

**STUDENTS' PROBLEMS IN READING COMPREHENSION
(A CASE STUDY AT CELEBES ENGLISH COURSE PALU)**



THESIS

*Submitted as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Tadris study program Teacher Training and
Tarbiyah Faculty Datokrama State Islamic university (UIN) Palu*

By

HARI SETIAWAN

16.1.16.0082

**ENGLISH TADRIS PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
CENTRAL SULAWESI
2023**

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: "**Student's Problems In Reading Comprehension (A Case Study At Celebes English Course Palu)** ", has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 24, july , 2023

A handwritten signature in black ink, appearing to read 'Hari Setiawan', with a long, sweeping horizontal stroke extending to the left.

HARI SETIAWAN
NIM.161160082

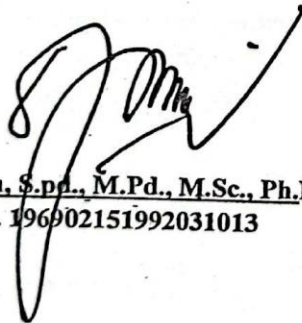
APPROVAL PAGE

A thesis entitled "APPROVAL PAGE A thesis entitled "Student's Problems In Reading Comprehension (A Case Study At Celebes English Course Palu) " written by Hari Setiawan NIM: 16.1.16.0082, a student of English Tadris Study Program, Tarbiyah and Teacher Training Faculty, State Islamic University Datokarama Palu. After having through observation and careful correcting, each supervisor decides that the thesis has met all requirements needed for examination.

Palu 24 July 2023
6 Muharram 1445 H

Approved by

Supervisor I,



Ruslin, S.pd., M.Pd., M.Sc., Ph.D
NIP. 196902151992031013

Supervisor II,

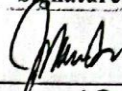
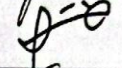
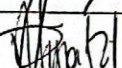


Hijrah Syam, S.pd., M.Pd
NIDN. 2004058603

LEGALIZATION

thesis by HARI SETIAWAN, NIM. 16.1.16.0082 entitled "STUDENTS' PROBLEMS IN READING COMPREHENSION (A CASE STUDY AT CELEBES ENGLISH COURSE)" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 30th August 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hikmatur Rahmah, Lc., M.Ed.	
The Examiner I	Drs. Muhammad Ihsan, M.Ag.	
The Examiner II	Ma'rifah Nurmala, M. Pd.	
The Supervisor I	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D	
The Supervisor II	Hijrah Syam, S.Pd., M.Pd	

Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadris Study Program
Head,


Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 197312312005011070


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 1969602151992031014

LIST OF CONTENTS

COVER.....	i
ABSTRACT	ii
LIST OF CONTENTS	iii
CHAPTER 1 INTRODUCTION	
A. Background.....	1
B. Reserch question	5
C. Objective and significant of the research.....	5
D. Content outline.....	6
CHAPTER II LITERATURE REVIEW	
A. Previous Researches	7
B. Literatur review	8
1. Reading Comprehension	8
2. Strategies of Reading Comprehention	10
3. Aspects of Reading Comprehension.....	13
4. Types of ReadingComprehension.....	15
5. The Purpose of Reading Comprehension.....	16
6. Problems in Reading Comprehension.....	18
C. Theoritical Framework	20
CHAPTER III RESEARCH METHODOLOGY	
A. Approach and reseach design.....	22
B. Research Setting.....	22
C. Positionality of the Researcher.....	23
D. Data and Data source.....	23
E. Technique of collecting Data	24
F. Technique of Analyzing Data	25
G. Cheking Data Validity.....	27
CHAPTER IV RESEARCH FINDING AND DISCUSSIONS	
A. Finding Of The Research.....	29
B. Discussions	36
CHAPTER V CONCLUSSION AND SUGGESTION	
A. Conclusions.....	41
B. Suggestions	42

REFERENCES	43
APPENDICES	

ABSTRACT

Name : Hari Setiawan

NIM 161160082

Title : STUDENTS' PROBLEMS IN READING COMPREHENSION (A CASE STUDY AT CELEBES ENGLISH COURSE)

Reading is one of English skill that includes in curriculum in form of descriptive text, recount text, narrative text or procedure text that should be learned by students of senior high school at the first year. Unfortunately, most of students are low in reading because students obtain several problems in reading text, such as difficult to understand and analyze the text. Beside of that, students also have difficulty to comprehend reading text because students cannot understand what they are reading. Consequently, students are lazy and bored to read a text that impacts on students' reading ability. In other words, the current study focuses on the students problems in reading comprehension at the Celebes English course.

The research focus are: 1) What are the students' problems in reading comprehension at the Celebes English course ? 2) How are the strategy of instructor to students' problems in reading comprehension at the Celebes English Course ? The research objective are: 1) To describe students' problems in reading comprehension at the Celebes English Course. 2) To describe the strategy of instructor to students' problems in reading comprehension at the Celebes English Course.

In this research, the researcher was used descriptive with qualitative method of the study was conducted at the Celebes English Course, as the participants is instructor and the students' at the celebes english course. Types of data collection technique in this study, those were interview, observation, FGD and documentation. Result of interviewing instructor and students obtained information about students' difficulties in reading and teacher's way to overcome

students' obstacles. Besides, the observation obtained data about school's identity, organization structure reading class situation.

The research results are: 1) students at the celebes english course find difficulties in learning reading. Their difficulties were understanding and analyzing reading text. 2) the instructor required the students to enrich vocabulary mastery and practice reading in order the reading skill is getting better.

CHAPTER I

INTRODUCTION

A. Background

According to Estika Satriani, Reading comprehension is one of the skills that should be mastered by the students of Junior High School because the objective of teaching reading comprehension is that the students are expected to be able to understand the meaning of the text.¹ The students also could be able to making inferences from the text. However, in reality, the students' skills in reading are still low. This can be proved by the fact that the students are difficult to understand a text of a reading book because they have limited ability in reading comprehension. It is very difficult for them to find the main message of the text, making inferences about the text. Those problems happened because the level of vocabulary knowledge the students is low, reading text in a foreign language is different from reading in the first language. Perhaps, the students have a lot of reading experience in their first language. So, when reading English material, they need to consider a number of elements of language proficiency. Specifically, when reading material in a foreign language, readers will find linguistic elements that are different from their first language.

Reading comprehension has a big element or scope to study such as the process of reading comprehension, strategy of reading comprehension, material of

¹ Estika Satriani, Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau, Journal of English for Academic, (2018), Volume 5, p.16

reading comprehension, media of reading comprehension and etc, which can be difficult for students in reading comprehension if the usage is incorrect.

Reading comprehension can also help with vocabulary and writing. According to Nuttal, there are five parts of reading comprehension that students need be aware of in order to fully comprehend a text: determining the main idea, locating specific information, inferring, identifying references, and interpreting the meaning of words or detail information.²

According to Jerome S. Bruner in Muhibbin Syah, students take 3 stages in the learning process, namely. (1). Information stage (material acceptance stage). (2). Transformation Stage (material changing stage). (3). Evaluation stage (assessment stage).³ The obstacles faced by students in the teaching and learning process in class are referred to as students learning difficulties in learning English concepts that will be studied by Celebes English Course Palu students, there are three concepts, namely Reading, Structure, and Listening These concepts must be learned within 2 semesters, but the reality on the ground shows that these concepts are not studied in depth, causing students difficulties in learning them. Learning difficulties in students can occur in students who are categorized as “beyond average” (very smart and very stupid) which are influenced by the level of intelligence, knowledge, talent, personality, attitudes, habits, nature and background of family, social and Emotional learning difficulties can be influenced by internal factors and external factors. Internal factors consist of psychophysical and psychological. External factors consist of the family, school

² Nuttal, Teaching Reading Skill in a Foreign Language. London: Heinemann Educational Books (London: Heinemann Educational Books, 1982).

³ Bruner, Jerome S. 1999. The Process of Education (2th edition). London: Harvard University Press.

and community environment and so on. Learning difficulties experienced by students in learning English concepts can affect student achievement, so the teacher as an educator must strive to reduce or even eliminate these learning difficulties. Reading is a learning process to get ideas, information, and knowledge. Reading comprehension is the ability to know the meaning of the content of the text conveyed by the author to the reader. That is supporting the statement from Lem in stated that reading comprehension is the ability to build the meaning of a written text. Reading comprehension also can improve writing skills and vocabulary about English. According to Nuttal in there are four aspects of reading comprehension that students must understand and master, namely determining the main idea, making inferences, detail information, and understanding vocabulary. These four aspects are considered to be the difficulties that students often face when reading and understanding texts. To have good reading comprehension skill, students can apply appropriate reading strategies, in short it means they must know several reading strategies

In the process of learning to read text, students are faced with difficulties in understanding a text. Students cannot escape the need to read book in English in order to improve and develop their knowledge according to their respective study programs. According to Crawley & Mountain, reading is essentially a complex thing that involves many things, not just reciting written words, but also involving visual, thinking, psycholinguistic, and metacognitive activities.⁴

Based on the results of the Program for International Students Assessment based on the results of research conducted by the Organization for Academic

⁴ Crawley, Mountain. Strategies for Guiding Content Reading. London (2005)

Cooperation and Development (OECD), it shows that Indonesian 2 students' reading ability reaches an average of 371 points, while the OECD average score is 487 points. In the reading ability category, Indonesia is ranked 6th from the bottom or 74th. Meanwhile, China ranked first with a score an average of 555. The second position is occupied by Singapore with an average score of 549 and Macau is ranked third with an average score of 525. The result study of Program for International Students Assessment shows that Indonesian students' reading literacy is below average. The result of the Program for International Students Assessment (PISA) research were recently announced on December, and Indonesia is ranked 68th with a reading score (371). The results were as predicted, namely a sharp decline in student performance (steep learning loss) globally in the third discipline tested; mathematics, reading, and science over the last four years, Based on preliminary research with observation conducted at school, it was found that the majority of students had problems in reading comprehension. The reading comprehension skills are low. Students did not understand how to analyze English text. Therefore, students do not like reading English texts and are not interested in reading activities. So, this research the researcher are focus on findings of students' difficulties and most difficult factor in reading comprehension faced by the students. Reading comprehension is very important, by reading comprehension students can improve their knowledge, the students can get any information, idea by the article, magazine, social media and others. Based on the explanation above, the researcher is interested to know about the students' difficulties and most difficult factor in reading comprehension faced by the students. Following research conducted by several previous researchers, Celebes course is suitable as a place of research to find answers to problems found by a

researcher at that location. Therefore, the researcher will try to examine this problem with a research entitled "AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING COMPREHENSION"

In principle, every student has the right to have the opportunity to achieve satisfactory academic performance. But from everyday reality it is clear that the system has differences in terms of intellectual abilities, physical abilities, family background, habits and learning approaches which are sometimes very striking between one student and another. The phenomenon of student learning difficulties is usually evident from the decline in learning achievement. According to Mulyono Abdulrahman in general, learning difficulties can be classified into 2 groups, namely: (1). Learning difficulties related to development (development learning disabilities), these learning difficulties include motor & perceptual disorder, language learning & communication difficulties, and learning difficulties in completing social behavior (2). Academic learning disabilities (academic learning disabilities), this learning difficulty refers to the failure to achieve academic achievement in accordance with the expected capacity and learning difficulties in solving social behavior (3). Academic learning disabilities (academic learning disabilities), this learning difficulty refers to the failure to achieve academic achievement in accordance with the expected capacity disabilities (academic learning disabilities), this learning difficulty refers to the failure to achieve academic achievement in accordance with the expected capacity.⁵

⁵ Abdulrahman Mulyono. 1999. Pendidikan bagi Anak Berkesulitan Belajar. Jakarta, Rineka Cipta.

Learning difficulties occur because students do not get the opportunity to learn English which originates from: (1). Difficulty reading sentences and vocabulary, namely reading difficulties, especially if the sentence is a passive sentence, active sentences are easier for students to understand. The definition of a term according to the English dictionary is a word or a combination of words that carefully expresses a certain meaning, concept, condition, or characteristic in a particular field. Often students do not properly understand the terms used. Some students just memorize it without understanding what it really means. For example in terms of listening aspects, grammar. (2). Difficulty understanding concepts, namely in English there are many concepts found. Concepts are ideas about material that can be expressed in words or terms. While the definition of theory according to the English dictionary is the principles and laws that form the basis of a science. For example, from the aspect of structure, reading.

Based on the background of the problems above, the researcher is interested in conducting research on “Student’s Problems In Reading Comprehension (A Case Study At Celebes English Course Palu).

B. Research Question

Based on the research problem, the research questions are formulated as follows:

1. what are students’ problems in reading comprehension ?
2. How are the strategy of instructor to students’ problems in reading comprehension at the Celebes English Course ?

C. Objective and significant of the research

1. Objective of the Research

The objective of the research is examine students' problems in reading comprehension at the Celebes English Course palu.

2. Significance of the Research

The finding of this research is expected to give contribution to the instructor who teaches the students at Celebes English Course palu. The teacher will know the students' problems in the reading comprehension. Secondly, the researcher hopes that this research will gives significant contribution to the students where have problem with reading comprehension. The researcher hopes the students do not have the difficulties in reading comprehension. finally, the researcher hopes this research result is very usesfull for whover teacher in teaching, especially in English subject.

D. The Research Outline.

This research is entitled " Students' Problem in Reading Comprehension (A case Study at Celebes English Course Palu) is structural are to follows: Chapter I, this chapter contains of the introduction which elaborates background of the study, problem statements, objectives of the research , the outline of the research. Chapter II, discusses theoretical review that provides understanding about the problems in reading comprehension. It also present the theoritical framework of the research Chapter III presents the research methodology which includes; type and design of research, research location, presence

of researcher, data and data sources, data collection techniques, and data analysis techniques.

CHAPTER II

LITERATURE OF REVIEW

A. Previous Research

In doing research, previous research plays very important role. It provider as overvious about why the topic is wroted of research. It can be used as a

benchmark or point of comparison in new research that the researchers is going to conduct. The following are a number of previous researches are provided:

Desi Sri Astuti “Analysis of Difficulties Of Reading English Texts In Students Of Mathematics Education Program” This study aims to analyze difficulties and factor that influence reading comprehension of students of the Mathematics Education Study Program. The method in this research is descriptive to describe the difficulties faced by students. A total of 28 students were taken as a sample to take a multiple choice test to find out the extent of reading comprehension and a questionnaire to find out the difficulty factors of reading comprehension. The researcher found that the most difficulties faced students were in determining main ideas, making inferences and detailed information. Then the most dominant factor of difficulty in understanding reading is the psychological factor.

Dasrul Hidayati in his research which title “Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam” shows that that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.

Kusuma, 2022 in her research, titled “An Analysis of Students’ Difficulties in Reading Comprehension at the Tenth Grade of SMK Al- Islam Surakarta in the Academic Year 2021/2022” This research aims to find out difficulties in understanding English 7 reading among tenth grade of SMK Al-Islam Surakarta in the 2021/2022 academic year. The research was conducted on 10 students in class X TKJ 1 and X TKJ 2. Researchers used descriptive qualitative research. Data was collected through observation, interviews, tests and questionnaires. The results of this study show that students have difficulties in reading comprehension. First, 23.4% of students have textual reading comprehension, 11.2% of students have inference reading comprehension, and 5.8% of students have critical reading comprehension. The achievements experienced by students include identifying the main idea, drawing conclusions, detailed information, and understanding vocabulary. In the questionnaire, most students said that they expressed the central idea neutrally. Many students agreed that it was difficult to draw conclusions. At the same time, many students also agreed to provide detailed information in the questionnaire. Regarding the statement of difficulty in understanding vocabulary, many students responded affirmatively and neutrally. Secondly, the factors that cause students to have difficulty understanding the text are students' background knowledge, teachers' skills, students' environment, etc. Secondly, factors that cause students to have difficulty in reading comprehension are students’ prior knowledge, the environment they are in, and teaching methods. The most important factors in Class X TKJ 1 are the environment and students’ prior knowledge. While the factors that students in Class X TKJ 2 have difficulty with are the teaching methods and students’ environment. Combining the above explanations, it can be concluded that the difficulties faced by students in Grade

10 of SMK Al-Islam Surakarta are in determining the main idea, drawing conclusions, obtaining details, and understanding vocabulary. This research offered a novelty since this research was conducted in MTS Nurul Yusrah Oting that is located in West Sulawesi Province. This location has never conducted research on students' difficulties in reading comprehension. The 8 setting was chosen due to the school's students' reading comprehension difficulties that were still unknown. Therefore, it offered novelty in terms of setting

Hasanah, 2022 in her research, titled "An Analysis on Students' Difficulties in Learning Reading Comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang" This research focuses on finding out what difficulties the seventh grade students of MTs Bustanul Ulum Krai Lumajang face in learning to read descriptive texts with understanding? MTs Bustanul Ulum Krai Lumajang What are the strategies for class VII students to overcome difficulties in reading descriptive text? In this research, researchers used descriptive and qualitative methods. This research was conducted at MTs Bustanul Ulum Krai Lumajan, especially in seventh grade and the participants were seventh grade English teachers and students. There are three types of data collection techniques used in this research, namely interviews, observation, and documentation. Interviews with English teachers and students yielded information about students' reading difficulties and how teachers overcame students' barriers. Apart from that, data on school identity, organizational structure and reading class conditions were also obtained from observations. The results of this research were that class VII students at MTs Bustanul Ulum Krai Lumajang found difficulties in learning to read. helping them is understanding and analyzing the reading text. English

teachers require students to master knowledge and practice reading to improve their reading skills

B. Literature Review

1. Reading Comprehension

Before we talk about reading comprehension, to make sure that we know exactly what reading is, it would be useful to look at some basic aspects of reading first. The following is some basic aspects of reading which is noted from book of “Principle and Practices of Teaching Reading” with which most authorities are in these agreements:

- a. Reading is interacting with language that has been coded into print.
- b. The product of interacting with the printed language should be comprehension.
- c. Reading ability is closely related to oral language ability.
- d. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.

It is also better for us to know about the nature of reading. Here are some assumptions about the nature of reading that is noted from book “A Course in Language Teaching”:

- a. We need to perceive and decode letters in order to read words.
- b. We need to understand all the words in order to understand the meaning of a text.
- c. The more symbols (letters or words) there are in text, the longer it will take to read it.
- d. We gather meaning from what we read.
- e. Our understanding of a text comes from understanding the words of which it is composed.

From the assumptions of reading above, we know that reading is an activity to read letters and words in order to get some information from printed language.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.⁶ It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. 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. English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas. From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. In fact, comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of

the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

2. Strategies Of Reading Comprehension

There a lot of strategies for reading comprehension. These strategies are explained in detail in this section.

1. Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals' experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed.⁷ Schema theory is very important in comprehension process.⁸ This theory is based on how people form and activate their previous knowledge. This theory explains that as persons learn about the world, they create a series of knowledge structures or schemas. These schemas develop and shift as the persons learn new information through experience and reading. For instance, a child's schema for dog can involve her or his comprehending of the family pet such as white, furry, and fun. When the child gets more experiences with a lot of dogs in different environments, the dog schema develop and can be improved. It can relate to other schema-kinds of dogs like colors of dogs; foods that dogs eat; places where they stay when the

⁷ Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 255–292). New York: Longman. Retrieved from <http://hdl.handle.net/2142/31284>

⁸ Anderson, R. C., Reynolds, R. E., Challert, D. L., & Goetz, E. T. (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14, 367–382. <http://dx.doi.org/10.3102/00028312014004367>

family is on holiday; and dangerous dogs. Cognitive scientists stated that successful readers permanently relate their prior knowledge to the new knowledge they face in texts. Good readers activate their schema when they start reading. The first schema impacts how readers comprehend and react to a text.⁹ Schemas are particularly significant to reading comprehension. When learners have knowledge of a text's organization, this can help them to understand better that text.¹⁰

2. Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text.¹¹ Creating relevant questions helps good readers to concentrate on difficulties with comprehension and to take the necessary actions to solve those problems.¹²

3. Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that

⁹ Pichert, J. W., & Anderson, R. C. (1977). Taking different perspectives on a story. *Journal of Educational Psychology*, 69(4), 309–315. <http://dx.doi.org/10.1037/0022-0663.69.4.309>
Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J.,

¹⁰ Armbruster, B. B., Anderson, T. H., & Ostertag, J. (1987). Does text structure/summarization instruction facilitate learning from expository text? *Reading Research Quarterly*, 22, 331–346. <http://dx.doi.org/10.2307/747972>

¹¹ Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books.

¹² Pressley, M., Symons, S., McGoldrick, J. A., & Snyder, B. L. (1995). *Reading comprehension strategies*. In M. Pressley & V. E. Woloshyn (eds.), *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning. Being able to make inferences is an important factor for readers' successful reading.¹³

4. Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character's activities and conduct.¹⁴

3. Reading Comprehension Aspects

According to Nuttal, 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

¹³ Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 255–292). New York: Longman. Retrieved from <http://hdl.handle.net/2142/31284>

¹⁴ Honig, W., Diamond, L., & Gutlohn, L. (Eds.). (2000). *Teaching reading sourcebook for kindergarten through eighth grade*. Novato, CA: Arena Press; National Reading Panel.

understanding vocabulary. These aspects are regarded as difficulties that the students encounter in comprehending the text.¹⁵

a) Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan, said that finding main idea is a key to understand a paragraph or short selection.¹⁶ According to Vener, 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.¹⁷ 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) 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. According to Sharpe, Context helps students making a general prediction about the meaning.¹⁸ 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.

c) Making Inference

¹⁵ Nuttal, 1982, Teaching Reading Skills in Foreign Language. London, Heineman Educational Books.

¹⁶ Longan, 2002. Reading and Study Skill: seventh edition. Atlanta Cape Community College. New York: McGraw-Hill Companies.

¹⁷ Vener, 2002. Landmark Scholl Outreach Program: Finding the Main Idea.

¹⁸ Sharpe, 2005. How To Prepare The Toefl Test 11th Edition. Baron: Ohio

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. According to Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences.¹⁹ 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.

4. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

a. Intensive Reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming; Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

¹⁹ Kopitski, 2007. Exploring The Teaching Of Inference Skills. Minnesota: Hamline University.

b. Extensive Reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel. So if a person wants to write an address, phone number, a date or a book over paragraph in order to locate a special piece of information is called scanning but if he reads all the passage in order to know about what it deals about his reading is called skimming. In skimming a reader ask himself what the text is talked about. He move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

5. The Purpose of Reading Comprehension

Reading is not just about look to the text or read aloud the text word by word. But, reading is thinking. Begin from get the ideas from text until make inference that covered all of content of the text, then it is great reading. There are two main reasons for reading; reading for pleasure and reading for information.

Reading for pleasure is hobby, someone read novel or comic to pleasure their pretension. Although sometimes they get some information from what are they have read. While reading for pleasure intentional to get information in order to find out something.

According to Bacon, reading is an active process that consists of recognition and comprehension skill through of reading, people will get information.²⁰ It is mean reading can improve knowledge of people. People who formerly do not know about something, they will know and get information about it. If students' ability in comprehend reading is good, they will get many knowledge. So automatically, students' reading skill influence to students' knowledge.

According to Harmer, reading texts provide opportunities to study language: vocabulary, grammar, punctuation and the way students construct sentences, paragraphs and text.²¹ So, automatically reading give some beneficial in study language. Students that have habitually to reading, they will be familiar with many vocabularies. That also in construct sentences or text, they will not difficult because have familiar with words that have they read before.

From reading also, reader can get experience. According to Gray, reading is form of experience.²² When people read something, they will imagine the condition of text content. Reading can bring the reader to the mind of great authors. The mean is the author give new information, experiences or new images of something then it can makes the reader get new something.

While Rivers and Teperly, suggest there are seven main purposes of reading, they are:

- a. To obtain information for some purpose or because we are curious about topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

²⁰ Bacon, 2008. Teachers Need to Know About Reading and Writing Difficulties.

²¹ Harmer, 2007. The Practice of english Language Teaching. Harlow: Longman.

²² Gray, 2008. Analysis And Use of Figures of Speech.

- c. To act in play, play game, do a puzzle.
- d. To keep in touch with friend by correspondence or to understand business letter.
- e. To know when and where something will take place or available.
- f. To know what is happening or has happened (as reported in newspaper, magazine, report)
- g. For enjoyment or excitement.

From the writer conclude that reading has purposes to get information intentionally or unintentionally, and for pleasure or get lesson and experiences.²³

6. Problems in Reading Comprehension

There are five problems are identified from the student's reading:

a. Word attack

Some of the students had obvious word-attack problems; either the examiner had to supply words or the children mispronounced words or sometimes they sounded them out.

The wrong kind of phonics instruction may be characterized as follows:

- 1) It is too abstract, requiring sophisticated prerequisite abilities.
- 2) It spends time on tasks that do not contribute to reading.
- 3) It omits components needed for successful decoding.

b. Fluency

²³ Rivers, Teperly. 1978. Teaching reading Comprehension to Students with Learning Dificulties. New York: the Guilford Pres

Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

c. Syntactic structure

The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability to understand syntactic structures when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

d. Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem.

Some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.

a. Language

In the case of written text some researchers look at word and sentence length,²⁴ on the premise that texts with longer words will be more difficult to

²⁴ Wallace, 1992. Reading. Oxford: Oxford Univrsity Press.

understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

b. Topic and Genre

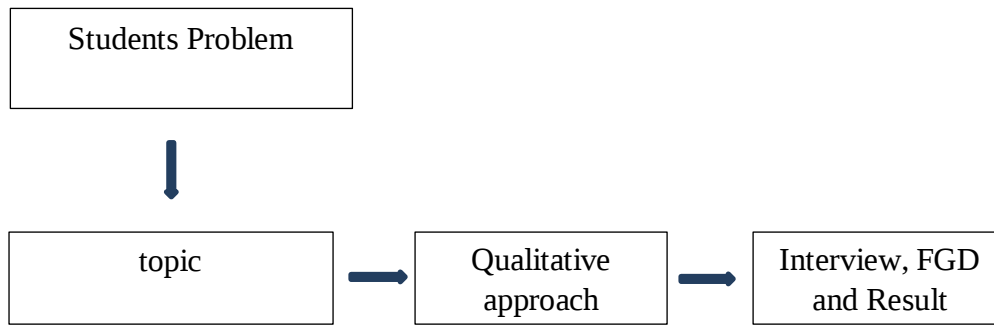
The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

c. Comprehension Task

When the teacher wants to give the task and choose the comprehension tasks to do it, sometimes that the kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way of accomplishing the student's improvement in this skill.

C. Theoretical Framework

Understanding difficulties can be reduced by the efforts made by the teacher by means of remedial teaching, enrichment programs and individual teaching. Efforts made can be successful if there is good cooperation between teachers and students, so that it will affect the achievement of maximum learning achievement. To clarify the flow of thought above, a framework chart can be arranged as follows.



CHAPTER III

RESEARCH METHOD

A. Research Approach and Research Design

In this research, the researcher applied a qualitative approach, a way to analyze the results of research that produces descriptive analysis data, namely data expressed in writing and orally and real behaviour, which is researched and studied as a whole. This research is a descriptive qualitative research that explains phenomena in depth. Qualitative research is a stage of research to explore and understand meaning by a number of individuals or groups of people think come from social problem. The data used are in the form of

descriptive words and not in the form of numbers. In this study, what is more emphasized is this issue of depth or data quality. This type of research utilizes interviews, and literature studies to examine and understand the opinions, views, and feelings of an individual or group of students. All the data collected has the possibility to be the key to what will be studied.

B. Research Setting

In this case, the researcher conducts research at the Celebes English Course Palu, which is located at Jalan Rusa No. 47, Talise Village, Mantikulore Sub-district, Palu City, Central Sulawesi. The total number of students who attended the course is approximately 60 students, ranging from elementary school, junior high school, and senior high school. However, this research will address 15 students as the participants, a combination of junior high school and senior high school. These numbers are drawn from the population by applying purposive sampling as the numbers will be potentially provide information needed for the research.

C. Positionality of the Researcher

Since the research is qualitative, the researcher in the field existed as an instrument. The position of the researcher in the field will be full and an active participant because the researcher directly seeks information through other participants. Before this research will be carried out, the researcher first will ask permission from the instructor who the subject by delivering the research recommendation letter from Datokrama State Islamic University (UIN) Palu.

Thus the researcher would know its position at the researcher location. As both an outsider and insider.

D. Data and Data Sources

According to Lofland, the main data sources in qualitative research are words and actions, the rest additional data such as documents and others. So, the data sources in this study can be distinguished as follows :

a) Primary

this research will be obtained directly from respondents from all Celebes English Course students in Palu City, through responses to a questionnaire that was distributed

b) Secondary

Secondary data are supporting data obtained through written sources. This written source can be obtained through books, scientific journals, and others with topics that are relevant and related to research. Secondary data serves to support and strengthen data on finding in the field.

E. Technique of Collection Data

According to Kvale & Brinkman, interviews were guided question-answer conversations, or an "inter-change of views between two people conversing about a theme of mutual interest". Interview was different from other conversations by having a specific structure and purpose. The researcher chose this types of research because it was very flexible, despite the researcher had prepared the question the researcher could add the other necessary question in the process of interview. The researcher conducted the interview by face to face and telephone

with the informant. The data obtained from this interview was about the reading difficulties of students and teachers' solution in teaching reading. The data that researcher obtained by using interviews is the students' problem in reading comprehension at the celebes english course. then the researcher will also implement an intervention, where

the chosen intervention is FGD (Focus Group Discussion). FGD (Focus Group Discussion (FGD) is an intervention technique in the form of an interview in groups by discussing and exchanging ideas between fellow participants guided by a facilitator. participants guided by a facilitator who provides a topic of discussion. discussion topic, which basically includes qualitative research methodology because it using structured, semi-structured and unstructured interview guides.²⁵ According to Paramita & Kristiana, FGDs are a qualitative data collection technique to obtain information on desires, needs, viewpoints, beliefs and experiences of participants about a topic, with the direction of a facilitator. topic, with direction from a facilitator or moderator.²⁶ While according to FGD is a data collection technique in a group consisting of certain characteristics group consisting of certain characteristics usually totaling 6-9 people who are brought together by a reliable moderator to explore attitudes and perceptions, feelings and ideas about a topic.²⁷ So, with this focus group discussion, students are more free to express their problems when understanding the text.

²⁵ Boateng, W. (2012). Evaluating the Efficacy of Focus Group Discussion (FGD) in Qualitative Social Research. *International Journal of Business and Social Science*.

²⁶ Paramita, A., & Kristiana, L. (2013). Teknik Focus Group Discussion Dalam Penelitian Kualitatif (Focus Group Discussion Tehnique in Qualitative Research). *Buletin Penelitian Sistem Kesehatan*)

²⁷ Dilshad, R. M., & Latif, M. I. (2013). Focus Group Interview as a Tool for Qualitative Research : An Analysis. *Journal of Social Sciences*, 33(1), 191– 198.

F. Technique of Analyzing Data

Stage are reserce data to analyze the accuracy of the data after it is obtained, namely:

1. Data collection

Dingging up information and data from various sources or respondents, the researcer did several action such as observing, interviews, Focus Group Discusion (FGD).

2. Classification

Reducing existing data by arranging and classifying the data obtained into certain patterns or settings to facilitate and discus according to research needs.

3. Verifying

4. Whats is meant by analyzing is the process of simplifying word into a form that is easier to read and also easier to interpret. The researcher described the data that has bees classified, interpreted by linking existing data source analyzed according to the items examined in this study. Finally, the research described the data descriptively in the research report. In this case, the analyzed data used by the researcher is descriptif qualitative, which is an analysis that describe a situation or phenomenom with words or sentences, then separated according to the category to get a aconclusion. In data processing or analysis, the researcher first presented the data obtained from filed or the results of interviews, Focus Group Discuson.

5. Conclusion

The final stage of data processing is a conclution. The conclusion is the conclusion from the data obtained after being analyzed to get answers to the readers' anxiety about what is presented in the background of the problem.

From the collected material, the researcher analyzed the descriptive method. The descriptive method is an attempt to pronounce facts systematically, factually and accurately in the learning process.

G. Cheking Data Validity

In qualitative research, data is declared valid if there is no difference between what is reported and what actually happened to the object being studied. In testing the validity of the data in qualitative research, it includes the credibility test (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).²⁸

1. Credibility test, research shows the results of the findings by way of proving the reality that is being studied.

2. Transferability, generalization of a finding can be applied or applied to all contexts in the same population on the basis of findings obtained in a representative sample of the population.

3. Dependability (reliability), consistent or measurable means that research is carried out repeatedly but essentially the results are the same.

4. Conformability (objectivity) of research results is agreed between the subjects studied.

Checking the validity of this data is done with the aim of getting accurate, checking the validity of the data is done by correcting the data one by one so that errors can be found which was then be further refined.

²⁸ Sugiono, *metode penelitian kuantitatif kualitatif Dan R&D*, 270

Furthermore, to check the validity of the data obtained, it is done by means of triangulation. Triangulation is a technique of checking the validity of data that utilizes something else, outside the data for checking purposes or as a comparison with the data.²⁹

Triangulation is a combination of various data sources with various data collection techniques and time to obtain valid data and meet the scientific standards of writing. There are three kinds of triangulation; triangulation sources, triangulation method, and triangulation time. Triangulation sources can be obtained from teacher and student.

Triangulation techniques are observation and interview. The triangulation used by the researcher is the triangulation source and triangulation method which is a technique to check whether or not the data or information is obtained in the field by comparing the data to the data source in the field. This is accomplished using comparing the observation result data to interviews, comparing what people are saying about the research situation with what it says, and comparing the results of interviews with the contents of a related document.

The researcher also conducts discussions with associates or with anyone who is considered to provide solutions to the problems that the researcher faces to obtain accuracy and admit the validity of the data. The validity of the data is intended to prevent doubts about the data obtained for both the researcher and the reader, especially the researcher who has compiled this scientific work.

²⁹Ibid, 273

BAB IV

RESEARCH FINDINGS AND DISCUSSION

A. Finding of the Research

The researcher have observed about the matter that happen in Celebes English course. Especially the condition and situation of the school as the location where the researcher did this research. Talk about Celebes English Course. Celebes English Course is a instrumen in mantikulore District, palu city. The geographical location of Celebes English Course is at latitude 3.533726.98 (latitude) and longitude 98.585228 (longitude). Celebes English Course (CEC), located at Jalan Rusa No. 47, Talise Village, Mantikulore Sub-district, Palu City, is present as an English language learning platform, to improve the ability and confidence in speaking English for the people of Palu City, especially students.

The owner of Celebes English Course, Yusrawana, S.Pd., said that the reason for presenting Celebes Eenglish Course in Palu City is a form of concern for the English language skills of children, especially students in Palu City, which are still very limited, while he said the need for English in the current era of globalization is very important for the younger generation as a tool that will be used to be able to compete globally.

"The average child we meet both at school and outside is unable to communicate using English fluently, while the ability to speak English is one of the powerful weapons to compete globally. So that problem encourages us to provide an

environment that they can use to practice the theory they have received at school," said the owner of Celeber Englis Course.

1. The students' problems in reading comprehension at the Celebes english course

English instructur taught some skills of English such as listening, speaking, reading and writing. The teacher taught the students' based on curriculum that is used by Celebes English Course Palu. The following statement was the result of interviewing English instructor:

“saya mengajar e... isemua skill ya...seperti listening, speaking, reading dan juga writing. Tapi untuk saat ini masih focus di reading nya. Ya.. sesuai dengan kurikulum. Students memiliki kemampuan disetiap English skill terutama dalam writing tapi di reading kurang. Kalau tantangan itu ada ya... yang mana siswa kurang dapat memahmi isi karena vocabnya kurang. Selain itu ijuga siswa kurang dalam menentukan unsur kebahasaan dalam teks. Saya akui memang sulit ya belajar English, terutama bagi siswa baru atau siswa kelas satu yang tidak terbiasa berlatih membaca karena dalam pelajaran bahasa Inggris terdapat banyak sekali kata-kata yang sangat sulit untuk dibaca dan dipahami. Dari jumlah siswa di Celebes English Course untuk jumlah murid ada 60 siswa. Namun pengajar hanya ada tiga. Jadi untuk kondisi belajar mengajar pelajaran bahasa Inggris, kami merasa masih belum optimal, karena masih banyak siswa yang tidak bisa atau kesulitan dalam memahami bacaan.”

From the data obtained in teaching with several existing skills, it is in accordance with the opinion of Robert Lado that in the teaching and learning

process components are needed.³⁰ While the components contained in this research data include speaking, reading, writing and listening. The priority component in the data is reading. This reading component is supported by the theory of Walcutt and McCradien which states that in the process of learning to read one must have basic skills, the basic skills in question are matters related to basic vocabulary mastery skills.³¹ So before teaching the instructor must prepare the components in learning to read. The students' of Celebes English Course need basic skills in learning to read English. From these data, teaching and learning languages must have components, one of which is reading. In reading, you must have basic skills, especially mastering vocabulary. So that the rest can have the basics to learn to read. The students were difficult to understand and analyze a text because the lack of vocabulary mastery. In this case, vocabulary had to be mastered by students because understanding and analyzing English text needed vocabulary to know the meaning and message of the text. Students' ability in every skill where most of students were low in reading a text with following sentence. Celebes English Course needed more educators to teach English since English had a teacher where the number of English teacher effected in the teaching and I learning process. The following was English instructor statement about the teaching and learning process was not optimal because the teacher only three. Reading comprehension was a process whereby a message intended by the writer is recognized by the reader against, the background of information already stored in the reader's memory. Reading comprehension was the process of constructing meaning by coordinating a number of complex processes that include

³⁰ Lado Robert. *Language Teaching A Scientific Approach*. by McGraw-Hill. 1964.

³¹ McCradien and Walcutt. *Basic Reading*, California state Department of Education. 1969.

word reading, word and word knowledge and fluency. The following statement was the result of interviewing the Students:

“In my opinion, reading sulit untuk dipelajari dari pada yang lainnya. Saya suka bahasa Inggris tapi kalau membaca kurang suka. Saya kesulitan dalam memahami text, sulitnya saat menganalisis juga. Menurut saya karena kurang baca dan vocab juga kurang (Marsela). “iSaya kurang suka bahasa Inggris apalagi reading karena saya nggak bisa. Ya... paling sulit menurut saya reading, kesulitannya pemahaman teks, analisis text nya juga saya sedikit kesulitan, apalagi untuk answer question butuh analisis text dulu. Kurangnya latihan dalam membaca teks dan latihan menganalisis text juga” (Lutfi, Anton and Ilham)

From the data obtained, the students had difficulty in reading and analyzing the text. This is due to lack of vocabulary mastery and lack of reading practice so that students have difficulty in analyzing reading texts. In accordance with Richards opinion that, the difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text.³² This is supported by Nuttal theory which states that, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information.³³ These aspects are regarded as difficulties that the students encounter in comprehending the text.

³² Richard, Methodology in Language Teaching. USA: Cambridge University press. P.65-66.p 69.p.304. 2006.

³³ Nuttal, C. Teaching Reading Skill in a Foreign Language. London: Heinemann Educational Books. 1982.

From these data students have difficulty in reading and analyzing the text. Because students do not master vocabulary and practice reading. So that from this most basic component, students have problems understanding the text. Problems in understanding the text faced by students such as determining the main idea, understanding vocabulary, making inference and detail information. Students' found some obstacles in learning reading, such as difficult to understand the text because the lack of vocabulary and difficult to analyze the language feature of a text. The problem was also caused by lack of practice since learning English needed more practice.

The students at the Celebes English Course did not like learning reading because reading was the most difficult lessons for them. Students considered that reading a text was difficult lesson in English because reading required students to understand and analyze the text. Students found difficulties in reading such as understanding the mean of a text. In reading, students should read and comprehend in the same time. Students would be difficult when students did not understand about the text that was being read. Most of students were also difficult to analyze the generic structure and language feature of reading text. Student had to analyze the reading text to know the generic structure and language feature because students needed that in answering the question. Vocabulary and reading practice were the reasons why students found obstacles in reading. Most of students were lack in vocabularies mastery where understanding a text needed vocabularies usage. Besides, students were less in practicing reading.

2. The strategy of teaching students' problems in learning reading comprehension at the Celebes English Course

This was instructor's solution to overcome students' problems in reading:

“saya berusaha mendorong siswa untuk menghafal vocab sedikit demi sedikit. Dari hasil hafalan mereka diwajibkan menyeter hafalan. Ada beberapa cara yang saya pakai untuk siswa menghafal ya... menggunakan catatan atau lagu yang mudah diingat. e.. jumlah kosakata yang dihafal setiap minggu adalah 5 sampai 10 kosakata. Saya meminta siswa untuk membawa kamus Inggris juga, dengan tujuan mempermudah mereka mencari arti dari kata yang mereka belum tau. Saya juga membiasakan siswa membaca text agar mereka terbiasa membaca atau berhadapan dengan teks yang berbahasa Inggris.”

This is in accordance with the opinion of Douglas Brown in the intensive point, where vocabulary learning strategies are closely related to abilities in linguistic elements related to semantic scholarship.³⁴ Semantic itself is how to understand the meaning of course we have to knowabout vocabulary. So that anyone who learns must understand linguistic science, especially on a micro level in order to understand semantics. This is also supported by Nuttal theory which states that, 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.³⁵ Context helps students making a general prediction about the meaning. 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. From

³⁴ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc, 2004.

³⁵ Nuttal, C. *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books. 1982.

these data, learning must have a strategy to understand linguistic elements in the semantic section, from that we must know about vocabulary first. In this way, students have to increase their knowledge of new vocabularies. So that it can help students in understanding the text they read. Because the lack of vocabulary can make students have difficulty understanding the text. The students were difficult to understand and analyze reading text because the lack of vocabulary and practice. instructor required students to memorize vocabulary as the solution in order students could understand the reading text. instructor also asked students to practice by asking students to read a text. instructor had provided the best solution for students by memorizing vocabulary to improve students' vocabulary mastery that effected in students' reading comprehension. instructor also trained students to read a text. In other words, teacher asked students to practice by reading a text in teaching and learning process.

“kami sudah mulai di minta untuk hafalan vocab dan sering dilatih membaca” (Marsela) “menghafal dan latihan membaca text dalam bahasa Inggris” (Lutfi, Anton and Ilham)

This is in accordance with the opinion of Douglas Brown in extensive, extensive reading is commonly pleasure reading where readers may choose what they want to read that can stimulate reading for enjoyment. Sometimes, it helps readers to avoid overanalyzing of text because the use of extensive reading is reading for understanding.³⁶ From the data obtained, the students have implemented memorization of vocabulary and often evaluate their ability to read

³⁶ H. Douglas Brown. Language Assessment: Principles and Classroom Practices. New York: Pearson Education, Inc, 2004.

texts. This is supported by Jeremy Harmer theory which states that, the students should be trained in order to have good reading skill. Therefore, students must increase their reading practice so that students can have a lot of vocabulary and are able to understand reading and analyze texts.³⁷ In this data, students must increase their reading practice and add new vocabulary, so that students can analyze the reading text. Furthermore, instructor asked students to memorize vocabulary at the end of the class. Besides of that instructor also asked students to read a text to train students' reading skill. In sum, students were difficult to comprehend and analyze reading text because students were lack of vocabulary and less in practicing reading. As the solution, instructor required students to practice and memorize vocabulary.

B. Discussion

1. Students' reading difficulties at the Celebes English Course

Based on the data obtained from interview and observation, students were difficult to understand message and analyze generic structure and language feature of reading text that were caused by the lack of vocabulary mastery and less in reading practice.

a. Difficult to comprehend reading text.

Unfortunately, Most of students at the Celebes English Course found obstacles in learning reading, whereas learning reading was included in the curriculum used in the Celebe English Course. One of students' problems was

³⁷ Jeremy Harmer. How to Teach English. England: Pearson Longman, 1998.

difficult to comprehend reading text. Students had difficulty to comprehend reading text because they cannot make a picture of text that they read. Moreover when students did not have prior knowledge, students would be difficult to create picture on their mind about the reading text.

Based on the interview, the instructor and students stated that understanding reading text was becoming students' problem in learning reading. Moreover, students should answer question after reading the text that required students to understand about the reading text. Consequently, most of students were difficult to answer the question. Based on the observation, most of students were not active in the teaching and learning process because some students looked like students were bored and lazy in learning reading. Most of students did not pay attention but students still followed the teacher instruction.

b. Difficult to analyze reading text

There were advantages obtained in reading, moreover reading was one of subject that should be fulfilled by every students. Besides, students had to pass the reading subject by obtaining high score. In contrast, students at the Celebes English Course found difficulty in analysing generic structure and language feature in reading text. According to Kurniawan, students commonly obtained difficulties in understanding the message, answering questions and analyzing the generic structure. The problem above made students were not motivated in learning reading that made students were low in reading ability. Whereas, student not only mastered religious subject but also English subject.

c. Lack of Vocabulary Mastery

Vocabulary was an important aspect in understanding the reading text because a text consisted of some words. Vocabulary mastery could help students express ideas directly and translate the meaning of a text. The lack of vocabulary mastery made students confused in understanding the reading text, therefore students should own motivation to enrich the vocabulary in order students could understand the reading text easily. Based on the result of interview, most of the students did not know the meaning of words, therefore students were difficult to comprehend and analyze the reading text. In other word, students had difficulty in recognizing words. So, vocabulary was very important for language learners because students were impossible to understand the content of the text correctly without recognizing the meaning of words. Furthermore, students' difficulties in understanding the reading text were caused by the lack of vocabulary. Moreover,, most of students did not bring dictionary in the teaching and learning process. Consequent, students were difficult to translate difficult words in the text. Besides, dictionaries were also very important for students in learning English because dictionary helped students to find the meaning of words. Based the investigation, the lack of vocabulary affected on students reading skill because understanding reading text required students to understand the meaning of each word. As a result, The Instructor required students to memorize vocabulary every week to enrich students' vocabulary. The solution was applied with purpose students could translate the text automatically, so students could understand the message in the text.

d. Less in reading practice

Unfortunately, the students at The Celebes English Course were less in practicing reading that made students were difficult to read a text. Students may use reading theory to master reading skill, such as bottom up, top down, skimming and scanning. Most of students were difficult to analyze reading text because students seldom to practice in analyzing text. Learning English needed a practice, so did learning reading. Furthermore, the instructor of the Celebes English Course asked students to read and analyze reading text train students skill in analyzing text. Students would read and analyze a text every English subject to train students' reading comprehension.

2. The strategy of teaching students' learning reading difficulties

Students found difficulties in reading because several factors, such as teaching reading strategy. Consequently, instructor should apply another way to teach reading that was suitable to be implemented at the Celebes English Course. The instructors tried to apply systematic and efficient in teaching reading, those were pre-reading, whilst reading and post reading. Those activities were suitable for teaching reading in all levels that depended on

how instructors designed it. Furthermore, post-reading provided students' opportunity to react

what they had read based on their personality. The activities in post-reading such as offering personal opinion or perspective about the text that was given by the instructors.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the students' problem in reading comprehension at the Celebes english course palu. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the research data analysis presented in chapter IV, these are the conclusions obtained:

1. The students' problems in reading comprehension are: The result of data and analysis in the previous chapter, researcher finds that the students have problems in reading. There are two kinds of problems, those are understanding and analyzing reading text. Students problems in learning reading come from the lack of vocabulary mastery, less in reading practice and teaching reading strategy.

2. The strategy of teaching students' problems in learning reading comprehension are: English teacher find solution to overcome students' problems, such as memorizing vocabulary, practicing reading by analyzing and comprehending a text and applying three phases of teaching reading, those are pre-reading, whilst reading and post-reading. Those solution make students' reading skill is getting better because students' reading comprehension is developed.

B. Suggestions.

After conducting the research at Celebes English Course, here some suggestions that could be used for subsequent research:

1. For Teacher

Result of the study figures out students' problems are understanding and analyzing the generic structure and language features of reading text. Researcher wants to give suggestion that teacher should train the students comprehension by practicing to read a text. Besides, teacher may enrich students' vocabulary by memorizing. Furthermore, teacher may apply suitable strategy or method in learning reading.

2. For the Next Reseacher

For the next researcher, to conduct a more the problems in learning reading comprehensive research, of course, with variety of more mature preparations in order to find something that has not been found in this research. This research also could be used as reference in doing related research in another object.

REFERENCES

Estika Satriani, Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau, *Journal of English for Academic*, (2018), Volume 5, p.16

Nuttall, *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books (London: Heinemann Educational Books, 1982).

Bruner, Jerome S. 1999. *The Process of Education* (2th edition). London: Harvard University Press.

Crawley, Mountain. *Strategies for Guiding Content Reading*. London (2005)

Abdurrahman Mulyono. 1999. *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta, Rineka Cipta.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 255–292). New York: Longman. Retrieved from <http://hdl.handle.net/2142/31284>

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14, 367–382. <http://dx.doi.org/10.3102/00028312014004367>

Pichert, J. W., & Anderson, R. C. (1977). Taking different perspectives on a story. *Journal of Educational Psychology*, 69(4), 309–315. <http://dx.doi.org/10.1037/0022-0663.69.4.309> Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor, A. B., Davis, M. J.

Armbruster, B. B., Anderson, T. H., & Ostertag, J. (1987). Does text structure/summarization instruction facilitate learning from expository text? *Reading Research Quarterly*, 22, 331–346.

Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books.

Pressley, M., Symons, S., McGoldrick, J. A., & Snyder, B. L. (1995). Reading comprehension strategies. In M. Pressley & V. E. Woloshyn (eds.), *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Vener, 2002. Landmark Scholl Outreach Program: Finding the Main Idea.

Rivers, Teperly. 1978. Teaching reading Comprehension to Students with Learning Dificulties. New York: the Guilford Pres

Wallace, 1992. Reading. Oxford: Oxford Univrsity Press.

Boateng, W. (2012). Evaluating the Efficacy of Focus Group Discussion (FGD) in Qualitative Social Research. International Journal of Business and Social Science.

¹ Paramita, A., & Kristiana, L. (2013). Teknik Focus Group Discussion Dalam Penelitan Kualitatif (Focus Group Discussion Tehnique in Qualitative Research). Buletin Penelitan Sistem Kesehatan)

Lado Robert. Languge Teaching A Scientific Approach. by McGraw-Hill. 1964.

McCradien and Walcutt. Basic Reading, California state Department of Education. 1969.

Richard. Methodology in Language Teaching. USA: Cambridge University press.

P.65-66.p 69.p.304. 2006

H. Douglas Brown. Language Assessment: Principles and Classroom Practices. New York: Pearson Education, Inc, 2004.

Jeremy Harmer. How to Teach English. England: Pearson Longman, 1998.

Dilshad, R. M., & Latif, M. I. (2013). Focus Group Interview as a Tool for Qualitative Research : An Analysis. *Journal of Social Sciences*, 33(1), 191– 198.

Sharpe, 2005. *How To Prepare The Toefl Test 11th Edition*. Baron: Ohio

Kopitski, 2007. *Exploring The Teaching Of Inference Skills*. Minnesota: Hamline University

Honig, W., Diamond, L., & Gutlohn, L. (Eds.). (2000). *Teaching reading sourcebook for kindergarten through eighth grade*. Novato, CA: Arena Press; National Reading Panel.

1. With respondent





Appendix

List of Interview with Student

1. Apakah anda suka membaca teks berbahasa inggris?
2. Apakah membaca teks berbahasa inggris itu sulit?
3. Apakah anda sering mengalami kesulitan saat sedang memahami bacaan?
4. Kesulitan seperti apa yang anda alami saat sedang memahami bacaan?
6. Apakah anda sering menemukan kata-kata yang sulit?
7. Apakah anda kesulitan dalam menceritakan kembali isi bacaan?

Interviewing instructor

Researcher : Assalamu'alaikum Miss

instructor : Wa'alaikumsalam

Researcher : Saya Hari Setiawan mahasiswa UIN Datokarama Palu mewawancara Miss untuk mengetahui kemampuan siswa dalam pembelajaran Bahasa Inggris, terutama reading

Instructor : Iya....

Researcher : Apa sajakah yang dipelajari siswa dalam pelajaran bahasa Inggris?

Instructor : saya mengajar e... semua skill ya...seperti listening, speaking, reading dan juga writing. Tapi untuk saat ini masih fokus di reading nya. Ya.. sesuai dengan kurikulum.

Researcher : Bagaimana kemampuan siswa dalam skill-skill tersebut?

Instructor : Students memiliki kemampuan disetiap English skill terutama dalam writing tapi di reading kurang

Researcher : Apa saja tantangan guru dalam mengajar reading?

Instructor : Kalau tantangan itu ada ya... yang mana siswa kurang dapat memahami isi karena vocabnya kurang. Selain itu juga siswa kurang dalam menentukan unsur kebahasaan dalam teks

Researcher : Bagaimana menurut pendapat ibu tentang pembelajaran reading kepada siswa?

Instructor : saya akui memang sulit ya belajar Englis. Terutama bagi siswa baru atau siswa kelas satu yang tidak terbiasa berlatih membaca karena dalam pelajaran bahasa Inggris terdapat banyak sekali kata- kata yang sangat sulit untuk dibaca dan dipahami.

Researcher: Apakah pembelajaran reading di Celebes English Course sudah sangat optimal menurut Miss?

Instructor : Jumlah siswa di Celebes English Course ada sekitar 60 siswa. Namun... guru bahasa Inggris hanya tiga. Jadi untuk kondisi belajar mengajar bahasa Inggris, kami merasa masih belum optimal, karena masih banyak siswa yang tidak bisa atau kesulitan dalam memahami bacaan.

Researcher : Apa solusi untuk mengatasi kesulitan-kesulitan siswa dalam belajar reading?

Instructor : saya berusaha mendorong siswa untuk menghafal vocab sedikit demi sedikit. Dari hasil hafalan mereka diwajibkan menyeter hafalan.

Researcher : Metode apa yang Miss pakai dalam penghafalan vocab?

Instructor : ada beberapa cara yang saya pakai untuk siswa menghafal ya... menggunakan catatan atau lagu yang mudah diingat. e.. jumlah kosakata yang dihafal setiap minggu adalah 5 sampai 10 kosakata.

Researcher : Apakah siswa juga di haruskan untuk membawa kamus?

Instructor : saya meminta siswa untuk membawa kamus Inggris juga... dengan tujuan mempermudah mereka mencari arti dari kata yang mereka belum tau.

Researcher : Selain itu, apakah ada solusi lain?

instructor : saya juga membiasakan siswa membaca text agar mereka terbiasa membaca atau berhadapan dengan teks yang berbahasa Inggris.

Interviewing Students

Researcher : Assalamu'alaikum.... my name is Hari Setiawan, Saya Dari kampus UIN Datokarama Palu, mohon bantuannya ya...

Students : Wa'alaikumsalam Warohmatullaahi wabarokaatu.

Researcher : Bagaimana menurut Kalian tentang pembelajaran reading?

Student : In my opinion, reading sulit untuk dipelajari dari pada yang lainnya

Student : Ya... paling sulit menurut saya reading, terutama untuk memahami bacaan itu sulit.

Student : Saya kurang suka... karena saya rasa sulit

Researcher : Apakah kamu menyukai belajar reading?

Student : saya kurang suka bahasa Inggris apalagi reading karena saya nggak bisa

Student : suka bahasa Inggris tapi kalau membaca kurang suka

Student : saya tida suka

Student : suka, tapi kalau di suruh membaca kurang suka.

Researcher : Apa yang membuat kamu tidak menyukai reading?

Student : saya kesulitan dalam memahami text

Student : saya kalau disuruh membaca sulit sekali memahami text bacaan.

Students : kesulitannya pemahaman teks

Students : karena saya tida mengerti apa maksud dari teks yang saya baca.

Researcher : Menurut mu, apa penyebab dari kesulitan-kesulitan belajar reading?

Student : menurut saya karena kurang baca dan vocab juga kurang

Students : kurangnya latihan dalam membaca teks dan latihan menganalisis text juga.

Student : Kalau saya pribadi, krena saya kurang skali membaca teks berbahasa inggris. Mungkin membaca kalau di suruh guru di kelas. Jadi tidak terbiasa. Dan banyak juga kosa kata yang saya tida tau.

Researcher : Setelah mengalami kesulitan tersebut, apa yang gurumu lakukan?

Student : sudah mulai di minta intuk hafalan kosa kata Bahasa inggris dan sering dilatih membaca

Student : sudah mulai di minta intuk hafalan vocab dan sering dilatih membaca

Students : menghafal dan latihan membaca text dalam bahasa Inggris

Students : di suruh menghafal Ka.. dan ee... latihan membaca text dalam bahasa Inggris

Researcher : Okay.. thank you...

Students : Iya sama-sam

