

**STUDENTS' PERCEPTION TOWARD DIFFICULTIES AND
ABILITY IN ENGLISH READING AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR**

(Descriptive Qualitative)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Education in English Department*

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ABSTRACT

ADINDA ADRIYANI PAIS, 2020. Students' Perception Toward Difficulties And Ability In English Reading At Muhammadiyah University of Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by Hasnawati latief and Awalia Azis.

This study aims to: (1) analyze students' difficulties in learning reading, (2) analyze strategies used by students to improve their ability to learn reading.

This study uses qualitative design in data collection and the instruments used to collect data are by distributing questionnaires and written interviews. Data was collected from 1 class consisting of a total of 35 students who had studied in the fifth semester at the Department of English Education. The questionnaire consisted of several parts, firstly the characteristics of abilities possessed by students and secondly the characteristics of difficulties possessed by students. Written interviews were conducted with 35 students in pre-selected classes, where the points in the interview questions were in the form of qualitative interviews.

Based on the findings, the results of this study indicate that most students have difficulty in learning to read in terms of Lack of vocabulary, Can't understanding main ideas in text, grammatical confusion, can't capture the topic text, lack of structure text, can't answer the question text properly and correctly. Then, in terms of students' abilities, namely Understanding playing ideas in text, understanding the topic of reading, understanding sentence structure, understanding vocabulary, can answer the questions text properly and correctly, diligent reading. This finding can be concluded, that students really need a strategy to minimize the difficulties they face in learning to spread.

Keywords: Strategy, Ability, Difficulties, Experience.

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Makassar, Februari 2020

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CHAPTER 1

INTRODUCTION

A. Background

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow (2013) stated that “reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement. According Chastain (1976), in learning reading, the students are required to understand the text to get the information. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey.

Reading is one of the language skills, but is not simply looking at the reader, not only must see and identify the words in front of him, but also comprehend the ideas, gain new words, study how the words are used, how to implement the grammatical rules, and gaining the knowledge or information in reading comprehension, the message to imposed in the written form is the most important element that the students must recognize, because the primary purposes of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However the problem is how to make the comprehension (Esti, 2018).

Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in understanding reading text, it may be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. Nuttal (1983:78) stated that there are 5 problems students usually face while they are reading not in their first language, especially when they try to comprehend the text. Those problems are the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, the problem beyond plain sense and the concepts. All of those problems are probably because Indonesian students' first language has the different form, sound, vocabulary, and structure from that of English. The result of the study showed that factors causing the students difficulty in difficulties in comprehension English reading text are students' lack of vocabulary mastery, students' lack ability to recognize the grammar or structure and students' passive response toward reading.

Mauli, et al (2014) in her research about Students' Difficulties In Finding Main Ideas, found that there were 6 problems faced by students; low interesting to reading, poor knowledge on vocabulary, long sentences, poor reading strategy, grammatical confusion, and poor knowledge on paragraph. The results showed that the 8th grade students felt difficult in finding main ideas because they did not know the meaning of main idea and many difficult words causing difficulties to find main ideas in the text. From this research, it can be seen that vocabulary is also one of big

problems faced by students in reading comprehension. This shows that there is need to overcome the problem.

Reading comprehension is the ability to reading text, process it and understand its meaning. An individuals ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Many of the reading difficulties students encounter are related to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary and comprehension) covered in target the difficulties (Ika Olviyanti, 2015).

Reading always has purposes. Nurhadi (1989: 14) points out the purposes of reading are as follows: (1) understand in detail and thorough book, (2) captures the main idea or ideas properly, (3) get information about something, (4) recognize the meaning of words, (5) want to know the important events happening in the community, (6) want to get pleasure from the literature, (7) want to know the important events happening around the world, (8) want to find a suitable brand item for purchase, (9) want to assess the truth of the idea of the author, (10) want to receive information about job vacancies, (11) want to get information about someone's opinion (expert) about the definition of a term. For example, reading an advertisement (e.g. job vacancy), we want to know and get the information about a

job. To be able to read effectively and efficiently, reader should have particular purpose in their mind before they interact with the texts. The purpose of reading must be clearly before they read the text. The reader must know why they are reading and what is the information should be achieved.

Knowledge of reading includes, among other factors, knowledge of reading strategies knowledge of the goals of the reading, the various factors affecting the reading process, what reading strategies to apply, how to apply them effectively, when each strategy should be applied and why. Such knowledge allows the reader, under various reading conditions, to identify, select and use appropriate strategies, such as: clarification of information in the text, self-evaluation by questioning one's understanding, generation of intermediate summaries and prediction of what is to come in a text.

In the process of interpreting information, the readers must use their background knowledge. So, reading comprehension also can be defined as readers ability to construct the meaning or important ideas of the text by using their background knowledge and experiences. Rozimela (2014: 361) also said reader interacts dynamically with the text when he tries to extract the meaning. In this process, various kinds of knowledge are being used, linguistics knowledge and syntactic knowledge and schematic knowledge. Students who learned a foreign language need to comprehend all of the texts that have been read. In other words, reading comprehension is very important for them. The level of comprehension will

affect the students' comprehension about a reading text (Jufri, 2014). Kuo (2010) states that in order to help students learn reading comprehension successfully; two main issues must be addressed: an appropriate reading strategy to be used for helping students to enhance English comprehension and appropriate system to integrate verbal and graphic information.

It can be concluded, the researcher identified the factors of causing the students' difficulties in comprehending English reading using Westwood (2001: 16). Westwood said that the factor causing difficulty are they concern with learners background, teacher's technique, and the learners environment. On the other hand, the goal of all reading is about the ability of comprehension a reading text. It means that reading can be successful if the readers can comprehend the reading text well. The process of comprehending the reading text is not an easy thing to do for the students. In this case, the teacher should improve or create his / her strategy or technique in teaching reading. It aims to help the students in order to make the students easier to comprehend the text well. In teaching reading comprehension, the teacher use some strategies to improve students reading comprehension. " Reading comprehension strategies are tools that proficient readers use to solve the comprehension problem they encounter in texts" (Moreillon,2007).

B. Problem Statement

Based on the statement above, this study limits discussion by stating the following research question:

1. What are the difficulties faced by Students at Makassar Muhammadiyah of University in learning reading?

2. How is students strategy to improve their ability to learning in reading?

C. Objective of Study

The main purpose of this study is to determine the level of difficulties and abilities of students in reading learning.

1. To find out the difficulties faced by students in reading learning.

2. To find out the student's strategies that can improve their skill in reading learning.

D. Significance of Study

The results of this study are expected to be useful information for many people such as:

1. Teachers

Theoretically, teachers or educators can add various reading learning student strategy concepts in the future. Practically, teachers can motivate students to improve their reading skills.

2. Students

Theoretically, students can understand the types of learning strategies to accelerate and improve their reading skills. Practically, students can practice the concept of a good learning strategy reading in their academic and daily basis.

3. Further researcher

This research can be used as a supporting reference in order to equip themselves into a reading. In addition, it can also be used as information.

E. Scope of the Research

The purpose of this study is to focus analyze of student difficulties in term of lack Understanding main idea in text, lack of vocabulary, lack of structure sentence, grammatical confusion, cannot capture the topic text, cannot answer the questions text properly and correctly and explain the strategies to improve Understanding main idea in text, can understanding the topic of reading, understanding structure sentence, understanding vocabulary, can answer the questions text properly and correctly, diligent reading. Limitation of this research is for students majoring in English fifth semester at Makassar Muhammadiyah of University year academic 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

English is an adult course for learners of English as second or foreign language. Each of the six basic texts consists of twenty-four lessons. These 144 lessons take the learner from the very beginning to a knowledge and control of a great many of the most essential structures of language. In English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Reading is one of the important skills that should be mastered by the students. It would be needed to get information, message from the text and we can say that reading is the eye of the world. If a student has a strong desire or high motivation and skill in reading the text, it would be easy.

In acquiring English, the students have to be able to master the four basic skills of English which consists of speaking, listening, reading and writing. From those four basic skills, reading is considered as the main important skill. It has received more attention than any other aspects of education. Reading can be categorized into receptive skill, like listening. This means it involves responding to text, rather than producing it (Sutari, 2000).

1. Definition of reading

Reading has different definition based on different people. According to Sutari "reading is a process of getting the meaning of something written or printed by

interpreting its characters or symbols. Reading is a second language that defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it". On the other hand, Harris said that "reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways". From these definitions, it can be said that reading is an effort from the students to get or transfer the meaning and information from the text by understanding, grasping, translating, and giving meaning to the written form. Therefore, it can be concluded that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word to understand the content of a text and to get information from the text.

2. The Importance of Reading

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure (Jeremy, 1998).

B. Concept of Reading

1. Definition of Reading

Poulson and Wallace (2004) define reading as an interpreting which means reacting to a written text as a piece of communication. Through keeping an open mind and retaining a conditional willingness to be convinced a critical reader is able to distinguish fact from opinion, recognize intent, attitude and tone, and draw inferences. Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language even though it has its own characteristic? As many languages, reading text needs special and certain skills. In order to understand language text especially the sentence exposition there are at least four suggestions to do. First, read all paragraph or whole text. Second, list and verify main ideas of the text. Third, classify the essential main ideas and fourth make conclusion which cover all important from the text (Rick, 2003).

2. Kinds of Reading

a. Idea reading

Idea reading extends to use of skimming technique beyond the learning into the content paragraphs. It involves more comprehensive coverage of total word content, but in a highly selective fashion it is essential and many types of business and professional reading as well as a technique of rapid reading in which the eyes move rapidly. Idea reading means making quick decisions as to the relative importance of different sentence and paragraph as you read. It means quick recognition of the

author's clue and rapid associates with you already understand that relate this material.

b. Exploratory reading

Exploratory reading or general contents reading involves more details than the one type mentioned before. This type of approach is appropriate for longer history language in books, for descriptive literature, and for high motion. It may be used for similar reading in which you wish to pick up a better understanding of some new ideas.

c. Study Reading

Study reading is a type in which you must get maximum understanding of the main ideas and their relationships. This is the type you must apply to the textbook. In this type, clues are important and preliminary scanning may be quite helpful. The actual reading process itself may be quite rapid but greater skills be developed in thinking and organizing the idea for long term relation.

d. Critical Reading

A more sophisticated form of predicting is reading critically, or reading "between the lines" by looking for the meaning behind the author's words. This involves strategies such as looking for inferences, implication, and tone of voice.

3. Different Kinds of Reading

All the models of reading that have been looked at so far have been designed with careful reading in mind. Many of the models of reading that have surfaced in the

literature to date have been mainly concerned with careful reading at the local level.

Weir (1993) proposes four types or levels of reading:

- Reading expeditiously for global comprehension
- Reading expeditiously for local comprehension
- Reading carefully for global comprehension
- Reading carefully for local comprehension

1. Types Reading

Patel and Praveen (2008: 117) is the type of reading consist of intensive reading, extensive reading, silent reading. There are of type reading.

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance (Pattel and Praveen 2008: 117). It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

b. Extensive Reading

Patel and Praveen (2008: 119) is the lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for, oral reports, to the rest of the class, or full class discussion.

c. Aloud reading

Patel and Praveen (2008: 120) stated that reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it does not care, it will be very difficult at the secondary level.

d. Silent Reading

Patel and Praveen (2008: 122) state that silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner is enabled to read without any audible whisper.

2. Understanding the Reading Text

Oberholzer stated that “understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose (It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future. In order to understand text, Westwood (2001) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, understanding the text is not an easy thing, so that is why there are many students find difficulties in understanding the text.

Moreover, Kuswidyastutik said that “someone’s understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. ideas, finding reference, understanding the structure and an inference that can be drawn from the passages, the researcher considers that those questions are the basic difficulties faced by the students in understanding the text. Below, the researcher shows the possible difficulties faced by the students while understanding the text.

a. Extracting main ideas (skimming)

The main idea is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic. According to Vener identifying main idea is important because it is included in the overall idea of the paragraph (Diana 2013) Furthermore, she argued that the author should locate the main idea in different places within a paragraph. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. 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.

b. Reading for specific information (scanning)

Brown (2001) stated that "scanning is quickly searching for some particular piece or pieces of information in a text". Furthermore, Kahayanto (2003) argues that when scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is name of place, a kind of food, specific word, or specific information. However, He thinks that to enable the student to scan effectively is not easy, he or she should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text. Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

c. Understanding text structure

According to Hess, Text structure is the organizational structures used within paragraphs or longer texts, appropriate to genre and purpose. She continues describe the examples of text structure include: sequence/process, description, time order/chronology, proposition/support, compare/contrast, problem/solution, cause/effect, inductive/deductive, and investigation.

1. Sequence (process): This pattern shows step or phases of a process or project of something in the text.
2. Description: This pattern covers a larger piece of writing which states the topic and facilitates the listing or elaboration of important descriptions, characteristics, or attributes.
3. Time order/chronology: This pattern reveal events from beginning to end. It is usually found in most narrative texts.
4. Proposition-support: This text structure begins by taking a side of a position on a topic and then supports the idea with examples or facts.
5. Compare-contrast structure: This pattern explains the likeness (comparison) and /or differences (contrast) among events or ideas.
6. Problem-solution structure: This pattern takes a problem and explains it thoroughly. Then the essay offers several solutions to the problem.
7. Cause-effect structure: This pattern illustrates the causes of an event or fact and how it affects other events, facts, situations, etc (the effects).

8. Inductive/deductive structure: A deductive structure presents a generalization/definition and then follows it with specific examples. While, an inductive structure presents illustration and examples and then moves the reader to draw a conclusion from the examples.

9. Investigation: This pattern uses a set of criteria to evaluate information or ideas that have been presented

c. The Purpose Reading

Wallace (1992: 6-7) classifies the purposes of reading asked for the personal reasons as follow:

1. Reading for survival

Reading for survival is reading a text that is very crucial for life, for examples are a warning sign, an admonition sign, an instruction sign, etc. Survival reading serves the immediate need.

2. Reading for learning

It is expected to be exclusive in school. Reading is the support to learning in the class. The reader needs to translate the text, literally or metaphorically, to learn vocabulary, to identify useful structure, to use a text as a model for writing and to practice pronunciation.

3. Reading for pleasure

It is reading to get happiness. The wants to enjoy rhythm or rhyme of the text. Meanwhile reading is very important to do for all people as what has been sated, there are main reasons for reading, that is reading for pleasure (Grellet, 1981: 4).

C. Difficulties in Reading

According Wiiliam, there are some difficulties for readers to understand the ideas. Harmer stated the problem of reading are:

1. Language

The students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because find unfamiliar words which the text contains as a whole. For example students easier to understand reading text with the short sentences than reading text with long sentences, students liked to study about English especially in reading text, students hard to understood English text.

2. Topic and Genre

The topic is not appropriate or not interesting for students. Besides, students are not unfamiliar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to successful in reading. For example students did not understand the main idea of the text.

3. Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult. For example students understood every question of the test, students were difficult to find the information on the text,

4. Negative expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think to difficult in reading activity. Many of the reading problems students encounter are related to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension).

1. Concept of Difficulties in Reading

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. it is the main factor which makes the students producing the error. According to Richards (1974: 174) stated that the source of errors or difficulty can be divided into two kinds:

a. Interlingual Difficulty

The interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to

interlingual difficulty from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

b. Intralingual Difficulty

The intralingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply. This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.

2. Definition Reading Difficulties

Mecartty (2000) concluded that lexical and grammatical knowledge correlate significantly with reading comprehension; however, only lexical knowledge explains reading comprehension. Investigating the role of lexical knowledge on general reading comprehension, Hawas (1990) concluded that the participants who did not

know the meaning of some of the words in the passage were unable to answer the corresponding reading comprehension questions.

Where as educational practice and theory focus on reading behavior and attempt to explain that behavior in terms of instructional methods, cognitive theories endeavor to explain that behavior in terms of covert psychological processes, and neuroscience aims to provide neurophysiological evidence on the validity of those processes. Each field has investigated reading but usually without paying attention to developments in both these other fields. Education and cognition have strong links, as do cognition and neuroscience, but education and neuroscience make little contact (cf. Bruer, 1997). We suggest that integrating findings *across* fields offers the promise of transformative change in understanding reading development and reading difficulties.

D. Causes of Difficulty in Understanding Reading Text

Many different factors contribute as the cause of students' difficulties in understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.

1. Learner's Background

The learner's background means something which comes from the learners themselves. It was related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner have known before.

a. Interest

Interest is being one of the important factors in order to increase the students' achievement in reading. Shalahuddin stated that "interest is a concern that contains elements of feeling. It can motivate the students to be active in their job or their activity."

b. Motivation

Motivation plays an important role in understanding the text. Motivation is an important factor that may contribute to success at school and to lifelong learning. Furthermore, in line with the explanation of interest and motivation above, motivation and interest are interconnected. Ilmu said that "students' interest will be higher if students have higher motivation". Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It will be easier for the students to achieve something if they have interest and motivation to learn it. As well as it will be easier for them understand text, if they have interest and motivation to read the text.

c. Learners' prior knowledge

Mellon stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning.". Furthermore, Jacobovits believes that the student's prior knowledge influences the student's ability in learning a foreign language. Students who have a lot of knowledge will be easier to learn the new lesson. It means that students with a lot of knowledge about reading will quickly understand about something they read. On the other hand, students who have little knowledge (grammar or vocabulary) may have some difficulties in understanding something they read.

2. Teaching Technique

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. Teacher also will become source of learning difficulties if he/she does cannot choose the right technique to teach the material.

3. Learner's Environment

The environment factors also can influence the students in mastering and in learning English. According to Finocchiaro: "Someone who lives in environmental

with the society that has high educational and has good attitude toward reading will support her ability to master reading that has been learned at school can be applied functionally outside school.”

Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

a. Home condition

It cannot be neglected that parents play important role in the home. Every student needs attention from her/his parents to reach her/his learning achievement. Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they will read. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

b. School condition

The school condition also can be the cause of students' learning difficulties. School which lack of learning media, such as English books will influence the students' ability in learning reading. The lack of learning media such as English books, magazines or newspapers makes the learning reading process become ineffective and will be hamper students' understanding about the material.

E. Reading Aspects Ability

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

1. Determining Main Idea

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. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

3. 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 have difficulties in understanding material is that they have lack of vocabularies.

4. Making Inference

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.

a. Strategies of Reading Comprehension

Zimmerman and Hutchins (2003) provide comprehension strategies that can help students to read more quickly and effectively. Reading comprehension are varies. Those are; (a) activating or building background knowledge (b) using sensory images (c) questioning (d) Making predictions and inferences (e) Determining main ideas (f) Using fix-up, and (g) Synthesizing. All of those reading comprehension have different activities within. Several kinds of reading comprehension strategy:

1) Activating or building background knowledge

This strategy enables learners to make a connection before, during, and after reading to obtain meaning. There are three types of connection in this strategy; a connection is text to self, text to text, and text to world. These activities also support readers to build a schema about what they are going to read. Before beginning of reading, readers should be able to know the idea which comes to their mind. Then in during reading, the reader should share their background knowledge. In addition after reading, readers still have to share connection about the message and theme that was found in the text. In conclusion, this strategy enables learners to build schemas by using their own background knowledge about text which they read.

2) Using sensory images

Marzano states that sensory imaginary is an important part of our schemas. When we think about our sensory experiences, we are creating representation of those experiences in our memories". However, sensory images have a strong role to build the images of what we are reading. This strategy enables learners to develop reading activity by sight, hearing, touch, taste and smell. All of those aspects are related in reading activities to make meaning when readers are reading a text. By applying those sensory images, students are hoped to be effective readers.

3) Questioning

Questioning is a kind of strategy that enables learners to make question in reading. This activity is done before, during, and after reading. In those certain activities, students should keep questioning about the text. In this part, students are

required to be active readers. Questioning builds students' curiosity in reading. Then, when they are curious about the text, they want to know more about text by keep reading a lot in the reading process. In addition, Questioning is the strategy that encourages the students, because when the students ask questions, they begin to clarify their understanding and make meaning of what they comprehend.

Conclusion questioning is a strategy which actively involves learners in reading text by asking questions before, during, and after reading. At this case, the learners are not passive readers because they always keep questioning and attempt to find the answers about their questions.

4) Making predictions and inferences

This strategy enables learners to make prediction and inference about the text. Predictions can also involve readers' background knowledge. Readers used the print and illustration plus their prior knowledge and experience to interpret the text. This strategy is done before, during and after reading. For this reason, making prediction and inference before, during, and after reading are actively engaged readers in the meaning making-process. Hence, this strategy enables learner to predict what will happen next in the text they are reading. In addition, inference requires readers to construct a meaning that makes the text as a reflection of their experience.

5) Determining main ideas

This strategy enables learners to make a judgment about the text they are reading. The students should consider which ideas are most important and which one

is less important. In this strategy, the students should determine the main idea. By determining the main idea, the students will ultimately comprehend the text. However, the importance of this strategy is to require students to obtain the main idea of a text. For this reason, students should be given an opportunity to engage their strategy in determining main idea by giving them more reading practice.

6) Using fix-up

This strategy enables learners to monitor their comprehension and fixes when their comprehension is unexpectedly lost, and then how to choose and fix-up option when it is lost. At this strategy, monitoring comprehension must be continuous throughout the reading. Loss of comprehension can be solved by rereading, reading ahead, or pausing the reading in the first place. In this part, visualizing, posing questions, and predicting are ultimate activities that can make direct connections to the reading comprehension. However, as a strategic reader, they can monitor their own comprehension by applying all of those strategy when they loss of comprehension in reading.

7) Synthesizing

This strategy enables learner to use the strategy to evaluate what already read from the text. In addition, synthesizing requires a depth comprehension and learning. Hence, learners should develop all of the reading comprehension discussed in the book and then use them to make meaning. They must show the information found in various resources, interpret it, and put it back together into a well form. In conclusion,

this strategy is a complex one, because students need to be more comprehensive in reading a text.

b. Definition Reading Ability & Strategies

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best (David 1997). According Roberts (2003) Abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences. In our framework, these potential (or unrealized) abilities define a space of possible competencies (which are realized abilities).

Paris, Wasik, and Turner (1991) reviewed studies on the use of reading strategies. They identified developmental trends in strategic reading. Children acquire a large repertoire of strategies between the ages of seven and thirteen. Some are explicitly taught and others are spontaneously generated. Beginning readers require guidance in the use of strategies. But beyond the age of ten, children exhibit increasing abilities to select and control the use of strategies. Students can successfully apply reading strategies first on small segments of well-organised texts that contain explicit ideas and relations and progressively apply them on longer, less explicit and less-organised segments.

In a discussion of the processes that improve comprehension and lead to efficient learning from a text, Brown, Palincsar and Armbruster (1994) list six activities that provide the basis for the reader's 'knowledge of strategies' and are included in various intervention programmes: clarifying the purpose of reading; activating relevant background knowledge; allocating attention and focusing on the major content; critical evaluation of content; monitoring ongoing activities; and drawing and testing inferences.

Duffy (2007) has mentioned some strategies for teaching reading comprehension in the classroom. First, teaching of reading is knowledgebased. Thus, teachers are acquired to have knowledge related to the material so that they can explain the material to their students. Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text. Therefore teachers need to analyze the abilities of their students' in order to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions every lesson. In order to make instructional decisions that will positively affect the reading

achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum.

F. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:



Conceptual framework above shows the process of learning reading conducted by lecturers, then in the process of learning reading students taught to be a reader, then what difficulties faced by students in learning reading, and the last is how students' strategies to solve difficulties and can help to improve their students' reading ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative descriptive design. It was conducted at students of Muhammadiyah University of Makassar during the academic year 2018-2019.

B. Research Subject

The subject of this study chose students majoring in English at the Muhammadiyah University of Makassar precisely at the time after going through the learning process of Reading. The researcher chose 1 class with a population and sample of 35 students. The chosen student was observed by the researcher, assessing the aspects of experience gained by students during the study, and what results are obtained.

C. Research Instrument

In this study, researcher used three types of instruments to collect data, namely;

a. Questionnaire

Research instrument consisted of a series of questions for the purpose of gathering information from respondents. The questionnaire was used to find out students who have abilities and difficulties in reading.

b. Interview

Researcher conducted written interviews with students. The interview technique was semi-structured, and the purpose of this interview technique was to determine difficulties and strategy of reading more openly, where the students were asked for their opinions and ideas related to reading.

D. Procedure of Data Collection

The procedure of data collection as follows:

Data collection procedures are as follows:

1. First, the researcher received permission from the English department.
2. Second, the researcher begins to attend the class of students who will be given a questionnaire.
3. Third, researchers distribute questionnaires which are divided into 2 namely selected questionnaires and written interviews.
4. Fourth, the researcher then checks the results of the student questionnaire.
5. Fifth, researchers get information from students about their abilities and difficulties by noting important points of information obtained by researchers.
6. The final step is to conclude students' abilities and difficulties in reading.

E. Technique of Data Analysis

1. Each questionnaire collected has been analyzed.
2. Any information collected from the results of the interview has been retrieved according to what the researcher understand.
3. Then, the research began to classify the results of data collection by grouping data and writing according to existing data.
4. Data analysis techniques in the study used was descriptive percentages. The formula is follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Students respond

N : The total number of sampled

(Gay, 2006)

To get the extract from interview, researcher write a sample saying about their response for table characteristics ability or difficulty:

Students A :

Students B :

Students C :

(Aditya, 2018)

5. Summary is used to build generalizations where researcher can handle existing theories or build new theories.
6. At various stages, the researcher written a summary of the findings at that time.



CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings of the research and its discussion of the result of the data analysis.

A. Finding

The findings of this study relate to the classification of student questionnaire assessments and in the interview section. The purpose of this study was to determine the analysis of the abilities and difficulties of students in reading in the 5th semester of the Muhammadiyah University of Makassar. Data from the questionnaire used the characteristics of students' abilities or difficulties and interview technique was to determine the students' problem and strategy in reading. The researcher found results about the difficulties and abilities or strategies of students in reading from the questionnaire session and interview session.

1. The Result of Questionnaire Session of Students Difficulties

Based on the findings of researchers from exposure through student choice in terms of learning difficulties in reading namely Lack of vocabulary, Can't Understanding main ideas in text, Grammatical confusion, Can't capture the topic text, Lack of structure Sentence, Can't answer the questions text properly and correctly the researchers conclude in the table below:

a. Lack of Vocabulary

Table 1.1. Table of Student Respond

No	Lack of vocabulary	Total	Percentage (%)
1.	Respond	9	25,71
2.	Not Respond	26	74,29
Total		35	100

Based on the table below, students have given responses related to statement "Lack of Vocabulary ". The results show that 9 students or 25.71% have statements about these characteristics and 26 students or 74.29% of students do not choose the statements.

b. Cannot understanding main idea in text

Table 2.1. Table of Student Respond

No	Cannot understanding main idea in text	Total	Percentage (%)
1.	Respond	6	17,14
2.	Not Respond	29	82,86
Total		35	100

Based on the table below, students have given responses related to statement "Cannot understanding main idea in text ". The results show that 6 students or 17.14% have statements about these characteristics and 29 students or 82.86% of students do not choose the statements.

c. Grammatical confusion

Table 3.1. Table of Student Respond

No	Grammatical confusion	Total	Percentage (%)
1.	Respond	26	74,28
2.	Not Respond	9	25,72
Total		35	100

Based on the table below, students have given responses related to statement "Grammatical confusion" The results show that 26 students or 74.28% have statements about these characteristics and 9 students or 25.72% of students do not choose the statements.

d. Cannot capture the topic text

Table 4.1. Table of Student Respond

No	Cannot capture the topic text	Total	Percentage (%)
1.	Respond	2	5,71
2.	Not Respond	33	94,29
Total		35	100

Based on the table below, students have given responses related to statement "Cannot capture the topic text" the results show that 2 students or 5.71% have statements about these characteristics and 33 students or 94.29% of students do not choose the statements.

e. Lack of structure sentence

Table 5.1. Table of Student Respond

No	Lack of structure sentence	Total	Percentage (%)
1.	Respond	22	62,85
2.	Not Respond	13	37,15
Total		35	100

Based on the table below, students have given responses related to statement "Lack of structure sentence". The results show that 22 students or 62.85% have statements about these characteristics and 13 students or 37.15% of students do not choose the statements.

f. Cannot answer the questions text properly and correctly

Table 6.1. Table of Student Respond

No	Cannot answer the questions text properly and correctly	Total	Percentage (%)
1.	Respond	5	14,28
2.	Not Respond	30	85,72
Total		35	100

Based on the table below, students have given responses related to statement "Cannot answer the questions text properly and correctly". The results show that 5 students or 14.28% have statements about these characteristics and 30 students or 85.72% of students do not choose the statements.

2. The Result of Questionnaire Session of Student Ability

Based on the findings of researchers from exposure through student choice in terms of learning ability in reading namely Understanding main idea in text, Can understanding the topic of reading, Understanding structure sentence, Understanding vocabulary, Can answer the questions text properly and correctly, Diligent reading the researchers conclude in the table below:

a. Understanding main idea in text

Table 7.1. Table of Student Respond

No	Understanding main idea in text	Total	Percentage (%)
1.	Respond	31	88,57
2.	Not Respond	4	11,43
Total		35	100

Based on the table below, students have given responses related to statement "Understanding main idea in text ". The results show that 31 students or 88.57% have statements about these characteristics and 4 students or 11.43% of students do not choose the statements.

b. Can understanding the topic of reading

Table 8.1. Table of Student Respond

No	Can understanding the topic of reading	Total	Percentage (%)
1.	Respond	27	77,14
2.	Not Respond	8	22,86
Total		35	100

Based on the table below, students have given responses related to statement "Can understanding the topic of reading". The results show that 27 students or 77.14% have statements about these characteristics and 8 students or 22.86% of students do not choose the statements.

c. Understanding structure sentence

Table 9.1. Table of Student Respond

No	Understanding structure sentence	Total	Percentage (%)
1.	Respond	3	8,57
2.	Not Respond	32	91,43
Total		35	100

Based on the table below, students have given responses related to statement "Understanding structure sentence". The results show that 3 students or 8.57% have statements about these characteristics and 32 students or 91.43% of students do not choose the statements.

d. Understanding vocabulary

Table 10.1. Table of Student Respond

No	Understanding vocabulary	Total	Percentage (%)
1.	Respond	16	45,71
2.	Not Respond	19	54,29
Total		35	100

Based on the table below, students have given responses related to statement "Understanding vocabulary". The results show that 16 students or 45.71% have statements about these characteristics and 19 students or 54.29% of students do not choose the statements.

e. Can answer the questions text properly and correctly

Table 11.1. Table of Student Respond

No	Can answer the questions text properly and correctly	Total	Percentage (%)
1.	Respond	12	34,28
2.	Not Respond	23	65,72
Total		35	100

Based on the table below, students have given responses related to statement "Can answer the questions text properly and correctly". The results show that 12 students or 34.28% have statements about these characteristics and 23 students or 65.72% of students do not choose the statements.

f. Diligent reading

Table 12.1. Table of Student Respond

No	Diligent reading	Total	Percentage (%)
1.	Respond	5	14,28
2.	Not Respond	30	85,72
Total		35	100

Based on the table below, students have given responses related to statement "Diligent reading". The results show that 5 students or 14.28% have statements about these characteristics and 30 students or 85.72% of students do not choose the statements.

3. The Result of Interview Session by students

In the interview session conducted by researcher, this session is based on questions that aim to find out what students' knowledge about their abilities and

difficulties are through the questions below, and the researcher chooses 3 answer of the students who are most fit this study:

1. How was your experience when learning reading?

1. There are many new experiences that I have and that I have not understood before (Riska Amalia)
2. When I studied about reading, it was interesting. Cause, it gives me some progress knowledge, not only about the vocabulary and grammar, but also the understanding of the general text. Besides, it gives me a train to know how to pronounce well (Muh. wais)
3. Very enjoy, cause we can understand the contents of the story and know some new vocabulary (Anisma Nensi)

2. What do you get when you learning reading?

1. I can find topic sentence and main idea in a paragraph and how to get good score when I try to speed reading (Nurul Ulfah)
2. Now. I know how to find the main idea from book/text. And also, I get many vocabulary that I didn't know before, but, I know it now.
3. I've got another vocabulary and a lot of information

3. Mention your skill in learning reading?

1. I can understand the content of the book if I focus, and sometimes I can finish one book in 1 day (Nur Syahbani)
2. I can more understand any kind of text (Muh Wais)
3. I can determine the main idea (Anisyah)

4. Mention your difficulties in learning reading?

1. I'm difficult to understand the sentences with grammar and structure properly (Dian Ardianti)
2. I can't analysis about grammatical sentences and mention the tenses which there are in that read (Putri Indiyani)
3. Sometimes I find difficult to understand what the purpose of the reading (Nurdayanti)

5. Explain, what are the strategies you did to improve your ability to learning reading?

1. I will read more the books. Practice how to find main idea and topic. Practice to analyze the text and also practice my vocabulary (Rifda Mufida)
2. Looking for the meaning of unfamiliar words (Ulan)
3. Reading a book, articles, or text (Sri Reski Fitrah)

6. Explain, one of the difficulties you faced when learning reading?

1. Sometimes, I confuse because grammatical and it make me can't understanding (Nurafni Arief)
2. Sometimes I can't understanding what grammar used (Widya Nirmala0)
3. Sometimes, I found a difficult to translate some words

B. Discussion

1. Students Difficulties in Reading

Based on the results of the study, it can be concluded that students have difficulties in reading. Based on the results of the questionnaire, researchers found that students experienced more difficulties in grammatical confusion and were 26 students or 74.28% who experienced it in class. Based on the results of written interviews, students were more difficult in determining grammar sentences in the text, difficult to understand vocabulary in the text, unable to translate unfamiliar sentences, and analyzing paragraphs in each sentence they read. That can be concluded that some of the students have difficulty reading in English and Indonesian texts.

Discussion of researcher, most students have difficulty in terms of vocabulary, and if linked with according to previous research by Rohmatillah (2014), there are some factors causing difficulties in learning vocabulary (1) the difference between written form and the spoken form in English, (2) the large number of words students have to learn or master, (3) the limited knowledge about words, (4) the complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. From the factor number 3, it is clearly

stated that knowledge of vocabulary is really important in the process of mastering vocabulary.

2. Students Ability in Reading

Based on the results of the study, it can be concluded that students have ability in reading. Based on the results of the questionnaire, researchers found that student abilities in Can Understanding the Topic of reading and were 27 students or 77.14% who experienced it in class. Based on the results of written interviews, some of the students have more ability to read quickly, learn to understand unfamiliar sentence and vocabulary funds, often read every day, and strategies that some students apply are to practice adding their vocabulary insights to improve their ability their reading.

Researcher also found students who used more rapid reading and reading strategies every day. Soedarso (1999: 5) said "The point of view of why speed reading is important is that by improving reading speed the readers are able to see longer stretches of language with each fixation of the eyes and thus more easily contextualize unknown vocabulary and able to achieve general understanding. Therefore, speed reading is one of method to the readers to text reading comprehension."

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of research findings and the suggestion related to this research.

A. Conclusion

The core of the conclusion above is that students who experience difficulties in reading need a strategy in order to help improve their abilities, and for students who have abilities in reading are expected to continue to improve their abilities or share knowledge and motivation to other students who are experiencing difficulties.

B. Suggestion

The researcher suggests that for reading courses lecturers can teach and guide the students to enhance their skill in identifying the topic, finding main ideas, finding the supporting ideas, making inference, and identifying writers" purpose. These reading indicators are much needed in comprehending all kind of texts given. Lecturers may give a lot of exercises for students or may give some tips in identify those indicators while reading a text.

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Questionnaire Section

Name :

Class :

Directions : There are several characteristics about ability and difficulties in this questionnaire. Read and give the appropriate answer with your choice by giving a checklist on the column.

1.	Give a checklist if you have the ability characteristics in Reading according to your own judgment: () Understanding main idea in text () Can understanding the topic of reading () Understanding structure sentence () Understanding vocabulary () Can answer the questions text properly and correctly () Diligent reading
2.	Give a checklist if you have the difficulties characteristics in Reading according to your own judgment: () Lack of vocabulary () Can't Understanding main idea in text () Grammatical confusion () Can't capture the topic text () Lack of structure Sentence () Can't answer the questions text properly and correctly

Interview Section

Directions : There are several questions about your own experience in this questionnaire about Reading. Read and give your answer with your own response.

1. How was your experience when learning reading? (Bagaimana pengalaman anda ketika belajar reading)

Answer :

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.....
.....
.....

2. What do you get when you learning reading? (apa yang anda dapatkan ketika belajar reading)

Answer :

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.....
.....

3. Mention your skills in learning reading? (sebutkan kemampuan anda dalam belajar reading)

Answer :

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.....
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.....

4. Mention your difficulties in learning reading? (sebutkan kesulitan anda dalam belajar reading)

Answer :

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.....

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.....

5. Explain, what strategies you did to improve your ability to learning reading? (Jelaskan, strategi apa yang anda lakukan dalam meningkatkan kemampuan anda dalam belajar reading)

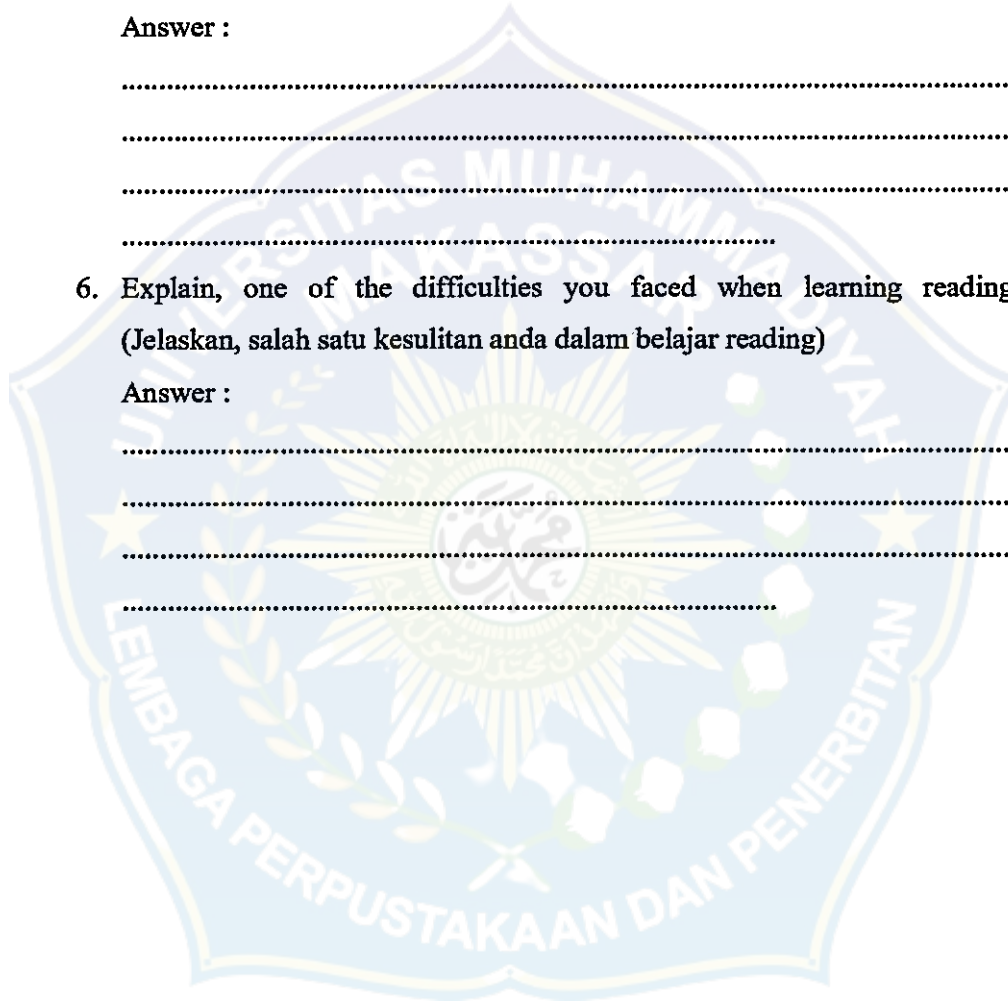
Answer :

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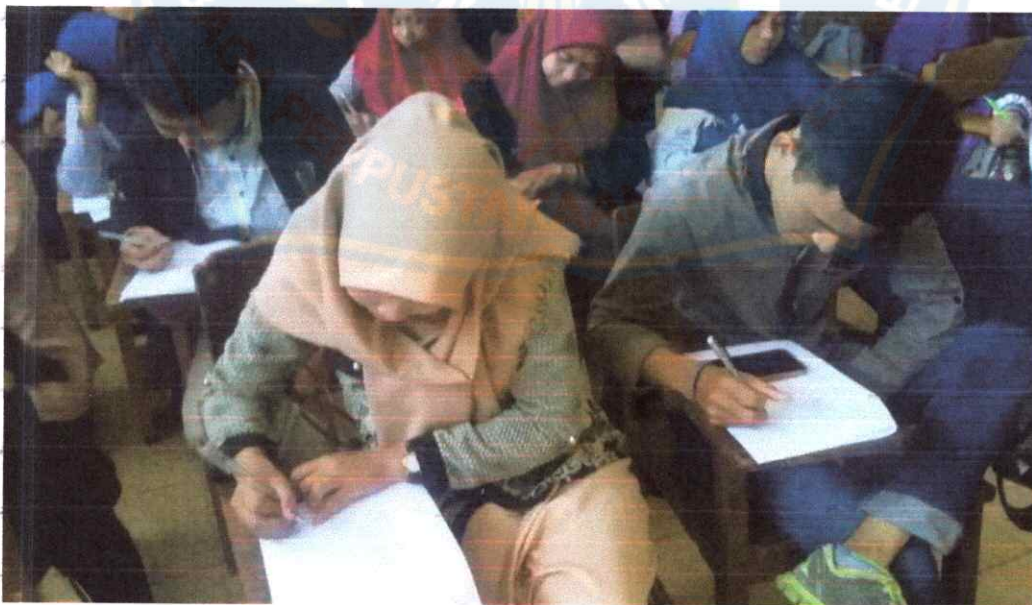
6. Explain, one of the difficulties you faced when learning reading? (Jelaskan, salah satu kesulitan anda dalam belajar reading)

Answer :

.....
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Documentation



CURRICULUM VITAE



The researcher, **ADINDA ADRIYANI PAIS** was born on November 30th, 1997 in Pinrang, South Sulawesi. She is the first from four siblings from the marriage of Pais Sanatu and Nasri Mantega. She began her study at SD Inpres Palia and graduated in 2009. Then, she continued her education at SMPN 2 Pinrang and graduated in 2012. Afterwards, she continued her study at MAN Pinrang and graduated in 2015. In year 2015, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During she study at the university, she joined organization, namely English Department Students Association (EDSA). At the end of her study, she could finish her thesis by the title *STUDENTS' PERCEPTION TOWARD DIFFICULTIES AND ABILITY IN ENGLISH READING AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR*