

**THEREFORE, THE RESEARCHER WANTS TO CONDUCT A RESEARCH
ENTITLED “AN ANALYSIS OF THE STUDENTS DIFFICULTIES IN READING
COMPREHENSION AT MTS HIDAYATUL MUBTADIIN JATI AGUNG
LAMPUNG SELATAN”**

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Keywords:

*Narrative text; Reading
comprehension; Students’
difficulties.*

Abstract

Background: Reading skill becomes very important in the education field because it provides many useful information and the students need to be trained in order to have a good reading skill. In addition, reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their skill to read. For instance, if their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good skill in reading, they will have a better chance to succeed in their study. Materials and Methods: The study was conducted at the Sixth Grade of Mts Hidayatul Mubtadiin Jati Agung Lampung Selatan consisted of 46 students. The instrument of this research is reading comprehension test. The researcher analyzed the data descriptively. Results: The result showed that 75% of the students got difficulty to find inference meaning. Yet, the students were able to determine the reference meaning easily. It was proved by their score in reading comprehension test. There were 65.56 % of the students that answer correctly. Conclusion: The most difficult aspects of reading comprehension encountered by students of Mts Hidayatul Mubtadiin Jati Agung Lampung Selatan is finding inference meaning.

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Introduction

Essentially, reading is one of language skills that should be learned by the students. The purpose of learning reading is to comprehend the writer’s ideas or the way the writer communicates with the readers by the written or printed words. Besides, reading is important for the students in order to find out the available information in a passage. Also, reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering

English,(Hasibuan et al., 2021) states “reading is taught from Islamic Junior High School to university by using many kinds of methods applied by English teachers”. Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency.(Julita, 2024) According to Joffee, text comprehension includes processing at various levels. The reader makes a semantic network of opinions as they try to identify the meaning of a text. The reader uses language and visual skills to decode words and combine words and phrases that construct meaning. That is, links and syntactic connections are shaped, revised, and revisited in the reading process as a means for making and keeping coherence. Ahmadi and Pourhosein expressed that reading comprehension is a cooperative mental practice between a reader’s linguistic knowledge (knowledge of the world) and knowledge about a given subject. Reading comprehension is a communicating procedure in which readers interact with the text as their background knowledge is activated. It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Text comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading newspaper, instruction, rule, book, advertisement, magazine etc. There was a previous study that has similarity to this research which was conducted.(Yusuf, 2020)

The research was about Senior High School Students Difficulties in Reading Comprehension. The objectives of this study were to find out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. Her thesis was a case study at second grade of senior high school. In result, she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the questions asked. It happened because of their weaknesses in distinguishing between the nature of different types in reading comprehension questions. Likewise,she also conducted a research in Senior High School 1 Darussalam Aceh Besar.(Nafsiah, 2019) After analyzing the data gained from the test, the writer concluded that the first grade students of Senior High School 1 Darussalam have difficulties in answering reading comprehension test. From five types of reading comprehension question, three types of them were categorized as difficult question types for the students. The difficulties faced by the students are difficulty in answering main idea questions (74%), making inferences questions (56%), and locating reference questions (71%). Therefore, the most difficult aspect faced by the first grade students was reading for getting main idea with (74%). As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test. It can be seen from the mean score of the students (70) for reading comprehension test. In brief, it can be said that there is various difficulties aspect in comprehending reading passage. It was because of their weaknesses in distinguishing between the natures of different types in reading comprehension questions. However, to know the difficulties in reading comprehension is important in order to determine appropriate method or technique to

the students. The problems are faced by the students might be different in one school to another school. This research was conducted at Mts Hidayatul Muhtadiin Jati Agung Lampung Selatan. Be based on the description above, the aims of this research are (1) To know the percentages of students' difficulties which are made by the students in reading comprehension. (2) To know the most difficult aspects of reading comprehension encountered by students of Mts Hidayatul Muhtadiin Jati Agung Lampung Selatan.

Material And Methods

1. The Nature of Reading Comprehension Reading

comprehension is an active process to get information from a reading by understanding the elements in it. Reading without comprehending meaning is an empty act. Because to get information, human need to understand it deeply and then process it into the human brain. According to Richard and Schmidt cited in Kartawijaya states that, there are some definitions of reading:

- a. Reading perceives a written text in order to understand its contents. This can be done silently (silent reading). The comprehending text is called reading comprehension.
- b. Saying a written text aloud (reading aloud). Then, according to Anderson

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". Next, according to Klinger (Hasibuan et al., 2021)states "Reading Comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)." Meanwhile, according to Smith and Johnson (1980) cited in Irwanto and Sitti states "Reading comprehension understands, evaluating utilizing of information and gained through the interaction between reader and author". Based on the explanation above, the researcher concludes that reading is an interactive process between the reader and the text. In comprehending a text readers should have their own strategy. Strategy refers to how readers make a sense of what they read and what they do when they do not understand something in the text.

2. The Kinds of Difficulties in Reading

In understanding a reading, usually, the reader will face some difficulties that can hinder the process of understanding in a reading. According to Taylor (1995) cited in Adnyana (Sagala & Hasibuan, 2023)these are types of reading difficulties that commonly faced by the students in their learning. a. Decoding Difficulties Someone who has difficulty in decoding is not able to comprehend the meaning when doing a reading. b. Comprehension Difficulties Comprehension relies on mastery of decoding. Someone who struggles to decode finds it difficult to understand and remember what has been

read. c. Retention Difficulties Retention requires both decoding and comprehending what is written. This text relies on high-level cognitive skills, including memory and the ability to group and retrieve related ideas. As students progress through grade levels, they are expected to retain more and more of what they read. Based on the explanation above, it concludes that Comprehension difficulty is difficulties in understanding and remembering the reading. In comprehension difficulty, there are aspects which the students should understand to comprehend a text well. The aspects are determining main idea, finding specific/detail information, reference, inference, and vocabulary.

3. The Difficulties of Reading Comprehension

According to Nuttal (1982) cited in Irwanto and Sitti (Mushthofa et al., 2022) states "There are five aspects of reading which the students should understand to comprehend a text well, they all determining main idea, finding specific/detail information, reference, inference, and vocabulary".

4. The Factors of Reading Comprehension

According to Taylor (1995) cited in Adnyana (2018:5) states that the factors which caused the difficulties in reading comprehension are: a) Learners Motivation, 2) Learner Aid, 3) Learning Environment

5. Descriptive Text

There are some kinds of text that is called genre, such as narrative text, descriptive text, procedure text, recount text, report text, and so on. In this research, the researcher chooses descriptive text as the subject. According to Wishon and Burks cited in Kartawijaya (2017:83) states that: Description text gives sense impressions – the feel, sound, taste, smell, and look of things. Emotion may be described, too – feeling such as happiness, fear, loneliness, gloom, joy. Description helps the reader, through his imagination, to visualize a through his imagination, to visualize a scene or a person or to understand a sensation or an emotion Next, according to Gerot and Wignell (1994) cited in Etfita (2016:24) states "Descriptive text is text type that describes a particular person, place or thing". Meanwhile according to Cavanagh (1998) cited in Etfita (2016:24) states "Descriptive can occur as „stand alone“ texts. They are often part of a longer text, such as the description of a character or setting in a story or biography" Based on explanation above, it concludes that descriptive text is a kind of genre which contains a detailed description of an object. Usually the objects described can be person, places, or thing. Describe means to provide details about what someone or something looks like.

METODE PENELITIAN

The methods that was used in this research was descriptive quantitative. Descriptive quantitative research is scientific investigation which explains phenomena by using numbers. In this study, the researcher described the students difficulties in reading comprehension at the sixth grade of Mts Hidayatul Muhtadiin Jati Agung

Lampung Selatan. The researcher observed two classes in the same grade. The subjects of this research consisted of 46 students both male and female. In this research, the writer collected the data by using reading comprehension test. The researcher would give the test of reading to know their understanding in comprehending the text. The test for reading was about 50 items. The time was 2 x 45 minutes and the kind of test in this research was multiple choices. The researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students could answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. In this research, the researcher would find out the levels of frequency and percentage of the students' difficulties in all students' difficulty. The students were analyzed by giving the score 1 for the correct answer and 0 for incorrect answer

Discussion

The finding showed that the students got difficulty in finding inference meaning. It was related to the research which conducted. (Kamid et al., 2022) she found that most difficult type of reading comprehension question faced by the students was an inference question because they did not comprehend the questions asked. Thus, the first idea that the students should learn from descriptive text is inference meaning. Inference is one of comprehension strategies to make conclusion about what is not directly stated in the text based on clues given. To making inference is to come to a conclusion after considering all the fact. (Fatati & Sutarjo, 2021) Sometimes, the information is not given directly. Example question of making inference can be: What is the first paragraph talking about? Also, the students got difficulty in understanding the vocabulary. According to. (Lestari, 2021) child

vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Many studies agree that reading skill and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinant of poor reading comprehension. The question consisting vocabulary aspect can be drawn as follows: "he is famous." The bold word is the synonym of... As we see from the table 2 in the results, the students' score in finding inference meaning and

understanding vocabulary were low enough. Yet, they have less difficulty in finding reference meaning and supporting detail. Simply, they have average percentage in determining main idea.

Conclusion

Based on the data, the teacher should introduce the content of the reading before the students have to read text. Thus, it will help the students to comprehend the reading passage especially finding the inference meaning. However, frequent practice in reading and doing reading comprehension test may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' difficulties in reading comprehension test. Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide an interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension.

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