

Difficulties in Reading Comprehension Faced by The Eighth Grade Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan dalam pemahaman bacaan yang dihadapi oleh siswa kelas VIII SMP Negeri 1 Parigi Tengah. Penelitian ini menerapkan desain metode penelitian kualitatif. Subjek penelitian ini adalah dua puluh satu siswa kelas VIII SMP Negeri 1 Parigi Tengah. Teknik pengumpulan data adalah tes membaca dan wawancara. Para siswa ditugaskan untuk menjawab tes membaca esai setelah itu, tiga dari mereka diwawancarai. Hasil penelitian menunjukkan siswa mengalami kesulitan dalam menemukan main idea, membuat kesimpulan, kosa kata dan menemukan informasi detail yang ada dalam text. Faktor-faktor yang menyebabkan siswa kesulitan dalam memahami pemahaman bacaan adalah faktor internal dan faktor eksternal. Faktor internal adalah memahami kalimat panjang dalam teks, kesulitan dalam konsentrasi dan kesulitan dalam memahami kosa kata. Faktor eksternal adalah instruksi yang tidak memadai oleh guru, lingkungan rumah, dan lingkungan sekolah. Dengan adanya penelitian ini, peneliti berharap dapat membantu guru untuk menyesuaikan strategi mengajar sesuai dengan kebutuhan siswa.

Kata Kunci: pemahaman membaca; siswa; kesulitan membaca

Abstract

This research was aimed to find out difficulties in reading comprehension faced by the eighth grade students of SMP Negeri 1 Parigi Tengah. This research applied a qualitative research method design. The subjects of this research were twenty one students of class VIII SMP Negeri 1 Parigi Tengah. The techniques of collecting data were interview and a reading test. The students were assign to answer the essay test and after that three of them were interviewed. The results of the research shows that there are 35.71% of students had difficulty in making inference, there are 9.09% students who had difficulty in finding main idea, 36.36% students had difficulty in understanding detail information, and there are 18.83% students who had difficulty in understanding vocabulary. The factors causing students difficulties in understanding reading comprehension were internal factors and external factors. The internal factors were understanding long sentences in the texts, difficult to concentrate and in understanding vocabulary. The external factors were inadequate intructions by the teacher and students' unsupport environment. In this research, researcher hope to help teachers adapt teaching strategies according to students needs.

Keywords: reading comprehension; students; reading difficulties

Introduction

Reading is an cognitive a stage in process that involve symbols to determine a text meaning and the process of decoding requires that the readers quickly match a symbol or combination of symbols (letter) to a sound, and then recognize the patterns of sounds that create word. Furthermore, reading focuses on the words, sentences, paragraph. According to Grabe and Stoller (2002), reading is a way to draw information from text and to from an interpretation of that information. It means that reading is a gateway to get information from the text. Reading contributes much to improve vocabulary and writing skill. According to Nuttal (1982), there are five aspects of reading comprehension which the studens must understanding in comprehend a text well, such as determining main idea, finding specific information, making inference, identfyng reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

Literal comprehension is the ability to capture information implied in the text. According to Kholiq (2018), literal comprehension is a prerequisite for higher understanding. Inferential comprehension is the ability to understand information that is stated inderectly. According to Kholiq (2018), inferential comprehension is oriented to the answers that are not written in the text. Literal is one level of comprehension and literal is the most basic question at the comprehension level. Inferential is one level of comprehension and inferential is the most difficult level because to answer question at the inferential level the reader must ability to search for implied meanings and messages and be able to infer the content of the text.

Reading difficulties occur because the readers does not understand the meaning of the text. According to Grabe and Stoller (2011), reading difficulties appear as a result of inefficient operation of lower-level comprehension processes. The researcher explained that this happens when the text are difficult to understand cause the students do not have enough knowledge. The problem raised in this research that researcher find out difficulties in reading comprehension faced by the eighth grade students of SMP Negeri 1 Parigi Tengah.

Based on the explanation above, the researcher is interested in studying problems related to students' reading comprehension which as seen from the facts of reading students at school, such as students lack understanding literal level and inferential. Where students have difficulty determining main idea, understanding vocabulary meaning, making inference, specific information, and unfamiliar words, therefore the researcher want to examine the problem of Difficulties in reading comprehension. This research will be realized in the title: difficulties in reading comprehension faced by the eighth grade students of SMP Negeri 1 Parigi Tengah

The result of the research is expected to having some significance especially For students, it is expected that students can learn reading comprehension well, and improve vocabulary knowledge so that students can master more vocabulary and it is easier for to learn then reading comprehension. For the teachers as a teacher who becomes a source of knowledge for students so that they can find out what difficulties' students face in learning reading comprehension. It is hoped that the teacher can help students to find right solution. For the readers as a reference source for readers who are interested in students' difficulties in learning reading comprehension. And can also increase the reader's knowledge about reading comprehension. Then for the researcher's as a knowledge that can add insight to researcher in knowing the difficulties faced by students in learning reading comprehension.

Methods

In this research, the researcher applied qualitative research. Qualitative research is one of the research methodologies which produce descriptive data in the form of speech or writing, and the behavior of those who observed. Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences.

In this research, the researcher used descriptive qualitative method. The design is considered appropriate since it is a method used to describe or analyze the results of the study from point of view data source and not make a broader conclusion (Sugiyono, 2013). Therefore, through qualitative method, this research will know students' difficulties in reading comprehension and the researcher belief that descriptive qualitative is an appropriate method for this research.

The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher found the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of descriptive qualitative data and use qualitative data procedure for the data analysis.

In this research, the researcher used test and interview to collect the data. For test the researcher used data analysis to analyze the whole obtained data. The method of analyzing data that used in this research is theory by cresswell (2009) as follow ;

There are four steps required in collecting data, the first identifying the data In this case, the researcher identifies what problem in the student are understanding in the literal meaning and inferential. The researcher will explore the students' ability in reading comprehension that has been collected in the form of document analyse. Second Classification the data the researcher clarifies the students' problem in literal and

inferential then classify based on the characteristics of literal and inferential. The third interpreted the data in this study, the researcher described the data related to the students' problem of literal and inferential. The fourth discussion and concluding the data the researcher discuss the data after interpreted data. Analyze the data taken and then make conclusion. The outcome of the study is he stuents' problem in literal meaning and inferential.

For interview, the researcher used flow model by Miles and Huberman (1994). analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/ verification. Regarding the three lines will be discussed further as follows: Data reduction after conducting interviews, the answers from the three students were that they have difficulties understanding the meaning of word. It cause that students still difficulties understanding in reading text. Next data display data is presented in the form of descriptive text, which is also supported by tables to complement the explanation. The last conclusion drawing/ verification based on the results of the interview, it shows that students have difficulties understanding the meaning of words.

Results




This chapter is presented to answer the research question. The data were collected by using test and interview. The test consisted of twenty questions about the literal questions (1,2,3,4,5,6,7,8,9,17,19,20), inferential questions (10,16,18) while the true false question about literal is the number (11,12,13,14,15), the interview are used to support the data from the test by asking 3questions. Subjects of this research were twenty one students of eighth grade of SMP Negeri 1 Parigi Tengah and three of the as informants for the interview. This the research was conducted on October 27th 2023. was held on October 23th, 2023 and the interview was held on october 27th 2023. Then This chapter the researcher provides the result of the test and interview.

Table 1. The Classifications of Students' Difficulties

No	Students initial name	Determining main idea	Detail information	Understanding vocabulary	Making infarance
1.	A	1	3	3	3
2.	DWI	1	2	1	3
3.	LE	1	2	1	3
4.	A	0	1	0	2
5.	MA	1	1	1	2
6.	RA	1	3	2	2
7.	MS	1	3	3	3
8.	MIJ	1	3	1	2
9.	MIR	1	1	1	3

10.	MFDP	0	0	1	2
11.	MFS	0	0	1	2
12.	RBJ	0	2	2	2
13.	RM	0	1	1	2
14.	RS	1	6	4	3
15.	MH	1	5	1	3
16.	KA	1	7	3	3
17.	W	1	7	3	3
18.	PR	1	6	3	3
19.	BB	1	2	2	3
20.	H	0	1	1	3
21.	DAA	1	4	2	3
Total of each difficulties		14	56	29	55
Total of all difficulties					154

After collecting the data, there were 154 difficulties from students reading comprehension in literal, inferential and true false

-  Literal question
-  True False question
-  Inferential question
- a. Determining main idea = 14
- b. Detail information = 56
- c. Understanding vocabulary = 29
- d. Making inference = 55

The Students Difficulties in Comprehending English Reading Test

The research finding, the researcher presents the result of analyzing the data. The subjects are the eighth grade students of SMP Negeri 1 Parigi Tengah. There are twenty one data collected by the researcher. The type of test which was done by the students was essay test and true false test. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of difficulties in reading . the researcher calculates the frequency of difficulties by using arikunto formula.

$$P = \frac{f}{n} \times 100\%$$

P = precentage

F = frecueny of difficulties

N = number of cases (total frequent)

1. Determining Main Idea

From 154 difficulties, the students made 14 incorrect answer of determining main

idea, therefore frequency of difficulties of determining main idea is :

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{14}{154} 100\%$$

$$P = 9.09\%$$

2. Detail Information

From 154 difficulties, the students made 56 incorrect answer of detail information, therefore frequency of difficulties of detail information is :

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{56}{154} 100\%$$

$$P = 36.36\%$$

3. Understanding Vocabulary

From 154 difficulties, the students made 29 incorrect answer of understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is :

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{29}{154} 100\%$$

$$P = 18.83\%$$

4. Making Inference

From 154 difficulties, the students made 55 incorrect answer of making inference, therefore frequency of difficulties of making inference is :

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{55}{154} 100\%$$

$$P = 35.71\%$$

Table 2. Types of Difficulties, frequency and precentage

No.	Types of difficulties	Frequency	Precentage
1.	Determining main idea	14	9.09%
2.	Detail information	56	36.36%
3.	Determining vocabualry	29	18.83%
4.	Making inference	55	35.71%

The precentage above based on the students' data explains the varieties of difficulties that students made.

1. Determining main idea

Based on the data above the researcher described that most of students had difficulties in order to determining main idea of the text. The mean of students in percentage is 9.09%.

2. Detail information

Based on the data above the researcher described that most of students had difficulties in order to determining main idea of the text. The mean of students in percentage is 36.36%.

3. Understanding vocabulary

Based on the data above the researcher described that most of students had difficulties in order to understanding vocabulary of the text. The mean of students in percentage is 18.83%.

4. Making inference

Based on the data above the researcher described that most of students had difficulties in order to making inference of the text. The mean of students in percentage is 35.71%.

Analysis of interview

The Interview was used to support the data from the results of the test, especially about students' difficulties in reading comprehension. There are twenty one students class VIII who filled out the test, then the researcher chose three students character for interview. There are 4 questions in the interview conducted directly or face to face. After collecting the data through interview the researcher provides the results as follow :

1. What difficulties do you face in answering the questions?

S1: the difficulty I faced because I didn't understand the meaning of the questions

S2: for me, because I don't know the meaning of the text

S3: because the text is in english

Based on students's answer the researcher are able to identify that the difficulty experienced by students understanding the meaning of the word.

2. Does the length and shortness of the text affect your in understanding the meaning of the words?

S1: No, because I don't understand the meaning of the text and i still find it difficult

S2: yes, if the text is short it is a little easier for me understanding the text

S3: No, because i have difficulty understanding english word.

Based on students answer the second students confirmed the shortness of the text will help to understanding the text, but the second confirmed that the short length of

the text does not affect understanding the meaning of the word

3. What is narrative text ?

S1 : short story

S2 : I don't know

S3 : I dont understand what kind of the text is

Based on students answer were able to identify that students understanding of narrative is still very lacking.

The result of the study showed that students have difficulties in determining main idea, making inference, identifying detail information and understanding vocabulary. In line with the previous research done by saraswati et. al (2021) that in comprehend the text, students difficulties were in determining main idea, locating reference, understanding vocabulary meaning, making inference and finding specific information. It shows that students cannot achieve all of the aspects of reading comprehension.

Firstly, the researcher identified that students had difficulty in determining the main idea. It proven by the results of the test given which shows that the students felt difficult in answering the question about the main idea. The indication of the problem is shown by students' lack of knowledge about the main idea in a text and they were difficult in using reading strategies. In line with previous research conducted by Dita (2022) that students difficulties in determining the main idea is that they cannot differentiate between the main idea, supporting sentence and controlling data. This means that students' understanding about the main idea of text is still very poor which causes the students continue to make mistake in answering questions about the main idea.

Secondly, the researcher identified that students had difficulty in making inferences. To answer this question, students are asked to be able to understand reading or text with a high level of understanding, because the answer to this question is not displayed directly in the text. In line with previous research conducted by Sinaga (2022) that students' difficulties in making inference were because the students misunderstandings in the content of the text due to their lack of vocabulary and difficulty in understanding long sentence. This means that vocabulary is very important because it can make it easier for students to understand the text as well as understanding long sentence.

Thirdly, understanding vocabulary. Based on the results of the test and interviews, the researcher can identify that students have difficulty in understanding the meaning of word in a text. This can be seen from the students inability to answer questions about specific infomation and making inferences. This problem is caused by a lack of vocabulary, depedence on dictionaries, limited time and inadequate learning resources. In line with previous research conducted by Maulana (2019) that student's difficulties in understanding vocabulary are caused by a lack vocabulary knowladge, students often

open dictionaries or ask teachers and friends to look for the meaning of words they don't know. This means that understanding vocabulary is difficult if students do not understand the meaning of words. This they will have difficulty in understanding the meaning of the text they read.

The fourth, is detail information. The researcher identify that students have difficulty in identifying detail information. This can be seen from the students inability to answer reading test especially about literal question. This problem is caused by a lack of vocabulary, dependence on dictionaries, limited time and inadequate learning resources. In line with previous research conducted by Kamma et.al (2024) that student's difficulties in identifying detailed information are caused by internal factors of students who are still less interested and lazy in learning English. External factor is come from the teaching methods used by the teacher. This means that it is very important to stimulate student' interest in learning English, therefore the students can feel familiar with English texts.

Conclusion

The subject of this study is to find out the difficulties in reading comprehension faced by the eighth grade students of SMPN 1 Parigi Tengah, this research used qualitative method. The techniques of collecting data were interview and a reading test. The results show that the eighth grade students faced the difficulties in determining main idea questions, making inferences questions, detail information questions, understanding in vocabulary. The conclusion showed the students had four difficulties in reading comprehension.

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