

CHAPTER II

STUDENT DIFFICULTIES IN READING COMPREHENSION

A. Reading Comprehension

1. Definition of Reading

Reading is one of the skill that must be mastered by student in learning english. Reading is an activity to see written symbols and find out their meaning and food. By reading, student can find out other learning and it is easier for student to get new information needed from a text, newspaper and magazine and so on. Reading will also make student better understand the ongoing lesson. Reading is important because student will get many benefit throught reading, such as obtaining a lot of information, increasing student knowledge, solving news problem , and getting new ideas by understanding what they read.

Reading comprehension is the skill of listening, and understanding the content of the text. Reading comprehension is not the same as listening comprehension, reading comprehension is very challenging and requires deliberate instruction. Reading comprehension is a complex task, requiring the orchestration of many different cognitive skills and abilities meaning that reading comprehension is the ability to understand the text, process it, and understand its meaning (Oakhill, et al. 2015), an individual's ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences.

In reading comprehension, it can be used effectively to participate in thought processes and internal text comprehension. Reading comprehension has many sub-skills that can be used to better understand texts and follow patterns without memorizing. According to word order. they can develop in other ways. In terms of reading comprehension, students must be able to cover three basic reading comprehension skills, for example: First, reading skills will be carried out. Understanding the meaning Students understanding of the written page during the guided stage clearly

understands the meaning of the stated material. Second, the ability to read between lines refers to understanding what is clearly stated but not stated in the material. Students try to summarize the part proposed by the author. And third, students' ability to read outside the line, where students can develop information about the core of the discussion to state students conclusions.

B. The Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify knowledge. A person may also read for enjoyment or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading the individual keeps informed on the political, social and economic and culture problems of his country. Reading affects our attitude, belief, standard, moral, judgment, and general behaviour, it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she to connect the ideas.

According to Grabe and Fredika (2002) the category of purpose of reading includes are : reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write and reading critique text, and reading for general comprehension.

1. Reading to search for simple information

Reading to search for information is common reading ability, though some researchers see as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

2. Reading to skim quickly

Reading to skim quickly is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from text

Reading to learn typically occurs in academic professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas recognize and build rhetorical frames and link the text to the reader base.

4. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical to accommodate information from multiple sources.

5. Reading to write and reading to critique text

Reading to write and reading to critique text may be take variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

6. Reading for general information

Reading for general information when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

C. Difficulties in English Language

Language is a means of communication which was used by humans to communicate and interact each other. From language, people could express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form.

As a foreign language in Indonesia. English is learned seriously by many people to have a good prospect in the community of International world. Recently, English becomes important. Since is important, English is taught widely at formal school starting from elementary school up to universities, even at informal school i.e course. The use of English as a second language

in oral communication is complex activities to be considered when teaching in English Language (Al-Sibai, 2004 : 3).

English vocabulary is especially difficult because there are so many word that have multiple definition, so ot's easy to misunderstand their meanings. It's also difficult to memorize many different definition for each word. Student will find it challenging to learn English verb tenses, phrasal verb, articles, spelling, pronunciation and idioms. This is because these are fetures of English that are very different from most other language in the world, or which simply require a lot of memorization.

According to Mulyadi (2006:6) that difficulty is a certain condition which is marked by the existence of obstacles in the activity of achieving goals, so that it requires even more active effort to be able to overcome them.

Factor of student difficulties in English language :

1. Lack of confidence

Not confidence is always experience by begginers, especially when it comes to speaking English. This self-confidence arises because of fera or embarrassment of making mistakes when expressing sentences. Everyone also starts learning from scratch and also make mistakes, us are no exception .

2. Not memorizing the vocabulary

The basic lesson that must be learned is vocabulary. The more vocabulary, the easier it will to be compose sentence and conversation in the future. But it is not easy to memorize foreign words that must be transeleted into the mother tongue. If you don't memorize it, the method we are currently using is wrong.

3. Difficulties in pronunciation

Pronunciation is foreign language will be difficult on the tongue, we may have memorized it in our heads but one it is difficult the pronounce. We can learn pronunciation problem when memorizing vocabuulary. Not just memorizing but also having to pronounce it. In electronic book, we can listen to sound from native speakers.

4. Fear of learning grammar

Almost everyone find it difficult to learn English grammar material. There are many rules to remember when using verb, nouns, and present, past and future tenses formulas. How to solve it? you don't need to be afraid to learn grammar, because it's easier it will be for us to understand grammar.

5. Difficult to translate

The biggest mistake when learning English is translating Indonesian into English and then saying it.

Conversely, when having conversation, we have to translate English into Indonesian and into English again. It takes a long time we can finally answer someone's question, for that the learning method must be changed.

6. Having no friend to practice

Lots of people stop learning English because they don't have a friend to practice. Even though this is very important and finding a friend nowadays is not difficult, especially since the goal is to master English together. We can use learning applications that connect many people.

At SMP 02 Teluk Keramat, especially in grade 7, students have difficulty speaking especially English, therefore there is a need for more teaching to these students, for example providing tutoring outside class hours.

D. Difficulties in Reading Comprehension

Issues with reading comprehension occur when students struggle to understand the meaning behind words, phrases, and other texts. Signs that may indicate a reading comprehension difficulty include: trouble with letter and word recognition, difficulty understanding words and ideas.

In reading habits, students who have difficulties reading often show tension such as biting their lips, restlessness, or frowning. They also feel uncomfortable feelings, misunderstand a text seen in many instances, and in concluding the text that has been read, are unable to recall the text that has been

read, and reading with inappropriate emphasis. According to Djamarah (2002), difficulty is a condition where student cannot learn properly because of threats, obstacles or disturbances in learning. It can be interpreted that difficulty is a situation where student cannot learn well, because of threats, obstacles or disturbances in learning.

According to curriculum KTSP, standard competence of reading skill in Indonesia at Junior High School level that must be mastered by student is “understanding the meaning of simple short functional written text; recount and narrative for interacting the daily life”. One of basic competence is “responding significance in the simple short transaction and interpersonal conversation accurately, fluently, for interacting in the daily life”. There are some indicators of achievement : “identifying communicative purpose narrative text or recount, identifying rhetoric and generic structure narrative text or recount, identifying some information of the text functional, and identifying generic structure of functional text.

The difficulties in reading comprehension is low. This is indicated that the student were still facing difficulties in reading comprehension, such as difficulty in process of decoding, limited vocabulary, and having no background information relating to the text. It means that they have problems in reading comprehension.

The teacher must find technique that adjust with the problem existed. However, the problem should be indicated earlier. By knowing the problem of student we can choose the strategy or method that fits for solving that problem. Complicated problem also can be easier to solve if we know what problem they face.

According to Patel and Jain (2008) reading is active process which consists recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. We can't deny that reading is a very important activity in life to gain new knowledge. We can open up new

world and opportunities. Moreover, it also is an essential skill for future academic.

Reading comprehension can be defined as the ability to obtain meaning for some purpose. In order to comprehend successfully, the reader must identify a series of letters, lexicon or mental dictionary, and integrate individual words into a coherent sentence. As such, successful reading comprehension requires the efficient coordination, decoding abilities, and previous knowledge.

Based on this statement, the writer thought that decoding ability is the ability to identify the basic, sound and sound blends (phonemes) that make up a word, know what it means, recognize it in context and know whether or not it is being used correctly in a sentence.

Previous knowledge or prior knowledge or background knowledge is the knowledge of what they read. It means the reader has to know about the subject. Reading comprehension is a multi-component, highly complex process that includes many interactions between readers and what they bring to the text as well as variables related to the text itself.

The definition above is similar to what Blair-Larsen means that reading comprehension is an essential skill for children in school settings and beyond. A broad range of tasks requires children to comprehend written text, particularly as children progress in school and are expected to learn more independently. The most familiar reading task and the one that children frequently encounter during early exposures to text, is comprehension of a story or narrative passage. (Eason, S.H., Goldberg, L.F., Young, K.M., Geist, M.C & Laurie E.C -2012).

The success or failure of a student in their future studies will depend very much on their mastery in reading. The ability to read and understand what they read is a goal as well as a fundamental basic tool of education. Reading comprehension is not only a matter of understanding the print on the page but, it is the creation of meaning by combining what the print tells with what the reader already processes as knowledge. To achieve comprehension, it is

crucial for the reader to make use of his previous experiences. (Salmi, M.A Schema, 2011)

Background knowledge plays an important role in the student ability to understand text. It has a large effect on student performance in comprehension the text they read. Reading comprehension is a process in which the reader builds meaning using as the building material the information on the printed page and the knowledge stored in the readers head in include intentional thinking, during which meaning, is build through interaction between text and reader.

F. Aspect of Difficulties in Reading Comprehension

The inability to read someone show difficulties in reading comprehension related to age, cognitive ability, quantity and quality of instruction and intervention. It showed that student who have difficulties in reading are related to some aspect such as age, cognitive, and others. Say, for example, secondary student in learning English as foreign language will face difficulties in reading text or articles for university student. It is because the level components of the language are more complicated to comprehend.

According to (Schoebach, 2000) based on the study that they have conducted, they found that the unfamiliar words and structure of language component and complicated feature of language will make it student as readers difficult to comprehend reading in their ability and processing the word and structure of reading will be poor. It means that if students are not used and seldom see the word and some language structures, students will face difficulties in translating and comprehending words in a paragraph or a text. There are some factors that can cause this issue, such as lack of motivation in reading, lack of vocabularies, poor reading habits, and so on.

There are several aspects that must be known by the reader in reading difficulties. Rohmatillah (2014), pointed out some aspects of reading difficulties :

1. Understanding and Deriving meaning from text

Difficulties in understanding and deriving meaning from text is important information that tells more about the overall idea of a paragraph or part of text reading has a key concept or main idea. Difficulties in understanding and deriving meaning from text is important that the writer want the reader to know about the concept of the section. Therefore, this can make the understanding and deriving meaning from text more difficult to find. The student may get confused to see what the difficulties in understanding and deriving meaning from text of a passage is, and where the understanding and deriving meaning from text is located

2. Identifying and Understanding vocabulary

This means the readers can develop the ability to guess unfamiliar words. By connecting the close meaning of foreign word with the context in the text. Words have almost the same meaning as other words. Meanwhile, students are expected to be able to find and understand the meaning.

3. Making inferences

The inferences is the purposes of arriving at a hypothesis, idea, judgement, or conclusion that refers to information that is never clearly stated in the text. That aspect is the most difficult in reading comprehension because the information in the text is never clearly stated. The inference is the process of drawing conclusion based on implied information. In this aspect, the reader must make predictions about what might be said in the text.

4. Understanding the context of word in the text

The supporting details of the text can be used as a way for the reader to find understanding and deriving meaning from texts. The supporting details a piece of information in a section explaining the understanding and deriving meaning from texts. Generally, supporting details tell the who, where, what, why and how of it can found in the content the material.

The inability to read someone show difficulties in reading skill related to age, cognitive ability, quantity and quality of instruction and intervention. Having knowledge of vocabulary, having experience in finding similar

word, and having good background knowledge will make student to get know familiar words easily (Ewers and Brownson 1999). On the contrary, readers will face more difficulties in combining reading teks information if their skills are less (Goerss et al., 1999). The first that argues that comprehension problem occurs because of difficulties at the single-word level. The student have difficulties with high-order comprehension skills : making inferences from the text, integrating ideas in it, and monitoring their own comprehension.

G. The Factor Cause of Reading Difficulties

Reading comprehension is about the process of categoring and finding the meaning of printed symbols. Pratically, not al student are able to do reading comprehension perfectly without any flaws and misunderstanding while interpreting reading material. There will be some the factor that can affect someone reading comprehension : the first one is the complexity of the reading text. When someone has more vocabulary knowledge, it will help them to understnd unknown word by analyzing them through the context. The difficult factor faced by student are divided into external and internal. Internal factor include the physical, intellectual, and psychological. While external factor include the family and school environment.

H. Previous study

To conduct this reasearch, reseacher in obtain sources in obtain from several journal, the first journal written by Teni Lestari Setia Muljanto, Amir Hamzah with the title An Analysis of Student in Difficulties in Reading Comperhension, Vol. 3, No. 1, 2020. The result from that the most difficulties often faced by student in reading comprehension is lack of relevant vocabulary. Couse the student do not undersatnd he meaning of the whole pessage. Furthermore, the student strategies to improve their reading comperhansion

abilities are comprehension monitoring, predicting generating and asking question, activating and using background knowledge, making inferences. Summarizing and visualizing the dominant strategy used by the student is comprehension monitoring.

The second article written by Susi Suryani and Evi Kareviati entitled *The Student Difficulties in Learning Reading Comprehension Using Cooperative Learning Through Jeopardy Game*, Vol.4 NO. 1. 2021. From the result of the pretest and posttest, there were 20 pretest results from 36 students or 56% who succeeded in achieving the minimum completeness criteria. While in the posttest there was an increase to 28 of 36 students or 78,85% who succeeded in reaching the KKM. So it can be concluded that the use of games in learning improves students' abilities in reading comprehension. However, there are some students who still find it difficult to learn to use the method because their vocabulary mastery is still lacking.

The third article was written by Sulih Okta Prihatini titled *An Analysis Of Student Difficulties in Reading Comprehension At SMA Negeri Sukodadi Lamongan*, Vol 7, No 1, 2020. The result showed that some students had difficulty in reading comprehension and they had difficulty in reading comprehension at different levels, namely literal understanding, inferential understanding, critical understanding, and creative understanding. The most difficult experiences by students are at the level of creative understanding. The factors are the difficulty of understanding students in grade ten, the teaching delivered by the teacher is inadequate, student interest is lacking, and vocabulary difficulties.

The difference between this research and previous research is that this research focuses on an analysis of student difficulties in reading comprehension through questionnaires and test items. Second, this research was conducted in SMP 2 Teluk Keramat, and furthermore, this study used a sample of class 7 at SMP 2 Teluk Keramat.