
**STUDENTS' DIFFICULTIES ON MASTERING READING COMPREHENSION
VIEWED FROM STUDENTS' LEARNING STYLE**

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui (1) apa kesulitan siswa dalam menguasai pemahaman bacaan dan (2) bagaimana gaya belajar mempengaruhi kesulitan siswa dalam menguasai pemahaman membaca, khususnya pada siswa kelas dua di SMPN 4 Siding. Penelitian ini adalah siswa kelas II dan guru bahasa Inggris SMPN 4 Siding tahun pelajaran 2021/2022. Penelitian ini merupakan penelitian deskriptif kualitatif, dengan teknik pengumpulan data menggunakan komunikasi langsung, dan komunikasi tidak langsung. Data yang diperoleh dari penelitian ini menggunakan angket kepada 14 siswa, wawancara dengan 1 guru dan 14 siswa, dan dokumentasi. Kesulitan yang dialami siswa adalah kesulitan memahami makna isi bacaan, kesulitan menentukan ide pokok, kesulitan mengingat isi bacaan, kesulitan menghubungkan makna kalimat yang satu dengan kalimat lainnya, dan kesulitan dalam menentukan kesimpulan. dari isi bacaan. Gaya belajar pada penguasaan membaca pemahaman dapat mempengaruhi proses cepat tidaknya pemahaman membaca siswa. Siswa yang belajar sesuai dengan gaya belajarnya akan lebih mudah dalam memahami bacaan.

Kata Kunci: Kesulitan Siswa, Penguasaan Reading Comprehension, Gaya Belajar

ABSTRACT

The purpose of this study were to determine (1)what is the students' difficulties on mastering reading comprehension and (2) how learning style influence students difficulties on mastering reading comprehension, especially in second grade students at SMPN 4 Siding.The subject of this research was second grade students and english teacher of SMPN 4 Siding in the academic year 2021/2022.This research is a descriptive qualitative study, and the data collection techniques used direct communication, and indirect communication. The data obtained from this study used a questionnaire to 14 students, interviews with 1 teacher and 14 students, and documentation. The difficulties experienced by students are difficulty understanding the meaning of the content of the reading, difficulty in determining the main idea, difficulty in recalling the contents of the reading, difficulty in connecting the meaning of one sentence to another, and difficulty in determining the conclusion of the content of the reading. Learning style on the mastery of reading comprehension can affect the process of fast or not students' reading comprehension. Students who study according to their learning style will make it easier to get an understanding of reading.

Keywords: *Students' difficulties, Mastering Reading Comprehension, Learning Style*

INTRODUCTION

Reading is a way to get information from something written. Reading involves recognizing the writing that composes a language. According to Hittleman (1978:120) "Reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking, and writing. Specifically, reading is the process of reconstruction from the printed patterns on the page, the ideas and information intended by the author". Activities by reading in every place, even reading a few words, sentences or paragraphs. Activities or methods and techniques in learning proposed by researcher in previous studies to assist students in overcoming challenges. that arise during learning. Furthermore, in this study the researchers focused more on mastering reading comprehension. Mastering Reading comprehension appears to be the most prominent English skill of learners. Students can use this skill to understand certain explicit and implicit information from a text by evaluating or analyzing words in order to gain true answers to their questions. Students actually have various obstacles in taking the comprehension test related to their level of completeness. This also happens to those who have a good knowledge of grammar. Each student faces difficulties that are not the same as other students which lead to their need for different teaching methods and learning activities.

These difficulties can be seen from the student's learning style. while student learning outcomes are very influential with student learning styles. While these difficulties can be caused by learning styles that are less effective in mastering reading comprehension.

This understanding requires students to understand a text that is displayed by answering several things related to the text (Aydoğan, H., & Akbarov, A. A. (2014), this can certainly be understood if it is seen from the low frequency of their reading habits.

The habit of reading is a form of repeated reading practice which means that the activity needs to be done continuously. reading comprehension of a topic to motivate students to learn. When the words on the page aren't just words, but concepts and ideas, reading comprehension happens. Reading becomes more entertaining, instructive, and engaging when you understand what you're reading. It is required to succes in school, at job, and in life.

This study attempts to determine the students difficulties encounter in putting their knowledge into practice, as well as learning methods and activities that may be used in the classroom to help them develop their skills. The problem in this study is that teachers often do not realize the difficulties faced by students in the process of reading comprehension, while to overcome these problems it is very important to know the causes of these difficulties. By looking for the cause, the teacher can give the best treatment to students to help them overcome difficulties in reading comprehension.

Therefore, one's understanding of the importance of reading comprehension is an important thing to learn. This is needed because reading comprehension can increase reading interest. Learning style is very important in the learning process. Learning that is in accordance with the interests and learning styles of students will increase students' understanding of the selected material or information and can create conducive and enjoyable learning for both teachers and students. Reading skill is considered as a skill that needs strong comprehension. Mastering Reading comprehension based on the right learning style is very useful for understanding certain explicit and implicit information from a text by evaluating or analyzing words to get the correct answer to the questions contained in a reading text. In this study, the researcher has formulated questions that will be answered by racing on the research title. The questions that will be answered include the following: 1. What is the students difficulties on mastering reading comprehension to the Second Grade Students in Junior High School 4 Siding ? 2. How learning style influence students difficulties on mastering reading comprehension to the Second Grade Students in Junior High School 4 Siding ?

REASEARCH METHODS

In this study, the researcher used a descriptive qualitative method to get the students' difficulties on mastering reading comprehension viedwed from students learning style. As added by (Dewantara & E-mail, 2011) this type of research leads to a qualitative descriptive which describes the conditions as they are or what they are, without giving treatment or manipulation to the variables studied in the field, this type of research can be said to be a type of research with the process of obtaining data. "*Descriptive qualitative A study simply to describe a variable with respect to the problem under study without questioning the relationship between variables*" (see: Creswell, 2014, p.50–51).

Qualitative research begins with assumptions, and the application of an interpretive/theoretical framework informs the examination of research questions that address the meaning that individuals or groups give to asocial or human problems. The

form of reasearch is really crucial in conducting a reasearch. The major purpose of descriptive research is giving description of the state of affair as it exists at present. According to Aunurrahman (2019), a descriptive study is a form of survey that aims to collect opinions or attitudes of a particular population.

In this study, the subjects of this research was the second grade students SMPN 4 Siding that consists of 30 students. The sample of this research are the students of class VIII A totaling 14 participans and 1 teacher. “ *sample is component of the amount and characteristics possessed by the population*”Sugiyono (2013;81).This reseach used the purposive random tehnicque. According Mukhsin ef al.(2017) Refers to the tehnicque of taking a sample based on random, regional or strata, but is carried out based on the existence of considerations that focus on a spesific goal of the place to be addressed .Purposive selection is made based on the location and level of the shool to be study.

Data sampling is very necessary when researcher find it difficult to determine a problem statement or specific research objectives, determine research objectives that require a more detailed and in-depth understanding in order to study how phenomena occur naturally. When a researcher wishes to investigate a number of interconnected research contexts. Data sampling plays a key part in maintaining the independence of the research outcomes in order to carry out a more current strategy.

FINDING

Data were obtained through a closed questionnaire consisting of 14 numbers and interviews consisting of 7 numbers. The participants in this study were 14 students and 1 teachers who were selected by random sampling.

1. The results of the Interview

The following are the results of interviews conducted by researcher to student respondents consisting of several questions regarding students' difficulties on mastering reading comprehension in terms of student learning styles.From several questions the researcher asked the students about the difficulties in mastering reading comprehension. Based on some of the respondents' answers, it can be concluded that the difficulties experienced by students are difficulty understanding the meaning of the content of the reading, difficulty in determining the main idea, difficulty in recalling the contents of the reading, difficulty in connecting the meaning of one sentence with another sentence, and difficulty determining conclusions from the content of the reading.

The results of interviews conducted by researcher to teacher respondents consisting of several questions regarding students' difficulties in mastering reading comprehension in terms of student learning styles.

What are the difficulties in teaching English. Based on the respondents' answers, it can be concluded that the students' lack of motivation in learning English causes them to be passive and find it difficult to accept English lessons. The researcher asked was the students' difficulties when studying reading material. Based on the respondents' answers, it can be concluded that in reading students pay less attention to punctuation marks, especially commas and often do sentence fragment.

What method the teacher uses in teaching, based on the respondents' answers, it can be concluded that the right method is the AUDIO-LINGUAL METHOD, where foreign language teaching emphasizes understanding, listening, speaking, reading, and write. I chose this method because I feel it fits the characteristics of the students here.

The process is how to overcome students' difficulties in mastering reading, based on the respondents' answers, it can be concluded that the application of shared reading, guided reading, and independent reading strategies is very beneficial for students in understanding the contents of the reading, for example. doing activities together with students, students looking at the text, observing the teacher who reads fluently and expressively, so that students can easily understand the contents of the reading.

2. The results of the Questionnaire

Learning style on the mastery of reading comprehension can affect the process of fast or not students' reading comprehension. Students who learn according to their learning style will make it easier to get an understanding of reading. In learning, learning styles are needed to optimize learning outcomes. Moreover, in reading activities, students are required to understand the text which is read.

In the process of understanding this learning style can help students to absorb and process information that is read easily. Actually, every student has a certain learning style. Someone is using style visual, auditory, and kinesthetic learning. To get optimal learning outcomes, Of course, students must know how to learn that is fun for them. So, learning style is very important in the learning process. Learning that is in accordance with the interests and learning styles of students will increase students' understanding of the selected material or information and can create conducive and

enjoyable learning for both teachers and students. Therefore, learning style is very influential on students' difficulties in mastering reading comprehension.

which can be seen from the questionnaire table 4.1 from students as follows:

1. Item 1

Table 4.1 Saya Belajar Lebih Baik Dengan Membaca Apa Yang Ditulis Guru Di Papan Tulis

No	Classification	Frequency	Percentage %
1	Strongly Agree	1	7,2%
2	Agree	13	92,8%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.1 Showed that 1 student (7,2%) stated “strongly agree”, 13 students (92,8%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that they agree that learn to be better by reading what the teacher writes on the blackboard.

2. Item 2

Table 4.2 Saya Mengingat Hal-Hal Yang Saya Dengar Di Kelas Lebih Baik Daripada Yang Saya Baca.

No	Classification	Frequency	Percentage %
1	Strongly Agree	2	14,3%
2	Agree	9	64,3%
3	Neutral	3	21,4%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.2 Showed that 2 student (14,3%) stated “strongly agree”, 9 students (64,3%) stated “agree”, 3 student (21,4%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that

some of the students of SMPN 4 Siding stated that remember things heard in class better than reading alone.

3. Item 3

Table 4.3 Saya Belajar Paling Baik Di Kelas Ketika Saya Bisa Berlatih Dalam Kegiatan Terkait

No	Classification	Frequency	Percentage %
1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.3 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that when reading the text there are things that make you not concentrate in understanding the reading

4.Item 4

Table 4.4 Saya Ketika Membaca Merasa Perlu Untuk Membaca Keras-Keras Ketika Membaca Kembali Buku Teks.

No	Classification	Frequency	Percentage %
1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.4 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that reading aloud is more useful when rereading text

5. Item 5

Table 4.5 Saya Belajar Lebih Banyak Dengan Membaca Buku Teks Daripada Mendengarkan Seseorang Atau Sesuatu

No	Classification	Frequency	Percentage %
1	Strongly Agree	9	64,3%
2	Agree	5	35,7%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.5 Showed that 9 student (64,3%) stated “strongly agree”, 5 students (35,7%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that learn more by reading a textbook than listening to someone or something

6. Item 6

Table 4.6 Ketika Saya Membaca Sesuatu Di Kelas, Saya Belajar Lebih Baik.

No	Classification	Frequency	Percentage %
1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.6 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that When you read something in class, you learn better.

7. Item 7

Table 4.7 Saya Belajar Lebih Baik Di Kelas Ketika Saya Mendengarkan Guru

No	Classification	Frequency	Percentage %
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1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.7 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that learn better in class when listening to the teacher

8. Item 8

Table 4.8 Saya Memahami Hal Yang Lebih Baik Di Kelas Ketika Saya Berlatih Bermain Peran.

No	Classification	Frequency	Percentage %
1	Strongly Agree	4	28,6%
2	Agree	10	71,4%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.8 Showed that 4 student (28,6%) stated “strongly agree”, 10 students (71,4%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that students can understand better in class when role playing

9. Item 9

Table 4.9 Ketika Saya Membaca Instruksi, Saya Mengingatnya Dengan Lebih Baik.

No	Classification	Frequency	Percentage %
1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%

4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.9 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that read the instructions, I remember them better

10. Item 10

**Table 4.10 Saya Lebih Suka Mendengarkan Guru
 Dari Pada Membaca Buku Teks.**

No	Classification	Frequency	Percentage %
1	Strongly Agree	8	57,2%
2	Agree	6	42,8%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.10 Showed that 8 student (57,2%) stated “strongly agree”, 6students (42,8%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that prefer to listen to the teacher than to read a textbook.

11. Item 11

**Table 4.11 Saya Lebih Suka Belajar Dengan Melakukan
 Latihan Di Kelas.**

No	Classification	Frequency	Percentage %
1	Strongly Agree	10	71,4%
2	Agree	4	28,6%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.11 Showed that 10 student (71,4%) stated “strongly agree”, 4students (28,6%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that prefer to learn by doing exercises in class.

12. Item 12

Table 4.12 Saya Mengerti Lebih Baik, Ketika Saya Membaca Instruksi.

No	Classification	Frequency	Percentage %
1	Strongly Agree	3	21,5%
2	Agree	11	78,5%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.12 Showed that 3 student (21,5%) stated “strongly agree”, 11 students (78,5%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that students understand better, when reading instructions

13. Item 13

Table 4.13 Saya Mendapat Manfaat Lebih Banyak Lab Komputer Daripada Kelas Guru.

No	Classification	Frequency	Percentage %
1	Strongly Agree	7	50%
2	Agree	7	50%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.13 Showed that 7 student (50%) stated “strongly agree”, 7 students (50%) stated “agree”, 0 student (0%) stated “neutral”, 0 student (0%) stated “disagree”, and 0

student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that students benefit more from computer labs than teacher classes.

14. Item 14

Table 4.14 Saya Belajar Lebih Baik Di Kelas Ketika Guru Menggunakan Pembelajaran Auditori

No	Classification	Frequency	Percentage %
1	Strongly Agree	1	7,1%
2	Agree	13	92,9%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		14	100%

Table 4.14 Showed that 1student (7,1%) stated "strongly agree",13 students (92,9%) stated "agree", 0 student (0%) stated "neutral", 0 student (0%) stated "disagree", and 0 student (0%) stated "strongly disagree". So, it can be concluded that some of the students of SMPN 4 Siding stated that learn better in class when teachers use auditory learning

DISCUSSIONS

Based on research conducted on teachers and students of class VIII at SMPN 4 with 1 teacher and 14 students using 2 tools, namely questionnaires and interviews. Questionnaires were given to 14 students, 1 teacher as interview respondent. As explained in the findings, the results of the questionnaire show that students' difficulties in understanding reading can be seen from the students' learning styles.

Judging from the aspect of independence, it shows that students are not interested or interested in learning to understand the readings that are read from the student's learning style, besides the lack of facilities makes students less able to focus on learning a reading comprehension.

When viewed from the aspect of accessibility, ranging from access to learning to understanding the material, teachers always prepare textbooks, worksheets, information and links to materials that support learning so that it can run according to the lesson plan making it easier for students to understand the learning material being taught. taught

because of learning support. And lastly, from the aspect of enrichment which refers to the development of focus, reading comprehension makes students more active in learning and have a lot of knowledge.

The results of the interview can be said that the teacher uses, textbooks and worksheets as learning tools and media. Teachers also describe or distribute learning materials through these tools and media. Many difficulties experienced by teachers in distributing learning materials caused by the absence of internet access in certain student places and difficulties in dealing with students who cannot read at all. The teacher gives encouragement to students as a form of motivation, students are very responsible for the learning they receive and complete assignments on time even though there are some students who take a long time to complete them.

CONCLUSION

Based on the background and the data obtained by the researcher regarding the difficulties of students in understanding the contents of the reading in terms of student learning styles, data collection was carried out using questionnaires and interviews. Questionnaires were given to 14 students, interviews were given to 14 students and 1 teacher.

Based on the findings and discussion, it can be concluded that the application of learning styles to reduce students' difficulties in understanding the content of reading at SMPN 4 Siding has gone well because the teacher provides material during the learning process to make students more active, can improve communication between teachers and students, make students more interested in learning. learn and be motivated to explore learning materials, be responsible, and streamline the time of teachers and students in the learning process. Learning is carried out in stages according to a schedule determined by the school by means of students coming to school to take learning materials or submit assignments by following strict health protocols. Although there are difficulties felt by students such as difficulties in receiving or accessing learning materials and the lack of information obtained.

Based on several interviews with students, it can be concluded that the difficulties experienced by students are difficulty understanding the meaning of the content of the reading, difficulty in determining the main idea, difficulty in recalling the contents of the reading, difficulty in connecting the meaning of one sentence with another sentence, and difficulty in determining content conclusions reading,

Based on the results of the study, it can be concluded that learning styles can accelerate the process of students' reading comprehension. Students who study according to their learning styles will make it easier to gain an understanding of what they are learning.

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