

**Reading Ability of *International Class Students of PGSD 2019* of
Universitas Negeri Padang**

Thesis

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



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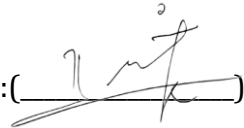
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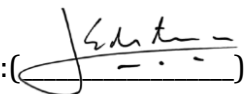
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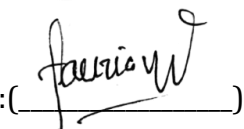
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ABSTRACT

An-Nashir, A, A. (2021) Reading Ability of *International Class Students of PGSD 2019* of Universitas Negeri Padang.

Reading ability is very crucial to the development of information, mastering knowledge, and attains language proficiency. This study is aimed to find out students reading ability and difficulty in reading English text. This research is a descriptive research. The data were collected from 22 *international class students of PGSD 2019* of Universitas Negeri Padang. In collecting data, the students were asked to do a reading test consist of 50 questions for 55 minutes. The result shows that the students have a low reading ability in reading English texts because lack of vocabulary, processing skills, reading strategies, background knowledge, discourse knowledge and cognitive skills. Furthermore, the students have difficulties in several reading aspects. The most difficult aspect is *answering implied detail* (77%), followed by *determine specific information* (69%), *answering stated detail* (64%), *finding pronoun referents* (64%), *finding main idea* (62%), *answering transition questions* (55%), *answering vocabulary question* (55%) and *finding unstated detail* (44%).

Keywords: *PGSD* student, reading ability, reading difficulties.

ABSTRAK

An-Nashir, A, A. (2021) Reading Ability of *International Class Students of PGSD2019* of Universitas Negeri Padang.

Kemampuan membaca sangat penting di dalam pengembangan informasi, penguasaan keilmuan dan memperoleh keahlian. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam membaca dan kesulitannya dalam membaca teks berbahasa Inggris. Data dikumpulkan dari 22 mahasiswa kelas internasional PGSD tahun masuk 2019 di Universitas Negeri Padang. Dalam pengumpulan data, mahasiswa tersebut diminta untuk mengerjakan test membaca yang terdiri dari 50 soal selama 55 menit. Hasil penelitian menunjukkan bahwa mahasiswa ini memiliki kemampuan membaca yang rendah dalam membaca teks berbahasa Inggris dikarenakan kekurangan kosa kata, keterampilan mengolah, strategi membaca, latar belakang ilmu, pengetahuan wacana dan keterampilan kognitif. Selanjutnya, mahasiswa ini mengalami kesulitan didalam beberapa aspek membaca. Aspek yang paling sulit adalah menjawab rincian yang tersirat (77%), lalu menentukan letak informasi yang spesifik (69%), menjawab rincian yang disebutkan (64%), menemukan kata ganti tunjuk (62%), menjawab pertanyaan transisi (55%), menjawab pertanyaan kosa kata (55%) dan menemukan detail yang tidak disebutkan.

Kata kunci: Mahasiswa *PGSD*, kemampuan membaca, kesulitan membaca.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Using English as a medium of instruction for the students who do not use this language for daily communication will make the learning process not running well. Many obstacles will be faced by the students in understanding the courses dealing with their unfamiliarity of English. They will have difficulties not only in spoken (listening and speaking) but also in written language (reading and writing).

Concerning this problem, Graham (2006) says that those students are having listening problems because of misinterpretation, lack of vocabulary, and poor grammar. Likewise, in speaking, according to Ur (1996), the problem will occur because the students are afraid of making mistakes so they cannot express the idea fluently. Moreover, in reading, Westwood (2008) states that students have difficulty when comprehending text due to a lack of vocabulary, background knowledge, and weak verbal reasoning. Then, Jacob (1981) says that students hard to express and organize the idea in writing a text because they got difficulty in language use and lack of vocabulary.

PGSD is one of the departments at *Universtas Negeri Padang* that run the international class program for the students registered in 2019. In the teaching and learning process, this class uses English as a medium of instruction, so they are

discussing, presenting, listening, reading and writing using English. The learning material such as textbooks, modules, announcements, articles, journals, and hand-out are using English not bilingual. Furthermore, their exercise, homework even examination are using English. From the statements above, it can be inferred that they have to have good English ability as same as the students who want to study abroad. Moreover, they have to pass several requirement to enter the international class program such as have good score in TOEFL

On the other hand, this program is on the experimental stage, many of them enter this program just to fulfill the quota and ignore requirements, especially in English ability. It can be assumed that they do not have ability in English because their TOEFL score just between 400 and 450 (UPT Bahasa UNP, 2019). Of course, this situation will make them difficult in the learning process.

As stated above the obstacles for the non-native speakers are both on spoken and written language. However, in the case of university students, who much more interactive with written language, reading English texts will be more harmful to them, due to their low ability to catch the information from what they read. Westwood (2008) says, weak readers cannot connect the ideas as they read, and they remember very little of the detail after they read. Additionally, Sencibaugh (2007) claims that these readers do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their understanding level. Often, they do not check back or re-read the material when the meaning is lost. The worst is they do not possess effective strategies to

help them interpret and interact with the text that makes them failed to comprehend the course, which make them in danger as university students. Because they cannot comprehend the text given in their courses, and it will have an impact on their mastering of knowledge.

Meanwhile, Brown (2004) says that reading ability is very crucial to the development of information, mastering knowledge, and attains language proficiency. According to Ancheta (2018), usually reading difficulty faced by the non-native speaker is “hard to read and hard to comprehend”. They cannot get the information from textbooks, modules, announcements, articles, journals, and hand-out they read in English. They fail in doing assignments and homework; even they failed in exams because they cannot understand the test direction and the text given.

Based on the problem above, the researcher found several studies that the students who do not use English as their mother tongue have several problems in reading English text. Nezami (2012) conducting the study about Arab students that showed insufficiency in reading comprehension among University students, supported by Al-Jarrah and Salina (2018) said the difficulties face by Arab learners are lack of ability to recognize the type of texts, lack of attention, word difficulty, and grammatical knowledge. Moreover, the study conducted by Shen (2013) shows that Chinese students have difficulties in reading English academic texts due to insufficient vocabulary and lack of specialist knowledge. Additionally, Jayanti (2016) researched at Universitas Bengkulu and find out

some problems in reading such as lack of vocabulary knowledge, syntactic and semantic analysis of a text, making an inference, and strategy use.

Based on the several studies above, it was found that the non-native students faced difficulty in reading English text due to their insufficiency in reading comprehension, lack of ability to recognize the type of texts, lack of attention, lack of specialist knowledge, lack of vocabulary knowledge, lack of syntactic and semantic analysis of a text, word difficulty, grammatical knowledge, making an inference, and strategy use. There are too many reading difficulties faced by the non-native students but the studies are not mentioned the analysis of non-native students reading ability that reflects their reading difficulties. Thus, the researcher is interested in conducting the research entitled “Reading Ability of *International Class Students of PGSD 2019* of Universitas Negeri Padang”, by analyzing later the reading difficulties faced by the students.

Concerning this condition, *international class students of PGSD 2019* of *Universitas Negeri Padang* are assumed to face the same problem due to their unfamiliarity in using and reading English texts. So, it is important to do a research in finding out their ability in reading English texts, to recommend them improving their English, which later will help them in mastering their knowledge.

1.2 Identification of the Problem

There are many problems faced by students who use English as a medium of instruction in learning. The students take a long and complicated process to cover

all of the aspects of the target language. Usually, the problem faced by students consists of listening, speaking, reading, and writing.

PGSD students that learn by using English as a medium of instruction are assumed having difficulties in listening, speaking, reading, and writing in English. They have some problems in several aspects of those skills.

Furthermore, the students face difficulties in reading due to their unfamiliarity that may lead to the low reading comprehension ability. They probably have difficulties in reading and comprehend what they have read, which later reduces their mastering of knowledge.

1.3 Limitation of the Problem

In this research, the researcher focuses on analyzing the reading ability of *PGSD* international class students' year 2019 of *Universitas Negeri Padang*.

1.4 Formulation of the Problem

The research problem is formulated as: How is *PGSD* international class students' ability in reading the text written in English.

1.5 Research Question

The researcher formulates the research questions as follow:

1. How is the 2019 *PGSD* International class students' ability in reading the academic text written in English?

2. What kind of reading difficulties faced by the 2019 *PGSD* International class students?

1.6 Purpose of the Research

The purposes of this research are:

1. To find out the ability of 2019 *PGSD* International class students in reading academic text written in English.
2. To find out the type of reading difficulties faced by 2019 *PGSD* International class students.

1.7 Significance of the Research

The results of the research expect to have positive contributions to the development of *PGSD* international class students. This research will describe their reading ability also their difficulties in reading English text. This research will help students find out their reading ability and reading problem. Then, it also helps the lecturers to find out the best method and the solution. Moreover, it will help the head of the study program in doing follow-up action, do anticipating, and take the best solution for the problems.

1.8 Definition of Key Terms

1. Reading is the process of interaction between the reader and the text to get information knowledge, and theory that has several processes and aspects.
The reading result is comprehension.

2. Reading ability is the ability to comprehend what they read.
3. Reading difficulty refers to the problem associated with reading in the term of reading requirements.