

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MAKING
INFERENCES AT THE ENGLISH DEPARTMENT
UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as a Partial Fulfillment of the requirement to obtain
a Bachelor of Education (B.Ed) Degree*



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2024**

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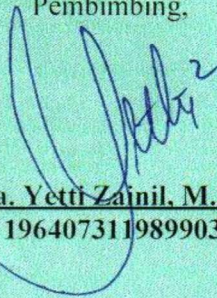
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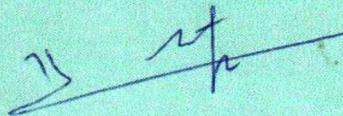
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**An Analysis of Students' Difficulties in Making Inferences at the
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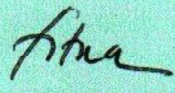
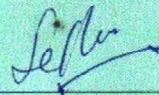
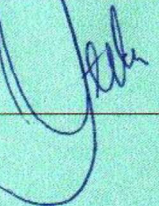
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ABSTRACT

Heri Wahyudi (2024). An Analysis of Students' Difficulties In Making Inferences at The English Department Universitas Negeri Padang. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

Making inferences is an essential component of reading. Besides that, when the text asks the reader to know the facts behind it, the inference must be considered when reading. Inference becomes an important part of reading to be fluent. It is one of the key components to become fluent in reading. English language education students usually learn and apply inference when they are in advanced reading classes; they will learn a lot about it and make inferences from given text. However, when the researcher was in the class, he noticed that a few other students complained because they felt difficult when making inferences from the text. Some researchers have examined case studies about inference. However, prior research on comprehension of reading texts focused more on making inferences and inference strategies. This study aims to find out students' difficulties in making inferences at English Language Education Universitas Negeri Padang. The researcher employs a descriptive quantitative research design that integrates quantitative and qualitative methodologies. This research involved 30 students of English Language Education at Universitas Negeri Padang from K4-2019. The random sampling was implemented in this research. The results showed that comprehending the role of grammatical in unknown words, having the highest percentage at 63.3%, then recognizing the author's bias at 60%, understanding the author's point of view at 56.6%, and making a conclusion from the facts in the text at 50%. The results indicate that almost all sixth-semester students at English Language Education Universitas Negeri Padang have difficulty in making inferences.

Key words: Inferences, Students' Difficulties, Reading Skill

ABSTRAK

Heri Wahyudi (2024). Analisis Kesulitan Mahasiswa Dalam Membuat Inferensi di Jurusan Bahasa Inggris Universitas Negeri Padang. Tesis. Jurusan Bahasa dan Sastra Inggris Padang: Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Membuat kesimpulan adalah komponen penting dalam membaca. Selain itu, ketika teks meminta pembaca mengetahui fakta di baliknya, maka inferensi harus diperhatikan saat membaca. Inferensi menjadi bagian penting dalam membaca agar lancar. Ini adalah salah satu komponen kunci untuk menjadi fasih dalam membaca. Siswa pendidikan bahasa Inggris biasanya belajar dan menerapkan inferensi ketika mereka berada di kelas membaca tingkat lanjut; mereka akan belajar banyak tentang hal itu dan membuat kesimpulan dari teks yang diberikan. Namun ketika peneliti berada di dalam kelas, ia memperhatikan bahwa beberapa siswa lain mengeluh karena merasa kesulitan dalam membuat kesimpulan dari teks. Beberapa peneliti telah meneliti studi kasus tentang inferensi. Namun penelitian sebelumnya mengenai pemahaman teks bacaan lebih fokus pada pembuatan inferensi dan strategi inferensi. Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam membuat inferensi di Pendidikan Bahasa Inggris Universitas Negeri Padang. Peneliti menggunakan desain penelitian deskriptif kuantitatif yang mengintegrasikan metodologi kuantitatif dan kualitatif. Penelitian ini melibatkan 30 mahasiswa Pendidikan Bahasa Inggris Universitas Negeri Padang dari K4-2019. Pengambilan sampel secara acak diterapkan dalam penelitian ini. Hasil penelitian menunjukkan bahwa memahami peran gramatikal pada kata-kata yang tidak diketahui memiliki persentase tertinggi sebesar 63,3%, kemudian mengenali bias penulis sebesar 60%, memahami sudut pandang penulis sebesar 56,6%, dan membuat kesimpulan dari fakta yang ada dalam teks. pada 50%. Hasil penelitian menunjukkan bahwa hampir seluruh mahasiswa semester enam Pendidikan Bahasa Inggris Universitas Negeri Padang mengalami kesulitan dalam membuat inferensi.

Kata kunci: Inferensi, Kesulitan Siswa, Keterampilan Membaca

ACKNOWLEDGEMENT

*In the name of Allah, the Most Gracious and the Most Merciful.
Alhamdulillahirrabil'alamin.*

All praises upon Allah subhanahu wata'ala, the lord of every living creature, with his uncountable blessing, mercy, kindness and excellent guidance, that has given the writer good health, strength, determination and endurance to complete this bachelor thesis entitled "An Analysis of Students' Difficulties in Making Inferences at The English Department Universitas Negeri Padang. Blessings and salutations are sent upon the messenger of Allah and our prophet, Muhammad, his family, and all of his companions. *Allahumma shalli 'ala Muhammad wa'ala alihi wasallim.*

Firstly, the writer would like to express his most profound thankfulness to his beloved father and mother. Dasril, Rosmanidar, beloved grandmother Rahana, My lovely brother Alm. Willy Sepriadi, my younger sister Hidayati Nurhaliza and all the family members always give their countless love, powerful prayer, and mental and financial support.

Furthermore, the writer would like to express his heartfelt gratitude and profound respect to the honorable advisor, Prof. Dra. Yetti Zainil, M.A., Ph.D. for her valuable assistance, wise advice and direction, tolerance and patience in guiding me at every stage of my thesis project. I will forever remember her reminders always to push me to complete this thesis and treasure all the precious knowledge she has shared.

My sincere appreciation and deep respect are also directed to the reviewers and examiners of my thesis, Dr. Fitrawati, S.S., M.Pd. and Senorica Yulia Sari, S.Pd., M.TESOL for providing their constant support, constructive criticism, and insightful feedback which improved this thesis.

I would extend my gratitude and appreciation to all the lecturers of English Department Universitas Negeri Padang for all the valuable knowledge, guidance and positive impacts they have radiated and impacted on their students. Lastly, the writer would like to express gratitude to his dear closest friends, Gito, Johan, Sodik, and Intan, who have been spending and coloring the days since day one. Also, the writer would like to say thanks to friends from K3- 2017 class for sharing many things and for the unforgettable moments while studying in English Department UNP.

Padang, February 2024

Heri Wahyudi

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading allows us to see the world from a different perspective. Reading books, magazines, newspapers, etc allows people to gain more knowledge and information. People get so much information from the texts they read; when discussing reading, people always discuss a text. According to Nunan (2003), reading combines information from a text with the reader's background to create meaning. Readers assign meaning to written symbols when they look at a text, according to Aebersold and Field (1997). It will enable us to get information from the Internet, books, and school lessons. People need to get more information from any source to improve their knowledge.

Inference is a part of the cognitive process in reading. Inferences are conclusions drawn from knowledge or assumptions already known. In addition, deriving an inferred conclusion is also referred to as inference. Inference occurs when the reader has to perform the process to find out the meaning of the author that is not included in the text. Then, the reader has to understand the information referred to by the author and make a conclusion (Durkin, 1993).

The inference is used to obtain the implicit textual information. Interpreting the information conveyed in a language ensures open access to implicit information openly. The interpreting process allows the reader to build meaning based on their past understanding of the information. The capacity to make inferences is an essential or necessary talent for interpreting the author's meaning and displaying analysis (Marzano, 2010).

Readers make inferences by combining particular text evidence with their prior knowledge to establish the meaning of a short section of the text. Students look for logical links between words or events during inferencing and try to connect them by filling in the blanks. According to Preszler (2006), students must read between the lines when forming inferences. The students must grasp the text indirectly — that is, they must discover the meaning beyond the text.

Making inferences is an essential component of reading. Besides that, when the text asks the reader to know the facts behind it, the inference must be considered when reading. Inference becomes an important part of reading to be fluent. It is one of the key components to become fluent in reading. English language education students usually learn and apply inference when they are in advanced reading classes; they will learn a lot about it and make inferences from given text. However, when the researcher was in the class, the researcher noticed that some of the students complained because they found it difficult when make inferences from the text. Some researchers have examined case studies about inference. However, prior research on comprehension of reading texts focused more on making inferences and inference strategies.

In contrast, difficulties in making inferences still need to be improved in this field. The problems are: (1) Students might struggle with comprehending and interpreting texts, images, or data to extract relevant information necessary for making accurate inferences, (2) Students may face challenges in applying logical reasoning skills to connect the dots and derive logical conclusions, (3) Students have insufficient prior knowledge or misconceptions about a particular topic that

can hinder students' ability to make accurate inferences, (4) Students may lack critical thinking skills necessary for evaluating information, weighing evidence, and considering alternative viewpoints and (5) Students might lack awareness of their own thinking processes and strategies for making inferences.

Therefore, the researcher is interested in raising student difficulties in making inferences as a study topic. The researcher chose sixth-semester English Language Education students at Universitas Negeri Padang because they had completed three levels of college reading courses. The researcher examined what difficulties students face when making inferences which is useful to study. Some research has been done related to this field.

First, A study was conducted by (Cain, K et al., 2001). The researchers employed a method that accounted for variances in personal knowledge to explore the correlation between the cognitive ability of young children and their capacity for drawing inferences. Second, The study was conducted by (Baretta, L et al., 2009). They explored the inference process produced by native English speakers while reading two different text forms in this study. Third, Attaprechakul (2013) conducted the study. The study investigated the inference strategies that are essential for effectively comprehending journal articles. Fourth, In 2013, Arianti researched the importance and effectiveness of the Directed Reading Thinking Activity (DRTA) approach in teaching inference skills for narrative texts. This comprehension approach instructs students on questioning a book, making predictions, and reading to support or contradict their predictions.

Based on previous theories and researchers from various areas did studies, the researcher assumes that it is beneficial to conduct a study related to inference difficulties. The researcher will conduct further research in this study to determine students' difficulties in making inferences. Therefore, a study *entitled An Analysis of Students' Difficulties in Making Inferences at English Department Universitas Negeri Padang* is needed to be conducted to find out further information about students' difficulties in making inferences.

B. Identification of the Problems

Based on the background above, the problems found are students' difficulties in making inferences. The problems are struggling with comprehending and interpreting texts, images, or data, challenging in applying logical reasoning skills to connect the dots and derive logical conclusions, having insufficient prior knowledge or misconceptions, lacking of critical thinking skills, and lacking of awareness of their own thinking processes and strategies for making inferences.

C. Limitation of the Problem

In line with the identification of the problem, the focus of this research was to analyze students' difficulties in making inferences at English Language Education Universitas Negeri Padang.

D. Formulation of the Problem

Based on the focus of the research above, the researcher formulated the problem into "What are students' difficulties in making inferences at English Language Education Universitas Negeri Padang?"

E. Research Questions

Based on the background of the study above, the research question is formulated as follows:

1. What is students' ability in making inference at English Language Education Universitas Negeri Padang?
2. What are students' difficulties in making inference at English Language Education Universitas Negeri Padang?

F. Purpose of the Study

This study investigates the difficulties students encounter when making inferences, as indicated by the previously mentioned research topics.

G. Significance of the Study

The research aims to benefit English instructors, lecturers, students, and other academics in teaching and learning English. Presumably, English instructors will benefit from recognizing their students' challenges to enhance their ability to teach reading. Furthermore, they would be able to establish any teaching approaches that will be extremely valuable in assisting students' understanding when reading the material.

Furthermore, while their English teacher enhances their level of teaching, it also improves the students' comprehension of reading texts. Hopefully, for other researchers, this research will provide helpful information in improving an understanding of the students in the reading text so that they can conduct additional in-depth investigations into students' inferential capacity.

H. Definition of Key Terms

The definitions below have been perceived to be helpful:

1. Inference can be defined as indirectly presenting information within a given text.
2. The reading comprehension skill is a complicated cognitive process that necessitates the utilization of diverse strategies of reading to interact with written material effectively.
3. The difficulties in making inferences are the problems of students found to deriving meaning or concepts from a given text.