Universitas Negeri Makassar, Indonesia
16 July 2018

The Difficulties in Reading Comprehension Faced by the third Semester students of Cokroaminoto University of Palopo

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Abstract: The objectives of this research were to find out (1) Reading difficulties encountered by the third semester in reading text of Cokroaminoto of Palopo (2) The strategies used by the third semester students of Cokroaminoto of palopo to solve their reading problem. The researcher applied descriptive qualitative method. The subjects of this research were the students of English department of Cokroaminoto Palopo University. The researcher collected data by interview, the researcher used audio recorder to record all the students' answer, and transcript the recording to identify and analyze the data. The result of the research revealed that (1)Reading difficulties encountered by the students, namely: limited vocabulary, slow reading rate of the text, weakness in attack, low comprehension of the words, and low recognition words. (2) the students used strategies to solve their reading difficulties in limited vocabulary by: memorizing vocabularies, opening the dictionary, looking the meaning by mobile phone, asking to their friends, and always practice to speak with their friends.

Keywords: *Difficulties, Reading Comprehension*

Introduction

There are four basic skills in English, they are listening, speaking, reading, and writing. Reading plays the important rule because reading is an activity which cannot be released in our life to search information or knowledge from textbooks, articles, or magazine written in English. Related to reading comprehension, there are a number of types of reading texts that should be covered by students. Those are reading aloud, silent reading, speed reading.

Before finding out the solution in learning reading, we have to know what is the real problem faced by the students about reading actually. The problems may be in linguistic or non-linguistic. In knowing the real problem or the reason that makes students less in reading, automatically teachers could get information and solution to make the best way or method in teaching reading.

Reading is the primary source of language input for most of EFL learners since they are living in a context in which English is not spoken. They mostly start learning English through reading books, texts, articles, etc. Considering the great importance of reading for EFL learners, knowing about what constitute reading skill and what reading difficulty for EFL learners in the course of reading a text deem to be crucial. And the researcher tries to find the problematic areas of reading for EFL learners of varied proficiency levels.

Review of Literature

Reading skills and reading comprehension in English have investigated by a number researchers such as

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Bojovic (2010). He reported that separately applied intensive reading training and frequency of testing improve students reading skills. Becker 2012 has investigated the Effect of the Metacognitive Question-Answer-Relationship (QAR) Strategy on Student Reading Comprehension and Articulation of Strategy Use. He found that the action research indicate instruction of the metacognitive QAR strategy can lead to overall growth in comprehension and articulation of strategy use, but should be taught alongside direct instruction of how to execute metacognitive plans. Furtado and Pastel (2012) in their journal which is entitled "Question Answer Relationship Strategy Increases Reading Comprehension among Kindergarten Students", recommends that schools should make resources available to buy supplementary reading materials for use by learners and that teachers encourage learners to borrow books from libraries to practice reading independently. Kinniburgh and Prew (2010) in their journal which is entitled "Question Answer Relationships (QAR) in the Primary Grades: Laying the Foundation for Reading Comprehension", indicate that the QAR strategy, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension. Pang and Zhejiang (2008) conducted research title good and poor reader characteristics: Implications for L2 reading research in China indicated some strategies to solve the students' reading difficulties. They are 1. Dictionary usage/ alfalilink; 2. Asking on teacher or friends; 3. Google translation, 4. Guessing the words; 5. Stopping to read. Mule (2012) conducted research title "The Types and Cause of Reading Difficulties Affecting the Reading of English Language: A Case of Grade 4 Learners in Selected School in Ogong Circuit of Namibia" recommends that schools should make resources available to buy supplementary reading materials for use by learners and that teachers encourage learners to borrow books from libraries to practice reading independently.

The study

Aims

This study was designed to investigate the difficulties in reading comprehension faced by the third Semester students of Cokroaminoto University of Palopo. Five research questions were posed to investigate these aims:

1. What are the difficulties encountered by the third semester students of Cokroaminoto University of Palopo in reading text?
2. What are the strategies used by the third semester students of Cokroaminoto University of Palopo to solve their reading difficulties?

Participants

The study was conducted in English Department students of the academic year 2016/2017 of Cokroaminoto University of Palopo. There was five classes and every class consisted 36 students. The total number of the population was 180 students. The population of this research was large, so the researcher used random sampling technique. The researcher took seven students in every class. The total number of sample was 20 students.

Methodology

This research is the qualitative descriptive method. The characteristic of this method: 1. dealing with the present condition, interrelation, application process and developing tendency; 2. directed to present problems; and 3. no variables are manipulated best (Parawansa in Dalle, 2007).

Results

The researcher showed the findings by giving example extract for every phase in the classroom. Furthermore, the extracts were displayed for different activities.

 I. *The Reading Difficulties*

The researcher found the more dominant reading difficulties encountered by the students were limited vocabulary.

1) Linguistic Difficulties
1. Limited vocabulary

Extract 1

This conversation was taken from the interview of the Samples' classroom. The researcher asked about When do you read the text, which the most difficult you have encountered in reading English text? One of the students answered that difficult to know the meaning of   new vocabulary. Based on the most

answered from the students refers to the culture of he students, they seldom in finding a new vocabulary because of the background. We can see the some of the students' answer in the table below.

Research Question	"When do you read the text, which the most difficult you have encountered in reading English text."? (Kapan Anda membaca teks, yang paling sulit Anda temui dalam membaca teks bahasa Inggris. "?)
Students	"I difficult in vocabulary, because I am a student I am still learning about English because I am not English person but I Indonesian person who English is not my English. I don't know much about the vocabulary, so that when I read a text has much a vocabulary, it is my problem so that I don't understand". (Saya kesulitan dalam kosakata, karena saya seorang siswa saya masih belajar bahasa Inggris karena saya bukan orang Inggris tetapi saya orang Indonesia yang bahasa Inggris bukan bahasa Inggris saya. Saya tidak tahu banyak tentang kosakata, sehingga ketika saya membaca teks memiliki banyak kosakata, itu adalah masalah saya sehingga saya tidak mengerti)
Students	"The most difficult is Vocabulary because I don't Know what the meaning of the text, when I read Analytical text is very long. So I lazy to read the text." "Yang paling sulit adalah Kosakata karena saya tidak Tahu apa arti teks, ketika saya membaca Teks analitis sangat panjang. Jadi saya malas membaca teks"
Students	My difficulties is limited vocabulary, and grammar and Limited word and difficult to make inference". (Kesulitan saya adalah kosakata yang terbatas, dan grammar serta kata terbatas dan sulit untuk membuat kesimpulan)
Students	I lack Vocabulary so I lazy to read the text. (Saya kekurangan kosakata sehingga saya malas membaca teks.)

(Interview was held on October, 15, 2017)

2. Slow Reading Rate

Extract 2

This conversation was taken from the interview of the Samples 'classroom. The researcher asked about Do you can read aloud? One of the students answered that difficult to read English text. This question refers to the subject matter.

R	:	"Do you can read aloud"? (Apakah Anda bisa membaca dengan keras)
S	:	"No, I can't read aloud, because my pronunciation is very bad". (Tidak, saya tidak bisa membaca dengan keras, karena pelafalan saya sangat buruk)
S	:	"No, cannot." "Tidak bisa."
S	:	"No,I cannot read aloud. It is very difficult." (Tidak, saya tidak bisa membaca dengan keras. Ini sangat sulit)

(Interview was held on October, 15, 2017)

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1) Weakness in words attack (difficulty in structure)

Extract 3

This conversation was taken from the interview of the Samples' classroom. The researchers asked about you have said that you like to read narrative text and report text, so what the most difficult you fell when you read a text? One of the students answered that difficult to recognize grammar.

R	:	*"You have said that you like to read narrative text and report text, so what the most difficult you fell when you read a text."* (Anda telah mengatakan bahwa Anda suka membaca teks naratif dan teks laporan, jadi apa yang paling sulit Anda rasakan ketika membaca sebuah teks)
S	:	*"The most difficult when I read the text is grammar and vocabulary".* (Yang paling sulit ketika saya membaca teks adalah tata bahasa dan kosa kata)
S	:	*"The biggest difficulty, I think grammar because my grammar very bad, makes me very stress. I can't understand".* (Kesulitan terbesar, saya pikir tata bahasa karena tata bahasa saya sangat buruk, membuat saya sangat stres. Saya tidak mengerti)
S	:	*"My difficulty is grammar and limited word and difficult to get the meaning".* (Kesulitan saya adalah tata bahasa dan kata yang terbatas dan sulit untuk mendapatkan maknanya)

(Interview was held on October, 15, 2017)

2) Low comprehension

Extract 4

This conversation was taken from the interview of the Samples' classroom. The researchers asked about you have said that you like to read narrative text and report text, so what the most difficult you fell when you read a text? One of the students answered that difficult to catch the meaning of the text.

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b. Non-Linguistic Difficulties

3) Subject Matter

Extract 5

This conversation was taken from the interview of the Samples' classroom. The researchers asked about you have said that you like to read narrative text and report text, so *what kinds reading that you always read*? One of the students answered that reading.

R	:	*"what kinds reading that you always read?* (jenis bacaan apa yang selalu Anda baca?)
S	:	*"The most reading that I often read is in the reading I, II and III"* (sebagian besar bacaan yang sering saya baca ada dalam bacaan I, II dan III)
S	:	*"I Get Read In Speaking"* (Saya Dapat Baca Dalam Berbicara)
S	:	*Phonetic and Phonology* (Fonetik dan Fonologi)

(Interview was held on October, 15, 2017)

4) Culture

Extract 6

This conversation was taken from the interview of the Samples' classroom. The researchers asked about you have said that you like to read narrative text and report text, so what the most difficult you fell when you read a text? One of the students answered that difficult to recognize grammar.

R	:	*"Do you often read book?"*
		*(*Apakah kamu sering membaca buku? *)*
S	:	*"I always read book when the classroom is started"*
		*(*Saya selalu membaca buku ketika kelas dimulai*)*
S	:	*"When I am in home, I always read comic"*
		*(*Ketika saya di rumah, saya selalu membaca komik*)*

(Interview was held on October, 15, 2017)

Based on the result of the interview was conducted by researcher to twenty students, the researcher found that when the researcher asked to the students *"Do you often read book?",* from students was being interviewed, part of the students answered that *"The most reading time is when they are only in the college". It* meant that reading is boring for them. The other part of the students said that *"They love to read when they read another subject such as comic.* The students utterance showed that the students very stress when they read the text of knowledge but interest to read a story such as comic of internet.

I. Strategy to solve reading difficulties

The students used strategies to solve their reading difficulties in limited vocabulary, by: memorizing vocabulariess, opening the dictionary, looking the meaning by mobile phone, asking to their friends, and always practice to speak with their friends; the students used strategy to solve their difficulties in low comprehension of the text by increase their vocabulary, and try to understand the meaning of the text; strategies used by students to solve their difficulties in low words recognition bylist unknown words, looking synonym unknown word; the next strategies used by the students to solve their difficulties in weakness attack particularly, grammar students asked their teacher, asking to their friend, learning by the dictionary about tenses, trying to make sentences, using mobile phone. And the last, strategies used by the students to overcome their difficulties in slow reading rate were students always practice to read narrative text, hearing music, by using mobile phone to practice the words, asking to their teacher how to read the words.

a. Strategies to solve reading difficulties

Extract 7

This conversation was taken from the students' interview in the classroom. The researcher asked the students about what strategy they used to solve their limited vocabulary? One of the students answered opening the dictionary. The researcher provided the result of students' interview into table below.

R	:	*"What strategy do you use to solve your limited vocabulary"?*
		*(*Strategi apa yang Anda gunakan untuk memecahkan kosakata Anda yang terbatas*)*
S	:	*"Learning vocabulary1 until 5 every day."*
		*(*Belajar kosakata 1 hingga 5 setiap hari*)*
S	:	*"I try to speak with my friend Rahmania, I try to implementation in my live".*

(Saya mencoba berbicara dengan teman saya Rahmania, saya mencoba menerapkannya dalam hidup saya)

S : *"I just say antonym of the word we can use simple word to substitute to easy our tongue and easy to memorize because in the day there are meaning of the word we can change."*

(Saya hanya mengatakan antonim dari kata kita dapat menggunakan kata sederhana untuk menggantikan lidah kita yang mudah dan mudah dihafal karena pada masa itu ada makna kata yang bisa kita ubah)

S : *"My strategies we must diligent open the dictionary and read and read because in the dictionary there are many Grammars and remember vocabulary".*

(Strategi saya kita harus rajin membuka kamus danbaca dan baca karena di kamus ada banyakGrammar dan juga menghapalkosakata)

S : *"My strategies I listen the song from mobile phone and using the dictionary, watching TV, I ask to my friend With my friend understand English well".*

(Strategi saya, saya mendengarkan lagu dari ponsel danmenggunakan kamus, menonton TV, saya bertanya kepada teman sayaDengan teman saya mengerti bahasa Inggris dengan baik)

(Interview was held on October, 15, 2017)

a. Strategy to solve difficulties in slow reading rate

Extract 8

This conversation was taken from the interview of the Samples 'classroom. The researcher has explained to them the kinds of their problem in reading, so the researcher asked about what strategy that you used in solving your difficulties to read English text. One of the students answered always practice to read the text.

R : *"What strategy do you use in solving your difficulties to read   English   text"?*

(Strategi apa yang Anda gunakan dalam memecahkan kesulitan Anda untuk membaca teks bahasa Inggris)

S : *"Always practice to read English text".*

(Selalu berlatih untuk membaca teks bahasa Inggris ".)

S : *"Because I have problem about the phoneme, the phonetic of the words to speak about the word so the solution and right now, when I have problem I use mobile phone and practice by the song, because I find about the vocabulary Which I don't know about the mean".*

(Karena saya memiliki masalah tentang fonem, fonetik kata-kata untuk berbicara tentang kata sehingga solusinya dan sekarang, ketika saya memiliki masalah saya menggunakan ponsel dan berlatih dengan lagu itu, karena saya menemukan tentang kosakata yang tidak saya lakukan tahu tentang maksudnya)

S : *"My strategy read the text when I have problem I don't stop to read, I underline the word and try to open the mobile Phone and give the meaning of the word and I read again to know how   to pronounce".*

(Strategi saya membaca teks ketika saya memiliki masalah, saya tidak berhenti membaca, saya menggarisbawahi kata tersebut dan mencoba membuka Ponsel dan memberi arti kata itu dan saya membaca lagi untuk mengetahui cara mengucapkannya)

S : *"I use mobile phone make easy to solve my problem in pronunciation".*

(Saya menggunakan ponsel memudahkan memecahkan masalah saya dalam pelafalan)

S : *"My strategy I use mobile phone I try to pronounce the word and ask to my friend and ask to my   Teacher".*

(Strategi saya, saya menggunakan ponsel saya mencoba mengucapkan kata itu dan bertanya kepada teman saya dan bertanya kepada guru saya)

(Interview was held on October, 15, 2017)

a. Strategy to solve in reading difficulties about grammar (weakness in attack)

Extract 9

This conversation was taken from the interview of the Samples 'classroom. The researcher asked about what strategy you use in solving your difficulties in grammar. One of the students answered asking to my teacher, open the English grammar and if they did not understand the tenses, asking their teacher or their friends.

R	:	*"what strategy do you use when you difficult to understand Grammar"?* *(*strategi apa yang Anda gunakan ketika Anda sulit untuk memahaminya Tatabahasa*)*
S	:	*"I ask to my teacher and my senior because she or he knows well about the grammatical. For example: tense I have to understand about the pattern. And past tense always use past verb 2 and I always use it, and perfect continuous have + ing I always remember and understand and make me easy to learn a sentence and personal pronoun I always speaking English and my friend always remember if I have false and my friend always remember me".* *(*Saya bertanya kepada guru saya dan senior saya karena dia atau dia tahu dengan baik tentang tata bahasa. Sebagai contoh: tegang saya harus mengerti tentang polanya dan past tense selalu menggunakan verba masa lalu 2 dan saya selalu menggunakannya, dan sempurna terus menerus + Saya selalu ingat dan mengerti dan membuat saya mudah untuk mempelajari kalimat dan kata ganti orang saya selalu berbicara bahasa Inggris dan teman saya selalu ingat jika saya salah dan temankuselalu ingatkan aku*)*
S	:	*"My strategy, we should study about grammar and I always write and write is it a good strategy for easy to know".* *(*Strategi saya, kita harus belajar tentang tata bahasa dan saya selalu menulis dan menulis itu adalah strategi yang baik untuk mudah diketahui*)*
S	:	*"I use mobile phone and dictionary, I search and looking the dictionary, I ask to my senior in Matlins and I ask to my Teacher."* *(*Saya menggunakan ponsel dan kamus, saya mencari dan mencari kamus, saya bertanya kepada senior saya di matlish dan saya bertanya kepada Guru saya*)* *"I can use mobile phone application and look my book and Dictionary".* *(*Saya dapat menggunakan aplikasi ponsel dan melihat buku dan Kamus saya*)*

(Interview was held on October, 15, 2017)

b. Strategy to solve low in comprehension of the text

Extract 10

This conversation was taken from the interview of the Samples 'classroom. *The* researcher asked about what strategy do you use when you difficult to catch the meaning of the text? One of the students answered open the dictionary, open mobile phone.

R	:	*What strategy do you use when you difficult to catch the meaning of the text."?* (Strategi apa yang Anda gunakan saat Anda sulit menangkap makna teks)
S	:	*"Membuka kamus, open goggle translation".*
S	:	*"My comprehension is limited and learning English I motivate myself and must add our vocabulary every day so process learning can run well. "* (Pemahaman saya terbatas dan belajar bahasa Inggris Saya memotivasi diri sendiri dan harus menambahkan kosakata kami setiap hari sehingga proses belajar dapat berjalan dengan baik)
S	:	*"My comprehension is still limited vocabulary because I lazy to read but I like to listen".* *(*Pemahaman saya masih sebatas kosakata karena saya malas membaca tetapi saya suka mendengarkan*)*

| S | : | *"My comprehension is limited when I find new word or irregular verb I can't understand so I always open the dictionary".*
(Pemahaman saya terbatas ketika saya menemukan kata baru atau kata kerja tidak teratur yang saya tidak mengerti jadi saya selalu membuka kamus) |

(Interview was held on October, 15, 2017)

Conclusion

The difficulties in reading comprehension faced by the third semester students of Cokroaminoto University of Palopo.There were aspects and those aspect influences toward the process learning students in reading, namely; increasing knowledge about vocabulary, grammar and building understanding toward in reading English text and always practice to improve their ability in reading narrative text.

Therefore, strategy used by the students to increase their ability to comprehend reading text, the students   used varieties strategy to support the process teaching and learning can run well. There were aspects where those aspects influenced toward process teaching and learning in the classroom. Namely; in learning reading students had to

increase their vocabulary and their strategy made them easy to understand the unit of thought about the text, the teacher had to increase teaching vocabulary in the classroom by using varieties strategies in the classroom, it can give a new atmosphere, building motivation students to participate more in learning, learning and teaching English to avoid the students' boredom and misunderstanding made students more attractive, enjoyable, effective and communicative, building respect behavior of the students in learning English as foreign language, helping students to have positive feelings towards the lesson. It was expected the students easy to get the meaning from the text.