THE DIFFICULTIES ENCOUNTERED BY THE STUDENTS IN READING COMPREHENSION AT SECOND SEMESTER STUDENTS OF UNISMA

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ABSTRACT

Sabariah. 2021. The Difficulties Encountered by the Students in Reading Comprehension at Second Semester of UNISMA. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Alfan Zuhairi, M.Pd; Advisor II: Dzurriyatun Ni'mah, S.S. M.Pd

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This research was conducted to analyze the types of difficulties encountered by the students in reading comprehension and factors of causing the students difficulties in reading comprehension. For most Indonesian students, reading is the most difficult and complex subject. Reading comprehension is a difficult process for all students who are studying reading because English is a second or foreign language, and they still struggle with it.The aims of this study was to know the difficulties and to know the causes of students' difficulties in reading comprehension of the second semester students of University of Islam Malang.

This research applied quantitative and qualitative research design. The subject was the second-semester students of the English Department of Teacher Training and Education Faculty of University of Islam Malang. Population of this research were 125 students in the academic year 2020-2021. The researcher chose purposively 40 second-semester students as the sample of the research. There were two instruments in this research namely Test and Interview. For test, the researcher used the percentage whereas, an interview using data reducing, data displayed and data conclusion

The findings showed that second semester students of UNISMA were still difficult in four types of difficulties such as difficulty in understanding vocabulary were 44.5%, difficulty in making inference were 26.2%, difficulty in detail information were 19.5% and difficulty in determining main idea were 9.75%. Meanwhile, several factors that cause students' difficulties were difficulty in understanding long sentence in the text, difficulty in understanding vocabulary and difficulty in concentration.

To sump up, that several second semesterstudents were lack of vocabulary mastery, they found problem to read long text and often lose concentration while reading and comprehending English text. Therefore, the students should be more diligent to read English text to increase their vocabulary mastery and easy to understand the English text. Hopefully, this research can be such a medium for lecturers to evaluate their reading process, the media they used and look for an effective technieur to teach them reading comprehension. Last, this study can be such a reference for the future researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents the definition of reading, types of reading, the models of reading process, the importance of reading, the purpose of reading, the definition of reading comprehension, the difficulties in reading comprehension and previous study.

1.1 Reading

In this section, the researcher presented some theories related to reading.

2.1.1 Definition of Reading

The following are the definitions based on experts' opinions. Smith (1973, p.37) stated that reading is a form of active communication in which the reader is the receiver and the author is the transmitter of information. It means that by reading, we can learn a lot and give people a lot of information about what the author explained. Reading has a variety of focuses for readers or students. According to Richard, one of the most significant goals for many students' professions and studies is the ability to read for knowledge and pleasure (2002:273). It also supported by Harmer (2001: 68), can be used for a variety of purposes. According to Alderson (2000: 3), Reading is a two-way conversation between the author and the reader. The reader thinks what the text is about, how it relates to items he already knows, and what will happen next in the text during the reading process.

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From the definitions above, Reading is a receptive skill that requires interaction between the reader and the author to extract the text's meaning.

2.1.2 Types of Reading

There are several types of reading, according to Brown (2003:189), including perceptive reading, selective reading, interactive reading, and extensive reading. To begin with, in perceptive reading, letters, words, punctuation, and another graphical symbol are really needed also implied is the concept of bottom-up processing.

Selective reading is also an artifact of assessment formats that uses a variety of tasks, such as picture-cued tasks, matching, true/false, multiple-choice, and so on, to assess one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Anecdotes, brief narrative and descriptive extracts from longer texts, questionnaires, memoranda, notices, direction, recipes, and other similar materials are also included in interactive reading. In conclusion, extensive reading refers to texts that are longer than one page in length, professional texts, essays, technical reports, short stories, and books are just a few examples. According to the above description, this study includes many other forms of reading, such as perspective reading, selective reading, interactive reading, and extensive reading, all of which are good to students' reading comprehension.

2.1.3 The Models of Reading Process

As cited in Qurniawan (2020), the models can be classified into three categories: bottom-up, top-down, and interactive (Harris & Sipay, 1984:6). Following is a discussion of the three modes:

1. **Bottom-up Reading**

In bottom-up reading paradigms, reading is considered as primarily a translating, decoding, or decoding process. The reader begins by concentrating on letters or bigger groups of letters, guessing the words they spell as he goes. When the words are identified, they are decoded into inner speech, from which the reader receives meaning as if they were listening.

2. **Top-down Reading Model**

Despite the fact that the process moves from the top, with higher mental processes, to the text itself, pupils who use this sort of reading model see reading as a linear process. The mind of the student working on the text drives the reading process. After learning the title and author of the reading selection, the students mind begins to predict the content of the reading selection, and as he or she reads the text, his or her mind continues to work, in order to finally correct the new information if it does not met his or her expectations, he or she must check and conform his or her prediction.

3. **Interactive Model Reading**

In interactive model reading there is a simultaneous impact between the bottom-up and top-down reading process on comprehension. Like the top-down model interactive reading is a reader- driven model. It is not a linear but rather cyclical view of reading a text. Textual information and students' mental activities (including syntactic, lexical, semantic, and pragmatic information) have a simultaneous and equal impact on comprehension.

2.2 Reading Comprehension

According to Snow (2002: 11-15), reading comprehension is the process of extracting and producing meaning simultaneously through interaction and involvement with written language. Reading comprehension, according to Brown (2000:23), is a process in which the reader engages with the text and relates the concepts in the text to their own prior experiences and knowledge. According to Brown (2001, p.306), reading comprehension is largely a question of adopting suitable, efficient comprehension strategies. Reading comprehension is the process of getting meaning from text. As a result, rather than deducing meaning from single words or sentences, the goal is to get a broad grasp of the text's content. During the reading process, children develop mental models, or representations of text ideas, to help them understand the information in the text (Woolley, 2011, p.15).

Based on those definitions above, it can be concluded that reading comprehension is the process of combination between the readers' background knowledge and the text they are reading and it can also defined as the indirect interaction between the readers and the authors.

2.2.1 The Difficulties in Reading Comprehension

According to Nuttal (1982), there are four aspect of reading comprehension that students must master in order to fully comprehend a text: determining the main idea, locating inference, making inference, detail information, and understanding vocabulary. The following are the aspects' explanations:

1. Determining Main Idea

The main idea is a declarative statement that expresses the author's point of view on the subject. As stated in Longan (2002), determining the main idea is crucial to comprehend a paragraph or brief selection. The main idea of a sentence is generally found in the first sentence, but it can also be found in the middle or at the. As a result, locating the central idea may be more difficult. Therefore, finding the main idea may be more difficult. Students may become perplexed when attempting to determine what a passage's main idea is and where it is located.

2. Understanding Vocabulary

A pronoun's antecedent is inference. The antecedent is a word or phrase that is preceded by a pronoun (Sharpe, 2005). Students are expected to understand what the pronouns in the sentence are used for, such as pronouns that show people, place, and situation, when identifying inference.

3. Making Inference

When making inferences, students are expected to comprehend the text in order to find the conclusion of the statement in the text. According to Kopitski (2007), in order to make inferences, readers must practice putting clues from the text together with what they already know. It means that the text's clues will assist students in making assumptions and drawing conclusions. In order for them to be able to respond to the questions. These questions are frequently asked in a single sentence. For example, "We can conclude from the passage...", "It can be inferred from the passage...", and "What the meaning of the statement above?".

4. Detail Information

The last kind of question that can be discovered in a reading test is a detail or information question. This question was used to assess a student's ability to comprehend material that was stated directly in the text. The following are a few examples of detail questions:

According to the passage, who were fighting for the conversation in the forest? "All of the following are the true except", "A person, date, or place is".

Students can use the scanning strategy to understand and answer detail questions. In addition, if the reader wants to know the answer to a specific question, he or she can highlight or underline the key word in the question and the scan the progress for a synonym.

According to Richard (1974, as cited in Larasati, 2019), There are two types of sources of errors or difficulties:

1. Inter-lingual Difficulty

Inter-lingual difficulties are importance source of difficulty for all students, but especially for those learning a second language, this early stage of learning a second language does tend to be the inter-lingual difficulty of the mother language. The only previous linguistic system that students can use at this stage, before the second language system is known by natives, is the first language system. The distraction caused by native students' language causes this type of difficulty. Disturbances may

arise as a result of a lack of understanding of the differences between the first and second languages.

2. Intra-lingual Difficulty

Intra-lingual difficulties reflect common characteristic of learning rules, such as factual generalizations, incomplete rule application, and failure to learn the conditions under which the rules apply. This type of difficulty that reflects the characteristics of grammar learning rules.

2.2.2 The Difficulties Factors of Reading Comprehension

Students' challenges are divided into external and internal factors, according to Rahim (2006). Internal elements include physics, intelligence, and psychology. Family and school environments are examples of external factors. Internal variables affecting students' reading comprehension are typically discovered by the reader while reading, such as difficulties understanding long words and texts, difficulty caused by a lack of background knowledge, difficulty employing reading strategies, and problems concentrating (Fajar: 2009).

a. Difficulty in Understanding Long Sentence

The numbers of students have difficulties in understanding long sentences with complicated structures, which is a common problem. It is backed up by a report by As a result of this issue, students who are unable to comprehend long sentences are unable to comprehend the main idea presented in the text.

b. Difficulty in Understanding vocabulary

An overabundance of vocabulary forces the reader to consult a dictionary or to skip over many main words. While a significant number of word are omitted, comprehension suffers.

c.   Difficulty in Concentration

A psychological factor can contribute to concentration problems while reading. Students with poor concentration will struggle to understand the text. It's even worse when the students have to take a reading test. Another reason for students' poor reading is a lack of concentration, which is a necessary component of good and effective reading.

2.3 Previous Studies

The first previous study was conducted by Satriani(2018). This study used qualitative method and first semester of students in FKIP UIR Pekanbaru was taken as the participant in this research. Her research problem was "what are the difficulties faced by the first semester students in FKIP UIR Pekanbaru in reading comprehension?" Her findings were the students have not any motivation in reading habit, have low reading skill and have difficulties in reading material.

The second previous study was conducted by Zuhra (2015). Her research aimed to determine the most difficult type of reading comprehension questions students face in reading test, as well as why they struggled in national exams. Her senior high school Lhokseumawe thesis was a case study in second grade. As a result,

she discovered that the students' most challenge type of reading comprehension question was an inference quest.

The third study was carried out by Sarwo (2018) of Tanjungpura University Pontianak. The goal of the study was to determine how well students can comprehend narrative text. The writer described the following as a result of the research analysis: (1) According to the research findings, students are poor at comprehending narrative text, as evidenced by the mean score for all item was 35.42. It means that the students have so far been unable to comprehend narrative texts; (2) the issues that the students have encountered are as follows: To begin with, the students' vocabulary was limited. Second, the majority of students struggled with any aspect of generic structures in narrative texts.

The distinction between the previous studies and this recent study were knowing students' difficulties in reading comprehension, determining the most difficult types of reading comprehension questions faced by students in reading test and why they had difficulty in national examinations, and determining the students' ability to comprehend narrative text, while this recent study would concentrate on determining the difficulties faced by students in reading comprehension and the causes of students' difficulties.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher would discuss the conclusion and the suggestions based on the research findings and discussions.

5.1 Conclusion

After examining the test data, the researcher came to the conclusion that UNISMA second semester students have difficulty answering reading comprehension test.

Firstly, according to the test data, three types of reading comprehension questions are categorized as difficult for pupils of four categories but the most difficult part of reading comprehension for students is understanding vocabulary which got the high percentage namely (44.5 percent).

Secondly, the researcher discovered that three factors were affecting the students' challenges in comprehending English reading material, including trouble in understanding vocabulary, difficulty in long sentences, and difficulty in concentration

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is based on the results of the interview part. It can be implied that several second semester students were lack of vocabulary mastery, they found problem to read long text and often lose concentration while reading and comprehending English text.

5.2 Suggestions

The following are the suggestions delivered by the researcher for the students, the lecturers and the next researchers.

5.2.1 For the Students

Hopefully the students would be more diligent in reading English text so that their vocabulary mastery increased and they will be easy to understand the text they are reading.

5.2.2 For the Lecturers

Hopefully, this research can be such a medium for the lecturers to evaluate their teaching reading process, the media they used, and the strategy they applied to make students understand the English text well. The researcher also hopes that the lecturers will look for an effective technique to teach the students' reading comprehension and find out the solutions for overcoming the students difficulties in reading comprehension.

5.2.3 For Future Researcher

The researcher hoped that this research could be one of the references chosen by the future researcher in doing his/her research. The suggestion for the future researcher could focus on the other area like students' strategy in reading comprehension process or more specifically to one of the text types in English and so on.

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