

STUDENTS' DIFFICULTIES IN READING COMPREHENSION ON REPORT TEXT

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Abstract

This study is aimed to find out the students' difficulties in reading comprehension on report text. This study was conducted at Universitas Pembinaan Masyarakat Indonesia by using qualitative design. The subject of the study was the students at English Education Study Program in academic year of 2020/2021 consist of 21 students. Test and interview were used in collecting the data. The test was used to take the data of the students' level in reading comprehension, whereas the interview used to analyze the students' difficulties on reading comprehension. The data were analyzed by using Miles and Huberman's theory (2014) using data condensation, data display, and drawing conclusion. The findings revealed that the most of students in academic year of 2020/2021 had some difficulties when reading comprehension and the most difficulty in reading is finding inference meaning. For the average category/level reading comprehension of students at English Education Study Program is in the level of literal reading comprehension.

Keywords : *Difficulties, Reading Comprehension, Report Text*

I. Introduction

Since reading skills become very essential in education fields; students need to be exercised and trained in order to have good language skills. In the learning process, reading skill is a must that students should have, because through reading skills they can understand more knowledge. By

having a good ability in reading, the students will have better chance in their study.

In further, it is essential to be able to comprehend rather than only able to read. Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through

interaction and involved with written language. Therefore, when the students faced into some text sometimes they may understand from of pre-passage, pre-sentence or passage per passage. It is important for them to comprehend a reading text with having knowledge in general view of the text.

Reading, especially reading comprehension is not a passive activity. In the higher level, reading is not comprehended the written symbols only, but reading comprehension is also comprehending, accepting, rejecting, and comparing a text. Readers must be use information already acquired to filter, interpret, organist, and establish relationship with the new incoming information on the page, in order to understand text, a reader must be able to combine units of meaning into a coherent message (Westwood, 2011).

Comprehension involves the interaction of a wide range of cognitive skills and process that there are many occasions with difficulties arise may lead to comprehension failure. The significance of reading, mainly in reading comprehension ought to be aware. Through reading comprehension, someone will be easy

to develop the academic capability, skills, and perspicacity.

Genre is classified according to their social purpose (Knapp and Watkins, 2005). There are five forms of genre which are common, they are describing, explaining, instructing, arguing and narrating. Specifically, Pardiyono (2007) divided genre into description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote and review. Report text is one of genre that often used in many different written forms.

The functional uses of reading in academy and in most workplaces continue to be important but so that to fulfill them, the students are required to read books and printed information to support their learning across all areas of the curriculum. The students are expected to develop the skills of independent learning using all kinds of texts on a wide range of subjects. Through reading, the students are expected to develop an understanding of the world by finding out about life in other times, places and circumstances and the experiments and inventions that have change their life.

Based on the previous study (Tarigan

and Nasution, 2021) it was found out that most of students English Education Study Program students in Teacher Training and Education faced the difficulties in learning English because of some factors such as less practice, less active in asking questions, not taking note for lecturer's explanation, and less active in answering quiz or questions during teaching learning process. While Nafsiah's study (2019) found out the common students' difficulties in MIT Muhammadiyah Bandar Lampung is to find inference meaning. Yet, the students were able to determine the reference meaning easily. It was proved by their score in reading comprehension test. There were 65.56 % of the students that answer correctly.

Therefore, this study is crucial to know deeper the students' difficulties in reading comprehension especially in report text in order to improve English language skills. Hence, the students can improve their reading skill.

Research Method

The problem in this study deals with the existing phenomena of students' skills in doing comprehension in

reading text. Therefore, qualitative research was used. Qualitative research is a research that produces descriptive data in the form of written words from the research subject and its behavior that can be observed (Setiyadi,2006). The subject was the students of English Education Study Program in Universitas Pembinaan Masyarakat Indonesia in second semester in academic year of 2020/2021 consist of 21 students.

To collect the data, the researcher used two technique namely documentation of test and interview. The test was multiple choices which consist of three narrative texts and twelve questions while the interview consisted of questions to find out the participants' opinion or view about the difficulties in reading report text. In analyzing the data, there are three concurrent flows of activity in qualitative analysis; data condensation, data display, and conclusion drawing or verification (Miles, Huberman and Saldana,2014). In this study, the process of analyzing data is aimed to describe the students' reading comprehension in the report text.

Result and Discussion

Based on documentation of test, that got the score 100 is 1 student. Then, who got the score 90 are 3 students. The other students got the score 80 are 7 students. And then, the students got the score 70 are 2 students. The other students got the score 60 are 3 students. While the other students got the score 50 are 2 students. Hence, the students got the score 40 are 1 student. Who got the score 30 is 1 student. The last, the students got the score 10 is 1 student.

The test was given at the first meeting online. In the test, the students were asked to read the passage and answer the question when they have done comprehending the passage. Besides reading the passage, the meaning of the text was also asked with the students' own language. It was used to know how comprehend the students with the text. Based on the results, 17 students are literal classification of reading text. Concerning the students' results in doing reading comprehension in report text, it was found out that the students were able in doing the literal classification in some types of question in the report text.

According to the students' test, the students are able or have capability in

doing literal classification/ level of comprehension. Although the students were able in doing literal comprehension, some of students had difficulties in some number of questions. It was caused by some factors, the factors came from the students itself and also from the language figure of the text and the questions.

It was also found that the students' reading comprehension in the first of report text was only to take the answer from the text literally. The students take the answer from the original text for the literal question. However, sometimes for inferential question the students try to build by their own language.

For the second text, the students learned a text that had title "culture custom". The students were asked to read the passage and then the students should answer the question related to the text. In the second text, it was found that the students have fewer difficulties about the questions of the text. There are four questions based on the text. The kind of classification of the reading comprehension that were mastered by students is almost literal level of comprehension and for the last number of question, for inferential

level of comprehension the student have a difficulty in doing that categories.

For the third text, the material given was a text entitle "Natural Disaster". Here, the students should read the text and answer the question related to the text. After finished reading and answering the question, the students discussed the text related to the text in the class with active situation.

The result of students' test was good according to the score results. In this text, the students were able in doing literal reading comprehension. It was found out that two kinds of categories of reading comprehension in this text; they are literal and evaluative level reading comprehension. Most of the categories of the question in the text were related to the literal categories and most the students were able to do it. Although in some number of questions, there were many students was false in doing the answer of the question.

In this kind of text of reading comprehension, the students were having a literal category of reading comprehension. It can be seen from the most categories of each text were the literal category of reading comprehension. Although there were

some students got the evaluative and inferential comprehension category. From these two kinds of categories of reading comprehension, the students had difficulties when faced it.

Beside the categories of reading comprehension, it was also investigated the students' difficulties in comprehending reading English text. The results are as follows. It could infer that; first, the students got the most difficulty in finding inference meaning. There were 70% of the students that answered wrongly in the inference meaning. Second, there were 15% of the students that answered wrongly in the vocabulary aspect. It means that it is categorized that their difficulties in reading report text (inference and vocabulary aspects) are high. Third, there were 25% of the students that answered wrongly in determining main idea. Their difficulties in determining ideas are still medium. Meanwhile, the students did not get any difficulties in finding supporting detail and reference.

Conclusion

The average result of students' exercise is good according to the score results. In the report text, the students

were able in doing literal reading comprehension. It was found out that two kinds of categories of reading comprehension in report text; they are literal and evaluative level reading comprehension. Most of the categories of the questions in the text were related to the literal categories and most the students were able to do it. Although in some number of questions, there were many students was false in doing the answer of the question.

In this kind of text, the students were having a literal category of reading comprehension. It can be seen from the most category of each text was the literal category of reading comprehension. Although there were some students got the evaluative and inferential comprehension category. From these two kinds of categories of reading comprehension, the students had difficulties.

The students' difficulties in comprehending reading English text are as follows. First, the students got the most difficulty in finding inference meaning. There were 60% of the students that answered wrongly in the inference meaning. Second, there were 15% of the students that answered wrongly in the vocabulary

aspect. It means that it was categorized that their difficulties in reading report text (inference and vocabulary aspects) are high. Third, there were 25% of the students that answered wrongly in determining main idea. Their difficulties in determining ideas were still medium. Meanwhile, the students did not get any difficulties in finding supporting detail and reference. Therefore, it is crucial to be further studied in order to improve the students' category of reading comprehension in the report text.

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