

AN ANALYSIS OF STUDENTS' BARRIERS IN READING SKILL AT SMPN 35 MAKASSAR

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ABSTRACT

The objective of the research was to find out what barrier's students' experience in reading skill of second grade students' of SMPN 35 Makassar. This research method was a descriptive quantitative with a Likert scale design. This research conducted in two steps, namely observation and giving questionnaire. There were 15 statements with used percentage of data frequency to calculated the questionnaire. This research was conducted on second grade students of SMPN 35 Makassar. The samples of this research consisted of 20 students of class VIII-5 for the 2023/2024 academic year. Researcher analysing data from questionnaires distributed to students. The result of the research can be seen that barriers experienced by students in reading skill consist of self-confidence, students' interest and environment.

Keywords: students' barriers, reading skill, self-confidence, students' interest, environment.

INTRODUCTION

Education is the learning of the knowledge, skill, and habits of a group of people passed down from one generation to the next through teaching, training, or research. Education is a form of help or guidance provided by people who are capable, mature and have knowledge of the development of others to reach maturity with the aim that the educated person has sufficient skill in carrying out all the needs of his life independently (Husamah. et al., 2019:32). Education as an activity means efforts that are consciously designed to assist a person or group of people in developing a view of life, attitude to life, and life skill, both manual (practical instructions) and mental, and social (Ridwan, 2021:130).

Reading is an activity that involves vision, memory, intelligence, and understanding to obtain information conveyed by the writer through symbols through the sense of sight (Abd. Syakur et al., 2020: 486). Reading is not an activity that stands alone, but is the result of various processes that are incorporated into an active reader attitude. Reading is the process of obtaining information from written symbols which can greatly expand your vocabulary. Reading is a communication process requiring a series of skill. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind (Tarihoran & Rachmat, 2019 : 3). Reading is one of the language skills, which is imperative in English learning

and the requirement for exploring the effect of instructional strategies on instructing reading to the students have elevated in recent years (Sadeghi & Izadpanah, 2018 : 295).

Reading skill is a complex mental process whose hierarchical form involves thinking at its various levels, which build on each other. The reading process is similar to all the processes that a teacher does in education, it requires understanding, connection and inference. A good reader must have the mental skills of reading technique, an abundance of vocabulary, understanding layers of meaning, revealing the purpose and meaning of the author, and the ability to criticize reading. In the process of introductory reading, students must understand the text completely and deeply. In-depth understanding is not only understanding the facts, but also the cause-and-effect relationships, ideas, and intentions of the author of the author. However, this does not mean that when reading, students must understand the meaning of every word and memorize all the facts, as reading comprehension is reading in which information gained from reading is not used or shared further (Raxmatullayevna, 2023:153).

Thus this research was conducted so that researcher and readers can find out what hinders students in reading skill so that they can find out how to overcome this and get good results and have a positive impact on students, schools and the country. Where if schools or agencies can overcome this, students will find it easier to understand the lesson. Therefore researcher took and researched entitled 'An Analysis of Students' Barriers in Reading Skill at SMPN 35 Makassar'.

METHOD

This research used descriptive quantitative research method, which aims to identify problem and obtain information about students' barriers in reading skill. This research was conducted at SMPN 35 Makassar. The subject of this research was class VIII at SMPN 35 Makassar in academic year 2023/2024. The sample for this research was class VIII-5 totaling 20 Students. In this research, researcher used observation, questionnaire, and documentation to collect data. To analysis data the researcher uses quantitative descriptive analysis with percentage of the information frequency and divided by the number of students or samples.

FINDINGS

This section presents the results of the questionnaire and data analysis. The research was conducted in class VIII-5 SMPN 35 Makasaar. The researcher obtained data from the test results were used to determine students' barriers in reading skill. The tests distributed to students consist of 3 barriers statement namely, self-confidence, students' interest, and environment. This statement consists of 15 items and was distributed to 20 students from class VIII-5. Table as follows:

Table 1 percentage of students' response questionnaires

| Items statements | Percentage | | | | |
|---|---------------|------|-----|-----|-----|
| | (Frequency) | | | | |
| | SS | S | N | TS | STS |
| Self-confidence | | | | | |
| 1. I dare to read the result of group discussions in front of friends and my | 10% | 70% | 20% | - | - |
| | (2) | (14) | (4) | | |
| 2. I feel uncomfortable when reading if many people see | 10% | 60% | 30% | - | - |
| | (2) | (12) | (6) | | |
| 3. I always want to develop my reading English text, to be more confident | 55% | 30% | 5% | 5% | 5% |
| | (11) | (6) | (1) | (1) | (1) |
| 4. I feel confident in my competence in reading English text | - | 35% | 40% | 15% | 10% |
| | | (7) | (8) | (3) | (2) |
| 5. I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension | 5% | 70% | 20% | 5% | - |
| | (1) | (14) | (4) | (1) | |
| Students' interest | | | | | |
| 6. I don't like English lessons | 15% | 35% | 25% | 20% | 5% |
| | (3) | (7) | (5) | (4) | (1) |
| 7. I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad | - | 50% | 30% | 20% | - |
| | | (10) | (6) | (4) | |
| 8. I'm not interested in reading English texts if they're too long. So my understanding of the text is poor | 10% | 30% | 25% | 20% | 10% |
| | (2) | (6) | (5) | (4) | (2) |
| 9. I am interested in books in English | 10% | 55% | 25% | 10% | - |
| | (2) | (11) | (5) | (2) | |
| 10. I am always eager to read English | | 50% | 40% | 10% | |

| | | (10) | (8) | (2) | - |
|---|-----|------|-----|-----|-----|
| Environment | | | | | |
| 11. I find it difficult to read English text when the room is too dim or bright | 15% | 60% | 40% | 10% | - |
| | (3) | (12) | (8) | (2) | |
| 12. I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text | 25% | 45% | 30% | - | - |
| | (5) | (9) | (6) | | |
| 13. I will find it difficult to read English texts if there is compulsion | 5% | 55% | 25% | 10% | 5% |
| | (1) | (11) | (5) | (2) | (1) |
| 14. I often get laughed at when I read English texts | 5% | 35% | 45% | 10% | 5% |
| | (1) | (7) | (9) | (2) | (1) |
| 15. I have a hard time reading English text if it's too noisy | 25% | 55% | 20% | 10% | - |
| | (5) | (11) | (4) | (2) | |

The result of this research about self confidence it can be seen item statement number 1 shows that there 14 students' (70%) out of 20 students' Agreed on the statement of "I dare to read the result of group discussions in front of friends and my teacher". Out of 20 students there no students Disagree and Strongly disagree of the statement number 1. Statement number 2 explain there no students Disagree and Strongly disagree on the statement of "I feel uncomfortable when reading if many people see" out of 20 students. There was 12 students' (60%) Agree out of 20 students' of the statement number 2. From the statement number 3 shows that 11 students' (55%) out of 20 students' who Strongly agreed on "I always want to develop my reading English text, to be more confident." Statement number 4 shows that there no students out of 20 students' strongly Agreed on the statement of "I feel confident in my competence in reading English text." Statement number 5 shows that there 14 students' (70%) out of 20 students' agreed on the statement of "I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension."

The result of this research about students' interest it can be seen item statement number 6 shows that 1 student (5%) out of 20 students' Strongly disagreed, there were 4 students' (20%) disagree out of 20 students' on the

statement of *"I don't like English lessons."* From number 7 shows that there 10 students' (50%) out of 20 students' Agreed on the statement of *"I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad."* Statement number 8 shows that there 7 students' (35%) out of 20 students' who Agreed on *"I'm not interested in reading English texts if they're too long. So my understanding of the text is poor"* 5 students' (25%) Neutral out of 20 students' on the statement before. Statement number 9 explain that 11 students' (55%) out of 20 students' agreed, there no students' Strongly disagree out of 20 students' on the statement of *"I am interested in books in English."* Statement number 10 represent the 10 students' (50%) out of 20 students' Agreed, and then 2 students' (10%) Disagreed out of 20 students' on the statement of *"I am always eager to read english text."*

The result of this research about environment it can be seen item statement number 11 shows that there no student out of 20 students' Strongly disagreed on statement of *"I find it difficult to read English text when the room is too dim or bright."* Statement number 12 shows that there 9 students' (45%) out of 20 students' Agreed, there (25%) 5 students' out of 20 students Strongly agreed on the statement of *"I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text."* Statement number 13 explain that there 1 student (5%) out of 20 students' Strongly agreed and there (5%) 1 student out of 20 students' Strongly disagree on statement of *"I will find it difficult to read English texts if there is compulsion."* Statement number 14 shows that (5%) 1 student out of 20 students' Strongly agreed, (5%) 1 student Strongly disagreed out of 20 students'.on *"I often get laughed at when I read English texts."* Statement number 15 explain that there (55%) 11 students' out of 20 students' while no student out of 20 students' Strongly disagreed on the statement of *"I have a hard time reading English text if it's too noisy."*

DISCUSSION

This section presents the results of questionnaires ot of 20 students in Analyzing of Students' Barriers in Reading Skill at SMPN 35 Makassar. The following is a description of the results of the research has been conducted.the results of the analyzing there were 20 students then in obtained data on students facing barriers to reading skills. Based on the these results, it can be **seen** that the level of beginning reading in class VIII.5 SMPN 35 Makasaar is classified as "good".

In the aspect of self-confidence in the statement number 1, the finding data shows that there are 14 students' agreed out of 20 students' who dare to read out the results of group discussions in front of friends and teachers, some of them, namely 2 students' strongly agreed and 4 students choose neutral on their courage to read out the results of discussions in front of friends and teachers.

The results of the students' statement number 2 shows that there are many students' who feel uncomfortable when reading many people who see it.

This can be seen in table 1 where there are no students who choose to disagreed and strongly disagreed with the statement.

The statement number 3 shows that many students' want to develop their reading skill to be more confident, but there are still 1 student choosing disagreed and 1 strongly disagreed on the third statement.

The results of the statement number 4 shows that out of 20 students' in class VIII-5 there are 7 students' who Agreed on their English skill and even 8 neutral students' which is very inversely proportional to strongly disagreed where no students' choose Strongly agreed, the rest there are 3 students' who Disagreed and 2 students' Strongly disagreed from 20 students' in class VIII-5.

The results of the statement number 5 of self-confidence shows that out of 20 students' in class VIII-5 there are 14 students' who Agreed and no student' who Strongly Disagreed regarding students' feeling insecure about reading texts so that it makes students' distracted in reading English texts.

Furthermore, the aspect of students' interest in the statement number 6 shows that in class VIII-5 students' interest in English lessons is still low, this is shown by the fact that there are only 3 Strongly agreed students', students' who Agreed out of 20 students' in the VIII-5 class.

The statement number 7 shows that 10 students' Agreed that their ignorance of text pronunciation makes students' uninterested in reading English texts. 6 students' were Neutral and only 4 students' opposed the statement out of 20 students' in class VIII-5.

The statement number 8 shows that out of 20 students' in class VIII-5 there are only 4 students' Disagreed and 2 Strongly disagreed about the eighth statement which discusses students' are not interested in reading long texts because it makes their understanding of the text poor. some of them there are 7 students' Agreed on the eighth statement.

The results of the statement number 9 shows that out of 20 students' in class VIII-5, it turns out that many are interested in English textbooks, this is shown in table 4.12 that there are 11 students' Agreed and only 2 students Disagreed out of 20 students' on the statement.

The statement number 10 shows that out of 20 students' in class VIII-5, 10 students' Agreed and only 2 students Disagreed that students' are always eager to read English text. And there was no student' out of 20 students' who Strongly agreed and Strongly disagreed.

The last aspect, namely the environment in the statement number 11, shows that in class VIII.5 many students' find it difficult to read English texts when the room lighting is too dim or bright, this is shown in table 4.1.

The statement number 12 shows that students' feel disturbed at the given study time. this is shown in table 1 where none of the students who have Disagreed or Strongly disagreed with the statement.

The statement number 13 shows from 20 students' in class VIII-5 that the number of students' who Agreed that students' have difficulty reading texts if

there is coercion in it. even besides learning whatever it is if forced the end result will not be satisfactory.

Furthermore, the statement number 14 where class VIII-5 experiences barriers is often laughed at by their environment when reading English texts. This was shown in the table 1 where there was 1 student strongly agreed and 7 students' agreed out of 20 students' in class VIII-5 to these statement.

The statement number 15 shows that class VIII-5 finds it barriers if the environment around them is too noisy when reading it can be seen in table 4.1.

CONCLUSION

This study consisted of two instruments. The first was an observation that helped the author to identify students' activities in learning especially reading skills and the second was a questionnaire that helped the author to identify students' barriers in learning to read based on their personality. Sampling was conducted in class VIII.5. The sample taken by the researcher was 20 students. Based on the results and analysis from previous chapter that has been, in terms of:

1. The self-confidence category factor is included in the less category. This shows that students experience barriers both in terms of the courage of students reading in front of their friends and teachers, the discomfort of reading when many people are watching, the desire to improve their English to be more confident, confidence in their reading ability, self-confidence so that it interferes with their understanding. From the aspect of self-confidence including the low category, this means that students pay enough attention during the learning process.
2. The students' interest factor falls into the moderate category. This shows that students' interest in English affects the absorption of lessons. The lack of fluency in the mention of a word makes students uninterested in learning. Texts or readings that are too long make it difficult for students to understand how to read a text. But the fact that many students like English books shows that this category is sufficient to support students' reading skill. And supported by students showing enthusiasm in reading English texts.
3. Environment Factors, included in the low category. This shows that the environment has supported the student learning process. The existence of student reading activities in the environment affects student reading results. For example, students' rooms that are too dim or bright make students find it difficult to read because it affects students' vision. Inefficient study time restrictions are also very influential on student reading even though there are students who understand the reading or text more quickly. The existence of coercion when studying on students affects students' reading comprehension is hampered. Students get from their friends also greatly affect students' reading skill so that students do not want to do the

same thing to avoid being laughed at by their friends. Coupled with this very noisy room, it is very disturbing to read.

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