AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN READING COMPREHENSION
(A STUDY CONDUCTED AT SMA NEGERI 3 TONDANO)

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Abstract: The aim of this research was to analyse and to find out the result of analysed that had conducted and to describe the student's difficulties in reading comprehension, reason of the difficulties and the solution for the difficulties encounter in reading comprehension. The research used qualitative descriptive method to describe the detail about the student's difficulties in reading comprehension. The instrument the researcher used in this research were the questionare, observation, interviewed, and documentation. The findings of this research were that researchers found several students' difficulties in understanding reading, namely difficulty understanding the meaning of the words, difficulty understanding sentence length, difficulty understanding the main idea, difficulty understanding grammar, and difficulty making conclusions. Therefore, to increase their vocabulary and understanding, students should learn words. They should also practice diligently and study English-language literature. To help the pupils become more proficient text readers, teachers should provide them different reading exercises.

Keywords: *Difficulties, Comprehension, Reading Comprehension, Descriptive, Questionnaire.*

INTRODUCTION

The act of reading involves taking in information from written symbols, which has the potential to significantly increase your vocabulary. Students often struggle to grasp English texts even after studying the language from junior high school due to a variety of issues (Nur et al., 2023); (Andries et al., 2019); (Andries & Lengkoan, 2023). The factors which come for the students can be the obstacles of reading comprehension. These components may be categorized into two primary groups, according to Ruston (2006: 3-5): the students themselves and the people who are in close proximity to them. The students' elements are connected to vocabulary, interest, and reading technique, whereas the external aspects are related to instructional methods, materials, and media.

The first element has to do with how well the pupils know vocabulary. The interests of the learners are an aspect of the second one. The ability of learners to put the technique of reading into practice is the last aspect to consider.

The first problem has to do with the students' command of vocabulary. From their observations, students acknowledged that they struggled with vocabulary. Despite being aware of this problem, it appears that they made no attempt to improve the vocabulary items. When they encountered challenging terms in the text, it was evident that they did not attempt to infer the meaning from the context.

The second problem related to how the students' motivation could be affected by their areas of interest. The state of the students during the English reading exercise demonstrates their lack of motivation. The students found it difficult to concentrate when reading a text. Sometimes, they would put down their books to talk to their pals. In addition, students engaged in other activities like toying with a pencil, ruler, and the eraser while reading a text. The students were silent when the teacher began to discuss the text. Some of them remained silent and paying little attention to the teacher, so they had to reiterate the directions. Some students were shocked and carried out aback when the teacher asked them to react to her inquiries. Several students were surprised and reread the book when the teacher asked them to react to her questions. Some of them gave inaccurate answers.

Lastly, applying the reading strategies they are familiar with presents the last challenge for the pupils. It seems that kids are not applying reading skills correctly, as was previously stated. They would like to employ Google Transtool to translate content and comprehend it in their own language, thus they are unable to apply their reading strategy. Additionally, they are unable to recall the content of the reading or its meaning. They're not even sure when to apply this understanding-enhancing strategy.

The problems resulted from the students inadequate word knowledge and their ignorance of the distinctions between reading in one's home tongue and a foreign language. It is possible that the students possess substantial reading experience in their native tongue. Consequently, students of English literature need to take into account multiple aspects of language proficiency when reading the text. Students will notice linguistic features that are different from their own language when they read text written in a foreign language.

There are many aspects and areas of study related to reading comprehension,

including the process, strategy, content, media, and more. If these are not used correctly, it can be challenging for students to comprehend and read. Researchers' observations confirm students' claims that reading comprehension is challenging. Finding the text's primary idea and drawing conclusions from it are challenges that the students encounter. The researcher thus desired to gain a thorough understanding of the challenges faced by students when reading English texts. Reading comprehension issues are vital to address since reading is seen as a fundamental life skill, particularly while learning English. Difficulties in reading comprehension should be studied since many pupils still do not comprehend the meaning of the text. Consequently, the investigator wishes to carry out a study named "AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN READING COMPREHENSION (A study conducted at SMA Negeri 3 Tondano)".

RESEARCH METHOD

For this study, the researcher employed qualitative research designs. Bogdan and Taylor (2014, p. 211) define qualitative research as a research approach that produces qualitative descriptive data in the form of individual written or spoken words and observed behavior. A exploratory-qualitative design, a technique for learning more about the research item under investigation, is the main emphasis of this study. After that, a qualitative descriptive interpretation of this research was made.

Sources of the data

Sources of the data obtained from students of SMA Negeri 3 Tondano, especially tenth grade students, several classmate students, and one English teachers. Research data is investigated and acquired using a variety of data sources, including papers, sources (informants), events or activities, places, and objects. The outcomes of the observation, interview, and documentation are the sources of the research data.

Data collection

There are three stages in collecting data, the first is direct observation in class so that researcher can get data from the actual situation. Then through interviews, where the interview process is carried out after class observations. The researcher conducted

interviews with the teacher and was assisted by using an audio recording device so that the interviewer obtained more detailed data during the interview. The last step is taking documentation. This can make the data collection carried out prior to observation and interviews can be called genuine.

Data Analysis

The following Miles and Huberman hypothesis (quoted in Punch, 2009, p. 174–175) will be applied by the researcher in the analysis of the data: data reduction, data display, and verification of conclusions and drawings.

FINDING AND DISCUSSION

Following data collection and analysis on reading comprehension challenges among students, this study produced five conclusions, including: difficulty in understanding the meaning of words, difficulty understanding long sentences in the text , difficulty in understanding main ideas , difficulty in understanding grammar , and difficulty in making inference.

The difficulties to understand the words

Difficulty to understand the word means that students have difficulty in understand the meaning and also the meaning of the word in the text so that it is difficult for students to catch content of reading text. This suggests that students have trouble understanding the text when they read it. How difficult the situation is for him is demonstrated by his inability to answer questions about specific facts from the text. Students usually guess the answer when they don't understand a term in the text.

According to the student's observations, this conclusion is shown in the data below: *"Students often open and close their dictionary or google translate to find the meaning of words they don't understand from the text they read. He also often asked his teachers and friends to ask what words he didn't know (Siswa sering membuka dan menutup kamusnya atau menggunakan Google Translate untuk menemukan arti kata yang tidak dipahami dari teks yang mereka baca. Selain itu, mereka sering bertanya kepada guru dan temannya tentang arti kata yang tidak mereka pahami)".*

It is evident from the passage above that word comprehension is a challenge for

students. Students often open their dictionary and google translate to find the meaning of those words he did not understand. Then, he also often asks his friends to ask questions words he didn't understand.

Student interviews provide more evidence that students struggle to understand the text's vocabulary.: *"There are many words whose meanings I don't know and seldom find, so sometimes I just guess because I don't understand the meaning (Ada banyak kata yang artinya tidak saya ketahui dan jarang saya temukan, jadi terkadang saya hanya menebak-nebak karena saya tidak mengerti artinya."* (Elshadai Lumintang, 03/08/23)

The student cannot understand and deduce the meaning of the text from this statement because he does not understand the definition of the term. Sometimes students just try to guess for answered, if he had no other choice. Students realize that the vocabulary low because of that he felt a lot of words that he did not understand. When students read a text, this is where the problems occurred. He had difficulties and occasionally chose to disregard the words he didn't understand, pausing to look up their meanings. A lengthy text might be challenging for students to comprehend. As a result, it takes a long time for pupils to grasp the material.

The difficulties to understand long sentence in the text

The difficulty of understanding long sentences indicates that students have trouble understanding lengthy sentences because of their complex structures and usage of a lot of unfamiliar vocabulary. Thus, its effect is present. The student's inability to comprehend lengthy sentences is the source of his difficulty in identifying the text's major theme. This might mean that the student are having trouble understanding her as she reads the material. He needs a lot of time to read each sentence and understand it. The difficulty here can be seen from students' understanding of the text and their ability to answer and respond to questions about information from text.

"He understands English reading is difficult, specifically if the text is lengthy. Even when instructed to just read it, he persists in being diffuculty; you must first instruct them to read this page. It was also harder for him to grasp the reading because he didn't know the meaning due to his limited vocabulary. *(Sulit baginya untuk memahami bacaan bahasa inggris, terutama teks panjang. Dia masih kesulitan ketika diminta untuk*

membaca saja. Dia harus diberitahu bahwa dia harus membaca halaman ini dengan cara ini. Selain itu, dia kekurangan kosa kata dan tidak memahami artinya, yang membuatnya lebih sulit memahami bacaan.)" (Grace Rangkang, 07/08/2023).

Because there are a lot of words in long texts or phrases that they do not comprehend, students find it difficult to read them. It is due to a deficiency in vocabulary and term comprehension that should be acquired on text. Students' comprehension of sentences will improve as their vocabulary grows and their vocabulary mastery is strengthened.

Not understand the main idea

Not understanding the main idea makes it difficult for students to get statements conveys the author's intent on the topic. This suggests that students are having trouble understanding the text's core topic when they read it. It is evident how tough this is when lengthy texts make it impossible to respond to certain queries. It could thus be more challenging to find important ideas. Students could not comprehend a section's goal or the location of the important idea. The student sometimes asks his friends about the answer text.

'I don't comprehend the text's key point, and if a text is lengthy, it might be challenging to identify its primary thought, so I'm not sure which is it. *(Saya tidak yakin yang mana karena saya tidak memahami poin kunci teks, dan mungkin sulit untuk mengidentifikasi pemikiran utamanya jika teks panjang)"*. (Sabrina Eka Surya, 10/08/2023).

Not Understand the Grammar

Not understanding grammar means students do not understand grammar in the text, because they cannot understand the structure or organization of a phrase, students effort to recognize information from text. Students will find it difficult to grasp a book when it deviates from their thoughts. This might mean that students are having trouble understanding the text when they read it. The difficulty here is evident from his inability to translate, and tell the text.

'The writing is the same reading is different, the translation is often reversed and misreading can be misunderstood *(tulisan sama bacaannya beda, terjemahannya sering terbalik-balik dan salah baca bisa salah arti kak)"*. (Elshadai Lumintang, 03/08/2023)

Student stated that because writing and reading are not the same, he was having

trouble understanding the material. Furthermore, student are unable to read English phrases word for word inside them. Sentence patterns or grammatical ambiguity will make it difficult for the reader to understand the text's overall substance.

When students are asked to interpret the sentences they read into Indonesian, this is evident. Students translate verbatim. Occasionally, pupils would ask their peers to clarify phrases they were unsure about. When they are having difficulty understanding the sentence, students just grin at their teacher.

The difficulty in inferencing

Difficulty to make inference means that student finds it difficult to comprehend the material in order to determine its conclusion. For the student to make inferences from the information presented in the content, comprehension of the subject matter is necessary. However, In actuality, the student's capacity to infer meaning from the text is deficient. It could mean that the student had trouble understanding the book as she was reading it to get to its conclusion. The difficulties at hand are demonstrated by her inability to reply and explain how the book ends.

Based on interviews with teachers, students are able to make in conclusion, but he only tells a few points in the text. It occurs as a result of the students inadequate understanding of the subject matter. Students are occasionally instructed in their native tongue rather than English.

Students have difficulty telling the conclusions of the text, because they read but didn't understand the text. It takes a long time for students to understand the material. Lack of vocabulary mastery and term comprehension are issues that need to be resolved since improving vocabulary mastery would help students read more comprehensionally and communicate what they have read. While answering questions, students often appear perplexed, hazard a guess, and then return to answering questions by attempting to recall previous readings.

CONCLUSION

After examining the data, the researcher discovered that certain students had trouble understanding what they were reading. They were: difficult in understanding the meaning of the words, difficult in understanding long the sentences, difficult in

understanding the main ideas, difficulty understanding the grammar, and difficult in making inferences. Therefore, to increase their vocabulary and understanding, students should learn words. They should also practice diligently and study English-language literature. To help the pupils become more proficient text readers, teachers should provide them different reading exercises.

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