

## STUDENTS' DIFFICULTIES IN READING COMPREHENSION OF FACTUAL REPORT TEXT AT THE ELEVENTH GRADE OF SMK NEGERI 2 TOMA

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### **Abstract**

This research was carried out to investigate students' difficulties in reading comprehension of factual report text at the eleventh grade students of SMK Negeri 2 Toma. The objectives of this research were to find out what difficulties are faced by class XI students at SMK Negeri 2 Toma in reading comprehension of factual report text and to explain the factors that contribute to students' difficulties in reading comprehension of factual report texts in class at SMK Negeri 2 Toma. This research was qualitative research design and data were obtained through reading tests and interviews. Data were analyzed using Miles and Huberman's theory such as data reduction, data display and conclusion drawing and verification. The results of this research were eleventh grade students at SMK Negeri 2 Toma experience difficulties in reading comprehension. It was found that five difficulties experienced by students in reading comprehension they are finding factual information, finding the main idea, finding the meaning of vocabulary, identifying references and making inferences. Factors that contribute to students' difficulties in reading comprehension of factual report texts include limited vocabulary knowledge, inadequate use of effective reading strategies, and problems with processing information. This research shows that students experience difficulties in reading comprehension. It is suggested that students eleventh grade of SMK Negeri 2 Toma should study more the component of reading comprehension.

**Keywords:** Students difficulties; reading comprehension; factual report text.

### **Abstrak**

Penelitian ini dilakukan untuk mengetahui kesulitan siswa dalam pemahaman membaca teks laporan faktual pada siswa kelas sebelas SMK Negeri 2 Toma. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan apa saja yang dihadapi siswa kelas XI SMK Negeri 2 Toma dalam pemahaman membaca teks laporan faktual dan untuk menjelaskan faktor-faktor yang berkontribusi terhadap kesulitan siswa dalam pemahaman membaca teks laporan faktual di kelas di SMK Negeri 2 Toma. Penelitian ini merupakan penelitian kualitatif dengan desain dan data diperoleh melalui tes membaca dan wawancara. Data dianalisis dengan menggunakan teori Miles dan Huberman seperti reduksi data, display

data dan penarikan kesimpulan serta verifikasi. Hasil penelitian ini adalah siswa kelas sebelas SMK Negeri 2 Toma mengalami kesulitan dalam pemahaman membaca. Ditemukan lima kesulitan yang dialami siswa dalam pemahaman membaca yaitu menemukan informasi faktual, menemukan gagasan utama, menemukan makna kosa kata, mengidentifikasi referensi dan membuat kesimpulan. Faktor-faktor yang berkontribusi terhadap kesulitan siswa dalam membaca pemahaman teks laporan faktual antara lain terbatasnya pengetahuan kosa kata, tidak memadainya penggunaan strategi membaca yang efektif, dan masalah dalam memproses informasi. Penelitian ini menunjukkan bahwa siswa mengalami kesulitan dalam pemahaman membaca. Disarankan agar siswa kelas sebelas SMK Negeri 2 Toma lebih banyak mempelajari komponen pemahaman membaca.

**Kata kunci:** Kesulitan siswa; pemahaman membaca; teks laporan faktual.

## **A. Introduction**

There are four kinds of English skills; listening, speaking, reading and writing. Listening is receiving the language through the ears, involves identifying the sound of speech and processing them into words and sentences. Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in community by using speech apparatus in a particular language situation and context. Reading is seeing and understanding the contents of what is written by orally or only in the heart. Writing is the process of using symbol (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

One skill cannot be performed without another, it is impossible to speak in conversation if you do not listen as well, and people seldom write without reading. These four language skills should be developed by teachers in order that their

students could use the skills to communicate or express their thoughts, feelings, and options in English.

Reading is the process to understand the information in the text to get message or new information. According to Brassel and Rasinski (2008:15) reading is an ability to comprehend or make meaning from written text. Reading comprehension is defined as the ability to understand written text. Snow (2002:11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is dealing with the process of catching meaning and idea from the written text. A student may read to gain information or verify existing knowledge of language being read. It means the reader by reading comprehension can get information and can transfer the information from what they read.

Based on the Curriculum 2013, the types of text that are learnt by second grade students of State Vocational School of 2 Toma are personal letter, invitation letter, factual report text, analytical exposition text, and biography text.

In this study, the focus is factual report text. According to Lande and Astuti (2017:135) stated that factual report text is a text that describe the way things are with reference to a range of natural man-made and social phenomena in our environment. Factual report text also has a generic structure, social function and language feature that is more complex compared with other type of text. Factual report text is not easy to read and to write. Some students may have difficulty reading factual report. The other causes that influence they reading achievements are previous knowledge related to English such as vocabulary, grammar, student skills, etc.

The researcher conducted at eleventh grade of SMK Negeri 2 Toma that focus on the students which low value in English especially in reading comprehension in eleventh grade. Beside of that, in this study, the researcher choose eleventh grade to be a research participant because based on preliminary study through initial observation when conducting PLP 2 and through interview with eleventh grade English teachers. The result they have difficulty in understanding reading texts and students reading skills are still low. The students cannot obtain factual information, finding

the main idea and make inference and the factors that cause Students' difficulties in reading is lack of interest in reading, fear of reading English texts and lack of vocabulary knowledge.

Based on the background above, the problem of this research are formulated as follow:

1. What are the difficulties faced by the students at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text?
2. What are the factors that cause the difficulties faced by the students at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text?

## **B. Research Method**

This research is qualify as a qualitative research with use descriptive method to expose the result. According to Suryana (2010:14) descriptive research is focused to make description systematically and accurately based on facts about certain object. It can be concluded that qualitative research was concerned with the analyzing and interpreting texts and interviews or phenomena through words letter. The qualitative descriptive methods applied in this study because the researcher wanted to described the students difficulties in reading comprehension of factual report text. This research was conducted at the eleventh grade students of SMK Negeri 2 Toma. It is located in Bawoganowo Village. The researcher choose the students at the eleventh grade of SMK Negeri 1 Toma. Total participants were 32 participants. The

data of this research were the difficulties in reading comprehension of factual report text and factors cause it. While source data was taken from the result of reading test and interview. The data collection of this research is reading test, The researcher gave reading test to the students to measure the Students' comprehensibility in reading. By giving the reading test, the researcher try to find out whether the students can answer the test well or not.

The right and the wrong answer from the students are using as an indicator whether the students find the difficulties or not. Multiple choice form items tent to have superior reliability as the most useful of all objective types, since it could be simply administer. Based on the opinion above, the reading test is given in the form of multiple choice types.

The researcher used five aspects of reading comprehension in this test. The five aspects of reading comprehension are determining main idea, making inference, identifying reference, finding factual information, and the understanding meaning of words or vocabular. And interview is one of the collecting data techniques in qualitative research. Interview is data collecting technique which use open form questions and it can be using to get more information about the cause and effect for each aspect in qualitative research. The researcher interviewed the students who have difficulties in reading comprehension of factual report text and the questions ask differ depending on the indicators of

difficulty through the question given. The students answered the question with their own words and there is no alternative answer from the researcher. It is use to get more detail information in order to support the data from the reading test.

### **C. Research Findings and Discussion**

The researcher presented the research finding and discussion of the finding what are the difficulties faced by the students at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text and factor cause it. This research was carried out to got the students finding what are the difficulties faced by the students at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text. The process of collecting the data the researcher three times collect the students worksheet of reading test and then analyzed the data to find out the students difficulties. There are types of difficulties and source of difficulties in reading comprehension of factual report text and this discussion were focused on it. Based on the result, this research were found students difficulties in reading comprehension of factual report text and source of difficulties. Difficulty is a certain condition which is marked by the existence of obstacles in the activity of achieving goals, so that it requires even more active effort to be able to. In this research, the researcher found the students difficulties in reading comprehension of factual report text. There are difficulties that students made in reading comprehension of factual report text they are factual information,

finding main idea, finding the meaning vocabulary, identifying reference andmaking inference. From the result students difficulties above, there are source why students the made difficulties in reading comprehension of factual report text, based on Westwood's theory (2008:33-37), they are limited vocabulary knowledge, lack fluency, Difficulty level of the text,lack the familiarity with the subject matter, weak verbal reasoning, inadequate use of effective reading strategies, problems with processing information and problem in recalling information after reading. The factors causes of the students difficulties gotten from the students interviewed and the researcher found students have difficulties in reading comprehension of factual report text, they are factual information, finding main idea, finding the meaning vocabulary, identifying reference andmaking inference. Based on the interview result, the research found only three the factors contribute by studentsdifficulties in reading comprehension they are limited vocabulary knowledge, familiarity with the subject matter, and problems with processing information.

#### **1. The Difficulties Faced by the Students' at the Eleventh Grade of SMK Negeri 2 Toma in Reading comprehension of Factual report Text**

After conducting research, data collection, data analysis, researchers found that students had difficulties in reading comprehension of factual report text. The difficulties faced by eleventh grade

students at SMK Negeri 2 Toma based on King and Stanelytheorys' in Nurdiana and Amalia (2017:9). That concern difficulties on finding factual information, finding main idea, finding the meaning vocabulary, identifying reference andmaking inference in reading comprehension of factual report text made by students as the follow:

##### **a. The Difficulties in Identifying Factual Information**

Finding detail information in reading comprehension is quite difficult for the Students' eleventh grade of SMK Negeri 2 Toma. Scanning for details requires strong comprehension. Some students have difficulty finding detailed information in the passages.

After the researcher collected and analyzed the Students' worksheet of reading test. Researchers found that in test 1 the total of incorrect answer in finding factual information was 57, in test 2 there were 76 and in test 3 there were 64. So the total number of incorrect answers in finding information was 197. From these errors it appears that students clearly have difficulty in factual information.

Below is an example of a reading text question where the researcher found Students' difficulties in identifying factual information.

1. Three parts of a light skeleton covering the outside of butterflies are...(Multiple choice number 1).

  - a. Colors, shapes and sizes.
  - b. A straw-like tube.
  - c. A head, a thorax, and an abdomen

d. They have six legs, two antennae, and two eyes made up of lots smaller eyes.

Some of students answer incorrect on this questions, such as (a). "Colors, shapes and sizes" or (d). "They have six legs, two antennae, and two eyes made up of lots smaller eyes" this statements is incorrect, the correct answer is (c). "A head, a thorax, and an abdomen".

### b. The Difficulties in finding main idea

Based on the collected data by giving some questions about reading, there are some students who have difficulty in identifying the main idea of the factual report text.

After the researcher collected and analyzed the Students' worksheet of reading test. Researchers found that in test 1 the total incorrect answer in finding main idea was 42, in test 2 there were 74 and in test 3 there were 49. So the total number of incorrect answers in finding information was 165. From these errors it appears that students clearly have difficulty in finding main idea.

Below is an example of a reading text question where the researcher found Students' difficulties in finding main idea.

2. What is the main idea of the last paragraph?

- a. Butterflies are insects.
- b. Although they rest with their wings folded up, butterflies often spread their wings to warm-up in the sun.
- c. All butterflies feed by drinking through a straw-like tube called a proboscis which is coiled when not in use
- d. The proboscis is the elongated part of the mouth.

Some of students answer incorrect on this question, such as (b). "Although they rest with their wings folded up, butterflies often spread their wings to warm-up in the sun", this statements is incorrect, the correct answer is (c). "All butterflies feed by drinking through a straw-like tube called a proboscis which is coiled when not in use".

### c. The Difficulties in meaning of vocabulary

Vocabulary plays a very important role in understanding English reading text. So if students do not have a good vocabulary, it will be difficult to understand English reading.

After the researcher collected and analyzed the Students' worksheet of reading test. Researchers found that in test 1 the total incorrect answer in meaning of vocabulary was 43, in test 2 there were 69 and in test 3 there were 72. So the total number of incorrect answers in finding



information was 184. From these errors it appears that students clearly have difficulty in meaning of vocabulary.

Below is an example of a reading text question where the researcher found Students' difficulties in meaning of vocabulary.

3. "Butterflies are insects". The underlined word has closest meaning with...

- a. Bugs
- b. Mammals
- c. Carnivore
- d. Monkey

Some of students answer incorrect on this questions, such as (c). "Carnivore", this statements is incorrect, the correct answer is (a). "Bugs".

#### d. The Difficulties in identifying reference

Identifying references, the students are expected to understand what pronouns in sentences are used such as the pronouns that are used to show people, places, or situations.

After the researcher collected and analyzed the Students' worksheet of reading test. Researchers found that in test 1 the total incorrect answer in identifying reference was 67, in test 2 there were 72 and in test 3 there were 60. So the total number of incorrect answers in finding information was 199. From these errors it appears that students clearly have difficulty in identifying references.

Below is an example of a reading text question where the researcher found

Students' difficulties in identifying references.

4. The word "They" in the sentence "Like all insects, they don't have bones" refers to...

- a. Insects
- b. Skeleton
- c. Bones
- d. Have

Some of students answer incorrect on this questions, such as (b). "Skeleton", this statements is incorrect, the correct answer is (a). Insect.

#### e. The Difficulties in making inference

Inferences are a form of understanding someone has after reading a passage. In making inference, the students are expected the text to find the conclusion of the statements in the text. In these terms, all students have difficulty, which is the most common type of difficulty experienced by class eleventh students.

After the researcher collected and analyzed the Students' worksheet of reading test. Researchers found that in test 1 the total incorrect answer in making inference was 37, in test 2 there were 56 and in test 3 there were 52. So the total number of incorrect answers in finding information was 145. From these errors it appears that students clearly have difficulty in making inference.

Below is an example of a reading text question where the researcher found Students' difficulties in making inference.

5. After reading the text, we may conclude that the insects don't have...

a.	Proboscis
b.	Bones
c.	A light skeleton covering the outside of their bodies
d.	back wings

Some of students answer incorrect on this questions, such as (a). "Proboscis", this statement is incorrect, the correct answer is (b). Bone.

The examples above showed that students had difficulties in reading comprehension. The students still make incorrect answer of reading test.

The detail information can be seen in the appendix.

## 2. The Factors that Cause the Difficulties Faced By the Students at the Eleventh Grade of SMK Negeri2 Toma in Reading Comprehension of Factual Report Text

The researcher analyzed students interviewed based on Westwoods' theory. Westwood (2008:33-37), some factors of causes of poor comprehension namely limited vocabulary knowledge, lack fluency, Difficulty level of the text, lack the familiarity with the subject matter, weak verbal reasoning, inadequate use of effective reading strategies, problems with processing information and problem in recalling information after reading. The researcher analyzed and classified the data based on Students' interview result.

Based on the research results from interview with students at the eleventh grade of SMK Negeri 2 Toma, the

researcher found some factors that caused students difficulties in comprehend English reading text, such as:

### a. **Limited vocabulary knowledge**

Some students lack English vocabulary, so it influenced them to read English texts. Based on observations made when students were working on reading questions, several students needed a dictionary to understand the contents of the reading text. It was found when the researcher asked to the students "Then for the vocab, vocab is English words, do you know the meaning of English words?" and the students say "I still use a dictionary, sis, to understand it, that is, if the sentence is difficult". Based on the interview, the students have limited English vocabulary. Students need a dictionary to know the meaning of words in the text. Students' vocabulary mastery is basic. Students only know the meaning of basic English words or words that are familiar. So, it affects students in doing their reading comprehension.

### b. **Inadequate Use of Effective Reading Strategies**

In reading, students must be able to use strategies to make it easier for them to understand the content of the reading. The students of eleventh grade in SMK Negeri 2 Toma use almost the same way when reading, which is by reading repeatedly. It was found when the researcher asked the students "Do you have strategies that you use when reading factual report text? If so, how?" and the students say "I don't have a



strategy sis, I just keep reading until I understand”.

Based on the data, students do not have effective strategies used for reading comprehension. Students only used repetitive reading to understand reading contents. So the inadequate use of effective reading comprehension affects the comprehension of reading contents.

### **c. Problem with Processing Information**

In order to retain the meaning of the context of the text, the students must be able to store relevant information in working memory and make the necessary connection between ideas. It was found when the researcher asked the students “What if you are looking for a reference to the passage? Do you understand the antecedents in the reading passage? An antecedent is like something that leads somewhere?” And the students say “Well, I often come across questions like that, sis, but sometimes I'm confused about which word in front of it is meant, sometimes there are lots of correct ones, which ones I don't know, sis”.

Based on the results of the interviews, some students experienced problems in processing information as shown by their confusion in absorbing information from one sentence to the next sentence and drawing conclusion of the text. This affected their understanding of reading factual report text.

This section present the discussion based on the finding research. It consist about what are the difficulties and factors that causes difficulties faced by the

Students’ at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text. Based on the King and Stanely’s theory in Nurdiana and Amalia (2017:9), there are five aspects of reading comprehension that must be understood and mastered by students, such as finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference and making inference.

The difficulties made by students from total incorrect answer in finding factual information was 197, total incorrect answer in finding main idea was 165, total incorrect answer in finding the meaning of vocabulary 184, total incorrect answer in identifying reference was 199, total incorrect answer in making inference was 145, and the totals difficulties made by students was 890. From these errors it appears that students clearly have difficulty in reading comprehension of factual report text.

From the result of the difficulties above, there are source factors causes students made the difficulties based on. Westwood (2008:33-37), some factors of causes of poor comprehension namely limited vocabulary knowledge, lack fluency, Difficulty level of the text, lack the familiarity with the subject matter, weak verbal reasoning, inadequate use of effective reading strategies, problems with processing information and problem in recalling information after reading.

The first factor students limited vocabulary knowledge. Some students have less vocabulary to comprehend the text. They are still feeling confused to understand the material. They need a dictionary to help them understand the text's content.

The second factor Students have inadequate use of effective strategies. In using strategies, students only rely on reading repeatedly to understand the content of the reading. However, the strategy is not effective because it makes students even lazy to continue reading because of the frustration of not understanding it immediately.

The last factor is that students experience problems in processing information, and are often confused about finding important information from the reading content. Students are also confused about connecting one sentence to the next to find harmony in the reading which makes it easier for them to process reading information and make conclusions from the reading text.

#### **D. Conclusion And Suggestion**

After analyzing the result of the Students' difficulties and the factors that causes faced by Students' difficulties at the eleventh grade of SMK Negeri 2 Toma in reading comprehension of factual report text, the researcher draws the conclusion based on the result of analyzing data. The researcher also proposed some suggestions

for teaching and learning process in reading sessions.

The researcher found the difficulties faced by Students' in reading comprehension of factual report text, which have been classified based on their categories, the researcher found students difficulties is finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference and making inference. From the result of data, the researcher found three factors of causing Students' difficulty in reading comprehension, such as limited vocabulary knowledge, inadequate use of effective reading strategies, problems with processing information.

After conducted the research, researcher wanted given some suggestion. The researcher hope this suggestion would give a new idea and reference to another researcher. Those suggestion related to result of this research especially for English teacher, for students and for the next researcher.

- a. For English teacher, the teacher must observe the difficulties faced by students when reading English texts. It aims to help students in solving the problems. After knowing the various difficulties and their factors, the teacher can apply learning methods that are appropriate and easy for students to understand and the teacher should identify vocabulary related the text to be learned before students read the text.
- b. For the students, the researcher suggests students to understand and

memorize some vocabulary, so that they can understand the content of the reading texts. In addition, students must read English text so that they can increase their knowledge. Especially about reading comprehension and the students must be able to understand the reading of the factual report text in their English practice.

- c. The last is for the next researcher, the researcher realizes that this research is far from perfect, so the researcher hopes that readers can give criticism and suggestions. The researcher hopes that this research can be used as a reference for further research, especially regarding the analysis of Students' difficulties in reading comprehension.

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