



**IDENTIFYING STUDENTS' READING COMPREHENSION
CONSTRAINTS OF 4TH SEMESTER ENGLISH DEPARTMENT
STUDENTS AT UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
AUGUST, 2022**



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SKRIPSI
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ABSTRACT

Syahidah, Nur. 2022. *Identifying Students' Reading Comprehension Constraints of 4th Semester English Department Students at University of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Muhammad Yunus, S.Pd., M. Pd; Advisor II: Henny Rahmawati, S.Pd., S.S., M. Pd.

Key words: reading comprehension, reading constraints

Reading is a cognitive process of interpreting written language in order to understand its message, and the purpose is to connect reader's background knowledge to writer's idea. Reading comprehension is having the ability to accurately read text, to decode it, and to perceive the meaning. In different words, it suggests that however well you perceive what you're reading. The process of comprehending text by the students is not instantly at ease. The students find difficulties in processing written text, such as lack of vocabulary, lack of prior knowledge, limited time, and obstacles in concluding the passage.

This study aimed to investigate the students' reading constraints from two aspects; constraints in major reading skill and difficult text type for the students. The participants of this study is 4th semester English department students at University of Islam Malang. For research design, this study used descriptive quantitative method. The researcher took 30 participants randomly. The procedure of the research involved two steps; administering a questionnaire and taking students' score from reading test. To analyze the data, the researcher followed the framework of descriptive quantitative analysis developed by Surakhmad; searching, collecting, classifying, analyzing, interpreting, and describing conclusion.

The finding of the study is that the reading comprehension constraints faced by the students are getting the detailed information and understanding the reading text. These constraints seem inseparable since each constraint would affect the other. Then, narrative text is actually considered as the most difficult text in questionnaire result, and descriptive text is found as difficult text based on reading test result. The result is different because of the students might pay more attention on the difficult text that they have admitted in questionnaire. Therefore, the most difficult English text type is descriptive text, followed by narrative text.

CHAPTER I

INTRODUCTION

This chapter enlightens some topics related to the introduction of the study. This chapter consists of background of the study, research problems, the objective of the study, significances of the study and definition of the key terms.

1.1 Background of the Study

English is an international or foreign language that mostly used in educational approaches. There are four skills in English. Those are speaking, listening, reading, and writing. Furthermore, some elements which taking part in developing these skills also play important role in mastering English, they are; grammar, vocabulary, pronunciation, and spelling.

Generally, all these four English skill and elements are very important, but of the four English language skills, reading is a primary skill in learning English. Yunus and Parlindungan (2012) stated that as one of the significant abilities in English, reading should be learned and helped in a legitimate manner to get better English capability. In line with this issue Anderson in Suhendri (2002) said that reading is a process of constructing meaning from written language. It is a good start to learn English by doing reading activity since learners mostly find difficulty to produce English sound or text in very first phase. Accordingly, it should be focused on the beginning of learning English. Through reading, learners will learn a new vocabulary and right spelling which really helps learners to

develop the other three skills. The more students read, the better they will build their critical mindset in English.

In University Islam Malang, a place where this research is conducted, the reading course comes within four stages; Reading 1 up to Reading 4. In the first stage, the students learn about simple texts such as descriptive text and narrative text. In the second semester, the lecturer is upgrading course level by adapting the students to the material about higher thinking text such as explanation text and analytical exposition text a little by little. They read the text to gain the information, to find the purpose of the text, and to conclude the text based on the students comprehension toward the text. Reading activity in TOEFL and IELTS is studied and experienced in the next third and fourth semester.

The process of comprehending text by the students is not instantly at ease. According to A'yun and Yunus (2017), to understand the entire text, readers must decode the text and make interpretations. As a result, they have a framework for comprehending the text. This complex process makes some learners face difficulties in comprehending the reading text. Some problems are faced by EFL students in comprehending English texts (Iklima, Yunus, Sholihah, 2020). This statement was stated after the researchers found issues faced by the students in understanding the concept of the text and difficulties in knowing unfamiliar vocabularies. According to Indriastuti (2021), although the quantitative target for the number of readings can be achieved if an extensive reading approach is applied, in terms of quality, not all students have good reading skills. This shows that not all students can carry out reading activities fluently, they must face

difficulties. The students find difficulties in processing written text, such as lack of vocabulary, lack of prior knowledge, limited time, and obstacles in concluding the passage. Reading comprehension is a mixed process from linked vocabularies until students' knowledge to the text (Qrquez & Ab Rashid, 2017). This complex process affects students' difficulties in reading. Poor readers who have less time in reading definitely get problem in understanding vocabulary and text message. All the students face various difficulties in reading comprehension, and the various constraints are formed depend on their reading frequency.

According to Al-Jarrah and Ismail (2018), EFL learners are found to have less ability to comprehend complex sentence in reading text. Consisting of clauses, conjunctions, and prepositional phrase makes this type of sentence become hard to understand by the students. It needs more effective reading comprehension strategies.

From those explanations above, the researcher is interested to try to find out the difficulties of reading in higher level. In this research, researcher aims to investigate the students' reading constraints and difficult type of reading text faced by the university students. The study is to seek the difficulty in reading from those two aspects. Therefore, the present research is conducted under the title "Identifying Students' Reading Comprehension Constraints of 4th semester English Department Students at University of Islam Malang."

1.2 Research Problem

In accordance with the background of knowledge, the study seeks answer for the following questions.

1. What are the students' constraints in reading comprehension by 4th semester English Department students of University of Islam Malang?
2. What is the most difficult English text type for 4th semester English Department students of University of Islam Malang?

1.3 The Objective of the Study

Based on the research problem above, the objective of the study can be clearly stated as follows.

1. To identify the students' constraints in reading comprehension by 4th semester English Department students of University of Islam Malang.
2. To know the most difficult English text type for 4th semester English Department students of University of Islam Malang.

1.4 The Significance of the Study

The significance of the study is expected to be theoretically and practically useful. Theoretically, it is expected to improve the theories conducted in this research particularly in teaching-learning reading skill for students. Practically, it is expected to emphasize the factors of the success and prime key of the success in teaching-learning English particularly in reading comprehension skill to the students and the teachers.

The result of the study was expected to be helpful for reading teacher to improve and expand their teaching approach in teaching reading skill. Every language teacher must be fully aware and understand that reading is a complex skill, which is complicated, which includes or involves a series of smaller skills. The difficulties experienced by students can be overcome by paying attention to the factors that influence them (Kustanti, 2016). Moreover, the teacher is expected to understand the major difficulties in reading comprehension faced by the students and can find a way to overcome their obstacles in learning English. This study can be a reference for all future researchers who has identical topic of the current study. Furthermore, this research was expected to help the next researcher present a better study.

This study may become knowledge for English foreign language students who were learning English to improve their reading comprehension skill by knowing and overcoming their difficulties in reading text.

1.5 Scope and Limitation of the Study

The study focuses to investigate students' constraints in reading comprehension. The researcher investigated students in the 4th semester in the English education major at University of Islam Malang.

There are two limitations of the study. The first, because of limited time, the researcher only took the sample of 30 students. The researcher took the data by giving online form to the chosen samples of the research in order to obey the government rule in the pandemic of COVID-19 that all the study must be online

and done at home. The second, the reading test is taken from TOEFL. In hence, the research focus on three reading skills which tested in TOEFL; understanding reading text, getting the detailed information, and defining vocabulary. Although, the test and questionnaire are taken and adapted from other sources, but the test that the researcher conducted run well and the validity is proved.

1.6 The Definition of Key Terms

To avoid mistakes in understanding about meaning about researchers and readers towards the terms in this research, the researcher gives the definition for each term.

1. *Identifying* is to recognize something that affect the case.
2. *Reading comprehension* is the ability to process text, to understand its meaning and to integrate with readers' prior knowledge.
3. *Constraints* are difficulties in learning that are faced by the students.
4. *Descriptive text* is a type of text that tells out objects such as animal, place, people, etc.
5. *Narrative text* is an imaginative text which tells out a sequence of events.
6. *Recount text* is text that tells out an experience of human being in past to retell and give the readers information.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents the conclusions of this research and some suggestions for teacher, students, and future researcher.

5.1 Conclusion

It is stated in the previous chapter that the researcher is interested to identify students' reading comprehension constraints of 4th semester English Department students at University of Islam Malang. Based on the data analysis, firstly, it can be concluded that the major constraints in reading comprehension are getting the detailed information and understanding the reading text. These two constraints seem inseparable because the amount of students who sometimes still face these constraints is same. Secondly, the most difficult English text type is descriptive text, followed by narrative text. The result of questionnaire and reading test about difficult English text type is actually different. The researcher assume that the students paid attention more on the difficult text that they have been stated in questionnaire (narrative text) and gave less attention to the other text.

From the finding of this present result, getting detailed information and understanding the text are the frequent constraints faced by 4th semester English Department students at University of Islam Malang. Meanwhile, the descriptive text is the most difficult reading text type, followed by narrative text.

5.2 Suggestions

Based on the research finding and discussion, the researcher would like to propose some suggestions as follows.

5.2.1 For Future Researcher

That in relation to this findings, future researcher can use this research as consideration of literature for the study in other field of research design to discover the actual findings related of this research such as quantitative. In addition, future researcher should find out the constraints that students faced on other skill in English study; listening, writing, or speaking. Then, it is suggested for future researcher to set effective and efficient research and to use more participants in future research. Also, the researcher is suggested to find students reading constrain from highest score to lowest score.

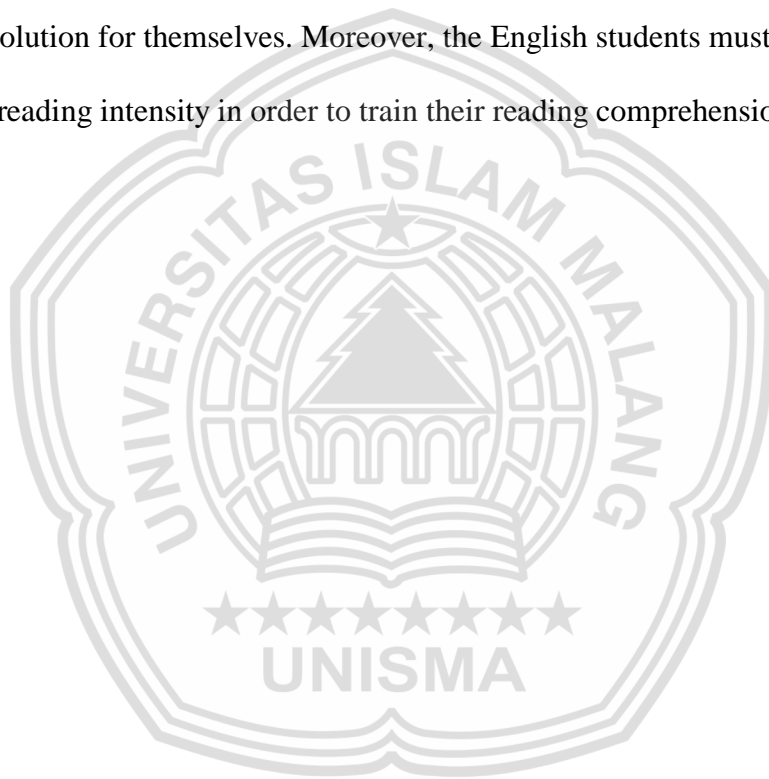
5.2.2 For the English Teachers

Related to the constraints that faced by 4th semester English Department students at University of Islam Malang, the teacher must recognize the students' difficulties in reading comprehension class, and select appropriate technique that can help the students in overcoming the obstacles in reading comprehension. The teacher also consider the material and class design which motivate the students in class and make students enjoy in reading English text. The teacher also could design the material in whole semester wisely in order to give the difficult material

longer time allocation, so the students could have enough time to understand and overcome their difficulties.

5.2.3 For the English Students

Related to the finding of this study and previous research, the English students have to be aware on difficulties in reading English text. They can seek or find the best solution for themselves. Moreover, the English students must escalate their reading intensity in order to train their reading comprehension skill.



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