

FAKTOR-FAKTOR YANG MENYEBABKAN KESUKARAN SISWA MEMAHAMI TEKS BAHASA INGGRIS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesukaran-kesukaran yang dihadapi siswa dalam memahami teks Bahasa Inggris, faktor-faktor yang menyebabkan siswa sulit memahami teks Bahasa Inggris dan kemudian merumuskan faktor yang paling dominan yang mempengaruhi siswa dalam memahami teks bahasa Inggris dengan metode deskriptif kualitatif dan subjeknya siswa kelas 12 dari SMAN 1 Sigli yang berjumlah 30 orang. Perolehan data melalui penyebaran angket dan wawancara, kemudian menganalisis dengan melakukan teknis reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ditemukan bahwa siswa mengalami kesukaran memahami teks bahasa Inggris dikarenakan mereka kurang memiliki minat dan ketertarikan, kurangnya konsentrasi dan fokus, dan kurangnya penguasaan strategi maupun metode memahami teks bahasa Inggris. Faktor penyebab timbulnya kesukaran ini adalah kurangnya penguasaan kosa kata dan tidak terbentuknya kebiasaan membaca teks-teks bahasa Inggris. Hal ini dibuktikan sebanyak 33,33% menyatakan kendala memahami teks bahasa Inggris adalah penguasaan kosa kata terlalu sulit, 46,66% menyatakan penggunaan kosa kata teks bahasa Inggris di dalam buku-buku pelajaran bahasa Inggris atau yang diberikan oleh guru terdapat penggunaan kata-kata yang sulit. Di samping itu, terdapat 53,33% penyebab sebagian orang tidak tertarik dengan bahasa Inggris karena kurangnya penguasaan kosa kata dan 76,67% menyatakan bahwa pengaruh kurangnya konsentrasi dan fokus memahami teks bahasa Inggris salah satu penyebab utamanya adalah kurangnya penguasaan kosa kata, dan sebanyak 56,67% menyatakan seseorang tidak mampu memahami teks bahasa Inggris dikarenakan tidak memiliki strategi, tidak memiliki kebiasaan dan tidak suka membaca teks bahasa Inggris. Akhirnya disimpulkan bahwa penyebab dominan siswa mengalami kesulitan memahami teks bahasa Inggris adalah kurangnya penguasaan kosa kata. Di samping itu, berdasarkan hasil wawancara didapatkan sebagian siswa mengalami kesulitan memahami teks bahasa Inggris dikarenakan tidak memiliki strategi membaca yang tepat, kurangnya penguasaan kosa kata, kurangnya pemahaman tata bahasa, dan tidak terbentuknya sebuah kebiasaan membaca yang baik.

Kata kunci: Faktor Kesulitan; Teks Bahasa Inggris.

THE FACTORS THAT CAUSE STUDENTS' DIFFICULTIES IN COMPREHENDING THE ENGLISH READING TEXT

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ABSTRACT

This research is done to find out the difficulties faced by the students in comprehending English reading text and find out the dominant factor that influence students in comprehending English reading text. This research employs descriptive qualitative. The subject for this research was the third grade of senior high school of SMAN 1 Sigli that consists of 30 students. To obtain the data, the researcher used questionnaire and interview and then analyzed them by using reducing, presenting the data and then make conclusion. As the result of this research, it was found that some students faced some difficulties in comprehending English text because they have lack of interesting, lack of concentration, and also lack of mastering strategy and method. The factors caused these problems because some of them have lack of vocabulary and some of them don't have habitual daily life style in reading English text. It could be proven from the questionnaires that 33, 33% stated that the obstacle faced in comprehending English text was the mastering of difficult words, 46, 66% stated that there are some difficult vocabularies in the word usage of their English text book and in the reading text given by their teacher. Besides, it's also found that 53, 33% some students have lack of interesting in studying English because they have lack of vocabulary and 76, 67% stated that the factor that cause some of students have lack of concentration and focus because of they have lack of mastering vocabulary. Moreover, it was also found that as many as 56.67% stated that someone are not able in comprehending English text because they don't have strategy, habit, and interest. Thus, it could be concluded that the dominant factors that caused students have some difficulties in comprehending English reading text is lack of mastering vocabulary. Besides, based on the result of interview, it was found that some of students get some difficulties in comprehending of reading text because of they do not have appropriate reading strategies, lack of vocabulary, lack of the understanding of grammar in text, and also they do not have good habit in reading activities.

Keywords: Difficulties Factors; English Text.

INTRODUCTION

Background of the Study

The ability of reading English text is essential for students. This skill will be useful for the students, exactly when they face national examination. There are a lot of questions that ask students about their comprehending of a English text. According to Harmer (1995: 6) Reading for detailed comprehension, whether. Looking for detailed information or language, must be seen by students as something very different from the reading skill mentioned above. When looking for details, we expect students to concentrate on the minutiae of what they are reading.

In fact, many students get difficulties in comprehending the English reading text; getting the general information, specific information, vocabulary, grammatical, and main idea of paragraph of a text. Therefore, this will make students are not able to understand the information stated, so that they also will not able to answer the questions related to the text.

Consequently, the evidence shows that the skill of reading comprehension is very crucial to be mastered by all of students. Exactly, these are the problems for students because they are expected to have ability in understanding the English text, meanwhile the English is foreign language for them. In this research, the researcher focused on:

1. Lack of vocabularies
2. Lack of strategy and reading speeding
3. Lack of interesting in reading English text

Research Problem

Based on the background of the study above, the research problem of this research are:

1. What are students' difficulties in comprehending English reading text?

2. What are some factors that cause some students get difficulties in comprehending English reading text?
3. What are dominant factors faced by students in comprehending reading text?

The Objectives of the Study

The objectives of this study are:

1. To find out the students' difficulties in comprehending the English reading text.
2. To find out the factors that causes the student' difficulties in comprehending the English reading text.
3. To find the dominant factor that causes the students' difficulties in comprehending the English reading text.

LITERATURE REVIEW

The concept of Reading

According to Elizabeth (2008:1-2) Reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proofreading is so difficult: when you are very familiar with the ideas you hardly need to read the words at all. Besides, Nuttal (1996: 11) Reading is interactive process---as conversation is because is both reader and writer depend on each other. The interaction is complicated by the fact that the writer is absent at the time of reading; so he gets no feedback and cannot know what parts of her text will cause misunderstanding. He has to guess and shape the text accordingly, but as he never knows who the readers will be, he will never completely succeed.

Moreover, Rudd (1989: 5) also says that reading is a highly complicated process which relies on great variety of skill, and skills is the operative word here.

Reading is vital to daily life. Not, a day goes past without reading, even if it's only selecting the correct packet from the kitchen shelf or reading street sign. In addition to McCracken dan Walcutt (1969: 4) states that reading is to get information of some sort from the printed page. Based on explanation above, it can be concluded that reading is a process of improving reading comprehension trough understanding the meaning, interaction process between reader and writer, a selective process in understanding every information at various printed media.

Reading skills

Based on Clark dan Starr (1981: 271) state that reading skills should be taught functionally. Therefore, as you as a middle or secondary school teacher must teach reading skill in your regular contents courses. Besides, learning to use these skills while reading material you must study anyway gives students a reason for trying them. According to Cochran (1993: 12) Reading skills contents of:

1. Vocabulary
 - a. Learning terms to English (e.g., apostrophe, adjective)
 - b. Learning English (literary or grammatical) meaning for common words (e.g., romantic, subject, act).
 - c. Understanding words change in meaning and pronunciation (e.g., edelweiss, croissant).
 - d. Understanding how new words are coined or how they enter our language (e.g., snafu, morpheme).
2. Comprehension
 - a. Selecting significance details, classifying convergently, formulating main ideas.
 - b. Following directions.
 - c. Recognizing sequence
 - d. Inferring time, place, mood, motive of characters

- e. Making comparisons
- f. Responding to imagery
- g. Recognizing semantic and literary devices
- h. Distinguishing between fact and literary devices
- i. Detecting fallacies of reasoning.

Moreover, Inmon dan Lenier (1992: 156-157) also say that there are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds. Hence, reading skill is an ability that needs to be trained and to be improved by mastering vocabularies, have good strategies and methods of each types of reading, and all of these have to be maintained by developing continuous habits in reading.

Reading Comprehension

Elizabeth (2008: 190) says that comprehension understands the meaning of what is the read from the print, illustrations, layout and design. It is the act *simultaneously* and *constructing* meaning from the text. Students have to extract meaning from the printed words on the page by working out how print operates to represent words. They also need to build new meanings by integrating new ideas with old information. In doing this, they are constructing meanings. According to Abdulaziz and Stover (1989:11-12) students can perform their own calculations and keep their own chart in reading comprehension skill.

1. Main idea A multiple-choice main idea exercise follows each reading. Stunts are required to distinguish a statement of the main idea from other statement of the main idea from other statement that are true about the reading.
2. The comprehension questions are means to test student's understanding.
3. Using new vocabulary Questions on new vocabulary words are intended to lead the student through the reading idea by idea and new word by new word.

4. Additional reading. This reading usually includes only one quick exercise to test comprehension. It is not a timed reading and is not reading and is not meant for extensive analysis.

Furthermore Markstein (1981: 6) says that comprehensive word or phrase related to the reading write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words phrases on the board. Thus, it could be concluded that reading comprehension is the process of building the meaning of a reading in line with discipline of reading habit by integrated it with knowledge of linguistics that produce optimal reading quality in the content and context.

The Factors that causes Students' Difficulties in Comprehending the Reading Text.

According to Perera (1894: 274), there are types of difficulty in reading comprehension, they are:

1. Illegible handwriting, print that is blurred or uncomfortably small, or lack of contrast between the words and the background.
2. When the subject matter is outside the reader's knowledge and experience. In this case, it is possible for all the words of the text to be understood but for the whole not to make sense.
3. Presented by unfamiliar vocabulary. Some of the book written for junior school pupils, contains several words which are unlikely to be known by young children.
4. There may be grammatical difficulties in the text.
5. They overall of discourse organization may be unclear or unfamiliar.

According to Burgmeier, Eldred, and Zimmerman (1991) say that the difficulty of reading comprehension can divide; establishing a context, understanding words, putting words into sentence, and the last using word in context. Therefore, it could be concluded that there are some difficulties in reading comprehension such as reader's knowledge and experience of reading

context, the reading presented by unfamiliar vocabulary, grammatical difficulties in the text, discourse organization may be unclear or unfamiliar, etc.

RESEARCH METHODOLOGY

This research is descriptive qualitative that intends to describe factors that cause students' difficulties in understanding reading English text. It is a qualitative research because it explains the phenomenon being investigated, without special treatment for the sources of data and the data is analyzed inductively (Bogdan & Biklen, 1998). The researcher did not search out data or evidence to prove or disprove hypotheses, but she tried to understand and interpret the data that had been collected to draw generalization. Furthermore, the research was intended to describe the reality found, and to give the conclusion and explanation about the problems that happened in line with the variables of this research. The location of this research is at SMAN 1 Sigli and the subject of this research consisted of 15 students as the sample.

Meanwhile, to get the data, the researcher used questionnaire and interviewed as the instruments of this research. Questionnaire was used to know the factors that cause students get difficulties in comprehending the English reading text. The questionnaires consisted of 10 questions in closed-ended form. Further, researcher also applied interview as the supporting technique. Here, it was applied face to face interview. The researcher interviewed 10% of the samples of this research to gain more concrete data about some difficulties face by students in understanding English reading text. It was used unguided and guided interview that contained 10 questions. The whole questions of questionnaires and interview was organized to seek information and data that related to the factors that cause students in comprehending English reading text.

Moreover, data obtained from the distribution of questionnaires will be analyzed by using a percentage pattern; meanwhile the data from the interviews

will be analyzed by using qualitative descriptive techniques. Because the technique used in analyzing the data of this research is qualitative, therefore all data were analyzed descriptively by using descriptive analytic. This method was employed to describe the data obtained coherently in narrative form.

DISCUSSION AND RESEARCH FINDINGS

Based on the result of questionnaires and interview the researcher found that the factor that caused students' difficulties in understanding English texts was the lack of mastery of the vocabulary which was answered through the results of the questionnaire analysis in question no. 2, as many as 33.33% stated that the obstacle faced in understanding English texts was the mastery of vocabulary that was too difficult. This is supported by the findings obtained through the response of respondents to question no. 3, as many as 46.66% stated that the use of vocabulary contained in their English textbooks or in the text that given by their teacher were found many uses of difficult words.

In addition, based on the analysis of the rate of students' interests there are 53.33% causes that some students are not interested in English is due to the lack of mastery of English vocabulary, so that everything will also affect their concentration and focus in understanding English texts. This is stated by the percentage of 76, 67% of them stated that the concentration and focus of a person in understanding English texts one of the main causes is the lack of mastery of English vocabulary.

Moreover, it was also found that the factors influencing students in difficult to understand English texts were the lack of mastery of strategies, methods and speed in reading English texts. This statement was answered by respondents in question no.5 which is as much as 56.67% stated that a person does not have a strategy in understanding the English text because the person concerned has no habits and does not like to read English texts.

Furthermore, based on the results of the interview analysis, it was found that the method used in understanding English texts is by interpreting vocabulary, reading the text slowly, then understanding the meaning of each paragraph, and finally by reading the title first and then connecting the words which is already known by the title of the text. Furthermore, information was also obtained that the reason someone was not interested in English was one of them due to difficulty understanding vocabulary and lack of mastery of tense in English. Besides that, because the text is too dense/long, there is no picture, the text is difficult to understand, and when trying to learn English there are ridicule from other friends and also because of the factor of rarely reading. Furthermore, there were also some solutions in understanding English texts including memorizing and memorizing vocabulary, understanding tense, frequently reading English texts, and also often practicing independently by reading the text first and then determining the topic of the text.

CONCLUSION

This research investigated the students' difficulties in comprehending the English reading text, the factors that causes the student' difficulties in comprehending the English reading text and the dominant factor that causes the students' difficulties in comprehending the English reading text. Based on the result of the research that has been discussed before, the researcher would like to get some important conclusions as follows:

Some students faced some difficulties in comprehending English text because they have lack of interesting, lack of concentration, and also lack of mastering strategy and method. The factors caused these problems because some of them have lack of vocabulary and some of them don't have habitual daily life style in reading English text. It could be proven from the questionnaires that 33, 33% stated that the obstacle faced in comprehending English text was the mastering of difficult words, 46, 66% stated that there are some difficult

vocabularies in the word usage of their English text book and in the reading text given by their teacher.

Besides, it's also found that 53, 33% some students have lack of interesting in studying English because they have lack of vocabulary and 76, 67% stated that the factor that cause some of students have lack of concentration and focus because of they have lack of mastering vocabulary. Moreover, it was also found that as many as 56.67% stated that someone are not able in comprehending English text because they don't have strategy, habit, and interest. Thus, it could be concluded that the dominant factors that caused students have some difficulties in comprehending English reading text is lack of mastering vocabulary.

In short, the statements above answered the research questions of this study; firstly students' difficulties in comprehending the English reading text are lack of interesting, lack of concentration, and also lack of mastering strategy and method. secondly, the factors that causes the student' difficulties in comprehending the English reading text are some of students have lack of vocabulary and some of them don't have habitual daily life style in reading English text, and the last is the dominant factors that caused students have some difficulties in comprehending English reading text is lack of mastering vocabulary.

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