

AN ANALYSIS OF STUDENTS' STRATEGIES FOR REDUCING READING COMPREHENSION DIFFICULTIES

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ABSTRACT

Reading is a basic skill that is closely related to other skills such as speaking, listening and writing. Students that are struggling academically do poorly in lessons because they are unable to comprehend the subject being taught in class. The kids may encounter difficulty when studying and teaching in a classroom setting. This contributes to pupils' confusion or ignorance of the subject matter the teacher explains during the learning process. In this context, difficulty refers to a circumstance in which students struggle to comprehend the English text's substance. This study aims to determine students' difficulties and the strategies used to reduce these difficulties in reading comprehension in the tenth grade of SMA Islam Nusantara. The subjects of this research were five students of SMA Islam Nusantara class X whose level of understanding of English was still lacking and a teacher. The aims of this study were: (1) to find out the difficulties faced by tenth grade students of SMA Islam Nusantara when reading comprehension of English texts, and (2) to find out the strategies used by students in reducing difficulties in reading comprehension in tenth grade students of SMA Islam Nusantara. Researcher used descriptive qualitative research and the data was take collected from interviews. Researchers used data collection techniques from Miles and Huberman (1994). The findings obtained from testing research data are as follows: Students' difficulties in understanding reading in the 10th grade of SMA Islam Nusantara. Based on the data and analysis in the previous chapter, the researcher found that students had difficulty mastering vocabulary, had difficulty concentrating, did not pay attention to the teacher, had difficulty reading long texts and pronunciation in reading. In general, the difficulties students face in learning to read are caused by limited vocabulary knowledge and lack of reading experience.

Keywords: Reading Comprehension, Reading Difficulties, Reading Comprehension Strategies

INTRODUCTION

Reading is the process of gathering data from many sources. Since reading is a fundamental skill for interpreting a book, it is also a crucial language skill that kids should learn. Masduqi (2014), States that teachers and students must deal with reading on a regular basis as part of academic life. Reading is essential because it fosters critical thinking. Reading is how English as a Second Language (ESL) or English as a Foreign Language (EFL) students absorb knowledge and

gather information, so reading can aid readers' critical thinking. The four main media radio, video, cassette, and television can all be used to acquire knowledge or information.

Hung & Ngan (2015), highlight Reading is a vital skill that helps pupils build their vocabulary, fluency, and other abilities. Lastly, it supports their language learning and competency. For example, When learning English, reading is crucial to the growth of language learning. Reading English-language literature will assist pupils develop their writing skills, expand their vocabulary, and master grammar. Unfortunately, spoken knowledge is limited and only temporary since students need to be attentive listeners. Children still require a pen and a book to write down their teacher's explanation so they can read it later, even though written content is typically more enduring and accessible.

According to Ardhian, et al. (2020), One of the Indonesian language abilities that must be developed in school is reading comprehension. This is due to the fact that reading comprehension is now something that kids must have because their performance as students heavily depends on their reading proficiency. Grabe and Stoller (2002) Additionally, stress the fact that reading for general comprehension means being able to comprehend data in a text and interpret it appropriately. However, reading comprehension abilities vary greatly and are extremely complex depending on the work, the motivation, the goals, the language ability, and other factors.

Students that are struggling academically do poorly in lessons because they are unable to comprehend the subject being taught in class. The kids may encounter difficulty when studying and teaching in a classroom setting. This contributes to pupils' confusion or ignorance of the subject matter the teacher explains during the learning process.

The researcher chose to conduct this research at SMA Islam Nusantara. Therefore, The purpose of this study is to discover more about reading comprehension problems in tenth grade students, as well as to identify these problems and learn about the tactics students employ to lessen them. The study was carried out at SMA Islam Nusantara, Malang City, East Java, which is located at Jl. Major General Haryono XXI/30, Dinoyo, Kec. Lowokwaru. The researcher chose SMA Islam Nusantara as the object of research, because at this school there are still many problems related to students' reading difficulties. In light of this, the researcher carried out a study titled "An Analysis of Students' Strategies for Reducing Reading Comprehension Difficulties in Tenth Grade at SMA Islam Nusantara Malang" based on the considerations mentioned above.

Numerous earlier research have revealed that pupils' reading comprehension issues are caused by a lack of vocabulary and also by the methods they employ. The statement of Lestari (2020), indicates that students' inability to use relevant language is the most common obstacle to reading comprehension, and that the best way for them to overcome this is to keep track of what they are reading. Similar problems were also found at SMPN 22 Jambi (Fahmi, et al. 2022), In addition to having trouble with grammar complexity, students also had trouble understanding particular terminology when reading, having trouble applying reading strategies, and finally, having trouble focusing. Study Prihatini (2020), demonstrates that the level of creative understanding is where pupils have the most trouble. Insufficient teacher instruction, a lack of student enthusiasm, and language issues were contributing factors to students' comprehending challenges in grade ten.

The researcher discovered that various findings from several of the aforementioned earlier studies were connected to students' struggles with reading comprehension while learning English. The results showed that the SMA Islam Nusantara pupils' challenges with reading comprehension share a number of characteristics.

Based on the results of the researchers' observations when carrying out teaching practices at SMA Islam Nusantara, especially in grade ten, the researchers found that some students still had difficulty understanding words, lack of student interest, vocabulary difficulties, difficulty knowing certain vocabulary when reading comprehension, difficulty concentrating. These problems cause students to lack reading skills. When the researcher conducted observations at SMA Islam Nusantara, the researcher discovered some of these issues, which is why the researcher chose the title.

The finding of this study contribute to new knowledge and benefits for the subjects: Theoretical Benefits. This study is anticipated to promote education, particularly in relation to the difficulties that SMA Islam Nusantara students in the tenth grade have with reading comprehension. Practical Benefits. For Further Researchers. This study can be used as a guide for future research to help other scholars get better study results. For SMA Islam Nusantara. The findings of this study are anticipated to add to the body of knowledge regarding the reading challenges faced by students in SMA Islam Nusantara's tenth grade reading comprehension class. For the Wider Community or Readers. In terms of knowledge development and reader motivation, this research is anticipated to add reader insight, making it advantageous for all aspects of society.

METHOD

The objective of the study was directly connected with the problem of the study. The objectives of this study are intended to find out the students' difficulties in reading comprehension at the tenth grade of SMA Islam Nusantara and describe strategies for students' difficulties in reading comprehension. This research used qualitative descriptive to collect the data.

It was categorized as qualitative research because the result of this research was interpreted into sentences. according to the conclusion, seeks to thoroughly address a topic using non-numeric data. According to the definition given above, a descriptive qualitative study is one that uses words to describe and interpret field circumstances and phenomena, rather than using statistics to establish a conclusion. To do this and to gain a thorough knowledge, data on specific themes is summarized. Five students from SMA Islam Nusantara's tenth grade served as the study's subjects whose level of understanding in reading comprehension was still lacking, were directly selected by the English teacher who taught at the school and one English teacher at SMA Islam Nusantara. This study used interviews to gather data. A semi-structured interview was conducted with an interview guide to disclose a deeper exploration of the difficulties in reading comprehension and the strategies to reduce difficulties in reading comprehension. Interview guides often offer a list of questions and other recommendations to keep the conversation focused. The interview applies nine main open-ended questions with other questions that arise during the interview to uncover the important phenomena being studied. The topics covered by the questions included the students' struggles with reading comprehension as well as their solutions.

The data collection methods section describes the procedures used to collect data in interviews, observation, document analysis, and so on. Data collection also explains why the method was chosen. This study uses interviews to collect data. The semi-structured interview suited this study because it allowed open-ended questions to be answered flexibly from participants' opinions about students' difficulties in reading comprehension and their experience of strategies to reduce difficulties in reading comprehension. The interview was conducted online. The interview was recorded using the whatsapp application and voice notes with the consent of the participants. The researcher wrote transcripts to capture what was said and how it was said to provide complete

and accurate interview records. Data analysis is to describe what is contained in the data. In the process of data analysis, researcher was used an interactive data model by Miles and Huberman (1994). Data reduction is the process of selecting and concentrating attention on the gathered raw data through data simplicity and transformation. Data reduction necessitates choosing and summarizing pertinent information. In conclusion, data reduction facilitates quicker data collecting and more accurate data. An structured technique to summarize information is through data display. The researcher would comprehend how to manage all the data that has been gathered in order to be able to take the outcomes of the teachers' plan in accordance with the circumstances. After that, a qualitative presentation of the selected data is made. The material would be given in the form of narratives that depict the situations the teachers find themselves in as they use different teaching methods. The final outcome of data processing is the conclusion. Drawing conclusions is the goal of reducing and displaying data. Then, make a note of the crucial details to get precise results. The next step was to wrap up the study and confirm the information regarding the instructional tactics teachers used to teach reading in the classroom.

FINDINGS AND DISCUSSION

The Students' Difficulties in Reading Comprehension.

Based on the findings in this study, that the school uses an Curriculum Merdeka, there were several difficulties related to reading comprehension that were found among students, including lack of knowledge of the meaning of vocabulary and pronunciation in students' reading. The first challenge that students have is that they don't understand the meaning of some of the language they come across in English. This is of course students will really not understand the reading, especially in reading comprehension of English. The basic purpose of all reading is to become fluent in the language and grasp written communication, or to improve students' comprehension of the text's content.

The following statement was the result of interviewing the students' :

P1

The first participant said that learning to read texts in English often felt boring. The participant also stated that if she likes reading, this student likes it but learning to read English is difficult to understand. Participants also said the difficulties they experienced were not knowing the meaning of the vocabulary and also not understanding the vocabulary sentences.

"It's not that I don't like reading, I find it more difficult to understand existing words and have difficulty understanding the vocabulary." (ZNA)

P2

The second participant revealed that he often found it difficult to read English. As the first participant said, he simply didn't grasp and didn't know what the word meant.

"I also don't understand and don't know the meaning of English, so it's difficult."(MG)

P3

The third participant stated that besides not knowing the meaning of the vocabulary, the participants were also constrained by the way of pronunciation.

"I don't often read English, because I don't like it, and I don't know what it means either."(DAH)

P4

The fourth participant said that the difficulty he often found was the meaning of the vocabulary. In addition to these difficulties, pronunciation is also another difficulty faced by students.

"Difficulties in the meaning of the vocabulary, then other difficulties are the pronunciation."(M)

P5

The fifth participant shared that the difficulties they often face are not knowing the meaning of the vocabulary and also the way of pronunciation that is different from their mother tongue.

"Sometimes I don't know the meaning of the words, and the pronunciation is different from Indonesian, so it's difficult."(NDK)

Based on the explanation, of course, it is supported by statements from the teacher during the interview, in which the teacher stated that the student was indeed lacking in vocabulary and also the teacher required students to memorize the vocabulary.

"Most of the time in this class, of course, their vocabulary is definitely lacking." (MM)

The Strategy Used by Students' to Reduce Difficulties in Students' Reading Comprehension

This research reveals various strategies that students use to improve students' comprehension in reading. The strategies most often used by students are looking for the meaning of vocabulary on Google Translate, reading repeatedly to understand the reading, asking friends for help, reading silently, reading aloud, and reading words.

The statement above was obtained from the results of student interviews as follows:

P1

To reduce difficulties in reading comprehension, the first participant learned a lot of vocabulary and understood its meaning. Where the participants first looked up the meaning of the word in the dictionary and then the participants read it repeatedly until they really understood the text.

"Learn a lot of English vocabulary, and understand the meaning of the English language."(ZNA)

P2

The second participant stated that the strategy for reducing the difficulties that the participants found was by asking a friend or someone who had a better understanding, for example, a teacher. Participants also often use Google Translate to make it easier for participants to find out the meaning of the vocabulary. Reading aloud is also one of the students' strategies to remember well.

"I usually ask friends for help if I have trouble, or I ask a teacher or someone who understands better."(MG)

P3

The third participant will usually look for the meaning of the vocabulary to make it easier to understand the reading. In addition, participants also used Google Translate to make it easier to find the vocabulary. Reading aloud is also one of the participants' strategies to help remember and understand what they read.

"To deal with it, I usually figure out the meaning first like looking up the words."(DAH)

P4

The fourth participant learned a lot and improved his pronunciation to reduce the difficulties faced by the participants. Using Google Translet is a strategy that is often used by participants to find the meaning of words they don't understand, besides that students say that helping them remember vocabulary is by listening to familiar pronunciation and by reading it repeatedly.

"Of course, continuously improving English pronunciation continues to learn a lot."(M)

P5

The fifth participant revealed that the participant was trying to find vocabulary that was easy to remember and memorize, if the participant had difficulty understanding the meaning of the vocabulary the participant would search for that meaning on Google Translet. It's the same with the second participant where if they find difficulties, the participant will ask a friend or someone

who knows more. One of the students' strategies to remember well is to read silently. Silent reading is also one of the participants' strategies to help remember and understand what they read.

"I try to find words that are easy to remember I will memorize them, and if I find difficult words I will open Google Translate."(NDK)

The teacher also asks students to memorize vocabulary as a solution so that students can understand the reading text. In addition, the teacher instructs students to read a work as an exercise. English teachers have provided the best solution for students by memorizing vocabulary to improve students' vocabulary mastery which has an impact on students' reading comprehension. In other words, the teacher asks students to practice reading texts in the teaching and learning process.

"Like it or not, I have to force them to memorize, namely by finding new words. so we do require students to read." (MM)

Discussion

The results of the interviews showed that all the students studied had difficulties in mastering vocabulary. Similar results were seen in Lestari (2020), who showed that students' problems with reading comprehension were caused by a lack of related vocabulary, and that the best way for students to become better at reading comprehension was to keep track of what they read.

Due to students' low vocabulary knowledge and infrequent participation in learning enhancement activities, this lesson seemed challenging to them. This is also relevant to the findings of Fahmi et al. (2020), where a lack of vocabulary knowledge is also the reason students don't understand their reading. Similar problems were also identified at SMPN 22 Jambi, including the inability of students to use reading comprehension strategies, the inability of students to use certain vocabulary, and the inability of students to understand certain vocabulary while reading. Finally, the inability of students to focus.

Prihatini's study (2020), shows that the most difficulties students experience are at the level of creative understanding. Factors for students' difficulty in understanding in grade ten, there were inadequate instructions presented by the teacher, lack of student interest, and vocabulary difficulties. Lack of vocabulary is also one of the difficulties found by Sapitri, et al. (2022) in their research observed that students' lack of word knowledge prevented them from understanding the contents of the text.

Many academics agree that dictionaries can help people read (Bogaards, 1998; Chen, 2012; Shen, 2013; Summers, 1988, as cited in Lopera, 2019). The strategy most often used by students is to search for the meaning of vocabulary on Google. Research has shown that using dictionaries helps students improve reading comprehension and can lead to lexical improvement. Both printed and electronic dictionaries are available for language learners, and printed dictionaries can be monolingual, bilingual, or bilingual., (Lopera, 2019). One option to make it easier for children to find definitions of these words is to use the internet to look up vocabulary.

Many previous researchers have revealed that the most popular thing students use when their vocabulary is lacking is to use Google translate in general, but of course there are many choices of ways to find out or acquire vocabulary or learn it, one of which is by using English learning applications where applications such as Duolingo, BBC Learning English and many others make it easier for students. Even with electronic learning, at least it is not boring for students with the features provided.

Technique of reading aloud. Based on Patel & Praveen's research (2008), previously there were several types of reading that made it easier for students, including reading aloud, where students used silent reading because it was easy to remember. This finding is consistent with Huda et al, (2015) The reading aloud method appears to have worked. This implies that by using this type of learning technique, students develop liveliness, atmosphere, and fluency. In addition, Sajid and

Kassim, (2019) Reading aloud techniques helps improve reading comprehension. According to research, this method is the single most effective way for skilled teachers to improve students' reading comprehension skills while improving their reading skills.

When they read texts using this technique, they ask themselves important questions. Utilizing this technique will help readers consolidate knowledge, identify key concepts, and summarize material. (Gilakjani & Sabouri, 2016). This strategy is of course suitable for use by one of the students who are experiencing these difficulties, with the previous student's statement that the strategy they use when they get into trouble is to ask a friend or teacher, with this strategy they can make a list of questions they find difficult and they ask people who know better.

Repetitive reading is an educational strategy for building reading fluency in which a student rereads a passage until it meets a criterion level (Dahl, 1977; Samuels, 1979, as cited in Therrien & Kubina (2006). Research shows that repetitive reading can facilitate growth in reading fluency and other aspects of reading achievement (Adams, 1990; NRP, 2000; Therrien, 2004, as cited in Therrien & Kubina (2006). This is certainly relevant to the findings of researchers where one of the strategies used is to read repeatedly.

CONCLUSION AND SUGGESTION

Students' difficulties in understanding reading in the tenth grade of SMA Islam Nusantara. Based on the data and analysis in the previous chapter, the researcher found that students had difficulties in mastering vocabulary, had difficulty concentrating, did not pay attention to the teacher, had difficulty reading long texts and pronunciation in reading. In general, the difficulties faced by students in learning to read are caused by limited vocabulary knowledge and lack of reading experience. In this case, suitable strategies were found to reduce difficulties in students' reading comprehension, such as looking for meaning in a dictionary of difficult or unknown vocabulary words, asking friends for help, reading repeatedly, and reading aloud to help students remember well.

Based on the discussion and conclusion, the researcher would like to give some suggestions to the student, teacher, and future researchers as follow: Suggestions For Student. Students must work on expanding their vocabulary and frequently practice comprehending the material of reading English-language texts. Students can also benefit from modern technology to aid learning, particularly English. Suggestions For Teacher. The study's findings revealed that pupils had trouble comprehending terminology when reading texts. The researcher wants to suggest that teachers should practice students' understanding by practicing reading texts. Teachers can also increase their students' vocabulary by learning new words themselves. The teacher can also use the right techniques or procedures to help students learn to read. Suggestions For Future Researcher. For future researchers to thoroughly analyze the challenges of reading research, they must, of course, make a range of more mature preparations in order to uncover information that has not yet been discovered in this study. This study might be consulted when conducting similar research on different objects.

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