THESIS

AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING COMPREHENSION

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COMPREHENSION

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ABSTRAK

Kotong : Analisis Kesulitan Siswa dalam Pemahaman Membaca. **SKRIPSI. MAJENE : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam pemahaman membaca dan untuk mengetahui faktor tersulit yang dihadapi siswa dalam pemahaman membaca. Penelitian ini dilakukan di MTs Nurul Yusrah Oting. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian dikumpulkan melalui wawancara dan kuesioner terbuka dengan subjek penelitian yaitu 22 siswa kelas VIII MTs Nurul Yusrah Oting. Wawancara dilakukan terhadap 3 siswa dengan menggunakan pedoman wawancara dan kuesioner terbuka dibagikan kepada seluruh siswa pada kelas VIII yang berjumlah 22 siswa. Hasil penelitian menunjukkan bahwa siswa kesulitan dalam menemukan ide pokok bacaan, mengidentifikasi informasi yang detail, membuat kesimpulan, dan memahami kosakata. Adapun faktor tersulit yang dihadapi siswa adalah siswa kesulitan dalam memahami bacaan yang kalimatnya panjang dengan persentase tertinggi yaitu 79,10%.

Kata kunci : Kualitatif, Kesulitan, Pemahaman Membaca

CHAPTER I

INTRODUCTION

A. Background

In English, four skills must be known: listening, speaking, reading, and writing. Listening and reading refers to receptive skills and then the writing and speaking refers to productive skills. That is supporting the statement from (Arian, 2020) who cited the Harmer that the Speaking and writing refers to productive skills while reading and listening refers to receptive skills. All of the basic skills in English are equally important, but reading has always been seen as an essential skill because by reading students can get a lot of information, and reading can increase students' knowledge. That is supporting the statement from (Swari, 2019) who cited the Holden that the reading is an important gateway to personal development and social, economic, and civic life.

Reading is a learning process to get ideas, information, and knowledge. Reading comprehension is the ability to know the meaning of the content of the text conveyed by the author to the reader. That is supporting the statement from Lem in (Arian, 2020) stated that reading comprehension is the ability to build the meaning of a written text. Reading comprehension also can improve writing skills and vocabulary about English.

According to Nuttal in (Kusuma, 2022) there are four aspects of reading comprehension that students must understand and master, namely determining the main idea, making inferences, detail information, and understanding vocabulary. These four aspects are considered to be the difficulties that students often face when reading and understanding texts. To have good reading comprehension skill, students can apply appropriate reading strategies, in short it means they must know several reading strategies.

Based on the results of the *Program for International Students Assesment* 2018 (PISA) Based on the results of research conducted by the Organization for Academic Cooperation and Development (OECD), it shows that Indonesian

students' reading ability reaches an average of 371 points, while the OECD average score is 487 points (kemendikbud, 2019). In the reading ability category, Indonesia is ranked 6th from the bottom or 74th. Meanwhile, China ranked first with a score an average of 555. The second position is occupied by Singapore with an average score of 549 and Macau is ranked third with an average score of 525 (Tohir, 2019). The result study of *Program for International Students Assessment* 2018 (PISA) shows that Indonesian students' reading literacy is below average. The result of the 2022 *Program for International Students Assessment* (PISA) research were recently announced on December 5 2023, and Indonesia is ranked 68th with a reading score (371). The results were as predicted, namely a sharp decline in student performance (steep learning loss) globally in the third discipline tested; mathematics, reading, and science over the last four years (2018-2022), (Alam, 2023).

Based on preliminary research with observation conducted at school, it was found that the majority of students had problems in reading comprehension. The reading comprehension skills are low. Students did not understand how to analyze English text. Therefore, students do not like reading English texts and are not interested in reading activities. So, this research the researcher are focus on findings of students' difficulties and most difficult factor in reading comprehension faced by the students. Reading comprehension is very important, by reading comprehension students can improve their knowledge, the students can get any information, idea by the article, magazine, social media and others.

Based on the explanation above, the researcher is interested to know about the students' difficulties and most difficult factor in reading comprehension faced by the students. Following research conducted by several previous researchers, MTs Nurul Yusrah Oting is suitable as a place of research to find answers to problems found by a researcher at that location. Therefore, the researcher will try to examine this problem with a research entitled "AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING COMPREHENSION".

B. Problem Identification

The general problems identified in this research are formulated as follows:

1. The students were not able to identify the main idea.

2. The students were not able to identify inferences.

3. The students had lack vocabulary.

4. The students were not able to identify detailed information.

C. Research Focus

The focus of this research is that the researcher focuses on findings of student difficulties and most difficult factor in reading comprehension faced by the students.

Based on the background above, the formulation of the problem in this research as follows:

1. What are the students' difficulties in reading comprehension?

2. What is the most difficult factor in reading comprehension faced by the students?

D. Research Objective

The objectives of this research as follows:

1. To find out the students' difficulties in reading comprehension.

2. To find out the most difficult factor in reading comprehension faced by the students.

E. Research Benefits

The benefits of this research as follows:

1. For the researcher, this research is useful to know the difficulties of students in reading comprehension.

2. This research is done to give a significant contribution to the teaching and

learning process by knowing the difficulty faced by the students in comprehending reading text. The researcher hopes this research that will help the teachers to know the current students' difficulties in comprehending Reading text.

CHAPTER II
REVIEW OF THE LITERATURE

A. Previous Related Studies

1. (Babu, 2020) in her research, titled "Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru"

   This research aims to identify the most difficult aspects faced by ninth grade students at MTs Darel Hikmah Pekanbaru in reading comprehension. This research is a descriptive research design. This research is quantitative research and was used an analysis design. The research subjects were 9th grade students at MTs Darel Hikmah Pekanbaru, totaling 10 classes and 254 students, with a sample proportion of each class of 25%. So the research sample is 64 students. To obtain data, researchers provided documents and then analyzed the data using descriptive statistics calculated using the Ms. Excel program. After analyzing the data, the results showed that the fourth indicator was the most difficult for reading comprehension. This means that the proportion of "students having difficulty identifying references" is 90.63%.

2. (Saraswati, Dambayana, & Pratiwi, 2021) in their research, titled "An Analysis of Students' Reading Comprehension Difficulties of Eighth- Grade Students"

   This research aims to find students' reading comprehension in class VIII students at SMP N 4 Tegallalang. This research uses a quantitative descriptive approach. Data on students' comprehension difficulties is collected through reading comprehension tests. The results of students' reading comprehension tests show that students experience difficulties in five aspects of reading comprehension. Namely determining the main idea, looking for references, understanding the meaning of words, drawing conclusions, and looking for specific information. Identifying the central idea is the most difficult aspect for students, with a difficulty ratio of 72%. Followed by searching for references with a score of 70%. For students' difficulty understanding

vocabulary and finding specific information, the percentage of difficulty is 68% and 67% respectively, a difference of only one percent. At the same time, students had the lowest percentage of reasoning difficulties, namely 63%.

3. (Wulansari, 2022) in her research, titled "Analysis of Students' Difficulties in Comprehending English Descriptive Text at the Seventh Grade Students of Mtsn 1 Kediri"

    This research aims to detect students' difficulties in understanding descriptive texts in English. This research method is a qualitative description method. Data collection was carried out through a reading test in the form of multiple choice with twenty-five questions. Researchers analyzed the data using the formula for average student scores and the percentage of correct and incorrect answers. To identify factors that contributed to reading comprehension difficulties, the researchers examined 20 statements in the questionnaire and interviewed five students. This research mainly focuses on five aspects of reading comprehension, namely main ideas, details, conclusions, references, and vocabulary. The findings show that the most difficult aspect is identifying the central idea. According to this research, difficult aspects are caused by external and internal factors. These factors cause students' background knowledge to be inadequate, lack of motivation, and disinterest in learning activities, resulting in difficulties in understanding reading.

4. (Saputri, 2023) in her research, titled "An Analysis of Students' Difficulties in Reading Comprehension of the Second Grade at the MTs Abu Darda' in academic year 2022"

    The aim of this research is to analyze the reading comprehension difficulties of class VIII students at MTs Abu Darda, the factors that cause students' reading comprehension difficulties when reading texts or paragraphs, and students' strategies for overcoming reading comprehension difficulties. This research used a qualitative descriptive design research approach and

collected data from 25 Class VIII B students through observation, interviews and recording. The results of this study indicate that the difficulties in reading comprehension for Class VIII B students are mainly difficulties with vocabulary and text structure.

5. (Hasanah, 2022) in her research, titled "An Analysis on Students' Difficulties in Learning Reading Comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang"

This research focuses on finding out what difficulties the seventh grade students of MTs Bustanul Ulum Krai Lumajang face in learning to read descriptive texts with understanding? MTs Bustanul Ulum Krai Lumajang What are the strategies for class VII students to overcome difficulties in reading descriptive text? In this research, researchers used descriptive and qualitative methods. This research was conducted at MTs Bustanul Ulum Krai Lumajan, especially in seventh grade and the participants were seventh grade English teachers and students. There are three types of data collection techniques used in this research, namely interviews, observation, and documentation. Interviews with English teachers and students yielded information about students' reading difficulties and how teachers overcame students' barriers. Apart from that, data on school identity, organizational structure and reading class conditions were also obtained from observations.

The results of this research were that class VII students at MTs Bustanul Ulum Krai Lumajang found difficulties in learning to read. helping them is understanding and analyzing the reading text. English teachers require students to master knowledge and practice reading to improve their reading skills.

6. (Kusuma, 2022) in her research, titled "An Analysis of Students' Difficulties in Reading Comprehension at the Tenth Grade of SMK Al- Islam Surakarta in the Academic Year 2021/2022"

This research aims to find out difficulties in understanding English

reading among tenth grade of SMK Al-Islam Surakarta in the 2021/2022 academic year. The research was conducted on 10 students in class X TKJ 1 and X TKJ 2. Researchers used descriptive qualitative research. Data was collected through observation, interviews, tests and questionnaires. The results of this study show that students have difficulties in reading comprehension. First, 23.4% of students have textual reading comprehension, 11.2% of students have inference reading comprehension, and 5.8% of students have critical reading comprehension. The achievements experienced by students include identifying the main idea, drawing conclusions, detailed information, and understanding vocabulary. In the questionnaire, most students said that they expressed the central idea neutrally. Many students agreed that it was difficult to draw conclusions. At the same time, many students also agreed to provide detailed information in the questionnaire. Regarding the statement of difficulty in understanding vocabulary, many students responded affirmatively and neutrally. Secondly, the factors that cause students to have difficulty understanding the text are students' background knowledge, teachers' skills, students' environment, etc.

Secondly, factors that cause students to have difficulty in reading comprehension are students' prior knowledge, the environment they are in, and teaching methods. The most important factors in Class X TKJ 1 are the environment and students' prior knowledge. While the factors that students in Class X TKJ 2 have difficulty with are the teaching methods and students' environment. Combining the above explanations, it can be concluded that the difficulties faced by students in Grade 10 of SMK Al-Islam Surakarta are in determining the main idea, drawing conclusions, obtaining details, and understanding vocabulary.

This research offered a novelty since this research was conducted in MTS Nurul Yusrah Oting that is located in West Sulawesi Province. This location has never conducted research on students' difficulties in reading comprehension. The

setting was chosen due to the school's students' reading comprehension difficulties that were still unknown. Therefore, it offered novelty in terms of setting.

B. Theoretical Framework

1. Students' Difficulties

According to (Septia, Indrawati, Juriana, & Rudini, 2022) stated that difficulty can be defined as something that is not easy or difficult to do or understand, requires hard work or confusion, and requires skill and perseverance to overcome, complete, or achieve it. Difficulty is something that is complicated to do. According to (Kusuma, 2022) student difficulties refer to the situation where students are unable to understand the material when studying in class, resulting in poor learning outcomes. Student difficulties are errors that students encounter during the teaching process.

2. Reading

a. Definition of Reading

Reading is a dynamic process in which the reader interacts with text to construct meaning. That is supporting the statement from Grellet in (Swari, 2019) that the reading is a constant process of guessing, and what brings to the next is often more important than what one finds in it.

b. The importance of reading

Reading is important in English. With reading people can find any information, idea, and anything, and for the students when they are always reading a book, magazine, newspaper or something like that the students can find new vocabulary and of course, the students can improve their vocabulary. Therefore, reading can be useful in our life. That is supporting the statement from Holden in (Swari, 2019) that the reading is an important gateway to personal development and social, economic, and civic life.

c. Types of Reading

According to Patel and Praven in (Pohan, 2016) claimed that, there

are 4 types of reading. Those types are common faced by students. Here are 4 types of reading as follows:

1) Intensive reading

Intensive reading is reading an article or reading a paragraph. In this type of reading, students read a text to gain knowledge or analysis. The aim of this kind of reading is to read shorter texts. This reading is carried out to obtain certain information. Students gain knowledge through reading, which is a type of intensive reading.

Intensive reading has several characteristics as follows:

a) Reading like this helps learners develop an active vocabulary

b) The teacher plays a major role in this reading

c) This reading is aimed at active use of language

d) Intensive reading means reading aloud

e) When reading intensively, pay attention to speaking habits and improve accent, stress, intonation and rhythm.

2) Extensive Reading

Extensive reading is reading for pleasure. Readers want to know something. Readers don't care about specific or important information after reading it. Often people read to get information. Extensive reading has several characteristics:

a) Help learners develop active vocabulary.

b) Extensive reading is silent reading.

c) In extensive reading, students play a major role because they have to ask about the steps.

d) Emphasis on topics during extensive reading.

e) Ideas can be developed through extensive reading.

f) The purpose of extensive reading is to enrich students' knowledge.

g) Good reading habits can be developed through extensive reading.

3) Aloud Reading

Aloud reading also plays an important role in English language teaching. Teachers need to know that reading training must start from the basics, because it is the basis of word pronunciation.

4) Silent Reading

Silent reading is a very important skill in English language teaching. Reading like this should be used to improve students' reading skills. Reading silently means getting a lot of information.

3. **Reading Comprehension**

a. **Definition of Reading Comprehension**

Rayner et.al in (Arian, 2020) stated that reading comprehension is the level of understanding a text/message. Reading comprehension is the ability to understand the text conveyed by the author. That is supporting the statement from Grellet in (Hutasoit, 2017) that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.

b. **Level of Reading Comprehension**

According to Brassel in (Kusuma, 2022) the taxonomy of reading comprehension can be categorized into three levels, namely:

1) Literal comprehension.

At the most basic level of comprehension, known as literal understanding, readers must possess the ability to recall and retain factual details presented in a text. This level of understanding encompasses various elements, such as the names of characters and specific locations. The necessary information for literal understanding is derived directly from the text. Evaluating memory-based comprehension is relatively straightforward. When responding to literal questions, readers may or may not have retained the information from the text.

2) Inferential Comprehension

The second level of comprehension is inferential understanding, where the reader is able to extract implied or hidden information from a text. For instance, if a passage describes a person strolling down a street with an umbrella on a cloudy day, it can be inferred that the individual is anticipating rain. Inferential understanding surpasses literal comprehension in complexity as it necessitates the integration and manipulation of both textual information and the reader's own background knowledge.

3) Critical comprehension

Critical comprehension is the third and highest level of the taxonomy, and it involves making critical judgments about the information contained in the text. In-depth analysis and critical thinking are required to make informed judgments and evaluations. The answers to conclusion questions are very important and depend on the reader's background knowledge and interests. Improving the quality of readers' reasoning and critical comprehension is not easy.

c. Reading Comprehension Difficulties Factors

Difficulty is something that is not easy to understand. It can be seen from students' mistakes or errors learning process. Several students find out the difficulties in reading comprehension. These difficulties resulted poor students' performance on reading tests.

There are two major factors of difficulties that are faced by students, namely; internal and external (Fadillah, 2019).

1) Internal factors

a) Difficulty in understanding long sentence

In general, long sentences will make students feel bored when reading, therefore students will find it difficult to find the main idea of the reading along with the message conveyed in a sentence. That is

supporting statement from Barfield in (Fadillah, 2019) shows that almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, what will happen when students are unable to understand long sentences in a text is that students will not able to find the main idea in the text.

b) Difficulty in using reading strategies

Students who do not have comprehension strategies usually fail to understand the content of the text. This support the statement of Duarte (Fadillah, 2019), which states that students who are not used to reading strategies such as skimming and skimming will feel frustrated and depressed because they lack the necessary tools for successful reading comprehension.

c) Difficulty in concentration

Difficulty concentrating while reading may be caused by psychological factors. Lack of concentration causes students failure to understand the text. The situation can get worse when students take reading tests. Lack of attention is another reason why students have poor reading skills because concentration is an important factor in order to run well and efficiently read. That is supporting the statement from Shaw (Fadillah, 2019)s tated that the results of understanding a text are read attentively. But in many cases, students are unable or unwilling to do this concentrate while reading.

2) External Factors

a) Family and house environment

In learning, the role of parents and the family environment is very important and influential. If students receive a lot of attention from parents or family, it will foster a sense of enthusiasm for learning, on the other hand, if students do not receive support from their families, students will feel lazy. According to Freeman and Long

(Fadillah, 2019) stated that every student needs attention from their parents to achieve their learning achievements. This means that it is very likely that many students excel because of the support or attention from their parents.

b) School environment

The school environment can also be a cause for students' difficulties in reading comprehension, such as schools with inadequate learning media. The lack of learning media such as English books or magazines makes the reading learning process ineffective and hinders students in understanding the material. Not only that, classmates or even school friends can be an influence that makes students lazy to study, for example in class they prefer to talk a lot rather than study or students prefer to go in and out of class during lessons.

d. Reading Comprehension Aspects

According to Nuttal in (Kusuma, 2022), students need to understand and master four aspects of reading comprehension, such as: Identify the main idea, making inferences, detail information, and understanding vocabulary. These four aspects are considered to be the difficulties that students often face when reading comprehension texts (Kusuma, 2022).

1) Determine Main Idea

The main idea is the author's statement that forms the core of the plot and explains a specific theme. According to Longan in (Kusuma, 2022), the main idea of a text is the key to understanding the paragraph. Each paragraph must have a central idea so that the reader knows what the author is trying to express through writing. The central idea of a poem usually appears at the beginning of the paragraph. But it can also be located in the middle or at the end of the section. It depends on how the author arranges it. Students may misunderstand what the main idea of a paragraph is and where it is located.

2) Making Inferences

      Inferences is a method of concluding from a text by combining multiple clues, such as B. what people have read, heard, or seen, and your background knowledge. When making inferences, students are required to understand the text and find inferences in the text. According to Kopitski in (Kusuma, 2022), readers need to practice combining clues in the text with background knowledge in order to draw conclusions. One can conclude that the instructions in the text help students to make hypotheses and draw conclusions by reading the text.

3) Detailed information

      Detailed information refers to information that is written in detail so that readers understand the meaning of the information. These details are designed to assess students' ability to read and understand the implied meaning of a text.

4) Understanding Vocabulary

      Vocabulary is an important aspect that affects students' comprehension of reading texts. When they read a text, students expand their vocabulary by looking up new words in the dictionary and predicting their meaning based on the context. Context helps students to interpret the information in a broad sense (Kusuma, 2022). This means that students can understand the content of the work by making predictions based on the context, rather than stopping to look up each new word in the dictionary. However, there are still many students whose vocabulary knowledge is still limited. As a result, the students do not understand what the students read.

e. Reason of Difficulties in Reading Comprehension

      According to Westwood in (Saputri, 2023)stated that the difficulty in reading comprehension occurs for many reasons such as:

1) Learner's background

Learner's background means something that comes from the students himself. This influences students' attitude towards reading, such as the initial knowledge the students already knowledge that students get from courses or from learning provided by students' parents earlier.

2) Teaching technique

Teachers are one of the environmental factors that play an important role in improving students' achievement. Teachers are teachers who are assigned to transfer knowledge to their students. Teachers are very important in the teaching and learning process, especially in teaching reading and comprehension, because teachers can see or assess whether their students are good readers or not the text they read. In teaching reading, teachers also have techniques so that what the teacher teaches can be easily understood by students.

3) Learners environment

Environmental factors also influence students' ability to master and learn English. So, just like the local people, who not only learn to read but also learn English, he cannot fully understand English without practicing and applying it outside of school. Home and school are two student environments that can influence the students' reading abilities.

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