A Descriptive Study of the Students' Problems in English Reading Comprehension of X grade at SMAS AMKUR Sungai Pinyuh in the Academic Year 2021/2022

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Abstract
This study investigates the problem of student English reading in the Senior High School of SMAS AMKUR Sungai Pinyuh in terms of types of material, reading tasks, and cognitive level of reading tasks. The participant of this study consists of 23 students of grade X Social Studies. The researchers used descriptive qualitative research to develop the material in teaching reading, especially for English subject. Not only for the texts, vocabulary, and the information but also to build students’ critical thinking in reading comprehension. The book used as the instrument is Bahasa Inggris SMA/MA/SMK/MAK Kelas X Edisi Revisi 2017 published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The findings based on the teacher’s observation from the students showed that some texts are too long and most of the time the readers do not suitable to the local contexts, the text used unfamiliar words to the students, and the books do not provide the list of vocabularies, used direct information to the answers of the questions after reading the text. Based on the research findings, the recommendation to improve students’ reading comprehension is that the teacher needs to be more selective to know that the material is suitable for the students.

Keywords: Reading comprehension, English textbook, critical thinking skill, and reading material

1 INTRODUCTION

In learning English, there are four language skills that all students must master, namely reading, writing, listening, and speaking. These are realized by (Syakur, 2018). These four parts are related to each other. These skills will increase along with the learning process by continuing to practice. However, not everyone is able to control the four skills at the same time. Some people tend to be more efficient in mastering certain skills. In the case of this research, reading is a skill that is considered difficult to master by vocational students, especially in X grade students of SMAS AMKUR Sungai Pinyuh.

Reading is one of an essential skill for learning English. Reading is a process which people gain ideas and information from the material both online material such as e-book or printed materials like books and newspapers. By learning reading, the readers or students can get the news and more information and vocabulary to support their ability in English. Reading also increases students’ knowledge. reading in the class supports the students, especially in comprehending reading (Hidayat & Setiawan, 2020).

Many way can be done by humans to get it read to enrich his knowledge. Reading books is a way of students to enrich vocabulary, and the most important thing is creating a comfortable reading atmosphere so that reading activities can run effective (Scott and Ytreberg: 2003) as cited in Nurkilah, S. (2021). In line with the theory above, defining reading is “a set of skills that involves making sense and deriving meaning from the Printed Word. In order to read, we must be able to decode (Sound Out) the printed word and also comprehend what we read. As we know, the purpose of learning English is to be able to communicate by using English. Therefore, reading skills must be learned
and practiced in everyday life. If students don't have a lot of opportunities to read in English classes, they will lose motivation and lose interest in learning English especially read.

In addition, the new Curriculum, Curriculum 2013, emphasizes the students to be active students or learners using critical thinking. Higher-order thinking skill (HOTS) was introduced in education, both in schools and higher education (Surtikanti et al., 2020). It means that the governments also support the teaching and learning process, especially in this case is about reading material and should be actively using critical thinking for the students. Reading, as stated in Permendikbud No. 67 of 2013 on the Basic Framework and Curriculum Structure, is a component of the educational process: "the educational process should ensure that enables students to develop their potential into critical reasoning abilities and academic greatness by providing interpretation to what is seen, heard, read, and understood from history and culture through the cultural lens and at the level of psyche." (2022) (Makroji et al.

“Improving students' reading comprehension skills has become an important issue in educational and civilian institutes” by Lee & Chang as cited in Metruk, R. (2018). Despite the importance of critical reading abilities for EFL students, academics and instructors usually focus on building students' critical reading skills. Several studies have been undertaken to assess students' critical reading abilities in English language instruction (ELT), including Sultan et al study (2017) This study found that the critical literacy technique had a significant influence on pre-service language instructors' critical reading skills, including interpretation, analysis, occurrences, evaluation, clarification, and self-regulation. Alqatanani (2017) did another study in which he used a program based on multiple intelligences to improve students' critical reading skills shows the program's substantial impact on the students' critical reading abilities. This is because reading requires thought, and it is impossible to read without thinking. Through critical reading exercises, students' critical thinking will be fostered and formed. However, it is still challenging for kids to gain critical reading skills, and it takes considerable effort and time to train them to be critical.

However, the process of teaching reading in SMAS AMKUR Sungai Pinyuh for Grade 10 is not really running well especially in the materials that use for reading. The problems found based on the experience from the researcher as the teacher in that class is because of some texts are too long and most of the time, the texts do not suitable to the local contexts, the vocabulary in the text used unfamiliar words to the students and the books does not provide the list of vocabularies, used direct information to the answers of the questions after reading the text. Based on the problems above, the researcher hopes that this research will be useful to developing the material in teaching reading especially for English subjects. Not only for the texts, vocabularies and the information but also to build students critical thinking.

Moreover, according to Sultan et al. (2017), the significance of critical reading is linked to the fact that amount of available reading texts is growing in an era in which information and communication technology is fast evolving. Information is readily available via conventional and media such as papers, books, television, and social media; yet, the information is not always reliable and cannot be relied completely. Therefore, readers must acquire and pick pertinent facts with skepticism and critical thought before adopting its content.

2 RESEARCH QUESTIONS

Based on the researchers' observation at the research site, the English teachers always found problems in teaching reading comprehension. Also The teachers only think a few strategies. So, the researchers think it is important to explore more about the students' problems in reading comprehension. Therefore, the researchers want to conduct research related to

“Students’ Problems in English Reading Comprehension of X grade at SMAS AMKUR Sungai Pinyuh in the Academic year 2021/2022”

3 METHOD

In general, the research method is the procedure which used in research. According to S. Arikunto, the research method is crucial because the success or failure, as well as the high or low quality of research results, are mostly decided by the researcher's correctness in selecting his research approach (Fauzan, R. A., Wijiastuti, A., & Yuliati, Y., 2022).

3.1 Research model

The current study followed a descriptive design. The primary objective of this model is to identify the current situation of the selected topic and explain it without exerting any effect. As the goal of the present study was to evaluate student issues, it was determined that between critical thinking in reading comprehension in the Indonesian school students’ X grade of SMAS AMKUR Sungai Pinyuh.

3.2 Participant
The participant of this study was the X Grade students of SMAS AMKUR Sungai Pinyuh in the academic year 2021/2022. Ten Grade of SMAS AMKUR Sungai Pinyuh consists of X grade science and social studies. The researchers chose X grade social studies because the number of students in this class was more than X grade science.

3.3 Instruments

The book used as the instrument is Bahasa Inggris SMA/MA/SMK/MAK Kelas X Edisi Revisi 2017 published by Pusat Kurikulum dan Perbukuan, Balithang, Kemendikbud. The researchers chose that book because the teacher used this book to teach English to X grade social studies in SMAS AMKUR Sungai Pinyuh. The “observation checklist and students’ activity checklist form ” was used as the instrument of the research.

3.4 Observation

The teacher used observation to design materials in the English book that she used to teach English in the classroom. The teacher also observes the student’s behavior during the teaching and learning process by using the book, whether the students have difficulties or not and in which area the students get confused. Researcher applied an observation checklist. For data collection, the researchers mostly utilized the observation checklist. Observation is the systematic recording of observable data or behavior in a natural situation, according to Gorman and Clayton (2005). In addition, they explain that observation is the process of closely monitoring or observing someone. The observation checklist was used to observe the use of English book during the learning process, especially in which part of material, the students felt difficult to do or understand. The observation checklist was created using Adler (2006), McShane (2005), Brown (2004), and Wallace's research (1992). In addition, researchers analyzing the observation checklist using the Arikunto formula (2006). Moreover, the researchers analyzed the data using the Pearson Product Moment.

3.5 Questionnaire

The questionnaire used in this research by provided some questions related to the design of materials in the book that the teacher used. The chosen of questions based on the observation from one of the researcher as the teacher in this class. The questionnaire used closed-ended questions where the students only need to answer yes or no based on their own opinion related to their opinion while using the book. Questionnaire that sent to the students in order to know their opinions about the design of materials in the book.

4 FINDINGS AND DISCUSSION

The observation was conducted during a weekly classroom meeting on May 20, 2022. The following chart displays the results of an observation of students' opinions regarding the material design of their English textbooks.

According to Creswell, he explains the distinction between open-ended and closed-ended questionnaires: A questionnaire with open-ended questions is a lot of questions to which respondents are required to respond in their own words. While close-ended questionnaire is set of questions present all potential alternative solutions.” It is the method of gathering information by distributing a set of written questions to respondents.

![Chart 1. The number of students that showed their opinions about material design in English Book](image)

Number 1-5 showed the questions given to the students as below:

1. Do you think some texts in this book mostly are too long?
2. Do you think the texts used in this book mostly do not suitable to the local context?
3. Do you think the texts in this book used many unfamiliar words for you?
4. Do you think this book need to provide the list of vocabularies?
5. Do you think this book mostly used direct information to answer the questions?

The questions chose based on the teacher observation from the design of material in the book and the observation that the teacher did through the students during teaching and learning process while the students used this book to study.

Chart 1 indicates that the dominant most of the questions answer by the students in more than
percentage of 50%. 80% students in this class agreed that some texts in this book are too long. 100% of students agreed that the text used in this book is not suitable to the local context, 70% of students agreed that this book mostly used unfamiliar words, especially in the texts. 60% students agreed that this book need to provide the list of vocabularies, especially for the unfamiliar words. The last is 70% students agreed that mostly this book used direct information to answer the questions, especially if the questions related to the texts.

From the above results, it is clear that the teacher's observations about the material design of the book used in class resonate strongly with the students' feelings. Surpassing the 50% threshold, with one aspect reaching 100%, the students overwhelmingly agree that the texts do not fit the local context, often dealing with issues outside the realm of West Kalimantan.

These findings are consistent with the assertions of Kurniawan (2020), who discusses the challenges posed by global textbooks. Kurniawan notes that such materials often fail to meet the specific needs of both teachers and learners, resulting in dissatisfaction among educational practitioners and diminishing the impact of the learning process, particularly in reading comprehension.

5 CONCLUSION

Based on the problems that already mention in the finding and section, here are the suggested solutions for each problem:

1. Some texts are too long and most of the time the texts do not suitable to the local contexts.

   **Solution:** the teachers need to be more selective in order to know that the texts suitable for the students of not. It is not, the teachers have to find the suitable texts and it will be good if the context familiar to the students such as the local contexts.

2. The vocabulary in the text used unfamiliar words to the students and the books does not provide the list of vocabularies.

   **Solution:** teachers ask the students to bring the vocabulary or find the translation in the google translate. However, the teachers need to give the limitation for the students to find the unfamiliar words.

3. Used direct information to the answers of the questions after reading the text.

   **Solution:** the teachers have to provide the questions by themselves and make sure that the questions make by the good standards or high order thinking skill (hots).

From a pedagogical aspect, it will be advantageous for students to enhance their critical reading skills if they are provided with appropriate sorts of texts for critical reading practice. Therefore teachers should be aware of the kinds of texts they present to students for critical reading practices, as each student's cognitive style has a unique significant impact on the ability to comprehend the text critically.

6. REFERENCES


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