

Chapter I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, statement of study, objectives of the study, significance of the study, scope and limit of the study, and the definition of key items.

A. BACKGROUND OF THE STUDY

Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information¹.

According to Miculecky and Jeffries Reading is a complex activity that involves a wide variety of skills. Your ability to understand and remember what you read depends on in large part on your ability to apply these skills to your reading². If the students do not understand a reading, the students feel difficult to understand a text in reading.

The researcher has opinion that reading is one aspect of language skills which is very important in every person's life, both at school and university. Reading skills

¹ Kate nation. (2004) , *children's reading comprehension difficulties*, page 249

² Beatrice S. Miculecky and Linda Jeffries , *Advanced Reading Power* (Pearson: Longman), page 73

at all levels of education should be mastered by students especially the students of English department in fourth semester. By reading comprehension the students of fourth semester will obtain variety information that have never been known all the events, whether in the past, present, or future events.

Reading is very important for students. Because by reading, students can increase their knowledge in answering explicit and implicit Main idea, especially in reading comprehension. Reading comprehension is so necessary for them to be understood moreover for students of English department in fourth semester. Reading comprehension is so useful for them to get new insight which is called receptive skill, and Writing can help them in productive skill. However, reading comprehension is so important for them to answer the main idea and inferring the whole text. If they don't understand a text, they will get difficulty in understanding the text in reading comprehension

Oakhil says that children's comprehension problems have focused on three main theoretical approaches to comprehension deficit. The first argues that comprehension Problems arise because of difficulties at the single-word level. The second posits that poor has difficulty in the semantic analysis of text. The third, the researcher argued for this research, is that poor comprehends have difficulties with higher order comprehension skill such as: making inferences from text, integrating ideas, and monitoring their own comprehension. But there is one general problem that less-skilled comprehends seem to have is making inferences from text. These difficulties

include (a). Inferring information that is only implicit in a text, (b) making inferences to connect up the ideas in a text, and (c). Inferring the meanings of particular word from context³. Based on that statement, it is discussed about students' difficulties in reading comprehension. There are some of students difficulties like:

The difficulties of inferring information that is only implicit a text include main idea implicit. The students are able to identify the vague paragraph in reading comprehension is core method to classify some paragraphs that contains Main Idea, supporting detail and conclusion. However students have biggest difficulties in analysis main idea to recognize the paragraph.

Main idea is important for reading comprehension to help readers understand. Students begin by learning the definition of main idea and then applying this definition to identify the main idea in sentences and short texts. Main ideas have global level that is explicit and implicit main ideas at the local level⁴. According to freedle and kostin being Explicit seems reasonable to expect that if the relevant explicit information occurs early in the passage. The item should tend to be easy. But if the relevant explicit information is located near the middle of the passage, the item should be more difficult⁵. Implicit is one that is not clearly stated in any one sentence in a passage. It is only suggested or inferred by the supporting details. The author

³ Oakhill Jane,(1993), *Children's Difficulties in reading comprehension*, educational psychology review, page: 227

⁴ Danhua Wang. (2009), *Factors Affecting the comprehension of global and local main idea*, Journal of college Reading and Learning, page 36

⁵ Roy Freedle and Irene Kostin, (1992), *The prediction of GRE Reading Comprehension item difficulty for expository prose passages for each of three item types: Main Ideas , Inferences and Explicit Statement*, page 5

doesn't state it directly⁶. According to Aulls, he states that the main idea usually appears in one complete sentence; it is the most important statement that explains the topic of a paragraph; it is related to the majority of sentences in the paragraph; it may occur at any point in a paragraph; it may be implied and explicit. Toward the end of his definition, Aulls makes a distinction between the implied main idea and the explicit main idea. This distinction assumes that the two kinds of main ideas different cognitive capabilities. When reading a paragraph with an explicit main idea, the reader could use the main idea statement as a clue to infer the relationship between this statement and the rest of the sentences in the paragraph. Something was offered to build on. When reading a paragraph with an implicit main idea, the readers have to explore the relationship among short sentences. Indeed, variation in students' ability to recognize the two kinds of the main ideas is noticed in the few studies that separated the explicit main idea from the implicit one. For instance, explicit main ideas are generally comprehended more readily and correctly than implicit main ideas. In a sense, the difference between identifying the explicit main idea and the implicit one is similar to the difference between answering a multiple choice question and an open ended one. In their attempt to construct the implicit main idea, reader must productive language skills to articulate the main idea that is not explicitly stated in the text. In fact, it is found that the ability to construct the implicit main idea developed relatively in most readers and is simply missing in others. Measuring a student's ability to distinguish between the explicit main idea and the implicit one

⁶ Tutor Hints, *Implied Main ideas*, (<http://www.palmbeachstate.edu/>. accessed on April 10. 2014).

will enable educators to look more deeply at students' needs⁷. Therefore, Explicit is more readily and correctly than implicit main idea that is difficult to appearance.

As students learn to judge the importance of information they read, they become better at identifying the main idea. Although authors sometimes state the main idea, readers often need to infer it. This can be difficult for many students who struggle to identify how details are related, but it can be especially challenging to recognize the pyramid of information in a paragraph or an entire text. As students contend with the increasing demands of content-area texts, it is important to provide practice with the processes involved in recognizing main idea⁸. It means that reading comprehension needs to understand in making inferences to connect up the ideas.

Then, the difficulties of making inferences to connect up the ideas in a text. It means that making inferences makes conclusions based on information from the text. Inferring means going beyond the words of the text to make a judgment about what is not there but is implied. Readers make inferences about how characters feel even though the authors may not have explicitly written about the characters' feelings. They make judgments about the significance of events and how those events reflect turning point in the plot without an explicit explanation from the author⁹. In addition, Inferences are implied through clues that lead the reader to make assumptions and draw conclusions. The students get difficulty in making inferences because the

⁷ Danhua Wang. (2009), *Factors Affecting the comprehension of global and local main idea*, Journal of college Reading and Learning, page 37

⁸ Reading Comprehension level 4-5 main idea and supporting details page 1-3 (2012) curriculum associates, LCC

⁹ 4th grade inferences , *guiding readers and writers* , page:319

students cannot hold sufficient information in working memory. According to Oakhill shows that the specific difficulties of poor comprehenders, the students do not explain why the less-skilled comprehenders should have difficulty with text integration and inferences, there is no evidence that students have straight forward memory deficit¹⁰. However, the research with adults has shown that working memory relates to comprehension skill. Besides, the students are difficult not only in making inferences to connect up the ideas in text but also inferring the meanings of particular words from context.

The last is the difficulties of inferring the meanings of particular words from context. It means that particular words from context are very important for reading comprehension because if the students do not know about the context, the students will not understand with the text. According to Joseph difficulties of understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, and not inferring about content¹¹. So that, the students feel difficult with particular words context in reading comprehension.

In some previous studies are found that students get difficulty in reading comprehension. Nation show that the population of children identifies as having

¹⁰ Oakhill Jane,(1993), *Children's Difficulties in reading comprehension*, educational psychology review, page:231

¹¹ Laurice M. Joseph, *best practice on interventions for students with reading problem*, Chapter 72, page:1172

reading comprehension difficulties forms a varied group. This focuses on children's in reading comprehension difficulties¹².

Oakhill's focus on comprehension differences arises because of problems at the single-word level and poor comprehenders have difficulties at the sentences level and fail to understand certain syntactic constructions¹³. Therefore, this is just focus on problems at the single-word level and poor comprehenders to children's difficulties in reading comprehension. So that, the researcher focuses on students' difficulty in reading comprehension not focusing on children's difficult. But the researcher wants to adopt about the difficulties in reading comprehension for fourth semester of English education department.

The researcher's experience when was in the fourth semester, my friends got difficulties to determine supporting details in recognizing main idea in reading comprehension which discuss between explicit main idea and implicit main idea. Then, making inferences to connect up the ideas in text and inferring the meanings of particular words from context. Therefore, so the researcher wants to research about the students' difficulty in reading comprehension.

Based on the preliminary research from ten students of English teacher education department in 4th semester that implicit main idea tends to more complicated than explicit main idea, they need to concentrate what the story or

¹² Kate Nation,(2004), *children's in reading comprehension difficulties*,

¹³ ¹³ Oakhill Jane,(1993), *Children's Difficulties in reading comprehension*, educational psychology review

paragraph tells about. There are 3 reasons that implicit main idea is more complicated and difficult than explicit main idea and also making inferences is more difficult.

The first is plot of a story, usually the author tells the main story is not in the one paragraph but in the whole content or story. The students feel difficult to predict what the implied main idea of the author means, because each paragraph has important point to inform the readers and making inferences to connect up the ideas in text. They can't determine which paragraph that involves the main idea while every single paragraph has important point in plot of a story, so that they cannot guess the important point which is considered by the main idea and the students cannot make inferences to connect up the ideas in text accurately.

The second is different words in each paragraph. Every paragraph discusses issues that support the implied main idea by word expressions. Otherwise, the students cannot catch the feature of main idea of the story because of some issues in each paragraph by different words. Therefore, the students cannot infer the meaning of particular words from context.

The last is indistinct gesture. When students read a story or journal, they have to get main idea from the author point of view, because the author has expressed the main idea clearly in the story in order the readers can get the point what the author wants. But they have extremely concentrated when the author gives the vague gesture in knowing the main idea in the story, for they are not expert of expressing indistinctness gesture to identify the main idea. Therefore, from those reasons they get very difficulties to identify the implied main idea, and they are like-minded why

implicit main idea is more complicated and difficult than explicit main idea and the students cannot find the information which involves only implicit in a text. So, the researcher chooses students of English teacher education department at state Islamic University Sunan Ampel Surabaya because it has reading comprehension for 4th semester to learn about topic, main idea in paragraph and text. Students mostly get difficulties a reading text in reading comprehension which they get difficulties in guessing main idea in explicit and implicit, yet the most difficulties in guessing implicit main idea are because they are lack of mastering uncommon vocabularies and making inferences to connect up the idea in a text. I select 4th semester because it is very appropriate time to increase reading skill in order they can analyze and improve a book or journal by determining main idea and topic sentence. Besides that, they can get what the book or journal talks about, till they can get the implied main idea in it and inferring information that is only implicit in a text. So that, Students will be a master of reading comprehension during 4th semester at state Islamic University Sunan Ampel Surabaya.

Based on those problems, it can be conclude that students got difficulties in reading comprehension. That is why, the researcher look for what strategies that students used overcome to students difficulty in reading comprehension. Therefore, the researcher takes the entitled:

“Students difficulties in reading comprehension in 4th semester of student’s English teacher education department at State Islamic University Sunan Ampel Surabaya”

B. RESEARCH QUESTION

Based on the background above, here the researcher stated that it required to be analyzed for the students’ difficulty in reading comprehension to know the result of what difficult they got during the class. The problems that would be studied in this research were stated as follows:

1. What were the students’ difficulties in reading comprehension for 4th semester of student’s English teacher education department at State Islamic University Sunan Ampel Surabaya?
2. How did the students overcome students’ difficulties in reading comprehension for 4th semester students of English teacher education department at State Islamic University Sunan Ampel Surabaya?

C. OBJECTIVES OF THE STUDY

Referring to the research questions above, the objectives of this proposed research were:

1. To analyze the difficulties in reading comprehension of English Education Department
2. To analyze the students to overcome students' difficulties in reading comprehension of English Education Department

D. SIGNIFICANCE OF THE STUDY

This section could provide brief description on the various significances of the study given to those who could practical and theoretical benefit on the proposed study;

1. For the practical benefit, this research can be useful for students

Student can get advantages from this case: the first, the students can infer information in implicit texts include main idea implicit. The second, the students can make inferences to connect up the ideas. The third, Students can understand more about text reading comprehension and could explain main idea or topic sentence in a paragraph for main idea was the important point in it. The last, the students can infer the meaning of particular word from context. Those advantages acquired could be new insight which was implemented by students not only reading skill but also writing skill. The researcher hope that students of fourth semester of English teacher education department at state Islamic University Sunan Ampel Surabaya could

understand and deep reading skill especially in identifying explicit and implicit main idea and inferring information that were only implicit in a text which was centered in receptive skill, then the students could explore their insight and science through writing which focused on productive skill. Moreover, The students can also could recognize the strategy used to identify main idea in reading, inferring information that were only implicit in a text, and making inferences to connect up the idea in a text, and inferring the meaning particular words from context.

2. For the theoretical benefit, this research can be useful for teacher

The proposed study can help teachers fill the gap in knowledge by determining main idea, inferring information that was only implicit in a text, making inferences to connect up the idea in a text, and inferring the meaning particular words from context in reading comprehension.

3. To future researcher;

The proposed study could benefit and help several researchers as their guide. The study could also open in development of this study. The result of this research can be used as the references to the other researchers who will conduct a research about the topic.

E. SCOPE AND LIMIT OF THE STUDY

This research focused on students' difficulties in reading comprehension. Present by Oakhill showing that difficulties included the difficulties of inferring information that was only implicit a text such as main idea implicit, making inferences to connect up the ideas in a text and inferring the meanings of particular word from context. And the limit of the study it would took place at UINSA. The researcher would analyze the students' difficulties in reading comprehension for fourth semester students of English education department.

F. DEFINITION OF THE KEY TERMS

To avoid misunderstanding in the way of understand the study, the writer needed to give definition of terms that were often found in the study, such as:

1. Students' difficult: Joseph defined their difficulties with reading comprehension which needed to understand a text that could be derived from not knowing meanings of words concepts, not capturing factual information, not inferring about content¹⁴. In this research defined the students difficulty in reading comprehension included understanding text, less vocabulary in text and inferring information that was only implicit in a text, then, making inferences to connect up the idea in a text, after that inferring the meaning particular words from context.

¹⁴ Laurice M. Joseph, *best practice on interventions for students with reading problem*, the Ohio State university, Chapter 72

2. Reading comprehension: Kwiatkowski defined about Findings indicate a critical disadvantage of unexpected poor comprehends lies in their weakness in vocabulary and that comprehension difficulties related to the identification of details and main ideas in summary writing remain when vocabulary is controlled¹⁵. In this research defined difficulties in reading comprehension included identification of details and making inferences to connect up the main idea.

¹⁵ Bozena Kwiatkowska , (2012), *Understanding Reading Comprehension performance in high school students*, Queen's University Canada, page: 20