

**ANALYSIS THE PROBLEMS ENCOUNTERED BY STUDENTS IN
READING COMPREHENSION**

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ABSTRACT

This study focused on the problems encountered by students in reading comprehension. The purposes of this research were to find out kinds of problem faced by students in reading comprehension and the causes of the problems. Then, the researcher tried to provide the strategies to solve those problems. This research used descriptive design with qualitative approach. The researcher applied observation, test, interview and documentation as the instrument collecting data. The test consist of 15 multiple choice questions. The types of question based on five aspects in reading comprehension such as determining main idea, locating reference, understanding vocabulary, making inference, and finding detail information. After analysed the data, the result showed that the students in second semester have problem in each aspect of reading comprehension. Based on the interviews conducted, the researcher found that the causes of problem are Insufficient instruction presented by the teacher, lack of student's interest, vocabulary difficulties and house environment. The last, the researcher provide the strategies to solve the problem based on theory and practice such as teacher's motivation for teaching English reading skill, incresing vocabulary, creating friendly and supportive environment, use of metacognitive reading strategies and background knowledge.

Keywords: Reading, Comprehension, Student's Problem

A. Background of Study

Reading is one of the subjects in which all the information and knowledge that the reader needs is obtained in writing (Nurdiana & Rizki, 2017). Reading is

part of the four skills that need to be mastered in learning a language. The importance of reading is mentioned in the Al – Qur’an in sura Al – ‘Alaq ayah 1 – 5:



Translation: “Read, ‘O Prophet,’ in the Name of your Lord Who created, He created humans from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen, He taught humanity what they knew not.”

The verse above is the first verse revealed by Allah SWT. The verse reminds humans, that with a lot of reading and understanding, humans will get various kinds of knowledge.

In English language skills, reading is one of the essential thing. Because it may enhance students' capacity to incorporate new information. People's brain performance, knowledge, and memory can all be enhanced by reading. Reading makes people understand the meaning and the context of the words, sentences and paragraphs. Aprilia (2015) state that reading is about creating meaning from the printed page. It involves picking out the sounds of words, understanding the meaning of words, reading texts with fluency, and expressing them.

The reading process is a complex process consisting of various processes of the eye, sound and brain such as vision, perception, vocalising, comprehension, and structuring in mind. This process begins with the perception of lines, letters or

symbols. Following the perception process, the words are recognised and the sentences are understood by focusing the attention. The information that is interested in and considered significant is selected from sentences and paragraphs. The selected information is subjected to various mental processes such as sorting, classification, association, questioning, analysis-synthesis and evaluation. The information processed in this way is combined with the readers' prior knowledge and is re-interpreted. Readers' interest, motivation, prior knowledge, reading intentions, skills, reading experiences, general culture, etc. are also effective in interpretation (Sağirli, 2020). It can be conclude that reading process is steps of constructing meaning from written text.

According to Oakhill, Cain, and Elbro (2015:1), Reading Comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that reading comprehension is the ability to read text, process, and understand its meaning. An individual's ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences (Siahaan et al., 2022). The reading comprehension process includes finding the meaning, thinking about the meaning, searching for the reasons, drawing conclusions and evaluation. It includes brain activities such as meaning examination, selection, making a decision, transcribing, interpretation, translation, analysis and synthesis, evaluation. In interpretation, reader's experiences are also integrated with the reading in the comprehension process (Sağirli, 2020). It means

that the ability to process and comprehend a text is referred to as reading comprehension.

Problem is a situation where there are certain obstacles in activities to achieve goals optimally (Fatah et al., 2021). In teaching and learning activities, students often encounter some problems. In this case, students get difficult in comprehending English reading text. Due to the fact that English is a foreign language in Indonesia, students may get problem in understanding text such as incorrect word identification and recognition. Because students' ability to read effectively depends heavily on their ability to comprehend the text, they should be aware of and able to overcome any problems they encounter, as this will have a negative impact on their motivation to accomplish their reading goals.

B. Reading Comprehension

a. Definition of Reading Comprehension

Reading can be interpreted as the totality of the relation between individuals and symbolic data. Reading is a communicative process that requires different skills (Tarihoran, 2019). Some skills included in reading are learning new words, identifying important information, determining how reading is structured, and understanding how ideas are related in a paragraph, text, article or book.

On the other hand, according to Oakhill et al. (2015), comprehension ordinarily concerns the process of associate the meaning of multiple phrases and words to establish a cohesive entity. Septia et al (2022) defines comprehension as the capacity for mental recognition or storage of ideas. From the explanation above,

it can be concluded that comprehension is a person's ability to connect ideas that are owned with various meanings of words so as to form a whole new concept.

The higher level of reading skills is reading comprehension. According to Oakhill, Cain, & Elbro (2015), students must be able to use their cognitive abilities to comprehend the interconnected conditions that exist between written and spoken communication, despite the fact that these two forms of communication are fundamentally distinct. This is done so the students gain a broader comprehending and knowledge.

From the description above, we can conclude that reading comprehension can be defined as the mutual understanding of ideas between the reader and the author to extract information from the text and draw conclusions from that information.

b. The Objectives of Reading Comprehension

Grabe William and L. Fredricka (2013) categorize the objectives of reading comprehension, those are reading basic information, skimming for a quick overview, learning from the text, connecting information, reading to write and

The objectives of reading is to get more insight with connecting the new information with old information. Reading is not only aimed for students but also for society as a whole. To get information and knowledge about social life, people have to read a lot of books.

Additionally, Students' mastery of English and their ability to learn it can also be influenced by their environment. Students' environments—at home and in school—can have an impact on their reading proficiency (Septia et al, 2022).

1. House Environment

It cannot be overlooked that parents play a significant role in student academic achievement. According to Freeman and Long, every student's learning success necessitates parental intervention. Children need attention from parents and families to learn English because learning Indonesia is not the same as learning English. Students will experience difficulty learning reading if they do not have family support. If no one can help them learn English text, they may feel down.

2. School Environment

Students' reading problems can also be caused by the school environment, particularly the absence of essential materials. The lack of learning resources, such as English books, magazines, and newspapers, hinders the efficiency of the reading learning process and cause difficulties for students in understanding the content.

Some Strategies to Solve the Problem in Reading Comprehension (Shah et al. 2022)

- a. Teacher's Motivation for Teaching English Reading Skill
- b. Increasing Vocabulary
- c. Creating Friendly and Supportive Environment
- d. Use of Metacognitive Reading Strategies (Shah et al. 2022)
- e. Background knowledge

C. Conceptual Framework

In this section, the researcher designed the conceptual framework shown in the diagram below:

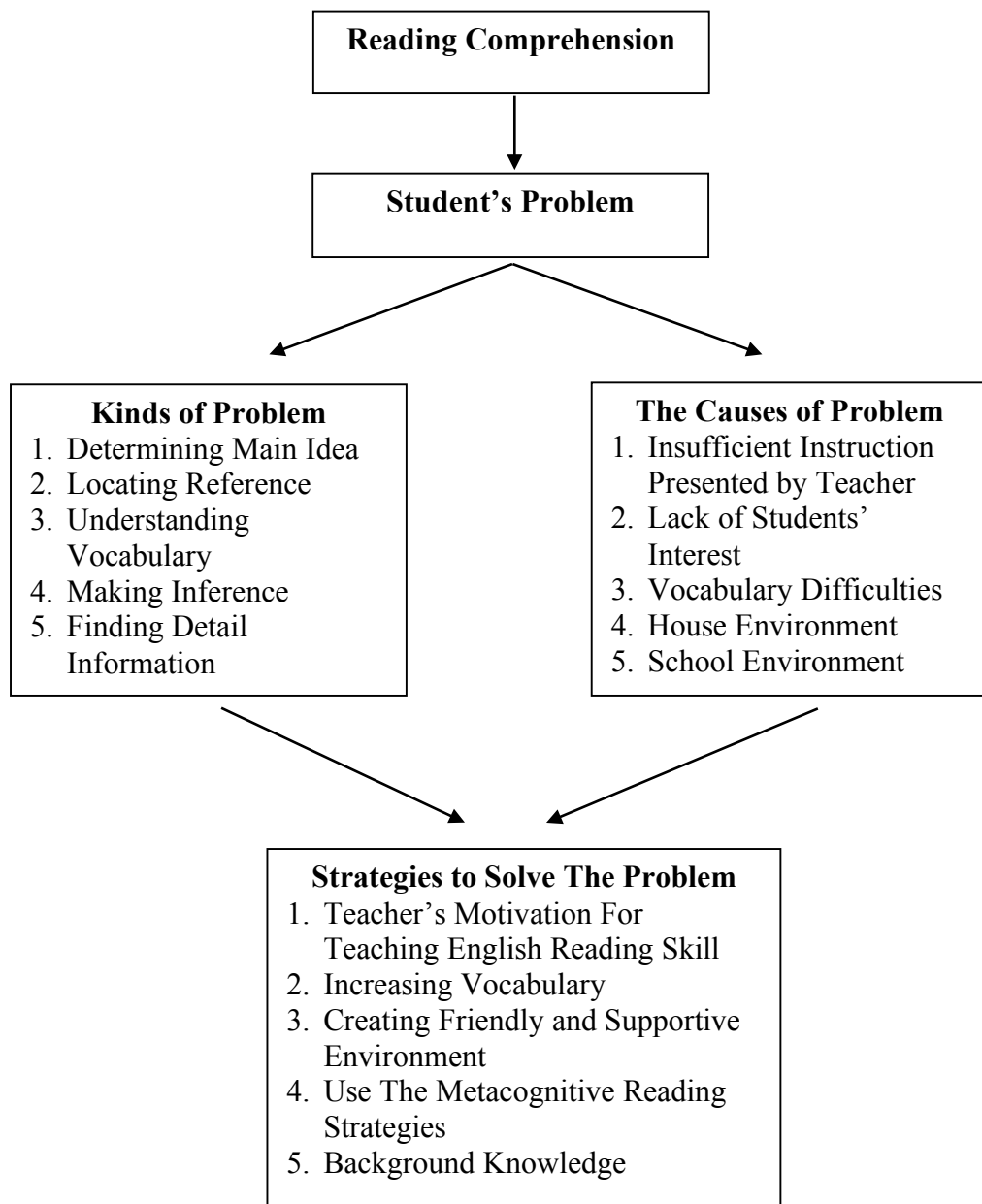


Figure.1

Therefore, in this study, researchers decided to use a qualitative method. to assisted the writer in describing the data. The results of the analysis would be in the form an explanation of the investigation that has been carried out through observation, interviews, documentation and tests on individuals.

By analyzing the students' correct and incorrect responses, the researcher aimed to identify the specific reading problems they encountered. The test comprised 15 multiple-choice questions, each question consist of five choices (a, b, c, d, e). The classification of reading comprehension questions is presented in the table below:

No	Students' Problem	Questions	Number of item
1	Determining main idea	2 ,10	2
2	Locating reference	5	1
3	Understanding vocabulary	3,8,13	3
4	Making inference	7,12,14	3
5	Finding detail information	1,4,6,9,11,15	6
Total of question			15

Tabel .1
Classification of questions in reading comprehension test

D. Research Findings

The researcher has analysed the result of the test and classified the problem based on 5 aspect in reading comprehension. Then, The researcher arranged the calculation results into tables and converts them into percentages.

The following table presented about frequency of students' problem in reading comprehension. The frequency of the students' problem in reading comprehension could be seen in the following table:

No	Kind of Problems	Percentage
1.	Determining main idea : 4	10 %
2.	Locating reference : 3	7,5 %
3.	Understanding vocabulary : 5	12,5 %
4.	Making inference : 10	25 %

5.	Finding detail information : 1	45 %
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Table.2

The Percentage of students' problem in reading comprehension this question incorrectly. The right answer of this question is **Dig**.

1) The word "priced" means ... (question number 13)

Most of the students answered this question correctly. The right answer of this question is **Valuable**.

E. Discussion

In this research, the researcher discussed the research finding which including the kinds of problem faced by the students and the factors that influence the students' problem in comprehending English reading text.

The researcher used the theory of Richard and Sharpe in Rizal (2018) to identified the kinds of problem that students face in reading comprehension. Based on the research finding, the researcher found there were 10% students faced problem in determining idea, 7,5% students faced problem in locating reference, 12,5% students faced problem in understanding vocabulary, 25% students faced problem in making inference and 45% students faced problem in finding detail information.

Those problem are influenced by several factors. The first factor is Insufficient instruction presented by the teacher. There are some students who still have difficulty in understanding the material presented by the lecturer. So, they need to re-ask about the material. The second factor is lack of Students' interest. The students have less interest in reading. Based on interviews that have been conducted, most of them rarely or never read English texts. So that their ability to understand English texts is low. The third factor is vocabulary difficulties. This is the main problem faced by students in the second semester of English Education Study Program. The lack of vocabulary they have, makes it difficult for them to comprehend the text. When reading an English text, they often find unfamiliar words. The fourth factor is the house environment. Students learn reading only by themselves without guidance from others at home. This is common because there are not all family members understand reading comprehension.

There are some strategies that can be used to solve the problems in reading comprehension such as teacher gives motivation to students in learning English reading skill, students have to increase their vocabulary, students need to create friendly and supportive environment in the class, use of metacognitive reading strategies and background knowledge in comprehending text.

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