

ANALISIS KESULITAN MEMBACA TEKS BAHASA INGGRIS DI KELAS VIII SMP DARUDDA'WAH PUNGGUR KUBU RAYA

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Abstract

This research's background is difficulty reading English texts in eighth-grade students at SMPI Darudda'wah Islamic boarding school punggur kubu Raya Regency. This study aimed to discover what difficulties students experienced when reading English texts and the factors of difficulty reading English texts for class VIII SMPI Darudda'wah punggur. This research was conducted at SMPI Darudda'wah punggur kabupaten kubu raya in June 2024. This research used a descriptive qualitative method with a population of 16 students, sampling was taken using purposive sampling. The data collection techniques used are questionnaires and interviews. Based on the research conducted, it was found that students who had difficulty reading English texts in front of the class, difficulty understanding the contents of the English text, difficulty understanding the content of the material, could not retell the contents of the English text, do assignments only when they received assignments from the teacher. Internal and external factors cause the student to have difficulty reading English texts. The internal factors experienced by students are not reading English texts (81.25%), not taking the time to read English texts (75%), and reading English texts only if instructed by the teacher (81.25%), besides there are external factors that influence students in reading English texts, namely the lack of Support from the family environment (93.75%), the school environment that does not support reading English texts (68.75%), the school has not given serious attention to the aspect of fostering student interest in reading English texts (93.75%).

Keywords: Difficulty, Reading, English Text

Abstrak

Latar belakang penelitian ini adalah kesulitan membaca teks bahasa Inggris pada siswa kelas VIII di SMPI Darudda'wah Pondok Pesantren Punggur Kabupaten Kubu Raya. Penelitian ini bertujuan untuk mengetahui kesulitan apa saja yang dialami siswa ketika membaca teks bahasa Inggris dan faktor-faktor kesulitan membaca teks bahasa Inggris siswa kelas VIII SMPI Darudda'wah punggur. Penelitian ini dilakukan di SMPI Darudda'wah punggur kabupaten kubu raya pada bulan Juni 2024. Penelitian ini menggunakan metode deskriptif kualitatif dengan populasi sebanyak 16 siswa, pengambilan sampel diambil dengan menggunakan purposive sampling. Teknik pengumpulan data yang digunakan adalah kuesioner dan wawancara. Berdasarkan penelitian yang dilakukan, ditemukan bahwa siswa yang mengalami kesulitan membaca teks bahasa Inggris di depan kelas, kesulitan memahami isi teks bahasa Inggris, kesulitan memahami isi materi, tidak dapat menceritakan kembali isi teks bahasa Inggris, mengerjakan tugas hanya pada saat mendapat tugas dari guru. Faktor internal dan eksternal menyebabkan siswa mengalami kesulitan dalam membaca teks bahasa Inggris. Faktor internal yang dialami siswa adalah tidak membaca teks bahasa Inggris (81,25%), tidak meluangkan waktu untuk membaca teks bahasa Inggris (75%), dan membaca teks bahasa Inggris hanya jika diperintahkan guru (81,25%), selain itu ada faktor eksternal yang mempengaruhi siswa dalam membaca teks bahasa Inggris, yaitu kurangnya dukungan lingkungan keluarga (93,75%), lingkungan sekolah yang kurang mendukung untuk membaca teks bahasa Inggris (68,75%), pihak sekolah belum memberikan perhatian yang serius pada aspek menumbuhkan minat baca siswa terhadap teks bahasa Inggris (93,75%).

Kata kunci: Kesulitan, Membaca, Teks Bahasa Inggris

1. BACKGROUND

English plays an important role because English is used as an official international language for instruction in business, education, mass media, and entertainment (Reddy, 2016: 181). The awareness of the importance of English encourages many Indonesians to learn English. Even they are willing to take English tutoring classes to master English. Even some elementary schools or Ibtidaiyah decided to have English lessons for their students (Wijayanti, 2021: 15). English is a universal language because it is the main language in most countries. Especially in the era of globalization which is increasingly developing today, the role of communication is becoming increasingly vital. The main means of communication throughout the world is language. Language is a system of symbols in the form of

sounds, arbitrary, used by the community to speak, cooperate, communicate, and identify themselves (Keraf & Chaer, 2006; 1) Without language, humans cannot communicate to convey their thoughts and feelings. The definition of communication is to understand and express information, thoughts, and feelings and develop science, technology, and culture by using language.

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In the process of learning English as a foreign language in Indonesia until now, it is still a problem for students in Indonesia, because of the difficulty in pronunciation and adjusting each word to be spoken when dealing with interlocutors. Most of them think that English is difficult. The assumption that English lessons are difficult makes some students feel reluctant to learn English. (Gunawan, 2021:15). English language learners are very much more difficult than Indonesian because English is a foreign language, which is used in various countries in communication, therefore students must be able to pronounce words in English according to good and correct English pronunciation. This complexity is what makes students have difficulty in reading an English text. There are four skills we must master in learning English, namely speaking, writing, listening and reading, one of which is the focus of this problem is the skill in reading. (Gusti, 2021: 66).

English, lack of confidence in learners in using English, for fear of making mistakes and feeling embarrassed in front of many people. Then some components are emphasized in reading an English text: pronunciation, structure, vocabulary, fluency, and understanding (Huliatunisa et al 2022: 428). Therefore, learning to read is very important for us to learn, through learning to read a person can master knowledge. Just like in our efforts to learn, when students face difficulties but are serious about solving them, they will find ease and success. Factors that influence class VIII students in facing the difficulty of reading English texts at SMPI Darudda'wah Punggur Kubu Raya District is the lack of English teachers and English textbooks, according to the results of interviews conducted by researchers, teachers stated that students felt difficulties when faced with learning English to read, therefore the scores obtained by students were less than satisfactory.

2. METHOD

This study used qualitative research methods focused on questionnaires and interviews as the main data collection strategy. First, in formulating research questions, clear research objectives must be determined to guide further research in Kubu Raya regency. This research was conducted at SMPI Darudda'wah Punggur Kecil Kubu Raya Regency in 2024. The author conducted three meetings for the research. Data collection, the author uses a questionnaire as an instrument in data collection. The questionnaire is a data collection technique in which the author provides a list of questions or written statements to be answered by the respondent (students), (Sugiyono, 2014:230). In this study, the author distributed the questionnaire directly In the second step data collection through direct communication, the interview method aims to gather information from eighth-grade students about the factors and difficulties they face when reading English texts. The preparation stage is carried out by searching and digging up information that supports the research topic, focusing the research, and organizing the material for preparing research instruments which are prepared based on the research prepared based on the research objectives and the type of data used as research sources, the instruments used are questionnaire, interviews, to collect data. The data collected is obtained from the results of questionnaires, and interviews. At the completion stage, complete the data obtained from the data source then process and comply. Then proceed to analyze in the form of a research report on the phenomena observed.

3. RESULTS AND DISCUSSION

The factors that make it difficult for me to read English texts are that I don't practice speaking English. I don't know what to say. And I was embarrassed when I was told to read in front of the class (student 1, interview, Punggur, 27 April 2024). When students want to read English texts correctly, they have to work hard to be able to read English texts every day. Students practice reading English texts only when they are ordered by the teacher, after that they rarely learn to read English texts, especially to read English texts in front of the class. For most students, the problem they face is not understanding the content of the English text, so they cannot answer every question given by the teacher. This is a problem that is often faced by students in learning English. The data above is in line with researchers Widyasworo (2019) who found that students had difficulty speaking so it was difficult to read English texts, so there was nothing that could be said, lacked confidence, and low motivation. This seems to be a major problem faced by junior high school students. Other factors such as students cannot tell the contents of the English text that has been read, the factor is that students cannot retell the contents of the English text, because it is difficult to understand the contents in the text, students feeling bored when participating in learning to read English texts, difficulties in understanding the contents of the English text, difficulties in answering every question given by the teacher, and Learn to read English texts only during class, outside of class hours only when there are assignments. Another difficulty in mastering the contents of the English text reading, for example when students try to read English texts in front of their classmates, and some of them laugh at him. This makes students insecure and too lazy to read English texts. This is narrated by students 5 as follows ~" find it difficult to read English texts because I rarely repeat words or sentences that I have studied before. Especially when my teacher asks me to read English text aloud in front of classmates with loud voices and friends laugh at me, and I'm embarrassed that makes me lazy and bored to read English text ("Student 5, Interview, Punggur 27 April 2024) The factors that cause difficulties in reading English texts.

After conducting the research process, the author presents the results of the questionnaire which was filled out by 16 students of class VIII SMPI Darudda'wah Punggur Kubu Raya district from April, 27th to 29th 2024, below:

Student Percentage in Answering Questionnaires The data about student percentage in answering questionnaires is presented in Table 1.

Table 1 The percentage of students answering the questionnaire

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I don't read enough English texts	81,25	18,75	0	0
2	I don't spend enough time reading English texts	75	18,75	6,25	0
3	I read English texts only when instructed by the teacher	81,25	12,5	6,25	0
4	I have no initiative to look for the materials needed	87,5	12,5	0	0
5	I don't make it a habit to read English texts among students	93,75	6,25	0	0
6	I lack support from my family environment	93,75	25	6,25	0

7	My school environment is not favorable for reading English	68,75	18,75	6,25	0
8	Limited books and reading materials at my school	56,25	31,25	6,25	18,75
9	I don't read enough slogans in my school	50	31,25	0	0
10	My school has not paid serious attention to the aspect of cultivating students' interest in reading English texts	93,75	6,25	0	0

4. CONCLUSION

Based on the results of the analysis and discussion above, the results in the research entitled Analyzing the Difficulty of Reading English Texts In Class VIII SMPI Darudda'wah punggur, Kubu Raya Regency can be concluded The difficulties experienced by class VIII students at SMPI Darudda'wah when reading English texts are reading English texts in front of the class, difficulties in understanding the content of reading English texts, the difficulty in understanding the contents of the material, not being able to retell the contents of English texts, doing assignments. Only when getting assignments from the teacher.

The difficulty factor in reading the English text of class VIII SMPI Darudda'wah who does not get used to reading English texts among students (93.75%) with a very high category, less support from the school environment (93.75%) with a very high category, the school has not given serious attention to the aspect of fostering student interest In reading the English text (93.75%) with a very high category, it does not have the initiative to find the materials needed (87.5%) in the medium category, read English text only if ordered by the teacher (81.25%), with medium category, not enough to read English text (81.25%) in the medium category, did not spend enough time to read English texts (75%) with moderate category, the school environment did not support reading English texts (68, 75%) with low category, limited books and reading materials in schools (56, 25%) with low category, not enough to read the slogan at school (50%) in the low category.

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