# THE FACTORS TO OVERCOME STUDENTS DIFFICULTIES IN READING COMPREHENSION

**THESIS**



**By**

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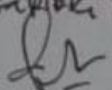
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     Demikian permohonan izin ini kami ajukan, Terima Kasih

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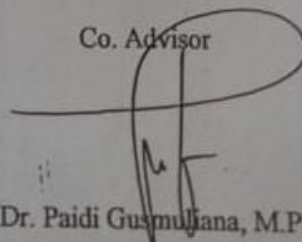
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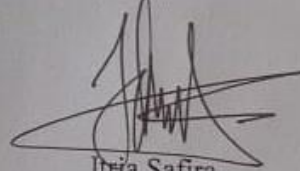
# PREFACE

The thesis is submitted as a part of the completion for the "sarjana degree" in Institute College for Islamic Studies (IAIN) Curup. The writer realized that this thesis is far from being perfect, thus, she really appreciates any suggestions and cristicism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are intersted in this field of study.

Curup,    September 2020

Writer

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*Alhamdulillahirabbil'alamin*, all of praises just for ALLAH SWT who has given His mercy Bessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for testing in learning teaching process.

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Curup,    September 2020

Writer

**Itria safira**
**16551022**

*Motto*

*"Dan barang siapa yang Bertaqwa Kepada Allah Niscaya Allah Menjadikan Baginya Kemudahan Dalam Urusannya"*

*(Q.S At-Talaq:40)*

*"Dan Hanya kepada tuhanmulah (Allah SWT)hendaknya kamu berharap" (Q.S Al-Insyirah:8)*

*"Maka sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan" (Q.S Al-Insyirah 5-6)*

# DEDICATION

This Thesis is Dedicated to :

- ❖ A lot of thanks to Allah SWT
- ❖ My beloved parents, they are my Father Mr. Wizar, my Mother Mrs. Milya Heryanti, my beloved sister Filli Mitra Fella and my brother Daurel Ilham who always give me passion, motivation, love, support and prayers.
- ❖ My beloved grandfather Heri Herwanto, my grandmother Norhaida who give mw pray and suggestion.
- ❖ Mr. Hadi Suhermanto, M.Pd as my advisor and Mr. Paidi Gusmuliana, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and also guidance to complete this thesis
- ❖ Mrs. Jumatul Hidayah, M. Pd as the Chief of English Tadris Study Program and my academic advicor, thanks for the guidance and helping.
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- ❖ My almamater IAIN Curup that I'm so proud.

# ABSTRACT

The goals of this study are to find out about the factors that impact students' reading comprehension challenges and to help students overcome their reading comprehension difficulties in the English Education Department at IAIN Curup. The qualitative technique was applied in this study. The subject of this research is students in their fourth semester at IAIN Curup, which consists of ten students. The researcher used interviews to collect data for this study. According to the findings of the interview, the challenges experienced by fourth-semester students in the IAIN Curup Tadris English study program are still rather considerable and demand improvement. Students struggle with comprehensive reading due to a variety of factors, including difficulties in keeping the eyes focused on each line of sentences, difficulties in capturing specific vocabulary, difficulties in finding factual information, both explicit and implicit, difficulties in identifying references, and difficulties in making inferences/conclusions. Students' tactics for dealing with challenges in comprehensive reading include utilizing reading aids, reading as much as possible to comprehend new terminology, reading in detail to catch different types of information, and understanding context. Reading to make connections between concepts in sentences and paragraphs.

**Keyword:** *Reading Comprehension, Difficulties, Factor, Overcoming Problems*

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# CHAPTER I

# INTRODUCTION

## A. Background of the Research

Reading is one of the skills that can't be separated from the four basic abilities. Every day people do activities like reading at home, office, school, etc. Reading is a very important aspect since this skill presents a variety of information such as science, facts, result, of research development of politic, opinions, and reports. Reading, according to Tarrigan, is a type of action that strives to understand the experience, link the new knowledge that has been learned, discover the solution, and the cognitive question of reading material written.[1] This suggests that reading involves a cognitive activity as well as a translation process. Furthermore, Nunan stated that reading is a fluid process in which students integrate information from a book and their knowledge to generate meaning to gain understanding.[2] It entails reading the process of obtaining information about all aspects of the text depending on the student's prior knowledge. The underlying knowledge of the students is combined with the text to generate meaning. As a result, reading material activities generate ideas from the text being read.

Reading's ultimate objective is comprehension. Everyone believes that reading comprehension is more than just identifying individual words or understanding each word as our eyes sweep over it. All comprehension models

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[1] Tarigan in thesis Juwita Sari. *Metodologi Pengajaran Bahasa2*, Aksara Bandung, Bandung:2009, P.41
[2] Nunan, David. *Practical English Language Teaching*. New York: McGraw-hills Companies, Inc.2003 p.117

recognize the necessity for readers to construct a mental representation of text, a process that necessitates information integration from a variety of sources.[3]

The researcher believes that reading is a crucial element of language skills in everyone's life, both in school and at university. Students at all levels of education, particularly those in the English department, should master reading skills at all levels of education. Reading comprehension will provide fourth-semester students with a wealth of previously unknown information about events in the past, present, and future.

Reading is critical for students. Because reading allows students to gain knowledge in answering explicit and implicit primary ideas, particularly in reading comprehension. Reading comprehension is critical for students in the English department in the fourth semester to understand. Reading comprehension can help them get new insights, which is known as receptive skills, and writing can help them gain productive skills. Reading comprehension, on the other hand, is critical for them to respond to the key point in inferring the entire text. They will have trouble understanding the material in reading comprehension if they do not grasp it.

According to Oakhil, three major theoretical approaches to comprehension deficiency have been focused on children's understanding issues. The first contends that understanding issues develop as a result of problems at the single-word level. The second postulates that the poor have problems with text semantic processing. The third point raised by the researcher for this study is that weak comprehenders struggle

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[3] Kate nation. ( 2004) , children's reading comprehension difficulties, page 249

with higher-order comprehension skills such as forming inferences from the text, integrating concepts, and assessing their understanding. Making conclusions from text appears to be a typical challenge for less experienced comprehenders. These challenges 3 include (a) inferring information that is solely implicit in a text, (b) forming inferences to link the concepts in a text, and (c) making inferences to connect the ideas in a text. Using context to infer the meanings of certain words[4] . Students' issues with reading comprehension are examined in light of that assertion.

In the fourth semester, my classmates had difficulty determining supporting information in identifying major concepts in reading comprehension, which discussed the difference between the explicit main idea and the implicit main idea. Then, concluding to link the concepts in the text and deducing the meanings of specific words from context. As a result, the researcher wishes to investigate the students' difficulties with reading comprehension.

Based on a preliminary study from 10 students in the English teacher education department in the fourth semester who discovered that implicit main ideas are more difficult than explicit main ideas, they must concentrate on what the narrative or paragraph is about. There are three reasons why implicit main ideas are more intricate and challenging than explicit main ideas, as well as forming conclusions. As a result, the researcher selects students from the English teacher education department at IAIN Curup to study the subject, major concept in a paragraph, and text in the fourth semester. Students have the most difficulty in reading

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[4] Oakhill Jane,( 1993), Children's Difficulties in reading comprehension, educational psychology review, page: 227

comprehension when it comes to guessing the main idea, both explicit and implicit, but the most difficulty in guessing the implicit main idea is due to a lack of mastery of uncommon vocabulary and making inferences to connect up the idea in a text. The researcher chose the fourth semester because it is an excellent opportunity to strengthen students' reading skills so that they may examine and improve a book or journal by finding the primary concept and topic phrase. Aside from that, they can understand what the book or journal is talking about till they obtain the indicated major point in it and can deduce information that is solely implicit in a text. As a result, during the fourth semester of IAIN Curup, students will have mastered reading comprehension.

Based on the description above, the researcher choose the title "**The Factors to Overcome Students' Difficulties in Reading Comprehension.**" In this research, the researcher tried to find out what difficulties faced by the students in comprehending the reading text and what factors influence students' difficulties in reading comprehension text faced by the fourth semester in IAIN Curup.

## B. Research Questions

Based on the background above, the research questions of this research are:

1. What were the student's difficulties in reading comprehension for the 4th semester of student's English Teacher Education Department at IAIN Curup?

2. How did the students overcome students' difficulties in Reading comprehension for 4 semesters in students English Teacher Education Department at IAIN Curup?

## C. The Objective of the Research

The objective of this research is :

1. To know what the difficulties and factors that influence the students faced in reading comprehension

2. To know the students to overcome students' difficulties in Reading Comprehension of English Education Department at IAIN Curup

## D. Significant of the Study

This study will be beneficial to senior high school English instructors in terms of developing and implementing innovative techniques and teaching activities for teaching reading to assist students in overcoming their challenges in English reading text. This study's findings suggest that students' reading skills and enthusiasm to learn English will increase.

## E. Definition of the Key Term

1. Difficult

The meaning of difficult in Oxford is something not easily done, accomplished, comprehended, or solved. Merriam-Webster said that difficult is

difficult circumstances, something difficult, difficulty, distress, kept secret (hard to know and so on), hidden, in difficult circumstances (acute, severe).

In this study, the difficulties in reading comprehension, depend on Hidi there are types of difficulty in reading comprehension, they are: analyzing the topic of a text, finding the main idea of a paragraph, comprehending the supporting idea of a paragraph, looking for the specific information of a text, finding the factual information the text, comprehending the reference, finding the inference of a text and finding the synonym of an unfamiliar word in the text. The research will know the difficulties in reading comprehension.

2. Reading comprehension

Devine Joanne state that "reading comprehension is a process of activating the knowledge of the word combined with appropriate cognitive skills and reasoning ability to get ideas from the print". Reading comprehension, which is the main goal of reading that should be achieved when studying reading, means an ability to understand what we read and get the information that we want to get by reading any certain written text.

## CHAPTER II

## LITERATURE REVIEW

### A. Students' Difficulties

### 1. Definition of students' difficulties

According to the student's development and concealment, a student in trouble is any student who has significant hurdles to completing their educational goals. College is often perceived by students as a period of major transition and adjustment. This phase of transition may cause academic, social, financial, work, familial, or institutional stress. This stress can sometimes become so intense that it jeopardizes academic achievement. These sites can provide further assistance and aid in the development of improved coping skills. It is critical to provide timely and effective help to these kids to maximize the likelihood that they will accomplish their educational goals.[5] It suggests that the kids are having problems because they lack interest and intellectual capacity.

Some argue that after disclosing personal challenges, students may wish/expect to continue receiving help from them and may want a significant amount of their time. If they refuse to be directed to someone in a more appropriate function, they may be under considerable pressure to give this assistance directly. They may be concerned about the student and fear that they will be rejected if they do not assist. [6].

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[5] BCIT counseling and students development by the University of Toronto students crisis response programs, (2003), Identifying & Referring Students in Difficulty, page:3
[6] The University of United Nottingham ( Kingdom, China, Malaysia), (2013), Identifying and Responding to students in difficulty,

It indicates that the students require greater focus; if the kids do not concentrate on education, they will struggle with their talent. As a result, students should comprehend the importance of education, particularly reading. Because reading allows kids to expand their knowledge. It is quite difficult for kids to expand their knowledge if they do not read.

Students, according to Makar, have problems accurately interpreting the material. We discuss why it is vital for children to be able to read correctly and provide suggestions on how to assist them acquire this sort of reasoning.[7] It suggests that students should broaden their knowledge to avoid difficulties in their studies.

According to Carvalho, many students struggle to complete the duties that have been allocated to them. These issues are mostly related to three aspects: reading and selecting appropriate content, organizing and synthesizing knowledge acquired from various textual sources, and using academic formats. Many students are inexperienced with such assignments, and some have expressly said that it has been difficult for them to grasp what they are required to complete. These challenges may be connected to kids' prior schooling experiences and literacy habits. As previously said, writing is rarely considered a learning tool in Portuguese classrooms, and students are more frequently requested to utilize it in knowledge replication activities than in knowledge-building ones.[8] It indicates that students have more difficulties reading because they are too sluggish to read. Reading comprehension can help them

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[7] K. Makar (Ed.), (2005), Using Assessment items to study students difficulty reading and interpreting graphical representations of distributions, New Zealand: University of Auckland

[8] Jose Brandao Carvalho, Students' difficulties when facing new literacy practices at postgraduate levels, 17th European Conference on Reading – Proceedings, page: 183

get new insights, which is known as receptive skills, and writing can help them develop productive talent. As a result, if students have difficulty doing tasks, they have a lot to read.

## B. Reading Comprehension

Reading is one of the skills that can't be separated from the four basic abilities. An everyday person do activities reading at home, office, school, etc. Reading is a very important aspect since this skill presents a variety of information such as science, facts, result, of research, development of politic, opinions, and reports. Tarigan defines reading as an action that aims to interoperate experience, relating to new knowledge that has been learned, finding the solution, cognitive inquiry of reading material written.[9] It means that reading is not only a translation process but also a thinking process. In addition, Nunan said reading is a fluent process where the student combines information from a text and their knowledge to create meaning to get comprehension.[10]

Reading comprehension, according to Woolley, is the process of extracting meaning from text. The objective is to understand what is described in the text as a whole, rather than to derive meaning from single words or phrases. Children's developmental models and representations of the meaning of the text ideas during the reading process help them interpret read text information.[11] Therefore, reading comprehension has a process of making meaning in a text.

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[9] Tarigan, Metodologi Pengajaran Bahaa2, Aksara Bandung: 2009, P.41
[10] Nunan, David. Practical English Language teaching, New York: McGraw-hills Companies, Inc.2003 p. 117
[11] G. Woolley, (20011), Reading Comprehension: Assisting Children with Learning Difficulties, Chapter 2

The ability to actively listen to, read, and understand words is referred to as comprehension. To understand text, one's decoding skills must allow for fluent reading (reading that is as smooth and full of expression as when we speak), allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. As a result, fluency is sometimes referred to as the "bridge" between decoding to understanding. In addition to fluency and the appropriate use of comprehension procedures, vocabulary knowledge, and background information are important components of understanding.[12] As a result, reading comprehension material needs decoding ability. Reading is done for comprehension. Readers are not reading if they can read the words but do not grasp what they are reading.

Comprehension is the process by which readers generate meaning by engaging with text by combining prior knowledge and experience, information in the text, and the reader's attitude concerning the text.[13] This indicates that readers hunt for the construct meaning in the text where they acquired information.

Reading comprehension, according to Wooley, is the process of extracting meaning from text. The objective is to develop a general comprehension of what is described in the text rather than to derive meaning from individual words or sentences. Children's developmental models, representation of text meaning, and concepts

[12] Diane Snowball,(2005), Comprehension overview, page: 1
[13] pardo, (2004), Guiding Comprehension Teaching for meaning, professional development service for teacher

during the reading process help them interpret read-text information.[14] As a result, reading comprehension is the act of making sense of a book.

Reading comprehension, according to Scoot, is a complicated task involving multiple levels of processing. The capacity to deal with new terms encountered in literature is a vital part of understanding. Readers who struggle with word-level activities use important cognitive space that might be used for more in-depth text analysis. Using context signals to anticipate the meaning of new words is insufficient.[15]

Reading comprehension is defined as a process of constructing meaning from written text, based on a complex.[16] Bozena adds that reading comprehension is "the process of simultaneously and constructing meaning through interaction and involvement with written language.[17] Those theories indicate that reading comprehension means not only constructing the meaning but also extracting meaning within the written text. After that, the reader can understand the written text and get the information from that written text.

### 1. Kinds of Students' Difficulties in Reading Comprehension

When children have trouble understanding and drawing meaning from text, specific comprehension training should be offered, according to Joseph.

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[14] G. Wooley, (2011), Reading Comprehension: Assisting Children with the Learning Difficulties, chapter 2

[15] Ruth McQuirter Scott, Ed.D. Word Study and Reading Comprehension, Brock University, Faculty of Education, page: 1

[16] https://www.ocps.net/cs/services/cs/currareas/read/IR/bestpractice/MR/reciprocal%20Teaching-Predicting%20and/20questioning.pdf, rent review On 21 December 2013 at 10.00 p.m

[17] Bozena Kwiatkowska-White "Understanding Reading ComprehensionPerformance In High School Students" Queen's University, Kingston, Ontario, Canada: (August 2012). P.3

Difficulties interpreting text can result from not knowing the definitions of words or concepts, failing to capture factual information, failing to infer about content, and failing to build linkages among the content offered in the text. As a result, students have difficulty grasping the meaning of words or concepts, as well as inferring knowledge.[18]

According to Oakhill, one typical issue that less-skilled comprehenders appear to experience is forming conclusions from text. These issues include a) inferring information from a text that is just implied. Making inferences to link concepts in a text. And c). Deducing the meanings of certain words from context.[19] Three studies explore the problems in reading comprehension. The preceding research on inferring information that is simply implicit in a text encompasses the core premise.

According to Wilawan, he discovered that explicitly main idea is not a difficult reading task for many people because they can search for the main points of text at specific locations of paragraphs (i.e. the first, second, or last sentence), but explicitly included local main idea, it is Explicit connective has two types of text require readers to infer the underlying structure of the text, which is a difficult task for students. Determining the inferred core concept is substantially more complex and can be challenging for most readers. The main idea As previously said, understanding is a challenging undertaking that requires the simultaneous

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[18] Laurice M. Joseph, Best Practices on Interventions for Students with Reading problems, The Ohio State University, Best practice in School in Psychology V, page: 1172, chapter 71 volume 4

[19] Jane Oakhill, (1993), Children's Difficulties in Reading Comprehension, Educational psychology review, Vol. 5, No.3 page: 227

use of bottom-up and top-down approaches.  One of the most challenging jobs in reading comprehension is determining a text's core theme. It is a complicated procedure that involves the use of many reading methods.[20]  Students have difficulty in comprehension, particularly in identifying main ideas and important details.[21]

The essential point is usually presented in subject phrases, which are usually the opening sentences of a paragraph. When the key concept is in the first or final sentence of the paragraph, it is easy to discern. When it is in the middle of a reading, it is more difficult to find. And it is likely most difficult to recognize when it is implied rather than expressed.[22]

To deduce the intended message, it is sometimes required to make conclusions beyond what is expressly stated in the text or dialogue. Even the plainest texts necessitate conclusions.[23]

As a result, if the reader reads in text, they will infer the text that they have comprehended. Furthermore, because the key concept is vital in the writing, it must be found first. Following that, they do textual inference.

According to Spivey, almost all manuscripts include one sentence inside a paragraph or passage that states the author's message, or major concept. A paragraph or passage's primary concept might occur at the beginning, middle, or

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[20] Sujunya Wilawan,( 2012), Fostering main idea comprehension among EFL Learners through cognitive and metacognitive strategies, International Journal of Humanities and Social Science, page: 46,51,52
[21] Asya K. Jitendra, Mary Kay Hoppes, Yan Ping Xin, Reading Intervention and Educational Consulting, Winsor Learning, pages 1-3
[22] http://www. sample/docs_media/Smart_Reading/6_Main%20Idea%20Supporting%20Details.pdf
[23] Kate nation. ( 2004) , children's reading comprehension difficulties, page: 258

finish. Finding the major concept gets more difficult in the upper grades, when the main idea may be explicit (a whole phrase taken straight from the text) or implicit (summarized by analyzing the text's features). The sentences in the text may have too much detail to pick one main idea or so little information that there is no obvious message.[24]

The core theme aids readers in remembering vital information. Identifying the key concept assists the reader in comprehending the writer's remarks. Recognizing the connection between them will aid comprehension.[25]

Whorter discusses topics, main ideas, and topics sentences in his book *Topics, Main Idea, and Topics Sentence*. Explain to the children that the main idea of a paragraph is the most important component. The major notion is also the writer's most broad remark about the issue. The key notion is presented in the first phase of this brief paragraph. This is the paragraph's most broad assertion, known as the main sentence. The remaining phrases contain detailed details that further elucidate the basic notion.[26] Furthermore, Williams stated that recognizing core concepts is critical to excellent reading comprehension in terms of making inferences from the text and learning efficiently.

The researcher concludes that the main idea is important in reading comprehension because the main idea is important information that tells more about the overall idea of a paragraph or section of a text and most paragraphs have

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[24] Becky L. Spivey, M.E.d, ( 2011), what's the big idea? Finding and understanding the main idea, free Educational handouts for teachers and parents
[25] NSW Centre for Effective Reading, comprehension main idea, page: 1 http://www.cer.education.nsw.gov.au/documents/249903/250184/Main%20Idea.pdf
[26] Mc shorter, Topics, Main idea, and Topic Sentences, Page: 150

a main idea that is either contained in general sentences or suggested by several specific sentences and making inferences makes the students struggle in a text. As a result, if students do not discover inferring information that is simply implicit in a text including primary concepts, they will struggle to comprehend some books, particularly in reading comprehension.

## C. Comprehension

According to Snow, understanding longer texts is extremely difficult because the difficulty and slowness of word recognition disrupt the development of meaning.[27] Because comprehension is a lengthier text, it requires grasping the meaning of the text.

Making meaning of what one reads is what comprehension entails. An engaged reader understands the content. Although comprehension is challenging, reading researchers have devised methods for teaching students to be engaged readers.[28] This research explains how students' reading comprehension has evolved.

Kirby defines comprehension as the linking of two or more pieces of knowledge. Those bits of information can come from long-term memory (previous knowledge), but at least one must originate from the text in reading comprehension. The content might range from elementary to fairly complicated concepts.[29]

The ability to actively listen read and understand language is referred to as comprehension. To comprehend text, one's decoding abilities must allow for fluent

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[27] Catherine E. Snow, (1999), Lessons from Preventing Reading Difficulties in Young Children for Adult Learning and Literacy, Volume 1: Chapter Two
[28] 0 Mc.Graw Hill, Reading Comprehension, Research base Comprehension, page: 2
[29] John R.Kirby, Learned about reading comprehension, Faculty of Education, queen's University, page: 2

reading (reading with the smooth and full expression that we use when we speak), allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. As a result, fluency is sometimes referred to as the "bridge" between decoding to understanding. In addition to fluency and efficient use of comprehension procedures, vocabulary, and prior knowledge are important components of understanding.[30] As a result, reading comprehension material requires decoding skills. Reading is done for comprehension. Readers are not reading if they can read the words but do not grasp what they are reading.

### a. Previewing

Previewing is something the reader has already done in their daily life. For example, comprehending the reader received the letter, they usually look first at the address or the stamp to find out where it came from and who sent it. Then the reader makes some guesses about what will be about. When reading the newspaper or magazine, they often look at the headlines and the picture to get some idea of what the articles are about so they can decide which ones interest them.

Previewing can be similar to prior knowledge of what the reader will encounter in a new text. According to Farrell schema theory suggest that the readers have prior knowledge about a topic before they read. the following three

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[30] Identifying the source Reading Difficulties, chapter 1

activities can help teachers to activate the relevant background schema of their students in reading.[31]

1. Word association

2. Direct experience or hands-on learning

3. Word asspciation task

**b. Scanning**

Scanning is a reading approach in which students read a book to discover particular information according to Farrell. It is a more time-consuming technique than skimming. Students might learn that they do not need to read every word in the text to get certain information. This method, however, is a high-speed exercise, and the teacher should construct questions that require students to search for specific information in the text in a competitive type structure. This competitive part of the classroom technique is critical since time constraints promote the concept that the learner should not read every word in the book.

The benefits of scanning an article assist a reader comprehend the major points of the content before diving into the body of the text. This can make it easy to read the material critically and create questions. It can also assist the reader in determining whether there are any unfamiliar subjects or terminology that they should research before reading the essay. Because it can take an author many pages to get to the heart of her argument, skimming allows the reader to

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[31] JC.Richards.Farrell, Thomas"Professional development for language teacher": cup Cambridge:2016).P.95

comprehend what the author is working up to when they sit down to read the complete article.

**c. Skimming**

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article Farrell skimming is not an easy reading strategy to teach. This is because skimming assumes that readers have (1) some know; edge of how the text is organized, (2) can notice the main point of a paragraph and (3) have the ability to infer the main idea of the passage.[32]

**d. Using Vocabulary Knowledge for Effective Reading**

According to Miculucky & Jeffries, the best strategy when the reader reads a word that they do not know in their reading is guessing, because:[33]

a) Guessing is fast because they do not have to interrupt your reading.

b) Guessing help their comprehension because they are more likely to remember the word.

c) Guessing allows them to enjoy their reading more because you do not have to stop often

**e. Making Inference**

Students are required to grasp the material to reach the conclusion of the statements in the text while forming inferences. To make conclusions, readers

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[32] Ibid.P.25

[33] Brown, H.O. 1980. Principle of language learning and teaching. Englandwood Cliffs, Prentice Hill.Inc.

must practice integrating textual cues with prior information. It means that the textual cues will assist students in making assumptions and drawing conclusions.

### f. Summarizing

Willingham claimed that there are numerous approaches to utilize when summarizing a text, and they all emphasize the importance of reading the text and demand the reader to identify the key or significant concepts in it. Here are some helpful hints for summarizing.[34]

1. Restate, that is, repeat the source's ideas in other terms and phrases.

2. Do not add your thoughts, views, or assessments of the arguments.

3. Make it shorter than the original.

### D. Strategies in Reading Comprehension

Reading is a method of thinking. Effective readers understand that when they read, what they read should make sense. When individuals lose the meaning of what they are reading, they typically automatically choose and employ a reading method (such as reading or asking questions) to assist them reconnect with the meaning of the text. Through genuine reading tasks, children may be explicitly taught reading skills and techniques while acquiring subject-specific knowledge.[35] Furthermore, students were urged to employ three comprehension tactics as a type of summarization: previewing before reading and linking with known material, recognizing the key

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[34] Willingham, how knowledge helps: its speeds and strengthens reading comprehension, learning, and thinking.(American Educator:2006).p.42.
[35] Reading strategies think literacy Cross-Curricular Approaches grade 7 – 12

concept, and formulating and answering questions. These tactics have been linked to better reading comprehension outcomes.

According to certain studies, competent readers utilize comprehension skills to help in the formation of meaning. Previewing, self-questioning, making connections, picturing, understanding how words operate, monitoring, summarizing, and assessing are some of these tactics.[36] Furthermore, clear guidance on how to engage with a text and digest information benefits all readers, regardless of ability level.

According to Yusuf and Amanda, learning strategies play a significant part in the learning process, and the effective implementation of learning strategies can result in greater second language competency. The employment of specific methods in language learning, such as reading competence, is notable because they are tools for emotional and self-directed participation. Appropriate learning methods result in increased competence and self-confidence, which become prerequisites for communicative proficiency. Appropriate learning strategies are regarded as an important part of language learning since they can assist students in overcoming reading difficulties. Sort learning techniques into two categories, as shown below.

1. Metacognitive Strategies

According to Baker and Boonkrit, metacognitive tactics in reading include glancing at the visuals supplied in the text, reading the question before reading the entire paragraph, and other strategies that allow

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[36] McLaughlin & Allen, (2002), Research-based Reading Comprehension instruction focus on Reading Strategies,

students to coordinate their learning process. Furthermore, metacognitive methods exert control over their reading. They may establish their reading aim and preview the text before beginning to read.[37]

2. Cognitive Strategies

According to O'Malley, cognitive strategies are those in which the learner interacts with the material to be learned by manipulating it either mentally (as in making images or elaborating on previously acquired concepts or skills) or physically (as in grouping items to be learned into meaningful categories or taking notes on important information to be remembered). Furthermore, reading was mentioned as a common cognitive approach utilized in reading.[38]

Reading a paragraph numerous times, each time for a different reason, such as acquiring the overall drift or main concept, forecasting, or reading for detail, according to Oxford.[39]

Reading strategies, according to Carrell, range from traditional reading behaviors such as skimming a text to get a general idea, scanning a text for a specific piece of information, making contextual guesses about the meanings of unknown words, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences,

[37] Baker, William, and Kamonpan Boonkit. Learning Strategies in Reading and Writing: EAP Contexts. In Regional Language Centre Journal 35.3 (299-328, 2004.),

[38] O'Malley M. J. and Anna Uhl Chamot. Learning Strategies in Second Language Acquisition. Cambridge: Cambridge University Press, 1990.

[39] Oxford, Rebecca L. Language Learning Strategies: An Update. Available at http://www.cal.org/resources/digest/oxford01.html, 1994

identifying the main idea, rereading, and using cognates to comprehend to more recently recognized strategies such as acculturation. When reading, good readers read from front to back of documents. They pay attention selectively. They occasionally take notes. When they are perplexed, they forecast, paraphrase, and back up. They attempt to infer to fill in the gaps between the text and their knowledge of what they have read. Good readers make an effort to combine suitable content. They do not accept literal meanings but rather interpret what they have read, sometimes building visuals and other times finding information categories in text.[40].

## E. REVIEW OF PREVIOUS STUDIES

There have been some earlier studies that are linked to this subject. Children's in Reading Comprehension Issues by Nation, for example, states that the population of children recognized as having reading comprehension issues is diverse. This focuses on youngsters who have difficulty with reading comprehension.[41]

Oakhill's emphasis on comprehension disparities stems from single-word challenges, and poor comprehenders struggle with sentences and fail to understand specific grammatical constructs. And we spoke about the problems that children with a specific comprehension problem face: those who have educated word recognition abilities but struggle to interpret the text.[42]

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[40] Carrell, Patricia L. Can Reading Strategies be Successfully Taught? In http://www.jaltpublications.org/tlt/files/98/mar/carrell.html, 1998
[41] Nation Kate. ( 2004) children's reading comprehension difficulties, Pages: 249, 258
[42] Jane, Oakhill (1993), Children's Difficulties in reading comprehension, Educational Psychology Review, page: 227, 231

According to Wilawan, the study focuses on the joint use of cognitive and metacognitive processing processes to increase EFL readers' primary concept understanding. In the process of creating key ideas, more knowledge and abilities in the core parts of text interpretation at the lower level are frequently required. They also pay attention to the core concept, global and local understanding, connectives, word connections, and self-monitoring.[43]

As aforementioned above, the researcher compared previous researches to this research. The researcher found that the previous researches only discussed about the students' reading comprehension difficulties. Meanwhile, this research not only talked about the difficulties, but also the factor influences the difficulties came up, and the solutions to overcome those difficulties. This research used qualitative descriptive approach, so that this research became more detail than the previous researches.

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[43] Dr. Sujunya Wilawan (2012), Fostering Main Idea Comprehension among EFL Learners through Cognitive and metacognitive strategies, Department of Foreign Languages Faculty of Humanities, Kasetsart University

# CHAPTER III

## METHODOLOGY OF THIS RESEARCH

### A. Kind of the Research

The qualitative technique was applied in this study. According to Hancock, qualitative research is focused on creating explanations for social phenomena.[44] Qualitative research is concerned with natural phenomena. The term demonstrates that more qualitative research is focused on phenomena or problems that arise as a result of natural social phenomena.[45]

According to Creswell, the study is a qualitative approach in which the principal investigator explores a bounded-by system or multiple bounded-by systems over time through detailed design, indicates data collection involving multiple sources of information, and responds to a case description and case based them.[46]

### B. Subject of the Research

The subject of this research was all the students who joined reading comprehension class. In this occasion, the students who joined reading comprehension class were in fourth semester of English Study Program at IAIN Curup. The researcher took the subject by using purposive sampling. Purposive sampling is one of the most common sampling techniques which the participants are

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[44] Beverly Hancock, Tren Focus for Research and Developing Health care: An Instruction to Qualitative Research(University of Northingman Trend Focus Group, 1998)p.2

[45] Ihsannul Hakim, dkk, Pengantar Metodologi Penelitian, Lp@ STAIN Curup, Curup 2009, p 35

[46] John Creswell, Research Design (California: SAGE Publication,2014)p.43

selected depending on the criteria relevant to research question. It means the researcher took the sample based on the considerations that related to the aim of the research.

The researcher selected ten students from fourth semester because in those two classes only these ten students who can pass the class with A score and the rest got lower. Due to this reason, the researcher was wondering about the difficulties faced, and how they solve those problems coming so they could get the highest score. Then, the researcher conducted an interview with respondent to gain the data.

## C. Technique for Collecting Data

Interview

Gay and Peter Airasian state that there are some steps in analyzing the data, which are as follows: [47]

1. Data Managing

   This stage can be used to arrange the information gathered through interviews and observations. The data was divided by the researcher based on the study topic. T comments to gain a better understanding of your data. The goal of management is to assess the data and ensure its completeness before starting the researcher the process of analyzing and interpreting the data.

2. Reading

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[47] L.R Gay and Peter Airasian, Educational Research, (USA: Clarinda Company, 2002) P.224

The first step in the analysis is to read, to gain a sense of your data, read the field notes, transcripts, memos, and observer comments. During this procedure, the researcher makes notes in the margins or highlights key points from the data. In this study, the researcher read the data from the interviews utilizing the interview results.

3. Classifying

After reading the data from the interview, the data is classified. The data were categorized depending on the sources of reading comprehension issues.

4. Description

The researcher and reader will have a better knowledge of the study's context. In this stage, the researcher began to explain all of the data that may aid the researcher in the following step of data analysis.

5. Interpreting

Data interpretation is continuous after the data collection, analysis, and interpretative stage of a study, interpretation is also a part of the process of writing the result of the study. Interpreting is the reflective, integrative, and explanatory aspects of dealing with the studied data.

**D. Instrument**

In this research, researcher used interview to obtained the data from the respondents. The structured interview was used by the researcher. The structured interview is kind of interview that the questions have been arranged in advance. The researcher decided to use this technique of interview because the researcher wanted to know the answer of the students orally. Interview was conducted to some students

to support the data from this research. In this research, the interviewer used guidelines of interview and also used social media, that was voice note of Whatsapp. There are two interview guidelines, namely Factors Influencing Difficulties in Reading Comprehension and strategies for overcoming difficulties in reading comprehension. After that, the interview data have been converted into written form. Below is the interview guideline:

**Table 1.1 Interview Guideline**
**Blueprint the Factors Influencing Difficulties in Reading Comprehension**

| No | Indicators | Item |
|---|---|---|
| | Mechanical skills | |
| 1 | Difficulty in letting eyes go along effectively with lines in a text | What makes it difficult to let your eyes go along effectively with lines in a text? |
| 2 | Difficulty in capturing meaningful phrases or meaningful chunks of words during reading | What makes it difficult to capture meaningful phrases or meaningful chunks of words during reading? |
| | Cognitive skills | |
| 3 | Difficulty in capturing main ideas or paragraphs or texts | What makes it difficult to capture the main ideas of a paragraph or text? |
| 4 | Difficulty in decoding explicit information in a text | What makes it difficult to decode explicit information in a text? |
| 5 | Difficulty in capturing factual information in a text | What makes you difficult capture factual information in a text? |
| 6 | Difficulty in capturing implicit information in a text | What makes you capture implicit information in a text? |
| 7 | Difficulty in making inferences to connect various ideas in a text | What makes it difficult to make inferences to connect various ideas in a text? |
| 8 | Difficulty in forming relationships among content presented in a text | What makes it difficult to form relationships among the contents presented in the text? |
| 9 | Difficulty in understanding the meanings of important content words or concepts based on the given context | What makes it difficult to understand the meanings of important content words or concepts based on the given context? |

| 10 | Difficulty in inferring the meanings of particular words from the given context | What makes it difficult to infer the meanings of particular words from the given context? |
|----|-----|-----|
| 11 | Difficulty in referring certain pronouns to certain words | What makes you refer to certain pronouns in certain words? |

**Table 1.2 Interview Guideline**
**Blueprint strategies for overcoming difficulties in reading comprehension**

| No | Indicators | Item |
|----|-----|-----|
| Mechanical Skill ||||
| 1 | Difficulty in letting eyes go along effectively with lines in a text | What are strategies you use to improve your eye's ability to go along effectively with lines in a text? |
| 2 | Difficulty in capturing meaningful phrases or meaningful chunks of words during reading | What are the strategies you deploy to make you capable of capturing meaningful phrases or meaningful chunks of words during reading? |
| Cognitive Skills ||||
| 3 | Difficulty in capturing main ideas or paragraphs or texts | What are the strategies you apply to make you capable of capturing the main ideas of a paragraph or text? |
| 4 | Difficulty in decoding explicit information in a text | What strategies do you apply to make you capable of decoding explicit information in a text? |
| 5 | Difficulty in capturing factual information in a text | What strategies do you apply to make you capable of capturing factual information in a text? |
| 6 | Difficulty in capturing implicit information in a text | What strategies do you apply to make you capable of capturing implicit information in a text? |
| 7 | Difficulty in making inferences to connect various ideas in a text | What are the strategies you use to let you effectively make inferences to connect various ideas in a text? |
| 8 | Difficulty in forming relationships among content presented in a text | What strategies do you deploy to help you form relationships among the contents presented in the text? |
| 9 | Difficulty in understanding the meanings of important content words or concepts based on the given context | What strategies do you apply to make you understand the meanings of important content words or concepts based on the given context? |

| 10 | Difficulty in inferring the meanings of particular words from the given context | What strategies do you use to help you effectively infer the meanings of particular words from the given context? |
|----|----|----|
| 11 | Difficulty in referring certain pronouns to certain words | What are the strategies you use to help effectively refer certain pronouns to certain words? |

**CHAPTER IV**

**FINDING AND DISCUSSION**

A. **FINDING**

This chapter includes research data and a discussion of the elements that might help students overcome their reading comprehension difficulties. The questionnaire was used to generate the survey results. It was carried out by delivering a questionnaire to ten fourth-semester English Tadris Study Program participants at IAIN Curup. It was conducted from May 13 to June 9, 2022. The questionnaire contains 11 statements about variables influencing reading comprehension issues and 11 statements about solutions for overcoming reading comprehension challenges that should be identified to improve all students' reading abilities.

1. **Factors Influencing Difficulties in Reading Comprehension**

This part provided the qualitative findings that supported the data from the survey results. This section discusses the students' strategies for overcoming reading comprehension challenges. The open-ended questionnaire used by 10 students with low difficulty factors in reading comprehension yielded qualitative findings. The following are the results of the questionnaire responses:

a. **Mechanical skill**

1) **Difficulty in letting eyes go along with lines**

Based on the findings of the interviews, the researcher discovered that students had difficulty with reading comprehension. They believe that the text is frequently too small, as expressed by students 1, 6, 7 & 10:

Student 1: "*Font in the text is usually too small*"

Student 6: "*I have a little eye problem, so whenever I am asked to do reading comprehension, it is very difficult for me to be able to focus on each line of text, especially with text that is sometimes too small.*"

Student 7: "*The difficulties that I experience are generally caused by the text size which is often too small*"

Student 10: "*A small font size is a major impediment to reading comprehension, and I have yet to find a remedy, much alone for my deficient eyes.*"

## 2) Difficulty in capturing meaningful phrases

The researcher observed that students struggled with reading comprehension based on the outcomes of the interviews. As mentioned by student 2, they find it challenging to capture relevant sentences or chunks of text when reading:

Student 2: "*There are too many phrases that must be interpreted, making it difficult for us to connect*"

Students 3, 4, and 5, like the previous student, had trouble with unusual words or phrases when doing reading comprehension:

Student 3: "*I read slowly and deliberately to ensure that I grasp what I'm reading. I assume the meaning of unfamiliar words or phrases, or I use a dictionary, and I relate the text to knowledge from other sources.*"
Student 4: "*I utilize a dictionary or infer the meaning of unknown words or phrases, and I tie the text to information from other sources.*"
Student 5: "*There are a lot of words and phrases that are difficult for me to understand, and it bothers me while I'm doing reading comprehension.*"

In line with Students three previous students, students 8 & 9 also had trouble with unusual words or phrases when doing reading comprehension:

Student 8: "*Understanding the phrases I just discovered was quite difficult for me. My reading comprehension activities are not very*

*effective. Sometimes I have to open the dictionary to find the meaning of the phrases."*

Student 9: "*Having phrases and vocabulary that I don't understand is a challenge for me when doing reading comprehension. I think in the future I will have to learn more to understand the existing vocabulary."*

Based on the responses of the respondents above, it can be determined that the students have two technical obstacles, namely the difficulty in enabling their eyes to stay concentrated on each line of writing. The causes for this range from the size of the writing type, which is often perceived to be excessively small, to issues with the students' eye health. The students' second issue was their inability to grasp specific words and phrases. This second issue is one that many students have, particularly while undertaking reading comprehension.

**b. Cognitive skill**

**1) Difficulty in capturing main ideas**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in capturing the main ideas when they doing reading comprehension, as students 1, 3, and 8 stated:

Student 1: "*The text is too long or the language used in the text is difficult to understand."*

Student 3: "*The text is too long and there is a lot of choice of vocabulary used in the text, which makes it difficult to understand. It makes it difficult for me to find the main idea in the text."*

Student 8: "*I frequently have trouble distinguishing between the primary sentence and the supporting sentence, which makes it tough for me to put the main idea in an article."*

**2) Difficulty in decoding implicit information**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in decoding implicit information when they doing reading comprehension, as students 2 and 4 stated:

Student 2: "*The text is convoluted and too long.*"

Student 4: "*For me, finding implicit meanings is quite difficult, because we have to do a deep understanding of the context of the reading itself.*"

**3) Difficulty in capturing factual information in a text**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in capturing factual information in a text when they doing reading comprehension, as students 5, 7, and 9 stated:

Student 5: "*frequently connects the text's contents with things that do not correspond to existing events*"

Student 7: "*For me, the difficulty that I usually experience is my inability to capture and understand factual information in a text during reading comprehension.*"

Student 9: "*In my opinion, it is very difficult to capture factual information on a text topic.*"

**4) Difficulty in capturing implicit information in a text**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in capturing implicit information in a text when they doing reading comprehension, as student 10 stated:

Student 10: "*Because the writing in the text is too broad, it is difficult to get the implicit information.*"

**5) Difficulty in making conclusions to connect various ideas in a text**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in making conclusions to connect various ideas in a text when they doing reading comprehension, as students 3 & 4 stated:

Student 3: "*There are too many and too long paragraphs.*"

Student 4: "*I sometimes have difficulty connecting ideas in a text. This has an impact on the difficulties I have when trying to summarize ideas in a reading comprehension text.*"

**6) Difficulty in forming relationships between textual contents**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in forming relationships between textual contents when they doing reading comprehension, as student 7 stated:

Student 7: "*The text usually presents content that is too long and broad, so it is difficult to connect the wistful ones with the others.*"

**7) Difficulty in understanding the meaning of words or important content concepts based on context**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in understanding the meaning of words or important content concepts based on context when they doing reading comprehension, as students 5 & 10 stated:

Student 5: "*There are too many foreign words that need more understanding or even looking for other sources to interpret, thus making it difficult for us to focus on what we are looking for.*"

Student 10: "*I think because the text we read is in a foreign language, it needs more understanding to be interpreted, so it makes it difficult for me to focus.*"

**8) Difficulty in deducing the meaning of certain words from context**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in deducing the meaning of certain words from context when they doing reading comprehension, as students 6 & 8 stated:

Student 6: "*Too many difficult terms to understand."*

Student 8: "*There are too many scientific terms and formal language that are sometimes difficult to understand. Moreover, we have to understand each of these words according to the context of the reading or the existing theme."*

**9) Difficulty in referring to certain pronouns in certain words**

Based on the result of the open-ended questionnaire, the researcher found that the students have difficulty in referring to certain pronouns to certain words when they doing reading comprehension, as student 5 stated:

Student 6: "*The synonyms are too narrow and it is difficult to find the meaning."*

**2. Strategies in Overcoming Students' Reading Comprehension Difficulties**

From some of the difficulties experienced by the students in reading comprehension, the researcher then tried to reveal what strategies were used by these students to overcome and minimize the difficulties they experienced. From the results of the open-ended questionnaire given to 10 students of the IAIN Curup English Study Program, the following answers were obtained:

**a. Mechanical skill**

**1) Strategy to letting eyes go along with lines**

Based on the findings of the interviews, the researcher discovered that students had a strategy to let eyes go along with lines as expressed by student 6 below:

Student 6: "*If possible, I will increase the font size, enlarge the page (when reading through a gadget), the text, or use reading aids such as glasses and others.*"

**2) Strategy in capturing meaningful phrases from meaningful snippets**

Based on the findings of the interviews, the researcher discovered that students had a strategy for capturing meaningful phrases from meaningful snippets as expressed by student 4 below:

Student 4: "*I usually recognize these difficulties by setting up as many references as possible.*"

**b. Cognitive skill**

**1) Strategies for capturing the main idea**

Based on the findings of the interviews, the researcher discovered that students had a strategy for decoding implicit information as expressed by student 2 below:

Student 2: "*I usually read more than once and more carefully.*"

**2) Strategy in decoding implicit information**

Based on the findings of the interviews, the researcher discovered that students had a strategy for decoding implicit information as expressed by student 3 below:

Student 3: "*I usually mark important sentences and define the idea of each paragraph.*"

**3) Strategy in capturing factual information**

Based on the findings of the interviews, the researcher discovered that students had a strategy for capturing factual information as expressed by student 10 below:

Student 10: *"The strategy I usually apply is skimming and scanning more thoroughly. I think it can prove to be effective in dealing with difficulties in capturing factual information."*

**4) Strategy in capturing implicit information**

Based on the findings of the interviews, the researcher discovered that students had a strategy for capturing implicit information as expressed by student 5 below:

Student 5: *"Read the text in more detail and don't miss important information or parts."*

**5) Strategy in making conclusions to connect various ideas**

Based on the findings of the interviews, the researcher discovered that students had a strategy for making conclusions to connect various ideas as expressed by student 7 below:

Student 7: *"Find the main idea of each paragraph and read more carefully."*

**6) Strategy in forming the relationship between content**

Based on the findings of the interviews, the researcher discovered that students had a strategy in forming the relationship between content as expressed by student 1 below:

Student 1: *"Find the main idea of each paragraph and read more carefully."*

**7) Strategy in understanding the meaning of words or important content concepts based on context**

Based on the findings of the interviews, the researcher discovered that students had a strategy for understanding the meaning of words or important content concepts based on context as expressed by student 8 below:

Student 8: *"The strategy that I usually do in forming relationships between contents is by connecting the main ideas between paragraphs"*

**8)  Strategy in inferring from certain words from context**

Based on the findings of the interviews, the researcher discovered that students had a strategy for inferring certain words from context as expressed by student 9 below:

Student 9: *"My strategy is to prepare tools such as books and the internet to find the meaning of words that are difficult to understand."*

**9)  Strategy in referring certain pronouns to certain words**

Based on the findings of the interviews, the researcher discovered that students had a strategy in referring certain pronouns to certain words as expressed by student 5 below:

Student 5: *"In addition to finding the main idea in the text and reading it carefully, we also need relevant sources to make it easier for us to conclude."*

## B. DISCUSSION

In this part, the researcher attempted to evaluate the data gathered through closed-ended and open-ended questionnaires. The researcher discovered the aspects of students' difficulties, factors, and strategies in reading comprehension after tabulating and categorizing the data. The data information will be described as follows:

**Students' Difficulties in Reading Comprehension**

This study investigates the elements that create difficulty in reading comprehension among IAIN Curup English Tadris students, particularly fourth-semester students, in addition to the issues experienced by students in reading comprehension as indicated in the preceding section. According to Nezami, the most

noticeable element contributing to the challenges that students confront today is a lack of reading comprehension among students in higher education institutions. This impairment may have an impact on their academic performance.[48] According to the researchers, some of the key aspects impacting reading comprehension were students' vocabulary knowledge, previous knowledge, and grammatical understanding (Koda, 2007; Nergis, 2013). Furthermore, Tonny Buzan says that there are at least two major dimensions of reading comprehension: 1) mechanical dimension (related to eye motor skills in terms of decoding chunks of information and eye regularity in following lines). the text effectively, and 2) cognitive dimension (related to reading indicators: main idea, explicit information, implicit information, vocabulary reference, pronoun reference.[49] These two dimensions, if not mastered well, will contribute as a big factor to difficulty in reading comprehension.

Concerning the findings of the previous studies, the findings of the open questionnaire distributed by the researcher to ten fourth-semester students of the IAIN Curup Tadris English study program revealed that the factors that contributed significantly to the difficulties they experienced in reading comprehension were classified into two major dimensions. The first dimension, the mechanical factor, confirms that the first impediment they encounter is that the font size used in some texts is typically too small, which influences their consistency in directing the eye to continue to focus on each line of text in a reading. Furthermore, several students admitted to having eye health issues, which they felt were very bothersome when

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[48] Nezami, S. A. (2012). A critical study of comprehension strategies and general problems in reading skills faced by Arab EFL learners with special reference to Najran University in Saudi Arabia. International Journal Social Science and Education, 2(3), 306-316.

[49] Brown, H. D. (2000). Principles of language learning and teaching (Vol. 4). New York: Longman.

doing reading comprehension. So far, the main mechanical factor they face is small font size combined with poor eye health. Another mechanical factor they face is the difficulty in capturing the meaning of certain unfamiliar phrases or words. This factor is allegedly caused by a lack of reading frequency. According to previous literature, difficulties in understanding specific phrases and meanings can usually be overcome by beginning to get used to reading so that the vocabulary of phrases and words can continue to grow. The following factor is related to the cognitive dimension. In this dimension, students generally acknowledge that the difficulty in capturing factual information in a text is a factor in reading comprehension difficulty. Factual information necessitates that the reader marks specific details. Readers should be aware of facts and be able to locate specific information such as participants, locations, occasions, and periods. The difficulty in locating the Main Idea is the next factor to consider. A paragraph's main idea is what the author wants you to know about the topic. The Main Idea makes a statement or emphasizes one aspect of the topic. This is typically expressed as an entire thought. and state the author's reason or purpose for writing as well as the message he wishes to convey to readers. Next, students' reading comprehension is hampered by the difficulty in determining the meaning of vocabulary. In other words, the reader must be able to deduce the meaning of foreign words from the paragraphs or sentences he reads.

Identifying references is another major factor influencing students' difficulties with comprehensive reading. Recognizing reference words and being able to identify the words to which they refer will aid the reader's comprehension of the passage.

References are short words that are frequently pronouns, such as it, she, he, they, this, and so on.

The final factor is the difficulty in drawing inferences/conclusions. Conclusions are logical relationships drawn by the reader between what he observes or knows and what he does not know, whereas inferences are reasonable guesses made based on available information.

The researcher concluded from the discussion above that several factors cause students to struggle with comprehensive reading, including difficulties in allowing the eyes to stay focused on each line of sentences, difficulties in capturing specific vocabulary, difficulties in finding factual information, both explicit and implicit, difficulties in finding the main idea, difficulties in identifying references, and difficulties in making inferences/conclusions.

**Strategies in Overcoming Students' Reading Comprehension Difficulties**

The strategies used by students to deal with the problems they face in comprehensive reading will be discussed in this study. Fortunately, the fourth-semester students of the Tadris English study program at IAIN Curup have strategies for overcoming the difficulties they face in addition to the difficulties they face. One of the language learning strategies is the reading strategy, which is defined as a mental behavior strategy used to achieve a reading goal (Bimmel et al., 2001). These are frequently referred to as the mental activities of comprehension that readers select and use to comprehend what they are reading (Abbott, 2006). Reading strategies that are

used appropriately and in a variety of ways will benefit the learning process.[50] The majority of readers use a variety of methods to collect, store, and retrieve information. Readers may encounter some difficulties in understanding and may need to employ some strategies to overcome these difficulties. Each profits from diverse strategies and some of them contribute to a quicker and more well-defined comprehension target. They generally use reading aids such as glasses and others to deal with the difficulty of the eyes staying focused on each line of the sentence, for example, due to eye health problems or the small size of the reading font.[51]

Furthermore, they recognize that their difficulties understanding certain words must be addressed properly. In general, they admit that to overcome these challenges, they engage in more reading activities, allowing their vocabulary to expand. In terms of capturing information in a text, whether it is factual information, explicit information, or implicit information, these students generally admit to scanning and skimming, then reading the text discourse repeatedly, or first understanding the context of the text. in-depth by reading as thoroughly as possible. They thought these strategies were effective for dealing with difficulties in comprehensive reading.

Given the importance of reading strategies in overcoming students' problems, many studies on instructional strategy guidance have been completed, particularly those that are closely related to the application of a fix-up strategy for Indonesian EFL learners' reading skills. Rereading, using prior knowledge, thinking, and reflecting, as

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[50] Grabe, W. (2009). Reading in a second language: Moving from theory to practice. New York: Cambridge University Press

[51] Muhassin, M., Annisa, J., & Hidayati, D. A. (2021). The Impact of Fix-up Strategy on Indonesian EFL Learners' Reading Comprehension. International Journal of Instruction, 14(2), 253-270.

well as visualizing, retelling, and noticing what was already understood from the text, can all be used to implement a reading strategy.[52]

According to the findings of the preceding explanation, students' strategies for dealing with difficulties in comprehensive reading include using reading aids, reading as much as possible to gain an understanding of new vocabulary, reading in detail to capture various forms of information, and understanding context. Reading to make connections between ideas in sentences and paragraphs.

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[52] Amelia, L. (2018). Fix Up Strategi untuk Meningkatkan Kemampuan Bahasa Inggris. Puslitbang STAI Al Azhar Pekanbaru, 7, 91–102.

# CHAPTER V

## CONCLUSION AND SUGGESTION

After examining and interpreting the data gathered in the preceding chapter, the conclusion and recommendations presented below are considered the concluding portion of this research. The conclusion below is the solution to the research question, but the recommendation is meant to offer readers information if they wish to pursue additional study in this subject.

## A. CONCLUSION

Based on the findings of this study, the researcher draws the following conclusion about the problem of reading comprehension faced by the fourth-semester students of TBI IAIN Curup in the classroom:

1. Fourth-semester students in the IAIN Curup Tadris English study program continue to face significant challenges that must be addressed.

2. Several factors contribute to students' difficulties with comprehensive reading, including difficulties in keeping the eyes focused on each line of sentences, difficulties in capturing specific vocabulary, difficulties in finding factual information, both explicit and implicit, difficulties in identifying references, and difficulties in making inferences/conclusions.

3. Students strategies for dealing with difficulties in comprehensive reading include using reading aids, reading as much as possible to gain an understanding of new vocabulary, reading in detail to capture various forms of information, and understanding context. Reading to make connections between ideas in sentences and paragraphs.

## B. SUGGESTION

Following the results of the questionnaire, the researcher would like to make some suggestions that may be useful for:

1. The lecturer: The lecturer should be more creative in teaching reading comprehension in class so that all students can improve their reading ability. In terms of lecturers' roles, lecturers must devise the best way to achieve the goal of learning and ensure that all students have good skills after graduation.

2. The students: Students must improve their reading comprehension skills, as this is the most difficult skill in English. They must understand their lecturers' role in assisting them to master reading to improve their English skills. Furthermore, they can be more sensitive to their lecturers' roles, which will help them use English effectively.

3. The Further researcher: The researcher had not yet investigated in depth how lecturers' techniques or strategies for improving students' reading comprehension ability. Hopefully, the next researcher will look into the concept of students' reading ability as a goal of learning English.

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