different culture, inferring the information, differentiate the main ideas and supporting ideas in the texts, and also find the strategies to find relate topic based on their own knowledge or experience. This is related with Pang

in Sholeh, Rosalina, & Weganofa (2020), as they believed that understanding of text comes from the interaction between the written words and how they activate knowledge, vocabulary, grammatical of knowledge, experience with text and other strategies to help them understand the provided passage by teachers. Also, teachers are suggested to apply some various models and strategies that give language experience and enthusiasm for language learners (Alshumaimer, 2017). Furthermore, the result also showed the strategies they used to help them in reading problems, the strategies are using dictionary and context clues, using some reading strategies; using scanning and skimming techniques, and trying to predict the content (Riadil, 2020). The three key themes that students faced in reading comprehension of English material were: (1) problems from the student; (2) problems from the teacher; and (3) external problems. The student's problems are divided into three categories: fundamental English competence, lack of interest in the subject, and lack of motivation (Ganie, Deliana, & Ranguti, 2019).

Another term used to describe reading comprehension components is the activation of past knowledge. Some students are aware of this but are not able to activate such ability, which makes it difficult for them to comprehend the material. In terms of reading comprehension, vocabulary is also significant. To address these issues, beside so many kinds of the strategy in reading comprehension, the researcher should know what are the most problematic parts of reading Islamic text that students face and what are the most problematic factors of reading comprehension.

**METHOD**

The method used in this study is the descriptive quantitative which translates data into numbers in order to analyze the findings. The total sample was 59 students of the Islamic Education study program Raden Fatah Islamic State University Palembang and the data were gathered by using Islamic reading text test and questionnaire as the instrument via google form.

The students were given a reading test by the researcher to determine their reading comprehension. The researcher used the reading test to see if the students could answer the questions correctly. The students' correct and incorrect answers were utilized to determine whether they

found the problems or not. The writer used one Islamic reading text to obtain the information. 40 question multiple-choice test was administered by the researcher. This test is a method of collecting data through questions that must be answered, or tasks that must be carried out by the subject being tested. The interpretation of problem was classify ; 0-30 (Easy), 30-70 (Fair), 71-100 (Difficult) (Arikunto, 1998) Furthermore, multiple choice type of reading test and Arikunto's scale were used to calculate the results as seen below:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Correct Percentage

R = Correct answers

N = Total Questions

The reading test includes the six aspects of comprehension namely details, main idea, inference, cause and effect, reference, and sequence. The writer also uses the test concerning vocabulary while the specification of the reading comprehension test is presented in table 1 below:

Table 1. *Specification of reading comprehension test*

Indicators	Items	Total
Find out detail information in a txt	8,17,24,29,37, 40	6
Find out the main ideas in the text	1,10,20,31	4
Describing reference	2,23,39	3
Find out Sequence of the text	5,7,14,22,32,3 5	6
Find out cause-effect in the text	3,16,26,36	4
To find out the inference of a reading text	4,12,15,18,27, 30,34	7
Describing the meaning of words and terminology in the text	6,9,11,13,19,2 1,25,28,38	10
	Total	40

The distribution of questionnaires to students was a technique to obtain more conclusive information on the factors affecting students' reading comprehension problems. One method of determining the factors causing students' reading comprehension difficulties was to use a questionnaire. In this case, the questionnaire form was concluded with an alternative answer that the student would select. In this study, questionnaire was used via google form to gather data from people. It may be printed on paper, on a tablet, by text message, or online, and it may contain many sorts of questions (Kara, 2018). The data was collected using a Google form, and the scoring was

done using four option Likert scale consist of never, sometimes, frequently, and always.

The researcher used a questionnaire as one of the supporting tools to identify students' perceptions, opinions, problems, and reading comprehension abilities. In this example, the questionnaire form was concluded with an alternate answer that the students may select. Only the best answers that are appropriate for them were chosen by the students. The students had to accurately respond to 9 questions on the questionnaire. The writers additionally give the students one essay question and some of their solutions to support the exam and questionnaire related to the students' problem with reading text.

## FINDINGS AND DISCUSSION

The goal of this study is to discover the students' difficulties in reading comprehension by giving test to know their ability, hence the result is presented as follow:

### *The analysis of test*

#### *The students' incorrect answers in finding out detailed information*

The question items for finding detailed information are in number 8, 17, 24, 29, 37, and 40. Also, the detailed information of calculated percentage in answering is seen in the table 2 below:

Table 2. *The students' incorrect answers in finding out detailed information*

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading for Finding out Detailed Information
1	8	41	68%	67% (FAIR)
2	17	41	68%	
3	24	31	52%	
4	29	52	86%	
5	37	30	50%	
6	40	46	76%	

According to Table 2, 41 students with an equivalent percentage of 68% of the total population answered question number 8 and 17 incorrectly, hence the query is classified as Fair. Also, 31 of the students (52%) answered question number 24 incorrectly, hence, it is classified as Fair. Question number 29 is answered by 52 of the students (86%), hence the percentage is labeled as difficult. Question number 37 is answered by 30 students (50%), hence it is labeled as Fair. Meanwhile, question number 40 is answered by 46

students (76%), and the percentage is classified as Difficult. Based on the calculation of the proportion of difficulty, it was observed that the tough item share for this type of question was solely 67% out of 4 items which indicates that the questions are classified honest for college students in finding out the detailed information. It can be concluded that the questions are categorized fair questions for students' answers in finding out detailed information.

#### *The students' incorrect answers for determining the main idea*

The question items for getting the main idea are questioning in number 1, 10, 20, and 31 and the calculation of the percentage in answering the main idea is seen in the table 3 below:

Table 3. *The students' incorrect answers for determining the main idea*

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading for Main Idea
1	1	10	17%	46% (FAIR)
2	10	17	28%	
3	20	45	75%	
4	31	39	65%	

According to Table 3, 10 of the students (17%) answered question number 1 incorrectly, hence the percentage is classified as Easy. Also, 17 students (28%) answered question number 10 incorrectly, and it is classified as Easy. 45 students (75%) answered query number 20 incorrectly, and it is labeled as difficult, meanwhile question number 31 is answered by 39 students (65%), and it is labeled as Fair. Based on this calculation of the percentage of difficulty, the tough item share for this kind of question was solely 46% out of four items, hence it is categorized as fair for the students. It can be concluded that the questions are categorized fair questions for students' answers for determining the main idea.

#### *The students' incorrect answers for describing references*

The question items used for Describing References are in number 2, 23, and 39 and the calculation of the percentage are seen in the table 4 below:

Table 4. *The students' incorrect answers for describing references*

No	Question	The number	Percentage	The
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items' number	of incorrect answers	of question item	percentage of reading for Describing References
1	26	43%	56%
2	37	62%	(FAIR)
3	37	62%	

The result above reveals that 26 of the students (43%) answered question number 2 incorrectly, which indicates that the questions are labeled as fair. Furthermore, 37 of the students (62%) answered question range 23 and 39 incorrectly, and they are both labeled as fair. Based on this calculation of the percentage of difficulty, the challenging proportion for this kind of question was solely 56% out of four questions items and are categorized as fair for students answers in describing references. It can be concluded that the questions are categorized fair questions for students' answers for describing references.

*The students' incorrect answers for finding out sequence of text*

The items for determining the Find out Sequence of Text are the questions in number 5, 7, 14, 22, 32 and 35. The calculation of the percentage in answering are seen in the table 5 below:

Table 5. The students' incorrect answers for finding out sequence of text

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading for finding out sequence of text
1	5	11	18,3%	
2	7	41	68,3%	
3	14	12	20%	39%
4	22	31	52%	(FAIR)
5	32	20	33,3%	
6	35	24	40%	

According to Table 5, 11 of the students (18.3%) answered question number 5 incorrectly, hence it is categorized as Fair. Also, 41 students (68.3%) answered question number 7 incorrectly, hence they are categorized as fair. 12 students (20%) answer questions number 14 incorrectly, hence they are categorized fair. 31 students (52%) answer question number 22 incorrectly, hence they are categorized fair. 20 students (33.3%) answer question number 32 incorrectly, hence they are categorized fair. And 24 students (40%) answer question number 35 incorrectly, hence they are categorized as fair. Based on the calculation of this percentage of difficulty, the challenging proportion for this kind of question was solely 39% out of four questions

items, hence it is categorized as fair for students answers for finding out sequence of text. It can be concluded that the questions are categorized fair questions for students' answers for finding out sequence of text.

*The students' incorrect answer for determining cause and effect*

The question items for getting the cause and effect are found in number 3, 16, 26 and 36. While the calculation of the percentage in answering cause and effect are presented in Table 6 below:

Table 6. The students' incorrect answers for getting cause and effect

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading for cause and effect
1	3	13	22%	
2	16	29	48%	49%
3	26	38	63%	(FAIR)
4	36	39	65%	

According to Table 6, 13 of the students (22%) answered question number 3 incorrectly, hence the percentage is categorized as Easy. Furthermore, 29 of the students (48%) answered question number 16 incorrectly, hence it is categorized as fair. 38 of the students (63%) answered question number 26 incorrectly, and it is categorized as Fair. Question number 36 is answered by 39 of the students (65%), hence the potential is categorized as fair.

Based on the calculation of the percentage of difficulty, it was found that the challenging item percentage for this type of query was only 49% out of four questions items. Hence, the questions are categorized as fair for students' answers concerning cause and effect. It can be concluded that the questions are categorized fair questions for students' answers for getting cause and effect

*The students' incorrect answers for getting inference of text*

The question items for getting Inference of Text are in number 4, 12, 15, 18, 27, 30 and 34. While the calculation of the percentage is seen in the table 7 below:

Table 7. The students' incorrect answers for getting inference of text

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading Answering Inference of Text
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1	4	22	37%
2	12	20	33%
3	15	7	12%
4	18	32	53%
5	27	32	53%
6	30	35	58%
7	34	33	55%

62%  
(FAIR)

According to Table 7, 22 of the students (37%) answered question number 4 incorrectly, hence the percentage is categorized as Easy. Furthermore, 20 of the students (33%) answered question number 12 incorrectly, it is therefore categorized as fair. 7 of the students (12%) answered question number 15 incorrectly, and this capacity is categorized as fair. Also, 32 of the students (53%) answered question number 18 and 27 incorrectly, hence the potential is categorized as Fair. 35 of the students (58%) answered question number 30 incorrectly and it is categorized as Fair and 33 of the students (55%) answered question number 34 incorrectly, hence the percentage is categorized as Fair. Based on the calculation of this percentage of difficulty, the challenging item for this type of query was only 49% out of four questions items and are categorized as fair for students in answers for getting inference of text. It can be concluded that the questions are categorized as fair questions for students' answers for getting inference of text.

*The students' incorrect answers for getting the meaning of words*

The question items for getting the Meaning of Words are seen in number 6, 9, 11, 13, 19, 21, 25, 28, and 38, while the calculation of the percentages are shown in the table 8 below:

Table 8. *The students' incorrect in answering meaning of words*

No	Question items' number	The number of incorrect answers	Percentage of question item	The percentage of reading Answering Inference of Text
1	6	12	20%	
2	9	44	73%	
3	11	10	17%	
4	13	14	23%	
5	19	41	68%	
6	21	33	55%	
7	25	18	30%	
8	28	30	15%	
9	38	34	57%	

40%  
(FAIR)

According to Table 8, question number 6 is answered by 12 of the college students (20%), and this capacity is categorized as fair. Also, question number 9 is answered by 44 students (73%), and it is categorized as Difficult. 10 of the college

students (17%) answered question number 11 correctly, hence the percentage is categorized as fair. Likewise, 14 of the students (23%) answered question number 13 incorrectly, hence this percentage is classified as fair. 41 of the students (68%) answered question variety 19 incorrectly, and the percentage is categorized as fair. Question number 21 is answered by 33 of the students (55%), hence it is categorized as fair. Furthermore, question number 25 is answered by 18 students (30%), and the percentage is categorized as fair. Question number 28 was answered by 30 of the students (15%), hence it is categorized as fair. The last question quantity 38 is answered by 34 of the college students (57%), and the potential is categorized as fair. Based on the calculation of the proportion of difficulty, the difficult item percentage for this kind of question is only 40% out of 4 questions items, which means that the questions are categorized as fair for college students in answering the meaning of words. It can be concluded that the questions are categorized fair questions for students' answers in meaning of words.

The most common reading comprehension issue was semantics, with 81 percent of participants citing unfamiliar vocabulary as the most difficult aspect of comprehending English texts (Kasim & Raisha, 2017).

*The analysis of the questionnaire*

To comprehend the students' perception about their problems in studying test, some of the questionnaires have been distributed to the students. This questions includes (a) Students' grasp about the vocabulary of the text; (b) Students' understanding about the intent of the text; (c) Students' difficulty in the awareness of the text; (d) Students' understanding about the strategies of studying the text; (e) Students' motivation from the family in reading English text; (f) Students' issue in finding out the main idea of the text; (g) Students' perception of the grammatical structure of the text; (h) Students' understanding about the context of the text (i) Students' difficulty in determining inferences of the text; (j) Students' problem in Islamic reading text. The result of questionnaire can be considered in the table 8 below:

Table 8. *The students' problem in reading comprehension*

Questionnaire	Vocabulary	Intent	Concentration	Strategies	Motivation	Main idea	Grammatical	Context	Inference
Always	10.7%	14.3 %	16.1 %	16.1 %	39.3 %	10.7 %	12.7 %	7.1 %	7.1 %
Often	25 %	55.4 %	41.1 %	32.1 %	14.3 %	42.9 %	63.6 %	35.7 %	44.6 %
Seldom	55.4 %	23.2 %	26.8 %	42.9 %	32.1 %	32.1 %	21.8 %	50 %	37.5 %
Never	8.9 %	7.1 %	16.1 %	8.9 %	14.3 %	14.3 %	1.8 %	7.1 %	10.7 %

Based on the table above, there are several problems in reading comprehension including vocabulary, intent, concentration, strategies, motivation, main idea, grammar, content, and inference. For example, 55.4% seldom and often have problem with vocabulary and intent respectively. Meanwhile, 26.8%, 42.9%, and 39.3% seldom have problem with concentration, reading strategies, and motivation respectively. 42.9% and 63.6% often have problem with main idea and grammar. Also, 50% seldom have problem with context, and 44.6 % often have problem with inference.

To support the test and questionnaire related to the students' problem in reading text, the writers also give one essay question to the students and some of their responses include:

**Table 9. Students' responses of the questionnaire**

I am not fluent in English, it causes me difficulty in understanding the meaning contained in the text
It's hard to understand the meaning of a text
In interpreting the text, I do not understand the deep meaning of the text because the time is not enough.
Long texts make me have a little difficulty in interpreting, sometimes there are also some words that I do not know the meaning.
I often fails to understand the reading of vocabulary that has just been seen, hence it is difficult to understand and translate the English Long texts when reading
I have difficulty in determining the main idea of the discussion, conclusions, and substitute words
It's hard to understand the language because I do not understand English due to Lack of vocabulary mastery, lack of understanding of grammar, limited time In terms of Mention

Deal with the issue, a Directed Reading Activity (DRA) technique was proposed to help students improve their reading comprehension. According to the findings of the data analysis, students in MAN 1 Pekanbaru improved their reading comprehension by 71.37 % after receiving treatment. It meant that employing the Directed Reading Activity technique had a considerable effect on students' reading comprehension. As a result, Directed Reading Activity can be used in the classroom as an alternative strategy for improving students' reading comprehension. (Yusniar, 2021). Students should initially focus on reading fluency to overcome the

problem of reading comprehension accomplishment. There is a relationship between reading fluency and comprehension, according to many academics. They claimed that while fluency is an important aspect of the reading curriculum, teachers are unaware of it. This article suggests the readers theater technique as a way to increase reading fluency and comprehension, as well as briefly describe how the readers theater strategy might be used to EFL students (Rachmatia, 2016). Thamrin & Agustin (2019) found that In Universitas Kuningan, the phenomena of conceptual variants on reading comprehension was studied using the Higher Order Thinking Skill (HOTS) approach, which describes how the HOTS technique increases students' ability to comprehend academic reading texts. According to Pourhosein Gilakjani & Sabouri (2016a) as cited in Qarqez (2017) EFL students benefit from reading strategies to help them understand what they're reading. Some of the key aspects influencing reading comprehension are the learners' vocabulary knowledge, prior knowledge, and grammatical knowledge (Wang & Koda, 2007). Reading strategy has a big influence on how well readers understand what they're reading. Reading strategies can help both experienced and inexperienced readers improve their reading skills. Readers employ a variety of reading methods and are aware of when, how, and why they should be used during the reading comprehension process (Ahmadi & Gilakjani, 2012). Students' success in answering comprehension questions is influenced by the level of questions designed according to bloom's taxonomy (Veeravagu et al., 2010). Laoli (2021) stated that the KWL strategy can improve students' reading comprehension in the Second Language Acquisition (SLA) subject. Based on the findings of the study, the researcher proposes that the KWL technique be used to activate students' reading comprehension on a regular basis.

**CONCLUSION**

In conclusion, the data obtained from the test showed that the islamic students still have difficulties in reading comprehension tests. This is



seen from the result of the question items whose percentage. This percentages of the students answers in reading comprehension were categorized as fair. This study also highlighted why the learners have difficulty with certain problems. For example, the majority of students difficulty with reading comprehension assessments is due to a lack of vocabulary, poor grammatical proficiency, difficulty in understanding long phrases and material, dearth of knowledge about reading comprehension, as well as a lack of media learning or personal involvement.

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