

**LINGUISTIC PROBLEM FACED BY STUDENTS
AT UNIVERSITAS BUNG HATTA
IN READING COMPREHESNION**

THESIS

*Submitted as a Partial Fulfillment of the Requirement to Obtain
a Degree in Master of Education*




**SINTA FRESTISIA
NIM. 18178029**

**Advisor:
Dr. Ratmanida, M.ED, TEFL**

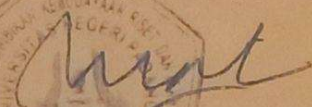
**GRADUATE PROGRAM OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2022**

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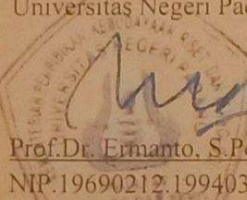
Mahasiswa : Sinta Frestisia
NIM : 18178029/2018
Program Studi : Pendidikan Bahasa Inggris (S2)

Nama	Tanda Tangan	Tanggal
<u>Dr. Ratmanida, M.Ed, TEFL.</u> Pembimbing		<u>23/11 - 2022</u>

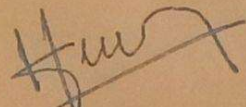
Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang



Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP.19690212.199403.1.004

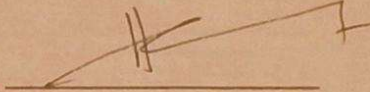
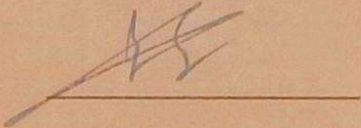
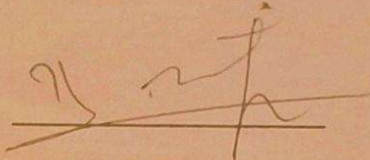


Ketua Program Studi



Dr. Hamzah, M.A., M.M
NIP. 19611221.199003.1.001

PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1.	<u>Dr. Ratmanida, M.Ed, TEFL.</u> (Ketua)	
2.	Prof. Dr. Jufrizal, M.Hum (Sekretaris)	
3.	Dr. Yuli Tiarina, S.Pd., M.Pd. (Anggota)	

Mahasiswa

Nama : Sinta Frestisia

NIM : 18178029/2018

Program Studi : Pendidikan Bahasa Inggris (S2)

Tanggal Ujian : 22 – 11 – 2022

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Sinta Frestisia
NIM : 18178029

ABSTRAK

Frestisia, Sinta. 2022. "Linguistic Problem Faced by Students at Universities Bung Hatta in Reading Comprehsnion". Tesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni Universities Negeri Padang.

Membaca dan memahami text bahasa Inggris yangmana bahasa tersebut merupakan bahasa asing bagi siswa bukanlah hal yang mudah. Siswa akan menemukan beberapa perbedaan seperti perbedaan unsur bahasa dari bahasa yang biasa digunakan. Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan siswa didalam memahami text bahasa Inggris, mencari tahu apa yang menjadi permasalahan siswa dalam memahami isi text, dan mencari tahu faktor apa yang dapat mempengaruhi kemampuan mereka dalam membaca text bahasa Inggris. Sampel dari penelitian ini adalah mahasiswa semester 4 dari Universitas Bung Hatta. Pengumpulan data dilakukan dengan memberikan test soal reading dan angket. Hasil dari penelitian ini menemukan bahwa kemampuan siswa dalam memahami text bahasa Inggris masih lemah. Siswa memiliki masalah dalam memahami unsur kebahasaan, seperti dalam memami arti dan makna text, memahami kosa kata, struktur bahasa, selain itu juga dalam menemukan topik dan ide pokok. Disamping itu ada dua factor yang dapat mempengaruhi siswa yaitu faktor internal dan eksternal. Faktor eksternal merupakan faktor yang paling kuat mempengaruhi kemampuan siswa. Hal itu mengaju pada pengaruh dari guru, orang tau dan lingkungan. Dengan demikian dapat disimpulkan bahwa dalam meningkatkan pemahaman siswa dalam membaca text bahasa inggris perlu dibutuhkan dukungan dari guru, orang tua, dan lingkungan.

Keywords: *Membaca, masalah dalam membaca, masalah linguistik*

ABSTRACT

Frestisia, Sinta. 2022. "Linguistic Problem Faced by Students at Universities Bung Hatta in Reading Comprehsnion". Thesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni Universitas Negeri Padang.

Reading English as foreign language is not easy for EFL students. The students have encountered different linguistic elements from their first language. This research aimed to find out how students' ability to understand English texts, then find out what are the problems of students in comprehending the contents of the text, and find out what factors can affect their ability to read English texts. The participants of this research are second year students of Universitas Bung Hatta. Data collection was done by giving a reading test and a questionnaire. The results of this study found that the students' ability to understand English text was weak. Students had problems in understanding linguistic elements, such as in understanding the meaning and meaning of texts, understanding vocabulary, tenses, finding topics and main ideas. Moreover, there are two factors that can affect students, namely internal and external factors. External factors are the most powerful factors affecting students' abilities. It refers to the influence of teachers, people and the environment. Thus, it can be concluded that in improving students' understanding in reading English texts, support from teachers, parents, and the environment is needed.

Keywords: Reading comprehension, reading problem, linguistic problem

ACKNOWLEDGEMENTS

Alhamdulillah, the researcher says thank to Allah S.W.T who has given times and chances in finishing her thesis entitled "*Linguistic Problem Faced By Students At Bung Hatta University In Reading Comprehesnion*". The purpose of this thesis is to submitted as the final requirement in accomplishing master degree at English Education Study Program of Faculty of Languages and Arts Universitas Negeri Padang.

This thesis could not be completed without a great deal of help, motivation and support from a lot of people. I am grateful to Dr. Ratmanida, M.ED, TEFL, who heartily devoted her time to guide me and gave me encouragement. My special thanks to Prof.Dr. Jufrizal. M.Hum and Dr. Yuli Triarina, S.Ps,. M.Pd, as contributors, who kindly gave valuable suggestions for my thesis. I also would like to thank to the staff and all lectures at the Graduate Program of English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Padang for their help and cooperation in conducting the research.

Then, the my special pride is addressed to my family for their support and prays. The researcher also thanks her best friends who have given their greatest support, suggestions, comment and love.

Padang, December, 2022

Sinta Frestisia

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

Reading is an activity that people always do in their life, like reading book, newspapers, magazines, advertisements, maps, messages, tablet and/or laptop. They usually read those written items in order to get information that they need in their life. In other words, reading plays an important role in one's life. The role of reading is also can be found almost in all aspects of life, such as in medical, business, in finding a job, environment, and education. In education field, reading activity is mostly needed by students. As Yukselir in Kashim and Raiha (2017) states that reading is one of the most useful, basic and vital skills for students to learn new information, access alternative explanations and interpretations, and begin to integrate important assessment skills.

As well as that, students are required to comprehend the reading text well in order to achieve a better understanding. Along with that, the students need to have good reading comprehension because it is a way to understanding meaning of text. In reading comprehension there are three indicators that should be master by students. According to Wegman (1985) and Blass (2007), the indicator of reading comprehension identified in three aspects, which are general information, meaning of words and language features. General information is related to indentified topic and main idea. Meanwhile, meaning of words refers to implied meaning of a word

which it consists of references, synonym, and antonym. And language features refers to tenses, verbs, and linking words.

Nevertheless, numerous studies have shown that most of students often have reading comprehension problem. The problems come from the indicator that should be master by students. First in general information, Ekorini (2020) shows that most of student of English Department of STKIP PGRI Nganjuk still have difficulties in finding main idea and other information. Similarly, Laily (2018) found that based on students' final score in Universitas Ngadi Waluyo, there are still students who have wrong answer in finding main idea. In other words, it means that there were still number of students have problem in understanding general information of the text.

Next, the numerous studies are also found that there were still students have problem in implied meaning of words. Yousuf (2007), in his research found that students in English Language Bangor University have difficulty in meaning of words. At the same point, Baurus (2007) in her research show that undergraduate student of IPB have difficulty in dealing idiomatic or figurative meaning in the text, so that it affect on their process of understanding a text. It is supported by Joseph (2001), who states that it will be difficult to comprehending text if the students are not able to derive to knowing meaning of words or concept.

Then, the problem in language feature is also founded by Satriani (2007) and Kasim & Raisha (2017). Clearly, Satriani in her research found that students in FKIP Universities Riau are failed to comprehend the text correctly because new vocabulary and grammar complicity obstacle them to get the meaning of text. At the

same point, Kasim & Raisha (2007) found that more than half of students from English Department in Universities Syiah Kuala have problem in understanding reading comprehension because of lack knowledge of tenses.

Besides that, linguistic knowledge is also one important aspect in understanding reading comprehension. As it stated by Lili (2014), good readers recognize and decode words, grammatical structures, and other linguistic features quickly and accurately. Poor readers, on the other hand, often face linguistic reading problems.. Oakhil (2003) identified three main linguistic problems in reading comprehension; difficulties in single word level, difficulty syntactic and semantic. The other common problems in reading comprehension are insufficient vocabulary, language inaccessibility and poor reading skills (Grabe, 2008; Alyousef, 2006; Rahman, 2004).

Moreover, study on the students' linguistic problem in reading comprehension has been carried out by many researchers. First, Baurus (2009) investigates reading difficulties of undergraduate students; she found that 72% students have reading problems because of their linguistic competence are still poor. Second, the same problem is also conducted by Satriani (2018) who studied about reading comprehension difficulties of English students in Universitas Islam Riau. She found that new vocabulary and grammar complexity are obstacles students to get meaning of text. Third, Jayanti (2016) found that the students in Universities Bengkulu faced problem in syntactic, semantic, and also in vocabulary. Fourth, Davoudi and Yousefi (2015) found that most general problems are related to lack of vocabulary and grammatical knowledge. Fifth, Laily (2018) found that the linguistic

problem in reading comprehension faced by students in Universitas Ngudi Waluyo is lack of vocabulary knowledge and mastery. Related to all these finding it shown that there are some similarities and differences of linguistic problem in reading comprehension.

Most of linguistic problem in reading comprehension are related to difficulty syntactic or grammatical knowledge, difficulty in understanding semantic meaning, lack vocabulary knowledge, poor of reading skill, and language inaccessibility. All of these problems were found by previous research in university student. This means that college students still have problems with reading comprehension. This is supported by Pena and Rojas (2021) who showed that some college students do poorly in academic texts and have difficulty reading. In contrast, reading comprehension in college enabled students to self-manage their academic and professional learning and critical thinking (cited in UNESCO, 2009; Pena Rojas, 2021). Therefore, this research explored reading comprehension problems in university student. Previous studies have focused of analyzing students reading comprehension problem in university and some of the studies are also focused in linguistic aspect. Furthermore, in this research the researcher is explored the problem of reading comprehension in linguistics terms and the causes of their reading comprehension problem. The researcher was explored students linguistic problem in reading comprehension that are faced by student in Universitas Bung Hatta.

B. Identification of the Problem

Referring to background of the problem above, this study is explored students' reading comprehension problems. It can be studied from different points of view. First, the reading problem can be studied to find out students' reading comprehension ability. Second, it can be also studied to find out students' linguistic problems in reading comprehension. Third, it can be studied to find out why the students have problem understanding reading comprehension text. As the identification of the problem, it described student's linguistic problem in reading comprehension and the causes of students reading comprehension problem.

C. Focus of the Research

Based on the background and identification of the problem elaborated above, the problem of this research is focused to linguistic problem that students have in reading comprehension and the causes of their problem in reading comprehension. The students are second year students in Universities Bung Hatta.

D. Formulation of the Research

Dealing with the limitation of the problem above, the problem is formulated as follow: "How are linguistic problems in reading comprehension faced by the second year students at English Department of Universitas Bung Hatta?"

E. Research Question

Based on the formulation above, the research purposes of this research are below:

1. How is student's ability in reading comprehension?

2. What are student's linguistic problems in reading comprehension?
3. Why do the students have problems in reading comprehension?

F. Purpose of the Study

The purposes of the research are:

1. To find out student's ability in reading comprehension.
2. To find out students' linguistic problem in reading comprehension.
3. To find out causes of students have linguistic problem in reading comprehension.

G. Significance of Study

This study is expected to give some contributions in reading problem, especially in linguistic. The researcher hopes this research can have some benefits in study English especially in teaching reading. Theoretically, the result of this research can give additional information about students' reading problems in linguistic and non linguistic. Practically, teachers can teach students by adjusting the reading strategies with the students' background in reading problems in order to it can help the students to solve their problem in reading comprehension problems.

H. Definitions of Key Terms

1. Reading comprehension ability is the student's ability in understanding the idea of the text.
2. Linguistic problem is the students' inability in understanding the aspect of language.
3. A cause of reading comprehension problem is the factor that influenced students in understanding a text.