

The Obstacles Face Students In Learning Reading A Case Study Of Students At Level 2-3- Faculty Of Arts And Science -Sharorah

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Abstract

Based on the occurrences in the field that reading has main role as one of the skill in English. The students must fluent in reading skill because it can help them to referring meaning on their read. This research aimed to find out causes of the difficulties that faced by the students in learning reading and look for answering the problem during learning process. The research using descriptive qualitative to get the problem solving of the research. The data collection of the research are test use to analyse the problem of the students during the reading test and questionnaire use to discover the main reason of their difficulties in reading. By the result of the test, the author can get some point which the number of the question that difficult for the students to answer it. The results is found the reason of their confusion while reading in English. Some aspects influence their motivation to learning hard in reading, the lack of the students' knowledge in English vocabulary give the effect they are difficult to arrange the word meaning for their understanding. Thus, the teacher can be aware to quest the appropriate media to increase their motivation in reading English.

Keywords: - Reading, Vocabulary

INTRODUCTION

Based on (Laily, 2018) stated that reading comprehension define as the main skill for the students in learning English. It means that in reading, students can learn to find out the information by the text they read with interpreted the sentence to gain the meaning and then answering the problems of the test in the last course. Usually, they do not know the required translation of any words into target language while different languages shows different linguistic features (Arono; Nadrah, 2019). It define that interpreting is one of the skill which must have as a reading English strategy. The fluent in grammar will help the students read a text easier to catch the information, because by learning the structure of the sentence in English can improve the ability in reading as much as possible. Thus, the students can arrange the meaning in every sentence of a text. Reading should be entertaining for the students, therefore they have interested to read the text and they can comprehend the text meaning. (Sumirat, Padilah, & Haryudin, 2019). It means that the students must get motivation, thus they can read a text comprehensive with interesting media to read a text.

LITERATURE REVIEW

Reading is one of the most complex tasks we undertake. In order to read, we must translate visual symbols into words, and words into meaning. For many students, reading skills are developed successfully and with relative ease. However, at least twenty-five million children in the United States are affected by reading problems. For as many as four in ten children, learning to read is a difficult task; and one in five have significant reading difficulties. Clearly, the need for understanding and improved management is great. Unfortunately, children with poor reading abilities do not just outgrow their limitations. Reading difficulties represent a persistent dilemma. Fortunately, learning to read is a process, which we can make more successful if, we:

- understand the neurodevelopmental underpinnings for mastering reading
- use this understanding to determine the specific neurodevelopmental areas that contribute to an individuals reading difficulties use strategies and methods to enhance the likelihood that students will learn to read despite the challenges of reading

Reading can be broadly divided into two academic skills:

- (1) Word decoding, or accurate and rapid reading of words,
- (2) Comprehension, or understanding the intended message of a written passage. Both decoding and comprehension are facilitated by a combination of neurodevelopmental functions. To look more closely at the challenges of reading, developing strong reading skills in students is one of the key goals of every early education program. It is through reading that students expand their vocabulary and learn about the world. Reading is also the key to success in spelling and writing. In addition, while 6 and 7-year-olds are fluent speakers, they require instruction in how to navigate print. If a student is having problems with literacy skills, it can affect their performance across the school curriculum and have a negative impact on motivation to learn and self-esteem.

HOW READING WORKS

Not every student acquires reading skills at the same rate. Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words.

As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary.

When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time. Being a fast and efficient reader is important for classroom-based lessons, but also for satisfying homework requirements and performing well on standardized exams. Learn more about teaching children to read. Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language. Learn more in our posts on dyslexia and visual impairment in the classroom.

1. Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level.

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused as a result of attention difficulties, it can affect comprehension.

2. SPEED

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at the meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may benefit from overlearning sight words such as those on the Dolch List.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

As an English teacher, I believe there is tremendous power in having students reflect periodically on their own reading and writing habits.

For example, I recently asked students to answer the following questions after our 25 minutes of independent reading:

- Do you think you have improved as a reader this year? Why, or why not?
- Do you enjoy reading more now than you did in the past? Explain.
- How often do you read?
- What challenges do you face as a reader?
- What will you do to overcome these challenges?
- What can Mr. Amato do to help you succeed as a reader?
- In your opinion, why is reading important?

Because of their honest feedback, I have already been able to develop mini-lessons and facilitate one-on-one and whole-class conversations around several of the themes that emerged.



For example, it's important that as teachers, we understand why many students aren't reading as much as we (or they) would like, and then work with them to develop solutions.

Therefore, in this post, I am going to share the top 7 challenges students face as readers, according to a survey of approximately 100 ninth-graders at Maplewood High School in Nashville, TN.

1. Cell phone addiction. This should come as no surprise, especially if you read my recent post. For the majority of today's teenagers, cell phone addiction is a serious problem. One student said, "I stay on my phone 24/7," while another added that "whenever I see a message on my phone, I have to answer it." If students keep their phones in sight while reading, it's virtually impossible for them to finish a page without feeling the urge to check for a text message, Instagram like, or Snapchat.
2. Short attention span. Several students reported that they have trouble staying focused on one task for a long period time. For example, one student said, "I get off task easily and get into something else," while another said simply, "My attention span is kind of low." There is no question that cell phone addiction contributes to their lack of focus, and they certainly aren't alone in becoming more distracted. A recent study found that the average attention span of a human is down to just eight seconds, or one second less than that of a goldfish.
3. Responsibilities at home. I am constantly amazed by the strength and maturity of my students. One student said, "I have to help my little brother do his work, and help my mom around the house," while several others also mentioned that they are on babysitting duty after school. I was really impressed with one student who managed to come up with a solution to her problem. "I have to babysit, so I've started to let my niece read while I read also," she said. How awesome is that?!
4. Extracurricular activities. From sports to band practice to work, a lot of our students are extremely busy after school, which affects their ability to read as often as they'd like. "When I come from practice, I usually eat dinner and go to bed," said one student-athlete. "During track season, I can't read as much," said another. "I'll catch up over the summer though."
- #5. Lack of interest. If students are going to put away their smartphone and take out a book, they certainly want to read something that they enjoy. Unfortunately, some students reported that they have a hard time finding books that interest them.
6. Lack of motivation. I appreciated how honest a few students were about their lack of motivation to read. In fact, one student wrote, "The only obstacle I have is me wanting to read." Another stated, "I don't push myself to pick up a book and start reading."
7. No quiet places to read at home. Several students mentioned the fact that their home isn't conducive for reading. One student said, "There's not a lot of quiet places to read at home, so I can't read as much as I'd like." Another cited the "loudness at my house," while a third said, "I never have time and when I do I never have a quiet place to read."

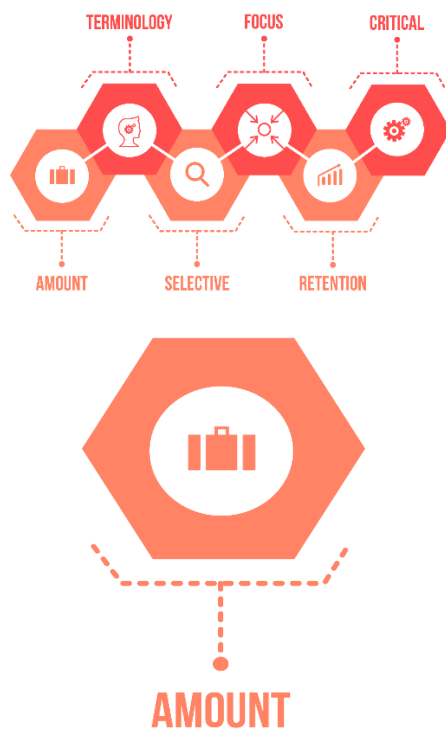
One of my biggest takeaways from these reflections is that we, as English teachers, can help students overcome several of these challenges. In fact, I believe we have a responsibility to create a quiet and comfortable reading environment in our classrooms. We must also give our students consistent time to read in class without any distractions because our classroom may be the only place where they can.



Once students get into a reading routine (where they know their cell phone must be put away and that nobody is talking), their attention span, reading stamina, and attitude toward reading all improve dramatically.

Finally, in order to address reasons #5 and #6, English teachers have to be motivators and encouragers. We also have to be avid readers ourselves in order to make recommendations and prove to our reluctant readers that not all books are boring. They just have not found the right one yet. But, that's a post for another day

Here are six common challenges that students have said they faced with academic reading. Think about each and what will work for you to manage these challenges.



AMOUNT OF READING

At university it seems that you are required to do a lot of reading.

Ways to manage this:

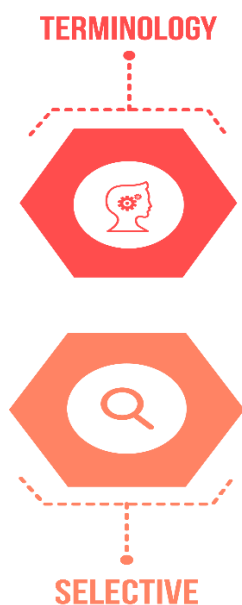
- Sometimes your reading list on Blackboard will indicate which ones are required and which recommended. Priorities reading the ones that are required before going to the lecture.
- Learn to skim read the headings and first sentence of each paragraph to help you decide which parts you are going to read in depth

ACADEMIC TERMINOLOGY

Depending on your subject area, there will be some academic words that are often used in your subject

Ways to manage this:

- Check if there is a glossary section in your textbook
- Make flash cards with these terminologies to help you practice retrieval



IDENTIFYING THE IMPORTANT BITS IN THE READING

Because you need to read a lot, you will need to be better at recognizing which parts of the reading are the most important to concentrate on.

Ways to manage this:

- As with managing the amount of reading you need to do, learn to skim read the headings and first sentence of each paragraph to help you decide which parts you are going to read in depth
- The more you read, the better your ability to recognise which parts are important

STAYING FOCUSED

Because you will have a large amount of reading to do, you need to learn ways to maintain focus while you are reading.

Ways to manage this:

Recognize what time of day you have better focus, and dedicate this time of day to reading. Check out our Time Management module to review this

Practice the Pomodoro technique to help you stay focused in short bursts of time.

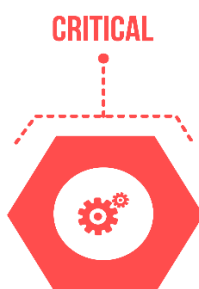


RETAINING WHAT YOU HAVE READ

Once you have identified the important parts of the reading, you then need to find ways of remembering the new material you've just read.

Ways to manage this:

- Try spaced repetition (space out your studying time) and interleaving (studying different subjects at different chunks of time). Read the article [How to Remember More of What You Learn with Spaced Repetition](#) by Thomas Frank of College Info Geek (or watch the video on that page).
- Test your recall by closing your reading, and writing what you can remember of your reading. Do this in short chunks of reading.



READING CRITICALLY

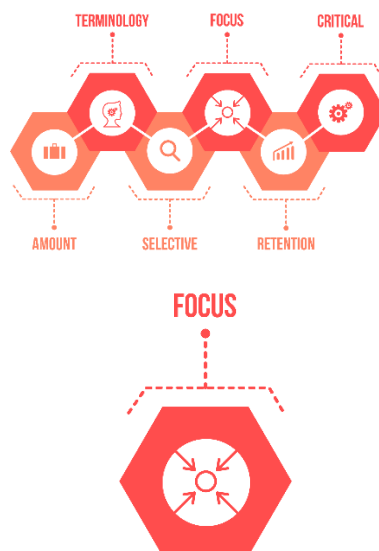
Finally, at university you will be required to read critically. This means thinking about what you have just read, link it to what you already know, and think about whether you consider the arguments made in the text are valid.

Ways to manage this:

- When you are reading, actively think about what you are reading. You can do this by thinking about your own examples of a particular concept, or linking what you are reading now to what you already know about something else
- Think about the argument presented in the text. Do you think they are right or wrong? Why do you think so?

Six challenges

Notice what has worked for you in the past with reading, and think about whether there are new tools you can add to your toolbox.



METHODOLOGY

The purpose of the study is to analyze the points of difficulties that always found in the class during teaching reading. The students feeling trouble when they want to interpreting a text, because they have less knowledge of translating every word and then find the main idea of the text they read, they can not conclude and answering the questions. Hence, the student's sense of tired when they faced a text in English, and the media that they used is not interesting for them to learn more. Based on (Ganie et al., 2019) stated to increase the students' quality in reading comprehension is required to support not only in terms of English language education, but also improving all the knowledge of the students' quality. The method of the research using Descriptive Qualitative approach. This method conducted the descriptive result as the objectives of the research. Descriptive method is the phase or steps that chosen to answering the problems of the research based on honest facts at nowadays. This method will help the researcher to find out the result based on the square of research populations. A qualitative descriptive method might be considered as the appropriate method to identify the particular nature in the problem of the research. It is the advantage of this method to collecting and analysis the data by recognize such of the reason of the problem at all. According to define that acts and teachers with professional advance are often the subject of this kind of qualitative research, merging the description with the analysis of data and proceedings. Not only focus on the number in collecting the data, but it was describing the result by the description.

The population of the research is the students of Department of English language (level 2- 3) at Arts and Sciences – Sharorah- Njran University (1443- 1444HJ) academic years. The sample of the research is second and third grade students consists of 21 students. Instruments of the research-using test to know their understanding of the text talking about, and questionnaire to support their reason that reading section is difficulty.

RESULTS AND DISCUSSION

This research was collected by questionnaire and test to find the result in reading descriptive text about animals. The students' difficulties must be analyze based on their experience during the research process and some of the data are most important to gain the information about the method choose to help them in learning reading on the future. The data conducted some of the question related to the objectives result by their work after some procedures; read the text, giving test, and in the last meeting giving the questionnaire to help the researcher know what they agree and not agree after reading section. In collecting data of the test, there are five part of reading that will answer the the most difficulties when they answering the questions of the test, and data collecting of questionnaire shows eight number as the most reason of their less understanding while reading a text.

After collecting the data, following result are listed below.

Table 1. Data collecting by test

| No. | Subject of the Test | True | False |
|-----|-----------------------------------|--------------------|-------|
| | | number of students | |
| 1. | Finding main idea | 9 | 12 |
| 2. | Grammatically | 6 | 15 |
| 3. | Answering each questions suitable | 11 | 10 |
| 4. | Vocabulary | 14 | 7 |
| 5. | Describing other objects | 15 | 6 |
| | Total | 55 | 50 |

Table 2. Data collecting by questionnaire

| No. | Statements | Agree | Disagree |
|-----|--|--------------------|----------|
| | | number of students | |
| 1. | Understand each question | 10 | 11 |
| 2. | Doing the task with instructional proper | 12 | 9 |
| 3. | More active | 11 | 10 |
| 4. | Material was interesting | 15 | 6 |
| 5. | Understand the structure of the text | 8 | 13 |
| 6. | Comprehend the procedure of the task | 16 | 5 |
| 7. | Focus while learning process | 17 | 4 |
| 8. | Conclude the text easier | 16 | 6 |
| | Total | 105 | 64 |

Table 3. Media which expect to improved students' motivation

| No. | Media | Responses* |
|-----|------------|------------|
| 1. | Video | 12 |
| 2. | Powerpoint | 2 |
| 3. | Games | 6 |
| 4. | Cardboard | 1 |

DISCUSSION

Based on the data collecting by test, the most difficulties in reading is comprehend grammar of the text with 30 students not quite to answer with a good structure. This result according to the test of 36 students in the class. The students feel confused with the grammar structure of the sentences. They less understanding with it because in seventh grade they are not learn more about kind of grammar of the sentence. Thus, the students sense of odd with the structure in the text and arrange it into a good meaning. The second rank of the most difficulties is describing other objects by their own with 24 students wrong to answer. The students feeling hard to made each sentence into a paragraph, they difficult to arrange the word to a good sentence. Related to vocabulary with the total 23 students. as the third rank of the difficulties in reading, the students have less in vocabulary to describing the characteristics of the object they write to.

Total data of the test shows false answer is more than right answer. Because, not almost all of the students understand the text is talking about and some of them hard to comprehend the questions referring to. This result is objective with some of analyse the appropriate answer with the instruction of each questions. The students confused when they read the content of the text, thus, they find out the keyword to search the main idea of the text. It is the students' way to help them answer the questions correctly although not all the students can doing the task easier.

According to data collecting by questionnaire in Table 2., shows the students dominant choose not agree responses for some statements which most difficult to do while they learning reading. The first point the students' disagree with the result after they do learning reading is focus while the learning process with 28 students choose not agree with the statements. The reason is they have a lack motivation in learning English, furthermore, they feel really caught when they read a text in English that given by the teacher. The second point as the most difficulties for students is the structure of the text with 27 students choose disagree for this statement, it is the second point that students choose as the most difficulties when they read a text. The students lack in grammar, thus, when they want to translating every sentence, they feel difficult to arrange the meaning in every word and get the information from the sentence at all. It is the reason why the students take many times to interpret only a paragraph of the text.

The next point as the difficulties is concluding the text with total students who choose disagree part are 25 students. In the task, that is a question which ask the students to make a conclusion about the text they read. Some of the students have problematic to interpreting the text as a whole, thus, they cannot get the main idea and then modify it into a complete conclusion. In the fourth point, the students less active while reading section with 23 students choose disagree, they thought that a text in English is a bored subject, they have less motivation if the teacher give a task related to reading. And then 20 students choose disagree in comprehend the procedure of the task, because they less understanding about the way to answer the questions, they only focusing on the keyword of the question and rewrite the answer based on keyword they found in the text.

After the researcher collecting data to see difficulties of the students learning reading in English, then the researcher finding the appropriate media to help the students learn more about reading easier as they can. In the Table 3. There are some options of media and then the students choose media that will help them to motivating while learning reading in the next instructional. Perhaps, in the next meeting in the class, they can use the media that useful for their interactive learning. The most media they choose is video with 12 students' responses. As interactive media, video shows audio-visual which engaging the students to focus on the material, because the visual so interesting and fun to watch, thus, the students' more

active to recognize the topic with enjoy activity.

The next media they choose is games with 10 participants choose it. They thought that games is a good media because they can learn and play in one time. And it is a funny thing to do while they are feel boring with all subject in the class. The third is songs media with 8 students' responses. Songs is the media that can help the students read a text with rhythm, such as reading with story telling form. 2 students select PowerPoint as a interesting media, not much, because PowerPoint is the media that always use in every subject nowadays, they are not familiar with this media. And then paper media, for instance, 3 students choose cardboard, 1 student choose flashcard, and no one choosing worksheet as a prefer media for them.

CONCLUSION

This research has found some of the reason why the students feeling difficult while they learn reading in the class. Many of them feeling difficult in grammar and lack in vocabulary. Thus, they not really understand about the meaning of the text as a whole. They only focused on some word which familiar, such as the characteristic of the animals. In the test results, the students dominant response is not quite answer, they difficult to answer because they do not know to write the answer exactly, the sentence not structured well.

In the questionnaire results, many of the students choose disagree than agree for the statements about some of the result after they learning reading and doing the task. And then based on the students' responses above, the researcher give some options of media to choose by the students. Some of them select video as the most media that can help to improve their motivation in reading. Thus, the students can found a good media which appropriate with their need.

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|-----------|-------------------|-----------|
| 5. | Songs | 3 |
| 6. | Worksheet | 14 |
| 7. | Flash card | 4 |
| | Total | 21 |

**number of the students*