

THE STUDENTS' DIFFICULTIES IN LEARNING READING

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Abstract

Based on the occurrences in the field that reading has main role as one of the skill in English. The students must fluent in reading skill because it can help them to referring meaning on their read. This research aimed to find out causes of the difficulties that faced by the students in learning reading and look for answering the problem during learning process. The research using descriptive qualitative to get the problem solving of the research. The data collection of the research are test use to analyse the problem of the students during the reading test and questionnaire use to discover the main reason of their difficulties in reading. By the result of the test, the author can get some point which the number of the question that difficult for the students to answer it. The results is found the reason of their confusion while reading in English. Some aspects influence their motivation to learning hard in reading, the lack of the students knowledge in English vocabulary give the effect they are difficult to arrange the word meaning for their understanding. Thus, the teacher can be aware to quest the appropriate media to increase their motivation in reading English.

Keywords: Reading, Vocabulary, Students Difficulties

INTRODUCTION

Based on (Laily, 2018) stated that reading comprehension define as the main skill for the students in learning English. It means that in reading, students can learn to find out the information by the text they read with interpreted the sentence to gain the meaning and then answering the problems of the test in the last course. Usually, they do not know the required translation of any words into target language while different languages shows different linguistic features (Arono; Nadrah, 2019). It define that interpreting is one of the skill which must have as a reading English strategy. The fluent in grammar will help the students read a text easier to catch the information, because by learning the structure of the sentence in English can improve the ability in reading as much as possible. Thus, the students can arrange the meaning in every sentence of a text. Reading should be entertaining for the students, therefore they have interested to read the text and they can comprehend the text meaning. (Sumirat, Padilah, & Haryudin, 2019). It means that the students must get motivation, thus they can read a text comprehensive with interesting media to read a text..

The purpose of the study is to analyse the points of difficulties that always found in the class during teaching reading. The students feeling trouble when they want to interpreting a text, because they have less knowledge of translating every word and then find the main idea of the text they read, they can not conclude and answering the questions. Hence, the students sense of tired when they faced a text in English, an the media that they used is not interesting for them to learn more. Based on (Ganie et al., 2019) stated to increase the students' quality in reading comprehension is required to support not only in terms of English language education, but also improving all the knowledge of the students' quality

This research help both of the students and the teacher to find out the appropriate technique for learning in the class. Furthermore, the students with less knowledge to understand or predict the meaning of the text due they did not learn about the grammatical and vocabulary first before they try to learning reading. There are many strategies to read, but the students can not understand the way to read the text comprehensive. In other causes, the students hard to gain the meaning in the text might be the sentences they read is very long. A long sentences also have a long structure, it means that reasons the students hard to find a good meaning of the text because so many structure, they found a difficulty in arranging the structure meaning.

However, the students in Indonesia which using English as a foreign language has the main problem in mastery English. According to (Al-Jarrah & Ismail, 2018) define that lack of understanding may be as an outcome of deficient knowledge of vocabulary. In reading itself, the limited of the students knowledge in vocabulary give the implication that the key to get the meaning of the text by how many words in English that students know. It will make their understanding to comprehend the text easier. In other word, the basic of, listening, speaking, reading, and writing skills is vocabulary. Without learn more the vocabulary, it is so hard to accomplish any ability of language (Afzal, 2019). But affecting by other aspect such as reading interest by the students itself. In some case, when the teacher give a task to read a text first for answering the questions, the students will be confused at all. It is a fact that students motivation are very lack for learning reading. In here the cooperative of the teacher and students are very needed to improve students motivation in reading English.

The main focus of this study is to get some point about the difficulties while the students are learning reading descriptive text in English class. As a result, the students ability in reading can be fluent after conducted the data by test and questionnaire. This instrument conducted to answering the question of the title, finding the solution by the students' need during reading process. The author help with finding required media and method which appropriate with their ability. This research perhaps, can make the other problems in English found the key regarding the difficulties by their knowledge in English.

METHOD

The method of the research using Descriptive Qualitative approach. This method conducted the descriptive result as the objectives of the research. Descriptive method is the phase or steps that choosen to answering the problems of the research based on honest facts at nowadays (Rachmawati & Rachmawati, 2018). This method will help the researcher to find out the result based on the square of research populations. A qualitative descriptive method might be considered as the appropriate method to identify the particular nature in the problem of the research (Doyle et al., 2019). It is the advantage of this method to collecting and analysis the data by recognize such of the reason of the problem at all. According to (Smits et al., 2019) define that acts and teachers with professional advance are often the subject of this kind of qualitative research, merging the description with the analysis of data and proceedings. Not only focus on the number in collecting the data, but it was describing the result by the description.

The population of the research is the students of SMP Negeri 1 Parongpong in 2019/2020 academic years. The sample of the research is seventh grade students consists of 36 students with 16 male students and 20 female students. Instruments of the research using test to know their understanding of the text talking about, and questionnaire to support their reason that reading section is difficulty.

RESULTS AND DISCUSSION

Results

This research was collected by questionnaire and test to find the result in reading descriptive text about animals. The students' difficulties must be analysed based on their experience during the research process and some of the data are most important to gain the information about the method chosen to help them in learning reading in the future. The data conducted some of the questions related to the objectives result by their work after some procedures; read the text, giving test, and in the last meeting giving the questionnaire to help the researcher know what they agree and not agree after reading section. In collecting data of the test, there are five parts of reading that will answer the most difficulties when they answer the questions of the test, and data collecting of questionnaire shows eight numbers as the most reason of their less understanding while reading a text.

After collecting the data, following results are listed below.

Table 1. Data collecting by test

No.	Subject of the Test	True	False
		<i>number of students</i>	
1.	Finding main idea	19	17
2.	Grammatically	6	30
3.	Answering each questions suitable	21	15
4.	Vocabulary	13	23
5.	Describing other objects	12	24
Total		71	109

Table 2. Data collecting by questionnaire

No.	Statements	Agree	Disagree
		<i>number of students</i>	
1.	Understand each question	21	15
2.	Doing the task with instructional proper	20	16
3.	More active	13	23
4.	Material was interesting	25	11
5.	Understand the structure of the text	9	27
6.	Comprehend the procedure of the task	16	20
7.	Focus while learning process	8	28
8.	Conclude the text easier	11	25
Total		122	166

Table 3. Media which expect to improved students' motivation

No.	Media	Responses*
1.	Video	12
2.	Powerpoint	2
3.	Games	10
4.	Cardboard	3

5.	Songs	8
6.	Worksheet	0
7.	Flash card	1
Total		36

**number of the students*

Discussion

Based on the data collecting by test, the most difficulties in reading is comprehend grammar of the text with 30 students not quite to answer with a good structure. This result according to the test of 36 students in the class. The students feel confused with the grammar structure of the sentences. They less understanding with it because in seventh grade they are not learn more about kind of grammar of the sentence. Thus, the students sense of odd with the structure in the text and arrange it into a good meaning.

The second rank of the most difficulties is describing other objects by their own with 24 students wrong to answer. The students feeling hard to made each sentence into a paragraph, they difficult to arrange the word to a good sentence. Related to vocabulary with the total 23 students. as the third rank of the difficulties in reading, the students have less in vocabulary to describing the characteristics of the object they write to.

Total data of the test shows false answer is more than right answer. Because, almost all of the students not understand the text is talking about, and some of them hard to comprehend the questions referring to. This result is objective with some of analyse the appropriate answer with the instruction of each questions. The students confused when they read the content of the text, thus, they find out the keyword to search the main idea of the text. It is the students' way to help them answer the questions correctly although not all the students can doing the task easier.

According to data collecting by questionnaire in Table 2., shows the students dominant choose not agree responses for some statements which most difficult to do while they learning reading. The first point the students' disagree with the result after they do learning reading is focus while the learning process with 28 students choose not agree with the statements. The reason is they have a lack motivation in learning English, furthermore they feel really caught when they read a text in English that given by the teacher.

The second point as the most difficulties for students is the structure of the text with 27 students choose disagree for this statement, it is the second point that students choose as the most difficulties when they read a text. The students lack in grammar, thus, when they want to translating every sentence, they feel difficult to arrange the meaning in every word and get the information from the sentence at all. It is the reason why the students take many times to interpret only a paragraph of the text.

The next point as the difficulties is concluding the text with total students who choose disagree part are 25 students. In the task, that is a question which ask the students to make a conclusion about the text they read. Some of the students have problematic to interpreting the text as a whole, thus, they can not get the main idea and then modify it into a complete conclusion. In the fourth point, the students less active while reading section with 23 students choose disagree, they thought that a text in English is a bored subject, they have less motivation if the teacher give a task related to reading. And then 20 students choose disagree in comprehend the procedure of the task, because they less understanding about the way to answer the questions,

they only focusing on the keyword of the question and rewrite the answer based on keyword they found in the text.

After the researcher collecting data to see difficulties of the students learning reading in English, then the researcher finding the appropriate media to help the students learn more about reading easier as they can. In the Table 3. There are some options of media and then the students choose media that will help them to motivating while learning reading in the next instructional. Perhaps, in the next meeting in the class, they can use the media that useful for their interactive learning. The most media they choose is video with 12 students' responses. As interactive media, video shows audio-visual which engaging the students to focus on the material, because the visual so interesting and fun to watch, thus, the students' more active to recognize the topic with enjoy activity.

The next media they choose is games with 10 participants choose it. They thought that games is a good media because they can learn and play in one time. And it is a funny thing to do while they are feel boring with all subject in the class. The third is songs media with 8 students' responses. Songs is the media that can help the students read a text with rhythm, such as reading with story telling form. 2 students select powerpoint as a interesting media, not much, because powerpoint is the media that always use in every subject nowadays, they are not familiar with this media. And then paper media, for instance, 3 students choose cardboard, 1 student choose flashcard, and no one choosing worksheet as a prefer media for them.

CONCLUSION

This research has found some of the reason why the students feeling difficult while they learn reading in the class. Many of them feeling difficult in grammar and lack in vocabulary. Thus, they not really understand about the meaning of the text as a whole. They only focused on some word which familiar, such as the characteristic of the animals. In the test results, the students dominant response is not quite answer, they difficult to answer because they do not know to write the answer exactly, the sentence not structured well.

In the questionnaire results, many of the students choose disagree than agree for the statements about some of the result after they learning reading and doing the task. And then based on the students' responses above, the researcher give some options of media to choose by the students. Some of them select video as the most media that can help to improve their motivation in reading. Thus, the students can found a good media which appropriate with their need.

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