

**READING DIFFICULTIES ON EFL LEARNERS
(A CASE STUDY ON THE FIRST SEMESTER OF MANAGEMENT PROGRAM
AT ISLAMIC UNIVERSITY OF INDRAGIRI TEMBILAHAN)**

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Abstract

The problem in this study was the students' reading difficulties on EFL Learners. This study only used one variable. The research method used in this study was a descriptive research. The purpose of this study was to know the students' reading difficulties in English as a foreign language at the first semester of Management Program at Islamic University of Indragiri Tembilahan. The total of the population used in this study were 163 students, the technique was used to take the sample is random sampling, the sample of this study was 25% from the population were 41 students. In collecting the data, the researcher used a close-ended questionnaire and an open-ended questionnaire. After the data has been collected, the result of close-ended questionnaire shows that the most problem is faced by the students related to oral reading difficulties is lacking fluency, as many as 31 students (75,6%) say yes. While, the most problem is faced by the students related to reading comprehension difficulties is inability to understand what has been read due to limited knowledge of vocabulary, as many as 28 students (68,3%) say yes. In addition, the result of open-ended questionnaire are: 1) Some of English words are difficult to pronounce and some of English words are not difficult to pronounce, 2) English words can be difficult to pronounce because of the different writing and the way to pronounce it. 3) The difficulty to pronounce the English words was caused by the English word did not use in their daily activity. 4) English words are difficulties to read with appropriate speed, it is caused by the lack practice of reading sentences in English, 5) The difficulties to understand the word or English sentence because the lack of vocabularies. 6) The biggest reading difficulty in English for most of the students were difficult to pronounce the english words and difficult to understand the meaning of English words/sentences, 7) the way to overcome the difficulties in their reading were increase the reading practice and memorize the vocabularies.

Key words: *Reading Difficulty*

Abstrak

Masalah dalam penelitian ini adalah kesulitan membaca bahasa inggris siswa sebagai bahasa asing. Penelitian ini hanya menggunakan 1 variabel. Metode penelitian yang digunakan adalah penelitian deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan membaca bahasa inggris siswa sebagai bahasa asing pada siswa semester I Program Studi Manajemen di UNISI Tembilahan. Jumlah Populasi yang digunakan dalam penelitian ini adalah sebanyak 163 siswa, tehnik pengambilan sampel dalam penelitian ini adalah random sampling, sampel yang digunakan dalam penelitian ini 25% dari jumlah populasi yaitu sebanyak 41 siswa. Peneliti membagikan angket tertutup dan angket terbuka kepada siswa untuk mengumpulkan data kesulitan membaca

bahasa inggris siswa. Setelah data terkumpul, hasil angket terbuka menunjukkan bahwa masalah terbesar yang dihadapi siswa yang berkaitan dengan membaca lisan adalah kurangnya kelancaran dalam membaca, sebanyak 31 orang siswa (75,6%) menjawab ya sedangkan masalah terbesar yang dihadapi siswa berkaitan dengan pemahaman membaca yaitu ketidakmampuan untuk memahami bacaan karena kurangnya kosakata, sebanyak 28 siswa (68,3%) menjawab ya. Lebih lanjut, hasil dari dari angket tertutup menunjukkan bahwa: 1) Beberapa kata bahasa inggris sulit untuk diucapkan dan beberapa kata bahasa inggris tidak sulit untuk diucapkan, 2) Kata bahasa Inggris menjadi sulit untuk diucapkan karena tulisan berbeda dengan pengucapan, 3) Kesulitan untuk menyebutkan kata berbahasa Inggris karena mereka tidak menggunakan bahasa Inggris dalam kegiatan sehari-hari, 4) Bahasa Inggris sulit dibaca sesuai dengan kecepatan yang sesuai, ini dikarenakan kurangnya membaca kalimat-kalimat berbahasa Inggris, 5) Sulitnya untuk memahami kata atau kalimat berbahasa Inggris dikarenakan kurangnya kosakata, 6) Masalah terbesar yang dihadapi oleh Siswa dalam membaca kata-kata berbahasa Inggris yaitu kesulitan dalam pengucapan dan memahami arti dari kata/kalimat berbahasa Inggris, 7) cara untuk mengatasi kesulitan membaca mereka adalah dengan cara memperbanyak latihan membaca dan menghafal kosakata.

Kata kunci: Kesulitan dalam Membaca

INTRODUCTION

As a foreign language, English has become important subject. English is taught from Elementary school until university. In a university English have been becoming the primary subject to learn in all program including Management Program.

English Study for Managemet Program aims to produce professionals who are able to adapt in the development of the business world in the era of technology and information. English for Management are there to facilitate prospective students interested in learning the ins and outs of the business world, both business in Indonesia and International business world and also fluent in English.

Moreover, the information that is circulated in this world is mostly published in English. Many books are published in English. No matter who publishes it, which is sure to acquire a wide market many publishers publish reading in English. Major magazines such as Newsweek, Time, Vogue, Bazaar, People, Life, National Geographic, Mac World, etc. are written and published in English. In order to face the global business competition the businessman must have the ability to speak and understand reading texts in English. So, the students must have the ability to comprehend the reading text about business to face the global business competition. As Grellet (1999: 4) states, there are two main reasons for

reading: reading for pleasure and reading for information (in order to find out something or in order to do something with the information the readers get). Following this statement, the students will get much information about everything that they do not know or see before by reading. The information that the students will get is more details rather than they just listen the radio, or watch the television. By reading, the students can find some specific information. But, one of the problem that the students felt very difficult to comprehend an English text because English in Indonesia still becoming a foreign language. They do not have many vocabularies, it was made them difficult to get the information in English Text.

Based on the preliminary observation done on October 31st until 2nd November 2017 at the first students in Management Prorgam in Islamic University of Indragiri Tembilahan was found that the students have the difficulties to comprehend a reading text because of lack vocabularies. On the other hand, they also had problem to pronounce the english words because English is a foreign language for them. They acknowledge that very rarely read

texts in English. They are only have been focusing to learn about the subject that related to business course, although they are conscious that English is very important to face the global business competition. Westwood (2001: 25) who states that reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read.

Based on the explanation and problems mentioned above, it is necessary to conduct a research entitled “Reading Difficulties on EFL Learners (A Case Study on the First Semester of Management Program at Islamic University of Indragiri Tembilahan)”.

The main objective of the research was to find out the students’ reading diffiulties on EFL Learners. The objectives were as follows:

1. To investigate the students’ oral reading difficulties on EFL
2. To investigate the students’ reading comprehension difficulties on EFL

Concept of Reading

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill

such as listening, speaking, or writing. It might be said that through speaking with others, and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. The reader can find the reason, example, explanation, summary, and comments of the news that they read.

Johnson (2008:3) states that reading is the practice of using text to create meaning. The two key words are creating and meaning. If there is no meaning being created, there is no reading taking place. So when the reader read, she or he combines visual and non-visual information to create meaning of the text.

Comprehending the Reading Text

The main purpose of reading is comprehends the text she/he read. Schumm (2006: 223) said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entails three elements, they are:

1. The reader who is doing the comprehension

To comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended
The features of the text have large effect on comprehension.

It does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched to the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part.

A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge that the reader have. Another consequence of reading activities is finding out how to do something.

Reading Difficulty

To comprehend a text, Westwood (2001: 31) argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He think that efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Therefore, Oberholzer (2005) states comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Reading difficulty refers to problem associated with reading and it was causing to fall behind in terms of reading requirements within the classroom. It means that reading difficulty is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability.

Oral reading difficulties

Westwood (2008) states that the difficulties at word level are connected to skills of decoding and word identification, and involve problems in automatic recall, using phonic knowledge and orthographic units within the word, and using analogy and the context of the sentence or paragraph. Automatic recall enables readers to access the word automatically from their sight vocabulary, while phonic knowledge helps them to decode a word very quickly by associating the letters with equivalent phonemes; after several encounters of the same word, usually 5 to 7, it becomes part of sight vocabulary. However, beginning readers and children with reading difficulties can have significant difficulties in word identification or in retrieving words already stored in memory, i.e. word finding difficulty (WFD). If children are not able to recognise words immediately, they experience problems with reading. Struggling readers often cannot use the word recognition strategies rapidly, or are not able to decode words with difficult (irregular) spelling patterns due to poor phonic skills and ineffective decoding strategies. If they try decoding

letter-by-letter, they become very slow, thus “overloading their working memory and impairing comprehension” (Westwood, 2008:18). In such cases they depend on guessing words from context or using cues from pictures accompanying the text, which are not reliable solutions and can result in inaccurate comprehension.

Reading comprehension difficulties

Difficulties at text level refer to comprehension difficulties resulting from limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading (Westwood, 2008). Interestingly, there is no evidence that direction-of-reading or punctuation and spacing can cause much difficulty (Grabe 1991).

Since comprehension depends on the ability of the reader to integrate the meaning of words and sentences into a meaningful whole by constructing a mental model of the text, i.e. mental representation, also termed ‘situation model’, by drawing on his or her lexical

and background knowledge, Oakhill, Cain and Elbro (2015) contend that children can experience three different forms of reading difficulties: 1. General poor comprehension, manifested as poor word reading and poor language comprehension; 2. specific word reading problems, i.e. dyslexia, manifested as poor word reading, but good language comprehension; 3. Specific comprehension problems, manifested as good word reading, but poor language comprehension. It is obvious that problems with one component, i.e. word reading or language comprehension, may occur independently of problems with the other component, resulting in the pattern termed ‘double dissociation’ (Oakhill et al., 2015).

METHOD

This research is descriptive research. Gay (2000:275) stated that “descriptive study determines and describes the way things are. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, and procedures”. The total population used in this study were 163 students, the technique was used to take the sample is random sampling, the

sample of this study was 25% from the population were 41 students of the first semester of Management Program at Islamic University of Indragiri Tembilahan.

The technique used to collect the data were close-ended questionnaire and open-ended questionnaire. In close-ended questionnaire there are 25 statements; 14 statements about oral reading difficulties and 11 statements about reading comprehension difficulties. While in open-ended questionnaire there 7 questions about the students' reading difficulties. The questions are 1) Do you feel that English words are difficult to pronounce?, 2) Why the English words are difficult to pronounce?, 3) Do you find the difficulties to read english word

with appropriate speed?, 4) Is there a part of the words/sentences on the text you found is difficult to understand?, 5) What is made you do not understand the word/sentence on the text?, 6) What is your biggest difficulty in reading in English?, 7) How do you overcome difficulties in reading?

The quantitative data were analyzed using SPSS (Statistical Package for the Social Sciences), while the qualitative data were analyzed through three steps; data reduction, data display, conclusion drawing and verivication. Miles and Huberman (1994:10) mention that to analyze the qualitative data there are 3 steps can be use; 1)data reduction, 2)data display, 3) drawing conclusion and verification.

FINDINGS AND DISCUSSION

Quantitative Findings

Table 1 presents that the students have an inability to pronounce new words is

18 (43.9%), while the students do not have an inability to pronounce new words is 23 (56.1%).

Table 1. Inability to pronounce new words

	Frequency	Percent	Valid Percent	Cumulative Percent
No	23	52,3	56,1	56,1
Yes	18	40,9	43,9	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 2 describes that the students have not have an inability to pronounce an inability to pronounce some known words is 4 (9.8%), while the students do some known words is 37 (90.2%).

Table 2. Inability to pronounce some known words

	Frequency	Percent	Valid Percent	Cumulative Percent
No	37	84,1	90,2	90,2
Yes	4	9,1	9,8	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 3 describes that the students have do not have an inability to pronounce an inability to pronounce some english sounds is 15 (36.6%), while the students some english sounds is 26 (63.4%).

Table 3. Inability to pronounce some english sounds

	Frequency	Percent	Valid Percent	Cumulative Percent
No	26	59,1	63,4	63,4
Yes	15	34,1	36,6	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 4 clears that the students have problem in lacking fluency is 10 (24.4%). problem in lacking fluency is 31 (75.6%), while the students do not have

Table 4. Lacking Fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
No	10	22,7	24,4	24,4
Yes	31	70,5	75,6	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 5 explains that the students do not read at appropriate speed is 25 (62.5%), while the students read at appropriate speed is 10 (37.5%).

Table 5. Not reading at appropriate speed

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	34,1	37,5	37,5
Yes	25	56,8	62,5	100,0
Total	40	90,9	100,0	
Missing System	4	9,1		
Total	44	100,0		

Table 6 presents that the students do not match letters to sounds accurately is 28 (68.3%), while the students match letters to sounds accurately is 13 (31.7%).

Table 6. Not matching letters to sounds accurately

	Frequency	Percent	Valid Percent	Cumulative Percent
No	13	29,5	31,7	31,7
Yes	28	63,6	68,3	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 7 shows that the students have an inability to pronounce some structure inflexions is 26 (63.4%), while the students do not have an inability to pronounce some structure inflexions is 15 (36.6%).

Table 7. Inability to pronounce some structure inflexions

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	34,1	36,6	36,6
Yes	26	59,1	63,4	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 8 describes that the students make a substituting words is 13 (31.7%), while the students do not make a substituting words is 28 (68.3%).

Table 8. Substituting words

	Frequency	Percent	Valid Percent	Cumulative Percent
No	28	63,6	68,3	68,3
Yes	13	29,5	31,7	100,0
Total	41	93,2	100,0	
MissingSystem	3	6,8		
Total	44	100,0		

Table 9 explains that the students make an omitting words is 6 (14.6%), while the students do not make an obmitting words is 35 (85.4%).

Table 9. Omitting words8

	Frequency	Percent	Valid Percent	Cumulative Percent
No	35	79,5	85,4	85,4
Yes	6	13,6	14,6	100,0
Total	41	93,2	100,0	
MissingSystem	3	6,8		
Total	44	100,0		

Table 10 presents that the students make a reversing syllables is 10 (24.4%), while the students do not make a reversing syllables is 31 (75.6%).

Table 10. Reversing syllables

	Frequency	Percent	Valid Percent	Cumulative Percent
No	31	70,5	75,6	75,6
Yes	10	22,7	24,4	100,0
Total	41	93,2	100,0	
MissingSystem	3	6,8		
Total	44	100,0		

Table 11 clears that the students make a repeating word or parts of sentences is 25 (61.10%), while the students do not make a repeating word or parts of sentences is 16 (39.0%).

Table 11. Repeating words or parts of sentences

	Frequency	Percent	Valid Percent	Cumulative Percent
No	16	36,4	39,0	39,0
Yes	25	56,8	61,0	100,0
Total	41	93,2	100,0	
MissingSystem	3	6,8		
Total	44	100,0		

Table 12 describes that the students do not respect the punctuation is 8 (19.5%), while the students respect punctuation is 33 (80.5%).

Table 12. Not respecting punctuation

	Frequency	Percent	Valid Percent	Cumulative Percent
No	33	75,0	80,5	80,5
Yes	8	18,2	19,5	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 13 presents that the students do not recognize known word fast is 26 (63.4%), while the students recognize known word fast is 15 (36.6%).

Table 13. Not recognising known word fast

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	34,1	36,6	36,6
Yes	26	59,1	63,4	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 14 shows that the students make an inserting words is 19 (46.3%), while the students do not make an inserting words is 22 (53.7%).

Table 14. Inserting words

	Frequency	Percent	Valid Percent	Cumulative Percent
No	22	50,0	53,7	53,7
Yes	19	43,2	46,3	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 15 shows that the students have an inability to continue reading a text due to some unfamiliar words in it is 19 (46.3%), while the students insert words is 22 (53.7%).

Table 15. Inability to continue reading a text due to some unfamiliar words in it

	Frequency	Percent	Valid Percent	Cumulative Percent
No	22	50,0	53,7	53,7
Yes	19	43,2	46,3	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 16 describes that the students have an inability to understand what has been read due too slow reading is 12 (29.3%), while the students do not have an inability to understand what has been read due too slow reading is 29 (70.7%).

Table 16. Inability to understand what has been read due too slow reading

	Frequency	Percent	Valid Percent	Cumulative Percent
No	29	65,9	70,7	70,7
Yes	12	27,3	29,3	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 17 presents that the students have an inability to understand what has been read when reading aloud is 17 (41.5%), while the students do not have an inability to understand what has been read when reading aloud is 24 (58.5%).

Table 17. Inability to understand what has been read when reading aloud

	Frequency	Percent	Valid Percent	Cumulative Percent
No	24	54,5	58,5	58,5
Yes	17	38,6	41,5	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 18 shows that the students have an inability to understand what has been read due to limited knowledge of vocabulary is 28 (68.3%), while the students do not have an inability to understand what has been read due to limited knowledge of vocabulary is 13 (31.7%).

Table 18. Inability to understand what has been read due to limited knowledge of vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
No	13	29,5	31,7	31,7
Yes	28	63,6	68,3	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 19 describes that the students have an inability to understand what has been read due to limited knowledge of grammar structures is 26 (63.4%),

while the students do not have an inability to understand what has been read due to limited knowledge of grammar structures is 15 (36.6%).

Table 19. Inability to understand what has been read due to limited knowledge of grammar structures

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	34,1	36,6	36,6
Yes	26	59,1	63,4	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 20 clears that the students make a wrong inferences when guessing meaning of unfamiliar words is 27 (65.9%), while the students do not make

a wrong inferences when guessing meaning of unfamiliar words is 14 (34.1%).

Table 20. Making wrong inferences when guessing meaning of unfamiliar words

	Frequency	Percent	Valid Percent	Cumulative Percent
No	14	31,8	34,1	34,1
Yes	27	61,4	65,9	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 21 describes that the students have an inability to use text clues is 11 (26.8%), while the students do not have

an inability to use text clues is 30 (73.2%).

Table 21. Inability to use text clues

	Frequency	Percent	Valid Percent	Cumulative Percent
No	30	68,2	73,2	73,2
Yes	11	25,0	26,8	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 22 presents that the students have an inability to use context clues is 25 (61.0%), while the students do not have an inability to use context clues is 16 (39.0%), while the students do not have an inability to use context clues is 25 (61.0%).

Table 22. Inability to use context clues

	Frequency	Percent	Valid Percent	Cumulative Percent
No	25	56,8	61,0	61,0
Yes	16	36,4	39,0	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 23 shows that the students make an inference based on elements not stated in text is 18 (43.9%), while the students do not make an inference based on elements not stated in text is 23 (56.1%).

Table 23. Inferences based on elements not stated in text

	Frequency	Percent	Valid Percent	Cumulative Percent
No	23	52,3	56,1	56,1
Yes	18	40,9	43,9	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 24 presents that the students have an inability to make educated guesses about the information that will follow in the text is 22 (53.7%), while the students do not have an inability to make educated guesses about the information that will follow in the text is 19 (46.3%).

Table 24. Inability to make educated guesses about the information that will follow in the text

	Frequency	Percent	Valid Percent	Cumulative Percent
No	19	43,2	46,3	46,3
Yes	22	50,0	53,7	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 25 shows that the students have an inability to integrate knowledge of the world with the text information is 24 (58.5%), while the students do not have an inability to integrate knowledge of the world with the text information is 17 (41.5%).

Table 25. Inability to integrate knowledge of the world with the text information

	Frequency	Percent	Valid Percent	Cumulative Percent
No	17	38,6	41,5	41,5
Yes	24	54,5	58,5	100,0
Total	41	93,2	100,0	
Missing System	3	6,8		
Total	44	100,0		

Table 26 presents that there are six problems belong to oral reading difficulties are faced by more than 50% students; 1) lacking fluency, 2) Not matching letters to sounds accurately, 3) Inability to pronounce some structure inflexions, 4) Not recognising known word fast, 5) Not reading at appropriate speed, 6) Repeating words or parts of sentences. The most problem is faced by the students is lacking fluency, as many as 31 students (75,6%), while the least problem is faced by the students is inability to pronounce some known words as much as 4 students (9,8%).

Table 26. The students' oral reading difficulties

No.	Statement	Frequency	Percent
1.	Lacking fluency	31	75.6
2.	Not matching letters to sounds accurately	28	68.3
3.	Inability to pronounce some structure inflexions	26	63.4
4.	Not recognising known word fast	26	63.4
5.	Not reading at appropriate speed	25	62.5
6.	Repeating words or parts of sentences	25	61.0
7.	Inserting words	19	46.3
8.	Inability to pronounce new words	18	43.9

9.	Inability to pronounce some english sounds	15	36.6
10.	Substituting words	13	31.7
11.	Reversing syllables	10	24.4
12	Not respecting punctuation	8	19.5
13.	Omitting words	6	13.6
14.	Inability to pronounce some known words	4	9.8

Table 27 presents that there are five problems belong to reading comprehension difficulties are faced by more than 50% students; 1) Inability to understand what has been read due to limited knowledge of vocabulary, 2) Making wrong inferences when guessing meaning of unfamiliar words, 3) Inability to understand what has been read due to limited knowledge of grammar structures, 4) Inability to integrate knowledge of the world with

the text information, 5) Inability to make educated guesses about the information that will follow in the text. The most problem is faced by the students is Inability to understand what has been read due to limited knowledge of vocabulary, as many as 28 students (68,3%) say yes, while the least problem is faced by the students is inability to use text clues as many as 11 students (26,8%).

Table 27. The students' reading comprehension difficulties

No	Statement	Frequency	Percent
1.	Inability to understand what has been read due to limited knowledge of vocabulary	28	68.3
2.	Making wrong inferences when guessing meaning of unfamiliar words	27	55.9
3.	Inability to understand what has been read due to limited knowledge of grammar structures	26	63.4
4.	Inability to integrate knowledge of the world with the text information	24	58.5
5.	Inability to make educated guesses about the information that will follow in the text	22	53.7
6.	Inability to continue reading a text due to some unfamiliar words in it	19	46.3
7.	Inferences based on elements not stated in text	18	43.9
8.	Inability to understand what has been read when reading aloud	17	41.5
9.	Inability to use context clues	16	39.0
10.	Inability to understand what has been read due too slow reading	12	29.3
11.	Inability to use text clues	11	26.8

Qualitative Findings

In this research forty one students of management faculty answered the open-ended questionnaire. Some of following students answered the the first questions (Do you feel that English words are difficult to pronounce?):

1. *“there are words that easy to pronounce, and there are words that difficult to pronounce” (S 9)*
2. *“there are some of words difficult to pronounce, but also many words are easy to pronounce” (S 8)*
3. *“yes, because the language is foreign and difficult to understand” (S 2)*
4. *“no, I feel that English is a foreign language that many people like it and it is not difficult to pronounce if you have many times to practice it” (S 6)*
5. *“Not so difficult” (S 16)*
6. *“Sometimes it is difficult, sometimes it is easy, depend of the words which are must to pronounce” (S 17)*
7. *“Yes, because sometimes get the new vocabularies have known recently are rather difficult to pronounce them” (S 21)*
8. *“Sometimes it is difficult, sometimes it is easy, depend of that English words” (S 38)*
9. *“Yes, because sometime there is vocabulary is so difficult to pronouce by the tongue, but also there is vocabulary is easy to understand” (S 37)*
10. *“Yes, because sometimes there are words are occur in the sentence that is rarely to pronounce and there is a limitation to pronounce in English words ”(S 41)*

Some of following students answered the second questions (Why the English words are difficult to pronounce?):

1. *“because the way to pronounce is different with the written words” (S 4)*
2. *“because the written English words with the English pronunciation are different, so that the English word rather difficult to pronounce” (S 3)*
3. *“because the English text is different in writing and in pronouncing and we must understand how to read it”(S 4)*
4. *“Maybe because there are some of words that the way to pronounce them are little different with that English words in writing” (S 10)*
5. *“because maybe it caused by the words of English words in writing different with the way to pronounce”(S 6)*
6. *“because the written English Word is unsuitable with the way to pronounce” (S 13)*
7. *“because the words are in writing different with the way to pronounce them” (S 21)”*
8. *“because the written English words different in the way to pronounce them, almost all English wods like that” (S 17)*
9. *“because we seldom to pronounce it” (S 15)*
10. *“because we seldom use the English language in daily activity”(S 22)*
11. *“because the little practice to use English in daily communication” (S 23)*
12. *“because we seldom to speak in English language” (S 13)*

13. *"Because English is rarely to use around the community and it difficult to say in public" (S 35)*
14. *"because we not use English in daily life and little understanding about the way to read English words" (S 36)*
15. *"because we seldom to practice English so that in the English communication process is not fluently" (S 41)*

Some of following students answered the third questions (Do you find the difficulties to read english word with appropriate speed?) by the researcher:

1. *"yes, sometime I find the difficulty" (S 8)*
2. *"yes, because the lacking fluency in reading text" (S 9)*
3. *"yes, because I do not know many vocabularies" (S 5)*
4. *"yes, it is so difficult" (S 7)*
5. *"yes, it so difficult because we must to understand one by one the way to read it" (S 29)*
6. *"Yes, because its language difficult enough to pronounce and it is enough difficult to translete" (S 28)*
7. *"yes" (S 40)"*
8. *"yes" (S 39)*
9. *"yes ,because not fluently yet use English language" (S 27)*
10. *"yes, because Engglish language is difficult to pronounce" (S 19)*

Some of following students answered the fourth questions (Is there a part of the words/sentences on the text you found is difficult to understand?):

1. *"yes, it have, example irregular verb" (S 2)*

2. *"yes, it have, if I do not know the form so that the words are difficult" (S 7)*
3. *"yes, some of words are difficult to understand" (S 5)*
4. *"yes, because many words that I don't know the meaning yet" (S 19)*
5. *"yes, it have, because many words I never find" (S 17)*
6. *"yes, I must open the dictionary to know it" (S 36)*
7. *"yes, some of words" (S 34)"*
8. *"yes, for example in the long sentence, I don't understad because the limitation of knowledge in English language" (S 41)*
9. *"yes, because there are long sentences and difficult to understand" (S 37)*
10. *"yes, while there are compound sentences" (S 33)*

Some of following students answered the fifth questions (What is made you do not understand the word/sentence on the text?):

1. *"I don't master the vocabulary" (S 8)*
2. *"because little memorizing of vocabulary, I don't understand that English words" (S 11)*
3. *"sometime use verb 1, verb 2, verb 3, and the confusing word patterns" (S 3)*
4. *"lack of vocabulary which I have known" (S 10)*
5. *"because the little understanding of vocabulary" (S 36)*
6. *"the meaning that I don't know from some of words" (S 39)*
7. *"little understanding the words and sentences in a text" (S 26)*
8. *"meaning of words which I didn't know" (S 13)*
9. *"because there are new vocabulary" (S 18)*

10. *"because the lack of English vocabulary" (S 20)*
11. *"little understanding in English language and little to memorize the English vocabulary" (S 24)*
12. *"because I don't know many English vocabulary" (S 25)*
13. *"lack of vocabulary/lack of memorizing the vocabulary" (S 22)*
14. *"lack of English Vocabulary" (S 15)*
15. *"because lack of English vocabulary" (S 16)*

Some of following students answered the sixth questions (What is your biggest difficulty in reading in English?)

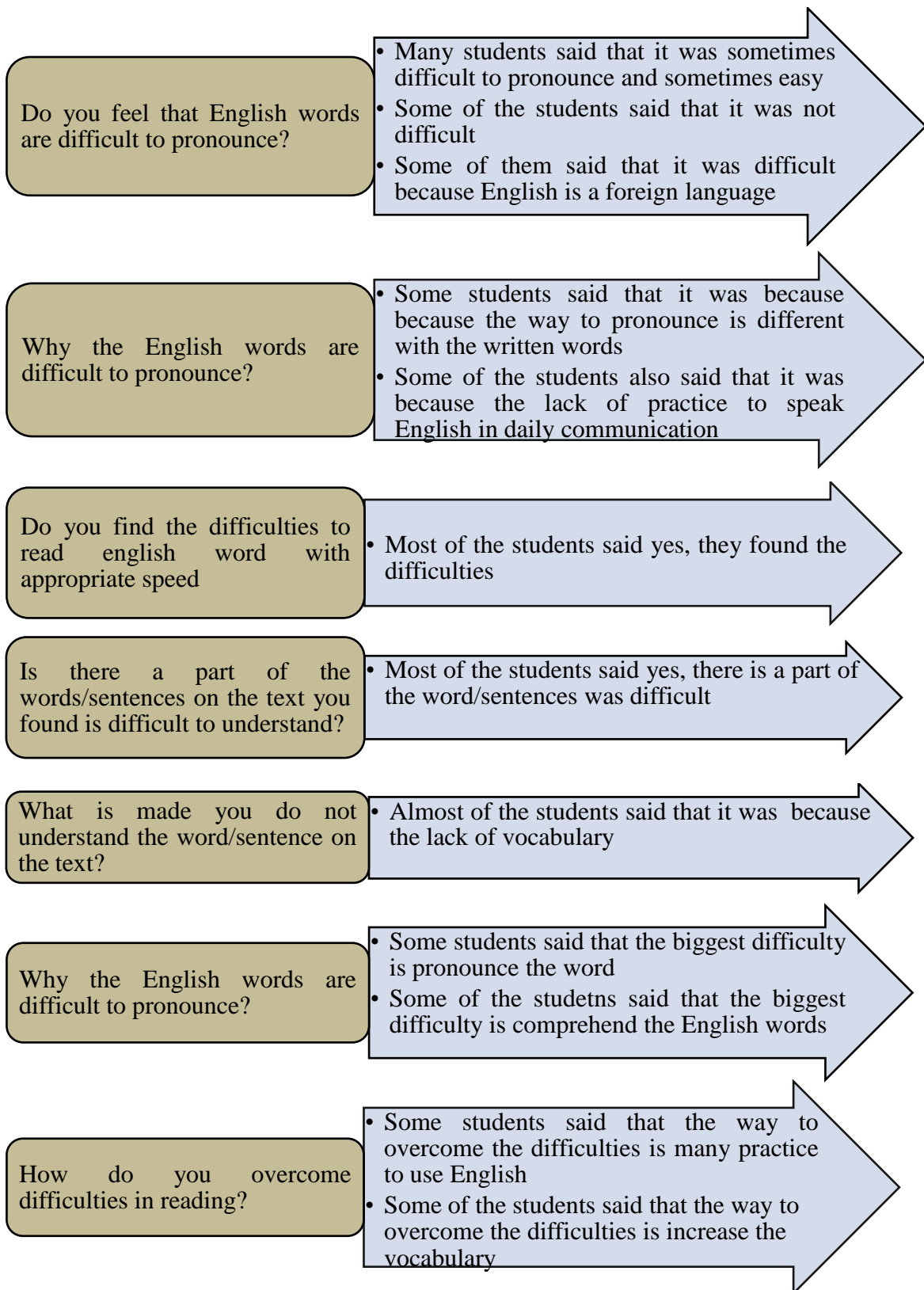
1. *"I don't know the meaning/translation and the way to pronounce" (S 7)*
2. *"the way to pronounce" (S 5)*
3. *"I don't know the meaning and the way to pronounce" (S 11)*
4. *"pronounce the sentence of sentence / almost all of the word are difficult enough" (S 32)*
5. *"when I read but I don't know about the meaning" (S 40)*
6. *"I am not be able to adapt what the words in written form with the way to pronounce them" (S 36)*
7. *"translete the words and sentence which I have known recently" (S 13)*
8. *"pronounce the word and its meaning" (S 19)*
9. *"translete the sentence which I have known recently" (S 21)*

10. *"the difficulties are in pronouncing and translete the word or sentence" (S 17)*

Some of following students answered the seventh questions (How do you overcome difficulties in reading?):

1. *"many practice to use English language and improve the vocabulary" (S 8)*
2. *"study more and read English text continuously" (S 1)*
3. *"surely study and add the knowledge, memorize the vocabulary repeatedly" (S 12)*
4. *"study English diligently and often to read English text" (S 27)*
5. *"practice more to read English sentence or the story that contain the English language" (S 23)*
6. *"practice more and raise the vocabulary" (S 15)*
7. *"repeat the English sentence in many times" (S 16)*
8. *"reading more and raise the vocabulary and repair the pronunciation" (S 41)*
9. *"reading repeatedly" (S 30)*
10. *"often reading English text so that be better to read in all English text" (S 37)*

The students' statements in open-ended questionnaire can be seen in the following graphic below:



Based on the students' statements and the graphic before, it can be described that some of the students said that some of English words are difficult to pronounce and some of English words are not difficult to pronounce. Moreover, some of them explained that the English words can be difficult to pronounce because of the different writing and the way to pronounce it. The difficulties to pronounce was because they did not use English in daily life. Furthermore, many students said that the English words are difficulties to read with appropriate speed, it is caused by the lack of reading the English sentences, then they also find the difficulties to understand the word or English sentence because the lack of vocabularies. In addition, when they were asked the biggest difficulty reading in English, most of them answered that the biggest reading difficulties were pronounce the English words and difficult to understand the meaning of English words/sentences, but they explained that the way to overcome the difficulties in their reading were improve reading practice and memorize many vocabularies.

Discussion

The main objective of the research was to find out the students' reading difficulties on EFL Learners. In this research the researcher gave a close-ended questionnaire and take an open-ended questionnaire to collect the data of students' reading difficulties, the result of close-ended questionnaire shows that there are six problems belong to oral reading difficulties are faced by more than 50% students; 1) lacking fluency, 2) Not matching letters to sounds accurately, 3) Inability to pronounce some structure inflexions, 4) Not recognising known word fast, 5) Not reading at appropriate speed, 6) Repeating words or parts of sentences. The most problem is faced by the students is lacking fluency, as many as 31 students (75,6%), it was because they lack of reading English practice, while the least problem is faced by the students is inability to pronounce some known words as much as 4 students (9,8%), because they known about the words so they able to pronounce it. Then, the result of questionnaire clear that there are five problems belong to reading comprehension difficulties are faced by more than 50% students; 1) Inability to understand what has been

read due to limited knowledge of vocabulary, 2) Making wrong inferences when guessing meaning of unfamiliar words, 3) Inability to understand what has been read due to limited knowledge of grammar structures, 4) Inability to integrate knowledge of the world with the text information, 5) Inability to make educated guesses about the information that will follow in the text. The most problem is faced by the students is Inability to understand what has been read due to limited knowledge of vocabulary, as many as 28 students (68,3%) say yes, while the least problem is faced by the students is inability to use text clues as many as 11 students (26,8%).

In addition, the result of open-ended questionnaire are: 1) Some of English words are difficult to pronounce and some of English words are not difficult to pronounce, 2) English words can be difficult to pronounce because of the different writing and the way to pronounce it. 3) The difficulties to pronounce the English words was caused by the English word did not use in their daily activity. 4) English words are difficulties to read with appropriate

speed, it is caused by the lack of reading sentences in English, 5) The difficulties to understand the word or English sentence because the lack of vocabularies. 6) The biggest of reading difficulty in English for most of them were difficult to pronounce the english words and difficult to understand the meaning of English words/sentences, 7) the way to overcome the difficulties in their reading were multiply the practice of reading and memorize the vocabularies.

As a result the students faced many difficulties in both of oral reading and reading comprehension, the cause of the students' reading difficulties are the lack of reading practice and the lack of vocabulary. It needs a serious way and effort to overcome and decrease their difficulties by themselves. As the students of management faculty the ability to read and understand the text of English will be used oneday in the field work.

CONCLUSION

Based on the finding and discussion, it could be concluded that many of reading difficulties faced by the students and it was become an obstacle for them to read English fluently

and understand the meaning of words, sentences, and a text. The students must practice more to read an English text especially text about business, moreover they must memorize vocabulary at least one word one day.

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