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A DESCRIPTIVE STUDY ON THE PROBLEMS IN READING COMPREHENSION OF THE ELEVENTH GRADE OF STUDENTS OF SMA NEGERI 6 BANJARMASIN

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Abstract: Reading is one of four skills that is learned school. Reading is a process of how we find information from what we see. Like the other skills, reading comprehension is not easy. Students often face many problems in reading comprehension because of their limited ability and vocabulary in understanding readings materials. The researcher interested in students problems in reading comprehension of eleventh grade of SMA Negeri 6 Banjarmasin in Academic year 2017/2018. The objective of study is to describe the problems faced by the students of eleventh grade of SMA Negeri 6 Banjarmasin in reading comprehension. The researcher used descriptive quantitative research as the type of research. The population of the research was 253 and the sample was 71 students. The technique sampling is cluster random sampling. The instruments used were test-retest and questionnaire. Based on the research result, the students had two problems. There are finding main idea and guessing meaning from context. The mayor problem is guessing meaning form context and the minor problem is finding the main idea. From questionnaire, students had a problem in finding main idea and guessing meaning from context. Finally, it is suggested that for English teacher to improve reading skills and improve student's vocabulary, word meaning, and knowledge about main idea in reading by providing more exercises in reading comprehension and active to find the meaning of the word that they found. The students should read English text not only in school but also read in outside school.

Keywords: *Problems, Reading Comprehension*

INTRODUCTION

Reading is process of how we find information from what we see, for example from text and symbols also. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. In reading, to comprehend the text the readers should be able to manage every part of the text, because reading is a constant process of guessing, and one brings to the text is often more important than what one finds in it. Reading comprehension is the thing very important in mastering English. By reading comprehension, students get a theory about how to understand the text. Balsiger stated that reading comprehension is the ability to derive meaning from written material, for a variety of text formats. According to Ness in Harvey (2010:5), reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode

Reading comprehension is difficulty for students. Students often face many problems in reading comprehension because of their limited ability and vocabulary in understanding readings text. By this problem, the researcher is interested to know what the problems are in reading comprehension at the eleventh-grade students. The researcher hopes that this research will give information to teacher for teaching reading.

The researcher chose SMA Negeri 6 Banjarmasin because based on observation accomplished in SMA Negeri 6 Banjarmasin, it was found that a few of the students still have problem in reading. The students have problems to comprehend the reading text. Most of the students have problems to get information from the text. Thus, the researcher interested to conduct a reading comprehension research in this school. In this research, the researcher chooses eleventh grade students because of the eleventh-grade students have discovered many genres of the reading text. However, they cannot comprehend the material well and they likewise have a few troubles in reading materials. Actually, reading has the greatest part in the school examination. In order to comprehend the reading text, eleventh grade students should have good skills in reading. Therefore, the researcher is interested in understanding extra the problem of the students in reading comprehension because reading comprehension is very important for studying English. There are many questions of reading comprehension in the final examination every year. Additionally, the researcher assumes that there are problems in reading comprehension, which can cause the students negative score.

RESEARCH METHODOLOGY

The researcher uses descriptive quantitative approach in this research. Descriptive quantitative approach was chosen for this study because it can help to identify and describe the reading comprehension problems face by students in SMA Negeri 6 Banjarmasin. The participants of this research are 71 students from two classes in eleventh grade students of SMA Negeri 6 Banjarmasin. The researcher chooses cluster random sampling with lottery as the sample of this research. Through the lottery the class XI MIPA 1 and XI IPS 2 were taken as the sample which consists of 71 students. There are two instruments used in this research: test and questionnaire. Test is used to measure students' reading comprehension. The test is taken from some English teacher book which used 2013 curriculum and based on 2013 syllabus. The test consists of 28 questions in multiple-choice with four items. It covers the four skills in reading comprehension that the researcher has mentioned before. In order to gain the reliability, this test will be held twice (test-retest). The first test held on 10 august 2017 and the second test held on 25 august 2017. The test consists of 28 items. Questionnaire is used to get more data about student reading comprehension. This questionnaire is distributed to know about the problems of students which they face in reading comprehension. In this research, questionnaire is a secondary instrument.

RESULT AND DISCUSSION

RESULT

Finding main idea

There are seven items which are used to measure the student's comprehension in finding main idea. It can be seen on table 1 and table 2:

Table 1: First test

Number of the items	Total Correct Answer	Percentage
1	70	98.6%
4	42	59.2%
9	63	88.7%
13	6	8.5%
17	64	90.1%
20	10	14.1%
23	39	54.9%

From the table 1, the mean percentage of the correct answer for first test on finding main idea is 59.2%. However, from the first test there are two questions student answer less than 50% correct answer. There are question number 13, and 20. Table 2: Second test.

Number of the items	Total Correct Answer	Percentage
1	68	95.8%
4	54	76.1%
9	38	53.5%
13	16	22.5%
17	42	59.2%
20	23	32.4%
23	9	12.7%

The mean percentage of the correct answer for second test on finding main idea is 50.3%. However, from the second test there are three questions students answer less than 50% correct answer. There are question number 13, 20 and 23.

Finding detailed Information

There are seven items to measure the student's comprehension in reading for detail information. It can be seen on table 3 and table 4:

Table 3: first test

Number of the items	Total Correct Answer	Percentage

2	42	59.2%
8	54	76.1%
11	59	83.1%
15	25	35.2%
16	28	39.4%
18	66	93.0%
21	21	29.6%

Table 4: Second test

Number of the items	Total Correct Answer	Percentage
2	54	76.1%
8	38	53.5%
11	61	85.9%
15	17	23.9%
16	21	29.6%
18	59	83.1%
21	14	19.7%

The researcher concluded that the mean percentage of correct answer in table 3 is 59.4%, and from table 4 is 53.1%

Guessing Meaning from Context

There are seven items, which are used to measure the students' comprehension in guessing meaning from context. It can see in table:

Table 5: first test

Number of the items	Total Correct Answer	Percentage
3	29	40.8%
7	46	64.8%
19	62	87.3%
22	19	26.8%
24	19	26.8%
26	16	22.5%
27	33	46.5%

Table 6: Second test

Number of the items	Total Correct Answer	Percentage

3	33	46.5%
7	40	56.3%
19	54	76.1%
22	39	54.9%
24	43	60.6%
26	33	46.5%
27	34	47.9%

The researcher concluded that the mean percentage of correct answer in table 5 is 45.1%, and from table 6 is 55.5%

Identifying Referent

There are seven items, which are used to measure the students' comprehension in guessing meaning from context. It can see in table:

Table 7: First test

Number of the items	Total Correct Answer	Percentage
5	56	78.9%
6	46	64.8%
10	68	95.8%
12	66	93.0%
14	30	42.3%
25	40	56.3%
28	54	76.1%

Table 8: Second test

Number of the items	Total Correct Answer	Percentage
5	50	70.4%
6	34	47.9%
10	36	50.7%
12	59	83.1%
14	30	42.3%
25	48	67.6%
28	58	81.7%

The researcher concluded that the mean percentage of correct answer in table 5 is 72.4%, and from table 6 is 63.4%

From findings the researcher found that the major problem reading comprehension in eleventh grade of students SMA Negeri 6 Banjarmasin is guessing meaning from context. This result can be seen from the mean of the percentage of correct answers in first test and second

test are 45.1% and 55.5%. Based on the data, the researcher conclude that student have problem in guessing meaning from context.

Table 9: questionnaire of problem in guessing meaning from context

No	questionnaire	percentage
11	Saya tidak pernah menemukan kata kata sulit dalam teks reading.	SS: 1.4%
		S: 1.4%
		RG: 38%
		TS: 49.3%
		STS: 9.9%
12	Ketika saya menemukan kata sulit saya berusaha memprediksi arti kata sulit	SS: 11.3%
		S: 36.6%
		RG: 31%
		TS: 16.9%
		STS: 4.2%
13	Saya tidak pernah membuka kamus ketika saya menemukan kata kata sulit.	SS: 0
		S: 4.2%
		RG: 14.1%
		TS: 50.7%
		STS: 31%

Based on the questionnaire about guessing meaning from context, the students problem in guessing meaning form context are lack of vocabulary, word meanings, and always open the dictionary.

From findings the researcher found that the minor problem reading comprehension in eleventh grade of students SMA Negeri 6 Banjarmasin is finding main idea. Based on the table 4.1 and 4.2, the mean percentage of the correct answer for first test and second test are 59.3 and 50.2. However, from the table we can see in question number 13, 20, and 23. The correct answer is very low. From question number 13, 20 and 23, researcher concluded that students had problem to find main idea stated implicitly.

Table 10: Frequency distribution of students' problem in finding main idea

No	questionnaire	percentage
5	Saya mengetahui banyak tentang main idea	SS: 4.2%
		S: 8.5%
		RG: 42.3%
		TS: 40.8%
		STS: 4.2 %
6	Saya dapat menemukan kata kunci dari teks yang dapat	SS: 1.4%
		S: 29.6%
		RG: 36.6%
		TS: 29.6%

	membantu saya dalam menemukan main idea.	STS: 2.8%
7	Saya mengetahui cara untuk menemukan main idea dengan mudah.	SS: 0
		S: 23.9%
		RG: 36.6%
		TS: 35.2%
		STS: 4.2%

Based on the questionnaire, the student problems are they did not know about main idea. Most of students did not know how to finding main idea easily and found key term to help finding main idea.

In finding detail information, students did not have any problem in findings detail information. The mean percentage of the finding detail information in first test and second test are 59.3% and 54.1%. The students can answer the finding detail information questions.

Table 11: Frequency distribution of students' problem in finding detailed information

No	questionnaire	percentage
8	Saya selalu memperhatikan informasi rinci dari teks yang saya baca.	SS: 0%
		S: 36.6%
		RG: 42.3%
		TS: 19.7%
		STS: 1.4 %
9	Saya dapat menangkap semua informasi rinci dari teks yang saya baca.	SS: 1.4%
		S: 16.9%
		RG: 43.7%
		TS: 33.8%
		STS: 4.2%
10	Saya dapat menemukan kata kunci untuk memahami informasi rinci dalam teks.	SS: 9.9%
		S: 15.5%
		RG: 31%
		TS: 38%
		STS: 5.6%

Based on the questionnaire the students always pay attention about detail information. Students always read carefully to find detail information about reading text. Based on the finding, finding detail information was not a serious problem for students.

In identifying referent, students did not have any problem in identifying referent. The mean of the percentage of the identifying referent in first test and second test are 72.4% and 63.4%. The students can answer the questions about identifying referent.

Table 12: Frequency distribution of students' problem in finding detailed information

No	questionnaire	percentage

14	Saya dapat mengetahui subjek yang penulis maksud dari teks reading.	SS: 4.2%
		S: 19.7%
		RG: 45.1%
		TS: 26.8%
		STS: 4.2 %
15	Saya dapat mengetahui kata ganti dalam kalimat bahasa inggris dengan mudah	SS: 0
		S: 11.3%
		RG: 53.5%
		TS: 32.4%
		STS: 2.8%

From questionnaire students answer neutral. However, from the test the students have a good score in this sub skill. Identifying referent was not serious problem for students.

DISCUSSION

From the result, the researcher knows that the students had no difficulties in mastering certain skills, such as finding detail information and identify referent. It could be seen from the tables test and retest. More than 50% students answered more than 50% of the total test items correctly in those two reading skills. The table showed that in finding detail information, the students performed good achievement with the mean more than 50%. In identify referent, the table showed that the students performed good achievement with the mean more than 50%. It means that there are have no problem with identify referent.

Based on the result of the research, the mayor problem in reading comprehension is guessing meaning form context. The students' problems in guessing meaning form context are lack of vocabulary, word meanings, and always open the dictionary. Students found many difficulties of words that they did not know. To find the word they did not know, students always open dictionary to finding the meaning of the word. Cayandrawati (2006) stated that when the readers read a text in English, they might find many words, that they do not know their meaning in given context. It is of course time consuming and tiring to search for reader in a bilingual dictionary. It is however, impossible to prevent from using the dictionary in reading English texts.

Based on the finding, the minor problem in reading comprehension is finding main idea. From the test, the researcher knows that the students had problem to find main idea stated implicitly. Main idea usually is easy to find. Main idea mostly appeared in the first sentence of the text. However, the students found difficult when the sentence where the main idea located are quite long. For example, in question number 13, 20 and 23, the main idea stated implicitly. However, only a few students can answer these questions correctly. From questionnaire, the students did not know about finding main idea and how to finding main idea easily. So students have difficult to answer finding main idea questions.

Another problem in reading comprehension especially in finding main idea is the reading text in question number 13, 20 and 23 is difficult to understand by students. They cannot comprehend the reading text because the word in this text unfamiliar for the students. So they

cannot answer this question. The students we must understand the meaning, understand the content and construct the meaning from the text.

CONCLUSION AND SUGGESTION

Conclusion

From the finding of this study, it was concluded that there are two problems with faced by the students of the eleventh grade of SMA Negeri 6 Banjarmasin in reading comprehension are guessing meaning from context and finding main idea. The biggest problem is guessing meaning from context and the little problem is finding the main idea

Suggestion

1. The eleventh grade of student of SMA Negeri 6 Banjarmasin should improve their reading skills in order to finding main idea and guessing meaning from context.
2. The teacher should do more reading comprehension exercises to find the main idea and to guess the meaning from the context.

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