

English Literacy Errors in Students' Reading Comprehension at SMPN 34 Medan

Reny Madhani^{1*}, Nurlaili², Azhary Tambusai³, Wariyati⁴

^{1,2,3,4}English Education Department, Faculty of Teacher Training and Education, Universitas Muslim Nusantara Al Washliyah, Jl. Garu II A No.93, Harjosari I, Kec. Medan Amplas, Kota Medan, Sumatera Utara

E-mail: renymadhani@umnaw.ac.id

* Corresponding Author



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ABSTRACT

Penelitian ini bertujuan untuk menganalisis kesalahan literasi bahasa Inggris yang dilakukan oleh siswa kelas VIII SMPN 34 Medan dalam memahami teks naratif. Penelitian ini menggunakan metode deskriptif kualitatif dengan menganalisis jawaban tertulis siswa terhadap teks naratif berjudul "The Little One and the Rain". Hasil penelitian menunjukkan tiga jenis kesalahan utama, yaitu kesalahan inferensi (30%), kesalahan kosakata (30%), dan kesalahan referensi (40%). Temuan ini mengindikasikan bahwa siswa masih kesulitan dalam memahami makna tersirat, menggunakan kosakata yang tepat, dan menjaga kohesi teks. Oleh karena itu, pembelajaran bahasa Inggris di sekolah disarankan untuk memperkuat kemampuan membuat inferensi, memperluas penguasaan kosakata, serta meningkatkan pemahaman siswa terhadap kohesi teks.

This reaserch aimed to analyze the English literacy errors made by eighth-grade students at SMPN 34 Medan in understanding narrative texts. Using a descriptive qualitative method, the research analyzed students' written responses to a narrative text titled "The Little One and the Rain." The findings revealed three main types of errors: inference errors (30%), vocabulary errors (30%), and referencing errors (40%). These results indicated that students struggled to interpret implied meanings, select appropriate vocabulary, and use pronouns correctly. It was concluded that teachers need to emphasize reading strategies, contextual vocabulary development, and cohesion through referencing practice to improve students' reading comprehension.



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INTRODUCTION

Literacy is the ability to read, write, and understand information in various forms. In education, literacy includes not only basic reading and writing skills but also the ability to analyze, evaluate, and use information effectively. However, many students at SMPN 34 Medan still face difficulties in comprehending English narrative texts, especially in inference, vocabulary, and referencing. Therefore, this study aims to identify and analyze the types of English literacy errors made by students to support better reading comprehension learning.

METHOD

This research applied a descriptive qualitative design. The participants were ten eighth-grade students of SMPN 34 Medan. Data were collected through a reading comprehension test using the narrative text "The Little One and the Rain." The data were analyzed using the Miles and Huberman model, which included data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

The study found three major categories of English literacy errors: inference errors (30%), vocabulary errors (30%), and referencing errors (40%). Inference errors occurred when students failed to interpret implied meanings. Vocabulary errors appeared due to limited word mastery, while referencing errors arose from improper use of pronouns and cohesive devices. These findings confirm that referencing difficulties were the most dominant issue affecting students' reading comprehension. It was evident that students need improved instruction in inferential thinking, vocabulary use, and cohesion awareness to enhance their literacy performance.

CONCLUSION

This study concluded that referencing errors were the most common literacy problem among students, followed by inference and vocabulary errors. These issues indicate a gap between students' expected and actual reading comprehension performance. Teachers are encouraged to focus on inferential reading strategies, contextual vocabulary learning, and cohesive writing practice to strengthen students' overall literacy and comprehension.

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