AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION THROUGH GOOGLE DOCS

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Abstract

Reading is an activity to gain some information from the text through written text. The objective of this research is to to find out the students' difficulties reading comprehension of eleventh class of SMK Santika Jiken academic year of 2021/2022, to find out the factors of causing the students' difficulty in reading comprehension through google docs at the Eleventh Class of SMK Santika Jiken. This research is qualitative research. The research subjects were class XI SMK Santika Jiken which consisted of 7 females and 13 males. The techniques of collecting the data are questionnaire and test. The researcher uses the technique of analyzing the data from Miles and Huberman. The steps in analyzing the data for the first is data collecting, the researcher collecting the data from the students, such as questionnaire and test of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data that did not relate to the difficulties in reading comprehension. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in Reading Comprehension. The result of the research shows that there are 18% students who have difficulties in understanding to look for the main idea of the text with the total of incorrect is 14. Then, there are 13% students who have difficulties in understanding vocabulary of the text with the total of incorrect is 10. Then, there are 45% students who have difficulties in understanding making inference of the text with the total of incorrect is 35. Next there are 24% students who have difficulties in understanding to look for the detail information of the text with the total incorrect is 18. The factor of causing the students difficulties in comprehending English reading through Google Docs there are difficulty in understanding long sentence in the text, difficulty in understanding vocabulary, house environment, and less preferred subjects.

Keywords: *reading, reading comprehension, difficulties, google docs*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan pemahaman membaca siswa kelas XI SMK Santika Jiken tahun ajaran 2021/2022, untuk mengetahui faktor penyebab kesulitan siswa dalam memahami bacaan melalui google docs di Kelas XI SMK Santika Jiken. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian adalah siswa kelas XI SMK Santika Jiken yang terdiri dari 7 perempuan dan 13 laki-laki. Teknik pengumpulan datanya adalah angket dan tes. Peneliti menggunakan teknik analisis data dari Miles dan Huberman. Langkah-langkah dalam menganalisis data yang pertama adalah pengumpulan data, peneliti mengumpulkan data dari siswa, seperti angket dan tes siswa. Kedua adalah reduksi data, peneliti mengklasifikasikan dan mereduksi data berdasarkan fokusnya. Peneliti menghapus beberapa data yang tidak berhubungan dengan kesulitan dalam pemahaman membaca. Ketiga adalah tampilan data, peneliti menyusun informasi yang dideskripsikan untuk menarik

kesimpulan. Peneliti menyajikan data dari kesulitan dalam Pemahaman Membaca. Hasil penelitian menunjukkan bahwa terdapat 18% siswa yang mengalami kesulitan dalam memahami untuk mencari ide pokok teks dengan jumlah yang salah sebanyak 14. Kemudian, terdapat 13% siswa yang mengalami kesulitan dalam memahami kosakata dari teks tersebut. dengan jumlah yang salah adalah 10. Kemudian, ada 45% siswa yang mengalami kesulitan dalam memahami membuat kesimpulan dari teks dengan jumlah yang salah adalah 35. Selanjutnya ada 24% siswa yang mengalami kesulitan dalam memahami untuk mencari informasi detail dari teks dengan total salah adalah 18. Faktor penyebab kesulitan siswa dalam memahami bacaan bahasa Inggris melalui Google Docs adalah kesulitan dalam memahami kalimat panjang dalam teks, kesulitan dalam memahami kosakata, lingkungan rumah, dan mata pelajaran yang kurang disukai.

Kata kunci: *membaca, pemahaman bacaan, kesulitan, google docs*

INTRODUCTION

Reading is an activity to gain some information from the text through written text. Besides, reading has become a habit that everyone does until now. Moreover, reading can build the reader's knowledge. Therefore, reading must be a responsibility for every student. According to Nunan (Language Teaching, 2003), reading is the fluent process of readers combining information from a text and their background knowledge to build meaning.

In English Learning, reading is one of the abilities that must be possessed and mastered by students besides speaking, listening, and writing. Reading in English's harder than reading in Indonesian cause besides having to know the meaning of each word, the reader must also know the sense of the sentence. That's what makes most students find it difficult because English is not the mother language or second language in Indonesia. Yet reading comprehension is always given in English study to students cause it's a subject that should be mastered. Kennedy (1981, p. 12) states that comprehension is facilitated by reading appropriate materials, intellectual curiously, and desire to learn. The definition of comprehension can be stated

as follow s: the ability of pupils" it finds, interprets, and uses ideas comprehension.

Reading comprehension is important because in reading the reader must understand what is told in the text, trying to understand the text to get opinions or ideas from the text. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011, p. 15).

Student difficulties are things or problems that are not easily understood. In learning, students have different levels of difficulty, because each student's level of understanding is not the same. In this study, researcher will conduct research that aims to determine the level of difficulty of students in reading comprehension.

Google Docs is a word processor included as part of a free application, this application allows users to create and edit files online while collaborating with other users in real-time. Edits are tracked by the user with a revision history that presents changes. Through the features provided by Google Docs, it can be used for learning reading comprehension.

The research was conducted in the eleventh-grade students of SMK Santika Jiken academic year of 2021/2022. The objective of this research is to to find out the students' difficulties reading comprehension of eleventh class of SMK Santika Jiken academic year of 2021/20222 and to find out the factors of causing the students' difficulty in reading comprehension through google docs at the Eleventh Class of SMK Santika Jiken. The difficulty in English reading comprehension will be the focus of this research.

RESEARCH METHODOLOGY

In this research, researcher used the descriptive qualitative research. Descriptive research is the study of status and is used widely in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practice improved through observation, analysis and description. The most common descriptive research method is the survey, which includes questionnaires, personal interviews, telephone surveys, and normative surveys (Eunsook, 2000). Qualitative research is inquiry in the natural setting, an exploratory study of experience-as-lived and everyday life in the world. The goal of a qualitative study is "to produce a rich description and in-depth understanding of the phenomenon of interest, the cultural or lived experience of people in natural settings" (Magilvy, 2003). Meanwhile, qualitative analysis is an analysis using words arranged in an extended text (Matthew B. M., 1994). This research took place at the SMK Santika Jiken which is located at Bleboh, Kec. Jiken, Kab. Blora, Jawa Tengah. To conducts this research, the researcher took eleventh class of SMK Santika Jiken which consisted of 7 females and 13 males as participants.

Data are characteristics or information, usually numerical, that are collected through observation (OECD, 2004). The data obtained from this study were sourced from primary data. Primary data were obtained through questionnaires, tests, and interviews with English teacher. For this study, researchers took data from eleventh class of SMK Santika Jiken.

The data obtained from this study were sourced from primary data. Primary data were obtained through questionnaires, tests, and interviews with English teacher. An instrument used in the study is test, questionnaire, and interviews.

According to Miles and Huberman (Qualitative Data Analysis, 1994) techniques of analyzing the data in qualitative analysis using words arranged in the text. They are data reduction, data displayed and conclusions.

1. Data Reducing

It is a process of selecting, focusing on simplification, abstracting and transforming hard data is the written record found in the field. Data reduction is a type of analysis carried out by sharpening, categorizing, directing, eliminating data and arranging the data to get conclusions and verification. This means that the researcher chooses the important data that has been collected. Then the researchers categorized the data related to the difficulties faced by students and the factors that caused students' difficulties in understanding the English reading text for Fourth students of the English Education Department for the 2021/2022 school year of IKIP PGRI Bojonegoro. Data obtained from questionnaire and test. In this case the researcher abstracts the data.

2. Data Displayed

Once the data is reduced to the most important, it is then displayed. Data is displayed in a narrative style. Data narrative allows speaking of research conclusions. In

presenting the data, the researcher describes the data in the form of a description or narrative. Researchers categorize student's understanding of the reading text by getting the appropriate percentage of student's understanding of the reading text.

RESULTS AND DISCUSSION
Results

Researcher classified the findings into several points consisting of students' difficulties in understanding English reading, difficulties faced by students and the factors that caused students' difficulties in understanding English reading. To obtain data, researchers used tests to analyze students' difficulties in understanding English reading. The process of collecting data was held on March, 13 2021. The researcher also used theinterview to know the factors of causing the students difficulties in comprehending English reading. The subject of the research is limited to the eleventh class of SMK Santika Jiken.

The data were taken from the eleventh class of SMK Santika Jiken and written by students in readings descriptive text genre. The researcher has identified students' difficulties and counted the number of difficulties for each. The researcher compiles the results of calculations into tables and converts them into percentages. Below is a table of difficulties in understanding the readings made by each student of the eleventh class of SMK Santika Jiken.

Based on the results of the study, there were a total of 77 difficulties experienced by students in understanding English reading. Students have a total of 14 difficulties in Understanding Main Idea with a percentage of 18%. Students have a total of 10 difficulties in Understanding Vocabulary with a percentage of 13%. Students have a total of 35 difficulties in Making Inference with a percentage of 45%.

Students have a total of 18 difficulties in understanding Detail Information with a percentage of 24%.

In online learning, teachers use Google Docs as a medium to provide materials and assignments to students. The type of google docs that is often used is G-Form. In using Google Docs as a learning medium, students experienced some difficulties. The difficulties faced by students are internet network disturbances, cannot log in to accounts, and do not understand Google Docs because this is the first time using it.

Discussion

The researcher took 20 students at eleventh grade students of SMK Santika Jiken as the subject of the study. Then, the researcher found that there are 18% students who are incorrect in answering questions items to look for the main idea, there are 13% students who are incorrect in answering questions items for understanding vocabulary. There are 45% students who are incorrect in answering question items for understanding making inference and there are 24% students who are incorrect in answering question items to look for the detail information.

The researcher used Rahim's theory to identify the causes of students' difficulties in understanding English reading texts. Rahim said that the difficulties in reading comprehension are produced by a variety of factor, there are: Difficulty in understanding long sentence in the text, Inadequate instruction presented by the teacher, Difficulty in understanding vocabulary, House environment and School environment.

First, the students had difficulty in understanding long sentence in the text. This makes the students of SMK Santika Jiken not understand the meaning contained in the reading of the text. They have difficulty in determining the content in understanding the reading text. Students of SMK Santika Jiken said that English is difficult to understand. Students have difficulty understanding writing in reading because they are not familiar with vocabulary, they less study of vocabulary and the material provided by the teacher.

Second, the students had difficulty in understanding vocabulary. Students cannot understand because they do not know the meaning of the words contained in the reading. The researcher found that the knowledge of the 11th grade students of SMK Santika Jiken was low, this made them wrong in making conclusions in a reading due to lack of vocabulary.

Third, the factor of causing difficulty in SMK Santika Jiken is house environment. The home environment here refers to the environment where the students of SMK Santika Jiken live. During this pandemic, all schools conduct online learning systems. Most of the students of SMK Santika Jiken live in rural areas, which makes it difficult for them to do online learning because of the

difficulty of getting a supporting internet network. Online learning during this pandemic makes students more wasteful, they need more internet quota to do their online learning assignments because there is no WiFi available in their neighborhood.

The last factor that causes students' difficulties in understanding English reading is because English's a subject that students less preferred. Some of the things that make them dislike English are because they find it difficult to understand English, have difficulty memorizing vocabulary,

because English is a foreign language they are not used to. For students who don't have plans to go abroad in the future, they think they don't really need to master English. However, they will like English if the teacher who teaches is cool. In other words they will like the lesson if the teacher has interaction with students, avoids boring learning, understands difficulties from the students' point of view.

CONCLUSION

Based on analyzed data there are the students get the problem to look for the Determining Main Idea, Understanding Vocabulary, Making Inference and Detail Information. Then many students have difficulty in understanding the structure of the text. They have difficulty in understanding long sentence in the text. They have difficulty in determining the content in understanding the reading text. They have limited vocabulary. They need more internet quota to do their online learning assignments during this pandemic. They don't like English lessons.

From the result of data analysis of interview, the researcher found four factors causing the students difficulties in comprehending English reading through Google Docs. There are: Difficulty in Understanding Long Sentence in the Text, Difficulty in Understanding Vocabulary, House Environment, and Less preferred subjects.

The first factor is the background of the students which causes their difficulties. Students are less interested in learning English because English subjects are not preferred. Students rarely read English text; therefore, they have a lot of unfamiliar vocabulary. They have difficulty memorizing English vocabulary. They have difficulty in determining the content in understanding the reading text. Students get

a less explanation from the teacher about the English material provided.

The last factor comes from the learner's environment. There is home environment. The home environment here refers to the environment where the students of SMK Santika Jiken live. During this pandemic, all schools conduct online learning systems. Students prefer face-to-face learning rather than online learning. During online learning, there are many problems that students must face. Some of them are they need more internet quota for online learning, the signal is not good for doing online system learning. They need more internet quota to do their online learning during this pandemic. Therefore, they need support from schools and parents for online learning during this pandemic.

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