

**ANALYSIS ON STUDENTS' DIFFICULTIES IN READING  
COMPREHENSION REPORT TEXT AT GRADE X OF SMA  
AL-MA'SHUM KISARAN IN 2023/2024 ACADEMIC YEAR**

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**Abstract**

This research aims to analyze the most dominant difficulties faced by the class. This research is qualitative research, and the subject is class. The data collection techniques are observation and tests. Researchers used data analysis techniques developed by Miles and Huberman. The steps are first, data collection; data collected from student observations. Third, data display, there the searcher collects all the information and draws conclusions. The search results showed that 15% of students had difficulty determining the main idea (35 wrong answers). 15.91% of students had difficulty understanding vocabulary (59 wrong answers). Furthermore, 23.41% had trouble in drawing conclusions (56 wrong answers) and 22.22% of students had trouble in identifying detailed information from texts where the number of wrong answers was 40. Factors causing these difficulties were problems understanding vocabulary, challenges at home and school., and the lack of students learning English.

*Keywords: Analysis; Reading Difficulty; Report text.*

**INTRODUCTION**

English is a universal language. English's importance in a variety of sectors, including academics, technology, politics, and economics, attests to its status as an international language. One of the four skills that learners of the English language need to acquire is reading. English is the language of conversation in almost every nation. According to the Indonesian Ministry of Education and Culture, teaching English is the first foreign language that is required in order to develop and master science, technology, and the arts as well as to forge beneficial partnerships with other countries. From kindergarten through university, English must be taught in Indonesian schools as the first foreign language.

The process of understanding the meaning or content of a book is known as reading comprehension. This study focuses on how well students read report text. Through this process, they should be able to comprehend the text and extract the information it contains.

Report text. are those that provide information about a subject in broad strokes. It is the outcome of methodical observation and investigation. Report text might be challenging for pupils to read at times since they don't always utilise language that is appropriate for primary school. As a result, pupils had to be proficient in text comprehension. As a result, teaching reading involves more than just giving children the material to read word for word; it also entails asking them to comprehend its meaning.

According to Nunan (2018 p. 68), reading is a process where readers combine the text' material to make sense of it. It suggests that reading will help pupils improve and advance in every topic. Reading aloud helps readers comprehend the details and importance of the material they have read. It is the learners' responsibility to learn meanings. Children acquire a language through reading, and the more they read, the more fluent they become (Harmer, 2020 p. 21). Reading also aids children's comprehension of language, writing, and spelling. Reading is the process of efficiently deriving the information required from written materials in order to comprehend them. When teaching reading comprehension, How many kids struggle with understanding when reading text, especially report? The majority of children find reading challenging. When reading, they should focus on pronunciation, articulation, intonation, understanding the primary idea, and comprehending the meaning of each sentence. These elements are crucial because, when a learner correctly interprets a text, they may extract accurate information from it, which other readers can then comprehend. Cain in 2020's Zagoto.

The difficult process of reading comprehension calls for the coordination of several different cognitive talents and abilities. It implies that the capacity to read a text, evaluate it, and understand its meaning is known as reading comprehension. A person's temperament and other elements, such their capacity for inference, affect how well they comprehend the content. Stated differently, reading comprehension refers to the capacity to comprehend a material once you have read it. An individual's personality and skill set—particularly their capacity for inference—have an impact on their capacity to comprehend the subject matter. Prihatini (2022). Reading comprehension, according to Loli and Dilla (2021), is the process of comprehending the material in order to improve a student's reading ability.

Reviews are included in the thirteen text types (Gerot & Wignell, 2019, pp. 192-223). However, the author's study will concentrate on report texts. Report texts are a specific type of text that offer data about a subject after it has been closely monitored and examined. According to Gerot and Wignell (2020), a report is a description of the world that contains references to various man-made, natural, and social phenomena. According to preliminary findings at the school, reading materials are not just In order to facilitate student learning, English teachers gather reading materials from various sources, including the internet and textbooks. They then organise discussion groups and assign homework. First, the teacher assigns students to look up unfamiliar words or translate them to understand the meaning of the text. Afterward, the teacher poses some questions about the report text. The instructor ends the class before calling a time. The findings of the researcher's observations and interviews with multiple pupils revealed that the students thought reading comprehension was challenging. The fact that English is not their first language causes the students to struggle greatly while trying to read English materials. Nuttal (2021) identified five areas in which students frequently struggle to comprehend the texts they are reading. They are identifying the primary concept, locating references, deriving meaning from language, and drawing conclusions.

Analysing students' reading comprehension challenges is essential to understanding their struggles. By doing so, this study can identify the most common challenges encountered by SMA SWASTA AL MA'S'HUM KISARAN BRT class X pupils.

## METHOD

This research was carried out at Al MAS'HUM KISARAN BRT Private High School for the 2023/2024 academic year. It is located on Sidodadi Jalan Batu Asahah. The time allocated for this research is one month. This research is a qualitative descriptive study. Sugiyono (2018) explains that qualitative research methods are research methods used to examine the condition of objects naturally, where the researcher is the key instrument. The natural objects referred to by Sugiyono (2018) are objects as they are, not manipulated by the researcher so that the conditions when the researcher enters the object, after being inside the object, and after leaving the object remain relatively unchanged.

Thus, this descriptive research was conducted to systematically describe the facts and characteristics of the Al MAS'HUM KISARAN BRT Private High School student subjects. Researchers used a descriptive design that focused on students' difficulties in understanding English reading texts.

The subjects of this research were students in class X<sup>-3</sup> of Al MAS'HUM KISARAN BRT Private High School, totaling 30 students. Subjects were chosen purposively because students had difficulty understanding reading. According to Arikunto (2010:183) purposive sampling is the process of selecting samples by taking subjects that are not based on level or region.

## RESULTS AND DISCUSSION

The researcher classified the research findings into some points that consist of student's difficulties in reading comprehension, and factors of causing the students difficulties in reading comprehension. Obtaining the data, the researcher used the observation to analyze students' difficulties in reading comprehension. The researcher also used the interview to know the factors of causing the students difficulties in reading comprehension. The subject of this research is the X<sup>-3</sup> Class students of SMA SWASTA Al MA'S'HUM KISARAN BRT

The data Was taken from 30 students from X IPS Class students of SMA SWASTA AL MA'S'HUM KISARAN BRT and written by 28 students. because 2 students did not come because they were sick. The researcher has identified the students' difficulties and has calculated the number of each difficulty. The researcher draws up the result of calculation into table and converting them into percentages. Below is the table of difficulties in reading comprehension made by each student of class X<sup>-3</sup> SMA SWASTA AL MA'S'HUM KISARAN BRT

Table 4.1 The classification of students' Difficulties

No	Nama	Determining Main Idea	Locating Inference	Understanding Vocabulary	Making Inference	Detail Information
1	AS	2	1	3	3	2
2	ARS	1	3	2	0	3

3	AA	1	0	2	2	3
4	AIS	0	2	3	1	2
5	AMS	1	1	3	0	2
6	ASA	1	2	2	3	2
7	BL	1	0	2	3	3
8	CNP	3	2	2	0	1
9	CSP	0	0	3	2	2
10	DR	2	2	1	1	2
11	DS	1	1	2	3	1
12	FR	3	2	1	3	2
13	FAK	2	2	0	1	3
14	GTW	3	3	2	2	2
15	HP	2	0	3	2	3
16	IAD	0	2	2	1	2
17	KNA	1	1	3	2	1
18	KA	0	2	2	1	2
19	KZ	4	4	3	3	3
20	LKN	2	1	2	3	3
21	MA	1	0	2	3	2
22	MDA	0	2	3	2	2
23	MIMD	2	0	3	3	2
24	MR	1	1	2	3	2
25	NAP	1	2	,1	2	1
26	NIA	1	3	2	1	2
27	NU	2	0	1	3	3
28	QS	1	2	2	3	1
29						
30						

Total of each difficulties	38	40	59	56	59
Total of all difficulties	252				

After collecting and analysing the data, there were 252 Difficulties from students' reading text, those are 252 Difficulties were classified these following:

- a. Determining Main Idea: 38
- b. Locating Reference :40
- c. Understanding Vocabulary: 59
- d. Making Inference :56
- e. Detail Information :59

### **The Students' Difficulties in Reading Comprehension Report Text**

The research finding, the researcher presented the result of analyzing the data. The subjects are the students of X-<sup>3</sup> class SMA Swasta Al MAS'HUM KISARAN BRT There are 28 data collected by the researcher. The type of the test which was done by the students was multiple choices with five options such as a, b, c, d and e. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of difficulties in reading. The researcher calculates the frequency of difficulties by using Sudijono's formula:

$$P = F \times 100\%$$

P=Percentage

F= Frequency of Difficulties

N=Number of cases (total frequent)

#### **1. Determining Main Idea**

From 252 difficulties, the made 35 incorrect answers of determining main idea, therefore frequency of Difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{38}{252} \times 100\% \\ = 15\%$$

#### **2. Locating Reference**

From 252 difficulties, the students' made 40 incorrect answer of locating reference, therefore frequency of difficulties of locating reference is

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{40}{252} \times 100\% \\ = 15,91\%$$

#### **3. Understanding Vocabulary**

From 252 difficulties, the students' made 59 incorrect answer of understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is:

$$P = \frac{F}{N} \times 100 \%$$
$$P = \frac{59}{252} \times 100 \%$$
$$= 23,41 \%$$

#### 4. Making Inference

From 252 difficulties, the students' made 56 incorrect answer of Making Inference, therefore frequency of difficulties of Making Inference is:

$$P = \frac{F}{N} \times 100 \%$$
$$P = \frac{56}{252} \times 100 \%$$
$$= 22,22 \%$$

#### 5. Detail Information

From 252 difficulties, the students' made 59 incorrect answer of Detail Information, therefore frequency of difficulties of Detail Information is:

$$P = \frac{F}{N} \times 100 \%$$
$$P = \frac{59}{252} \times 100 \%$$
$$= 23,41 \%$$

### CONCLUSION

Based on analyzed data there are the students get problem to look for the determining main Idea, locating reference, understanding vocabulary, making Inference and detail information. Then they have limited vocabulary so the students cannot understand the material.

From the result of data analysis of observation, the researcher found four factors causing the students difficulties in reading comprehension. There are: Difficulty in understanding vocabulary, home environment, school environment, and the lack of students in learning English.

The first factor is learners background that causes their difficulties. They are students are lack of interested in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text.

The students are lack of motivation to learn reading because reading is boring. And the last factor comes from the learner's environment. They are two kinds of environment that cause difficulties. They are at home and school environment. The majority of the students' experiences lack of facilities in their school since it did not provide enough reading material for them. They said that lack of parental control in learning becaus, they do not have motivation enough from the parent and lack of parent's attention.

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