



An Investigation of the Student's Reading Comprehension Difficulties at Ma Al - Muslimun NWDI Tegal Meninting, Batulayar, Lombok Barat

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui aspek pemahaman bacaan yang paling sulit, khususnya pada teks deskriptif yang dialami oleh siswa kelas X MA AL Muslimun NWDI Tegal serta faktor-faktor yang menyebabkan kesulitan tersebut. Penelitian ini menggunakan metode kualitatif, di mana tes dan wawancara digunakan sebagai instrumen dalam pengumpulan data. Subjek penelitian ini adalah siswa kelas X MA AL Muslimun NWDI Tegal Sigi pada tahun ajaran 2024/2025. Tes diberikan kepada 10 siswa dan terdiri dari 15 pertanyaan yang dibagi menjadi lima jenis pertanyaan, yaitu gagasan utama, menemukan referensi, memahami kosakata, membuat kesimpulan, dan informasi terperinci. Kemudian, peneliti mewawancarai 5 siswa dengan memberikan mereka 10 pertanyaan. Hasil tes menunjukkan bahwa aspek tersulit yang dihadapi oleh siswa kelas X MA AL Muslimun NWDI adalah memahami kalimat panjang, memahami gagasan utama, memahami tata bahasa, dalam menyimpulkan isi daripada bacaan teks kosakata. Temuan dari wawancara menunjukkan bahwa variabel internal dan eksternal berkontribusi terhadap tantangan siswa dalam memahami teks. Kurangnya metode membaca, kosakata yang sedikit, dan motivasi siswa yang rendah adalah masalah internal. Lingkungan pelajar adalah contoh komponen eksternal.

Kata Kunci: Kesulitan Siswa, Teks Deskriptif, Pemahaman Membaca

Abstract

The purpose of this study was to determine the most difficult aspects of reading comprehension, especially in descriptive texts experienced by class X students of MA AL Muslimun NWDI Tegal and the factors that cause these difficulties. This study uses a qualitative method, where tests and interviews are used as instruments in data collection. The subjects of this study were class X students of MA AL Muslimun NWDI Tegal Sigi in the 2024/2025 academic year. The test was given to 10 students and consisted of 15 questions divided into five types of questions, namely main ideas, finding references, understanding vocabulary, making conclusions, and detailed information. Then, the researcher interviewed 5 students by giving them 10 questions. The test results showed that the most difficult aspects faced by class X students of MA AL Muslimun NWDI were understanding long sentences, understanding main ideas, understanding grammar, in concluding the contents of vocabulary text readings. While the findings of the interviews, however, indicated that both internal and external variables contributed to students' challenges in comprehending texts. Lack of reading methods, a small vocabulary, and little student motivation are internal issues. The environment of the learner is an example of an external component.

Keywords : Students Difficulties, Descriptive Text, Reading Comprehension

A. Introduction

Throughout the learning process, students need to acquire four fundamental English skills, all of which are equally crucial to their success. These abilities include speaking, writing, listening, and reading. The cornerstone of academic success and a prerequisite for lifelong learning is reading comprehension. Understanding, interpreting, and analyzing a text are all components of reading comprehension. Despite its importance, reading comprehension is a major issue for many children. Accordingly, the ability of readers to comprehend and interpret written language by making connections between newly learned material and previously learned knowledge that has been actively and constructively stored in memory is known as reading comprehension (Leslie, 1993; Tierney & Pearson, 1994).

Sutriyono (2018) asserts that reading comprehension is the active application of our prior knowledge of the world and texts to comprehend each new text in order to derive meaning. According to Grabe and Stoller (2002), reading is the capacity to efficiently extract and comprehend information from written material. Furthermore, according to Satriani (2018), comprehension is the process by which readers use information from the text, their attitude toward the text, and prior knowledge and experience to create meaning from the text. Reading comprehension, according to the aforementioned experts, is the capacity to read, comprehend, and analyze a text.

Reading comprehension is one of the skills that must be mastered by MA students because the purpose of teaching reading comprehension is so that students are expected to be able to understand the meaning of the text and be able to make conclusions from the text. But in reality, students' reading skills are still low. This can be proven by students who have difficulty understanding the text of reading books due to limited reading comprehension skills and finding the main message of the text, making conclusions about the text. The problem occurs because students' vocabulary knowledge level is low, and reading texts in a foreign language is different from reading in the first language. Perhaps, students have a lot of reading experience in their first language. So, when reading English materials, they need to consider a number of language proficiency elements. In particular, when reading materials in a foreign language, they should consider the following This study explores the common difficulties students face, examines contributing factors, and offers strategies to improve skills.

Reading comprehension has a broad element or scope to be studied such as the reading comprehension process, reading comprehension strategies, reading comprehension materials, reading comprehension media, and so on which if used inappropriately can make it difficult for learners to understand reading.

This study was carried out at MA AL-MUSLIMUN. According to students interviewed by researcher Tegal Meninting, reading comprehension was challenging. Students had difficulty finding the main idea of the text, students had difficulty making conclusions from the text. So the researcher wanted to know in depth about students' difficulties in understanding English reading texts. Therefore, the researcher wanted to conduct a study entitled:

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B. Methodology

1. Research Design

With a focus on gathering and analyzing non-numerical data to obtain profound insights into human behavior, experiences, and perceptions, this study employs a qualitative method with a narrative inquiry approach. The social sciences, including psychology, sociology, and anthropology, as well as other disciplines that require a thorough understanding of the subject, frequently employ these techniques. Creswell, 2012 defines qualitative research as “a means of exploring and understanding the meaning ascribed to a social or humanitarian problem by individuals or groups. Qualitative research methodology aims to analyze and describe a phenomenon or object in research. Qualitative research has various assumptions about deductive theory testing. Based on the explanation above, it can be concluded that a qualitative approach is a method that focuses on analysis and description and contains a lot of rhetoric and theory, at a time.

According to Lincoln and Guba (1985: 240), the researcher acts as an instrument in naturalistic inquiry research, and data collection methods include oral instructions, field notes, interviews, observation, documentation, and recording.

2. Participants

The first-grade students at MA Almuslimun Tegal participated in this study. The researcher selected the X IPS class because, despite having English as a specialized topic as an extra class and being regarded as the best or most prestigious class of all, many students still struggled with reading comprehension. Nonetheless, this class's reading comprehension of English literature remained poor.

3. Technique of Data Collection

To simplify the procedure, the researcher combined data collection into one session after preparing all the necessary tools. In this way: 1. The subject is given a reading text by the researcher. 2. After reading the material, the subject is instructed to try to explain the meaning of each word and make connections between words. Within ten minutes, understand. 3. The researcher conducts an interview with the person after they have finished reading the text. 4. The purpose of this interview is to learn more about the subject's vocabulary practices and the difficulties they face when learning English vocabulary.

4. Instruments

As human instruments, qualitative researchers choose the research topic, choose informants as data sources, gather data, evaluate the quality of the data, analyze, interpret, and make conclusions based on their findings. To put it another way, researchers use perspective to derive conclusions from all of the data they gather.

5. Technique of Data Analysis

In this research, the researcher got the data by using three kinds of instruments to collect the data, they are observation, interview and documentation. the test was used to find out students' difficulties, and the interviews was used to find out the factor that causes students' difficulties in reading comprehension, especially in descriptive text.

C. Results and Discussion

1. Results

Five findings emerged from the analysis of the data regarding the reading comprehension difficulties of the students: the inability to comprehend the meaning of the word, the inability to comprehend the lengthy sentence in the text, the inability to comprehend the main idea, the inability to comprehend the grammar, and the difficulty in drawing conclusions.

The Difficulties to Understand the Word.

A word that is difficult to understand indicates that the learner had trouble determining its meaning in the text. Thus, the learner finds it challenging to understand the reading text's substance. This suggests that the student encountered challenges when reading the material. Her failure to respond to the inquiry regarding the text's contents demonstrates the issues at hand. When a student doesn't grasp a term in the text, she usually guesses the solution. The learner would frequently use the dictionary to find definitions for unfamiliar terms. She also frequently asked her friends to explain words she didn't understand.

The problem is evident when she reads the text and responds to the question; she has trouble understanding some of the words and frequently consults a dictionary to determine their meaning.

The student would open her dictionary whenever she paused reading the material, and if she couldn't find the definition of a term there, she would ask a buddy. This occurred as a result of the learner frequently discovering a word that she did not comprehend. Students don't know much about the word. If a student has trouble understanding a word, they also have trouble understanding a text. However, they can interpret the words and comprehend each sentence.

the student's inability to comprehend the material stems from her ignorance of the word's definition. Sometimes the pupil has no choice but to guess the answer. The student encountered words she didn't grasp after realizing how limited her language was.

Difficulty Understanding Long Sentences.

The student has difficulty reading the material. It takes a long time to read and understand each sentence. The student's understanding of the text and his ability to answer questions about the content of the text show the challenges in this case.

According to the student's statement in the interview, he found it difficult to understand long texts. He was still unfamiliar with many words. In addition, the student needed additional time to study and understand the material.

when a text is read by the student. They have difficulty because they do not fully understand what the student is saying. Some of the contents of the text cannot be understood by the student. The student takes longer to understand the meaning of the word and the right answer. They have to open a dictionary to find the definition of the word.

Not Understand the Main Idea

Inability to comprehend the primary idea, the student finds it challenging to formulate a sentence that expresses the author's viewpoint on the subject. This may indicate that the student struggles to understand the text's core theme when she reads it. Her inability to respond to the question demonstrates her limitations, particularly if the content is lengthy. As a result, it may be harder to locate the essential idea. The student could become perplexed when trying to identify the passage's key topic and its location. On occasion, the students asked her pal the text's response. the student found it challenging to pinpoint the primary theme, particularly in lengthy texts. The primary premise of the text was unclear to the student.

Not Understand the Grammar

The student's inability to understand the grammar of the text makes it difficult for him to recognize information from the text because he is unable to understand the structure and organization of the sentences.

The student stated that because the writing and reading were different, he found it difficult to understand the material. Word-for-word interpretation of English sentences was impossible for the student.

This was evident when the student was asked to explain the Indonesian text that he had read. Word for word, the student interpreted it. In addition, the student sometimes chose to ask his friends for clarification on words that he did not understand. The student was confused. Only when he had difficulty understanding the sentence did he grin at his teacher.

The Difficulty In Inferencing

When a learner has trouble drawing conclusions, it indicates that they are having trouble understanding the text. Students must be able to comprehend the text in order to draw conclusions from its statements while drawing inferences. In actuality, however, the pupil has struggled to draw conclusions from the material. This may indicate that the student struggled to draw conclusions from the material when she read it. Her incapacity to respond and clarify the text's conclusion demonstrates the challenges here.

The student only brought up the things she recalled when she concluded the text. The student's ability to narrate stories is diminished. She did not explain the story's main aspects; instead, the student merely mentioned a few characters and the setting. The pupil did not explain what she had read. The student only shares as much as she can because she suffers from severe forgetfulness. This occurred as a result of the student's inability to comprehend the text's contents. Even when she was told to draw a conclusion from the book, she struggled since she read but did not comprehend what she was reading.

2. Discussion

This study found five things: it was hard to grasp the meaning of the words, it was hard to understand the lengthy sentences in the text, it was hard to understand the main idea, it was hard to understand the syntax, and it was hard to draw conclusions.

This result was consistent with Nuttal's thesis, which states that students should be proficient in four areas of reading comprehension: identifying the main concept, comprehending language, drawing conclusions, and detailed information. These elements are thought to be obstacles that students face when trying to understand the text. However, the researcher discovered three challenges that the students had in this study: identifying the main ideas, comprehending the terminology, and drawing conclusions. These findings are then corroborated by Oakhill's theory. These challenges include identifying the text's core idea, drawing conclusions from it, and determining the meanings of specific words. Additionally, Joseph's theory provides further support for these observations. According to Joseph, challenges Not knowing the definitions of words or concepts, failing to record factual information, failing to draw conclusions about the content, failing to establish connections between the ideas offered in the text, and failing to grasp the grammar can all contribute to a lack of comprehension of the text.

D. Conclusion

Based on data analysis, the researcher concludes that students struggle with reading comprehension. Five findings emerged from this study: the student struggled to understand the meaning of the word, the student struggled to understand lengthy sentences, the student struggled to grasp the main idea, understood the grammar, and had trouble drawing conclusions.

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