

An Analysis of Students' Problem with Reading Comprehension at The Eleventh Grade Student of Senior High School 2 Muaro Jambi

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ABSTRACT

The purpose of the research is to find out students' problems with reading comprehension in the eleventh grade of Senior High School 2 Muaro Jambi. The research utilized qualitative questionnaires as an approach method. The population consisted of XI IPA students at SMAN 2 Muaro Jambi for the 2023 academic year and the sample consisted of 28 students from class XI IPA 3. The researcher used a research instrument in the form of a questionnaire in a predetermined form, namely a questionnaire. To find out these findings, tabulations were used to collect data from student scores to categorize 8 indicators of 16 questions and 5 student items that they answered and selected. After the results of the data are found, a classification of student scores is carried out using the Likert scale from Jamieson (2017). Based on the research findings, the indicators out of 8 were divided into 16 questions and the 5 items of reading comprehension ability they chose were Strongly agree (16%), Agree (34%), Undecided (3%), Disagree (2%), Strongly disagree (0%). have an average value agree. However, the overall average by the sum of all 5 items was summed and the result (89,6) is Strongly Agree. Furthermore, students' ability in reading comprehension gets a score of 59% which has been added to the Strongly Agree category. This shows that the level of ability in reading comprehension of students is in Strongly Agree, and it shows that the score in reading comprehension is still in Strongly Agree.

Keywords: *Students ability, reading comprehension.*

INTRODUCTION

English as an International language is spoken in most International events and is used as the medium of information flow on science, technology and culture. English is also as a part of our national education. It has important roles in intellectual, social and emotional students and as an important key to success in learning all lessons. Nowadays, the government hopes that Indonesian students can master English language. By mastering English, the students can develop their knowledge in every subject and communicate with people from other countries. Therefore, the teacher should be more creative and imaginative to develop students' ability in English teaching-learning. It is important for us to learn it. There are four language skills taught in English subject namely speaking, writing, reading and listening developments in the world of education require students to improve the four basic skills, such as listening, speaking, reading, and writing. In practical terms, these four types of

capabilities are mutely supportive. Reading, the most important thing is a comprehension of reading. a good comprehension the reader cannot know the information which contains in the reading text. These are the fundamental language abilities needed to teach and study English as a foreign language in formal and informal settings such as schools, courses, and other educational organizations Harmer (2004).

Teaching a foreign language especially English is not as easy as teaching the first language, because the students will certainly face many problems. So, if the teachers or students learn a second language, they will meet many methods, approaches, and techniques of appear to helps teachers and learners in the teaching learning process. Teachers always do their best to achieve the learning goal through methods, models, or techniques of language teaching by improving their methods in every teaching-learning process. Up to now, we often hear the disappointment of

English teachers because of the student's unsatisfying scores in the final exam. Considering the importance of reading skills, the teacher must improve the teaching of reading comprehension. The teacher can use some methods of teaching reading so that the students can enjoy and be stimulated in learning English, especially reading comprehension. In this research, reading is more emphasized than others. Reading is one of the important skills because it provides useful information, knowledge, experience and culture to the reader through the text. One of the benefits of wide reading is a broad store of information. Being able to read English is essential because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge.

REVIEW OF RELATED LITERATURE

The Nature of Reading

Reading is one of the most important activities in education. For students they learning reading by using textbook. According to Beatrice (2005) Reading is the one way to improve your English language skill. When you read in English: you learn to think in English, you build your English vocabulary, you learn to write better in English, you practice English even if you live in a non-English-speaking country, you can find out about new ideas, facts and experiences.

Harmer (2007) states, "reading comprehension is useful for language actuation". People's knowledge will definitely develop as a result of reading because the more they read, the more knowledge they will get.

According to Walker (2000) reading is a functioning cycle wherein readers shift between wellsprings of data, elaborate significance. Some principal strategies For reading comprehension, Brown (2004) : 1. Identify your purpose in reading text. 2. Apply spelling rules and

conventions for bottom-up decoding. 3. Use lexical analysis to determine meaning. 4. Guess at meaning when you are not certain 5. Skim the text for the gist and for the main ideas. In summary, reading is the process of extracting meaning from a written or printed text to get information or meaning.

The Purpose of Reading

Reading is a purposeful activity. A person may read to learn new information or to confirm existing knowledge. A person may also read for pleasure or to improve their understanding of the language being read. Reading is also important.

crucial part in civic life. Reading informs an individual about his country's political, social, economic, and cultural issues. Reading has an impact on our attitudes, beliefs, standards, morality, judgments, and overall conduct; it molds our thoughts and behaviors. The goal of reading is to connect the concepts on the page to what you already know. To link the concepts, the reader must comprehend the subject matter.

William and Fredrika (2002), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

1. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

2. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in

essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

METHODOLOGY

In this study, the researcher uses a qualitative research Design And descriptive research method were chosen by the researcher for this study.

Creswell (1998) says that qualitative research, is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem. So, from the explanation above, it may imply that qualitative research is a study which carried out to reveal an actual situation that occurs descriptively.

Calderon (2006), Descriptive research is defined as a process that seeks to collect, analysis, classify, and tabulate data about current conditions, practices, processes, trends, and cause-and-effect relationships, and then make adequate and accurate interpretations of those data with or without, or with minimal assistance from statistical methods. This research method is used for frequencies, averages and other statistical calculations.

The population is a collection of people who share a trait. This population was drawn from Senior High School Muaro Jambi class XI. It is divided into three classes of 30 to 34 pupils each.

According to Creswell (2002), a sample is a subset of a population that a researcher intends to analyze in order to generalize about the target population. This study used a sample of class XI

MIPA 3 students from the 2024 academic year. Sampling is a way to be taken with a sampling which really fits into the overall object of research. The sampling technique in this research was simple random sampling.

Gay (2012), states random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The intent of simple random sampling is to choose individuals to be sample who is representative of the population. So, the researcher use simple random sampling to choose the sample which means that every first grade students are potential to be chosen as sample.

Furthermore, Ary (2010), explains that questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well organized. According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. semi-closed-ended questions: This type of question has all the advantages of open-and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

This technique of data collection was done with use questionnaire the Students in comprehension reading process, to know the comprehension of the students, comprehension ability and can see the students' activities from begin until the end comprehension test. Questioner

was done on some students which did choose by total sampling.

1. Distributing the questionnaire to 28 students from the total population students in class XI of senior High School 2 Muaro Jambi
2. Asking the students to fill up the questioner
3. The researcher explains which points must be filled in.

FINDINGS AND DISCUSSIONS

This research was conducted on students of class XI MIPA 3 Senior High School 2 Jambi city for the 2023 academic year. The test was conducted on Tuesday, 6th June 2023. This study was completed in one meeting. Researchers conducted research for 2 (two) weeks to find data and facts about students' ability to understand reading comprehension. This research was conducted on 8 male students and 20 female students in the sample class. This test aims to identify and analyze students' abilities in interest in students' reading comprehension. The researcher describes the results of the research below. The researcher uses a questionnaire as a tool used to obtain data consisting of 16 questions which function to find out students' general knowledge about reading comprehension then there are 28 answers to the results of the questioner where students are asked to fill in the questionnaire, based on the situation given in the question, this is intended to find out how capable students are of understanding reading comprehension in a broad context and their ability to find new and grammatically correct vocabulary. The results of this test were further analyzed regarding students' difficulties in understanding reading comprehension.

This research collect data by giving questionnaires. the test is divided into five categories according to eight indicators and is divided into sixteen questions, and each is divided into two. The research results were analyzed by the researcher to

determine students' ability in reading comprehension. This measurement category includes: strongly agree, agree, undecided, disagree, strongly disagree.

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Limited vocabulary knowledge

The table above states that the respondents' responses regarding Questionnaires statements from question number one and This category has two question items. namely the first and second, which is based on several questions, namely, one. "For me mastery of vocabulary helps in reading comprehension lessons in class", and from the results are known from 28 respondents these questions there are data as follows: There are Strongly Agree 9, Agree 18, Doubt 1, Disagree 0, Strongly Disagree 0. Thus the total students are calculated from the weight of the value multiplied by the number of respondents after that the results are just added up and it can be concluded that the total of all the results is 48 from the respondent who answered.

The Students' Comprehending of Reading

This research conducted findings and analysis of research results regarding students' understanding of reading by using a questionnaire as a data collection method. In this chapter, the researcher collects the answers given by the respondents in the questionnaire and draws relevant conclusions to answer the research questions and research objectives that have been set. After that, the researcher evaluates the research results and concludes various important aspects related to students' understanding in the context of reading and writing. based on the data collected during the research and in-depth analysis conducted by the researcher.

CONCLUSIONS

After the researcher conducted research and analyzed data using the selected questionnaire to the students in class XI MIPA 3 Senior High School 2 Muaro Jambi. With research that focuses on students' problems on Reading Comprehension, in general, it can be concluded that:

1. After calculating based on the data that has been obtained, strongly agree 27%, agree 59%, doubtful 11%, disagree 3%, strongly disagree 0%. It needs to be underlined once again that reading comprehension in the form of a questionnaire was made based on the research results of researchers by analyzing the language structure of reading comprehension to assess whether it is good or not. 28 students of Class XI IPA 3 at SMAN 2 Muaro Jambi were studied by researchers. Consequently, their ability to understand their reading remains visible and influential because the participants are still at a reasonable level. On the other hand, the researcher only determined that 28

students of class XI IPA 3 were very good at reading comprehension.

2. Based on the results of the questionnaire distribution test, there were 28 samples with 15 students choosing agree, 5 students choosing strongly agree, the remaining 3 choosing doubtful and the rest they chose disagree. It is also known that not all students are classified as choosing answers that do not agree and strongly disagree. Class XI IPA 3 students chose the answer agree 37% and 2% of them they chose disagree.
3. Respondents must be able to understand and explore concepts in order to create content based on a general framework. The class average for the results of the reading comprehension test in the form of a questionnaire was 89.6. The average student test score for each reading comprehension was 89.6% for the total, 16% for Strongly agree, 34% for Agree, 7% for doubtful and 2% for disagree. As a result, students prefer to agree compared to Strongly Agree and Disagree. Most students can understand reading comprehension with the questionnaire test well based on the questionnaire that was distributed, but some others need to improve their reading comprehension to be improved in the future.

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