An Analysis of Students' Difficulties in Comprehending Report Text at the Eleventh Grade of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran

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ABSTRACT

This research aimed to analyze the most dominant difficulties faced by the eleventh grade students of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran in comprehending reading texts and to identify factors that triggered the obstacles. This study was a qualitative research and the subject was the eleventh grade students of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran in 2020/2021 Academic Year. The techniques of data collection were test and interviews. The researchers used the technique of data analysis constructed by Miles and Huberman. The steps are first, data collection; the data were collected from the students' test. The second is data reduction; the researchers classified and reduced the data based on the research focus. Third is data display, the researcher arranged all information and drew conclusions. Results of the research showed that15,80% students had difficulties in determining main idea (35 incorrect answers). 14,40% students had difficulties in identifying references (32 incorrect answers), 26,60% students had difficulties in understanding vocabulary (59 incorrect answers). Furthermore, 25,20% found difficulties in making inference (56 incorrect answers) and 18,00% students had difficulties in identifying detailed information of the text which the total incorrect answer was 40. The factors causing the difficulties were problems in understanding vocabulary, home and school environments, and students' lack of learning English.

Keywords: *Analysis; Reading Difficulties; Report Text.*

INTRODUCTION

Reading is one of the four parts of language skills taught in the English learning process in addition to speaking, listening and writing. Reading for students is one of the language skills that can be found at any levels of education in English lesson at school. By reading students will obtain a lot of useful information for their learning. They also can share information they obtained from the reading to others. Reading skill is not only the ability to say words but also to get information from the text. Reading comprehension is a process which the reader understands the content of the text or the meaning of the text. Students can get the message by reading the text if they understand the text. This research focuses on reading comprehension of report text. By reading comprehension of report text, students are expected to understand the text and obtain the information contained in the text.

Nunan, (2003, p.68) explains reading is a process that readers to combine the information from the text in order to build a meaning. It means that by reading, learners will make greater progress and develop mentin all areas of learning. By the reading the readers also can catch the meaning and the information about what they read. The leaners should gain meanings for them Harmer (2003, p.21) adds reading is useful for language acquisition the more students read,the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing. Reading is a process to understand a written text which means extracting there quired information from it as effeciently as possible. In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According to Brown (2000, p.306-311), the followings are seven strategies which can be applied in the teaching reading comprehension in the classroom; identifying the purpose in reading, using graphemic rules and pattern to aid in bottom up decoding (especially for the beginning level), using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skimming the text for the main ideas, scanning the text for specific information, using semantic mapping or clustering, and guessing.

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a means for expanding students' background knowledge about language.The stages of teaching reading according to Brown (2001) are first, before reading. In this stage, the teacher should introduce the topic of the text that the students will read in order to activate the students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can make students comprehend the text. The use of prompts such as visuals, realia, photos, etcis recommended. Second is whilst reading. In this stage, the teacher monitors students' comprehension by encouraging them to self-questions. Third is after reading. In this stage,the teacher may provide follow-up activities such as disscussing   the content of the text, retelling the text, answering the comprehension questions, learning vocabulary available in the text, etc.

Based on preliminary observations at school,reading materials are not only obtained by the English teacher from English textbooks, but also from other sources such as the internet and set up discussion groups to do the learning process, then the teacher asked students to look for unfamiliar words or asked them to translate words to get the information discussed in the text.The teacher then gave some questions related to the report text. And before closing, the teacher concluded the lesson. Based on the observation and interview conducted with some students, the researcher found that the students agreed that reading comprehension is difficult. The students faced many difficulties in comprehending English text because English is not their mother tongue. According to Nuttal (1982) there are five aspects of difficulties that the students often encountered incomprehending a reading text.   They are determining main idea, locating references, understanding vocabulary, making inference and

finding detailed information. For example, the students had   lack of vocabulary and made them find difficulties in understanding text. Some of the students are not able to determine main idea, identify locating inference, make inference, and find detailed information of a report text.

In order to know students' difficulties in comprehending English text, it is necessary to analyze the students' problems. By analyzing the students' difficulties, this research aimed to find out the most dominant difficulties faced by the eleventh grade students of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran

METHOD

The research was conducted at SMA Swasta Islam Terpadu Daar Al Uluum Kisaran in 2020/2021 Academic Year. It is located on Mahoni (Sibogat) street Kisaran. The time allocated in this research was one month. This research was a descriptive qualitative research. Sugiyono (2018) describes qualitative research methods are research methods used to examine natural object conditions,where the researcher as key instruments.The natural object referred to by Sugiyono (2018)) is the object as it is, not manipulated by the researcher so that the condition when the researcher enters the object, after being in the object and after leaving the object is relatively unchanged.

Thus, this descriptive research was conducted to describe the fact and characteristics of the subject, the students of SMA Swasta IslamTerpadu Daar Al Uluum Kisaran, systematically. The researchers used descriptive design which focused on students' difficulties in comprehending English reading text.

The subject of the research was the eleventh grade students of IPS program of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran, which consisted of 23 students. The subject was chosen purposively because students have difficulties in reading comprehension. According to Arikunto (2010:183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area.

FINDINGS AND DISCUSSION

The researcher classified the research findings into two points consisting of students'difficulties in reading comprehension and factors that trigger the difficulties.To obtain the data, the researchers used the test to analyze students' difficulties in reading comprehension. The researchers also used interview to know the factors that caused their difficulties in reading comprehension.The researchers identified the students'difficulties and calculated the number of each difficulties.The researcher drew the results of the calculation in to table and converting them into persentages.

In this research, the researcher discussed the research finding covering the difficulties faced by the students in comprehending English text and the factors that caused the problems.The researcher took 21 students at XI IPS Class of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran as the subject of the study.There searcher

found that there were 15,80% students found diffficulties in answering questions items about finding out main idea,14,40% students had difficulties in answering questions item on locating inference. Therewere 26,60% students had difficulty to answer question on understanding vocabulary. Furthermore, 25,20% had difficulty in answering question on making reference and18,00% students had difficulty to answer question items on finding out detailed information.

Table 1.1 The Classification of Students' Difficulties

No	Name	Determining Main Idea	Locating Inference	Understanding Vocabulary	Making Inference	Detail Information
1.	ANI	1	3	3	4	3
2.	AA	2	1	4	3	3
3.	AA	0	0	2	2	1
4.	AK	1	2	3	4	3
5.	DF	1	2	3	3	2
6.	EW	1	2	2	3	3
7.	IA	1	1	4	2	1
8.	JR	3	2	2	2	2
9.	KM	2	0	3	3	0
10.	MTP	2	2	3	3	2
11	MM	1	1	2	4	2
12.	MW	3	2	1	2	2
13.	MAS	4	4	3	3	3
14.	MAH	3	3	4	2	3
15.	MK	2	2	3	0	0
16.	NA	0	0	2	2	1
17.	NN	3	1	3	2	2
18.	SM	1	0	2	4	1
19.	SA	3	3	4	2	3
20.	SRP	0	1	3	3	0
21.	TTC	1	0	3	3	3
	Total of each Difficulties	35	32	59	56	40

The above data showed that there were 222 difficulties faced by the students in reading an English text. Those difficulties are classified into the following:

a. Determining main idea = 35
b. Locating references   = 32
c. Understanding vocabulary = 59
d. Making inference   = 56
e. Detailed information   = 40

There were the total of 21 data collected by the researcher.The type of the test which was given to the students were in the form of multiple choices with five options such as a,b,c,d,and e.The difficulties made by the students were analyzed and the researcher categorized the difficulties based on the incorrect answer. The researcher then calculated the frequency of difficulties by using Sudijono's formula $P=\frac{F}{N} \times 100$

The results were as following:

Table 1.2.Types of Difficulties, Frequency andPercentage

No	Types of Difficulties	Frequency	Percentage
1.	Determining main idea	35	15,80%
2.	Locating reference	32	14,40%
3.	Understanding vocabulary	59	26,60%
4.	Making inference	56	25,20%
5.	Detailed information	40	18,00%
	Total	**222**	**100%**

After categorizing the students' score,the researchers concluded that most of the students faced difficulties in comprehending English reading text.The researchers identified the difficulties faced by the students in reading comprehension thoroughly based on the mistake they made in answering the test.The researcher also identified the difficulties faced by the students through interview.

This findings support the idea of Nuttal (1982) who stated that there were five aspects that students should acquire to be able to understand texts well. They are determining ideas, locating references,understanding vocabulary, making inference, and finding detailed information. However, most students find these aspects as problems in comprehending atext. He further explains each aspects as following; determining main idea is a statement of an uthor's point about the topic. Main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located. Moreover, locating references means antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or

situation. While, understanding vocabulary means the students expand their knowledge of vocabulary while they are reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students to make a general prediction.

Dealing with the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies. Furthermore, making inference which the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. Finally detailed information, the last type of question that is usually found in reading test is detailed question or information.This question used to check students' ability to understand material that is directly stated in the text.

To identify the causes of students' difficulties in understanding reading English text, the researchers applied Rahim's theory. Rahim said that the difficulties in reading comprehension are produced by a variety of factor,there are: difficulty in understanding vocabulary, house environment, school environment and the lack of learning English.

First, the students had difficulty in understanding vocabulary. The students could not understand what the text was about because they did not know the meaning of the words.The researchers found the students' knowledge on vocabulary was lacking.They had to look up dictionary to find out the meaning of the vocabulary. Sometimes, they ignored keywords in the text, so that they could not comprehend the text. One of the students stated that *'I don't understand the vocabulary so I cannot comprehend the text'*.

Second is house environment. Most of the students were lack of interest in learning reading because they did not have any desires to read English text and they were lazy and afraid to read English texts. One of the students stated that *'I rarely review English lesson at home. My parents asked me to take an English course but I don't think I will make it. By the time I have assignment, I will ask friends to help as none understand this subject at home'*. Another factor was the students had lack of motivation to learn reading and they also had problems at home.Their parents have supported them to learn English but they were lazy because no one in the house acquires English.

Third is school environment. The students said that they have lack of supportive facilities to learn English such as the availability of English books. A student stated that *'The library does not equip English text books. It has many other books but not English'*. The school does not provide books for the students which affect on their learning and motivation to read.

CONCLUSION

Based on the results of the research, the students had problems in determining main idea,locating reference,understanding vocabulary, making inference,and finding out detailed information.They also had lack of vocabulary so that they could not understand the material. Result of the interviews showed four factors that causes their difficulties in comprehending reading. There were difficulties in understanding vocabulary, house environment, school environment, and lack of learning English.

The first factor that causes the difficulty was the learners' background. The students had lack of interest to learn reading because they were unmotivated to read English texts, lazy, and afraid of reading.The students had lack of motivation to learn reading because they admitted that reading was boring.The last factor came from the learners'environment, which were home and school environment.The majority of them had lack of facilities at their school since it did not provide enough reading material for them.They also had lack of parental control and received lack of attention from their parents which led them less motivated to learn. This research suggests that teachers should improve their teaching and provide interesting techniques in teaching reading to improve students' reading skill and to solve their problems in reading. In addition, the school also has to provide English books for students to read and learn.

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