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An Analysis of Students' Difficulties in Reading Comprehension on Descriptive and Recount Texts at State Islamic Junior High School Durian Tarung

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Abstract: This research aims to analyze types of difficulties faced mostly by the students in reading comprehension on descriptive and recount texts at class VIII of State Islamic Junior High School Durian Tarung. The research also determines the components of reading that have not been mastered mostly by the students in reading comprehension on descriptive and recount texts at class VIII of State Islamic Junior High School Durian Tarung. 30 students were involved in the study. The study showed that the students got difficulties in reading comprehension, exactly in vocabulary 78.83% (3.94), and students' achievement in reading comprehension was low. Almost all of components were difficult, but the mostly difficult for the students was synonym and antonym 7.80% (0.39). Dealing with the way of teacher conducting teaching reading, it was found the English teacher strategy still inappropriate. English teacher was not used the communicative techniques yet until the students was not motivated in reading. Teacher used summarizing and correcting students' mistake in teaching reading. Thus, it is suggested to English teacher to strengthen students' reading comprehension, especially in synonym and antonym and vocabulary. English teacher has to use various communicative teaching technique, materials and media in order to solving students' difficulties in reading comprehension. Then, it is suggest to English teacher to use Picture-Cued Items to assess reading comprehension.

INTRODUCTION

Every English learner has to comprehend all of basic skills in English. They are reading, listening, speaking and writing skills. At State Islamic Junior High School level, reading is one of four basic skills taught to the students based on Educational Level-Oriented Curriculum (*Kurikulum Tingkat Satuan Pendidikan* 2006). In this curriculum one of the aim of teaching English is the students able to communicate with English (oral or written) include listening, speaking, reading and writing.

Reading is one of the main objectives of teaching English at State Islamic Junior High School level. It includes the readers' ability to problem solve and decode unknown or unfamiliar words, phrase passages, add expression and tone as appropriate, and create

a fluent dialogue, all of which allow them to comprehend the complexities and the subtleties of what is being read (Stone 2009: 39-40). It can be analyzed that through reading, the readers can solve the problem, decode unknown or unfamiliar words, phrase passages, add expression and tone as appropriate, create a fluent dialogue, and comprehend complexities and the subtleties what is being read.

Generally, the main aim of reading is to understand what we read. The young reader needs to acquire fluent and accurate word reading comprehension. A substantial proportion of young children experience significant problems with reading comprehension despite age-appropriate word reading (Wood & Connelly: 2009). It means that, success reader is comprehend the reading materials, can grasp the information about the text, can answer the questions from the text.

Teacher's strategy is very important to make students easier in reading and comprehend what the text about.

Many students make lots of mistakes in English reading comprehension questions. Most of their problems lie in too much vocabulary, structure and spelling, or long texts which may cause the difficulty of reading comprehension. In the past, teachers seldom gave students assistance in reading comprehension, but taught them grammar and vocabulary; however, reading is regarded as an active mental process that requires meaning shifts from the text itself to the reader. Thus, teachers need to conduct exercises prior to, during, and after the reading assignments to assist students to read more effectively (Atikah: 2009).

Students need to realize their levels of comprehension as they read, and they need to learn the way to find clues as well as to answer questions. Ringler and Weber (1984) stated that many students did not notice the aim of reading and did not focus on the comprehension of what was happening, and the task of teachers was to teach students how to overcome these pitfalls. Therefore, this research attempted to investigate students reading difficulties via questionnaire and answering reading comprehension questions.

Teacher's strategy influence students' comprehension in reading. The teachers should have good strategy in teaching. Inappropriate reading strategy causes students difficult to make progress in their study. Teaching strategy is generalized plan for a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser 1964).

Based on the curriculum KTSP from BNSP (*Badan Standar Nasional Pendidikan*) the indicator of reading are not only read and

find the meaning of the text but also reading aloud the text and have meaning, identify the meaning of the text, identify social function of the text, identify characteristic of the text. identify the main idea and topic of the text and identify the textual meaning from the text.

Based on data from preliminary observation on September, 2014 at State Islamic Junior High School Durian Tarung, it was found some facts. *First*, English teacher has taught reading at class VIII of State Islamic Junior High School for one semester, exactly twice in a week. *Second*, English teacher taught genres, like; descriptive and recount texts to the students. *Third*, English teacher did reading test. *Fourth*, English teacher did evaluation. *Fifth*, English teacher used media like; used picture in teaching reading. *Sixth*, English teacher used various techniques, such as mapping, scanning and skimming technique. The last, students' score in reading comprehension are low. In fact, English teacher has tested reading for several times such as reading test 1, reading test 2, and reading test 3, most of the students lack of comprehending on descriptive and recount texts. It can be seen from the table below:

Table 1. Student's Scores in Reading Comprehension at Class VIII in Academic Year 2014/2015

No	Class	Students	Test 1	Test 2	Test 3	Total
1	VIII 1	50	60.2	61.5	66.3	62.7
2	VIII 2	50	65	64.5	66.3	65.3
3	VIII 3	49	63.5	66	60.7	63.4
Total		149	62.9	64	64.4	63.8

From the table above it can be seen that the result of students' scores in reading at class VIII of State Islamic Junior High School Durian Tarung are still low. The students' means scores is 63.8 and not achieved

standard criteria minimum of English specifically reading skill (75). Based on the data above, from test 1, test 2, and test 3 in reading found that students got difficulties in reading comprehension. Students' scores in reading were still low.

METHOD

This research is a descriptive design. A descriptive study determines and reports the way things are and involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study (Gay 2000: 189). 30 students were involved in the study.

RESEARCH FINDINGS

His chapter provides the results of the research from questionnaires and reading test that the writer gave to the samples in class VIII of State Islamic Junior High School Durian Tarung and also English teacher at class VIII of State Islamic Junior High School Durian Tarung. The analysis of collected data was carried out to find out type of difficulties faced by the students in reading comprehension on descriptive and recount texts at class VIII of MTsN Durian Tarung, to find out the components have not been mastered by the students in reading comprehension on descriptive and recount texts at class VIII of State Islamic Junior High School Durian Tarung and to find out teacher's strategy in solving students' difficulties in reading comprehension at class VIII of MTsN Durian Tarung. The research itself was conducted on Januari 30 until Februari 03 2015.

Description of Students' Difficulties in Reading Comprehension on Descriptive and Recount Texts at Class VIII of State Islamic Junior High School Durian Tarung.

It can be said that someone is good in reading comprehension if he or she can read and comprehend what she or he read about. It was found that students have some difficulties in reading comprehension like finding answer, vocabulary understanding and vocabulary recognizing and long word understanding, long sentence understanding, long text understanding. Vocabulary was the mostly difficult for students in MTsN Durian Tarung, it was 78.83% (3.94). The table below shows the mean score of students' difficulties.

Table 2. Students' Difficulties in Reading Comprehension

Indicators	Sum	Mean	Percentage
1. Finding answer	20.17	3.36	66.89
2. Vocabulary understanding	15.77	3.94	78.83
3. Vocabulary recognizing			
1. Long words understanding	33.13	3.31	63.93
2. Long sentences understanding			
3. Long texts Understanding			
Total	69.07	10.61	209.65
Average	23.02	3.54	69.88

From the table above, it can be seen that students got high percentage in reading difficulties, the mean score of all the indicators was 69.88%. in this term, there was three indicators of students difficulties, they are finding answer, means students just focus and try to find correct answer but they do not think about how the process to get correct answer, then, vocabulary understanding and

vocabulary recognizing, in this term students depend too much on the dictionary, and the last is students difficult to understand long reading texts. The percentage of students' difficulties in finding answer was (66.89%), the students' difficulties vocabulary understanding and vocabulary recognizing was (78.83%) and students' difficulties in understand long reading text was 63.93%. It can be seen that students have high difficulties in vocabulary understanding and vocabulary recognizing (78.83%).

Data Description of Students' Reading Comprehension at State Islamic Junior High School Durian Tarung

The data in this research got from students' score in reading comprehension based on components, students' score in questionnaire about students' difficulties in reading comprehension, and questionnaire about teacher's strategy in teaching reading. The description each data can be discussed following:

Based on the data analysis of students' reading comprehension at State Islamic Junior High School Durian Tarung, The writer describe it based on indicators of reading comprehension, they are topic, main idea, word reference, locating of information, synonym and antonym and inference. And the writer used SPSS program to analyze the data. The result of analysis will be displayed on the following table:

Table 3. Students' Reading Comprehension Based on Component

Num. of Students	Description	Component Of Reading						Total Score
		T	M	W	L	S/A	I	
30	Sum	15.6	12.4	19.2	17.8	11.6	15	91.6
	Average	0.52	0.41	0.64	0.59	0.39	0.5	3.05
	Percentage	10.40	8.20	12.80	11.80	7.80	10	61.00

From the table above, it can be seen that the mean score of students' ; comprehension in topic was 15.6, main idea was 12.4, word reference was 19.2, locating of information was 17.8, synonym and antonym was 11.6 and inference was 15. Then, the average score of students' reading comprehension was 0.52 in topic, 0.41 in main idea, 0.64 in word reference, 0.59 in locating of information, 0.39 in synonym and antonym and 0.5 in inference. While the percentage that students got in reading comprehension was 10.40 in topic, 8.20 in main idea, 12,80 in word reference, 11.80 in locating of information, 7.80 in synonym and antonym and 10 in inference. The total percentage of students' reading comprehension at class VIII of MTsN Durian Tarung was 61.00. However, the lowest score of reading components was synonym and antonym (7.80 %), and the highest score of reading comprehension was word reference (12,80 %). The total percentage of students' comprehension in reading comprehension was 61.00.

The chart below shows the students' reading comprehension on descriptive and recount texts based on components of reading.

Students' reading comprehension on Descriptive and recount texts based on reading components

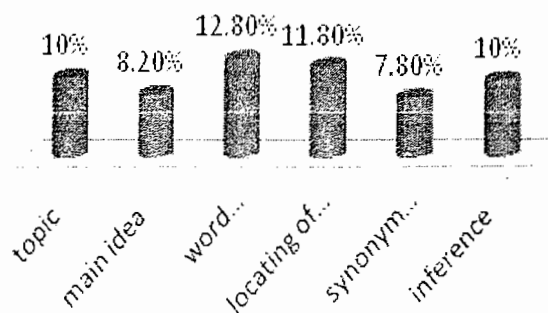


Figure 1. Students' Reading Comprehension Based on Components of Reading.

The chart above tells that the highest percentage of reading's components is word reference and the lowest percentage is synonym and antonym. Percentage of topic is 10%, main idea 8.20%, word reference is 12.80%, locating of information is 11.80%, synonym and antonym is 7.80% and inference is 10%. Then, the average of percentage students' reading comprehension based on components is 61.00%. Again, it was indicated that students' reading comprehension on descriptive and recount texts are weak in overall. It was also means that the component of reading that students mostly haven't mastered is synonym and antonym.

The writer assesses the reading result based on six components of reading, they are topic, main idea, word reference, locating of information, synonym and antonym and inference.

Table 4. The Interval of Students' Reading Comprehension Score

re Categories	Interval	Frequency	Percentage (%)
Excellent	80 – 100	1	3.3%
Good	60 – 79	7	23.3%
Average	40 – 59	14	46.7%
Fair	20 – 39	8	26.7%
Poor	0 -19	0	0%
Total		30	100%

The table 4.2 showed there is 3.3% or 1 responses were excellent. It also found the total number who got score 60 – 79 were 23.3% or 7 students with the grading quality were good. Then 46.7% or 14 students were average. It also found 26.7% or 8 students were fair. None one of the samples got poor score.

Data Description of Teacher' Strategies in Solving Students' Difficulties in Reading Comprehension on Descriptive and Recount Texts at State Islamic Junior High School Durian Tarung

Good strategy can be identified if the students can understand and comprehend the texts or the materials they learn about. Teacher should have good strategy in teaching reading comprehension. The mean score of strategy that teacher used in teaching reading was 76.44%. Teacher's questionnaire has fifteen indicators. The table below shows the teacher's strategy in teaching reading.

Table 5 Teacher's Strategy in Solving Students' Difficulties.

Teacher	Teacher's Strategies	Items	Sum	Mean	Percentage
Svuriani S Pd	Correcting students mistake in reading	1,2,3	15	5	100
	Showing picture in reading	4	3	3	60
	Using top-down and bottom-up in reading	5,6,7	12	4	80
	Paraphrasing/ substituting in reading	8,9	6	3	60
	Using dictionary in reading	10,11	10	5	40
	Highlighting in reading	12,13	4	2	40
	Using skimming and scanning in reading	14,15	8	4	80
	Underlining in reading	16,17	7	3,5	70
	Mapping in reading	18,19	4	2	40
	Guessing meaning in reading	20,21	6	3	60
	Predicting in reading	22,23	6	3	60
	Checking in reading	24	8	4	80
	Summarizing in reading	25,26,27	9	3	100
	Asking students' strategies in reading	28,29	5	2,5	50
	Story-telling	30	4	2	40
Total			116	59.33	1146.6
Average			77.33	39.55	76.44

From the table above it can be seen the percentage of teacher's strategy in teaching reading from fifteen indicators of teacher's strategy in teaching reading, it was correcting students' mistake in reading (100%). showing picture in reading (60%), using top-down and bottom-up in reading (80%). paraphrasing/ substituting in reading (60%). using dictionary in reading (40%). highlighting in reading (40%). using skimming and scanning in reading (70%). underlining in reading (40%), mapping in reading (60%), guessing meaning in reading (60%). predicting in reading (60%). checking in reading (80%) summarizing in reading

(100%), asking students' strategies in reading (50%), story-telling in reading (40%).

From the data above, it was found that teacher' strategy in solving students' difficulties was not appropriate. Based on the data teacher mostly used correcting students' mistake in reading (100%) and summarizing in reading (100%), while, the students' difficulties based on the questionnaire was in vocabulary and based on reading test was synonym and antonym.

Based on the questionnaire above, it can be seen that the teachers' strategies in teaching reading did not appropriate with students' difficulties in reading comprehension. It can be concluded that the teacher do not teach well yet, she have to apply the education standard process based on the role of government number 41 year 2007 about education standard process in order to create good atmosphere in teaching reading.

From description above, the researcher concludes that the low achievement of students reading comprehension score is caused by the way of teacher in conducting teaching reading. It means that the English teacher competence is giving influence for the students score. Good teaching strategy in teaching reading will make the students more interested and their score will be increased.

DISCUSSION

In this research, the researcher got the data of reading test made by the students of class eighth of State Islamic Junior High School Durian Tarung. The data got from the test. The researcher gave questionnaire to know about students respond about their difficulties in reading comprehension. The last, researcher used questionnaire for English teacher to know about her strategy in solving

students' difficulties in reading comprehension.

The result of the research is it was found that the students got difficulties in reading comprehension, exactly in vocabulary and students' achievement in reading comprehension was low. Almost all of components were difficult, but the mostly difficult for the students was synonym and antonym. Dealing with the way of teacher conducting teaching reading, it was found the English teacher strategy still inappropriate. English teacher was not used the communicative techniques yet until the students was not motivated in reading.

While, in her research Atikah (2009) found some problem faced by the students in MTs. Baiturrahmah Sukabumi it was vocabulary, structure and spelling. In this research students got difficulties in three elements it were linguistics problem.

After obtaining the data and based on the finding of the research, it can be said that the students' reading comprehension on descriptive and recount texts was still low. Data showed that the mean score of the students' skill on reading comprehension based on components was low.

This result also related to the way of teacher in conducting teaching reading. It can be concluded that the English teacher of eighth class did not applied the appropriate teaching strategies in teaching reading comprehension. It makes the students difficult in reading comprehension.

Based on the result of this research, the researcher purposes recommendation for English teacher to create communicative techniques, in order to improve students's reading comprehension on descriptive and recount texts and also the others genre.

CONCLUSION

This research has described the students' difficulties in reading comprehension on descriptive and recount texts at class eighth of State Islamic Junior High School Durian Tarung. This research conducted to find out reading difficulties faced mostly by the students on descriptive and recount texts. Find out components in reading have not been mastered by the students, and to find out teacher's strategy in solving students' difficulties in reading comprehension. Based on the finding of this research, it can be explained as follows:

1. Students have difficulties in reading comprehension, there are three types of students' difficulties, they are students focus on how to get correct answer and not focus on how the process to get good answer of reading comprehension, students depend too much on dictionary, and students difficult to understand about long reading texts. The most difficult type faced by the students was second type, students depend too much in dictionary, there was two indicators in this type, *first*, vocabulary understanding, *second*, vocabulary recognizing. Students got difficulties in vocabulary 78.83%.
2. Students reading comprehension on descriptive and recount texts was low. The mostly difficult for the students was synonym and antonym 7.80% (0.39). It means that synonym and antonym is the component of reading comprehension that hasn't been mastered mostly by the students.
3. The teacher didn't use the appropriate teaching strategy in teaching reading until

the result of students' reading comprehension was low.

Recommendations

Based on the conclusion above, the writer would like to offer some suggestion which hopefully may be useful in the future. The suggestions are follows:

1. The writer wishes to other teachers and candidates of teacher who want to use strategy in teaching reading to have deeper knowledge to achieve the goal of teaching and learning process especially in teaching reading comprehension. To understand more about it, the teacher should read more and following the training dealing with their proficiency.
2. The writer wishes to the next researchers who are interested to do a study about this research to make it more valuable and useful for the readers, especially about how to know about students' difficulties in reading comprehension and teachers' strategy in teaching reading and how to apply it in the classroom.
3. The writer wishes to the government and educational institution to hold training to English teacher to improve their knowledge in teaching especially in teaching reading.
4. The write wishes to the English teacher to use *picture-cued identification* to assess students' comprehension in reading comprehension.
5. Relate to the result of this research writer recommend to use picture (showing picture technique) in teaching reading in solving students' difficulties in vocabulary.
6. Finally, the writer also aware that this

thesis still has some weaknesses that need criticism, comments and suggestions. So, the writer hopes some critics, comments, and corrections which will improve the writer's work and understanding.

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