



An Analysis Of Students' Difficulties In Reading Comprehension At MTs Hidayatul Ulum Karang Anyar

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Abstract: Reading is taught to the eight grades students of junior high school. The aim of the research was to find out what is the most difficult aspect in reading comprehension faced by the eight grade students at MTs Hidayatul Ulum Karang Anyar. The design of this research is a descriptive research design. The population of the research was the ninth grade of MTs Hidayatul Ulum Karang Anyar from 1 classe, with the population were 13 students and the sample was from each class. So, the sample of the research was 13 students. The sample was selected by using simple random sampling technique. To get the data, the researcher gave questionnaire, interview and then analyzed the data by using descriptive statistic calculated by Ms. Excel program. After analyzing the data, the result showed that the most difficult aspect in reading comprehension was the fith indicator. It is "Students get difficulties in determine main idea" with percentage 78%.

Keywords: *Reading Comphension, Difficulties*

Abstrak: Membaca diajarkan kepada siswa kelas delapan MTs. Tujuan dari penelitian ini adalah untuk mengetahui aspek apa yang paling sulit dalam pemahaman membaca yang dihadapi oleh siswa kelas delapan di MTs Hidayatul Ulum Karang Anyar. Desain penelitian ini adalah desain penelitian deskriptif. Populasi dalam penelitian ini adalah siswa kelas delapan MTs Hidayatul Ulum Karang Anyar dari 1 kelas, dengan populasi 13 siswa. Jadi sampel penelitian ini adalah 13 siswa. Sampel dipilih dengan menggunakan teknik simple random sampling. Untuk mendapatkan data, peneliti memberikan koiesioner dan wawancara kemudian menganalisis data dengan menggunakan statistik deskriptif yang dihitung oleh program Ms. Excel. Setelah menganalisis data, hasilnya menunjukkan bahwa aspek yang paling sulit dalam pemahaman membaca adalah indikator pertama. Ini adalah "Siswa mendapat kesulitan dalam menentukan gagasan utama" dengan persentase 78%.

Kata Kunci : *Reading Comphension, Difficulties*

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BACKGROUND OF STUDY

Language is a social communication tool used by humans in their daily lives. One of the most widely used languages today is English. As we already know, English is one of the international languages. As time goes by, it can no longer be denied that English is an international language that is widely used in other countries. Thus, learning English can help us communicate more easily with other people, especially with people from other countries. Learning English is not just for communicating but can also make it easier for us to build networking with other people. Therefore, it is important for us to learn English because it is possible that by learning English there is a lot of potential that we can develop. According to Vinet & Zhedanov, (2011) English is also used as a foreign language in countries other than Indonesia such as Malaysia, Singapore, India and Pakistan.

In Indonesia, the implementation of education is mostly actualized in reading activities. As we all know, Indonesia is very diverse in language and culture. Where each tribe has its own mother tongue which is used in everyday life. Even though each tribe has its own language, Indonesia is the official national language used in Indonesia. In the process of teaching and learning English, English is one of the languages taught to students, where English is a foreign language in Indonesia. Therefore, to help students learn English more easily, teacher must be able to have many methods and skills that are interesting to students. This is in line with the statement of Suryani, (2020) who says that all learning processes are based on the ability to read. Ability to read that is cultivated in every child, the level of success in school and in life in society will open opportunities for better success in life. Reading is one of the skills that can help students have access to information and knowledge. According to Dalman (2014), reading is an activity or cognitive process that aims to find different information in written content. In my opinion, the meaning of the above expert opinion is that reading skill is a process for students to get information. Not only to get information, but also to understand the purpose of the information. Reading is one of the skills learned in the language learning process. By reading students can improve their skills and increase their knowledge. their knowledge. By reading students can also find out new things that they have never known before. By reading students can also find out new things that they have never known before. In addition, according to (Patiung, 2016) the purpose of reading is to capture the ideas of a writer as well as how a writer communicates with his readers through written or printed words. According to (Patiung, 2016) reading consists of two processes, namely: word recognition and comprehension. These two aspects are very important to learn in order to recognize word sounds and also understand the information in the text. Therefore, reading skills are also different from other skills.

Reading is one of the most important skills that students need to master to learn English. According to Tazkiyah & Ambarwati, (2022) by reading English texts, students will get a variety of information that will increase knowledge such as vocabulary and English structures as well as science which is the content of the text read. so that reading skills must be owned by a student to make it easier to get information. Meanwhile January (2023) Reading is an active way to build phrase meaning. Reading with a motive facilitates readers to direct statistics closer to an intent and focus their attention. Although motives for learning can also vary, the main motive for learning is to recognize the content of the text. However, according to (Apyliana, 2020) it should be emphasized that reading is one of the complex skills because it involves different components and variables such as the use of reading strategies and background knowledge that are different for each reader. In addition, he also said that in reading, students who study English are also required to have adequate English competence, one of which is by mastering English vocabulary and sentence structure, which is very different from the students' everyday language.

Therefore, the complex nature of reading is what often makes many students who study English, especially in Indonesia, still find it difficult to understand what they read.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text by Grabe and Stoller, (2002). It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to comprehend text is influenced by their nature and abilities, one of which is the ability to make inferences. Reading comprehension can also improve vocabulary and writing skills. According to Nuttal (1982) there are five aspects of reading comprehension that students should understand in order to understand a text well, such as determining the main idea, finding specific information, making inferences, identifying references, and understanding the meaning of words or detailed information. These aspects are considered as the difficulties that students face in comprehending the text. According to Aphroditta (2013) reading difficulties are conditions that cause problems that affect reading comprehension skills. Difficulty in reading texts is one of the most common problems that students experience in school. According to January (2023) Reading text is an important skill and indicator of reading comprehension that must be achieved. If students have trouble understanding the text as they read it, it will affect their learning. Therefore, the researchers believe that it is important to base their research on this topic, assuming that different students have different difficulties in reading English texts. According to (Mulyanti & Sya, 2023) there are two things that make students struggle in improving their reading comprehension is that they do not know what strategies are effective for them to use in understanding reading and they also do not understand how to improve their reading skills using these strategies.

Based on the research, the researcher found that some eight grade students at Mts Hidayatul Ulum had difficulty understanding the text. Given the importance of reading in developing text comprehension, this is what supports my research. It is also a common problem in many studies. Therefore, it is important for students to explore the ability of reading comprehension of english texts, and researchers are important to identify students' difficulties in understanding the texts they read. Based on the author's initial research at MTs Hidayatul Ulum, the author found five problems faced by students in learning english, especially in reading texts. The first problem is students' find it difficulty in determine the main idea. The second problem is students' difficulty in indentifying refrence. The third problem is that students not can making infrences. The fourth students' find it difficulty to get detailed information. Then the fifth students' have been luck vocabulary. As a result, students cannot understand the content of the English text they read properly. Therefore, the author is interested in conducting research with the title "Analysis of Students' Difficulty Reading Comprehension in Class VIII MTs HIDAYATUL ULUM"

METHODOLOGY

This study is a qualitative research aimed at analyzing the reading difficulties experienced by eighth-grade students at MTs Hidayatul Ulum. The research employs a descriptive approach to depict the actual state of the research object, which is the students' difficulties in comprehending English texts. This approach is chosen because it effectively provides a clear picture of the existing issues and identifies the factors that contribute to these reading difficulties. The researcher collects data using several techniques, including questionnaires, interviews, and documentation. Questionnaires are used to gather direct information from the students about the challenges they face, while interviews are conducted to obtain more in-depth data from the research subjects. Documentation is also used to complement the data collected and provide additional context related to the students' reading difficulties. These data collection techniques allow the researcher to gain a comprehensive understanding of the issues being studied. To ensure the validity of the data collected, the researcher employs verification techniques such as member checks and

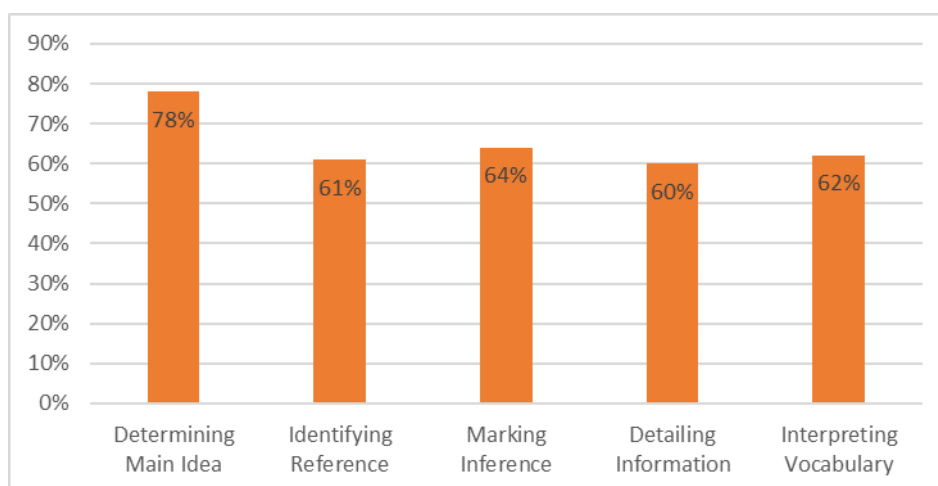
triangulation. Member checks are conducted by reconfirming the interview results with the respondents, while triangulation is used to compare data obtained from different sources and methods. These techniques enhance the accuracy and reliability of the data, ensuring that the research findings are trustworthy and provide valuable insights into the reading difficulties experienced by the students.

RESULTS

In this chapter also, the research combined a research with distributing questionnaires for students which had aimed to get accurate information. Based on students' difficulties in reading comprehension, it turns out that there are five factors that students' experience difficulties. The first, determining the main idea is finding the main idea helps the readers to understand the points that the author is trying to express in the text. The second, identifying reference is the word reference means pronoun. In reference, students need to understand the pronouns used in the text. Singular or plural, places, people, and situations are usually used in the text. The third, making inferences is a crucial aspect of good reading for readers. Readers need to draw conclusions and make meaning from the text. The fourth detailed Information is an aspect to test students' ability to understand the material directly contained in the text. The fifth, interpreting vocabulary students often find a lot of new vocabulary when they read texts. Therefore, it is necessary to master a large vocabulary.

To get more detailed information, see the table below

Tabel 1. The Percentage of Students' Difficulties in Reading Comprehension



Based on the distribution of questionnaires to students above, it can be interpreted that some students to reading comprehension difficulties. The students' difficulties to determining main idea 78%, difficulties in identifying reference 61%, difficulties for making inference 64%, difficulties for getting detailing information 60%, and interpreting vocabulary is 62%. Therefore, it is recommended to increase students' characteristics and provide materials that involve students to be can active by using various available media to improve reading comprehension.

Meanwhile, based on the results of interviews with students, When conducting the research on eighth graders' difficulties in reading comprehension at MTsHidayatul Ulum. Before doing the research of cause, I had asked permission from the school and I was allowed to do the research. The second meeting the writener intoduce the students. Then the writwner conducted interviews with Hidayatul Ulum students, especially in the eighth grade at MTs about difficulties in reading comprehension. Whoever respondents participating, consisting of nine male students and forth female studens. Then the second

meeting, the writener gave interview to eight grade MTs students, in which there were five questions.

In this part, the researcher showed the results interview with three students. Based on students' answer which was students' responses for english lessons. The description of students' answer was following below;

1. When reading englihs text, how many times you need to read it to understand main idea?

(Ketika membaca teks bahasa inggris, anda perlu membaca berapa kali untuk menentukan gagasan utama?)

Answer: "I have to read the text repeatedly, so that I can understand the main idea of the text. Usually, I have to repeat three or five times, sometimes to seven times. After reading it several times, I was slowly able to understand it, although not in its entirety".

In this case, base on students' interviews, two students, said that it was not difficult to determine the idea but had to read the text two or three times, and eleven students said it was difficult to determine main idea and had to read the text four or five times. So, base on students' answers we can see that more students have difficulty determine the main idea.

2. What you understand the content of each word in the reading comprehension?

(Apakah anda mengerti setiap arti kata yang terdapat dalam memahami bacaan?)

Answers: "No, I really have difficulty understanding the meaning of each word in reading comprehension. I can only understand a little bit".

In this case we can see, base on the result of students' interviews, five students said they understood the meaning of the word but had to look in the dictionary and ask their friends. Some students did not understand the meaning of the words in the text, namly eight students. So, base on the results of interviews with student, students had more difficulty understanding the of the words in text.

3. What you have difficulty to get conclusion in reading comprehension?

(Apakah anda mengalami kesulitan untuk mendapatkan kesimpulan dalam memahami bacaan?)

Answers: "Yes, I really have difficulty getting to conclusions in reading comprehension".

Based on students' answers, we can see that students have difficulty to getting conclusion in reading comprehension. Some students said they had no difficulty making conclusion, namly three students and students had difficulty making conclusion, namely ten students.

4. How to make easier to understand the information you are looking for?

(Bagaimana cara untuk mempermudah memahami informasi yang anda cari?)

Answers: "The methods I use to get the information I am looking for are skimming, scanning, looking for words that often appear, and translating".

In this case, we can see that the method used by the students is good. This method is also oftenused by students at ather schools. Some students had no difficulty getting information as many as six students and some students had difficulty getting detailed information as many as seven students.

5. When reading english textand encountering words that are difficult to understand, what it makes your reading comprehension disturbed? (Ketika membaca teks bahasa inggris dan menemukan kata-kata yang sulit di pahami apakah itu membuat pemahaman membaca anda jadi terganggu?)

Answer: "Yes, sometimes I feel distracted when I'm reading text and there are words that are difficult to pronounce. But I still tried to read the text. Usuall, I ask to my friends or teacher about how to read these words".

In this section, some student can interpretet the vocabulary of as many as four students and some students have difficulty interpreting the vocabulary of as many as nine students. So, based on the results of the interview above, we can see that

students have difficulty understanding the reading text. The factors that cause students' difficulties in understanding reading are not determine main idea, identifying refrence, making conclusion, detailed information and interpreting vocabulary. Even though the teaching method used by the teacher is good and the strategies used by students get informationare also good.

DISCUSSION

In this phase, the researcher discusses the research results shown above. As mentioned previously, reading is an oral activity carried out by people who want to know information. This becomes a tool to add information to each other. In teaching reading, the facilitator or teacher must use various methods to make students interesting and not difficult students' ability to reading comprehension. Because reading is a very important aspect to master. A teacher's success or failure in teaching reading is largely determined by the teacher's method of teaching. It can be said that the methods used by teachers in teaching reading are very influential and beneficial for students to improve their reading comprehension. Students have many opportunities to overcome difficulties reading comprehension, they can use various reading methods provided by the teacher such as skimming and scanning, memorize more vocabulary, and translation. This can be a fun experience for students. It can be seen that many students are participating in learning enthusiastically. Students can pay more attention and easy their reading comprehension taught with this method. Then the factors that cause students to have difficulty in reading comprehension such as, they difficulties to determining main idea, difficulties in identifying refrence, making inference, detailing information, interpreting vocabulary. Therefore, students have difficulty in reading comprehensin. All methods used in the teaching and learning process, especially analysis of studens' difficultis in reading comprehension at MTs HIDAYATUL ULUM Karang Anyar.

There are as follows below:

The first, factor that causes students' difficulties in reading comprehension is not determining main idea. Some students' not determing main idea because english text are difficult, boring and students are not enthusiastic about following english lessons. When learning english, students don't want to study for too long and want the english lesson to be finished quickly.

The second, factor that causes students' difficulties understanding in reading comprehension is identifying refrence. Some students' difficulties to identifying refrence because not understand the context of text. They have difficulty reading text, and they do not understand the context in the text. So, they have difficulty understanding the reading text.

The third, factor that causes students to have difficulty in reading comprehension is that students do not making infrencce. Some students, not understand the context of text. They have difficulty determining the context in text because they cannot determine singular or plural words. They also have difficultypronouns, places, and people. So, they have difficulty understanding the context in the text.

The fourth, factor that causes students to have difficulty in reading comprehension is that students for get detailed information. Some students have difficulty getting information, because they do not understand what information the greeting text conveys. Therefore, they have difficulty getting the information in the text.

The fifth, factor that causes students to have difficulty in reading comprehension is that students interpreting vocabulary. Some studentfind it difficult to interpret vocabulary. They don't have a large vocabulary. They also have difficulty remembering new vocabulary. Therefore, they have difficulty interpreting the vocabulary in the text.

Based on the explanation above, it can be understood that students' reading difficulties will be an obstacle for students to understand reading. The lack of reading comprehension is caused by some students not. These factors must be addressed by teachers and students so that there is an increase in learning reading comprehension. Apart from that, reading can broaden our knowledge, we can determine the main points, and we will get the information we are looking for.

In accordance with the results of this research, which is realized from the difficulties experienced by students, students should be more enthusiastic about the difficulty of reading comprehension. It can be seen from the research results that students' can improve their reading comprehension difficulties better, of course, with methods determined by the teacher based on the students' abilities. In other words, the difficulties experienced by students can be a reference for teachers to be more creative in teaching reading so that students can be interested in learning English and enjoy reading and increase vocabulary so that students can determine the main idea and obtain information. However, understanding reading is not easy, especially in English. Lack of vocabulary and confidence makes them less likely to be able to comprehend reading. English teachers can use several teaching methods to improve students' abilities in reading comprehension. Teaching reading comprehension is not for students, especially students who don't like language lessons and don't like reading. In addition, when teachers use various methods to help and encourage students in reading comprehension. The general research results are about the conclusions drawn from the previous research mentioned earlier which is that reading comprehension difficulties are indeed true. Therefore, students should be more actively involved in efforts to improve reading comprehension.

CONCLUSION

In conclusion, this research aimed to analyze the difficulties faced by students in reading comprehension at MTs HIDAYATUL ULUM Karang Anyar. The study employed a qualitative descriptive method, involving data collection through interviews and questionnaires distributed to students. The findings revealed that students struggled with various aspects of reading comprehension, including determining the main idea, identifying references, making inferences, detailing information, and interpreting vocabulary. Interviews further highlighted that many students had limited vocabulary and a lack of interest in reading, contributing to these difficulties. The research concludes that students who struggle with reading comprehension are likely to face challenges in identifying the main idea, drawing conclusions, and obtaining information from texts. This suggests that students may experience more difficulties in English reading comprehension based on their individual needs. Therefore, it is recommended that English teachers implement diverse methods in teaching reading comprehension to help students grasp the main idea, draw conclusions, and address their reading challenges effectively. The study also offers suggestions for teachers, students, and readers. Teachers are encouraged to frequently assist students in overcoming their reading comprehension difficulties according to their abilities, focusing on what students need. Students should explore alternative methods to overcome these difficulties and actively absorb strategies taught by their teachers. The researcher acknowledges that this thesis may have imperfections and welcomes constructive criticism to improve it, hoping that the findings will be useful to both researchers and readers.

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BRIEF PROFILE

Kurrotul A'yun is a student in the English Education Study Program at the Faculty of Teacher Training and Education, Nahdlatul Ulama University of West Kalimantan. She is also actively involved in student organizations and associations both on and off campus.

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