



**THE STUDY OF DIFFICULTIES FACTORS IN READING
COMPREHENSION AT JUNIOR HIGH SCHOOL AL
HIDAYAH IN MALANG**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION

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ABSTRACT

Baihaqi, Gilang Al. 2022. *The Study of Difficulties Factors in Reading Comprehension at Junior High School Al Hidayah in Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Dzulfikri, S.S, M.Pd.; Advisor II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: Factor, Difficulty, Reading Comprehension

Reading is the process of catching information from the text. Reading is one of important skills that students should learn in English. Through knowledge of reading, students are able to enhance their English components, such as grammar, writing, pronunciation, and speaking because many materials are provided in English. Sometimes, students feel that reading is a challenging activity as they often find obstacle during understanding the text. There are some factors that impact reading, one of which is reading comprehension.

This study aims to know the factors of difficulties in reading comprehension and to know what strategies students use to overcome their difficulties. The sample of the study was 20 students of junior high school Al Hidayah Malang. This research design is descriptive qualitative, focusing on difficulties faced and strategies used by grade 9 students in learning to read. There are two instruments in this study, namely questionnaires and interviews. The questionnaire consists of 10 questions. the findings reveal that most of the students have reading difficulties. The finding also demonstrate, the difficulty by the student in reading comprehension, namely low reading motivation, limited background knowledge, and lack of vocabulary. The researcher found several strategies used by students, memorization strategies, learning media strategies, and note-taking strategies.

In conclusion, grade 9 students at SMP Al Hidayah Malang have their own ways of learning reading comprehension. but most students have the same difficult factors, namely limited background knowledge, low reading motivation, lack of vocabulary. students also have their own strategies to overcome their difficulties in learning reading comprehension. Namely questioning method and discussion method.

The researchers hope that this study's results can help teachers overcome students' difficulties in learning reading factors. The students can also apply various strategies found in this research to help them learn reading skills. The results of this study are also expected to provide additional information for future researchers interested in conducting similar research.

ABSTRAK

Baihaqi, Gilang Al. 2022. Studi pada faktor kesulitan dalam pemahaman membaca siswa di SMP Al Hidayah Malang. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing 1: Dr. Dzulfikri, S.S, M.Pd.; Pembimbing II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Kata Kunci: Faktor, Kesulitan, Pemahaman Membaca

Membaca adalah proses menangkap informasi dari teks. Membaca adalah salah satu keterampilan penting yang harus dipelajari siswa dalam bahasa Inggris. Melalui pengetahuan membaca, siswa dapat meningkatkan komponen bahasa Inggris mereka, seperti tata bahasa, menulis, pengucapan, dan berbicara karena banyak materi yang diberikan dalam bahasa Inggris. Kadang-kadang, siswa merasa bahwa membaca adalah kegiatan yang menantang karena mereka sering menemukan kendala dalam memahami teks. Ada beberapa faktor yang mempengaruhi membaca, salah satunya adalah membaca pemahaman.

Penelitian ini bertujuan untuk mengetahui faktor-faktor kesulitan membaca pemahaman dan mengetahui strategi apa yang digunakan siswa untuk mengatasi kesulitan mereka. Sampel penelitian adalah 20 siswa SMP Al Hidayah Malang. Desain penelitian ini adalah deskriptif kualitatif, yang berfokus pada kesulitan yang dihadapi dan strategi yang digunakan oleh siswa kelas sembilan dalam pembelajaran membaca pemahaman. Sumber angket diambil dari penelitian sebelumnya oleh Melandita 2019 yang berfokus pada kesulitan yang dihadapi dan strategi yang digunakan siswa kelas 9 dalam pembelajaran membaca. Terdapat dua instrumen dalam penelitian ini, yaitu angket dan wawancara. Kuesioner terdiri dari 10 pertanyaan. Temuan menunjukkan bahwa sebagian besar siswa mengalami kesulitan membaca. Temuan itu juga menunjukkan, kesulitan siswa dalam membaca pemahaman, yaitu motivasi membaca yang rendah, latar belakang pengetahuan yang terbatas, dan kurangnya kosa kata. Peneliti menemukan beberapa strategi yang digunakan siswa, metode bertanya dan metode diskusi.

Kesimpulannya, siswa kelas 9 SMP Al Hidayah Malang memiliki cara tersendiri dalam mempelajari pemahaman bacaan. tetapi sebagian besar siswa memiliki faktor kesulitan yang sama, yaitu pengetahuan latar belakang yang terbatas, motivasi membaca yang rendah, kurangnya kosa kata. siswa juga memiliki strategi mereka sendiri untuk mengatasi kesulitan mereka dalam belajar membaca pemahaman. Yaitu metode tanya jawab dan metode diskusi.

Peneliti berharap hasil penelitian ini dapat membantu guru mengatasi kesulitan siswa dalam mempelajari faktor membaca. Para siswa juga dapat menerapkan berbagai strategi yang ditemukan dalam penelitian ini untuk membantu mereka mempelajari keterampilan membaca. Hasil penelitian ini juga diharapkan dapat memberikan tambahan informasi bagi peneliti selanjutnya yang tertarik untuk melakukan penelitian serupa.



CHAPTER I

INTRODUCTION

There are a few preliminary discussion points in this chapter. They are the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Reading is a basic skill necessary for language learners. According to Grabe (1991 as Cite in Zare 2011) reading is the important skill for foreign language learners to master the academic context. Reading is important to our language skills. Therefore reading skills are very important and one of the keys to get knowledge is reading. This statement is supported by Harmer (2007) saying that reading is good for language acquisition. given to this student the more or less you understand what you are reading, the better you will understand it. People need to read and understand what people are reading. When they read it makes no sense, and their activities are useless.

Since reading is crucial to students' ability to communicate in the classroom, it is one of the language skills that must be mastered (Esti, 2018). Those fortunate enough to call a literate community home read as a normal part of their routine. People say that "reading is the key to unlocking the world." This is due to the widespread belief that reading is a fundamental human activity. Reading is a fascinating pastime because it enables participants to access knowledge without leaving their homes. Reading, also known as aebersold and

field, is the process by which individuals examine a text and identify the meanings of its written symbols.

A person who can read, process, and understand written material is said to have good reading comprehension. The capacity to draw inferences is one of the traits and skills that contribute to a person's reading comprehension. Students' ability to comprehend what they read is hindered if they devote too much mental energy to decoding individual words because of their difficulty. The five areas of reading (phonology/phoneme recognition, word decoding/phonics, fluency/word attack, vocabulary/word knowledge, and comprehension) discussed target the difficulties students have with reading (Olviyanti, 2015).

The Reading is skill gain knowledge that students need to be taught strategies to read more efficiently to get new knowledge. In Indonesia, through the adoption of a centred approach on students in the 2013 curriculum, according to Wangid (2014, p.162), students are required to actively participate, constantly be challenged to have high critical thinking, can analyze and solve their own problems. Therefore, by reading students can expose themselves on new things, information, and ways to solve problem, and achieve demands for implementing the 2013 curriculum.

There is always a reason to read. The following reading objectives are highlighted by Nurhadi (2006: 14): (1) a complete and accurate grasp of the text's central themes and arguments; (2) the acquisition of new knowledge; (3) the establishment of a clear understanding of the meaning of a word; (4) the satisfaction of a desire to read; (5) familiarity with local or national events; (6) the

fulfillment of a desire to immerse oneself in literature; (7) the acquisition of knowledge regarding global or international events; (8) the discovery of a desirable brand item for purchase; (9) the assessment of the integrity of if we read an ad (e.g., for a job opening), we hope to learn more about the position and apply for it. Skillful reading calls for a unique set of abilities on the part of the reader intention before engaging with the texts.

Before reading, they need to know what they hope to accomplish. For any writing to affect its reader, that reader must have some idea of what they hope to gain from it. Understanding the reading process, knowing which reading strategies to employ, and how to use them effectively with this knowledge, the reader can identify, select, and apply the right strategy under different reading conditions examples: clarification of information in text, self-evaluation by question understanding, preparing an interim summary, and predicting what to do come to the text.

Readers must use their prior knowledge to make sense of the information provided. Another definition of reading comprehension is building on prior knowledge and experiences to understand the text. (Rozimela 2014) added that the reader engages in a dynamic process of meaning extraction from the text.

Knowledge from various fields, including linguistics, syntactic, and schematics, is being utilized here. Students studying a foreign language must read widely and thoroughly understand what they read. That is to say, they place a premium on knowing what they read. To what extent students understand what they read depends on their level of comprehension.

According to Kuo (2010), two main issues need to be addressed to help students learn reading comprehension successfully: proper reading strategies to help students improve their understanding of English and appropriate integration system of verbal and graphic information.

Therefore, the researcher has difficulty with students understanding reading English Westwood (2013) said learners' concerns were the cause of the problems background knowledge, teacher skills, and learner environment. On the other hand, the purpose of all reading is the ability to understand the text you read. The meaning is that if the reader understands the reading text, the reading can be successful.

Students often struggle with reading comprehension because of how difficult it is. The instructor, in this case, needs to modify or develop his reading class method. In the context of reading instruction, it is meant to aid students in gaining a deeper understanding of the material. Educators employ many techniques to enhance students' experience of what they read. "Skilled readers have tools at their disposal in the form of reading comprehension strategies. Recognize the challenges they face while reading" (Suzan, 2010).

This research is motivated by the research gap in previous studies. Prihatini (2020) survey found that some students struggled with reading comprehension on multiple levels, including literal, inferential, critical, and creative.

Muawanah (2021) also conducted a study showing reading difficulties, such as students' inability to grasp the paragraph's central idea. This is supported by the findings of Tina's (2022) study, which found that reading texts and analyzing the structure of generics were challenging for her participants. Therefore, they needed to include the point of the lesson.

Previous studies explained that previous researchers used quantitative methods that did not explore in-depth students' experiences in reading English. This study used a qualitative approach because I wanted to know more about students' difficulties understanding English reading texts. Furthermore, previous studies investigated the problems of student reading comprehension, such as: making inferences questions and locating reference questions. Also, previous studies investigated students' problems but did not discuss complex factors of reading comprehension and strategies employed by students to with the problems.

Accordingly, the researcher will discuss research *The study on factors of difficulties in reading comprehension at junior high School AL HIDAYAH IN MALANG*

1.2 Research Questions

From the discussion above, this present study attempts to explore students difficulties reading comprehension, the study poses the following research questions.

1. What are the factors of the difficulties experienced by students in junior high school?

2. What are the students' strategies to overcome their difficulties in reading comprehension?

1.3 Objective of Study

Finding out where students are in terms of reading proficiency and difficulties is the primary goal of this research.

1. To know are the factors of the difficulties experienced by students in junior high school.
2. To know the strategies by students to overcome their difficulties in reading comprehension

1.4 Significance of Study

The study's findings should prove valuable to a wide range of individuals and organizations, including:

1. Teachers

1. To help him find the best approach to solving his students' problems in reading, teaching, and learning.
2. Second, in theory, teachers or educators can incorporate new concepts for reading learning strategies with their students at any time. Reading comprehension is a skill that can be taught, and teachers can encourage their students to do better.

2. Students

1. As a helpful resource for answering questions and learning new information, enhancing their reading skills.
2. Students should be able to, at least conceptually, master the various learning strategies that can be employed to quicken and enhance the acquisition of reading skills. Reading is an academic and daily practice that can help students implement the concept of a good learning strategy.

Further researcher

1. One can use the results of this study as a supplementary reference to better prepare themselves for reading. It can also serve as a source of information.
2. as preparation for a career in teaching English by gaining relevant experience and expertise in the field, particularly in reading instruction.

1.5 Scope and Limitation of the Study

Reading attentively and carefully will help you understand the text's main argument and give you the context to respond to an essay question. The goal of this study is to analyze student difficulties in terms of lack of vocabulary, background knowledge and reading motivation.

The limitations of the research are inadequate learning facilities and limited time. Therefore researchers cannot make observations optimally. In addition, the researcher could only conduct interviews with several students.

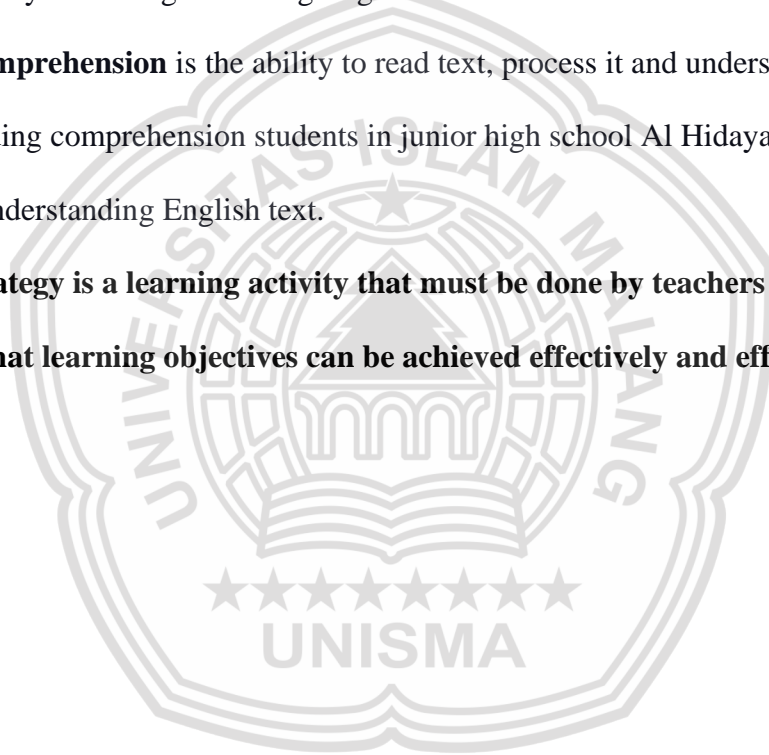
1.6 Definition of Key Terms

The author defines the following terms in the introduction to help understand the study's title and methodology.

Students' Difficulties is condition where the students cannot learn because of interferences.the difficulties experienced by students in the 9th-grade junior high school Al- Hidayah Malang in reading English texts.

Reading Comprehension is the ability to read text, process it and understand its meaning. reading comprehension students in junior high school Al Hidayah Malang the understanding English text.

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently





CHAPTER V

CONCLUSION AND SUGGESTION

The researcher presents the study findings and suggestion in this chapter.

5.1 Conclusion

This research aimed to better understand the challenges 9th graders at SMP Al Hidayah Malang faced in terms of reading comprehension. Qualitative descriptive research was used for this study. Twenty students participated as respondents in this study. Questionnaires and in-person interviews are the main research tools.

The researchers identified three factors that contribute to students' struggles with comprehension of English-language reading texts from the results of the questionnaire and interview data analysis. Namely Limited background knowledge, reading motivation, and lack of vocabulary mastery.

Learners' cultural context is one source of the difficulty. Because they cannot read the broad characterization of the text, students have a hard time making sense of what they read.

The second factor that students find reading difficult is motivation in reading. Students lack the motivation to learn to read because reading is boring.

The last factor in reading difficulties is vocabulary mastery in learning to read English texts. Students find it difficult to read because they need more vocabulary, have too many meanings in one word, and rarely open a dictionary.

to overcome the problems of these problem factors students use asking strategies such as asking friends and teachers to obtain information so that students are trained to find problems and answer these problems, then, the discussion method in this case students carry out discussions together to solve problems and answer questions.

5.2 Suggestions

According to the results of this study, the proposed suggestion our to:

5.2.1 For Researchers

Future researchers are hopeful that they will be able to put the strategy or methods for overcoming students' reading comprehension challenges to use and provide further details for future researchers considering conducting a study on a related subject. The researcher was also aware of the limitations of this study. The research's limit is that the first is connected to the study's subject. Time constraints and inadequate learning environments prevent the researcher from making the best observations. Therefore, the researcher has high hopes for future researchers who will be able to delve deeper into this subject.

5.2.2 For Teachers

Additionally, the researcher hopes that the findings of this study can assist teachers in overcoming students' reading difficulties. In particular, English teachers at SMP Al Hidayah Malang must work harder and be able to provide more explanations so that students know and can understand the text well for grade IX students.



5.2.3 For Students

The researcher hopes that students can use the findings of this study to help them improve their reading comprehension. Similarly, the study's findings can be used by students to apply various methods for improving their comprehension of written English.





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