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AN ANALYSIS STUDY ON STUDENTS' PROBLEMS IN READING DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

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ABSTRACT

This study was driven by the challenges faced by seventh-grade students at SMPN 1 Gambut in reading English descriptive texts during the 2023/2024 academic year. The purpose of this study was to determine the difficulties faced by students when reading the texts and to explore various methods applied by teachers to overcome these reading problems. This study was conducted with a phenomenological approach using qualitative methodology. The participants of the study consisted of 33 students and their English teachers.

Based on the research, the difficulties faced by seventh-grade students at SMPN 1 Gambut in learning English include: learning disorders marked by a lack of self-confidence; learning dysfunctions characterized by visual impairments, low intelligence, and poor memory; learning disabilities involving challenges with pronunciation, grammar, and vocabulary; and underachievement due to a low interest in learning. To address these issues, teachers employ strategies such as providing simplified descriptive texts to make learning more accessible, using engaging teaching methods, and making classroom activities more enjoyable to foster enthusiasm for reading descriptive texts.

Keywords: Difficulty, Reading, Descriptive.

ABSTRAK

Penelitian ini dilatarbelakangi oleh berbagai tantangan yang dihadapi oleh siswa kelas tujuh di SMPN 1 Gambut dalam membaca teks deskriptif bahasa Inggris selama tahun ajaran 2023/2024. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan yang dihadapi siswa saat membaca teks-teks tersebut serta mengeksplorasi berbagai metode yang diterapkan oleh guru untuk mengatasi masalah membaca tersebut. Penelitian ini dilakukan dengan pendekatan fenomenologis

dengan menggunakan metodologi kualitatif. Peserta penelitian terdiri dari 33 siswa dan guru bahasa Inggris mereka.

Berdasarkan hasil penelitian, kesulitan yang dihadapi siswa kelas VII SMPN 1 Gambut dalam belajar bahasa Inggris antara lain: gangguan belajar yang ditandai dengan kurangnya rasa percaya diri; disfungsi belajar yang ditandai dengan gangguan penglihatan, kecerdasan rendah, dan daya ingat yang buruk; kesulitan belajar yang melibatkan tantangan dalam pengucapan, tata bahasa, dan kosa kata; dan prestasi yang rendah karena minat belajar yang rendah. Untuk mengatasi masalah ini, guru menggunakan strategi seperti menyediakan teks deskriptif yang disederhanakan agar pembelajaran lebih mudah dipahami, menggunakan metode pengajaran yang menarik, dan membuat kegiatan kelas lebih menyenangkan untuk menumbuhkan antusiasme dalam membaca teks deskriptif.

Kata Kunci: Kesulitan, Membaca, Deskriptif

I. INTRODUCTION

Education has an important role in life to make quality and intelligent human resources. Education continues to undergo changes both in terms of framework and learning techniques. According to Muhibin Syah, (2012) education is an effort made in a planned manner so that students can achieve their potential. Indonesia has three educational pathways, namely formal, non-formal and informal education. Formal education is learning that is carried out systematically and carried out in schools, namely preschool to college. non-formal school is a learning process that is carried out unsystematically or designed such as private tutoring. Informal education is the learning process that is obtained in everyday life both from the community environment and in the family environment. A very important education in Indonesia is quality language education in order to produce students with high potential (Ita widiyati, 2012). English is a significant language in itself, and learning it is crucial because it serves as an international language. Mastering English enables us to communicate with people from other countries, which in turn can help advance and develop Indonesia.

Reading comprehension involves the simultaneous extraction and construction of meaning through interaction with written language. According to Snow (2002), it encompasses the process of deriving meaning and ideas from a text. Comprehension is the process through which readers derive meaning by engaging with a text. This meaning or message can consist of both information and knowledge. To effectively understand a text, readers must grasp the meaning and information

it contains. In reading comprehension, general questions typically focus on identifying the main ideas, detailed information, and conclusions that can be drawn from different sections of the text.

Descriptive text is a kind of writing that offers detailed information about a person, object, or place. Its purpose is to provide enough detail so that readers can vividly picture what is being described. According to Skillswise (2011), descriptive text is meant to help readers visualize and imagine the subject being described, making it a detailed portrayal of a specific participant.

SMP Negeri 1 Gambut is a state school that has input or feedback from students with varying learning achievements. These varied learning achievements make students involved in learning activities in class. Learning is a process through which individuals make efforts to bring about changes in their behavior, including acquiring knowledge, skills, attitudes, and positive values through their study of various materials. According to Amral and Asmar (2020: 9), "learning is a fundamental activity in the execution of various types and levels of education. This implies that the success of achieving educational goals is heavily reliant on the effectiveness of the learning process within the school and its environment."

During the implementation of PPL (Praktik Pengalaman Lapangan) at a junior high school, it was observed that many students struggled with reading English texts, particularly with understanding descriptive texts. Consequently, this research aims to explore these challenges in greater depth and identify solutions for junior high school students facing difficulties in reading English texts.

Based on the background description provided, the identified problems are that students face difficulties in reading English texts and that the learning outcomes for reading English texts are unsatisfactory. The author is motivated to investigate this issue further and present the findings in a research report titled "An Analysis of Students' Problems in Reading Descriptive Texts at Junior High School."

II. METHOD

The type of research carried out in this research is phenomenology, because at Smpn 1 Gambut the phenomenon of difficulty reading English texts was found. So researchers in this study used qualitative methods to examine the phenomenon of student learning difficulties. The phenomenon method is to understand phenomena that occur naturally (naturally) in

circumstances that are occurring naturally. So researchers use a qualitative approach because this research examines phenomena that are currently occurring in schools.

In this study, the subjects used by the researchers were 33 students of class VII H. As well as one or two English subject teachers. The object of the research carried out was analyzing the difficulty of reading English texts for class VII students at SMPN 1 Gambut. The data collection techniques used are questioner, interviews and documentation. Meanwhile, the data analysis techniques used are data reduction, data display and data verifications.

III. RESULTS AND DISCUSSION

RESULTS

The research findings were gathered through a questionnaire distributed to 31 students in Class VII and interviews with English teachers at SMPN 1 Gambut. These findings address the research problem, which includes: Understanding the challenges students face when learning to read English descriptive texts and determining potential solutions to assist students who struggle with reading English descriptive texts.

A. Questionnaire Results

From the questionnaire distributed to students, researchers can obtain data on the problems of students who have difficulty reading and what percentage of students have difficulty reading and also what factors most influence students' reading problems. With a questionnaire distributed to students, researchers can obtain data using interval category calculations as follows:

Table 1 Guidelines for providing question interpretation

| Kategori | Interval | Interval% |
|----------|----------|--------------|
| High | 13 – 18 | 67, 6 – 100% |
| Medium | 7 – 12 | 34,3 – 66,6% |
| Low | 0 – 6 | 0 – 33,3% |

According to Ferdinand (Kahpi et al., 2017), the interval scale is a measuring tool that can produce data that has a meaningful range of values and is capable of producing

measurements by calculating averages, standard deviations, statistical parameter tests, correlations, and so on.

Table 2 Research Results Data

| No | Statment | % | Category |
|----|--|-------|----------|
| 1 | <i>Apakah anda kurang percaya diri dalam proses belajar Bahasa Inggris</i> | 51,6% | Medium |
| 2 | <i>Apakah anda mengalami kesulitan dalam memahami teks deskriptif dalam bahasa Inggris?</i> | 67,7% | High |
| 3 | <i>Apakah anda mengalami kesulitan dalam menjawab pertanyaan dari guru yang berkaitan dengan isi teks deskriptif dalam bahasa Inggris?</i> | 54,8% | Medium |
| 4 | <i>Apakah anda mengalami kesulitan dalam menceritakan kembali isi teks bahasa Inggris yang telah Anda baca?</i> | 67,7% | High |
| 5 | <i>Apakah anda merasa kekurangan waktu untuk belajar bahasa Inggris?</i> | 64,5% | Medium |
| 6 | <i>Apakah anda mengalami gannguan dalam penglihatan?</i> | 41,9% | Medium |
| 7 | <i>Apakah anda memiliki tingkat kecerdasan yang rendah?</i> | 38,7% | Medium |
| 8 | <i>Apakah anda memiliki daya ingat yang rendah?</i> | 54,8% | Medium |
| 9 | <i>Apakah anda mengalami kesulitan dalam pronouncition (pelafalan saat belajar bahasa Inggris)?</i> | 67,7% | High |
| 10 | <i>Apakah anda mengalami kesulitan dalam mengingat vocabulary (kosa kata) Bahasa Inggris?</i> | 70% | High |
| 11 | <i>Apakah anda kesulitan dalam memahami grammar (struktur bahasa) dalam Bahasa Inggris?</i> | 74,2% | High |
| 12 | <i>Apakah anda kurang menguasai vocabulary (kosa kata) Bahasa Inggris?</i> | 71% | High |
| 13 | <i>Apakah anda memiliki minat belajar bahasa inggris yang rendah?</i> | 51,6% | High |
| 14 | <i>Apakah guru memberikan dorongan atau motivasi saat anda mengalami kesulitan dalam membaca teks Bahasa Inggris</i> | 80,6% | High |
| 15 | <i>Saya merasa nyaman ketika belajar di kelas</i> | 83,9% | High |

| | | | |
|----|--|-------|--------|
| 16 | <i>Sarana prasarana di sekolah mendukung proses pembelajaran.</i> | 90,3% | High |
| 17 | <i>Guru menggunakan media saat pembelajaran</i> | 58,1% | Medium |
| 18 | <i>Apakah anda dirumah selalu belajar membaca teks Bahasa Inggris.</i> | 58,1% | Medium |

The questionnaire distributed to students was created based on the theory of Ratna Yudhawati and Deni Haryanto, 2011. It contains factors that cause students' difficulties in learning, such as students' difficulties in reading descriptive texts, namely Learning Disorder, Learning Disability, Learning Disfunction and Under Achiever.

B. Interview Results

The results of the interview with the teacher were "the solution to overcome students who have difficulty in learning to read English descriptive texts is to provide the simplest descriptive text learning so that students can more easily understand the learning, use methods in learning and make learning in class more enjoyable so that it creates enthusiasm in learning to read descriptive texts".

Students who are lazy in learning are students who have low learning motivation and enthusiasm, therefore teachers must be able to control the class situation during learning and implement various learning methods such as doing ice breaking in the classroom as proven by the results of interviews with respondents: "To overcome the problem of students who are lazy to learn and get bored quickly, namely by doing ice breaking to students so that they don't get bored quickly and drawing students' attention to the teacher so that they can focus again on learning."

DISCUSSION

From the results of the research that has been done can be divided into 2 factors, namely external factors and internal factors. It can be concluded that the main factors of difficulty in reading English texts in class VII students of SMPN 1 Gambut are lack of self-confidence, difficulty in pronunciation, difficulty remembering vocabulary, and difficulty understanding grammar.

The internal and external factors obtained from the research on students of SMP Negeri 1 Gambut are:

Tabel 3 factor internal

| | |
|----------------------------|-----|
| Vocabulary difficulties | 70% |
| Grammar difficulties | 74% |
| Pronunciation difficulties | 64% |
| Lack of confidence | 51% |

Tabel 4 factor eksternal

| | |
|------------------|-----|
| Learning comfort | 83% |
| Infrastructure | 90% |
| Using media | 58% |
| Study at home | 41% |

IV. CONCLUSION

From the results of research that has been carried out. Researchers found that there were several factors that caused class VII students at SMP Negeri 1 Gambut to experience difficulties in reading descriptive texts which were divided into 2, namely: internal factors and external factors. and the main factors are that students still have a small vocabulary, difficulties in grammar and difficulties in comprehension.

The solution to overcome class VII students at Smpn 1 Gambut who have difficulty reading descriptive texts is to provide the simplest descriptive text lessons so that students understand the lesson more easily, use methods in learning and make learning in class more fun so that this fosters enthusiasm for learning to read descriptive texts.

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