THE STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL IN PADANG

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ABSTRAK

Penelitian ini bertujuan mencari faktor kesulitan dominan yang dihadapi siswa kelas X OTKP di SMK N 3 Padang dalam memahami bacaan. Teknik pengambilan data yang digunakan adalah *random sampling*. Instrumen dalam penelitian ini adalah tes, angket dan wawancara. Sampel yang di ambil pada penelitian ini berjumlah 26 orang siswa. Siswa diminta untuk mengerjakan tes dan mengisi angket yang terdiri 10 *statement*. Berdasarkan hasil tes, sebagian besar siswa mengalami kesulitan pada pemahaman kosa kata. Berdasarkan angket yang dibagikan pada siswa, 82% diantaranya memiliki kesulitan dalam memahami kosa kata. Sementara itu, 43% siswa mengalami kesulitan dalam memahami bacaan karena teks bacaan yang terlalu panjang. Selanjutnya, 46% siswa mengalami kesulitan dalam strategi membaca. Hasil tes dan persentasi dari ketiga level tersebut maka level yang paling dominan dalam kesulitan memahmi bacaan adalah penguasaan kosa kata.

Kata kunci: Membaca, Kesulitan Siswa, Pemahaman Membaca

INTRODUCTION

Reading is one of the four language skills that should be mastered well by the students besides other skill such as writing, speaking, and listening. Reading can improve students' ability to add the knowledge. Reading a book, journal, newspaper, magazine or article make students know everything that they want to know.

Students will get information from various sources that are important to increase their knowledge and understand something. In reading comprehension, students should know about topic, main idea, and supporting details in reading that can make

students understand the text. Students have to identify the topic, main idea and supporting details. It can help them easily to get the information in the text.

Based on the interview that was conducted to some students, it was found that students feel that reading comprehension is difficult. It happened because of some of the factors, like the students' not understand reading strategy, low vocabulary knowledge, and length of the text make them bored, the students were not interested to read a text.

According to Yusuf & Enesi, (2011) reading is a key skill for students. Without reading the text, students cannot get function efficiently and successfully in the world. From reading, the students learn anything about what they should know.

Meanwhile, (Handayani et al., 2018) state reading is an active and complex process that involves understanding written text, developing and interpreting meaning, and using

meaning as appropriate to the type of text, purpose, and situation.

Reading comprehension is needed by the students as readers, because the goal of reading is comprehension. Through comprehension, the readers are not only read the words, but also should add their experiences and background knowledge, since a good reader needs to think before, during and after reading.

In addition Klingner et al., (2007) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that the more the readers read a text, the more they comprehend and understand the text, the reader automatically responses to text. The reader will get information, pleasure knowledge.

Every skill to learn English has a difficult level to understand and master the skill. Especially for learning reading skills, the students have

problems to master reading skills. Now some of the students lazy to read the text, they more interested to see and listen to something. The bad habits of students now, such as they do not interest to read the text and they have not the time to read. There are several difficulties in reading that can make the students do not master the reading skill.

In addition Westwood (2001) defines difficulties for most poor readers are compounded by the fact that they do not possess, and are not aware of, effective strategies to help them extract meaning.

Furthermore, Shehu (2015) state that problems on students' reading comprehension; vocabulary, working memory, absence of extensive reading, type of text. The problems make students difficult in finding the meaning of the words and the sentences. They also faced difficulties to understanding the content of the texts. This is also supported by statements (Supiah, 2021) the main

problem of students' difficulties reading comprehension such as vocabulary knowledge, sentence length when they read, poor reading strategy. The effect of this problem make the students cannot understand. It can be concluded, when the students read the text, the students get the problems in reading comprehension. The researcher analyzed and found about the students' problems in reading comprehension.

RESEARCH METHOD

The researcher used descriptive research with quantitative approach to describe the phenomenon. The population in this research is students x OTKP at SMK N 3 Padang. The sample of this research is 26 students OTKP who have learned English reading at SMKN 3 Padang. Researcher used random sampling technique. The instrument of this research is the questionnaire and interview. The researcher used the sources of questionnaire, where the researcher wrote the questionnaire

based on the experts. There are three indicators and ten sub indicators in questionnaire

The data collected from some procedures. First, the researcher gave the questionnaire to respondents, and then the respondents answered the questionnaire. After the respondents answer the questionnaire, researcher interview respondents. Then the researcher analyzed the data. After that the researcher analyzed the data. Percentage in questionnaire will be measured by the formula above. The percentage have gotten from the (f) as a frequency from the answers of students' problems and (n) as a sum of frequency. From the percentage, the researcher got the students' difficulties in reading comprehension.

FINDING AND DISCUSSION

The main purpose of this research are to explain and find about the students' difficulties in reading text at X OTKP at SMK N 3 Padang. Based on the questionnaire and interview, the researcher got the result about the students' difficulties in reading comprehension.

The researcher found the students' problems in reading text. This research by the title "The students' difficulties in in reading comprehension at X OTKP at SMK N 3 Padang" divided into three indicators: vocabulary knowledge, length of the text and reading strategy. There are 10 sub indicators and the researcher consolidated into 3 indicators. There are vocabulary knowledge, length of the text and reading strategy. It can be shown from the result from the questionnaire and interview answers. Based on journals from Supiah (2021) explain about the students still get difficulties in reading comprehension because low vocabulary knowledge, sentence length when they read, poor reading strategy.

The students' problems can be described as follow:

1. Vocabulary knowledge

The statement 1 in this indicator is "When I don't know the meaning of a

word in a passage, I open a dictionary or ask the teacher what the word means". Based on the results of the questionnaire, there were 22 students (84,6 %) who choose strongly agree, 2 students (7,7%) who choose agree, 1 students (3,8%) who choose disagree and 1 students (3,8%) choose strongly disagree. Furthermore, for the result in the calculation above, there were 22 (84,6 %) students who mostly strongly agree when they do not know the meaning of the words in a reading, they open a dictionary or ask the teacher. So, the result from first question, it explains that the students get difficult in reading comprehension because they confused in interpret the sentence.

The statement 2 in this sub-indicator of questionnaire is "Lack of vocabulary knowledge makes it difficult for me to interpret word by word or sentence by sentence in a text", so it is difficult for me to find the main idea in the reading text" Based on the results of the

questionnaire, there were 22 students (84,6%) who choose strongly agree, 2 students (7,7%) who choose agree, 1 students (3,8%) who choose disagree and 1 students (3,8%) choose strongly disagree. Furthermore, for the result in the calculation above, there were 22 (84,6 %) students who mostly strongly agree, when Lack of vocabulary knowledge makes students difficult for to interpret word by word or sentence by sentence in a text. Based on the result of second statement, it explains that the students get difficult in reading comprehension because they lack vocabulary knowledge so, students' difficult to find the main idea in a text. The statement 3 in this sub-indicator questionnaire is "I have difficulty in understanding a text, when I do not understand the meaning of words or sentences". Based on the results of the questionnaire, there were 20 students (76,9%) who choose strongly agree, 4 students (15,4%) who choose agree, 2 students (7,7%) who choose disagree and 0 students (0%) choose strongly

disagree. The result from the sub-indicator above there were 20 students choose strongly agree that difficulties to understand a text. Based on the result of third statement, it explains that the students get difficult in reading comprehension because they lack vocabulary knowledge**.**

2. Length of the text

The statement 1 in this sub-indicator questionnaire is "length of the text makes it difficult for me to understand the reading". From the above statement there were 13 students (50%) choose strongly agree, 12 students (46,2%) choose agree, 1 students (3,8%) choose disagree, and 0 students (0%) choose strongly disagree. The result from this sub-indicator is 13 (50%) students think that the length of a text makes it difficult for them to understand the reading.

The statement 2 in this sub-indicator questionnaire is "The length of the text makes me not interested in reading ". Based on this there were 10

students (38,5%) choose strongly agree, 11 students (42,3%) choose agree, 4 students (15,4%) choose disagree, and 1 students (3,8%) choose strongly disagree. The results of this sub-indicator are 11 (42,3%) the length of the text makes them not interested in reading.

The statement 3 in this sub-indicator questionnaire is "Length texts make it difficult for me to retell the contents of what I read". From the above statement there were 10 students (38,5%) chose strongly to agree, 10 students (38,5%) chose to agree, 5 students (19,2%) chose to disagree, and 1 students (3,8%) chose strongly to disagree. The result there were 10 students each who choose to strongly agree and agree. There are parallels in this sub-indicator section. 10 students strongly agree that length sentences make it difficult for them to retell what they read. On the contrary, 10 students agree that length sentences make it difficult for them to retell what they read. The statement 4 in this sub-

indicator questionnaire is "length of the text makes it difficult for me to find the main idea in the reading". From the above statement there were 12 students (46,2%) chose strongly to agree, 9 students (34,6%) chose to agree, 5 students (19,2%) chose to disagree, and 0 students (0%) chose strongly to disagree. The results of this sub-indicator are 12 (46,2%) the length of the text makes them difficult to find the main idea in the reading.

3. Reading strategy

The statement 1 in this sub-indicator questionnaire is "When I read the text I underline or help important information in the text for me to remember the information". From the above statement there were 9 students (34,6%) chose strongly to agree, 14 students (53,8%) chose to agree, 2 students (7,7%) chose to disagree, and 1 students (3,8%) chose strongly to disagree. The results of this sub-indicator are 14 (53,8%) students underline important information in the text.

The statement 2 in this sub-indicator questionnaire is "I take notes while reading to help me understand what I read". From the above statement there were 12 students (46,2%) chose strongly to agree, 12 students (46,2%) chose to agree, 0 students (0%) chose to disagree, and 2 students (7,7%) chose strongly to disagree. The result there were 12 students each who choose to strongly agree and agree. There are parallels in this sub-indicator section. 12 students strongly agree that take note. On the contrary, 10 students agree take notes to help them understand the meaning of the reading.

The statement 3 in this sub-indicator questionnaire is "I looked through the entire text to see what the text was about before reading it". Based on the statement, there were 12 students (46,2%) chose strongly to agree, 10 students (38,5%) chose to agree, 3 students (11,5%) chose to disagree, and 1 students (3,8%) chose strongly to disagree. The results of this

sub-indicator are 12 (46,2%) they see the whole text before reading it.

Based on the analysis above, the researcher found three problems in reading comprehension, first is the students have problem in reading because is vocabulary knowledge. The students who have not many vocabularies knowledge were difficult in reading. Second the students' problems in reading text is the length text, where students have difficult if they found and read the long text, it makes they not interest to read and not carefully in finding main idea of reading text. The last students' problem in reading text is reading strategy, where the students' read the text the students who have not reading strategy.

CONCLUSION

The researcher found the students' difficulties in reading comprehension at class X OTKP at SMK N 3 Padang. The conclusion can be seen as follow:

No	Indicators	percentage
1	Vocabulary knowledge	82 %
2	Length of the text	43 %
3	Reading strategy	46 %

There are three difficulties that students faced, the first is vocabulary knowledge (82%). Vocabulary knowledge is the students' problems in reading text because the students do not mastered vocabulary, the unusually words of the text made the students difficult in reading, Then the lack of vocabulary is the reason the students have the problems in reading.

The second difficulties in reading text based on the result in research is length of the text (43%). The length of the text is the problem in reading because the length text has many discusses, the length of text also make the students not interested and do not careful understand the text.

The third difficulties in reading comprehension is reading strategy (46%), reading strategy is the problem of students in reading comprehension. When the students do not have a

strategy in reading then they do not understand what they read. Based on 3 indicators above, the dominant factor of students' difficulty in reading comprehension is vocabulary knowledge.

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