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**An Analysis of Literasi Bahasa Inggris Difficulties in Seleksi Nasional Berbasis Tes (SNBT) By Senior High School Students at SMAS Harapan 3 Deli Tua**

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**ABSTRACT**

*A number of studies on Literasi Bahasa Inggris in SNBT have been extensively researched in educational communication; however, few studies have investigated the challenges of Literasi Bahasa Inggris queries among secondary school students. This study was conducted to determine the difficulties that high school students faced when answering Literasi Bahasa Inggris questions on the SNBT test. The method employed in this research is qualitative method. This study focused on high school pupils who had taken the SNBT test. According to the findings of this study, the most significant issue in the Literasi Bahasa Inggris test was a lack of vocabulary, which led to frustration when they saw vocabulary-related questions, and it was still difficult for them to answer questions about assumptions and hypotheses in the text due to a lack of logical thinking. They also believed that the time allotted to answer the questions was insufficient. So, according to the research, in order to overcome these difficulties, high school students must improve their vocabulary mastery related to Literasi Bahasa Inggris questions both at home and at school, as well as their logical thinking and ability to manage time so that it is easier to work on problems in the Literasi Bahasa Inggris section.*

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**I. INTRODUCTION**

English is no longer a foreign language for most people since English is an international language spoken in all parts of the world. English has emerged as a topic in the Indonesian educational system. There are four skills in English: reading, writing, listening, and speaking. Currently, the Literasi Bahasa Inggris (reading comprehension) in UTBK test is the most nationally recognized test for assessing high school students' English proficiency, particularly for those seeking admission to Indonesian state universities.

English literacy refers to the capacity to read, write, understand, and communicate successfully in English. This literacy comprises comprehension of vocabulary, spelling, punctuation, and grammar, as well as the capacity to utilize English orally and in writing in a variety of contexts, such as academic, professional, and everyday circumstances (Uleng & Nugraha, 2024).

Although literacy is often defined as the capacity to read and write, it can also refer to the ability to grasp, compose, and share ideas, experiences, information, and meanings using culturally available symbol systems. Literacy, as a collection of cultural and communicative practices shared among members of a specific group, includes the ability to decode text, participate in meaning-making by interpreting and composing, use texts functionally and appreciate their particular forms, structures, and purposes, and analyse texts critically, recognizing how they represent the world in selective and incomplete ways. (Hobbs, 2016)

To determine how high a high school student's English level is, as required for passing the state university entrance exam, they must take the Literasi Bahasa Inggris examination at UTBK, which is a standard test used to measure English language ability. Currently, the Literasi Bahasa Inggris test score, along with six other subtests in UTBK, is one of the prerequisites for acceptance into Indonesian public universities. (Ulung & Nugraha, 2024). As a result, assessing students' English reading skills, as well as their numeracy skills, is critical for university entrance exams. The authority of universities imposed this criterion because they feel that Literasi Bahasa Inggris test in UTBK can evaluate students' capacity and talents to grasp English in academic assignments.

Other researchers have undertaken a variety of studies on English literacy levels. Budiarti Putri Uleng et al. (2024) focused solely on the correspondence analysis of Scholastic Aptitude and English Literacy Skills. According to the report, the majority of 12th-grade pupils in Palopo City's Islamic schools had low scholastic aptitude and English literacy skills.

Jamaluddin Nasution did another study in 2022. It was merely a training program to help students improve their English literacy skills. It did not discuss about the issues experienced by the pupils.

This study is different as it focused on Literasi Bahasa Inggris in SNBT Test. No researcher has yet to discourse about the English literacy issues faced by senior high school students. It analysed students' difficulties with the Literasi Bahasa Inggris questions in SNBT test.

## **LITERATURE REVIEW**

Many experts have defined meaning instead of reading. Reading is the process of constructing meaning from the text. (Grabe & Stoller, 2019). There are numerous reading styles which are summarized as: cursory reading, comprehensive reading, intensive reading, receptive reading, responsive reading. (Buehl, 2023)

Literasi Bahasa Inggris requires the ability to understand the meaning of symbols as well as produce words. Difficulties in reading comprehension are no longer uncommon because many studies have shown that the largest challenge in reading is understanding the substance of the text. (Vaughn et al., 2024). Approximately 52% of persons with L2 reading comprehension impairments have difficulty acquiring a second language. However, problems arise because of someone's inadequate vocabulary, thus it is not enough to interpret the contents of a text if you do not know the background of a text (Cain et al., 2004). Even the most outstanding readers frequently have difficulties to relate what they already know before they read something (Yunanda et al., 2022)

he SNBT test also includes Literasi Bahasa Inggris questions, which are commonly used to determine a student's level of English proficiency. This test is meant for people seeking admission to public universities in Indonesia. The SNBT test contains seven

subtests, i.e. *Penalaran Umum, Pengetahuan dan Pemahaman umum, Pemahaman Bacaan dan Menulis, Penalaran Kuantitatif, Penalaran Matematika, Literasi Bahasa Indonesia, and Literasi Bahasa Inggris* (Aripin et al., 2024). High school students face numerous challenges when attempting to complete Literasi Bahasa Inggris. Many researchers propose that schools enhance their time in terms of enhancing pupils' reading comprehension (Nicolas & Emata, 2018).

## II. METHODS

This study employed a qualitative research methodology to examine the challenges high school students face when responding to Literasi Bahasa Inggris (English Literacy) questions on the SNBT test. High school students from Kelas 12 Fokus Keunggulan, SMAS Harapan 3, Deli Tua, who had taken the SNBT Test in 2024, served as the study's subjects. Twenty students were purposively selected to participate in the data collection process, which involved both detailed questionnaires and in-depth interviews specifically focused on the Literasi Bahasa Inggris section of the SNBT Test. The questionnaires were designed to identify common difficulties students encountered, while the semi-structured interviews allowed researchers to explore these challenges in greater depth. Data analysis followed a thematic approach, identifying recurring patterns and categorizing challenges into several key areas: vocabulary limitations, complex text structures, time management constraints, and unfamiliarity with certain cultural references embedded in the reading passages. The findings from this study aim to inform educational practices and preparation strategies for future SNBT test-takers, with particular emphasis on addressing the specific linguistic and comprehension barriers Indonesian students face when engaging with English literacy assessments.

## III. FINDINGS AND DISCUSSION

In order to get information from persons who had taken the SNBT test, the researchers in this study first met and contacted participants who had taken the test. After that, they asked questions pertaining to their research. In his study, researchers first inquired about the test's components before focusing on its most challenging section. The majority of students mentioned this when they had to complete the numerical portions, but they also mentioned when they had to read somewhat dull language in order to answer the questions. Because they have ran out of time to read the text, the majority of students are unable to respond to questions. In addition, the work uses a lot of challenging jargon that forces the reader to turn their brain in order to comprehend its meaning and contents.

This study collected a lot of data. Seven out of the twenty students who had taken Literasi Bahasa Inggris section stated that they found completing the questions to be quite tedious, particularly the vocabulary-related ones. Five students cited their inability to answer the assumption-related questions as the reason they disliked English literacy. Three students stated that the test's Literasi Bahasa Inggris questions were extremely challenging to answer because there were only thirty minutes allotted for twenty questions, and five students stated that answering reading comprehension questions was confusing because it was very difficult to answer the questions pertaining to the text's hypotheses and assumptions. They therefore believed that there was insufficient time allotted for answering the test.

Based on the information gathered, the researcher came to the conclusion that each student who took the SNBT test had trouble answering Literasi Bahasa Inggris questions because they were unable to respond to questions pertaining to vocabulary, assumptions, hypotheses, and time constraints.

### **Discussion**

Since reading comprehension is a component of Literasi Bahasa Inggris, all students must be proficient in it in order to pass the test. However, in practice, the students still faced numerous challenges, particularly high school students, in learning how to solve Literasi Bahasa Inggris questions on the SNBT test (Firdaus, 2019). Numerous high school students continue to struggle with answering English literacy questions for a variety of reasons, according to the data collection results. According to the data, the inability to respond to the questions about vocabulary, assumptions, hypotheses, and the lack of time all contributed to the results.

Similar to this, research on schema theory indicates that students may struggle if they do not have the same access to the material. According to other study, cultural background has a significant impact on what people read and how they pick up vocabulary incidentally. (Woodeson et al., 2023) Because they lack the abilities and enthusiasm to read, high school pupils have the hardest time responding to questions. High school students' challenges with the Literasi Bahasa Inggris difficulties are becoming a major issue in the field of education. Therefore, it requires a lot of attention, and in reality, one of the aspects that supports raising student motivation to read is the issue of facilities, which in turn raises students' reading proficiency. (Sulfemi, 2023)

Therefore, it is anticipated that these challenges would be overcome based on the research that was done. To make it easier to work on problems in the Literasi Bahasa Inggris section, high school students need to increase their work on Literasi Bahasa Inggris questions both at home and at school. They also need to improve their logical thinking skills in making assumptions and hypotheses and managing their time.

### **IV. CONCLUSION**

Based on the research findings, this study concludes that high school students require more consistent and deliberate practice with Literasi Bahasa Inggris questions both in classroom settings and as part of their independent study routines at home. The data clearly indicates that regular engagement with similar question formats strengthens students' familiarity with the test structure and builds confidence in approaching unfamiliar texts. Furthermore, targeted vocabulary expansion exercises focusing specifically on academic terminology commonly found in SNBT passages would significantly improve students' comprehension capabilities, while systematic training in logical reasoning would enhance their ability to navigate the complex inferential questions that characterize this section of the examination.

The implications of this research extend beyond mere test preparation to broader educational policies and practices. Schools should consider implementing structured programs that integrate English literacy skills development across the curriculum, rather than isolating it within language classes alone. Teacher professional development should focus on techniques for cultivating higher-order thinking skills and analytical reading strategies that transfer effectively to standardized testing environments. Additionally, creating supportive learning communities where students can discuss challenging texts and practice

articulating their reasoning processes would address the cognitive and linguistic barriers identified in this study. By adopting these evidence-based approaches, educational institutions can better equip students to meet the demands of the SNBT Literasi Bahasa Inggris section while simultaneously developing transferable skills essential for academic and professional success.

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