

An Analysis of Students' Difficulties in Reading Comprehension at Eleventh Grade of Senior High School 8 Jambi City

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ABSTRACT

The aim of this research is to identify the difficulties in reading comprehension faced by the eleventh-grade students at SMAN 8 Jambi City. This was qualitative research with a phenomenological approach. The subject of the research was the eleventh-grade students at Senior High School 8 Jambi City in Academic Year 2022/2023. The technique of collecting the data was a Reading test. The research used the technique of analyzing the data reduction, data display, and conclusion drawing/verification. The result of the research shows that there are 34,1% of students have difficulties understanding to find the main idea of the text with a total of incorrect is 68. Moreover, there are 21,1% of students have difficulties knowing the meaning of several vocabulary words in the text with a total of incorrect is 42. There are 18,6% of students who have difficulties understanding and making inferences from the text with a total of incorrect is 37. Lastly, there are 26,1% of students have difficulties in understanding to look inferring the meanings of particular words from the text.

Key word: *Students' Difficulty, Reading Comprehension, Descriptive Text*

INTRODUCTION

States that reading comprehension is important, not only for understanding texts but also for broader learning, and success in education and employment. It is even important in our social life because of emails, text messages, and social networks. Reading comprehension is a complex task that requires organizing many different cognitive skills and abilities Jane (2015). Therefore, reading comprehension is the ability to process texts that understand the purpose of the text based on what the reader knows. A person's ability to understand the text affects its ability and ability to process information and there are also various strategies to improve reading skills. Comprehension and reasoning, including vocabulary, critical text analysis, and, deep reading exercises.

Reading comprehension has many components and areas of learning, such as reading processes, reading strategies, reading materials, and reading media, and it can be difficult for students to use reading comprehension ncorrectly. Students' Difficulties in learning English are students' difficulties in finding the main idea of the text, students' difficulties in drawing conclusions from the text, and students' difficulties in deducing the meaning of some words from the context.

According to Oakhill (1993), a common problem that students lack is the skill to understand or make inferences from texts. These difficulties include: (1) finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making inferences from the text, and (4) inferring the meaning of certain words from the text.

REVIEW OF RELATED LITERATURE

Reading Comprehension

Reading is very important in our life because by reading we can broaden and increase our knowledge According to Jane (2015), state Reading comprehension is important, not only in terms of reading comprehension but also in terms of broader learning, academic, and job success. It is even important in our social life because of emails, text messages and social networks. Reading comprehension is a complex task that requires organizing many different cognitive skills and abilities. Woolley (2011) states that reading comprehension is a process by which meaning is extracted from text. So, reading comprehension means understanding the meaning of a word or sentence. As readers, students can decipher words and sentences and give them meaning unfamiliar vocabulary they encounter.

Based on the definitions above, the researcher concludes that reading comprehension is the ability to understand the meaning of a text or process. of understanding, capturing the content and grasping the meaning of the printed page, and interpreting information from the text appropriately

In conclusion, reading comprehension difficulties are situations or certain conditions where students do not understand the meaning of the text or something prevents the meaning of the text from being understood, in the event that students do not receive detailed information about the text.

Type of Difficulties in Reading Comprehension

According to Oakhill (1993), A common problem that students lack is the ability to understand or do inferences from texts. These difficulties include: (1) finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making inferences from the text, and (4) inferring the meaning of certain words from the text

(1) Finding the main idea in the text.

The question about the "main idea" of the passage is very popular in reading comprehension tests but sometimes, they can be quite difficult to answer, especially for students who are less sure that they understand what the most important ideas really are. Find the main idea of a paragraph or longer section Along with concepts, text is one of the most important reading skills such as making inferences, discovering the author's intent or understanding of vocabulary in context. Roell (2019).

Here are some techniques to help understand what exactly a "main idea" is and how to correctly identify it from the passage. The main idea of a paragraph is the main idea or concept that the writer wants to convey to the reader about a topic. Therefore, when a paragraph directly expresses the main idea, it is expressed in what is called a topic sentence. It provides an overall idea of what the paragraph is about and the supporting details the of following sentences in the paragraph.

(2) Knowing the meaning of several vocabulary words.

Vocabulary is a collection of several related words in this way they have meaning or significance. Vocabulary cannot be separated from

the four language skills namely reading, writing, listening and speaking. Hornby (1984: 959).

(3) Making inferences from the text

Inferring means Use what you know to guess what you don't know, or read between the lines. Inferential readers use clues in the text along with their own experiences to understand what isn't said directly, making the text personal and memorable. Making inferences is a valuable skill for children to learn because it helps them analyze texts and discover meanings, themes, and character motivations. Helping students make texts memorable helps them enjoy reading more personally, read texts more critically, and remember and apply what they read. For example, from this text " Excitedly he grabbed his swim trunks, sunglasses and sun cream in a suitcase and left ".

(4) Inferring the meanings of particular words from the text.

Inferring means finding out what the author didn't really say. You can use suggestions from texts and stuff from your own head. sometimes "reading between the lines" and adding more meaning to the story.

Based on the explanation above, researchers believe that the main idea is the most important thing in reading comprehension because the main idea is the core of information that tell more about the general idea of the paragraph. In addition, students must find background information to understand difficult texts, information inferred from the reading context, and strategies used to understand the reading.

METHODOLOGY

This study uses qualitative research. qualitative research is a process of research and understanding based on methodologies to study social phenomena and human problems. With this approach, researchers create complex images, check words, detail the opinions of respondents, and conduct research in a natural environment. Creswell (1998:15). At the same time Bogdan and Taylor Moleong (2007:3) argue that A qualitative methodology is a research technique that incorporates descriptive data in the form of written or spoken words and observed individual behavior.

Furthermore, Borg and Gall (1988) found that qualitative research is much more difficult to conduct than quantitative research because the information collected is usually subjective and subjective. The primary measure of data collection is the researcher herself. the process of exploring understanding based on various research methodological traditions that investigate social or human issues. Qualitative research is used to find out relevant to the purpose of this research and analyzes students' difficulties in the reading comprehension learning process at Senior High School 8 Jambi City.

A phenomenological approach was used to develop a qualitative framework. This method supports discovery and understanding in an evolving information environment based on the researcher's life experience. Furthermore, Creswell (2009) points out that while other methods seek to determine and generalize opinions through hypotheses, phenomenology seeks to explore contextual meaning through knowledge of the context under study.

Therefore, this study uses a total sampling technique in determining the subject. Total sampling is a sampling technique if the population and sample used in the study are the same. The subjects of this study consisted of 38 students consisting of 12 boys and 26 girls, namely students of eleventh grade IPA 3 senior high school 8 Jambi City. Furthermore, the research instrument of this study was the reading test. This study also obtained data collection techniques with a reading test which consisted of 20 questions in the form of essays.

The researcher classifies students' reading comprehension and students' reading difficulties by identifying the percentage of students' understanding that corresponds to certain reading texts. To get the percentage, the researcher uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= Percentage

F= Frequency of difficulties

N= Number of cases (total frequent)

The final stage of data analysis is drawing and verifying conclusions. The initial conclusions presented are preliminary and will change unless strong evidence is found to support the next stage of data collection. However, an initial conclusion that is supported by valid and consistent evidence when the researcher returns to the field to collect data is a reasonable conclusion.

FINDINGS AND DISCUSSIONS

A written test was used to conduct this research at Senior high school 8 in Jambi City. The reading test was held on Wednesday, 1st, 2023. This study had been finished in one meeting. The goal of this study was to analyze XI IPA 3 students' ability to test reading texts at Senior high school 8 Jambi City. The researcher only focused on finding the main idea, making inferences from the text, inferring the meaning of particular words from context, and knowing the meaning of some of the vocabulary. The goal of this test was to analyze the abilities students have in reading comprehension from the text.

Data were collected from 38 students of class XI IPA 3 senior high school 8 Jambi City. Researchers identify student difficulties and count the number of each difficulty. Researchers calculate it using the attachment table and convert it into a table. The following is a table that shows the level of understanding of reading class XI IPA 3 students of Senior high school 8 Jambi City. can be seen in the appendices. After collecting and analyzing the data, 199 errors had difficulty reading descriptive texts.

Table 1.
Types of difficulty, frequency, and percentage in reading comprehension

No.	Reading skill	Frequency	Percentage
1.	Finding the main idea in the text	68	34,10%
2.	Knowing the meaning of several vocabulary words	42	21,10%
3.	Making inferences from the text	37	18,60%

4.	Inferring the meaning of particular words from the text	52	26,10%
Total		199	100%

There are some students in senior high school 8 Jambi city eleventh science 3 grade doesn't understand the content of a text and can't answer questions well. In the eleventh science 3 grade the researcher sees many students don't understand the content of the text, for example when the teacher asks about the content of the text they read, students cannot answer the question the teacher. In a reading text, there are questions and the student has to answer those questions, of course, to can answer the question the students have to comprehend that text, so that can answer the question well. But in eleventh science 3 grade, most students can't answer the questions because hesitate to answer them.

These students do not understand what they are doing when they meet a reading test and sometimes students are confused about starting to answer the test, they have to look up the meaning of words in the dictionary and the meanings of the words they write on paper, then assemble them. Based on the tests that the researchers gave to students, out of a total of 38 students, only 15 students were able to get scores above the average.

In the world of education English has been made a compulsory subject in Senior High School, but the problem in Senior High School 8 Jambi especially in eleventh science grade still many students didn't like the English subjects. The average student's reason why they didn't like the English subject was that the English subject was difficult for them the English was different from Indonesia in words, grammar, and pronunciation. So, students felt afraid in learned English subjects because they students were afraid to make mistakes in studying English, especially reading.

The finding of the research conducted by the researcher focuses on the difficulties faced by the students in reading comprehension. Based on the review of literature in chapter two, the research finding, the researcher also concluded that some factors influence the students in comprehending English text. First, the students are difficulty doing the exercise, so it takes time to do it. Second, the students are difficulty understanding long

sentences, which made the students difficult to concentrate. Third, the effect of poor learning media and support from the family which makes impeded the students' understanding of the material, and their lack of knowledge about the strategies of reading comprehension.

The student's difficulties were related to the question types of the reading comprehension test. After analyzing the data gained from the test, the researcher concluded that the eleventh-science-grade students of Senior high school 8 Jambi City have difficulties in answering reading comprehension tests. Of the four types of reading comprehension questions, four types of them are categorized as difficult question types for the students. The difficulties faced by the students are difficulty in answering finding the main idea from the text questions (34,10%), making inferences from the text questions (18,60%), inferring the meaning of particular words from the text questions (26,10%), and knowing the meaning of several vocabulary words (21,10%). Therefore, the most difficult aspect faced by eleventh-grade students is reading for finding the main idea (34,10%). As the result, most of the students had difficulty achieving the standard grade for the reading comprehension tests. This can be seen from the mean score of the students (70) the for reading comprehension test. This study also provided reasons factors why the students faced difficulties with these questions. Mostly, the students failed ihe reading comprehension tests because of bad vocabulary, difficulty understanding long sentences and text, poor media learning or support from the family, and lack of knowledge about strategies of reading comprehension.

Descriptive text is a text that contains descriptions of the properties of the object being described. With descriptive sentences, the reader seems to see, hear, and feel for himself what is conveyed in a text. There is only one purpose of descriptive text, namely to describe, represent or express a person or an object, both abstract and concrete. This is why descriptive text is written in clear and concise language, so that the contents of the text are easy to understand. These objects can be people, animals, things or places.

The research instrument was a reading test. Previously, eleventh science 3 senior high school 8 students in Jambi City read the text, then filled in

the questions that had been given with the correct answers. However, some students cannot avoid making wrong answers in their answers. because they don't understand how to make sentences using English, therefore especially in reading comprehension vocabulary, an important part of students' comprehension is understanding the reading text, what is written in the text sentences that can be read. Based on the students' teaching and learning process, the difficulty in learning reading comprehension in class is lack of vocabulary mastery, so that students do not understand the questions to be answered and students do not understand the contents of the text.

The researcher instructed students to read the text and then fill in the questions from the prepared text with a total of 20 questions. Furthermore, data on the difficulty of student outcomes is calculated using percentages. The researcher evaluates the results of the data based on linguistic aspects according to Oakhill (1993) (1) finding the main ideas in the text, (2) knowing the meaning of some vocabulary, (3) making inferences from the text, and (4) inferring the meaning of certain words from the text.

Mostly, students who have the difficulties faced by the students are difficulty in answering finding the main idea from the text questions (34.10%), making inferences from the text questions (18.60%), inferring the meaning of particular words from the text questions (26.10%), and knowing the meaning of several vocabulary words (21.10%). As a result, with the criteria for all indicators and categories for the student reading test, the researcher concluded that students' abilities were very good at making inferences from the text and it was necessary to improve their abilities, especially on the indicator of finding the main idea from the text.

The aim of the researcher in this study was to find out that students have the ability to read reading comprehension. In addition, to focus on the problem of how students' ability to answer reading tests in class XI science 3 Senior high school 8 Jambi City. At that time, the researcher also assessed students' ability to understand a text by using their thinking. The problem is that some students' abilities in writing texts, especially in answering questions, sometimes they are confused about writing the answers. Other difficulties

include the lack of display of punctuation, capitalization, and spelling errors. This was also supported by the fact that their ability to write in English was not very good, so that the participants were confused and pressured by understanding the contents of the text but also how to answer in English. Even so, there are still students who use less creative sentences for the purpose of good and complete answers.

CONCLUSIONS

Based on research findings, assessing data, and analyzing data. Researchers are looking for the total percentage of eleventh science class 3 Senior high school 8 Jambi City. It needs to be underlined once again that the reading test is made based on the research results of researchers by analyzing the structure of language to assess whether it is good or not. As many as 38 students of eleventh science class 3 senior high school 8 Jambi City were studied by researchers. Consequently, their writing skills are still visible and influential because the participants are still at a reasonable level. On the other hand, the researcher only determined that 38 eleventh science 3 class students did very well in the reading test process. Based on the results of the students' written test, 38 samples were obtained with 11 students getting the highest scores, 20 students getting average scores, and 1 student getting low scores.

It is also known that not all students are classified as having the lowest and lowest grades. Eleventh science 3 class students have the highest score of 100 and the lowest score of 45, with 4 percentage aspects; finding the main idea from the text questions (34.10%), making inferences from the text questions (18.60%), inferring the meaning of a particular word from the text questions (26.10%), and knowing the meaning of several vocabulary words (21.10%). These four aspects make it difficult for students to master reading comprehension, and these four dimensions enable students to develop reading comprehension skills.

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