

An Analysis of Students' Difficulties in Understanding English Reading Texts at Class VIII MTs Qamarul Huda Level

Analisis Kesulitan Siswa dalam Memahami Teks Bacaan Bahasa Inggris di Kelas VIII MTs Qamarul Huda

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Abstract: *This Study Investigates The Effectiveness Of A Flipped Learning Model Integrated With Technology In Improving Students' Speaking Skills At MA Al-Ilham NW Selusuh. Employing A Quantitative Experimental Design With A One-Group Pre-Test And Post-Test, The Research Involved 20 Tenth-Grade Students Across Six Learning Sessions. Students Accessed Instructional Videos Outside The Classroom And Participated In Speaking Activities During Class Sessions. Data Were Collected Using Multiple-Choice Tests And Questionnaires. Results Revealed Significant Improvement In Students' Speaking Ability, With Mean Scores Increasing From 44.75 (Pre-Test) To 73.50 (Post-Test). A Paired Sample T-Test Confirmed The Significance Of The Improvement ($T = -14.750$, $P < 0.001$). Questionnaire Analysis Indicated Positive Perceptions Of Flipped Learning And Technology Integration, Including Enhanced Motivation, Confidence, And Classroom Participation. The Findings Demonstrate That Flipped Learning, When Supported By Technology, Is An Effective Pedagogical Approach To Fostering Students' Speaking Competence And Can Be Considered An Innovative Strategy For English Language Teaching In Indonesian Secondary Schools.*

Keywords: *Flipped Learning, Technology Integration, Speaking Skills, Experimental Research*

Abstrak: Penelitian Ini Meneliti Efektivitas Model Pembelajaran Flipped Learning Yang Terintegrasi Dengan Teknologi Dalam Meningkatkan Keterampilan Berbicara Siswa Di MA Al-Ilham NW Selusuh. Dengan Menggunakan Desain Eksperimen Kuantitatif One-Group Pre-Test Dan Post-Test, Penelitian Ini Melibatkan 20 Siswa Kelas X Dalam Enam Kali Sesi Pembelajaran. Siswa Mengakses Video Pembelajaran Di Luar Kelas Dan Mengikuti Aktivitas Berbicara Selama Sesi Tatap Muka. Data Dikumpulkan Melalui Tes Pilihan Ganda Dan Kuesioner. Hasil Penelitian Menunjukkan Adanya Peningkatan Signifikan Dalam Kemampuan Berbicara Siswa, Dengan Skor Rata-Rata Meningkat Dari 44,75 (Pre-Test) Menjadi 73,50 (Post-Test). Uji *Paired Sample T-Test* Mengonfirmasi Signifikansi Peningkatan Tersebut ($T = -14.750$, $P < 0.001$). Analisis Kuesioner Juga Mengindikasikan Persepsi Positif Terhadap Flipped Learning Dan Integrasi Teknologi, Termasuk Peningkatan Motivasi, Kepercayaan Diri, Serta Partisipasi Di Kelas. Temuan Ini Membuktikan Bahwa Flipped Learning, Ketika Didukung Oleh Teknologi, Merupakan Pendekatan Pedagogis Yang Efektif Untuk Mengembangkan Kompetensi Berbicara Siswa Dan Dapat Dianggap Sebagai Strategi Inovatif Dalam Pengajaran Bahasa Inggris Di Sekolah Menengah Di Indonesia.

Kata Kunci: Flipped Learning, Integrasi Teknologi, Keterampilan Berbicara, Penelitian Eksperimen

1. INTRODUCTION

Reading comprehension is a fundamental skill for English as a Foreign Language (EFL) learners, as it serves as the foundation for acquiring knowledge and enhancing language proficiency [1]. However, many students in secondary schools struggle to understand English reading texts, which affects their academic performance and overall language development. This issue is particularly evident in Indonesian contexts, where English is taught as a compulsory subject but exposure outside the classroom remains limited [2].

Previous studies have emphasized that reading difficulties often stem from linguistic factors, such as limited vocabulary and syntactic complexity, as well as non-linguistic factors, including motivation and teaching methods [3]. According to Grabe and Stoller [4], successful reading requires efficient decoding, vocabulary knowledge, and the ability to integrate information to derive meaning. When these components are weak, students face comprehension barriers.

The problem of reading comprehension becomes more critical at the junior high school level, where students are expected to transition from learning basic English structures to applying them in reading academic texts [5]. Unfortunately, many students remain passive readers, translating texts word by word rather than employing strategies like skimming or scanning. This results in poor comprehension and low engagement.

This research aims to analyze the specific difficulties experienced by eighth-grade students at MTs Qamarul Huda in understanding English reading texts. Furthermore, it explores the factors contributing to these challenges and provides practical recommendations for improving students' reading comprehension skills.

2. RESEARCH METHOD

2.1 Research Design

This study employed a descriptive qualitative design supported by quantitative data to provide a comprehensive understanding of the students' reading difficulties.

2.2 Participants

The research involved 28 eighth-grade students from MTs Qamarul Huda during the academic year.

2.3 Instruments

The instruments used included: **Reading Test:** To measure students' comprehension level. **Observation Checklist:** To monitor classroom engagement and reading behaviors. **Interview Guide:** To gather insights from students and teachers. **Documentation:** To supplement findings with institutional records.

2.4 Data Collection

Data were collected in three stages: **Observation:** Conducted during English lessons to identify student behavior and participation. **Reading Test:** Administered to assess comprehension skills, including vocabulary, inference, and main idea identification. **Interviews:** Conducted with students and the English teacher to explore perceived difficulties and contributing factors.

2.5 Data Analysis

The data were analyzed using descriptive statistics for test scores and thematic analysis for qualitative data from interviews and observations.

3. RESULTS AND DISCUSSION

The reading test results indicated an average score of **below 65%**, showing overall low comprehension performance. Students scored the lowest in **vocabulary (54%)**, followed by **inference and main idea**, while the highest score was in **finding details (61%)**. Observation confirmed that most students were passive readers and showed difficulty with long passages. Interviews revealed that students often translated texts word by word, lacked vocabulary, and rarely read English texts outside the classroom. The teacher also highlighted monotonous teaching methods as a contributing factor.

These findings align with previous research that emphasizes vocabulary as a critical

predictor of reading comprehension success [6]. Limited vocabulary restricts students' ability to infer meaning and grasp the main idea, leading to fragmented understanding [7]. Moreover, non-linguistic factors such as low motivation and limited exposure to English texts further exacerbate comprehension problems [8].

The results confirm that both linguistic and non-linguistic factors significantly influence students' reading comprehension. Teachers' reliance on traditional methods such as lecture-based explanations and lack of interactive activities limits students' engagement. To address these issues, interactive strategies such as group discussions [10], reading games [11], and digital tools [12] should be implemented, as supported by research indicating their effectiveness in improving reading skills [9].

4. CONCLUSION

This study concluded that students face four main difficulties in reading English texts: limited vocabulary, identifying main ideas, making inferences, and finding details. The underlying causes were both linguistic (vocabulary and sentence structure) and non-linguistic (motivation, reading habits, and teaching methods). Improving reading comprehension requires a combination of vocabulary enrichment, strategy-based instruction, and engaging learning environments.

5. CLOSING STATEMENT

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