EXPLORING STUDENTS' OBSTACLES IN READING COMPREHENSION
(A Case Study at English Department of Muhammadiyah Aceh University)

THESIS

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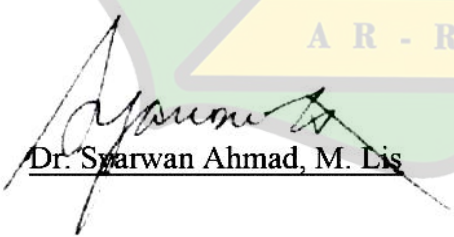
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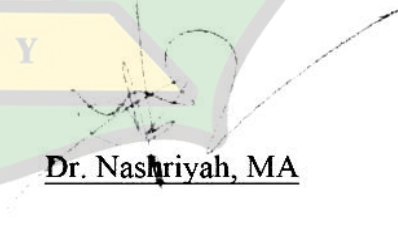NIM. 231324264

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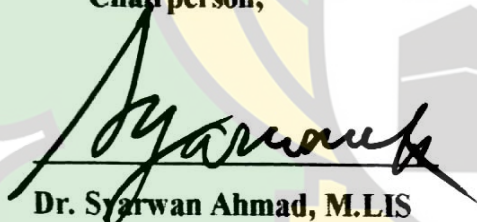for the Bachelor of Education Degree of English Language Teaching

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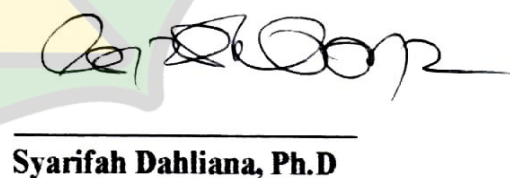

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SURAT PERNYATAAN

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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The last but not least, the writer realizes that this thesis is far from being perfect. Therefore, the writer hopes that there are many constructives ideas and suggestions for the writer to make this thesis better. Hopefully, this thesis can give

contribution to the development of translation studies of English Department in particular and Indonesian education in general

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ABSTRACT

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This research is entitled "Exploring Students' Obstacles in Reading Comprehension (a case study at the English department of Muhammadiyah Aceh University). The focus is on students' difficulties in reading comprehension, and students' strategies in reading comprehension. For the participants of this research, the researchers took 12 students of English Education of Muhammadiyah as a sample. In collecting the data, the researcher used an interview technique to find students' experience and knowledge. Based on the interview the researcher found some problems faced by students namely lack of vocabulary, determining the main idea, making inferences, and understanding word concepts. The researchers also found that their solutions in overcoming the problem were understanding the picture in the text, using cognitive strategy, increasing vocabulary, making note, and make a conclusion.

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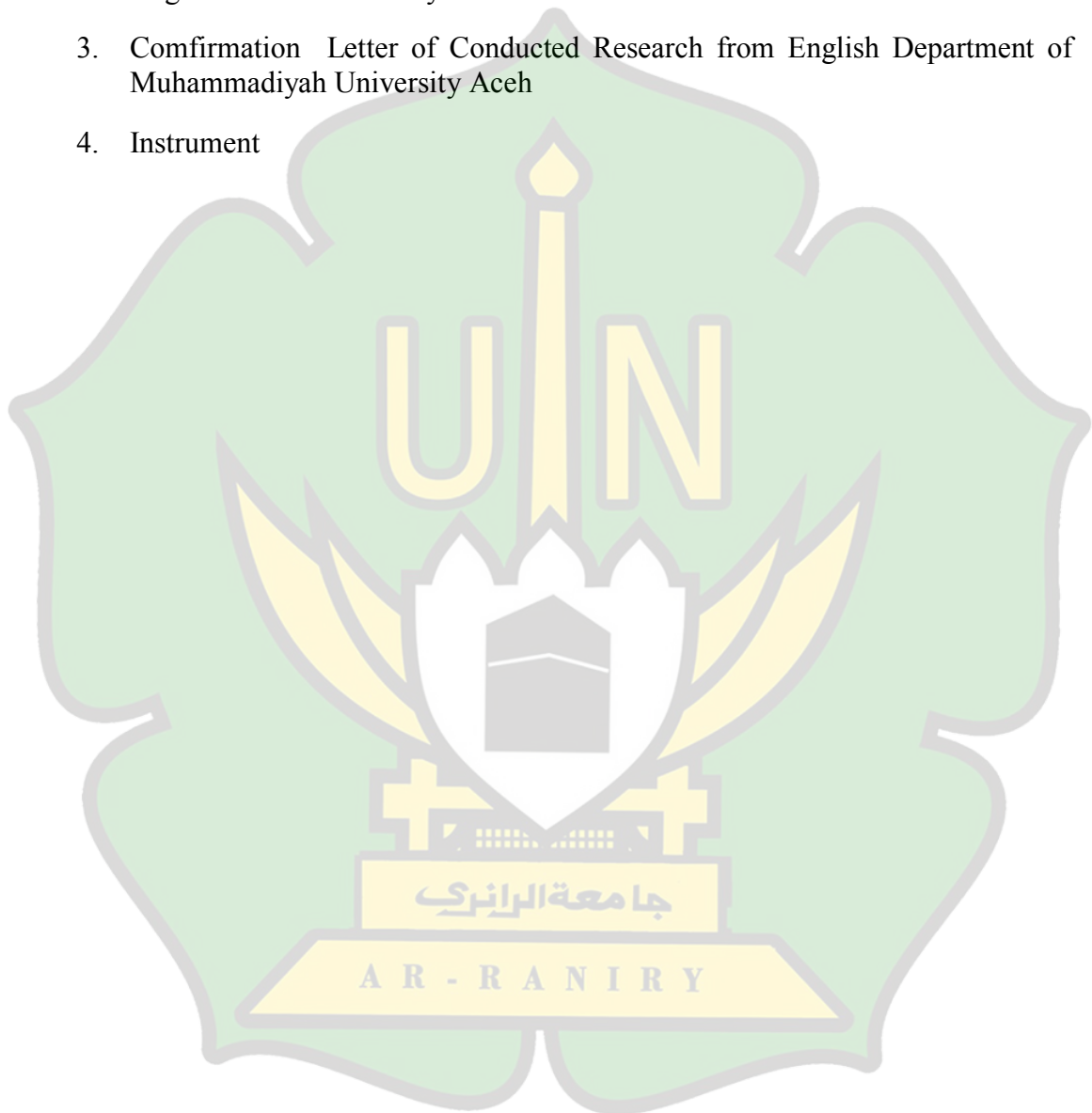
CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays English is very important in daily life especiallyfor students because English is an international language . Teaching and learning English in Senior High School or university has its scope including competence to comprehend and to produce spoken and written texts through four language skills: listening, speaking, reading, and writing; competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report. For this reason the teacher must have various methods in teaching genre to make the students more interested in teaching learning process.

According to Ilzamudin (2010) Reading is a routine that is almost inseparable from the style of modern human life, especially in education. Indication of the importance of reading for education can be seen of them through the many statements presented by experts with different disciplines, for example: Reading is the basic skill in study. Reading is a skill essential for formal education and for an individual's success in society. So this reading skills will continue to hold its role even in the information aged though, information can be obtained through a variety of audio-visual electronic media such as television, video, cassette, and radio but oral information remains limited and temporary. While the written information is relatively more durable and easily accessible or readable whenever needed.

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Reading is one of the most important skills in learning. Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity. Kenneth Beare (2016) states that "reading is important part of learning English." Reading is an important skill that students should have in learning English as foreign language. Students will read to learn many things in their reading, such as learn about new information and ideas.

Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as background of knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehend also requires effective use of strategic processes, such as metacognition and comprehension monitoring.

To comprehend a text, Westwood (2001, p.31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as

locating the main idea, making connections, questioning, inferring and predicting. therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text.

In dealing with obstacles in ordinary reading comprehension students have a strategy to deal with these obstacles such as skimming and scanning. Harmer (2001, p. 202) stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text. While, scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning (Brown,2001). Both of the strategies help the students to read in a more focused and efficient way. Therefore, skimming-scanning strategy is accelerated reading strategy to quickly looking for the idea and specific information of the text.

Many of students have difficulties in reading English text. Based on researcher's preliminary research on students at Muhammadiyah University, it was found that student met difficulties in comprehending the text given. Students sometimes could not construct the meaning from text that they read. They found difficulties in comprehending the text, making inference. The student are confused with determine main idea in a text. It indicated that their reading comprehension needs to be improved. to comprehend the text, students may try to make sense of what they read by relating experiences and knowledge that are relevant to the ideas on the text. It is the purpose of reading.

The difficulties of making inferences to connect up the ideas in the text. It means that making inferences makes conclusions based on information from the text. Inferring means going beyond the words of the text to make a judgment about what is not there but is implied. Readers make inferences about how characters feel although the authors may not have explicitly written about the characters' feelings. Oakhill (1993) shows that the specific difficulties of poor comprehends, the students do not explain why the less-skilled comprehends should have difficulty with text integration and inferences, there is no evidence that students have straight forward memory deficit. However, the research with adults has shown that working memory relates to comprehension skill. Besides, the students are difficult not only in making inferences to connect up the ideas in text but also inferring the meanings of particular words from context.

Main idea is important for reading comprehension to help readers understand. Students begin by learning the definition of main idea and then applying this definition to identify the main idea in sentences and short texts. According to Aulls (2009), the main idea usually appears in one complete sentence; it is the most important statement that explains the topic of a paragraph; it is related to the majority of sentences in the paragraph; it may occur at any point in a paragraph; it may be implied and explicit.

Based on one of Muhammadiyah lecturer, reading comprehension was one of the problems in learning English that the students had. Most of students obtain a low score on a test in reading test. They admit that they do not understand the passages; therefore they cannot find right answers to the questions. The students cannot understand the text because they do not know the meaning of vocabularies and they cannot find the mind idea. And they also find difficulty in inferences. In addition, they lack of motivation to read. This can be due to the assumption that reading is not their daily needs. They even think that reading is boring.

From the explanation above, the researcher can conclude most of students at Muhammadiyah deal with some problems in comprehending text. They did not understand what the text about because they lack of vocabulary. They are uncomfortable with the language therefore they are easily frustrate when they find some difficult words. This statement is still in a temporary and still needs more in-depth research and this research deserves to be examine.

Furthermore, in ability to apply reading strategy makes the students have a problem in comprehending text. Because of that, students read slowly word by word with the result is they are confused with the meaning of the text. William (2016) states, "There are a series of problems that hinder children"s reading comprehension: 1. Language problem, 2. Not comfortable enough yet with the language, 3. Word recognize problem".

In some previous studies are found that students get obstacles in reading comprehension. Nation (2004), show that the population of children identifies as having reading comprehension difficulties forms a varied group. This focuses on children's in reading comprehension difficulties.

Oakhill's (1993), focus on comprehension differences arises because of problems at the single-word level and poor comprehends have difficulties at the sentences level and fail to understand certain syntactic constructions. Therefore, this is just focus on problems at the single-word level and poor comprehends to children's difficulties in reading comprehension. So that, the researcher focuses on students' difficulty in reading comprehension not focusing on children difficult. But the researcher wants to adopt about the difficulties in reading comprehension at Muhammadiyah university in English education department.

Based on the problems above, this study is designed to find out the obstacles that often arise in English teaching and learning process such as making inference, determine main idea ,and to know and to analyze students strategy in solving the difficulties.

B. Research Questions

The research quenstions proposed in this study based on the problems of the research are as follow :

1. What were the obstacles faced by English Department students of Muhammadiyah university in reading comprehension ?

2. How do the students overcome their difficulties in reading comprehension at Muhammadiyah University Aceh ?

C. Research Objective

From the background above , they are two research objective :

1. To find out the obstacles in reading comprehension of English education department of muhammadiyah university.

2. To discover students' solution in overcoming their difficulties in reading comprehension of english Department of Muhammadiyah university.

D. Significance of the study

Hopefully, the significances of this research can be useful for the students itself, the teacher and also the next researcher as follows:

1. For the students, this research is expected not only to increase students" motivation in learning English, but also to increase their vocabulary

mastery, determined main idea and also how to make inference in long text or short text.

2. For the English teacher, the researcher is hoped to be the one of some alternative in improving students" reading comprehension towards inference reading.

3. For the other researcher, it is hoped that the research could be one of the references in conducting some research for better result.

E. Research Terminology

1. Obstacles

AS Hornby (1986), says the word obstacle means something in the way which stop progress to make it difficult. Obstacle is a situation, an event that make for us to do. It means some problems which faced by everyone in certain condition.

Obstacle is something immaterial that stands in the way and must becircumvented or surmounted(www.Meaning of Obstacle.Com 2012).

From the meaning above, it can be conclude that obstacles is something in the way which stop progress to make it difficult and must be avoided or overcome.

2. Reading comprehension

Pang et al. (2003) stated that reading is about understanding written texts. It involves both perception and thought. It is also an interactive process that goes on between the reader and the text, resulting in comprehending the text. The text

present letter, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning. So, it means reading is one of the skills which has to be mastered, because by reading, the students can understand what the writer informs to the reader.
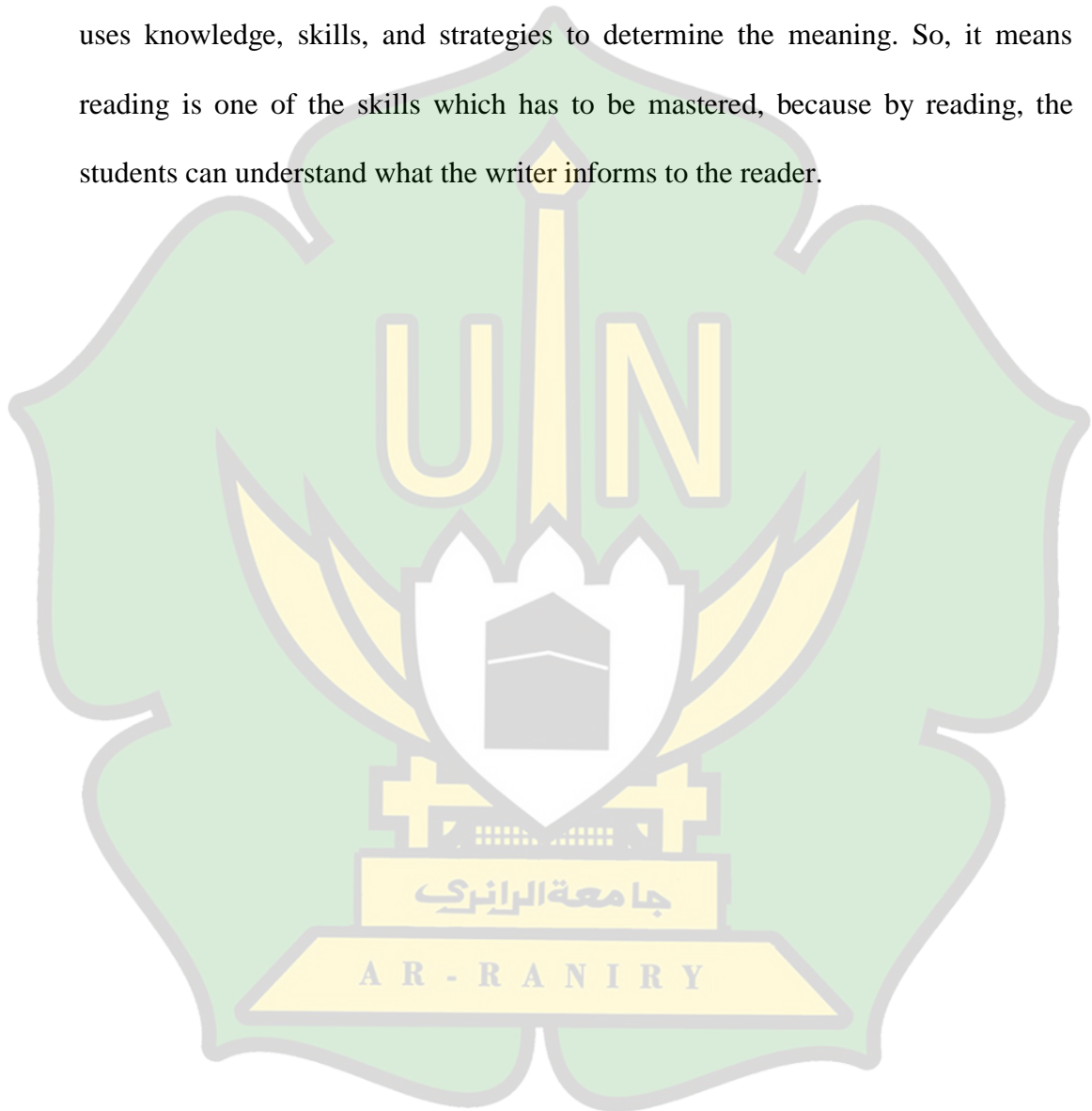
CHAPTER II

REVIEW OF LITERATURE

A. Brief Discussion of Reading Comprehension

Reading is one of skills in english besides speaking, writing and listening. The purpose of reading is to make the reader gets the information of the text. If someone wants to get the information which is written in the text, he should know the meaning of the words and also the ideas of the text. By reading such as newspaper, messages, etc, the reader will know everything. For students, the ability to read will open up new world and opportunities. By mastering reading skill, the students will be able to read everything especially in English language by themselves.

Mariane (2000) states that : reading is interactive process that goes on between the reader and the text, the reader has to perform a number of stimultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally understand what the author's intention was.in the process there are three participants: the writer of text, text and reader.

In addition, Jeremy (1998) says,"reading is a model of language, reading texts provide opportunities to study language such as grammar, vocabulary, punctuation and the way to construct sentence, paragraph and text".

According to Dutcher (1990), "Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the

reading situation contextis constructing meaning". This research shows that the readers must found background knowledge, information inferred in reading context. Besides, the researcher wants to show about the strategies in reading especially students difficulty in reading comprehension.

According to Snowball (1999), comprehension of longer texts is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition.therefore, comprehension needs understanding meaning in a text because comprehension is a longer text.

Comprehension means making sense of what one reads. Active readers are readers who comprehend a text. Comprehension is complex, yet reading researchers have developed approaches to teach students to be active readers. This research defines that comprehension has developed for students in reading skill.

According to Kirby (2007), comprehension involves the relatingof two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas.

Comprehension is the ability to actively to listen, read,and understand language. To comprehend text, one's decoding skills must allow for fluentreading (reading that is as smooth and full of expression as when we talk), thus 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. Thus, fluency is often called the "bridge" from decoding to comprehension.

Thereforeto the smooth and effective implementation of comprehension strategies, other key ingredients for understanding include vocabulary knowledge and background knowledge.Therefore, comprehension text needs one's decoding skill for reading. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Snowball (2005), defines Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text.

Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged. It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, its' mean that the readers are not enough to comprehend in a text.

Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking

while you read. It means that comprehension needs understanding words, connecting the main idea in text and remembering context. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text (pardo, 2004). This means that the readers look the construct meaning in text that they found information in text.

1. **Definitions of Reading Comprehension**

According to G. Woolley (20011), reading comprehension is the process of making meaning from text. The aim is to get a thorough understanding of what is explained in the text rather than to get the meaning of isolated words or sentences. In understanding reading text information, children developmental models, or representations of meaning from text ideas during the reading process. Therefore, reading comprehension has process of making meaning in a text.

Scott (2002), defined that, Reading comprehension is a complex undertaking that involves many levels of processing. One of the most basic aspects of understanding is the ability to deal with unfamiliar words found in the text. Readers who struggle with word-level tasks use valuable cognitive space that canbe allocated for deeper levels of text analysis. In predicting the meaning of new words it is not enough to only rely on context cues .

Vaughn (2003) states that, reading comprehension understanding of text that has been read, that is a complex skill that requires the use of various strategies to activate one's prior knowledge, monitor understanding, self-question, distinguish between the main idea and supporting details, and summarize. Therefore, the students requireinstruction in the development of strategies that can be used before, during, and after reading text.

2. Strategies in Reading Comprehension

Reading is a thinking process. Effective readers know that when they read, *what* they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. In addition, Students were encouraged to use three comprehension strategies: previewing prior to reading and connecting with known information, identifying the main idea, and generating and answering questions as a form of summarization. These strategies are associated with improved outcomes in reading comprehension.

Some research said that Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating (McLaughlin & Allen,2002) In addition,

all readers, no matter what their skill levels, benefit greatly from direct instruction in how to interact with a text and process information.

Yusuf and Amanda (2008), says that in the process of learning, learning strategies take an important role. The appropriate use of learning strategies can result in increased second language proficiency. Applying certain strategies in language learning including reading skill is prominent because they are tools for active and self-directed involvement. Appropriate learning strategies result in improving proficiency and self-confidence which become prerequisites for communicative competence as the main goal of language learning. Therefore, the strategies are regarded as an important aspect of language learning since they can help students to overcome reading problems. Classify learning strategies into two types as follow.

a. Metacognitive Strategies

Metacognitive strategies. A specific set of general cognitive strategies is particularly relevant to comprehension; these are called metacognitive strategies. Metacognitive strategies are routines and procedures that allow individuals to monitor and assess their ongoing performance in accomplishing a cognitive task. For example, as students are studying for a test they might ask themselves, "Are things going well? Is there something I don't understand? Am I learning this material? Are there any gaps in my knowledge or understanding? If I do find a gap in my knowledge, do I know what to do about it? Can I repair the gap so that my understanding is complete?" Students who use metacognitive strategies are

aware of the cognitive resources they have to accomplish a goal, they check the outcome of their attempts to solve problems, they monitor the effectiveness of their attempts, they test, revise and evaluate their strategies for learning, and they use compensatory strategies when comprehension breaks down. These compensatory strategies restore understanding and learning (Baker & Brown, 1984).

Baker and Boonkrit (2004), says that metacognitive strategies in reading include looking at the pictures provided in text, reading the question before read whole passage and other strategies which provided a way for students to coordinate their own learning process. In addition, metacognitive strategies have control over their reading. Before reading, they might clarify their purpose for reading and preview the text.

b. Cognitive Strategies

O'Malley (1990), says that Cognitive strategies, in which the learner interacts with the material to be learned by manipulating it mentally (as in making images, or elaborating on previously acquired concepts or skills) or physically (as grouping items to be learned in meaningful categories, or taking notes on important information to be remembered). In addition concerning cognitive strategies, rereading took place as a familiar strategy used in reading.

According to oxford (1990:70), the technique of rereading or repeating is to read a passage several times, each time for different purpose such as to get the general drift or the main idea, to predict, to read for detail.

According to Carrell (1998), reading strategies are traditionally recognized reading behaviors as skimming a text to get the 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, identifying the main idea, rereading, and using cognates to comprehend, to more recently recognized strategies such as activating prior background knowledge and recognizing text structure. Good readers proceed generally from front to back of documents when reading. They are selectively attentive. They sometimes make notes. They predict, paraphrase, and back up when confused. They try to make inferences to fill in the gaps in text and in their understanding of what they have read. Good readers purposely try to integrate appropriate the text. They do not settle for literal meanings but rather interpret what they have read, sometimes constructing images, other times identifying categories of information in text.

B. The Concept of Student Difficulties

1. Definition of student difficulties

According the students' development and concealing (2003), that a student in difficulty is any student who encounters major obstacles to the successful completion of their educational goals. Students typically experience college as a

time of significant transition and adjustment. Stress arising from this period of change may be of an academic, social, financial, work, family, or institutional nature. At times, this stress can become so severe that it poses a serious threat to academic progress. These resources can offer additional support and aid in the development of enhanced coping skills. Timely and effective assistance to address the needs of these students is important in order to increase the probability that they will achieve their educational goals. It means that the students get difficulty because they lack the interest and the intellectual.

Some people (2013), says that having reveal personal difficulties, the students may wish/expect to continue to receive further support from them and ask for quite a lot of their time. If they are unwilling to be referred to someone in a more appropriate role, they may experience quite a lot of pressure to provide this support directly. They may feel concern for the student and worry that they may feel rejected if they do not offer support. It means that the students' needs are more concentration, if the students do not concentrate for education, the students have difficult with our skill. Therefore, the students should understand with our education, especially, reading is important for students. Because by reading, students can increase their knowledge. If the students do not read, students get really difficult to increase their knowledge.

According to Makar (2005), Students have difficulty correctly reading information. We offer some reasons for why it is important for students to be able to correctly read and offer suggestions for how to help develop this type of

reasoning. It means that students should increase their information in order students do not get difficult in their education.

Carvalho (2001), said that many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different textual sources, and making use of conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students' past schooling experience and the literacy practices they had been used to. As we said above, in Portuguese schools, writing is rarely seen as a learning tool and students are more often asked to use it in knowledge reproduction tasks than in knowledge construction ones. It means that students get more difficulty in reading because students feel lazy to read. Reading comprehension is so useful for them to obtain new insight which is called receptive skill, and Writing can help them in productive skill. In addition, if the students have difficulties in performing task, the students have a lot to read.

2. **Kind of Student Difficulties in Reading Comprehension**

According to Joseph (2001), when students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual

information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulties understanding, meaning of word or concepts and inferring information.

Oakhill (1993), showed that one general problem that less-skilled comprehends seems to have is making inferences from text. These difficulties include: a). Inferring information that is only implicit in a text. b). making inferences to connect up the ideas in a text. And c). Inferring the meanings of particular words from context. Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

Wilawan (2012) mentioned that, explicitly main idea is not a difficult reading task for many people due the fact that they can search for main points of text at specific locations of paragraphs (i.e. the first, second or last sentence) but explicit 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 implied main idea is much more difficult and can be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is a complex process which concerns the application of various reading strategies. Students have difficulty in comprehension, particularly in identifying main ideas and important details.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated.

Inference making is understanding language. It is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straightforward texts require inferences to be drawn (Kate Nation, 2004). Therefore, if the reader does read in text, they will infer the text that they have understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text.

Spivey (2011) show that most all texts have one sentence within a paragraph or passage stating the author's message, or main idea. The main idea can appear at the beginning, middle, or end of a paragraph or passage. Finding the main idea becomes more difficult in the upper grades where the main idea may be *explicit* (a complete sentence taken directly from the text) or *implied* (summarized by evaluating the details in the text). 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.

The main idea helps readers recall important information. Locating the main idea helps the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension.

Whorter (2001) writes in his book entitled "Topics, Main idea, and Topics sentences" State that the students learned earlier that the *main idea* of a paragraph is most important point. The main idea is also the most *general* statement the writer makes about the topic. In this brief paragraph, the main idea is expressed in the first sentence. This sentence, known as the topic sentence, is the most general statement in the paragraph. All the other sentences are specific details that explain this main idea. In addition, the importance of identifying main ideas as essential to successful reading comprehension in terms of drawing inferences from text, studying effectively. .

The researcher concludes that main idea is important in reading comprehension because main idea is important information that tells more about the overall idea of a paragraph or section of a text and most paragraphs have a main idea that is either contained in general sentences or else suggested by several specificsentences and making inferences make the students difficulty in a text. So that way, if the students do not find the inferring information that is only implicit in a text included main idea, the students will difficult to read some books especially in reading comprehension.

C. Previous Study

There are some previous studies related to this research. A study entitled focused on children's in reading comprehension difficulties by Nation (2004), uncovered hat the population of children identified as having reading

comprehension difficulties forms a heterogeneous group. This is focus on children's in reading comprehension difficulties.

Oakhill's (1993) focused on comprehension differences arises because of problems at the single-word level and poor comprehends have difficulties at the sentences level and fail to understand certain syntactic constructions. And discussed about the difficulties experienced by children who have a specific comprehension problem: those who have educated word recognition skills and have difficulty understanding text.

Another research is entitled Reading in English as a Foreign Language: Problem and Strategies by Badria al Brashi from the University of UK. This study was designed to yield data that would contribute to our understanding of the nature of problems our students encounter in comprehending English texts and the way the process such text.

Wilawan (2012) says that focuses mainly on the combined application of cognitive and metacognitive processing strategies to improve EFL readers' main idea comprehension. Additional support in knowledge and skills in the foundational elements of text understanding at the lower level is often necessary in the process of constructing main ideas. And they focused on main idea, global and local comprehension, connectives, word relationships, self-monitoring.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Location

The researcher was conducted in English department of Muhammadiyah Aceh University. The address Jl. Muhammadiyah No. 91 Bathoh, Lueng Bata, Banda Aceh.

B. Research design

This research was conducted qualitatively by usingtechniques of data collection; interview. Qualitative research is defined as '' an approach to research that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon'' (Mertens&Mclaughin, 2004, p.94). Meanwhile Syamsuddin&Damianti (2006, p.73) stated that qualitative research is " an investigation approach because the researcher usually collects data by directly interacting with the respondents''. Furthermore, Patton (as cited in Mertens& Mc Laughlin, 2004, p.96) suggested that using qualitative method under the following condition: '' the program emphasizes individualized outcomes , in-depth information is needed about certain clients or program, no standardized instrument is available that can validly and reliably measure program outcomes''

C. Population and sample

1. Population

According to Mark (1996), Population is "the collection of all individuals, families, groups, or organizations, communities and events that will participate in the study". McBurney, as quoted by Strydom and Venter (2002), refers to the population as "the sampling frame; the totality of persons; events; organization units; case records or other sampling units with which the research problem is concerned". In this research, the population was all student EnglishDepartment of Muhammadiyah in five semester consists of 12 students.

2. Sample

Based on Sugiono's sight (2012), sample is part of the number and characteristic possessed by the population. On the other hand, creswell (2012) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing sampling. In this research, the researcher embedded self-selection sampling. It is a type of non-probability sampling. Self-selection sampling focuses on sampling techniques that are based on the judgement of the researcher.

D. Technique of Data Collection

In collecting data, I used interview technique. The purpose of collecting data was to gain information related to the research questions stated in chapter one. The technique used in this research will be described in detail as follow:

K.Vale (1983, p.174) defines the qualitative research interview as "an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena". Collecting these descriptions can be done in several ways, of which face-to-face interviews are the most common. Cohen, Manion, and Morrison (2000, P.267) explained that the interview is not simply concerned with collecting data about life. It is part of life itself, it is human embeddedness is inescapable. At the same time, K. Vale (1996, P. 14) stated that an Interview is interchange of view between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes social situatedness of research data.

An interview is using Via whats App research instrument in the form of verbal set of questions.Because at that time the researchers could not conduct face -to - face interviews. Because of the corona virus outbreak or known as Covid19. So researchers took steps to conduct using via whatsApp. The researchers asks the student number fromthereading lecturer to aks the students willingness to conduct an interview via whatsApp. In cionducting research using whatsApp the reserachers encountered obstacles. Because some of the muhammadiyah students have returned to their villages. and some of themdo not internet quota. The researchers hadto to wait several days for answers from participants. The researcher sends a questionnaire throught Whats App to yield reliable and valid data.

E. Data Analysis

The researcher used interview using via WhtasApp to get the students answer from participants because of circumstances that made it impossible to conduct research in face-to-face manner. The stepsin analyzing the data are: (1) the researcher collects data through interview by using via whatsApp. Then, the researchers selects, identify, and focuseson the data by referring to formulation of the reserach problem.(2) After selecting the data, the reseracher displays those data into good sentences. (3) After displaying data, the conclusions are drawn. Moreover, to conduct interview, the researcher is directed by a list of questions.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the result of research. It involves the exploring students' obstacles in reading comprehension. The main source of data is the result of the interview with English students of Muhammadiyah University.

A. The Brief Description of Muhammadiyah University Aceh

The research was conducted in the English Department of Muhammadiyah Aceh University. The address Jl. Muhammadiyah No. 91 Bathoh, LuengBata, Banda Aceh. As the name implies, the university of Muhammadiyah Aceh, abbreviated as UNMUHA, is a private university. Muhammadiyah University is the development of the College of Law (STIH) which was founded in 1969.

Until now Muhammadiyah University of Aceh has remained consistent in admitting new students at the diploma and undergraduate levels. There are 6 faculties on the campus, the faculties consist of 11 study programs for undergraduate and 2 diploma programs 3. Some of the existing study programs have received B accreditation, the rest are C accreditation and some are still waiting for the results of accreditation.

List of faculties and Departments at the university of muhammadiyah aceh.

1. Law faculty

   -legal studies

2. Faculty of Economy

   - Accounting study program

   - Management study program

- Management study program

3. Technical Faculty

   - Civil Engineering Study Program

   - Architecture

   - Engineering Study Program

4. Faculty of Islamic Religion

   - Islamic Education

   - TadrisBiologi

   - Tadris Math

   - Tadris English

   - Sharia Banking Products.

5. Community Health Faculty

   - Public Health Sciences

6. Faculty Of Psychology

   - psychology

7. Diploma Program 3

   - Physiotherapy

   - Hospitality

B. Data Description

The data were analyzed as qualitative data. This research was conducted in one class with 12 students, to know the kind of difficulties faced by students and to know strategies that the students used in reading comprehension.

After observing students' answers about the importance of reading comprehension. The researcher divides into two important and unimportant parts. And from 12 respondents they answered that reading is very important and with various other reasons.

And second questions about the obstacles that they found in reading the students answered with various among them :

1. Unusual word

2. Lack of vocabulary

3. Background of knowledge

4. Limited vocabulary, unfamiliar tasks, and explicit admitted.

5. Can't read fluently

6. Poor mastery of grammar

7. Lack of media learning

8. Less support of family

9. Inferring information

10. Determining the main idea, make an inference.

1. **The important of reading comprehension**

All respondents consider that reading comprehension is very important and specifically in English Education because by reading students know what are the topics of the text, content, the purpose of the text, and of course with a variety of other reasons. According to Silmi "Reading comprehension is very important because with the reading we can understand what we have read and we can pick up important information, and by reading we have to be able to read and comprehend it". And another reason "reading comprehension it's very necessary because we can understand reading is the ability to the process text, understand the purpose of the text, and integrate with what the reader knows". The ability of individuals to understand the text is influenced by their ability and ability to process information.

2. **The obstacles in reading comprehension**

Generally, students have difficulties in reading comprehension such as limited vocabulary which when students read books or novels they find new words that they don't know the meaning of the word and how to pronounce them. Not only do they have limited vocabulary but also experience obstacles in determining main ideas because not all main ideas are in the first paragraph and the last paragraph of the sentence but in the middle of the paragraph it is more difficult to find it. According to Ghifari, "I got some obstacles in reading comprehension for example limited vocabulary knowledge, unfamiliar tasks and explicit admitted, and also determining the main idea also sometimes make me

confused". Main idea is one of the sobstacles that are often faced by the students. Main idea will be easy to if it is at the first or the last sentence in the sentence of the paragraph and it will be more difficult if the position is in the middle of a sentence in a paragraph. Ajilla said that when the teacher gives questions in text form to find the main idea is in the middle of a sentence in a paragraph.

An inference is the process of drawing a conlusion from supporting evidence. Making inference is very important in formal essays. But some of students still confused how to make inference in essay. According to Silmi " when teacher give a test about inference it's so difficult how to make inferencein a text".

Most of them got difficulties comprehending the content of the text because during translating into the Indonesian language. They are lazy to look up in a dictionary. In addition, they got difficult to take the main point of the text; whereas they have known the meaning of vocabulary. As a result, they did not understand the text and answered incorrectly.

Some students also have difficulty in grammar which when getting assignments and reading long sentences they are confused to translate in Bahasa. Nurul said that " the obstacles that I found are when I have to translate it to Bahasa, it pretty takes a long time to understand the meaning due to the grammatical form, also the words that I don't know". And other obstacles are lack of media learning, less support from family.

3. The reasons for those problems

There are several reasons that put forward by students the first reasons, lack of interest in reading. According to Ajilla " sometimes i got bored when i read a book". Reading is a way to get information written. Reading needs to emphasize to every individual, be it, students or other individuals because the information that we get the most easily is through readings, both newspapers, magazines, novels, books, and so on. The lack of a reading culture among students is the beginning of failure. The second is not doing exercise. Practice is something that can develop a mindset. According to ghifari " when i do the exercise that the teacher i got lees in understanding the meaning of the text". The intended training task is like doing the assignment given by the teacher, doing homework, or making questions and we answer the question ourselves because our exercise function starts to try to solve the problem we feel. We will be more relieved when we can master it ourselves. The third is less of listening profile, listening is a skill that requires practice in mastering it. Sometimes students in the learning process pay less attention and listen less when the teacher is explaining it in front so that it creates miss communication. Because by listening we can absorb information well even just by hearing can lighten someone's burden. In the process of learning to listen is an activity where there is good communication between students and teachers because by listening to students can understand and remember what has been explained. According to Silmi "English is not our mother tongue, and also everyone is not the same though in understanding his English".

4. The solutions for those problems

The data related to the students' solutions or strategies in reading comprehension to know students' strategies were taken from interviews with the subject. The presentation of findings, in these parts covers five kinds of reading comprehension strategies, they are cognitive, metacognitive, increase vocabulary, making a note and make a conclusion.

a. Understanding the picture in the text

Metacognitive is very important for students because with metacognitive students can create a person's beliefs, awareness, and knowledge about the processes and ways of thinking process and memory. Metacognitive is also a form of ability to see the ability in oneself so that what is done is controlled optimally and metacognitive is also a mental activity that makes a person can manage and monitor the entire thought process that is done while solving a problem.

According to Nurul" when answering questions in the reading text what I do first look at the picture before reading the question because it makes it easy for me to answer the questions". The students can do the planning in reading text, how much time is used, how to start it and students can evaluate themselves that contain the decisions that are generated based on the results of thinking and learning.

b.   Using Cognitive Strategy

Cognitive strategy teaches students how to solve problems and build knowledge based on facts or principles they know. Cognitive is used to obtain or manipulate information, students can use a variety of strategies to facilitate obtaining information, strategies that are used such as who, what, why, when, where, and how. According to Ajilla " i use cognitive when i read a book toknow more about the text". In the reading process so students can generate or create questions that lead them to understand what they are reading.

c.   Increasing vocabulary

Fasya said that vocabulary is one of the components that determine someone to be a success in learning a language. If we do not know the meaning of vocabulary, how we can succeed in learning the language. When students found unfamiliar words, the students were looking up in the dictionary or they have used a smartphone to find out the meaning.. Because the dictionary was the easiest tool that can solve their difficulties in learning vocabulary. Sometimes the students like to bring an electric dictionary and use a dictionary in their laptop. Not only translating the words but also students could write unfamiliar words.

d.   Making note

The role of notebooks was very important in teaching vocabulary. Several very useful information was stored there. It was necessary to keep the notebook well-organized and also well-designed. In this case, the subject was no talking only about a list of words that were used by students but also it makes easy when

the teacher gave tasks but notebooks should be tools for students to store the vocabulary that they have learned. So, In this case, students would feel responsible for choosing the right expressions and pay more attention to what they concise decided to write down on their notebooks.

e. Making a conclusion

From 12 students 10 of them used a strategy that makes conclusions because by making conclusions students find it easier to understand the contents of the text and easy to remember without having to read the text thoroughly. And by making conclusions students can remember what was conveyed because they wrote using their own language. Some of the students said that" when reading a text they were sometimes making a conclusion in a small book and also write a new word it makes me easy to remember the purpose of the text".

C. Discussions

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the obstacles faced by the students in reading comprehension. Meanwhile, the second discussion focuses on the students to overcome their difficulties in reading comprehension.

Reflecting on the first research problems, this research found that the students had difficulties and matched according to the results of research using the

interview,the students also claimed that they had difficulty in reading comprehension. Based on the theory that Oakhill (1993), said that students had 3 kinds of difficulty. First was difficult in inferring information that was only implicit in a text which included the implied main idea. The second was to make inferences to connect up the ideas in a text. The third was inferring the meaning of particular words from context. So, the students had really difficult in reading comprehension.

Moreover, According to Joseph (2001), When students exhibit difficulty understanding and deriving meaning from text, explicit instruction on comprehending needed to be provided. Difficulties understanding text could be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in the text. Therefore, the students had difficulties understanding, the meaning of words or concepts, and inferring information.

The Researcher found that students probably had difficulty in reading a text, especially in a long text. The researcher had an opinion about students' difficulty in reading was proved by students' confession using the interview. The first was lack of vocabulary, the second was making inferences to connect the ideas in a text, and the third was determining main idea. And the last was uderstanding wordof concept. It means that the students got difficulty in vocabulary. Students must circle or underline the certain vocabulary that supported in answering the main idea and inferring the meaning. It usually could be identified by several same vocabularies in a text. After knowing the domain

vocabulary in the text, the student could predict the main idea and students could infer the meaning easily.

In answering the second research question. There were five strategies in reading comprehension. They were understanding the picture to the text, using cognitive strategy, increasing vocabulary, making note and make conclusions. From those strategies, they mostly tended to use cognitive strategies to answer the text quickly because it must be dealing with meaning, a reading chunk of text, ideas of the text, predicting and inferring the text. And also sometimes students conclude, taking note, to make it easy to memorized what the teacher explained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion, the researcher had a conclusion about the students' difficulties in reading comprehension and students to overcome students' difficulties in reading comprehension. It was found that:

1. The Students' difficulties about reading comprehension include: Lack of vocabulary. Difficulty in determining main idea. Making inferences, and the last was understanding word concepts.

2. There were five strategies to overcome students' difficulties in reading comprehension. They were understanding the picture to the text, andusing cognitive strategy, increasing vocabulary, making note, and making a conclusion. The strategies strongly help them to understand the reading text.

B. Suggestion

Although this study was conducted with a small number of participants within a short time, the findings provide much information that will be useful and can be used by students, lecturers, and also readers who focus on reading comprehension.

1. **Students**

   According to the result of this research, students need to realize several problems in reading comprehension and understand more about the strategies in reading comprehension because it will make easy determine the main idea, how to make conclusions, and so on. As a result, it will improve their reading skills, and also they can share with them when they were reading a story in a text.

2. **Lectures**

   This research has solved the problems faced by many people in reading comprehension purposes. So the lectures can use this research as a reference in reading comprehension text, not only for English students, but also for other fields to have a good result in reading. I suggest for the lectures to share the reference to students to have a good experience in reading comprehension.

3. **Readers**

   The result of this research can be additional by sources and reminding themselves to anticipate the problems that obtained in reading comprehension. I suggest to readers to consider much research about the strategy in reading comprehension and use them as a reference in reading English text for some fields of study.

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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-4042/UN.08/FTK/KP.07.6/04/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Maret 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-4042/UN.08/FTK/KP.07.6/04/2018** tanggal 09 April 2018
KEDUA	:	Menunjuk Saudara:

1. Dr. Syarwan Ahmad, M. LIS   Sebagai Pembimbing Pertama
2. Dr. Nashriyah, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Khairulman**
NIM	:	**231324264**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring Students' Obstacles in Reading Comprehension (A Case Study at English Department of Muhammadiyah Aceh University)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Oktober 2019

An. Rektor
Dekan

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-3785/Un 08/FTK/TL.00/03/2020

Banda Aceh, 09 March 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

_____

_____

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Khairulman
N I M	: 231324264
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIV
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t	: Jl. Blang Bintang Lama Gp. Lamgawee Aceh Besar

Untuk mengumpulkan data pada:

Universitas Muhammadiyah (UNMUHA)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring Students' Obstacles in Reading Comprehension (A Case Study at English Department of Muhammadiyah Aceh University)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

Suparmansyah

Kode eva-8651

UNIVERSITAS MUHAMMADIYAH ACEH
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SURAT KETERANGAN PENELITIAN
Nomor : 2r0 /UM.M6/Q/FAI/2020

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-3785/Un.08/FTK/TL..00/03/2020 Tanggal 09 Maret 2020, menerangkan bahwa :

Nama	:	**Khairulman**
NIM	:	231324264
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	XIV
Fakultas	:	Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam
Alamat	:	Jln. Blang Bintang Lama Gp. Lamgawee Aceh Besar

Benar yang namanya tersebut diatas telah selesai melaksanakan penelitian di Fakultas Agama Islam Universitas Muhammadiyah Aceh untuk keperluan menyelesaikan studi/skripsi yang berjudul **"Exploring Students' Obstacles in Reading Comprehension (A Case study at English Department of Muhammadiyah Aceh University"** mulai tanggal 10 s/d 15 Juni 2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 22 Juni 2020
An Dekan,
Wakil Dekan Bid. Akademik,

Dr. Rosnidarwati, S. Ag., M. A

INSTRUMENT
Interview Questions List

1. Do you think reading comprehension is important , why?

2. Do you find any obstacles in reading comprehension ? If any why ?

3. What are the obstacles you find in reading comprehension ?

4. What are the reasons for those problems ?

5. What are the solutions for those problems?