An Analysis of Students' Reading Comprehension Ability of 2022 International Class Students of Geographic Education Department at Universitas Negeri Padang

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed) in English Language Education

By:

FRILANCE SINAMO

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Advisor:

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ENGLISH LANGUAGE EDUCATION PROGRAM

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

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HALAMAN PERSETUJUAN SKRIPSI

Judul : An Analysis of Students' Reading Comprehension Ability of 2022 International Class Students of Geographic Education Department at Universitas Negeri Padang

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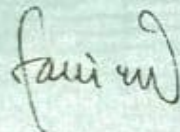**Program Studi** : Pendidikan Bahasa Inggris

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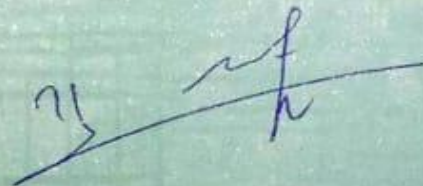Padang,   Januari 2024

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An Analysis of Students' Reading Comprehension Ability of 2022 International Class Students of Geographic Education Department at Universitas Negeri Padang
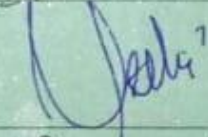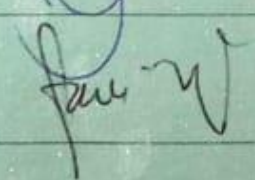
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Padang,   Januari 2024

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ABSTRACT

Sinamo, Frilance. (2023). An Analysis of Students' Reading Comprehension Ability of 2022 International Class Students of Geographic Education Department at Universitas Negeri Padang

This study aimed to find out the reading comprehension ability and to investigate the factors that contribute to variations of reading comprehension ability of the students of Geography Education Department international class. This research is a descriptive research. The data were collected from 28 international class students of Geography education department of *Universitas Negeri Padang*. The instrument of this research was reading comprehension test and interview. The result shows that the students have an insufficient reading comprehension ability. The level of their reading comprehension ability was failed (57%), inadequate (36%), and adequate (7%). Then, the factors that contributed to the insufficient of reading comprehension ability of the students are home environment, socioeconomic status, prior academic experience and motivation. Furthermore, for the factors that contribute to their reading comprehension ability which are from the total of 28 students, 19 students said that they don't have supportive home environment in developed reading habits, 11 students said that their socioeconomic status are not appropriate enough, 20 students claimed the lack of prior academic experience and 19 student confess that they are not enjoy reading or less motivation in read. The findings suggest some program from campus through provide some alternative of reading program such as make some seminar about reading that managed by Geography department, create some book clubs, reading workshops, literary competition and etc. to developed students reading awareness, reading interest and their reading habits.

Keywords: *Factors contribute, Geography, reading, reading comprehension ability*

ABSTRACT

Sinamo, Frilance. (2024). An Analysis of Students' Reading Comprehension Ability of 2022 International Class Students of Geographic Education Department at Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui kemampuan pemahaman dalam membaca dan untuk menyelidiki faktor-faktor yang berkontribusi pada variasi kemampuan memahami dalam membaca mahasiswa dari kelas internasional Departemen Pendidikan Geografi. Penelitian ini adalah penelitian deskriptif. Data penelitian ini dikumpulkan dari 28 siswa kelas internasional dari Departemen Pendidikan Geografi Universitas Negeri Padang. Instrumen penelitian ini adalah tes pemahaman membaca dan wawancara. Hasilnya menunjukkan bahwa siswa memiliki kemampuan pemahaman membaca yang kurang. Tingkat kemampuan membaca mereka gagal (57%), tidak memadai (36%), dan memadai (7%). Kemudian, faktor-faktor yang berkontribusi terhadap kemampuan pemahaman membaca siswa yang tidak mencukupi adalah lingkungan rumah, status sosial-ekonomi, pengalaman akademis sebelumnya dan motivasi. Selain itu, untuk faktor-faktor yang berkontribusi pada kemampuan pemahaman membaca mereka yang berasal dari total 28 siswa, 19 siswa mengatakan mereka tidak memiliki lingkungan rumah yang mendukung dalam kebiasaan membaca yang dikembangkan, 11 siswa mengatakan bahwa status sosioekonomi mereka tidak mencukupi, 20 siswa mengklaim kurangnya pengalaman akademis dari pendidikan sebelumnya dan 19 siswa mengakui bahwa mereka tidak menikmati membaca atau kurang termotivasi dalam membaca. Temuan ini menyarankan beberapa program dari kampus melalui menyediakan beberapa alternatif dari program membaca seperti membuat beberapa seminar tentang membaca yang dikelola oleh Departemen Geografi, menciptakan beberapa klub buku, lokakarya membaca, kompetisi sastra dan lain-lain untuk mengembangkan kesadaran membaca mahasiswa, minat membaca dan kebiasaan membaca mereka.

Kata kunci: *Faktor berkontribusi, Geografi, membaca, kemampuan memahami membaca*

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In the preparation of this thesis, many parties have provided motivation, advice, support, both morally and materially, and even comments that have helped the researcher. In this special occasion, the researcher also want to express her gratitude and appreciation to the following parties:

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The researcher realize that this paper is actually still not perfect yet. However, the researcher hopes this thesis can be useful for herself and for all people as a guide for several studies.

Padang,   January 2024

The researcher

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CHAPTER I

INTRODUCTION

1. 1 Background of the Problem

Reading comprehension ability is a fundamental skill for academic success, particularly in higher education. The ability to comprehend academic texts is essential for students to learn and engage with their coursework, complete assignments, and perform well on exams. However, research suggests that many students struggle with reading at the college level, which can negatively impact their academic performance (Brozo et al., 2007; Klassen et al., 2019).

With the increasing globalization of higher education, English proficiency has become a critical factor for academic and professional success. In many countries, including Indonesia, English is the language of instruction in higher education, and students are expected to have a certain level of proficiency in the language to succeed in their academic pursuits. However, many of them are non-native English speakers and may face challenges in using English language for the medium of interaction, particularly in reading English text.

In the case of international class students at *Universitas Negeri Padang* in which using English as the medium of interaction, reading comprehension ability can be particularly challenging, as students may have different language backgrounds and varying levels of English language proficiency. Based on the informal observation on the students' of international class at Geography Department of *Universitas Negeri Padang,* there are some issue shows that there

are some challenging that lecturer and the students face in teaching and learning geography material. Even though the student of international class program have been take a test as the selection to be able to join international class program. Some students said that they are struggling to understand and comprehend the textbook of their major, while the lecturers also said that it was not easy to teach materials by using textbook written in English to their students. Based on the informal interview with some lecturers that taught international class students, they said that students of international class have difficulties while read for the material which is using English material.

Moreover, according to some of international class students and lecturers informal observation, they are assume to have some problems when following the teaching and learning process, especially in doing a written assignment or completing the written test, dealing of their reading comprehension ability. Some of the international class students are assumed to have some aspect that cause their reading comprehension ability in read some text of geography that use English material as their literature source in the program of international class.

Additionally, the problems are also deal with reading speed, lack of motivation, limited prior knowledge, and limited English language proficiency. The problem of speed reading will occur in which students are often expected to read and comprehend large volume of information within a short amount of time. Then, this can be challenging for students who struggle with reading speed or have limited time management skills. While lack of motivation will happen because reading can be a tedious and time-consuming task, and students may

struggle to stay motivated and engaged while reading lengthy and technical texts. Moreover, limited prior knowledge and English language proficiency are assumed will increase difficulties for them to comprehend the material. For international class students, limited English language proficiency that assumed can be a significant barrier to reading and comprehension, particularly for technical and specialized texts in the field of geography.

As reading comprehension ability is a crucial aspect of language proficiency, assessing international class students' reading comprehension ability can provide valuable insights into their English language proficiency levels. Furthermore, by examining the factors that influence international class students' reading ability, such as their prior knowledge and motivation to read, this study can provide suggestions for improving English language instruction for international class students at Universitas Negeri Padang.

Furthermore, the researcher found several studies that discuss the problem of reading English text on students who do not use English as their mother tongue. Aslina & Syafei (2022) in a research about the obstacles faced by *PGSD* international students in using English as a medium of instruction said that the students had many obstacles in listening, speaking, reading, and writing. It is supported by An-Nashir & Syafei (2021) who conducting a study about the reading ability of *PGSD* international class students that showed that the students have the insufficient or low reading ability in reading English texts because lack of vocabulary, processing skills, reading strategies, background knowledge,

discourse knowledge, and cognitive skills, so they interference their success in studying their major.

Moreover, the study conducted by Seiradakis (2019) stated that the reading difficulties faced by Greece learners are associated by two distinct EFL reading activity systems that have diverse goals, tools, values, and division of labour. Additionally, Song (2022) researched in Shanghai Institute of Technology and found out that participant of reading difficulties associated with different norms and conventions between Chinese Mainland and Taiwanese academic context which is described within two activity system.

Meanwhile, Javorčíková & Badinská (2021) investigated the abilities to evaluate some text critically such as to identify is assumed author, genre, organization of the text and also the importance of the text for the reader. Researcher proved that the students in Slovakia do not process a good command of reading skills for academic reading. Additionally, HAQ (2019) in University of Malaka and Pakistan found that the students has improved reading skills after taking admission in the university. Moreover, researcher concluded that English language is necessary and played pivotal role in the academic journey of the students dealing with other subjects in a teaching situation where the medium of instruction is English.

Due to the finding of several research above, it shows that the non-native speaker students has many obstacles in reading English text because of their low reading comprehension ability, such as lack of vocabulary, processing skills,

reading strategies, background knowledge, discourse knowledge, and cognitive skills, differences of goals, tools, values, and division of labour in learning process, also the differences of norms and conventions of students. There are a lot of difficulties and obstacles that faced by non-native students and only some of the previous research that shows or reflects the reading difficulties of the non-native students.

Concerning those findings of previous study above, the researcher is interested in conducting the research entitled "An Analysis of Students' Reading Comprehension Ability of year 2022 International Class Students in Geographic Department at *Universitas Negeri Padang.* This research was analyzed the reading comprehension ability of International Class students. Seeing the conditions described from several previous studies above, *international class students in Geographic Education Department 2022* at *Universitas Negeri Padang* are assumed to face the same problem due to their reading ability to comprehend English text of their reading material.

According to some previous research that also conduct the research about reading ability, the international class of Geographic Education year 2022 also assumed to have some factors from other kind of environment that also give impact for their reading comprehension ability variation. The researcher interested to conduct this research in the field of Geographic Education International Class students of year 2022 because they are still as the new students in the Geographic Education which also assumed that they have some difficulties due to joining the international class program.

The findings of this research will have significant implications for the Geography Education Department at *Universitas Negeri Padang*, especially for the 2022 as the new student that contribute international class program of Geographic Education. This research gives contribution to improve international class program in the field of Geography Education for year 2022 international class students. If the research confirms the existence of poor reading ability among International Class students, then the department will need to implement targeted interventions to improve students' reading comprehension ability.

Furthermore, the results of this research could also inform educational policies and practices related to reading instruction in other academic fields, both within the university and more broadly. Ultimately, this research will contribute to a better understanding of the factors that influence students' reading comprehension ability and provide insights into how to improve this critical skill, which will help them in understanding and mastering their knowledge.

1.2 Focus of the research

The research is conducted to analyze the reading comprehension ability of year 2022 international class students in the Geographic Department at *Universitas Negeri Padang*. The research focuses on understanding the factors that contributes in variation in reading comprehension ability such as home environment, socioeconomic statues, prior academic, motivation, technology use, classroom environment, and learning styles.

1.3 Formulation of the Problem

The researcher formulates the problem of this research as follows: How is the reading comprehension ability of year 2022 international class students in the Geographic Department at *Universitas Negeri Padang.*

1.4 Research Question

Based on the explanation above, the research questions in this research are as follows:

1. What is the level of reading comprehension ability of year 2022 international class students of Geographic Department at *Universitas Negeri Padang*?

2. What factors contribute to variations in the reading comprehension ability of year 2022 international class students of Geographic Department at *Universitas Negeri Padang*?

1.5 Purpose of the Research

The purpose of this research is to analyze the reading comprehension ability of year 2022 international class students of Geographic Department at *Universitas Negeri Padang*, and to identify the factors that may contribute to variations in their comprehension ability.

1.6 Significance of the Research

There are several significances of this research:

1. Educational significance: The research provide insights into the reading comprehension ability of international class students in the Geographic

Department at *Universitas Negeri Padang*, which can inform the development of teaching and learning strategies to enhance their English language skills. The findings can be used to improve the quality of education and promote effective teaching and learning practices.

2. Linguistic significance: The research contribute to a better understanding of the English language reading skills of international class students, particularly in the field of geography. The findings can inform language policy and curriculum development, and provide insights into how English language reading skills can be developed and enhanced in the context of higher education.

3. Practical significance: The research provide practical insights into effective teaching and learning strategies that can be used to enhance the reading comprehension ability of international class students. The findings can be used by educators and policy-makers to develop effective teaching and learning practices that meet the needs of the students in the Geographic Department.

4. Research significance: The research contribute to the body of knowledge on reading comprehension ability among international class students in the context of higher education. The findings can be used to inform future research on English language reading skills and effective teaching and learning practices in higher education.

1.7 Definition of Key Terms

1. Reading comprehension ability refers to the ability of 2022 international class students in the Geographic Department at *Universitas Negeri Padang* to understand and interpretation of the meaning of written English language texts related to geography. Reading comprehension includes the ability to make connections, infer, analyze, evaluate, and synthesize information from the text. It focuses on the understanding of the content from the text.