
AN ANALYSIS OF STUDENT'S DIFFICULTIES IN READING COMPREHENSION

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ABSTRAK

Tujuan dari penelitian ini adalah untuk memperjelas apa saja kesulitan membaca pada siswa TKJ Kelas X jurusan SMKN 1 Rasau Jaya dan faktor apa saja yang menjadi penyebab kesulitan membaca siswa. I. Peneliti menggunakan metode analisis deskriptif kuantitatif. Subyek penelitian ini adalah siswa kelas X jurusan TKJ SMKN 1 Rasau Jaya. Peneliti menggunakan tes membaca dan angket sebagai teknik pengumpulan data. Populasi terdiri dari 34 siswa kelas X jurusan TKJ SMKN 1 Rasau Jaya, dan sampelnya adalah seluruh siswa kelas X jurusan TKJ SMKN 1 Rasau Jaya. Hasil penelitian ini menunjukkan bahwa kesulitan utama yang dihadapi siswa adalah: pertama, mengidentifikasi referensi; kedua, mengidentifikasi kesimpulan; ketiga, mengidentifikasi informasi aktual; keempat, kosakata; Dan akhirnya menunjukkan bahwa ide utamanya adalah memahami. Dengan menggunakan hasil angket, peneliti menemukan bahwa faktor-faktor yang mempengaruhi kesulitan membaca siswa adalah ketidaktahuan dengan bahan bacaan, kesulitan dalam menerapkan strategi membaca, dan pengetahuan kosa kata yang terbatas. Peneliti menyimpulkan bahwa siswa SMKN 1 Rasau Jaya memiliki kesulitan pemahaman membaca karena ketidaktahuan dengan materi, kesulitan dalam menerapkan strategi membaca, dan pengetahuan kosa kata yang terbatas. Peneliti mendorong guru untuk mengembangkan cara yang lebih baik dan lebih kreatif untuk menerapkan teknologi untuk mengajar pemahaman membaca. Hal ini membantu siswa mengatasi kesulitan dalam memahami materi yang mereka baca dan kalimat yang panjang, serta meningkatkan pemahaman mereka terhadap materi yang diajarkan.

ABSTRACT

The purpose of this study was to clarify what reading difficulties are in TKJ Class X students majoring in SMKN 1 Rasau Jaya and what factors cause students' reading difficulties. I. Researchers used a quantitative descriptive analysis method. The subject of this study was a class X student majoring in her TKJ at SMKN 1 Rasau Jaya. Researchers used reading tests and questionnaires as data collection techniques. The population consisted of 34 X-class students majoring in TKJ SMKN 1 Rasau Jaya, and the sample consisted of all X-class students majoring in TKJ SMKN 1 Rasau Jaya. The results of this survey show that the main difficulties faced by students are: first, identifying references; second, identify conclusions; third, identify actual information; fourth, vocabulary; And finally show that the main idea is to understand. By using the results of a questionnaire, the researcher found that the factors that influenced students' reading difficulties were unfamiliarity with reading material, difficulties in implementing reading strategies, and limited vocabulary knowledge. The researcher concluded that students of SMKN 1 Rasau Jaya had reading comprehension difficulties due to ignorance of the material, difficulties in implementing reading strategies, and limited vocabulary knowledge. Researchers encourage teachers to develop better and more creative ways to apply technology to teach reading comprehension. This helps students overcome difficulties in understanding the material they are reading and long sentences, as well as increasing their understanding of the material being taught.

Keywords: *Students' Difficulties, Reading Comprehension.*

INTRODUCTION

Communicating using language is something that is very effective to do. For this reason, language is needed for smooth communication between a country and the people who use it. English as a primary school subject has been removed from the updated 2013 curriculum. As an international foreign language, English is very important to learn. In English there are several skills. There are four basic English skills that students must master: reading, listening, writing, speaking. Given the many levels and components that McNamara had to master in 2007, reading was a very significant achievement (Sari, 2017).

Mastering reading is very important because reading is a process of constructing meaning from written texts. The ability to understand texts is important for students to achieve in reading English texts. Reading is getting ideas from the written word. Reading is a way to relax, interact with your emotions and thoughts, obtain information, expand your knowledge, and is important for expanding your horizons.

Reading comprehension is the ability to process text, understand and integrate it with what the reader already knows. Grad and Stoller (2002:119) states that reading comprehension is the ability to understand the information in the text and correctly interpret the contents of the text. In other words, reading without understanding is useless. This means comprehension is the most important aspect of reading. To find information in the text they read, students need to understand the five dimensions of their understanding. Define main ideas, understand detailed information and vocabulary, find references and draw conclusions.

Even so, there are still many students who have difficulty reading and understanding texts. Difficulty in reading comprehension is a problem that is often experienced by students, Hasana (2019:four). They need to have reading skills because they will find a lot of reading material. It is not easy for students to understand the importance of reading. Students often experience difficulties.

Student difficulties are anything or problems that are not easily understood or understood. In learning, students have different levels of difficulty because understanding is not the same for all students.

According to Brown (Sari, 2017:2) Reading comprehension is the same as constructing written meanings or ideas from text messages given and exchanging ideas between readers. In other words, readers must be able to understand, interpret, and select authentic information from texts. Reading comprehension is a skill that involves discovering key ideas, characteristics and meanings of words. Comprehension is a complex process involving many factors, including active interaction between the reader and the text, comprehension of the language and vocabulary within the text, and learning and applying specific comprehension strategies. As we know, reading comprehension is very important for students. Because reading comprehension allows students to understand the meaning of reading. In this way, school teachers can find out the difficulties of their students and develop appropriate learning strategies so that students can develop a better understanding of the text.

There is previous research that shows similarities to that conducted by Estika Satriani (2018). He conducted research on "Difficulties in Reading Comprehension among English Students at Islamic Universities". Lessons Not Learned Properly (2021) Conducted research on reading difficulties in class VIII students of SMPN 4 Tegalalang. As a result, students experience difficulties in five aspects of their reading comprehension. Because of the explanation above, this research has similarities with the research above. However, students and research goals differ. The difficulties faced by vocational, undergraduate and eighth grade schools are different. Therefore, this survey needs to be done.

Based on the above description, researchers conducted a study analyzing the difficulty of learning English in grade X. Therefore, ``An Analysis of Students' Difficulties in Reading Comprehension (A Descriptive Study At the First Grade of SMK Negeri 1 Rasau Jaya in the Academic Year of 2022/2023).

METHOD

In this study, researchers used quantitative descriptive research. Descriptive research aims to obtain information about a phenomenon or situation that actually existed or existed at the time of research. In descriptive research, the researcher collects, analyzes, and interprets descriptive data to find particular phenomena of interest. In this case, the phenomenon is the students' difficulty in reading comprehension. Research methods only explain variables, cues, or events and do not test hypotheses, Arichnd,(1990:309). Descriptive studies do not require treatment. Research only takes into account variables and phenomena that occur in schools. A researcher describes the reading difficulties of grade 10 students at SMKN 1 Rasau Jaya.

This study uses a quantitative descriptive research method that aims to describe phenomena, symptoms, and events by using numbers that describe what is being studied. According to Saraswati et al. (2021:36) Quantitative descriptive research is a scientific investigation that explains phenomena by incorporating statistical processes into data analysis. It can be concluded that quantitative descriptive research is research that describes the phenomenon being studied and statistically analyzes the data obtained. To obtain data, researchers used a reading test and a closed questionnaire.

Reading Test

Questions or exercises and other tools used to measure the abilities, intelligence, knowledge, skills or talents of individuals or groups are called tests (Arikunto, 1998:139). Can also conclude that testing techniques are data gathering techniques that are performed by providing a set of questions or tasks and other guidance to the person who needs the data. This test is used to obtain data on students' reading difficulties. The researchers gave students individual reading comprehension tests. Correct and incorrect student answers are used as an indicator of whether the student is struggling. For maximum results, the researchers ran the test twice. The researchers administered a test consisting of

10 first and 10 second multiple-choice questions with different questions in the first and second tests.

The measure used to measure students' difficulty in this study includes its five dimensions which are indicators of students' reading difficulty in self-comprehension. The five dimensions of reading comprehension are identifying main ideas, drawing conclusions, finding references, understanding detailed information, and understanding the meaning of words in vocabulary.

Questionnaire

A research tool that consists of a series of questions to collect information from a respondent is also called a questionnaire. Sugiyono (2013:142) states that a questionnaire is a technique or method of collecting data by giving a series of written questions to a respondent to answer. The questionnaire is used to determine the factors that contribute to students' reading difficulties. In this study, researchers chose a closed questionnaire. The answers were chosen by the respondents themselves. The researcher adapted the questionnaire from Yolanda Melandita (2019:63). The questionnaire has been validated by the researcher.

DISCUSSION

Based on the results of the questionnaire, students experienced difficulty in reading comprehension caused by 3 internal factors, namely lack of familiarity with reading material, difficulties in using reading strategies, and limited vocabulary knowledge. This is not in line with Westwood's theory, (2008: 34) in chapter 2. He says that students' difficulties are caused by 5 factors, namely difficulty in using reading strategies, limited vocabulary knowledge, lack of fluency, and lack of reading habit. material, and the final problem in remembering after reading. In terms of external factors, the theory of the school and home environment from Peter, (2001) is not a factor that causes first grade students to have difficulty understanding reading.

CONCLUSION

The results of the reading comprehension test for class X students of SMKN 1 Rasau Jaya showed that students experienced difficulties in five aspects of

reading comprehension. This is the same as Saraswati et al. (2021:40). Researchers conducted a study to find reading difficulties in high school students. The results showed that students had difficulty in five aspects of reading comprehension. These aspects are very important in learning reading comprehension to make it easier for students to read and answer questions.

In this study, the first students at SMK had the most difficulty drawing and drawing conclusions. This is also reflected in student reading comprehension test results. A similarity to Zuhra's findings (2015) shows that the most difficult aspect is for students. of class XII at SMA Lhoksumawe is drawing conclusions. The percentage of difficulty in drawing conclusions. I found that all the conclusion questions were categorized as difficult. Poor vocabulary, poor control over grammar, and lack of prior knowledge of different types of reading comprehension make logical thinking difficult. Likewise with Hidayati's research (2018) which showed that the results of his research were that first grade students at SMA N 1 Darrusalam had difficulty finding references. The percentage of difficulty finding references shows that students are having a very difficult time.

Based on the results of the study, it can be concluded that students in Class X of SMKN 1 Rasau Jaya have difficulty in reading comprehension in five dimensions. Reading test data showed that students experienced difficulty in five dimensions of reading comprehension. In other words, determining main ideas, detailing information, understanding vocabulary, and drawing conclusions about these aspects are the most difficult for students. The final aspect is finding references.

The most difficult aspect for class X students of SMKN 1 Rasau Jaya is making conclusions and looking for references. This is evidenced by the very high percentage of difficulties faced by students. This study also found the factors that caused them to experience difficulties. The results of the questionnaire students experienced difficulties caused by three internal factors, namely: Lack of familiarity with reading material, difficulties in using reading strategies, and limited vocabulary knowledge.

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