Chapter Four

Findings and Discussion

This chapter discusses the finding and discussion based on the data analysis. Several points are reported in this section including the difficulties in understanding English text and the strategies to overcome the difficulties. There are four students of Non-English Department as the participants of this research. All of the reported findings are based on the information from the participants.

The Difficulties Faced by Non-English Students in Comprehending English Text

This finding was aimed to answer the first research questions related to difficulties faced by non-English department students in comprehending English text. All of the participants mentioned various difficulties while they read an English text. The difficulties were difficult words, grammar, low working memory, and text type.

Difficult Words. The first finding dealing with difficulties faced by non-English department students in comprehending English text was difficult words. All of the participants mentioned difficult words were the great obstacle in comprehending English text. Alfa reported that sometimes she did not understand the meaning of several words, as she said "Sometimes, I do not know several meaning of words". Moreover, Beta claimed similar opinion that sometimes she did not understand the meaning of some words, as she said "sometimes, I do not know some words". Meanwhile, Gama also exclaimed that she felt difficult when

she founds some unfamiliar words. Mina argued that when she read a text and found some unfamiliar words, she will feel flustered, as she said "unfamiliar words are difficult for me". It is in line with Chung (2012), reading difficulties are related to vocabulary knowledge. It also corroborate with Harmon, Wood, and Keser, (2009) as well as Linse (2005) who stated that students' vocabulary mastery is an important aspect of their reading development. It can be said that students who have a good mastery in vocabulary will be easier to comprehend what they read, and the students who have lack of vocabulary will face more difficulties and have a possibility in misunderstanding the context of the text.

Another problem related to vocabulary knowledge is related to multiple meaning of words. One of four participants mentioned multiple meaning is a great obstacle. For example, the word 'watch' has more one meaning depends on the use as a verb or as a noun. It claimed by Alfa "Usually, some words have different meaning based on the context, and sometimes it confusing". It is in line by Nuttal (2000), a word with several meaning is difficult to understand because students need to find a close meaning or other possible meaning and they are demanded to read and think carefully.

Briefly, all of the participants faced difficulties in the meaning of several words and the students perceived that because of they faced some unfamiliar and multiple meaning of words, they also difficult in comprehending the text. According to Nation (2011), words have important role in the formation of written texts. It is supported by Sipay and Harris(1980) that word are very crucial for

reading comprehension. Since reading is getting the meaning, lack of vocabulary will lead to great difficulty understanding the content of the reading material.

Grammar. The second finding related to difficulties in comprehending English text was grammar. Two participants shared similar opinion. They argued that the use of some grammar made them feel confused. It can be seen from Beta's statement that she did not understand some sentence whether it used past or future tense, as she said "I feel confused when finding some words, whether it used past or future tenses". The other evidence, Gama claimed "Sometimes, I felt confused in the use of modals". According to Chawwang (2008), sentence structure is used to determine the meaning of sentences and the grammatical function of a word. If the students have not mastering the grammatical words, they may face difficulties in understanding a text.

From the explanation above, students' lack of grammar will bring them in facing more difficulties in comprehending English text. By having a good mastery in grammar, students will ease to comprehend the text. It is in line with Akbari (2014), an absence of grammatical knowledge or lack of processing ability interferes with higher level text comprehension. It is also proven by Koda (2005), that all difficulties in learning English skill such as reading, writing, listening, and speaking are attributable to inadequate grammatical knowledge. So, the students who have insufficient grammar knowledge will be difficult to comprehend the text.

Unfamliar Text Type. Another finding related to students' difficulties in comprehending English text was unfamiliar text type. Mina revealed that she will feel difficult when she faced a text type that she never knew or she never read before. It has proven by her statement "I will feel difficult when I read a new type of the text". Unfortunately, the participant does not explain further about what she means with text type. But, in reality the participants said that text type is one of the difficulties, it is in line with study by Shehu (2015) that some text types are easy to be perceived some others are very difficult and students prefer to work with the types of text which easy for them, while others they consider to be not interesting, thus difficult for them. This finding also supported by Alderso (2002), he mentioned that students will be difficult to understand when they do not familiar with the text type. It is also in line with Grabe (1988) asserted that an important part of the reading comprehension process is the ability to recognize text genres and various distinct text types. So, if the student does not familiar with that kind of text, students cannot follow and understand content of the text.

The Strategies to Overcome the Difficulties

Related to the second research question, this study also found strategies that students used in solving the reading comprehension problems. The strategies involve cognitive strategy and social strategy. Cognitive strategy usually used by the students are using dictionary, guessing, and taking notes to solve difficult words, internet browsing to solve grammar difficulties, and writing summary applied in order to understand the whole context of the text. Furthermore, social strategy regularly used by the students is asking someone in order to solve

difficult words, grammar, and unfamiliar text type. Thus, for more detailed

information about these reading comprehension strategies, each strategy is

explained in the following paragraphs.

      Using Dictionary. The first finding about the reading comprehension

strategy is by using dictionary to overcome difficult words. From collected data,

all the participants used dictionary, whether it used printed dictionary or online

dictionary. Mina preferred to use only online dictionary because she taught it is

simpler than she should bring the printed dictionary, as she said "I always used

online dictionary on my phone, because it more simple and practical". Meanwhile,

Alfa, Beta, and Gamma preferred to use both of the dictionaries. Alfa stated that

sometimes she used printed dictionary in order to get the point of a sentence, and

used online dictionary only to translate the difficult word. It can be seen from her

statement, "I usually used printed dictionary to get deepen understand of a words,

and used online dictionary just for translate difficult words". Moreover, Beta and

Gamma shared that they used online dictionary to search the difficult words. It

could be seen from Beta's statement that she used online dictionary to know the

meaning of a word, as she said "I used online dictionary on my phone to translate

difficult words that I faced". Also, Gamma's claimed that she always used online

dictionary to search the meaning of a word. It showed in her statement "I use

online dictionary to translate the words that I forget". It showed that by using

dictionary can helped the students to know the meaning of difficult words.

According to Karimian (2013), with the help of translation, students could be

encouraging more to learn English language and understand English text better. It

means that with the help of dictionary students can solve their difficulties and get better understanding of the text. It was in line with Xueping (2014), to find specific word list and increase vocabulary, students could used dictionaries because it can give a lot of information. So, the use of vocabulary is to increase students' vocabulary and to help the students found the meaning of difficult words. It can be concluded that with the help of dictionaries, students can solve their problems and get better understanding of a text.

Taking Notes. The second finding reveals the strategy to solve difficult words is taking notes. Two of four participants shared similar ideas in order to solve unfamiliar words difficulties. They claimed that after they found the meaning of a word, they would underline the difficult words and wrote the meaning of the underlined words. Alfa stated that "I usually wrote the meaning of word under the underlined word". It has purposed to solve difficult words which appear. In addition, Beta claimed that she usually marked the difficult words and translate it then she try to understand in a sentence, as her statement "I usually mark the difficult word, then I write the meaning of the word, and try to understand it in a sentence". According to Mangen (2014), students who take a note of something unfamiliar with them will have good memory retention of it. It is in line with Mina (2011) who stated that students who take a note while reading performed significantly better on both comprehension and remembered important ideas. It can be said that taking notes was a great strategy in solving unfamiliar words difficulties because it required the students to write the meaning of a word.

So, it can be concluded that taking notes will give a good effect for students to help them in comprehending the text.

Guessing from Context. The third finding related to reading comprehension strategy is by guessing from context to overcome difficult words. Alfa claimed that she usually guessed some meanings of words based on its context and it could be seen from this following statement:

For example I found the word 'recognize', I know this word, I have heard it before, but I am blank. Then I try to connect it with previous sentence and the next sentence. So, I do not need to translate it one by one word. By using this strategy, I could understand better the whole context of the text.

Accordingly, guessing can be implemented when students faced the difficulties in unfamiliar words or students feeling blank of a specific word. It has proven by Chung (2011) who said that guessing from the context resulted better comprehension for the students than reading each words carefully and slowly. It supported by Lien (2011), guessing from the context will strengthen learners' confidence and provide them with a more holistic understanding of each reading text. So, it can be said that guessing from the context makes the students feel more belief in their self and help the students to solve the difficulties in order to get better comprehension.

Internet Browsing. The fourth finding is browsing internet. It is to overcome grammar difficulties**.** Two of four participants shared their ideas in order to overcome grammar's difficulties. Beta claimed that she usually try to

search the use of past or future tense on the internet to solve her difficulties, as she said "I usually browse on Google to know the use of future or past tense". Then, Gamma also exclaimed that after she asked her friend, she wills directly open her smart phone and browse the use of modals on the internet, as her statement "I will ask my friends first, and then I will try to search on Google". In this era, all the information that we need is available on the internet. It makes senses if the students nowadays often open their smart phone and browse the information on the internet in order to solve their difficulties, because all of the information is available there. It is supported by Johnson (2011) who stated that since the Internet has such a large collection of information that may even seem limitless, students can take advantage of the Internet. It can be said that Internet can be used as a source for students in learning activities to get knowledge. It also supported by Sileo (2008) who stated that Internet can help students in learning and increase students achievement. It can be said that internet enables students to find information as well as allowing the students to think creatively to solve their learning problem. So in conclusion, nowadays internet has important role for students in order to add new information, to improve students' ability in learning, and to get learning achievement.

Writing Summary. The next strategy is writing summary. It is to determine main idea. One of four participants argued that writing summary is one of the strategies that she usually used in order to understand the content of the text. This was known from Alfa's answer that when she read a text and did not deeply understand or having some difficult words, she will wrote main idea of

each paragraph, then she made a conclusion in order to understand the whole context, as her statement "So, to understand the whole context of the text, I usually wrote the main idea of each paragraph first, then try to understand it and try to made a conclusion from those main idea". It is in line with Özdemir's (2018) study, that summarization is appropriate strategy to determining the main idea of a text in order to get a better understands. It can be said that if students can summarize well, exactly, they improve their reading comprehension ability (Budi, 2009; Palmer, 2003). It can be concluded that writing summary is a great strategy to get main idea of each paragraph in order to get understanding of a text. Briefly, writing summary can be used as a strategy to get better understanding of a text. Besides, writing summary also can be used as a strategy to improve students' reading comprehension ability.

Asking Someone. The last fourth finding related to strategies in comprehending English text was asking someone. It is to solve students' difficult words, grammar, students' low working memory, and students' unfamiliar text type. Students used this strategy in various ways, they usually asked to their friends, but sometimes they also asked to their lecturer. Two of four participants directly ask their friend when they found any difficulties. Alfa revealed that she will directly ask to her friend when she found unfamiliar word, as she said "First, I will ask my friend if I have any difficulties". Moreover, Gamma claimed that she will ask her friend when she does not understand about a word or a sentence, as her statement "I will ask my friends if I do not know the meaning of a word". Alfa and Gamma additionally explain the reason behind using this strategy. Alfa stated

that she felt comfort and enjoyed when she asked to her friends than asked to her lecturer. It can be seen from her statement "I just feel comfort to ask a lot of questions to my friends". While Gamma exclaimed that she more fun to ask to her friend than asked to her lecturer, as she said "I feel fun and enjoy asking my friend than my lecturer". It is in line with Mahfoodh and Alghail (2016), students are more comfortable and get better understand when they asked to their friends. So it can be concluded that by asking to friends, help the students in overcoming their reading difficulties.

Additionally, one of four participants shared different opinion. Mina stated that she directly ask her lecturer when she found unfamiliar text type. It can be seen from her statement "I usually ask my lecturer first to solve my problems". The reason behind asking the lecturer was because she will feel satisfied and extremely believes to what the lecturer's said, as she said "I believe my lecture more when I asked to my lecturer". It is supported by Zagoto (2016) who stated that seeking help from others can help the students understand the concept of the text and resulted better comprehension. So in conclusion, the students could easily ask to friends or lecturer when facing any difficulties. When the students ask to their friends, it will made them feel more enjoy and comfort. While when the students ask to their lecturer, it will made the students feel satisfied.