

**READING COMPREHENSION PROBLEMS FACED BY STUDENTS AT  
SANGKHOM ISLAM WITTAYA SCHOOL  
THAILAND**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG  
APRIL 2023**

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SANGKHOM ISLAM WITTAYA SCHOOL  
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**THESIS**

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Menyatakan bahwa skripsi berjudul:

*"Reading Comprehension Problems Faced by Students at Sangkhom Islam Wittaya School, Thailand"*

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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## MOTTO AND DEDICATION

### Motto:

**“Allah does not require of any soul more than what it can afford” (Q.S Al-Baqarah: 286).**

### This thesis dedicated to:

- 1. My beloved parents (Puso Pangad and Mulyana), who always give their love, prayers, supports, advice, attention and the best thing for me. No words can be described how love and grateful I am to have you both.**
- 2. My best brother (M. Yusuf), who always standing beside me and always helping me in any condition, I love you very much.**
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- 9. Last but not least, I want to thank me for doing all this hard work, thanks for trying to believe in yourself, thank you to me who has struggled against laziness, until the end I was able to prove that I can rely on myself.**

## Abstract

Romadini, Deli. 2023. Reading Comprehension Problems Faced by Students at Sangkhom Islam Wittaya School. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (1) Asti Gumartifa, S.Pd., M.Pd. (2) Finza Larasati, S.Pd., M.Pd.

This research focuses on reading comprehension problems and the factors faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand. The objectives of this research were to find out reading comprehension problems and the factors faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand. The subjects of this study were 33 students of Mattayom 5 (Senior High School Grade 11) at Sangkhom Islam Wittaya School, Thailand. The method applied was qualitative method, where the documentation and questionnaire were used as the instrument data collection method. The questionnaire consisted of 15 question items divided into 2 types of questions, which were open-ended questions and closed-ended questions. Percentage was used to analyze the data. The results showed that they were 5 problems including: difficulty in understanding the meaning faced by 17 students (51.5%), difficulty in determining the location of the main idea faced by 22 students (66.7%), difficulty answering the reference question faced by 20 students (60.6%), difficulty in understanding the context faced by 25 students (75.8%), difficulty in make an inference faced by 22 students (66.7%). In addition, the factors that make students felt difficult in comprehending reading text were external and internal factors. There were 20 students (60.6%) answered that from external factor for instance the family does not support, lack of confidence, the environment at school does not support as uncomfortable reading in the library and teacher did not give motivation to read while 13 (39.4%) students answered internal factor such as difficulty understanding words and their meanings, difficulty understanding long sentences and students' difficulty concentrate.

**Keywords:** Reading comprehension problems, factors faced by students in reading comprehension

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Palembang, April 2023

The researcher,

Deli Romadini



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, formulation of the problem, objectives of the study, and significance of the study.

#### **A. Background of the Study**

It is outstanding that English has been globally utilized as a implies of communication in spite of the speaker's foundation contrasts. This makes English authority gets to be something that's highly anticipated within the society. Altbach (2007) agreed that the significant role of English has made it applied as the main international academic language in many countries. Fikri, Padmadewi, and Suarnajaya (2014) stated in learning English there are four skills that need to be mastered namely listening, speaking, reading, and writing. Manullang, Sianipar, Herman, and Sinurat (2022) agreed that four skills in English gives an instruction and direction for student in learning English and the ability of students in learning English are equally important to improve thinking abilities especially in education perspective and gain comprehending the significances of knowledge in large issues.

English language learners must master the skill of reading and reading is a complex way which involves the ability to think and deep understanding the meaning of the text stated by Cahyaningati (2018). According to Lumbantobing, Pardede, and Herman (2020) reading becomes very significant skill in education field whereby through reading significantly the student can enrich new information and achieve knowledge from other references, and the function of reading is to increase intellectuality and by reading encourages to work, and reading will get information quickly. Furthermore, Gumartifa (2021) stated reading is an interactive activity in which readers use successful reading strategies to create a meaningful representation of a text. Arkham (2019) classifies reading strategies, those are skimming, scanning, reading the topic sentence, read in detail, read to improve the writing skills.

According to Putri (2020) reading comprehension is the ability to

understand the meaning of the text or the process to get, to understand, to catch the content and to draw meaning from the printed page and interpret the information appropriately from the text. Hasibin, Mahmud, and Masruroh (2022) reading comprehension is one of the skills that should be mastered by students, especially for Senior High School.

Reading is important when students learn a new language, because reading can help students learn to think in a new language, reading makes students more comfortable with written English, reading help students build a better vocabulary, reading the only way for students to use English if living in a non-native English speaking country and comprehension is very necessary when reading English texts to understand and get information from the text stated by Yenita (2018). Furthermore, saraswaty et al. (2022) stated in the process of reading, comprehension is one of the reasons why read a text.

Based on the information taken by researcher in her observation by doing the interview with English Teacher in Sangkhom Islam Wittaya School, it turns out that there are problems in reading and in reality, the students' skills in reading are still low. This can be proved by the fact that amount of senior high school students 358 with each student gets a score of 4 to 6 there are 304 students, and a score 7 to 8 there are 35 students and a score 9 to 10 there are 19 students. Therefore, the English Teacher said that 85 to 90 percent of students there are problems in reading comprehension because the students are problem to understand a text of a reading book and they have limited ability in reading comprehension. It is very problem for them to find the main message of the text, making inferences about the text. Those problems happened because the level of vocabulary knowledge the students is low, reading text in a foreign language is different from reading in the first language. Therefore, when reading English material, they need to consider a number of elements of language proficiency. Specifically, when reading material in a foreign language, readers will find linguistic elements that are different from their first language.

There are several reasons why researcher chose Sangkhom Islam Wittaya School because this school is the largest Islamic School in South

Thailand and this school is also private. Therefore, Sangkhom Islam Wittaya School received royal awards in 2020 and Sangkhom Islam Wittaya it is famous for its friendly students; this information was obtained from Indonesian Teachers who taught there. Furthermore, this school there are also English lessons that must be learned, even this school collaborates a lot with Universities in Indonesia to send students to teaching practice in Sangkhom Islam Wittaya School. And for Address of this school at 93/2 Moo 1 Samnuktaew Sub-district, Sadao District, Songkhla.

It should be noted that students often have problems find the main idea from the text and students have problems making conclusions from the text. Therefore, the researcher wants to know in depth about student's problems in comprehending English Reading Text. Problems in reading comprehension are a vital issue to be solved because reading is considered to be a basic need in aspects of life, especially in learning English.

That is why the researcher analyzed research under the title "Reading Comprehension Problems Faced by Students at Sangkhom Islam Wittaya School, Thailand".

The formulations of the problem in this research are "What are reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand?" and "What are the factors of reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand?". Moreover, the objectives of this research were "To find out reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School" and "To find out the factors of reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand".

**B. Formulation of the Problem**

The research problem was formulated in the following questions:

- a. What are reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand?
- b. What are the factors of reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand?

**C. Objectives of the Study**

The objectives of this research were as follows:

- a. To find out reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand
- b. To find out the factors of reading comprehension problems faced by Mattayom 5 (Senior High School Grade 11) students at Sangkhom Islam Wittaya School, Thailand

**D. Significance of the Study**

For theoretical, this research is anticipated to support the past theories approximately reading comprehension problems faced by students at Sangkhom Islam Wittaya School, to create information of the researcher in practice the theories and to deliver information about reading comprehension problems faced by students at Sangkhom Islam Wittaya School, to give information about factors reading comprehension problems faced by students at Sangkhom Islam Wittaya School, Thailand. Therefore, this research can give information to students, teachers, and other researchers about how reading comprehension problems faced by students of Sangkhom Islam Wittaya school, Thailand.

- a. For students can understand reading comprehension text and students can apply the skills of reading comprehension to decrease the problems of reading comprehension.

- b. For English teachers can give information about the appropriate teaching method to improve language learning especially in reading comprehension.
- c. For other researchers the results of this study can be utilized by future researchers as a reference to do further research in the same subject in various topics in the different context.



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