Problems Faced in Reading Comprehension of Economics Student at STIE Darul Falah Mojokerto

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Abstract:

Reading comprehension is one of the competence skill in language learning. this research is conducted to describe the problems faced in reading comprehension by the economic student of STIE Darul Falah Mojokerto. The methods that was used in this research was descriptive quantitative. The population of the study was economics students of Accountant in first semester which consist of 19 students. The data collection is acquired through test, giving questionare and interview.

The result of the study showed that the problems/difficulties faced by economics student in the first semester of STIE Darul Falah Mojokerto in reading comprehension test are difficulty in answering main idea questions, difficulty in answering making inference, and difficulty in answering locating reference questions. And also there are some factors that influence the economics student in comprehending English text such as 1). difficult in knowing the grammatical of sentence like using subject pronoun, object pronoun, and possessive pronoun of sentences in the text, 2). Difficult to understand long sentences, and 3). Lack of knowledge about the strategies of reading comprehension

Key words: *Influence factor, problem, and question types of reading comprehension,.*

INTRODUCTION

Education is very important for human being, because it create the qualified, intellectual, and well educated people. In modern era, the challenges become very competitive, and education world should be able to give a solution to the problems that exist today, especially university. In facing global life, preparing human resources from an early age is not

only mastery of knowledge, skills and professionals in certain fields, but also needs to be equipped with the ability to communicate verbally using a foreign language, one of which is English. The importance of mastering English is not only for social communication tools, but also needed for scientific development, because some publications of research results use English.

In addition, English is a skill that is needed in today's market. The ability to understand English provides many benefits for life today because English can make it easier to find work, make it easier to establish social interactions, improve careers, make it easier to find knowledge or add reading material outside the national scope so that it opens up insights into science and technology.

Reading, one of the receptive language skills that a learner should acquire, is a process that enables a learner to understand the meaning of written or printed words (Hornby, 1990). As it is related to the understanding of the meaning of printed words, the activity of reading is primarily the construction of meaning (Cox, 1999: 257). To be more specific, Gebhard (2000:197) states that reading includes discovering meaning in print and script within a social context through bottom-up and top-down processing and the use of strategies and skills.

In search of understanding the written text, reading becomes a crucial activity in people's life. Reading can widen people' thought and give an opportunity to the readers to think, contemplate, and reflect that finally, reading leads people to have an intellectual culture than entertaining. Therefore, in building a good civilization, reading culture should be increased.

Although reading is obviously very important, but we cannot deny the fact that it is still a real problem for the students to gain information written in English. And it happens that the economic students of STIE Darul Falah Mojokerto funded by Yayasan Darul Falah Mojokerto. This Institution has 2 major of study. They are Manajemen and accountant. Based on the observation during teaching learning process, it was found that the economic students in STIE Darul Falah Mojokerto consider that English is the hardest subject among the others especially reading comprehension and also have low motivation, passive in the teaching-learning reading process, the students have no intention, might feel apathetic in understanding reading comprehension, and the students' achievement also cannot be detected accurately because they tend to copy their friend's answer.

Based on the facts that happened in the classroom, therefore, the researcher chose the subject of the study to describe the problems faced in reading comprehension by the economic student of STIE Darul Falah Mojokerto. This article hoped can be a reference for the lecturer to determine the material and attractive teaching learning process for economic students.

RESEARCH DESIGN

The methods that used in this research was descriptive quantitative. Descriptive quantitative research was scientific investigation which explains phenomena by using numbers. In this study, the researcher described the students difficulties in reading comprehension at economics students first semester of STIE Darul Falah Mojokerto. the population of the study was economics students of Accountant in first semester of STIE Darul Falah Mojokerto which

consist of 19 students. There were just only one class of the first semester. The researcher used total sampling. In this research, the writer collected data by using reading comprehension test

and questionnaire as the instrument to collect the data.

The procedure of data analysis was as following. First, the researcher calculated the result of the students' test by using the scale that used by Arikunto (1989):

$$S = \frac{R}{N} \times 100\%$$

Where,
S = Correct Percentage
R = Correct answers   N = Total Questions

The researcher calculated the index of difficulty of the question items using analysis of difficulty index adopted in Arikunto (2008):

$$P = \frac{B}{JS}$$

Where,
P = Proportion or index of difficulty
B = Number of the students who answer the item correctly
JS = The total number of the students

And the interpretation for index of difficulty was classified as follow:
The Classification of P Value:

Interval	Classification
0.00 – 0.30	Difficult
0.3 – 0.70	Fair
0.71 – 1.00	Easy

The classification of value difficulty, adopted in Arikunto (1998:246)

Interval	Classification
0– 30	Easy
30 – 70	Fair
71 – 100	Difficult

Then, to find which question types were difficult for students, the researcher divided the question items based on its type. Finally, the researcher also used the measurement of percentage to know the percent of difficult item of each question types. It used the following formula as Sudjono (2001: 40) suggested:

$$P = \frac{F}{N} \times 100\%$$

Where,
P = Proportion or index of difficulty
F = Number of the students who answer the item incorrect
N = The total number of the students

The researcher also measured the average percentages of incorrect answer by using measurement of the mean:

$A = \dfrac{\sum p}{N}$
Where,
A = Average
$\sum p$ = The total percentage of incorrectness
N = The total of the students

The next step is analysis of questionnaire. It is used as a supporting techniques for the researcher aimed to identify students' perception, opinion, problem, and their ability in reading comprehension. In this case, the form of questionnaire was closed with the alternative answer that was chosen by the students. Students chose only the best answer which are suitable to themselves. Questionnaire contained 8 questions that need to be responded correctly by the students. To analyze the questionnaire, the researcher used the following formula as Sudjono (2001: 43):

$P = \dfrac{F}{N} \times 100\%$
Where,

P= Percentage F= Frequency
N= The total number of the respondent

DATA ANALYSIS AND DISCUSSION
a. Data Analysis
1. The Analysis of the Test

Finding of the research conducted by the researcher focuses in the difficulties faced by the economic students in reading comprehension. The following table presents the frequency of the students' correct answer and score in reading comprehension test.

Table 1. *The Frequency of the Students' Correct Answer and Score of Reading Comprehension Test*

No.	Correct Answer	Frequency	Score
1.	17	2	89
2.	15	4	79
3.	14	3	74
4.	13	5	68
5.	12	2	63
6.	10	2	52
7.	9	1	47
Mean score			**07**

Based on the above table, it showed that economis students of STIE Darul Falah Mojokerto could not answer all of questions correctly. Only 6 of 19 students who could answer 17 reading comprehension's question correctly from the total of 20 questions. Moreover, the mean score of all students is 70%. Thus, it indicates that the students have difficulties in answering reading comprehension test. It shows that the student cannot achieve the minimum criterion of score interval.

The lowest score of the minimum criteria of completeness is C Grade and highest score is 100. It means only six students achieved the B score; two of students got 89 and four of students got 79. Therefore, based on the explanation above, it can be stated that the students' reading skill is still low.

From the calculation of index of difficulty, it found that there are 5 question items categorized as easy question, 7 question items categorized as fair questions and 8 questions items categorized as difficult questions. Futhermore, the most difficult question item is the question number 6 which the index of difficulty is 0.15 and the easiest question item are the question number 10 and 17 which the index of difficulty for this question is 0,94. To find which types of question items are difficult for the students, the question items were divided into five types that are main idea, locating reference, vocabulary, making inference, and detail information questions.

1) The Students' Difficulty in Answering Main Idea Questions

The writer created four questions for finding main ideas of the passages. The question items for getting the main idea are questions 6, 9, 1 and 4.

Table 2. *The Calculation of the Percentage of Difficult
in Answering Main idea Questions.*

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for main idea difficulty
1.	6	16	84%	
2.	9	14	73%	74%
3.	1	12	63%	
4.	4	15	78%	

The result revealed that 16 of the students (84%) answered question number 6 incorrectly. It shows that the questions are categorized difficult. Furthermore, it is 14 of the students (73%) answered question number 9 incorrectly. It means that it is categorized difficult. Moreover, 12 (63%) of the students answered question number 1 incorrectly. It means that it is categorized fair. Question number 4 is answered by 15 of the students (78%). It means that it is categorized difficult. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question only 74% out of four questions items. It means that the questions

are categorized difficult for students in answering main idea questions.

2) The Students' Difficulty in Answering Locating Referency Questions

For locating reference questions, there were four questions. The questions items for locating reference appeared in question 4, 8, 3 and 5. For detail, it is at the following table.

Table 3. *The Calculation of the Percentage of Difficult in Answering Locating reference Questions.*

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for locating reference difficulty
1.	4	11	58%	71%
2.	8	14	74%	
3.	3	14	74%	
4.	5	15	78%	

The result showed that 11 of the students (57%) answered question number 4 incorrectly. It means that the level of difficulty is fair. Otherwise, 14 (73%) of the students answered question number 8 and 3 incorrectly. It means that the questions are difficult to answer for students. Besides, question number 5 could not be answered by 15 of the students (78%). It means that the questions is difficult to answer. Based on the table above, the difficulty item percentage that the students have for locating reference is 71% of four question items. It can be concluded that the questions are difficult for students in answering locating references.

3) The Students' Difficulty in Answering Vocabulary Questions

There are four question items asking the students to find out the most similar words which could replace the words presented in the passages. For the calculation of percentage of difficulty for understanding vocabulary questions, the result is presented in the following table.

Table 4. *The Calculation of the Percentage of Difficult in Answering vocabulary Questions.*

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for understanding vocabulary difficulty
1.	2	6	31%	
2.	7	8	42%	37%
3.	8	4	21%	
4.	11	11	57%	

The percentage of the students' difficulty in understanding vocabulary of the passage varied from 21% to 57%. There are 6 of the students (31%) answered question number 2 incorrectly. It means that the question is categorized fair for students. Otherwise, 8 of the students (42%) answered question number 2 incorrectly. It means that the question is categorized fair. Besides, 4 of the students (21%) answered number 8 incorrectly. It means that the question is categorized easy question for students. 11 of the students (57%) answered question number 10 incorrectly. It means that it is also categorized fair. In short, it is 37% of difficulty faced by the students in understanding vocabulary of reading comprehension. It can be concluded that the questions are categorized fair questions for students in answering vocabulary questions.

4) The Students' Difficulty in Answering Making Inference Questions

The researcher provided four question items to find out the difficulty in making inference of the passage. The question items number for making inference appeared in question 1, 5, 6 and 9. The following table presents the difficult item percentage for making inference questions.

Table 5. *The Calculation of the Percentage of Difficult in Answering Making inference Questions.*

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for making inference Difficulty
1.	1	12	63%	
2.	5	14	73%	56%
3.	6	10	52%	
4.	9	7	36%	

The result showed that 12 of the students (63%) answered question number 1 incorrectly. It means that the question is categorized fair. Otherwise, 14 of the students (73%) answered question number 5 incorrectly. It means that the question

is difficult question for students. There are question number 6 could not be answered correctly by 10 of the students (52%). It means that the question is categorized fair. Furthermore, 7 of the students (36%) who answered question number 9 incorrectly. It means that the question is categorized easy. Moreover, the percentage of difficult item for this types is 56% of four question items. It means that the question is categorized fair. It can be concluded that the students have fair level of difficulty in answering making inferences questions.

5) The Students' Difficulty in Answering Detail Information Questions

For detail information, there are four questions provided by the researcher (question 3, 10, 2, and 7). The following table provides the percentage of difficulty item for detail information questions.

Table 6. *The Calculation of the Percentage of Difficult in Answering Detail Information Questions.*

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for detail information Difficulty
1.	3	3	15%	
2.	11	1	5%	9%
3.	2	2	10%	
4.	7	1	5%	

Based on the table above, it found that 3 of the students (15%) answered question number 3 incorrectly. It means that the question is easy for students. There are 2 of the students (10%) answered the questions number 2 incorrectly. It means that the question is easy question. Moreover, question number 10 and 7 got the same percentage 5%. It means that the level questions of difficulty is easy. Furthermore, the calculation of the percentage of difficult item that the students have for detail information questions is 9% of four question items. It means that the students do not have a lot difficulties in answering detail information questions.

In order to simplify the distribution of the percentage of difficulty item in reading comprehension text questions, the researcher presents the percentage of the difficulty item in the following chart.

Chart of The Percentage of Difficulty Question Items of Reading Comprehension
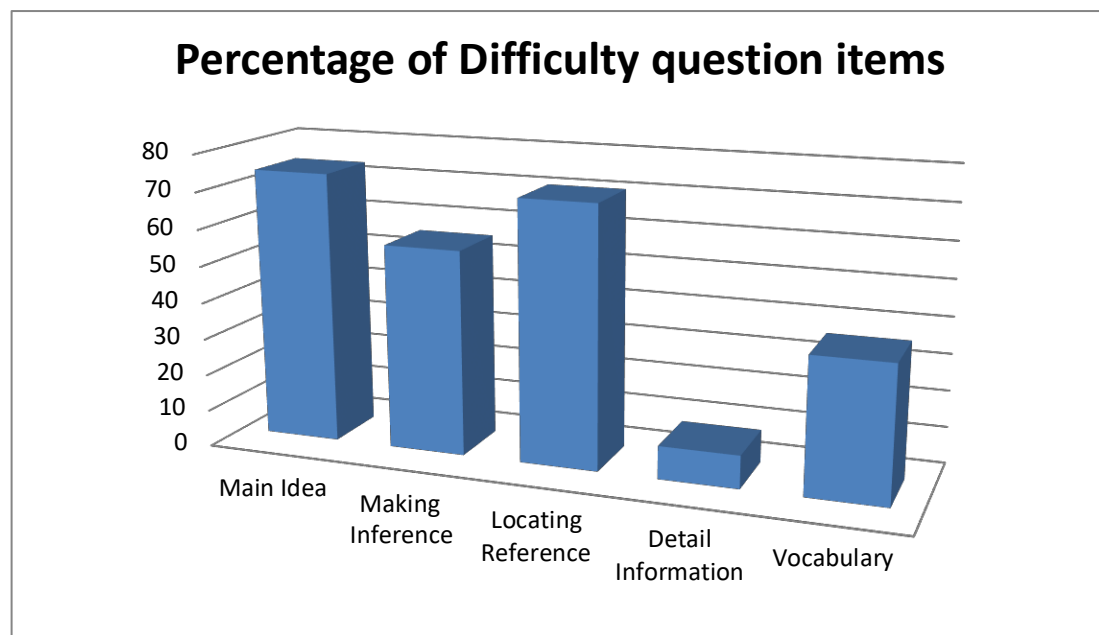
Based on the percentage of difficult item in the chart above, the writer summarized that three types are categorized as difficult question types with the percentage of difficult item above 56%. Those the question types are reading for main idea, making inferences, and locating reference. Moreover, reading for main idea question is the most difficult question type which the percentage of difficult item is 74%. Meanwhile, understanding vocabulary and detail question is considered as fair question types with the percentage item below 9%.

2. The analysis of Questionnaire

The questionnaire was one of data collection methods. The purpose of questionnaire was to find out the factors difficulties faced by economic students in reading comprehension at the first semester of STIE Darul Falah Mojokerto. In the process of giving questionnaire to the students, the researcher provided 20 minutes to answer it. Then, the writer guided the students how to answer the questions and suggested them to choose the suitable answer based on their opinion. In analyzing the data, the writer used frequency distribution formula, as mentioned in the previous chapter. The result can be seen in the table below.

Table. 7. *Students' understanding about vocabulary of the text*

Option	Frequency	Percentage
Always	0	0%
Often	16	84%
Seldom	3	16%
Never	0	0%
	19	**100%**

Table 7. indicates that 16 of the students (84%) answered "often", it means that it

is easy for the students in understanding vocabulary of the text. In addition, 3 of the students (16%) answered "seldom". It means that it is categorized difficult for the students in understanding vocabulary of the text. However, none of them answered always and never. It can be concluded that the most students have problem in understanding vocabulary of text.

Table. 8. *Students' understanding about the intent of the text.*

Option	Frequency	Percentage
Always	15	79%
Often	0	0%
Seldom	4	21%
Never	0	0%
	19	**100%**

The table explains that 15 of the students (79%) answered "always", it means that it is difficult for the students in understanding the intent of the text. Moreover, 4 of the students (21%) answered "seldom", it means that it is categorized easy for students in understanding the intent of the text. However, none of the students chose never. It can be concluded that the students have difficulty in understanding the intent of the text.

Table. 9. *Students' difficulty in concentration of the text*

Option	Frequency	Percentage
Always	15	79%
Often	4	21%
Seldom	0	0%
Never	0	0%
	19	**100%**

Based on the text above, there are 15 of the students (79%) answered "always". It means that it is difficult for students in concentration of the text. In addition, 4 of the students (21%) chose "often". It means that it is categorized easy for students in concentration of the text. However, none of the students chose "seldom" or "never". It can be concluded that all of the students have difficulty in concentration of the text.

Table. 10. *Students' understanding about the strategies of reading text*

Option	Frequency	Percentage
Always	0	0%
Often	2	11%
Seldom	0	0%
Never	17	89%

	19	100%

According to the table, it showed that 17 of the students (89%) answered "never". It means that it is difficult for students in understanding the strategies of reading text. Furthermore, 2 of the students (11%) answered "often". It means that it is easy for some students to understand strategies of reading text. However, none of the students answered "seldom" or "always". From this result, it can be concluded that the students have difficulty in understanding the strategies of reading text.

Table 11. *Students' perception about availability of learning media at the library*

Option	Frequency	Percentage
Always	3	16%
Often	0	0%
Seldom	16	84%
Never	0	0%
	19	100%

The table showed that 16 of the students (84%) chose "seldom", it means that it is categorized difficult for students in learning English because the library do not provide the English book for students. Moreover, 3 of the students (16%) chose "always". It means that it is categorized easy for students in learning English because the library provide the English book. However, none of them chose "often" or "never". It means that most students have difficulty in the school exactly library.

Table12. *Students' difficulty in determining main idea of the text.*

Option	Frequency	Percentage
Always	18	95%
Often	1	5%
Seldom	0	0%
Never	0	0%
	19	100%

The table above showed that the most of the students have difficulty in determining main idea of the text. In detail, 18 of the students (89%) chose "always". It means that it is categorized difficult for students in determining main idea of the text. Furthermore, 1 (5%) of the students chose "often". It means that it is categorized easy for students in determining main idea of the text. However, none of the students chose "seldom" or "never". It can be concluded that most of the students have difficulty in determine main idea of the text.

Table 13. *Students' understanding of grammatical structure of the text*

Option	Frequency	Percentage
Always	0	0%
Often	3	16%
Seldom	0	0%
Never	16	84%
	19	**100%**

Table 13 indicated that 16 of the students (84%) chose "never". It means that the students have difficulty in understanding grammatical structure of the text. In addition, 3 of the students (16%) answered "often". It means that the students pretending that it is easy for students in understanding grammatical structure of the text. However, none of them answered always and seldom. It can be concluded that the most students have problem in understanding grammatical structure of the text.

Table 14 *Students' understanding about the context of the text*

Option	Frequency	Percentage
Always	0	0%
Often	4	21%
Seldom	15	79%
Never	0	0%
	19	**100%**

According to the table, it showed that 15 of the students (79%) answered "seldom". It means that it is categorized difficult for students in understanding the context of the text. Moreover, 4 of the students (21%) answered "often". It means that it is categorized as easy for students in understanding the context of the text. However, none of the students answered "seldom" or "never". From this result, it means that the students who have difficulty in understanding the contexts of the text.

Table 15. *Students' difficulty in determining inferences of the text*

Option	Frequency	Percentage
Always	16	84%
Often	3	16%
Seldom	0	0%
Never	0	0%
	19	**100%**

Table 15 indicated that 16 of the students (84%) answered "always". It means that

the students have difficulty in in determining inferences of the text. In addition, 3 of the students (16%) answered "sometimes". It means that it is easy for students in determining inferences of the text. However, none of them answered "seldom" and "never". It can be concluded that the most students have difficulty in determining inferences of the text.

b. Discussion of the Result

The result of the test to 19 economics student of the first semester at STIE Darul Falah mojokerto showed that the students have difficulty in answering the reading comprehension test. In general, from the result of the students' test score (see table 4.3) only two students could answer correctly 17 question items of 20 question items with the test score of 89, 4. Meanwhile, most of the students got the score below 56%. Therefore, the students' mean score is only 70.

Moreover, based on the calculation of index difficulty of each question item, it was found that there are 5 question items categorized as easy question, 7 question items categorized as fair questions and 8 questions items categorized as difficult questions. Specifically, the calculation of index difficulty showed that the test item number 5, 6, 8, 9, 1, 3, 4, and 5 are categorized as difficult question for the students. Then, some students from 19 students could answer these questions correctly. Only five students could answer question number 5, 8, 9, and 13. Only 3 students could answered the item number 6 correctly. Moreover, 4 students could answer number 1, 4, and 5. The question number 6 is categorized as the most difficult question with the index of difficulty 0, 15 as only 3 students could answer this question correctly.

The question item number 1, 5, 6, and 9 are making inference questions (see table 5). The students found difficulty to answer this type of question as the percentage of difficulty item for this question is 56%. The students need to look and use context clue in the passage since the answer of making inference question is not directly stated within the passage in order the students could answer the inference question correctly.

Furthermore, for main idea questions, most of the question items of this type are considered as difficult question for the students. Moreover, the percentage of difficulty item of this type is 74%. Based on the percentage of all difficulty item presented in table 12, main idea question is the most difficult question for the students. The test item number 4, 8, 3 and 5 are locating reference questions. Three question items of four questions are categorized difficult question. Those item number 8, 3 and 5. Locating reference question is considered as difficult question for the students since the percentage of difficulty item for this question is 71% (see table 3).

Meanwhile, vocabulary questions and detail information question are not considered as difficult question because the percentage of difficulty item this questions is below 37%. For vocabulary questions, the percentage of difficult item is 37% because only one question of four question items is categorized difficult question for the students. For detail question, four question items are categorized easy question for the students. Therefore, the percentage of difficulty item for detail information question is 9%.

From the discussion above, some problems faced by economics student in the first semester of STIE Darul Falah Mojokerto in reading comprehension test are difficulty in answering main idea questions, difficulty in answering making inference, and difficulty

in answering locating reference questions. The most difficult aspect encountered by economics student in the first semester of STIE Darul Falah mojokerto in reading comprehension is finding main idea questions, because the located of main idea it is difficult to find.

Based on the research finding of questionnaire, the researcher also concluded that there are some factors that influence the students in comprehending English text. First, the students are difficult to know grammatical of sentence like using subject pronoun, object pronoun, and possessive pronoun of sentences in the text. Second, the students are difficult to understand long sentences, it made the students difficult to concentrate. Third, the effect of poor of learning prior reading of current issue adds difficulty in understanding about the material, and lack of knowledge about the strategies of reading comprehension.

CONCLUSION AND SUGGESTION

After analyzing the data gained from the test, the writer concluded that economic student in the first semester of STIE Darul Falah Mojokerto have problems in answering reading comprehension test. From five types of reading comprehension question, three types of them are categorized as difficult question types for the students.

The problems faced by the students were difficulty in answering main idea questions (74%), making inferences questions (56%), and locating reference questions (71%). Therefore, the most difficult aspect faced by the first grade students is reading for getting main idea with (74%). As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test. This can be seen from the mean score of the students (70) for reading comprehension test.

This study also provided reasons factors why the students faced problems with these questions. Mostly, the students failed in the reading comprehension tests because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and text, poor of media learning or support from the family, and lack of knowledge about strategies of reading comprehension.

The writer tries to formulate some recommendations for both the English lecturer and the economics student in the first semester of STIE Darul Falah Mojokerto which can be useful for them in preparation to face the test reading comprehension. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, and test-taking strategy for reading test that can be useful when they deal with reading comprehension test.

Moreover, regular practice in reading and doing reading comprehension test may help the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' problems in reading comprehension test. Meanwhile, for the lecturers, it is expected that they teach the students how to improve their ability in reading

comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome problems in reading comprehension of English economic text. The

lecturer should provide an interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that lecturere need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension. The lecturers need to teach their students about the different types of reading comprehension question to make these questions more comprehensible and more understood by the students.

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