Students' Difficulties on Reading Comprehension

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ABSTRACT

The objective of this research was to know the most difficult components of reading comprehension that encountered by students. The researchers categorized as quantitative research, This research used descriptive research. In conducting the research, the sample of this research are 70 students The subject of the research was the Second grade of SMA NEGERI 12 Pekanbaru, while the object was students" difficulties on reading comprehension. The technique of taking sample was purposive sampling. The Reading comprehension Test was used in collecting the data. The technique of analyzing data was using pearson product moment correlation and it was eased by using counting the percentage through proportion technique. Based on the data analysis, the researchers concluded that that the students still struggles on reading comprehension, The students' difficult component is on the indicator 2 where the students" are able to identify supporting details was 62.8 (19.29%).

KEYWORDS: Students' Difficulties, Reading Comprehension

1 INTRODUCTION

Reading is a fundamental skill that is closely related to other skills such as writing, speaking and listening. Students need to read a lot and understand the reading material in order to get better results in the learning process. According to Grabe and Stoller (2002), reading can be taught to draw information from texts and form interpretations of that information. This means that reading is also a gateway for students to get information and knowledge in the educational process. A student who enjoys reading and spends a lot of time in reading activities also has good writing skills. Reading allows students to improve their vocabulary and writing skills. Conversely, a student with poor reading ability will have difficulty in the learning process.

In addition, students was embarrassed to adapt to their school environment. Conversely, a good teacher must be better at mastering grammar and understanding vocabulary. The importance of teaching reading is to build students' skills and knowledge to understand reading textual material. For example, the ability to read a wide variety of texts in English, the ability to adapt the reading style to the purpose of reading (i, skimming, scanning), and the ability to look critically at the content of the text (Hedge, 2003, cited in Alousef , 2005).

A good reading means understanding what the researcher is trying to convey with his writing. This means that when reading, a reader needs 2 background knowledge and

competence. Razali and Razali (2013) state that some readers use their background knowledge and experience to formulate the meaning of the text in the reading process, then readers would combine the ideas in the text with what they already know to understand the text to understand. Text. Even most people can understand what they read after reading it word for word, and they spend a lot of time repeating difficult phrases in the text. Reading comprehension is the ability to understand the information in a text and to interpret exactly what is meant by the text (Grabe and Stoller, 2002). This means that reading comprehension is the ability to read text, process it and understand its meaning. Individual ability to understand text is influenced by their nature and abilities, one of which is the ability to draw inferences. Reading comprehension could also improve vocabulary and writing skills.

According to Nuttal (1982), there are five aspects of reading comprehension that students need to understand in order to understand texts well, such as these aspects are seen as difficulties with which the students understand the text. In secondary schools, reading instruction aims to develop students' reading comprehension skills. All schools implement curricula relevant to the specific needs of their students. The curriculum is more positive, which could achieve the goal of increasing motivational learning, knowledge and skills, and developing values or even a positive attitude. Currently, most schools apply the 2013 syllabus as the current syllabus.

Based on the basic competence by the Ministry of Education and Culture in 2013, which is the Basic Skills of 1st Grade Sixth Form 2013, 3 students are expected to understand social functions, textual structure and linguistic features when reading texts (descriptive, narrative, retold text) understand, etc. in oral and written form. However, in real-world situations, students had not met curriculum expectations and have low reading comprehension. Obviously, texts such as English magazines, newspapers, and articles play an important role as authentic materials to improve students' reading skills and knowledge of current affairs. But it is not easy for students to read and understand.

There is previous research that shows similarities to this research conducted by Zuhra (2015). This research addresses the reading comprehension difficulties of high school students. Her research aims to find out what types of reading comprehension questions students found most difficult on reading tests and why they encountered these difficulties on national exams. As a result, he found that the most difficult types of reading comprehension questions students faced were conclusion questions because they did not understand the questions being asked. This is due to their weakness in distinguishing the characteristics of different types in reading comprehension questions. However, it is important to be aware of the difficulties in reading comprehension. Students' problems may differ from school to school.

Based on the preliminary research, researchers did the interview and observations, it turns out that most students at SMA Negeri 12 Pekanbaru still had difficulty understanding text reading materials such as the difficulty in drawing conclusions, identifying main ideas, and finding references. Some of the reasons for this are that they don't know how to apply reading comprehension strategies and lose focus on reading comprehension. However, most students had difficulty reading English texts from newspapers, articles, textbooks and magazines. In this investigation, the researchers found that the students had low score for English subject . Ideally, the tenth grade students of SMA could comprehend the text. In fact, some of them still got difficulties to

comprehend the narrative text. It could be seen from the students" in ability to find the topic and the explicit information of the narrative text. Moreover, because of their limitation of vocabulary, they could not find moral value. Consequently, they also could not find out the reference words of narrative text that they read. By looking his problem, the researcher found symptoms as follows: Some of the students are not able to understand the topic well; Some of the students are not able to find main idea in the paragraph text; Some of the students are not able to find the topic in the paragraph of text; Some of the students are not able to get information from the text; Some of the students are struggles with lack vocabularies The research gap between initial research which was conducted in 2023 with the previous research done by Zuhra 2015 researcher found significant different the two research in 2015 the students still had no idea how to obtain from the text the situation quiet chaotic for student at the time, when the researcher deliver the test the researcher find out from the data students most struggling with finding main idea, its was the lowest score and compared to primarily research or initial research which conducting in 2023. the researchers find the different result the student seems struggle the most with finding the explicit meaning or moral from narrative text due to this situation, the researchers were interested in analyzing students' difficulties components in reading comprehension.

As a formulation of the Problem of this research was What are the most difficult components of reading comprehension. And the objective of the study was to know the most difficult components of reading comprehension.

2   METHODOLOGY

The design of this research was a descriptive research. This research has only one variable. Tavakoli (2012, p. 160) said that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempted to looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. There was also another theories follows regardless this research design in Short this type design only had one variable, it focus on situation phenomena (Gay, mills, Airasian, 2012, p.7) the data that the main purpose to describe, Explain, predict or control phenomena by using statistic or numerical as the actual result. Descriptive quantitative is a design used observation, interview, test, surveys to emphasize or visualization the characteristic or status at phenomena or situation (Eggen and Kauchak,2010). Descriptive quantitative was a compilation of knowledge real situation usually it start with the word analysis and only one variable (Muchtar 2010).

The subject of the research was the second grade of SMA Negeri 12 Pekanbaru, and the object of the research was students' difficulties in reading comprehension.
The instrument to measure reading comprehension included some aspects that became the indicators of reading comprehension itself. The total questions of test are 25 items. As explained previously, they are in form of multiple choice questions. This instrument is also developed to help researchers ensure that 34 some of the questions are matched to the objectives of this research.

The data of the test was analyzed by counting the percentage through proportion technique formula as follows:

$$K = \frac{A}{N} \times 100\%$$

Note:

K = The percentage of active participation in each activity
A = The number of students who actively participates
N = The number of whole students

Table 1. Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

3   RESULT AND DISCUSSION

A. Result

1. *The Students' Reading Comprehension*

This data was taken from the students' reading comprehension. The data was obtained from students' reading test scores which consisted of 24 items. All items are presented in multiple choice test. The data of true answer transform the test score into 100 for score scale.

From the table I1 below, there were 88 students. The distribution of students" test score was obtained by using Microsoft Excel as follows:

Table 2. Recapitulation Score

No	Students	True	Score	No	Students	True	Score	No	Students	True	Score	No	Students	True	Score
1	Student 1	16	64	23	Student 23	15	60	45	Student 45	17	68	67	Student 67	20	80
2	Student 2	17	68	24	Student 24	21	84	46	Student 46	15	60	68	Student 68	16	64
3	Student 3	19	76	25	Student 25	20	80	47	Student 47	11	44	69	Student 69	16	64
4	Student 4	16	64	26	Student 26	17	68	48	Student 48	20	80	70	Student 70	15	60
5	Student 5	24	96	27	Student 27	23	92	49	Student 49	19	76	71	Student 71	18	72
6	Student 6	16	64	28	Student 28	24	96	50	Student 50	16	64	72	Student 72	14	56
7	Student 7	13	52	29	Student 29	22	88	51	Student 51	21	84	73	Student 73	19	76
8	Student 8	16	64	30	Student 30	22	88	52	Student 52	23	92	74	Student 74	15	60
9	Student 9	24	96	31	Student 31	19	76	53	Student 53	20	80	75	Student 75	17	68

10	Student 10	15	60	32	Student 32	18	72	54	Student 54	14	56	76	Student 76	18	72
11	Student 11	15	60	33	Student 33	22	88	55	Student 55	18	72	77	Student 77	20	80
12	Student 12	21	84	34	Student 34	20	80	56	Student 56	17	68	78	Student 78	16	64
13	Student 13	20	80	35	Student 35	20	80	57	Student 57	16	64	79	Student 79	15	60
14	Student 14	19	76	36	Student 36	21	84	58	Student 58	11	44	80	Student 80	14	56
15	Student 15	20	80	37	Student 37	20	80	59	Student 59	24	96	81	Student 81	25	100
16	Student 16	14	56	38	Student 38	20	80	60	Student 60	18	72	82	Student 82	24	96
17	Student 17	16	64	39	Student 39	22	88	61	Student 61	20	80	83	Student 83	24	96
18	Student 18	24	96	40	Student 40	19	76	62	Student 62	14	56	84	Student 84	20	80
19	Student 19	19	76	41	Student 41	13	52	63	Student 63	15	60	85	Student 85	18	72
20	Student 20	24	96	42	Student 42	21	84	64	Student 64	19	76	86	Student 86	20	80
21	Student 21	16	64	43	Student 43	21	84	65	Student 65	19	76	87	Student 87	19	76
22	Student 22	15	60	44	Student 44	17	68	66	Student 66	18	72	88	Student 88	22	88
Total								6512							
Mean								74							

Based on the table 2 above, the total of the students' score is 6512 and the mean score of the students'' score is 74. Therefore, there are the frequency tables of the students score below.

Table 3. The frequency table of the students' score

Score	Frequency	Percent
44	2	2,3%
52	2	2,3%
56	5	5,7%
60	8	9,1%
64	11	12,5%
68	7	8,0%
72	7	8,0%
76	10	11,4%
80	14	15,9%
84	6	6,8%
88	5	5,7%
92	2	2,3%
96	8	9,1%
100	1	1,1%
Total	88	100,0%

Based on the table IV.2, the table showed that the students who got score 44 were 2 students with the percentage 2.3%, the students who got score 52 were 2 students with the percentage 2.3%, the students who got score 56 were 5 students with the percentage 5.7%, the students who got score 60 were 8 students with the percentage 9.1%, the students who got score 64 were 11 students with the percentage 12.5%, the students who gotscore 68 were 7 students with the percentage 8%, the students who got score72 were 7 students with the percentage 8%, the students who got score 76 were 10 students with the

percentage 11.4%, the students who got score 80were 14 students with the percentage 15.9%, the students who got score 84 were 6 students with the percentage 6.8%, the students who got score 88 were 5 students with the percentage 5.7%, the students who got score 92 were 2 students with the percentage 2.3%, the students who got score 96 were 8 students with the percentage 9.1% and the las the student who got score 100 was 1 students with the percentage 1.1%.

Based on the table above, The researchers presented descriptive statistics, which is analyzed by using SPSS 21.0 program version. It can be seen as follows:

Table 4. The descriptive statistic data

Descriptive Statistics	Score
Mean	74,00
Median	76,00
Mode	80
Std. Deviation	12,979
Variance	168,460
Range	56
Minimum	44
Maximum	100
Sum	6512

The table presented descriptive statistics of students" reading score. It can be seen that its mean score was 74 its median was 76 its mode was 80, its standard deviation was 12.979, and variance was 168.460., minimumscore was 44 and maximum score was 100. So sum of the score was 6512.

Furthermore, the data were calculated through percentage by using thecriteria are as follows (Riduwan 2002).

Table 5. Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

Based on the mean score of reading comprehension, the level of students" reading comprehension score is Good Level.

2. *Students' Most Difficult Components in Reading Comprehension Test.*

The data of the students" reading comprehension score, the researcher analyzed the difficulties components based on reading comprehension test. There are in the table below.

Table 6. Analysis of indicators

No	Indicator	Questions	Number of items	Score	score	Percentage
1	The students" are able to determine main idea.	1, 6,11,20,21	5	319	63,8	19,59%

2	The students" are able to Identify supporting details.	2, 7, 12, 17, 22	5	314	62,8	19,29%
3	The students" are able to make the inference.	4, 10, 14, 16, 23	5	351	70,2	21,56%
4	The students" are able to identify the reference.	3, 8, 13, 18, 24	5	322	64,4	19,78%
5	The students" are able to understand the vocabulary	5, 9, 15, 19,25	5	322	64,4	19,78%
Total			25	1628	325,6	100%

Based on the table above, the researchers got that for the indicator 1 which was The students" are able to determine main idea was 63.8(19.59%,) the indicator 2 which was the students" are able to identify supporting details was 62.8 (19.29%,) the indicator 3 which was the students" are able to make the inference was 70.2 (21.56%,) the indicator 4which was the students" are able to identify the reference was 64.4 (19.78%,) the indicator 5 which was the students" are able to understand the vocabulary was 64.4 (19.78%). Therefore, the students' most difficult component is on the indicator 2 where the students" are able to identify supporting details was 62.8 (19.29%).

B. Discussion

Based on the findings above, the researcher got that the tenth grade students in SMA Negeri 12 Pekanbaru reading comprehension, the level of students" reading comprehension score is Good Level, And then the students difficult component is on the indicator 2 where the students" are able to identify supporting details was 62.8 (19.29%).

Related to the research, Safitri (2023) states that As a result, the difficulties faced by the students are difficulty in answering main idea questions, locating reference questions, understanding vocabulary, making inferences questions, and finding detailed information. Therefore, the most difficult aspect faced by the students is reading for understanding vocabulary and finding detailed information. For the factors causing students' difficulty in reading comprehension there are five factors namely, learners' background, limited vocabulary knowledge, inadequate material presented by the teacher/teaching method, inadequate use of effective reading strategies and students' environment.

Furthermore, the researcher found the differences result between the researchers' research and previous studies. In the researchers' research, the indicator to find students" difficulties in reading comprehension used five aspects; making inference, determining main idea, interpreting vocabulary, identifying reference, and detailing information with the highest difficulty in making inference 63.7%. While, in Eko Prayitno, Dewi 46 Sartika & Rekha Asmara"s research, the indicator to find students" difficulties in reading comprehension used six aspects; finding main idea, grammatical features (vocabulary), reference, purpose of the text, detailedinformation, and generic structure with the highest difficulty in determining generic structure 81.95% (Prayitno et al., 2021, p.30). Next, in Desi Sapitri, Fitri Novia, and Rachmanita"s research, the indicator to find students" difficulties in reading comprehension used six aspects; finding reference, moral value, deducing meaning,

specific information, detailed information, and main idea with the highest difficulty in finding detail information 67.05% (Sapitri et al., 2020, p.103-108). In addition, inHamza Al-Jarrah & Nur Salina Binti Ismail‟s research found the highest difficulty in reading comprehension of the students is lack of ability to recognize the type and structure of the text they read with the percentage of 73.7% (Al-Jarrah & Ismail, 2018, p.35-37).

4   CONCLUSION

Based on the results of this research, the researchers concludedthat the level of students‟ reading comprehension score is Good Level. The students' most difficult component was on the indicator 2 where the students are able to identify supporting details was 62.8 (19.29%).

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