



AN ANALYSIS OF STUDENTS READING COMPREHENSION DIFFICULTIES

Riski Wulandari*, Aulia Azmi, Noor Aisyah, Faida Azhimia

Program Studi Sarjana Pendidikan Bahasa Inggris, Fakultas Humaniora, Universitas Sari Mulia,
Jl. Pramuka No.2, Pemurus Luar, Banjarmasin Timur, Banjarmasin, Kalimantan Selatan 70238, Indonesia
[*riskiwulandari.021@gmail.com](mailto:riskiwulandari.021@gmail.com)

ABSTRACT

Schools, as key educational institutions, play a vital role in fostering 21st-century skills, notably the 4Cs: critical thinking, creativity, communication, and collaboration. Among these, reading ability stands out as a fundamental skill in elementary education, essential for students' overall learning success. This study investigates the reading comprehension difficulties experienced by students at Sekolah Dasar Teologi Kristen Galilea Banjarmasin. The study aims to analyze these difficulties in depth to provide insights into improving reading instruction and enhancing student learning outcomes. Objective to determine the reading difficulties of grade five students at SDTK Galilea Banjarmasin. Quantitative descriptive method research design. The population is the grade five at SDTK Galilea Banjarmasin, with a total sample of fifteen students. This research was conducted by distributing questions to children. Based on the data it can be know that 53,32% students has difficulties in determining main idea, 36,66% of students has difficulties in understanding vocabulary, 29,99% of students has difficulties in finding detail information, 28,33% students has difficulties in locating references, 26,66% students has difficulties in making inferences. Based on the analysis of students' reading comprehension test result at SDTK Galilea Banjarmasin it can be concluded that students face challenges in various aspects of reading comprehension. They particularly struggle with identifying main idea, identifying references, making references, locating detailed information in the text. These finding suggest that students' overall reading comprehension is still low, indicating a need for targed instructional strategies to adrees these issues in the learning procces.

Kata kunci: difficulties; reading; reading comprehension

INTRODUCTION

Education is a very important foundation for individual survival. Education in Indonesia has entered the era of industrial revolution 4.0 which is related to education. The relationship between the world of education and the industrial revolution 4.0. Namely, the world of education is required to keep up with rapidly developing technological developments and utilize technology, information and communication as more and more sophisticated facilities to facilitate the learning process (Putriani & Hudaidah, 2021). Schools as educational institutions can utilize technology, information and communication, so that schools play an important role in developing 21st century skills, namely 4C skills. The 4C skills in question are critical thinking skills, creative thinking skills/creativity, communication skills and collaboration skills. This was stated by US-based Partnership for 21st Century Skill (P21) that is (Battelle for Kids, 2019): "Students must also learn important skills for success in today's world, such as critical thinking, problem-solving, communication and collaboration." Language skills consist of four skills, reading ability is one of the skills that plays an important role in learning in elementary school. Reading ability is a basic ability provided by educational units to provide basic reading skills, as stated in Permendikbud Chapter III No. 22 of 2016 concerning Primary and Secondary Education Process Standards, in the principles of preparing RPPs there is the development of a reading and writing culture which is designed to develop a love of reading, understanding various reading materials, and expression in various forms of writing.

One aspect of learning in elementary schools is learning to read. Learning to read is the main activity, especially at the elementary school level. Learning to read really determines student mental development and is a very important activity to increase student personal potential. This is possible because reading involves many factors such as comprehension, sight, time, quantity, speed, surrounding environment, age, memory, organization, analysis, vocabulary, concentration, selection, recording, and motivation. Learning to read is a main activity, especially in lower grades. The process of learning to read initially asks educators to look at the basic abilities possessed by students. Reading skills must be mastered by students in elementary school. Reading skills will be related to the entire learning process of students. The level of learning success of students in participating in the process of teaching and learning activities in elementary schools can be determined by their mastery of reading skills (Kaffah, Maryono, & Noviyanti, 2022).

Reading is an ability that must be mastered by elementary school students because through reading students can learn about various fields of study (Rovigo, 2019). The ability to read is directly related to the entire process of student learning activities and the learning success of students in participating in the process of teaching and learning activities at school is largely determined by mastery of reading skills. Students are categorized as ready to read when they can identify or understand the meaning of nouns from what other people say, even though students are not yet able to name the letters of the object's name (Sholihin & Samsudin, 2022). In preliminary research at Sekolah Dasar Teologi Kristen Galilea Banjarmasin (Primary School), which is one of the schools located at Jln. K.S. Tubun No. 60 Rt. 05, Banjarmasin city, when the researcher interviewed the English teacher, she said that she more paid in the reading teaching and learning process, researcher found the problem of reading difficulties such as difficulty to understanding words or sentences that are still difficult to understand and important ideas of paragraph that are difficult to understand. Thus, students reading difficulties at SDTK Galilea Banjarmasin require the role of teacher to help students successfully complete their developmental tasks. Because teachers have a very big influence on student success, especially in learning to read. Based on the problems that found during preliminary research, Reading comprehension is crucial for obtaining knowledge and information from our environment, to obtain further information regarding elementary school students reading difficulties that researcher found the problem of reading difficulties such as difficulty to understanding words or sentences that are still difficult to understand and important ideas of paragraph that are difficult to understand. The aim of this study is to determine the level of reading difficulty of fifth grade students at SDTK Galilea Banjarmasin.

METHOD

In this research, the researcher employs quantitative descriptive research methods. Quantitative descriptive research uses statistical, mathematical, or computational techniques to analyze data. This approach involves the collection and analysis of numerical data to produce objective and measurable results, often through surveys, experiments, or the use of existing data sets. By employing these methods, the researcher aims to quantify variables and uncover patterns, relationships, or trends within the data. (Sugiyono, 2023). Quantitative descriptive research involves providing a comprehensive and straightforward summary of participants' experiences and the meanings they ascribe to them, using techniques like interviews and observations to capture the complexity of human behavior in its natural context. (Creswell J. W., 2023). This study employed a descriptive research design to investigate specific issues related to students' reading difficulties in the school environment. Using quantitative descriptive research methods, the researcher analyzed and described various factors that contributed to the reading challenges faced by fifth-grade students at SDTK Galilea Banjarmasin.

RESULT AND DISCUSSION

This section presents the findings of this study presented the result of analyzing the data of students difficulties using the five aspects of reading comprehension identified by Nuttal (2000 as a cited in Safitri,

Sayekti Dwi 2023) as indicators are determining main idea, locating references, understanding vocabulary, making inference, detail Information. The data was taken by giving the students 20 questions of reading tests. The researcher calculates the frequency of difficulties by using percentage formula. The following chart summarize the data about the students' difficulties in comprehending reading text.

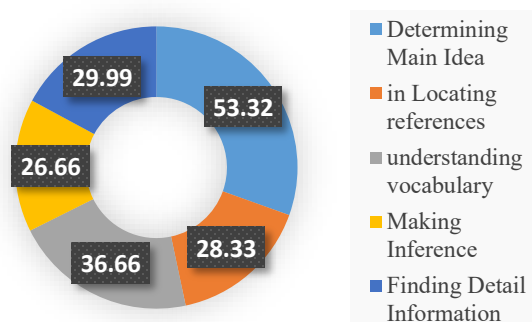


Figure 1. the percentage of Students difficulties in reading comprehension

In this section, the researcher discusses the data from the test and that has been presented in the Findings. They are the difficulties faced by students according to Nuttal (2000) five aspects in reading comprehension determining main idea, locating reference, understanding vocabulary, making inference, detail information. Further, it can be seen in chart 4.8 that the finding from the test showed have the highest percentage of difficulties students face when comprehending reading that deteremining main idea has a percentage 53,32%, second position there is understanding vocabulary 36,66%,there is finding detail information with a percentage of 29,99%, there is locating references with a percentage of 28,33%, at the fourth position, and at the fifth position, there is making inferences with a percentage 26,66. Based on the data above, the percentage of students who answered incorrectly of the questions that were classified based on reading comprehension aspect was still very high. It means that many students have difficulty in comprehending and answering the reading text that have been given.

First, student difficulty in determining main idea. These results show that understanding the main idea is a major area of difficulty for students, especially in questions that test less familiar concepts. In reading comprehension, students must also be able to pick up important points in a text to ensure they understand the text being read. But, most of them couldn't get main idea correctly. For the example main idea question number 11, the students need to determine the point of a whole text, but students answered incorrectly to question number. One example of a student's mistake in finding determining main idea is option A is incorrect because the text doesn't discuss the current popularity of track and field events; it focuses on their history. Option C is also incorrect because while the text mentions the Olympics, it doesn't provide details about the variety of sports included in the Olympics. The main focus is on the history of track and field events through time, making option B the correct answer.

The second is understanding vocabulary. Vocabulary is important thing to learn foreign language, there are several definitions of vocabulary is one thing language foundations are important and therefore it makes sense to be able to measure learner abilities. In exploring this aspect, the researcher used types of synonyms questions to ascertain whether the student has a rich vocabulary or not and also ensure that the student can interpret the vocabulary in question. For the example question number 18, what does the word "ask" mean in the sentence "The peacock came to the owl house to ask for food?" The word "ask" means C (Request). When someone asks for something, they are making a polite request rather than demanding or giving something. In this context, the peacock is requesting food from the owl rather than making a demand or giving something.

The third is difficulties in getting the detail of information. In reading comprehension, student should get detailed information contained in the text. Based on the information provided, reading comprehension can be defined as a complex process that involves active reading strategies, drawing on prior knowledge, critical thought, and understanding the reason for reading. In this aspect, students answered a lot of wrong answers to number 14. Based on the story, which of the following statements is not true? The statement that is not true is C (Track and field events disappeared entirely after 394 CE). Based on the story, while it's true that track and field events were held in ancient Greece and continued in Rome, they did not disappear entirely after 394 CE. The text mentions that track and field events became popular again in Britain in the 19th century, indicating that they were revived and continued to be practiced.

The fourth is locating references. In answering locating reference questions, students should be able to recognize the function of pronouns in the text. Reference is words or phrases used to prevent words repetition in the sentence. It used either before or after a reference in reading material. Students should be able to recognize how pronouns are used in sentences to refer to specific people, places, or events when identifying reference important to understand the reference to know the meaning of those words refer to. For the example question number 2. 'Then he reads his newspaper in the kitchen' in the text, the word "he" refers to? For this question, 10 students gave the correct answer. In the text, it starts by saying 'Tom gets up at 10 o'clock.' After that, all the actions described are about Tom. So, the "he" in the sentence refers to Tom, as he is the person performing the action of reading the newspaper. Why B (Tom's mother) is not the correct answer: The text does not mention Tom's mother being in the kitchen or reading the newspaper. The actions described in the sentence are attributed to Tom, not his mother. The text simply states that Tom calls his mother later in the day, but she isn't involved in this part of the story. So, the word "he" must refer to Tom, and C is the correct answer.

The fifth is making inferences. Reading drawing conclusion refer to information that is implied. When readers infer, they connect the dots between sentences and fill in the gaps with information that is not explicitly stated. It's like using clues to solve a puzzle. This can be challenging for students who are not attentive readers, as they need to actively engage with the text to make inferences. This indicator shows the lowest percentage compared to the other 4 indicators. For the example question is which of the following activities does Terry probably dislike? The correct answer is C (Playing sports outside) because Terry is described as someone who loves and is good at playing video games, specifically car video games. The text does not indicate any dislike for video games or car video games in particular. However, it does suggest that Terry's interests lie in video games rather than in outdoor sports. Therefore, it's reasonable to infer that Terry would probably dislike playing sports outside, as it is outside his known interest in video games. Options A and B are incorrect because Terry loves playing car video games and is very good at playing video games in general, so he would not dislike these activities.

The results of this study indicate that the five grade students at SDTK Galilea Banjarmasin difficulties in understanding reading texts in English. The results of these tests align with the researchers' theory, which is based on Nuttal's (2000) framework of five essential components of reading comprehension. According to Nuttal, students should to effectively understand the text by determining the main idea, locating references, understanding vocabulary, making inferences, and finding detailed information.

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