

An Analysis of Reading Difficulties in English Texts Among Tenth Grade Students at SMA Negeri 1 Praya Barat

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Abstract: *This study investigates the difficulties experienced by tenth-grade students in comprehending English texts at SMA Negeri 1 Praya Barat. Employing a descriptive qualitative design, the research collected data through classroom observation, structured interviews, and an assessment rubric administered to 37 students. The findings reveal that students encountered major challenges in vocabulary recognition, understanding text content, identifying main ideas, making inferences, and reading fluency. These difficulties stemmed from both internal factors—such as limited vocabulary, low motivation, anxiety, and slow information processing—and external factors, including lack of reading practice, insufficient support from teachers or family, negative prior experiences, and cultural differences within texts. The results suggest that reading comprehension issues are multidimensional, encompassing linguistic, cognitive, affective, and socio-cultural aspects. The study highlights the importance of tailored pedagogical approaches that integrate vocabulary enrichment, motivational strategies, and culturally relevant materials to foster improved reading outcomes..*

Keywords: *Analysis, English Texts, Reading Difficulties*

Abstrak: Penelitian ini menyelidiki kesulitan yang dialami siswa kelas sepuluh dalam memahami teks bahasa Inggris di SMA Negeri 1 Praya Barat. Dengan menggunakan desain kualitatif deskriptif, penelitian ini mengumpulkan data melalui observasi kelas, wawancara terstruktur, dan rubrik penilaian yang diberikan kepada 37 siswa. Temuan penelitian mengungkapkan bahwa siswa menghadapi tantangan besar dalam pengenalan kosakata, pemahaman isi teks, identifikasi gagasan utama, pembuatan kesimpulan, dan kelancaran membaca. Kesulitan-kesulitan ini bersumber dari faktor internal—seperti kosakata yang terbatas, motivasi yang rendah, kecemasan, dan pemrosesan informasi yang lambat—dan faktor eksternal, termasuk kurangnya latihan membaca, dukungan yang tidak memadai dari guru atau keluarga, pengalaman negatif sebelumnya, dan perbedaan budaya dalam teks. Hasil penelitian menunjukkan bahwa masalah pemahaman bacaan bersifat multidimensi, meliputi aspek linguistik, kognitif, afektif, dan sosial budaya. Penelitian ini menyoroti pentingnya pendekatan pedagogis yang disesuaikan yang mengintegrasikan pengayaan kosakata, strategi motivasi, dan materi yang relevan secara budaya untuk mendorong peningkatan hasil membaca.

Kata kunci: Analisis, Kesulitan Membaca, Teks Bahasa Inggris

1. PENDAHULUAN

Reading is a fundamental skill in English language learning, serving as the foundation for academic success and the development of other language competencies [1]. Beyond providing access to information, reading contributes to critical thinking, creativity, and broader cognitive growth. For students in secondary schools, particularly in contexts where English is a foreign language, reading comprehension is both an essential skill and a persistent challenge.

Previous research has emphasized that reading is not simply decoding symbols but also involves deriving meaning from context, structure, and vocabulary [2]. Finocchiaro and Bonomo argue that reading requires “bringing meaning and getting meaning” from written texts [3]. Inadequacies in these aspects hinder comprehension, particularly among learners with limited vocabulary and grammatical knowledge.

Studies in Indonesian schools have consistently found that students struggle with understanding main ideas, drawing inferences, and recognizing text organization [4]. These findings align with Grabe and Stoller’s assertion that reading difficulties arise from the interaction between cognitive processes and language knowledge [5]. Such challenges are exacerbated by affective barriers, including anxiety and lack of confidence, which often reduce engagement in reading activities [6].

Given these concerns, it is crucial to analyze the specific factors contributing to reading difficulties in the local context of SMA Negeri 1 Praya Barat. This research contributes empirical evidence to inform teachers, curriculum developers, and policymakers in designing effective interventions to enhance reading proficiency.

2. RESEARCH DESIGN

This study employed a descriptive qualitative design to capture the nature of students’ reading difficulties [7]. The approach allowed the researcher to describe linguistic, cognitive, and affective factors as they appeared in authentic classroom contexts.

2.1 Participants and Sample

The population consisted of all tenth-grade students of SMA Negeri 1 Praya Barat in the

academic year 2024/2025, totaling 288 students. Using purposive sampling, class X3 was selected as the research sample, comprising 37 students (20 male, 17 female) [8].

2.2 Instruments

Data were collected using three main instruments: (1) an **assessment rubric** measuring vocabulary recognition, comprehension of text content, identification of main ideas, inference-making, and reading speed [9]; (2) a **structured interview guide** to elicit students’ perspectives on difficulties; and (3) **observation sheets** to document classroom interactions and behaviors during reading tasks.

2.3 Data Collection

Multiple techniques were employed, including direct observation of learning activities, structured interviews, and rubric-based testing. This triangulation ensured data validity and provided comprehensive insights into students’ reading challenges [10].

2.4 Data Analysis

Data were analyzed through qualitative descriptive methods, following Miles and Huberman’s stages of reduction, display, and conclusion drawing [11]. Scores from the rubric were converted into percentages and categorized into four mastery levels: Excellent, Good, Fair, and Poor [12].

4. RESULTS AND DISCUSSION

The assessment results demonstrated that the majority of students fell into the “Poor” category in terms of reading comprehension achievement. Table 1 summarizes the overall performance:

Table 1. Students' Average Scores in Reading Assessment

Criterion	Average Score	Category
Vocabulary recognition	1.8	Poor
Understanding text content	2.1	Fair
Identifying main ideas	2.0	Fair
Inferring implicit information	1.7	Poor
Reading speed	1.9	Poor

(Adapted from rubric results [8])

In addition to rubric scores, interviews revealed multiple contributing factors. Internal factors included limited vocabulary knowledge, low motivation, reading anxiety, and slow processing speed. External factors were lack of reading practice outside class, minimal family or teacher support, previous negative experiences, and cultural unfamiliarity in texts [2]. These findings align with Krashen's affective filter hypothesis, which explains how anxiety and low motivation inhibit comprehension [6].

The results support earlier studies by Dwi Larasati [4] and Huda Babu [13], which similarly identified vocabulary and inferencing as dominant barriers. Moreover, cultural aspects highlighted by Cooper et al. indicate that contextual unfamiliarity in texts can obstruct meaning-making [14]. Overall, the data

5. CONCLUSION

This study revealed that tenth-grade students at SMA Negeri 1 Praya Barat face significant difficulties in reading English texts, particularly in vocabulary recognition, inference-making, and reading fluency. These challenges are caused by both internal (linguistic and affective) and external (environmental and cultural) factors. The findings underscore the necessity of instructional practices that address vocabulary development, foster positive reading attitudes, and incorporate culturally relevant materials.

6. CLOSING STATEMENT

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