

**DIFFICULT ASPECTS OF READING COMPREHENSION FACED BY
NON-ENGLISH DEPARTMENT OF VOCATIONAL STUDENTS**

OUTCOME-BASED EDUCATION (OBE)

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT BANJARMASIN**

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This page is to certify that the Journal Article of Muhammad Bagus Abiyyu, Reg. Number 1710117110010 entitled **"DIFFICULT ASPECTS OF READING COMPREHENSION FACED BY NON-ENGLISH DEPARTMENT OF VOCATIONAL STUDENTS"** has been approved by the Advisor I and Advisor II for Outcome Based Education Seminar.

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LETTER OF ACCEPTANCE (LOA)

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ABSTRACT

Understanding and interpreting text is a fundamental skill for students across disciplines, not limited to those in the English Department. Proficiency in reading comprehension not only enhances vocabulary and writing abilities but also fosters overall academic growth. This research endeavors to pinpoint the primary challenges encountered by first-semester students at Politeknik Negeri Banjarmasin in comprehending written material. Employing a descriptive quantitative approach, the study aims to identify the most daunting aspects of reading comprehension. A reading comprehension assessment comprising 40 multiple-choice questions, administered via Google Form, was utilized to gather data. Analysis revealed that students encounter significant hurdles in this domain. Across all question types, spanning the five facets of reading comprehension, difficulty levels were consistently high. Particularly, questions assessing the determination of the main idea posed the greatest challenge, with 60% of students struggling in this area, followed by making inferences (44%), locating references (41%), understanding vocabulary (36%), and grasping detailed information (34%). Notably, identifying the main idea emerged as the most formidable task, whereas discerning detailed information proved relatively less challenging. These findings serve to highlight areas for improvement in understanding main ideas and inform strategies aimed at enhancing comprehension skills.

TABLE:

Table 1. Aspects of Reading Comprehension in this Study

No.	Reading Comprehension Aspect	Items
1	Deciding the main idea	8
2	Making inferences	8
3	Locating references	8
4	Detail Information	8
5	Understanding Vocabulary	8
Total		40

Table 4. The Results in Answering Main idea Questions

No.	Question item	Incorrect answer	Difficulty percentage per question item	The percentage of reading for main idea difficulty
1.	6	33	92%	
2.	9	28	78%	
3.	11	16	44%	
4.	14	33	92%	60%
5.	27	23	64%	
6.	28	12	33%	
7.	29	16	44%	
8.	31	11	30,5%	

Table 5. The Results in Answering Locating Reference Questions

No.	Question item	Incorrect answer	Difficulty percentage per question item	Percentage of reading for locating reference difficulty
1.	4	13	36%	
2.	8	11	30,5%	
3.	13	29	80,5%	
4.	15	17	47%	41%
5.	23	10	28%	
6.	26	10	28%	
7.	34	17	47%	
8.	40	10	28%	

Table 6. Results in Answering Vocabulary Questions

No.	Question item	Incorrect answer	Difficulty percentage per question item	The percentage of reading for vocabulary difficulty
1.	2	12	33%	
2.	7	17	47%	
3.	18	7	19%	
4.	20	20	55,5%	36%
5.	21	13	36%	
6.	24	5	14%	
7.	31	11	30,5%	
8.	38	18	50%	

Table 7. Results in Answering Making Inference Questions

No.	Question item	Incorrect answer	Difficulty percentage per question item	The percentage of reading for making inference difficulty
1.	1	13	36%	
2.	5	35	97%	
3.	16	17	47%	
4.	19	24	67%	44%
5.	25	6	17%	
6.	30	13	36%	
7.	37	13	36%	
8.	39	7	19%	

Table 8. Results in Answering Detail Information Questions

No.	Question item	Incorrect answer	Difficulty percentage per question item	The percentage of reading for detail information difficulty
1.	3	10	28%	
2.	10	10	28%	
3.	12	29	80,5%	
4.	17	4	11%	34%
5.	22	8	22%	
6.	32	10	28%	
7.	33	13	36%	
8.	35	15	42%	

FIGURE:

Figure 1. Frequency of Students' Responses in the Test

