



## MALE STUDENTS' READING COMPREHENSION DIFFICULTIES

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### Abstract

*The purpose of this research is to find out the factors that influence male students' reading comprehension difficulties on Procedure text at X Class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah. The researcher used Descriptive Analysis Research. In this research, researcher wants to describe the factors that influence male students' reading comprehension difficulties on procedure text at X class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah. This research used the formulation total percentage of the result Internal factors and External factors. Internal factors that are Intelligence got 71%, readiness got 48% and interest 75%. The most internal factor that influence male students' reading comprehension difficulties on procedure text at the first grade is interest. The external factors that are Family got 20%, school got 26%, and society got 35%. The most eksternal factor that influence male students' reading comprehension difficulties on procedure text is society.*

**Keywords:** Male Students', Reading Comprehension, Procedure Text, Reading Difficulties

## KESULITAN DALAM PEMAHAMAN MEMBACA PADA SISWA LAKI-LAKI

### Abstrak

*Tujuan penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi kesulitan pemahaman membaca siswa laki-laki pada teks prosedur di Kelas X Pondok Pesantren Madrasah Aliyah Khairul Ummah Batu Gajah. Metode penelitian yang digunakan adalah Analisis Deskriptif. Dalam penelitian ini, peneliti ingin mendeskripsikan faktor-faktor yang mempengaruhi kesulitan pemahaman membaca siswa laki-laki pada teks prosedur di kelas X Pondok Pesantren Madrasah Aliyah Khairul Ummah Batu Gajah. Peneliti menggunakan rumus hasil persentase total dari faktor internal dan faktor eksternal. Faktor internal yaitu kecerdasan mendapat 71%, kesiapan mendapat 48% dan minat 75%. Faktor internal yang paling mempengaruhi kesulitan pemahaman membaca siswa laki-laki pada teks prosedur di kelas satu adalah minat. Kemudian Faktor eksternal yaitu keluarga mendapat 20%, sekolah 26%, dan masyarakat 35%. Faktor eksternal yang paling mempengaruhi kesulitan pemahaman membaca siswa pada teks prosedur adalah faktor dari masyarakat.*

**Kata Kunci:** Siswa Laki-laki, Pemahaman Membaca, Teks Prosedur, Kesulitan dalam Membaca

### INTRODUCTION

Language has an important role in education. Language is an important component in a lesson, every school certainly teaches language lessons, both Indonesian and English. According to ( the 1945 Constitution Chapter XIII on Education and Culture Article 31 paragraph 3) the Government operates and maintains a national education system that promotes faith and piety and good morals in the pursuit of the nation's life, governed by law. Therefore education is an important part that must be followed by children. It is started from kindergarten, elementary school, junior high school to senior high school. They have a certain level or part in the distribution of knowledge that can lead children to a better direction. Various kinds of lessons are given by schools to children who are certainly very useful for their future, one of the most important lessons is language learning.

McKay (2002:5) states that English can be chosen as an international language not only from a global understanding but also from local. English is an international language that is used by all countries throughout the world. English lessons become a main lesson that is applied in every school. Therefore every school must have English learning. In learning English for each level of school has a different level of difficulties. There are several aspects which need to be

known in English lessons, namely; Reading, Speaking, Listening and Writing. These four aspects become important things for students to understand.

Reading is one of the four aspects which has a high difficulty, and it is crucial in teaching and learning process. Strong understanding is truly needed in this learning. According to Khand (2004: 43) states that reading is receptive language process. It is the process of recognition, interpretation, and perception of written materials. Kasihani (2007:63) argues that the process of learning to read English for Indonesian children is not as easy as they learn to read Indonesian, this is because the spelling of written language is not the same as pronunciation or speech. Therefore, the implementation of language skills learning is generally carried out in an integrated manner because reading and writing skills are inseparable from speech, spelling, grammar, and vocabulary. So, the process of reading in learning requires students to be able to understand the contents of the text provided. In learning there are many types of texts according to the form of presentation, both short and long text. Willis (2008:159) also states that reading ability as comprehending ability to understand printed words and sentences. It means that, reading is capable to know, understand, and comprehend about the writer writes. According to Snow, Catherine, E (2002:99) explains that in teaching activities, there are goals in place which may or may not penetrate the student's awareness. Indeed, some teacher goals can conflict with the goals that some children, especially those from certain social and cultural groups, carry on reading activities. Furthermore, the goals imposed by the teacher may be relatively limited; read this text to answer this question or more dynamic; read this text to learn something new from it, or even long term; read this text to apply and practice the newly learned strategy (Riyawi, 2018).

There are many texts which are examples of long texts, one of which is procedure text. This text is studied at junior high school and senior high school level. Procedure Text is a type of text in the form of steps or instructions for doing something. According to Utami, Zuliati and Furaidah (2018:113) the procedure text aims to explain how something is finished or made through a sequence or stages. According to Siti Nurlaila (2016:3) states that the procedure text is a step and a goal that must be followed so a job can be done. The procedure text has great benefits in life. The procedure text helps to find out ways to carry out certain activities and the right habits of life. In addition, it helps in using tools properly without harming themselves and without damaging the tool itself. To achieve the right goals the procedure text must be arranged in the best order. Because the steps in compiling the procedure text cannot be reversed to achieve that goals. So the procedure text is able to be interesting text for children to learn.

Factors that influence student learning include internal and external factors. According to Weswood (2004) internal factors that influence learning are

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intelligence. Intelligence is a culturally derived abstraction that any member of the community understands the differences in performance observed in individuals within and between social groups. This means that, intelligence can affect society and the individuals within it. While external factors are supporting factors that come from outside themselves students. Slameto (2013:54) also states that internal factors are factors that exist in individuals who are learning. There are three factors as follows: intelligence factor, readiness factor, and interest factor. External factors are factors that exist outside the individual who is learning (Yunita, 2020). External factors that influence learning are divided into three namely: family factor, school factor, and society factor.

Based on observations made by researcher by conducting interviews with English teacher who teaches in the class X Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah The students in class X of Madrasah Aliyah Khairul Ummah Islamic Boarding School, the students have difficulties in understanding the contents of the procedure text because to understand the entire contents in the procedure text is not easy, students must be able to get the meaning of the text consisting of many paragraphs. Not all students are able to understand the procedure text quickly, some of them have factors that influence their difficulties. There are 3 classes for class X of male students, 2 classes for science and 1 class for social, with 22 students for each science class, and 24 students for social class. In learning procedure text, in the class of X IPA 1, 7 students scored 70 students got a grade of 60 students got a grade of 80, and the remaining 4 received a grade of 90. While for the class of X IPA 2, 12 students got a grade of 70, 7 students got a grade of 80 and The remaining 3 scored 90. For the class of X IPS, 10 students got a grade of 60, students got a grade of 70 and The remaining 5 scored 80.

From some of the problems above, it can be seen that the male students in the class X of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah have factors that affect their difficulties in learning procedural texts, researcher has to know the factors that influence male students reading comprehension difficulties on procedure text X Class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah. It is important to find a solution to improve their problems in understanding procedure text.

## **METHOD**

This research was a descriptive methods. The purpose of this research was to analyzed the factors that influence male students' reading comprehension difficulties on procedure text at the first grade of Madrasah Aliyah Islamic Boarding School Khairul Ummah Batu Gajah.

This research was conducted at X Class of male students of Madrasah Aliyah Khairul Ummah Islamic Boarding School. The participant in this study

were male students of X IPS Aliyah Islamic Boarding School Khairul Ummah Batu Gajah Islamic Boarding School 2019/2020 Academic year consisting of 24 students. There were three instruments in this research; test, observation checklist and questionnaire. The data were analyzed quantitatively and qualitatively by Sugiyono (2011).

## **FINDINGS AND DISCUSSION**

The researcher has conducted this research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what are the internal and external factors that influence male students' reading comprehension difficulties on Procedure text at X Class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah. After doing the test, the researcher found the the internal and external factors that influence male students' reading comprehension difficulties on Procedure text. The students were asked to answer the question of procedure text. From the test, the researcher got the data at X Class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah in the Academic year 2019/2020 is fair. From the 24 samples of the research, there were 13 students who were less in doing test, 5 students got fair criterion, 6 students got fairly good criterion, no one from twenty four students got good and excellent criterion.

After analyzing the score of the students test on Procedure Text by using percentage score of at X Class of Madrasah Aliyah Khairul Ummah Islamic Boarding School Batu Gajah, the researcher used the technique for calculating the ability of all students on procedure text by using the formula by Anas Sudijono (2018). The data showed the ability of male students at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah on Procedure text got less criterion is 49,7%. It can be said that the male students at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu gajah are lack on Procedure text.

### **1. The internal factors that influence male students' reading comprehension difficulties on Procedure text at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah.**

The research question is what are the internal factors that influence male students' reading comprehensi difficulties on Procedure text at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah. The researcher gave questionnaire for the students, and get conclusion from their answers.

**Table 1 The percentage of internal factors based on questionnaire**

No	Internal Factors	Questions	Yes	No	Remark
1.	Intelligence	a. Do you feel difficult in reading long text?	16	8	Some of students feel confused to read long English text
		b. Do you feel difficult in getting information from the text?	15	9	Some of students are less in vocabularies in English
		c. Is reading skill difficult?	20	4	Some of students claimed that they will be understand if they know the vocabulary
		Total $P = \frac{f}{n} \times 100\%$	71%	29%	It could be seen that 71% the students' difficulties from intelligence.
2.	Readiness	a. Have you ever read Procedure Text?	24	0	All of the students ever read Procedure text
		b. Do you often read English text?	5	19	Some of students don't feel interested to read English text
		c. Do you like reading English text?	8	16	Some of students are going to be bored to read long English text
		Total $P = \frac{f}{n} \times 100\%$	52%	48%	It could be seen that 48 % difficulties of the students are from

				readiness	
3.	Interesting	a. Do you feel interested in reading long text?	8	16	Some of students don't like reading English text
		b. Do you feel happy when you read text in English?	5	19	Some of students feel lazy to read English text
		c. Do you like reading too much?	3	21	Some of students don't like reading
		d. Are you ready to get test about reading text?	8	16	Some of students don't like getting test about reading text
		Total $P = \frac{f}{n} \times 100\%$	25%	75%	It could be seen that 75 % the students' difficulties from students who have less interest.

Based on the questionnaire table internal factors, they are intelligence, readiness, and interest factors that influence students in learning at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah. The first factor is intelligence, there are 16 students feel difficult to read long English text, it means that most of them getting difficulties in reading long English text. They feel difficult to get the meaning of the text since they don't know the vocabularies. If they must read the text they will only read it without knowing the point or the meaning of the text. So, that's why they got bad score in reading English text. Moreover, 15 of 24 students claimed that they feel difficult in getting information from the text. They are confused in reading the text. They don't know how to get the information from the text; the text makes them feel lazy to read. Next, 4 students said that Reading skill is not too difficult, it depends on the text, but 20 students think that Reading skill is difficult, they assumed that Reading skill is a boring skill, they need to read the text whom they don't know the meaning.

Next, the second factor is readiness, all of the male students at the first grade

of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah said that they ever read Procedure text in English, it's easy to find at School, library or at home but most of them seldom read the text. There are 5 students who often read Procedure text in English. Most of students feel bored to read English text. There are 16 students who feel bored to read English text, only 8 students who feel enjoy reading English text.

Finally, factor that influence the students in learning is interesting. The interest factor in reading English text is low in this grade. There are 8 of 24 Students who feel interesting to read English text; the rest claimed that the activities of reading English text are boring. There are 5 students who don't feel lazy to read English text, 19 students feel lazy to read the text. It can influence their interest in reading. Most of the students don't like reading too much, there are 21 students claimed that they don't like reading English text too much, it will be so boring for them if they need to read too much, only 3 students have different the way of thinking, they like reading too much, it can improve their skill especially in reading English text. If the teacher give them test, not all of them get ready to get the test, there are 8 students who get ready to get the test, however 16 male students at the first grade of Madrasah Aliyah Khairul Ummah Boarding School are not ready to get the test about reading English text. They will be confused to answer the questions.

From the table questionnaire about internal factors above, the researcher found there were internal factors that influence male students' reading comprehension difficulties on procedure text. Based on students' answer the questionnaire and activities, in internal factors that are Intelligence got 71%, readiness got 48% and interest 75%. The most factors that influence male students' reading comprehension difficulties on procedure text at the first grade is interest.

## **2. The external factors that influence male students' reading comprehension difficulties on Procedure text at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah.**

The research question is what are the external factors that influence male students' reading comprehensi difficulties on Procedure text at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah. The researcher gave questionnaire for the students, and get conclusion from their answers.

**Table 2 The percentage of external factors based on questionnaire**

No	External factors	Questions	Yes	No	Remark
1.	Family	a. Do you stay with your parents at home?	22	2	Most of students stay with their parents
		b. Does your family support you in learning English?	22	2	Most of students get support from their parents to learn English
		c. Does your family give you reading facilities such as books, magazines, articles, etc, in English to motivate you in reading?	14	10	Some of students don't get Reading facilities from their parents
		Total $P = \frac{f}{n} \times 100\%$	80%	20%	It could be seen that 20% the students' difficulties from Family.
2.	School	a. Do you like studying at school?	18	6	Most of students like studying at School
		b. Does your school have a complete the facilities and have a good facilities to support you in reading?	20	4	Some of students claimed that the facilities in their School are complete to study English
		c. Do you feel comfort to study in your school?	15	9	Some of students feel comfort to study at

		School			
		Total P = $\frac{f}{n} \times 100\%$	74%	26%	It could be seen that 26% the students' difficulties from school.
3.	Society	a. Have you ever read something in English with your society or your friends?	24	0	All students ever read English in society
		b. Do enjoy to study in your society?	8	16	Some of students have no distraction in their society
		c. Do you have a friend who likes reading English book in your society?	20	4	Most of students have a friend who likes reading English book
		d. Do you like reading and feel comfort in your society?	10	14	Most of students feel comfort to study in their society
		Total P = $\frac{f}{n} \times 100\%$	65%	35%	It could be seen that 35% the students' difficulties from society.

Based on the questionnaire on table external factors, there are family, school, and society that factors influence the students in learning Procedure text at the first grade of Madrasah Khairul Ummah Boarding School Batu Gajah. The first factor is family. Most of students stay with their parents at home, only 3 of 24 students who don't stay with their parents at home. The students who stay with their parents get support from their parents, there are 22 students supported by parents, and 2 students don't get support from their parents since they don't stay with their parents at home. Most of them get support from their parents, but it doesn't mean their parents give them facilities such as English books, magazine, or articles, there are only 2 students who get the facilities from their parents, event 22 students do not get it from their parents.

After that, the second factor is school. School is a place for the students to study, but every students has their own opinion for their school, 18 of 24 male students in the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah like studying in their school. They said that they feel comfortable with the teacher and also the class, but there are 6 students who don't like studying in their school since they think that they don't like the way the teacher teaches. In fact, the 20 of 24 students said that the school facility to support them in reading is incomplete, they need language laboratory but it's unavailable. But 4 students feel that the facility of the school is good enough for them to support them in reading. Now we come to the students feelings in studying at their school, 15 students feel comfortable to study in their school, but 9 students feel bored, they don't feel comfortable to study at school.

Then finally, factor that influences the students in learning is society. All of the male students at the first grade of Madrasah Aliyah Khairul Ummah Boarding School Batu Gajah have ever read English text in their society or with their friends outside. Some of them get distraction from their society which can make them feel uncomfortable, 8 students have something which disturbs them in studying in their society and they can not focus on studying well. There are 16 students still comfortable to study in their society. Most of students have friend who likes reading English book, there are 33 students who don't have a friend who likes reading English book. Not all of the students at the first grade of Madrasah Aliyah Khairul Ummah Boarding School feel comfortable to study in their society. There are 40 students who feel comfortable, but 14 students feel that their enviroment to study is noisy so that is why they feel incomfortable.

From the table questionnaire about external factors, the researcher found there were external factors that influence male students' reading comprehension difficulties on procedure text. Based on students' answer the questionnaire and activities, in external factors that are family got 20%, school got 26%, and society got 35%. In this research, the most external factor that influence male students'

reading comprehension difficulties on procedure text at the first grade is society.

## CONCLUSION

The researcher can finally conclude the result of this research. Based on the research finding and the presentation of data analysis, the researcher has conclusion about the factors that influence students' reading comprehension difficulties on procedure text at X class of Madrasah Aliyah khairul Ummah Islamic Boarding School Batu Gajah based on Internal and External factor. The most internal factor that influence male students' reading comprehension difficulties on procedure text at the first grade is interest. There were 75% students uninterested. The most eksternal factor that influence male students' reading comprehension difficulties on procedure text is society. There were 35% from society.

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