

AN ANALYSIS OF STUDENTS DIFFICULTIES ON READNG COMPREHENSION AT MTS HASYIM ASYARI BATU

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Abstract: Reading is a basic skill that is closely related to other skills such as speaking, listening and writing. This study aims to determine students' difficulties in reading comprehension in the eight grade of MTs Hasyim Asyari Batu. The subjects of this research were three students of MTs Hasyim Asyari Batu who were research subjects whose level of understanding of English was still lacking. The aims of this study were: (1) to find out the difficulties faced by eight grade students of MTs Hasyim Asyari Batu when reading comprehension of English texts, and (2) to find out the strategies used by students difficulties on reading comprehension at MTs Hasyim Asyari Batu. Researchers used descriptive qualitative research. Data collected from interviews. The findings obtained from testing research data are as follows, lack of knowledge of vocabulary, difficulty understanding the meaning of words. This of course means that students will really lack reading comprehension, especially in English reading comprehension. Based on data analysis, the results show that students have difficulty understanding the meaning of words, students have difficulty concentrating, difficulty in English pronunciation, lack of vocabulary knowledge and lack of reading English.

Keywords: Reading Comprehension, Reading Difficulties, Reading Comprehension strategies.

INTRODUCTION

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. Reading is a process that involves recognizing words, leading to the development of comprehension.

The benefits of being able to read are increasing vocabulary and learning new information, which is the foundation for developing other skills such as speaking and writing. Its effectiveness in language learning is well known, and improving reading comprehension is one example. At the same time, language tests are considered a valuable source of information about the effectiveness of learning and teaching. (Mustofa, et al. 2022).

Reading comprehension is one of the skills that should be mastered by the student of Junior High School because the objective of teaching reading comprehension is that the students are expected to be able to understand the meaning of the text. The students also could be able to making inferences from the text.

The students are difficult to understand a text of a reading book because they have limited ability in reading comprehension. It is very difficult for them to find the main message of the text, making inferences about the text. Those problems happened because the level of vocabulary knowledge the students is low, reading text in a foreign language is different from reading in the first language. Perhaps, the students have a lot of reading experience in their first language. So, when reading English material, they need to consider a number of elements of language proficiency. Specifically, when reading material in a foreign language, readers will find linguistic elements that are different from their first language.

The advantage of reading ability is to increase vocabulary and to get new information which is the foundation of developing other skills, such as speaking, and writing. from reading, readers develop their better writing ability, high vocabulary, and good language structure grammatically. Reading is divided into 2 types: intensive and extensive reading, (Mustofa, et al. 2021).

The reading process involves three stages. The first is the pre-reading stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. The second stage occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text.

Reading activities are the process of assimilating knowledge, understanding and evaluation abilities. From reading habits, a person can have broader horizons of knowledge, increase creativity, increase imagination, advance thought and make someone intelligent and intellectual (Mustofa, et all. 2021).

There are some reading strategies that are best placed to online reading. It is the obligation of academic institutions to create blended learning in order to clarify, create, distribute, and grade assignments without the need of paper. As a result, teachers can communicate with students over the web, giving materials, discussing any topic, and submitting assignments (Fikri, et all. 2021).

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage.

Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Based on the problem that the researcher found on the pre-research, the research has been conducted by other researchers. Research conducted by Kusuma (2022) with the title "An Analysis of Students' Difficulties in Reading Comprehension At The Tenth Grade of Al-Islam Vocational School Surakarta in the Academic Year 2021/2022" The researcher finds the difficulties faced by students and the factors that caused the students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta. They are difficulty in determining main idea, difficulty in making inference from the text, difficulty in detail information, and difficulty understanding vocabulary.

In this research, researchers will find the difficulties faced by students in reading comprehension in eighth grade at Mts Hasyim Asyari Batu. Students have difficulty understanding reading in English, lack vocabulary and are lazy about studying.

This research was conducted at MTs Hasyim Asyari Batu, researchers interviewed students and students said that reading comprehension is difficult. Students have difficulty finding the main idea of the text, students have difficulty making conclusions from the text. So the researcher wants to know in depth about students' difficulties in understanding English Reading texts. Difficulty in reading comprehension is a crucial problem to solve because reading is considered a basic need in all aspects of life, especially in learning English. Difficulty in reading comprehension is urgent to learn because there are still many students who cannot understand the meaning of the text.

Therefore, the researcher wants to conduct a research entitled “An Analysis of the Students Difficulties in Reading Comprehension at Mts Hasyim Asyari Batu” The researcher set out the following research question: “What difficulties do students experience in Reading Comprehension? What strategies used by student to reduce difficulties in students reading comprehension?”

METHODOLOGY

The researcher used qualitative research designs to conduct this research. According to Taylor (2016) explain that qualitative research is one of the research procedures that produces qualitative descriptive data in the form of written or oral words from people and the observed behavior. This research focuses on the exploratory-qualitative design, a method used to find out more about the research object to be investigated. This research is then interpreted in a qualitative descriptive form.

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.

The data collection methods section describes the procedures used to collect data in interviews, 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 population and sample of the research are chosen from Three eighth-grade students at MTS Hasyim Asya'ri were used as research subjects.

The researcher used interactive analysis model to analyze the qualitative data. According to Miles and Huberman (1994) the interactive analysis data was consisted of three steps, such as: data reducing, data display, and conclusion drawing/verification.

According to Miles (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The first step, the researcher analyzed the data that contain summarize, choose the main things, focus on the things that are important, look for themes and patterns and get rid of unnecessary. The data that has been collected from the field, then immediately recorded carefully and in detail. Data that has been collected from the field is then reduced. This reduction activity is carried out by selecting the main points, focusing on the important things and eliminating unnecessary.

Data display is an assembly of information that permits conclusion drawing and the action. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn. The researcher describes the data obtained from observations, interviews and documentation. After that, the researcher interprets to answer the problem statement.

Conclusion drawing/verification is the results of the research based on observation and interpretation. It means that, drawing conclusions and verifying can illustrate the final results. Basically, drawing conclusions and verification need to be rechecked and validated data to strengthen conclusions, so that they are stronger and more reliable. Then, the

researcher draws the relationship between the data obtained with existing theories. The final step is to interpret the research findings.

FINDINGS AND DISCUSSIONS

In the current study, the researcher presents the results of the Difficulty in understanding words and meaning means students find it difficult to determine the meaning of words in English reading texts. So students have difficulty capturing the content of the reading text. This can mean that students experience difficulties when reading in English. The difficulty here is seen as an inability to understand the reading and not knowing the meaning of the reading content.

This finding can be seen in the following data based on the student's interview: *"Sometimes it's hard for me to understand because there's a lot of vocabulary that I don't understand"*.

From the statement above, students cannot understand the text because they do not know the meaning of the words. The difficulty here occurs when students read a text. He gets into trouble and he stops looking for the meaning of words and sometimes he ignores words he doesn't understand.

This happens because these students do not improve their vocabulary skills and rarely practice reading English texts. Students read solely because the teacher demands it. Students do not consider reading English as a necessity. Students read only when there are exercises at school and exams that require them to read. So that reading activities do not become a routine for students, which in the end will have an impact on students' lack of vocabulary knowledge, and have an impact on students' understanding of the text. So students have difficulty understanding the meaning of words in the text.

Other data showed that the student did not understand the word in the text based on the student's interview: *"I rarely, in fact, almost never read texts in English, maybe that's why my vocabulary is small and it's difficult to understand the contents of English reading"*. From the quotation above, it can be seen that the student rarely read English

books. It made the student not familiar with the word, and the student vocabulary didn't increase. The student is lazy to read English books because she found them, the words that she didn't understand, so she did not get the information from the text.

The cause is the student rarely reads and she is not interested in reading English text. If the student's interest in reading was low, and the student rarely familiar with the word, so the student's understanding is also disturbed, because there were many words that she did not understand, and the student will need more time to find the meaning of the words and to find the correct answers. Without the student's interest in reading, the student will find it difficult to understand the content of the reading. Conversely, when the student has a high interest in reading, the understanding of the reading will not experience difficulties because interest plays an important role in moving someone to do an activity.

Other data shows that the student does not understand the words in the text based on student interviews: *"It is difficult to understand the reading because of my lack of knowledge of English"*. From the statement above, students find it difficult to understand reading because of their lack of knowledge in English. From this it is quite clear that every student has great difficulty in understanding reading because of their lack of interest in learning the language.

The results of this research reveal several strategies that students use to improve reading comprehension.

This finding can be seen in the following data based on the student's interview: *"The method I use in class is to open a dictionary. but at home I study by opening Google Translate"*. From the statement above, students will look for vocabulary that they don't understand by looking at a dictionary or Google Translate to make it easier for students to remember and understand what they read.

Other data show that students use several strategies based on student interviews: *"My strategy is to read aloud, often read and memorize English vocabulary"*. From the statement above, students use strategies by reading aloud, reading often and memorizing English vocabulary so that students can easily understand the reading when they know the meaning of the reading.

Other data show that students use several strategies based on student interviews: “*Learn English vocabulary by understanding every word*”. Students understand every word in English so they really understand the reading text.

CONCLUSIONS AND SUGGESTIONS

Based on data analysis, the researcher found that there were several difficulties from testing the data in the previous chapter, namely: students had difficulty understanding the meaning of words, students had difficulty concentrating, difficulty in English pronunciation, lack of vocabulary knowledge and lack of reading English.

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, reading aloud, and learn English vocabulary by understanding every word.

The suggestion for students, Students must increase their vocabulary and memorize vocabulary to increase student knowledge. students must read more and understand English reading

For teacher should look for more information about strategies or methods for teaching reading texts. This can arouse students interest in reading texts and overcome the problems students face in reading texts. Teachers must be aware of students problem in understanding English reading and provide motivation in learning English.

For future researchers, the researcher suggests for further research on the same subject in various topic areas in different contexts.

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Malang, March 6, 2024
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