

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

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Abstract: This article presents the difficulties encountered by the students in reading comprehension at second semester students of UNISMA. 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 employed quantitative and qualitative approach. The sample of this study was 40 second semester students of English education department of University of Islam Malang. The findings showed that second semester students of University of Islam Malang 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 sum up, 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. 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 technique to teach them reading comprehension.

Key Words: Reading difficulty, Reading comprehension

INTRODUCTION

Reading is one of the inputs, it is a crucial aspect of language acquisition. Reading is beneficial for language acquisition, according to Harmer (2007). By reading, the students can get knowledge from everything they read. They gain more

information as they read more. As in general, reading requires an understanding the content of a reading. It is not uncommon for some students to experience difficulties in reading comprehension. Many students can read well, but when asked to summarize a material, they struggle, according to Usman, Fata, and Pratiwi (2018). It might happen because the students only read word by word without knowing the meaning.

Based on Nuttal (1982), there are four aspects of the difficulties in reading comprehension such as determining main idea, understanding vocabulary, making inference and detail information. Besides, there are three factors difficulties in reading comprehension according to Rahim, (2006) namely difficulty in understanding long Sentence, difficulty in understanding vocabulary and difficulty in concentration.

Regarding to the students' difficulties, some researchers have been carried out the research related to this research. 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.

Another researcher was done 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 question.

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.

Therefore, the researcher finally excited to conduct a research to know the difficulties faced by students and to know the causes students' difficulties in reading comprehension in second semester of the English Department at University of Islam Malang. Based on the research problems, the purpose of this study are to find out the difficulties and the causes of students' in reading comprehension of the second semester students of UNISMA.

METHOD

This study applied were quantitative and qualitative researchs. There were five classes from the second semester of English Department of University of Islam Malang chosen as the sample of this study and the total were 125 students. The researcher chose randomly the participants and only took 40 students as the participants.

In this study, the resercher used online test by Google Form. Initially, a virtual interview to collect the data. The question of the text consists of 15 multiple- choices questions of the difficulties faced in reading comprehension while, the virtual interview with six students (three students who obtained the high scores they are M, F, & T and three students who had the low scores they are A, F,& I). There were eight questions that focused on the challenges faced by second semester English Department students at UNISMA.

In calculating the percentages of difficulties in reading comprehension, the researcher used the formula by Sudijono (1987). Meanwhile, the word order of the text is used in qualitative analysis, according to Miles and Huberman (1994). The three processes are data reduction and data display. First step in analyzing the data is data reduction the researcher took all most information from row data included from test from the respondent. After the data being reduced, the researcher displayed the data and explained the main important detail information that had been being selected. As the last step was drawing conclusion the researcher then uses the information gained from understanding and narrating the facts to develop a conclusion. To get an accurate conclusion the researcher ensured the data display

FINDINGS AND DISCUSSION

Research problem number one the difficulties of students' in reading comprehension. In this research, the researcher analyzed based on the result of the students' difficulty in reading comprehension based on the result of the test. The following table presented the classification of students' difficulties which the researcher found after checking the students' answers in reading comprehension test.

Tables 1 The Types of Difficulties, Frequency, and Percentage of Students' Reading Comprehension

No.	Types of Difficulties	Frequency	Percentage
1	Understanding vocabulary	73	44.5%
2	Making inference	43	26.2%
3	Detail information	32	19.5%
4	Determining main idea	16	9.75%

Based on the table above, the researcher found the data from test there are a number of difficulties in reading comprehension, the difficulty in understanding vocabulary got the highest percentage which was 44.5%. Then, it was followed by students' difficulty in making inference with the percentage of difficulty was 26.2%. Also, the students had difficulty in identifying the detail information with the percentage of difficulty was 19.5%. Moreover, the students did not have any difficulty to determine the main idea with the percentage of difficulty was 9.75%.

The first problem faced by students was understanding vocabulary which got 44.5% percentage of difficulty. The percentage indicated the second semester students of UNISMA had difficulty in understanding vocabulary meaning. Most of the students failed in finding the meaning words presented in the texts. It showed most of the students still have lack of vocabulary knowledge. Based on the data above, the researcher eventually stated that the majority of the students found them difficult so that they answered the wrong answer. It might be happened because the lack of vocabulary mastery. A study was done by (Nurjanah, The Analysis of Students' Difficulties in Doing Reading Comprehension Final Test, 2018) revealed the same result that understanding vocabulary was the most difficult aspect faced by students. Based on students' result of questionnaire, the students' lack of vocabulary knowledge caused the difficulty in understanding vocabulary. It was difficult for students to memorize new words and distinguish between their meanings because in English a single word can have multiple meanings. This issue was caused by students' poor reading habits and lack of interest in reading. Also, it is accordance with what Hidayat (2018) delivered that one of the students' problems in understanding material is the lack of vocabularies.

The second aspect is the difficulty in making inference which got 26.2% which was categorized high, it indicated that the second semester students at UNISMA have difficulty in making inference of the passage. Because the statement is not written on the text, it can be difficult for pupils to locate the work's conclusion. Another reason is because the students did not use their background knowledge and the clues from the text to help them comprehend the text. A study done by Zuhra (2015) found the same result that making inference was difficult for twelve grade students of senior high school Lhoksumawe. The difficulty in making inference happened because of the lack of vocabulary, grammar mastery, and prior understanding of the various forms of reading comprehension. It also aligns with Kopitski's (2007) assertion that in order to make conclusions, readers must practice synthesizing cues from the text with their prior knowledge.

The last aspect is the difficulty of determining the detail information which got 19.5%. It indicated that second semester students at UNISMA have difficulty in making inference of the passage. It could be stated that the students have difficulties in understanding the detail information of the text they comprehended.

According to the description above, second semester UNISMA students had trouble in making inference, understanding vocabulary and identifying the detail information. The most difficult aspect encountered by the second semester students in reading comprehension is understanding vocabulary, because the students were lack of vocabulary to comprehend the meaning of the text.

Research problem number two the factors of students' difficulties in reading comprehension. In this research, the researcher analyzed based on the result of the interview. Based on the data from interview there are a number of factors that cause the students' difficulties in reading comprehension.

The first, the students still had a lack of vocabulary so it made them difficult to understand English text. This is in line with the research finding conducted by Sarwo (2018). He found the reason why the students were unable to comprehend English text because their vocabulary mastery was really limited. It was also related to Wahyuni's research finding that vocabulary was the dominant factor for students' reading comprehension.

The second factor was the difficulty to concentrate in comprehending English reading the process of reading comprehension such as the students tended to lose their concentration while reading English text. Internal factors that influence students' reading comprehension are generally discovered by the reader during reading, according to Fajar (2009), such as difficulty understanding long sentences and texts, difficulty caused by limited background knowledge, difficulty using reading strategies, and difficulty concentrating. Therefore, the loss of concentration while comprehending English text became the second factor that could bother the students in reading comprehension process. 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. Rahim (2006) also delivered that students' poor reading is a lack of concentration, which is a necessary component of good and effective reading.

The last factor was the difficulty in understanding long sentence in the text when students read the text, they were unable to comprehend the meaning of the material or sentence. Students will require more time to search for the correct answer. They were unfamiliar with the text's vocabulary. According to Satriani (2018) finding related to these problems, new words and long texts are seen by the students as a major obstacle to comprehend a reading text.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings. Firstly, based on the researcher analysis from four types of reading comprehension questions, three types of them are categorized as difficult for the students. The difficulties faced by the students are difficulty in understanding vocabulary 44.5%, making inference 26.2%, and detail information questions 19.5%. Therefore, the most difficult aspect faced by the students in reading comprehension is understanding vocabulary 44.5%. 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.

Therefore, 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. In addition, they 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. For students / learners, 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. Lastly, for future researcher. Hopefully, this research could be one of the references chosen by the future researcher in doing his/her research and conduct in-depth research related to reading comprehension process or more specifically to one of the text types in English and so on.

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