Analyzing Reading Comprehension Problems on English Education Students at UIN KH Saifuddin Zuhri Purwokerto

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Abstract

Reading comprehension is the ability to process text, understand meaning, and synthesize it with what the reader already understands. In this industrial era 4.0, reading mastery is very important for students, because they can gain a lot of knowledge and information. In fact, every student in reading class may have their own difficulties especially in understanding English reading. Therefore, the purpose of this study was to determine students' reading comprehension difficulties and identify student responses to the survey. Data was collected using a questionnaire distributed to 30 students at UIN KH Saifuddin Zuhri Purwokerto. In collecting data, researchers used 12 questionnaires which were used to collect data. The participants in this study were English students in their fourth year of study. This study uses quantitative methods to describe the research results. Based on statistical data shows that most of the students feel they have difficulty in reading comprehension and did not understand the content they had read because their level was intermediate learners. Lack of confidence and motivation in reading make them fail before trying to understand the content of the reading. However, as English students they should know about reading comprehension strategies themselves.

Keywords: students, difficulty, reading comprehension

INTRODUCTION

Reading and literacy are very important activity to be developed for students in order to create quality generations in the 4.0 era. It is because reading comprehension has became one of important things for the development of students' education. Reading means process that carried out and used by readers to get the message of the writer wants to convey through the media of words or written language. It means that reading is the key to the entry of knowledge and subject matter which is designed by the curriculum for the students. Students who read a lot and understand reading material can achieve better results in the learning process and have so many benefits. For instance, Rahim (2011) stated the benefits of reading include making students gain new knowledge and insights that will increase their intelligence so that they are

better able to answer life's challenges in the 4.0 era. Students who like to read are one step ahead of students who do not like to read. By reading, students can more easily understand information and messages from the author.

Because of the importance of reading activities, it is necessary for students to have a good reading comprehension. Reading comprehension is the ability to process text, understanding the meaning, and analyzing structure and information of the text. Students who have good reading comprehension are they who have the ability to understand the meaning of words and expressions used by the author, the ability to capture implied and explicit meanings, and the ability to make conclusions. With reading comprehension, students will gain a better understanding of the material to build their quality.

However, the rapid development in the 4.0 era is not in line with the awareness and good reading ability of students. Students tend to have low awareness because they have difficulty and have difficulty understanding reading texts due to several factors. According to the previous result study Koch and Sporer (2017) which using qualitative description method explains that one of the most problem why students could not get understanding properly in reading because lack of knowledge and readiness of teachers in teaching reading. But, actually there are other factors that cause students having bad comprehension in reading. The factors are students could not analyze and determine the structure of the text. It is supported by Nuttal (1982) explains that the main problem why students tend to have poor reading comprehension is because they are not able to analyze the structure in the reading text. This includes understanding the main ideas, vocabulary, detailed information, and conclusions that are included in the reading text. As a result, students' inability to analyze reading texts and the absence of solutions provided make students having bad reading comprehension.

Reading problems experienced by students should not be allowed to continue. Therefore, we try to analyze the factors of reading comprehension problems. Based on the description above, the researchers tried to conduct research on 30 4th semester English students studying at UIN KH Saifudin Zuhri. The purpose of this study is to prove the hypotheses and theories we have obtained regarding the factors that make English students still have problems reading texts, especially English texts.

LITERATURE REVIEW

The problems in reading comprehension tend come from students themselves. According to Richard (2007) explain that problems come from the mistakes or errors of the students' learning process. Problems in reading comprehension also happened because by limited of knowledge (Fajar, 2009) and some external factors such as family and environment (Rahim, 2006). Those studies deal with the actual methods of students. Therefore, this article discusses the problems experienced by english students in reading activities.

Reading Comprehension

Reading is an activity to understand the content of the text we read. By reading, readers can get messages and any information that can increase their knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of

understanding words, sentences and connected texts. Reading comprehension involves both perception and thought. Readers will use background knowledge, vocabulary, grammar knowledge, and other strategies to help them understand written texts. Reading does not only mean understanding words or grammar. It is not only translating but reading is thinking, sequentially to read well in the English reading material text, and the reader must think about what the text means. English is a foreign language for Indonesian students. So it is certainly not easy for students to interpret the meaning or ideas of a written text. Because to understand the reading text, students must have good competence in knowing reading comprehension aspects.

According to Nuttal (1982), there are four aspects of reading comprehension in which students experience problems in understanding the text well, such as:

1. Determining main ideas

    The main idea is a statement that tells the author's point about the topic. According to Longan (2002), said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Making conclusions

    In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

    "From the passage, we can conclude that.."

    "It can be inferred from the passage…"

    "What the meaning of the statement above?"

    Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

3. Detailed information

    The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

    "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,,,"

    In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

4. Understanding vocabulary

    The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe,

2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers has difficulties in understanding material is that they have lack of vocabularies. These aspects are considered as the difficulties faced by students in understanding the text.

Reading Comprehension Difficulties

Difficulty is something that is complicated to do so that it becomes problem and obstacle in doing something well. In fact, many students often have difficulty reading comprehension. These difficulties result in poor student performance. Thus, from these factors some difficulties in reading comprehension arise. The difficulty factors faced by students do divided into external and internal factors. Internal factors are those that come from students such as their success in learning and this is what most influences students in understanding reading (Rahim, 2006). Due to the difficulties encountered, it causes students not to understand the reading of the text well.

METHOD

In this research, the researchers use descriptive method which is by using questionnaires. This research aims to analyzing reading comprehension problems on English education students in 4th semester of UIN K.H. Saifuddin Zuhri Purwokerto in the academic year 2019/2020.

Then, the researcher send the link of google form to 30 students in 4th semester which are two classes A and B in UIN K.H. Saifuddin Zuhri Purwokerto. The questionnaire is contain 11 questions in order to gain the information about reading comprehension problems.

Participant

To get the data, the researcher are make a questions in google form in order to know english students' problems such as in vocabulary, main idea, detailed information, and making conclusion. Firstly, the researcher make questionnaire in google form. The participant of this research are 30 english students in 4th semester which contain of 2 classes in english education department.

Questionnaires

In this research, the questionnaires was originally created by the researcher. The purpose of using questionnaires is to measure the participant's problem. The questionnaires contain 11 questions about four aspects reading english text which has been explained on literature review. Those are determining main ideas, making conclusions, detailed information, and understanding vocabulary.

Procedure

Before getting the result of the study, the researchers took several steps in surveying respondents. Those are:

1.   Researcher arrange the questions that will be ask to the participant.

2. After that, the questions put in the google form.
3. Share the link of google form to the participants. Each researcher share to 10 students.
4. The responses each students was different. The faster response is took 5 minutes and the longest is took 1 day. The participants generally responses and completed the questionnaires within 10 minutes.
5. The result of participant's responses was related to the problem in this research.
6. then we process the data to get conclusions by
7. calculate agree + strongly agree data which is symbolized as "X"
8. calculate disagree + Strongly disagree data symbolized as "Y"
9. and neutral data is symbolized as "Z"
10. The results we compare between the data about which data is the largest and dominant experienced by students

FINDINGS

This chapter showed the result of the answers of the respondent of this research. The researchers tried to see how the responds from those subject about the topic of the research. it described spesifically what the problem that might have been experienced by students in four reading aspects. The researcher presents the data that has been collected using visual pie chart data. There are nine data pie charts that we present, each of which represents the results of the questions in the questionnaire. for the first pie chart presents data on students' level in understanding reading. For the questions on students' level in understanding reading visualized pie chart as follows:

6,30%

21,90%

71,90%
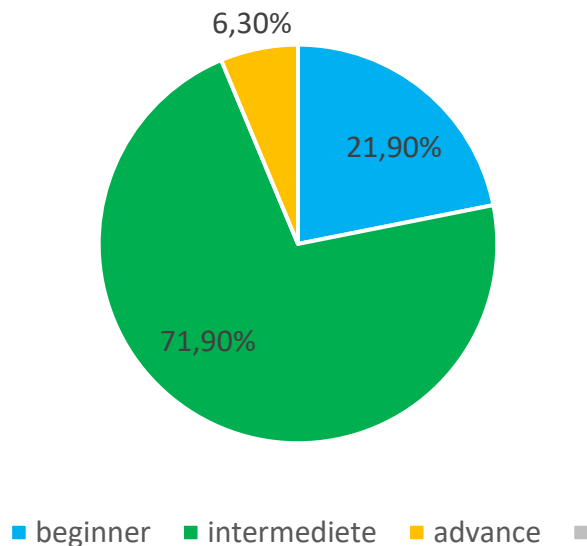
■ beginner ■ intermediete ■ advance ■

Figure 1 Level of understanding in reading comprehension

The first data we surveyed was about students' reading comprehension levels. From the pie chart data on the side, it shows that the majority of students feel themselves at the intermediate level with 71.9% survey data. The second largest data shows that students are at the beginner level with a percentage about 21.9% While the minority of students feel themselves at the advanced level in reading comprehension with a percentage about 6.3%.
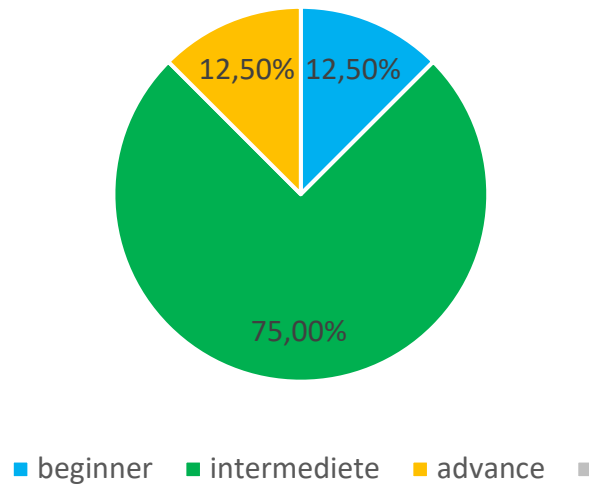
Figure 2. Level of analysis in determining main ideas

Next we try to do a survey with a more specific topic. The pie chart data shows the level of student analyzing in main ideas in the paragraphs of the English text. The pie chart on the side shows that the majority of students in analyzing the main idea feel they are in intermediate level with a percentage of 75% The rest are in beginner and advanced levels with a percentage of 12.5% each.
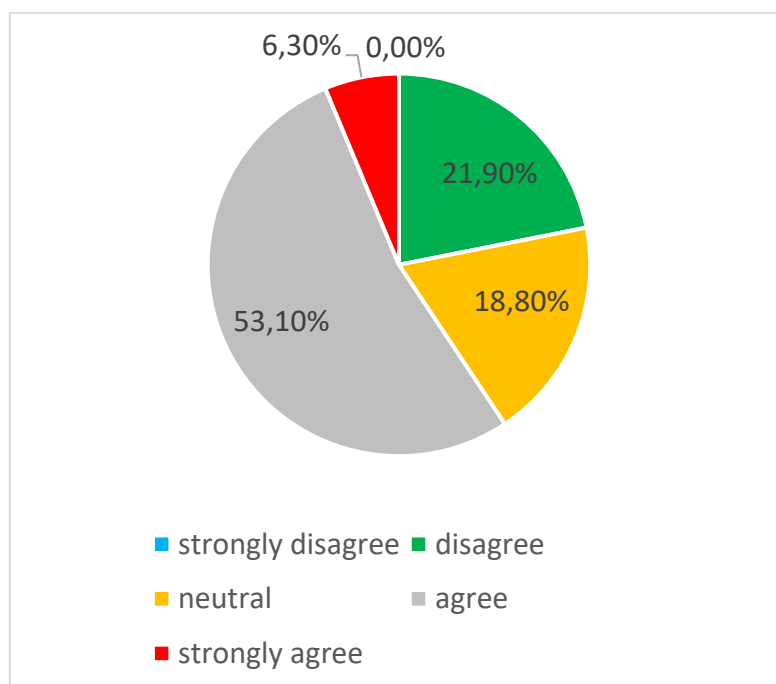

Figure 3. Difficulty in determining main idea

The following data above is talking more specific data regarding the difficulties experienced by students in analyzing the main idea. The pie chart on the side shows that the most data is 53.1%, indicating that students agree that they have difficulty in analyzing the main idea, supported by data as much as 6.3% of students strongly agree. The data for the second position was 21.9%, indicating that students disagreed, the rest chose neutral as much as 18.8%. Then, we could calculate the data as follows:

Agree + Strongly Agree (X) = 53,1% + 6,3% = 59,4%

Disagree + Strongly Disagree (Y) = 21,9% + 0% = 21,9%

Neutral = 18,8%

X > Y > Z,

The conclusion is students do have difficulty in determining main idea.
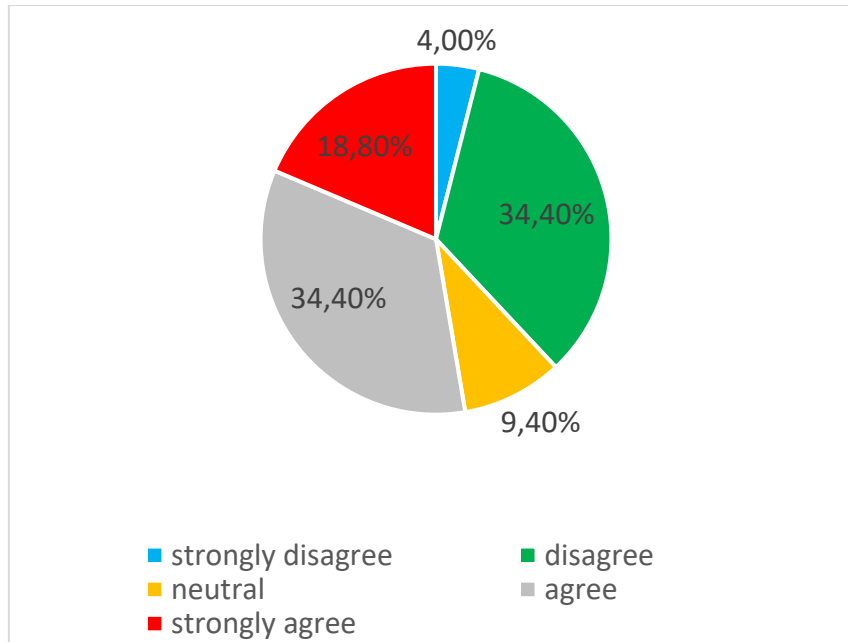

Figure 4. The percentage of difficulty in reading comprehension due to vocabulary

The Pie Chart data on the top is showing survey data of students who have problems in vocabulary. The data shows that the majority of students agree that they experience problems in vocabulary, but on the other hand, the another data is contrast, students also choose disagree that they experience problems in their Vocabulary. The rest chose strongly agree with a percentage of 18.8%, neutral with a percentage of 9.4%, and the smallest data shows strongly disagree at 4%

Then, we could calculate the data as follows:

Agree + Strongly Agree (X) = 34,4% + 18,8% = 53,2%

Disagree + Strongly Disagree (Y) = 34,4% + 4%% = 38,4%

Neutral = 9,4%%

X > Y > Z,

The conclusion is students do have difficulty in reading comprehension due to vocabulary
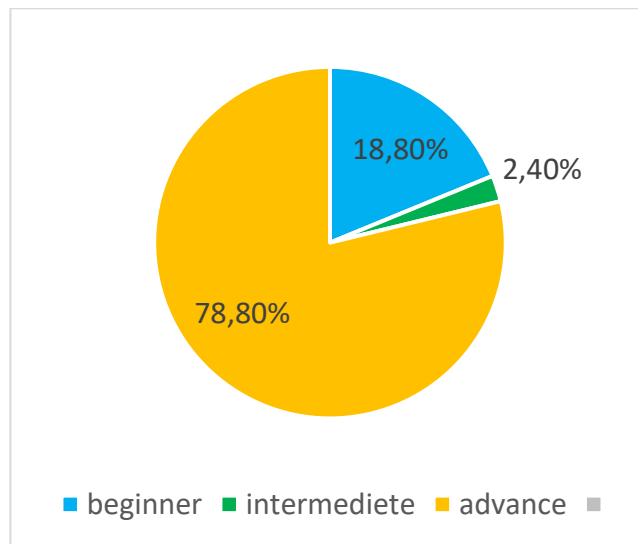
Figure 5. The percentage of ability level in analyzing detailed information

The Pie Chart data above showing the level of students in analyzing detailed information in English reading texts. The data shows that the majority of students are in advanced level in analyzing detailed information with a percentage about 78.8%. The smallest data of 2.4% shows that students are in intermediate level, and the rest 18.8% is in beginner level.
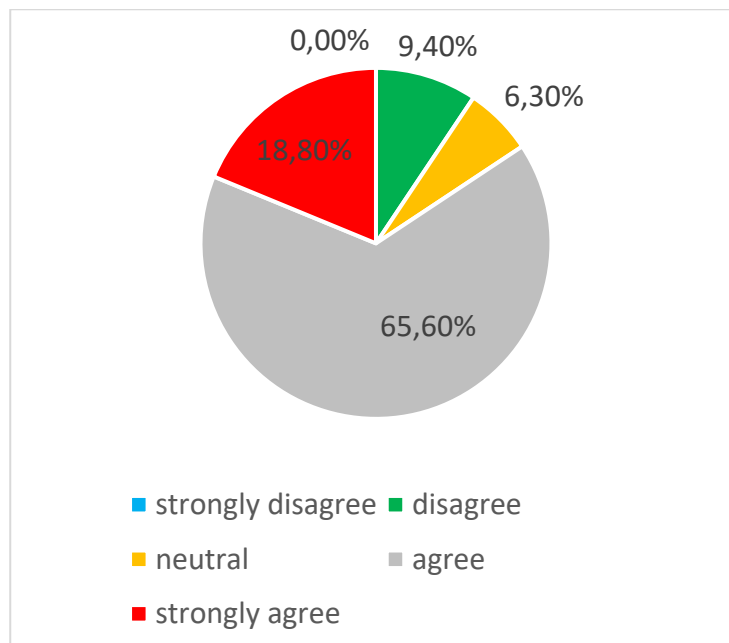

Figure 6. the percentage of difficulty in obtaining detailed information

The Pie Chart data above showing data acquisition about student difficulties in obtaining detailed information. The data shows that the majority of students with a percentage about 65.6% agree that they have problems in obtaining detailed information from reading texts.This data is followed by statements data strongly agree from students by 18.8%, then 9.4% disagree, and 6.3% neutral students.

Then, we could calculate the data as follows:

Agree + Strongly Agree (X) = 65,6% + 18,8% = 84,4%

Disagree + Strongly Disagree (Y) = 9,4% + 0% = 9,4 %

Neutral = 6,3%

X > Y > Z,

The conclusion is students do have difficulty in getting detailed information.
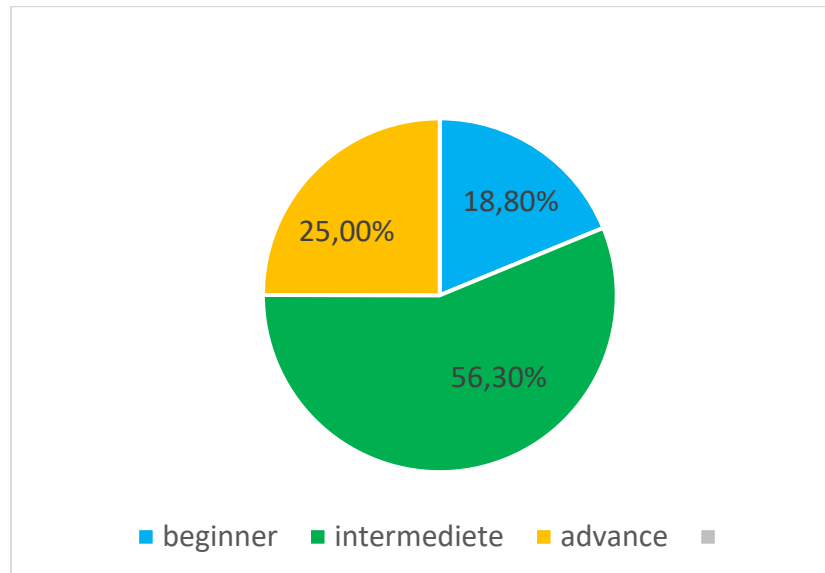

Figure 7. The percentage of ability level in analyzing conclusion

According to the Pie Chart Data, showing that the majority of students feel themselves in intermediate level in analyzing the conclusion with 56.3% survey data. The second largest data shows that students are in advanced level with a percentage of 25%. While the minority of students feel themselves in beginner level in analyzing the conclusion with a percentage of 6.3%.
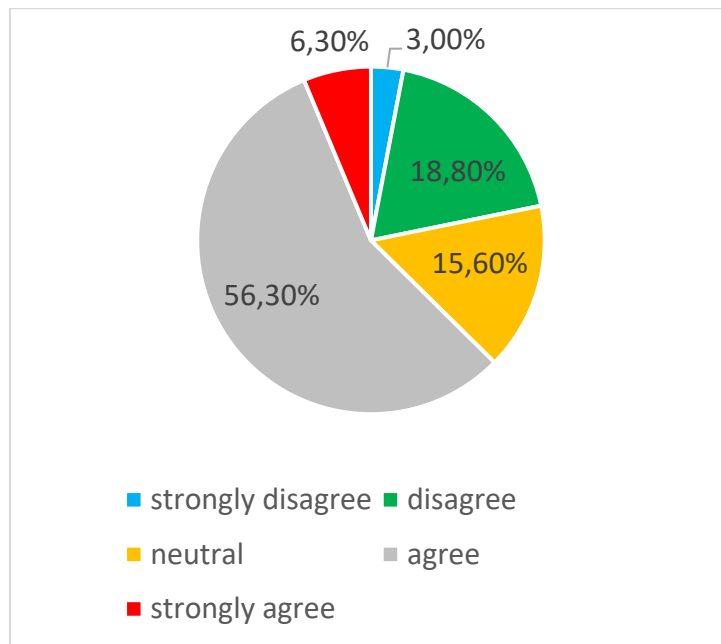
Figure 8. the percentage of difficulty in analyzing conclusion

According to the pie chart data above showing data acquisition about students' difficulties in analyzing conclusions. The data shows that the majority of students with a percentage of 56.3% agree that they have problems.This data is followed by statements of disagreement from students by 18.8%, then neutral by 9.4%, and 6.3% of students strongly agree and the rest 3% strongly disagree.

Then, we could calculate the data as follows:

Agree + Strongly Agree (X) = 56,3% + 6,3% = 62,6%

Disagree + Strongly Disagree (Y) = 18,8% + 3% = 21,8%

Neutral = 15,6%

X > Y > Z,

Students do have difficulty in analyzing conclusion.

DISCUSSION

Reading comprehension is one of the most challenging things students. However, reading comprehension must be master by students' in this 4.0 industrial era, which is the technology are being develop significantly. In education field reading comprehension has the difficult part for the students to practice. Therefore, we also need to know what the difficulties of them are, and then we could know the basic factor of their difficulties. From the finding we can know that student still have a problem and struggle in their writing, especially for the English students' of UIN SAIZU in fourth semesters' who still to be the intermediate learners. In Indonesia, English is a second language that make student more difficult to understand and practice.

Based on the results of analyzing data from the questionnaire, the researcher found that most of students' difficulties in reading comprehension because as the intermediate learners. It is considered a problem for students to comprehend the reading text. As we know that the main purpose of reading is to understand the text read. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or understanding each individual word at glance. So, the students' have to understand and mastering the all the aspect of reading comprehension. It has the relation with Townend (2003) states that comprehend in reading means the students should fully understand of all the aspect of the text. Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties. Oberholzer (2005) states that reading difficulties can have an increasing negative effect on reading comprehension difficulties. It can be concluded that the level of student ability greatly affects the process of student understanding in reading.

Then because they are intermediate level students, they have difficulty in identifying the main idea. Because there are so many factors that make the main idea difficult to understand. Emphasized According to Dwiarti (2005) found there are four problems faced by students in finding the main idea of the text. It means that general students still have difficulty choosing the main idea in the text. In addition, the position of the main idea is not only in the first sentence of the paragraph and they did not know the position between main idea and details. In fact, main idea and details sentence have different position. Next reason, students did not understand every sentence meanings. It is supported by (Nurjanah, 2018) students are get confused to get the main idea because they did not know the different of main idea and details information of the text. Then, she explains that students are did not have capability to expound paraphrased of main idea and cannot catch the meaning every sentences. In this case, students must know the definition of main idea, the position, and the difference with details information so that they can analyzing main idea.

The next difficulty is students find difficulty in reading comprehension due to lack of vocabulary. Hedge (2000: 193) argues that paying attention to vocabulary is another main component of reading ability which language learners will have difficulty, but the level of difficulty will vary according to the demands of the text, the reader's prior knowledge, and the level of automaticity that has been achieved by the learner. In other words, word recognition, any special lexical knowledge that students may have, and vocabulary is one of the main components of reading skills that are too difficult for words or have limited vocabulary knowledge, will make it difficult for students to understand about the content of the text.

The next, students' got difficulty to obtain the detailed information. This finding has the relationship with the past research by Makar (2005) who found that the students have difficulty correctly reading information. Then the researchers also found about the students' difficulty in analyzing conclusion. It happens because the students do not know what the text means when they have read. So if the students who want to make the conclusion, they have to know what the text means. It have the relation with the past research by Dasrul (2018) who argues that reading does not only mean to understand the words or the grammar. It is not just translating but reading is thinking, in order to read well in English reading material text, and the reader must think what the text means.

CONCLUSION

Reading Comprehension is one of important things for the development of students' education. It is because reading comprehension is the key to the entry of knowledge and subject matter which is designed by the curriculum for the students. find out the problems of students and teachers in reading comprehension is very important. Actually, this reasearch was designed to investigate what reading comprehension problems that students faced. After analyzing the data gained from the quesioner, we can conclude that the students of 4th semester at UIN Prof.K.H Saifuddin Zuhri Purwokerto are in the intermediate level. Although they are in intermediate level, they commonly faced the difficulties in reading comprehension. They cannot understand English reading text well. Some of them have the difficulty due to certain factors. These factors include because students cannot determine the main idea, lack of vocabulary, cannot obtain detailed information, and lack the ability to analyze conclusions.

These findings actually have a pedagogical involvement. Students have to know what their difficulties in reading comprehension and make their own strategy to face their difficulties. Based on the results, the lack of vocabulary are one of the major difficulties to comprehend the text. Therefore, the students' have to focused to develop their vocabulary by reading the English text as much as possible and make it to be their hobby. In conclusion, dealing with the students' problem in reading comprehension, in this paper we have shown that analyzing students' difficulties in reading comprehension is very important. In this paper, we had shown that students faced the difficulties because of many factors. This means that there is still a lot of students in advanced level that needs to be done to improve their reading comprehension skills. Therefore, this paper is also hoped can give some ideas to faced all of the students' problems.

Suggestion

From the conclusion above, we have some recommendations for Students' that might be useful for them. First, they have to make reading as their habits. So they will frequently learn the best strategies to comprehend the English text. Second is for the teacher. Teacher have to give the students' understanding about their level in reading comprehension. So they will know that they have to develop their skills. The teacher also have to make the best strategies in teaching reading. Because if the teacher teach the students' by the interesting ways, the students' will feel interested and could comprehend the matterial.

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