

**THAI STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT MATTAYOM 2 OF PRATEEPHAM
FOUNDATION SCHOOL**

THESIS

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

APRIL 2023

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THESIS

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In Partial Fulfilment of the Requirement

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By

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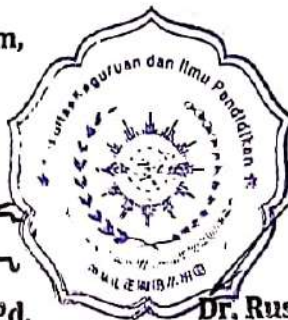
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Surat Pernyataan Keaslian Karya

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Menyatakan bahwa skripsi berjudul:

Thai Students' Difficulties in Reading Comprehension at Mattayom 2 of Prateeptham Foundation School

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 hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 31 Maret 2023

Yang menyatakan,



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MOTTO AND DEDICATION

Motto:

“Be addicted to your passion not you distraction because your efforts will never betray you, all your efforts will pay off. Study now be proud later.”

Dedication:

This is dedicated to:

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ABSTRACT

Fany, Disa, Della, 2023. *Thai Students' Difficulties in Reading Comprehension at Mattayom 2 of Prateeptham Foundation School*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Prof. Dr. Indawan Syahri, M.Pd. (2) Dita Adawiyah, S.Pd., M.Pd.

Keywords: *Factors, Difficulties, Reading Comprehension.*

This research was the analysis of Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School. The aims of the study were to know the Thai students' difficulties in reading comprehension and to know the cause of Thai students' difficulties in reading comprehension. This research was used qualitative descriptive method to describe the detail about the result. The researcher used observation and interview as instrument to collect the data. The observations were made in two classes and the interviews were conducted with 10 students randomly selected by the teacher in each class. To obtain more in-depth data, the researcher also conducted interviews with an English teacher.

After analysed the data, the result of this research showed the difficulties by the Thai students in reading comprehension namely: difficulty to understanding the meaning of the word, difficulty to determining the main idea, and difficulty in making inferences. Meanwhile, the factors causing the Thai students' difficulties in reading comprehension were categorized into internal and external factors. The internal factors were language knowledge, no motivation, and not interest of reading. The external factor was caused by the school environment, such as the lack facilities and the lack of professional English teacher.

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The

researcher accepts any kind of criticism, comments, suggestion, and advice.

Last but not least, the researcher hopes that this thesis will be useful for the university and the next researcher in the future.

Palembang, 20 Maret 2023

The researcher,

A handwritten signature in black ink, consisting of a large, stylized letter 'D' followed by a cursive 'is' and a vertical line ending in a horizontal bar.

Disa Della Fany

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) limitation of the problem, (3) formulation of the problem, (4) objectives of the study, (5) significance of the study.

A. Background of the Study

English is regarded as a global language. People use English as a means of communication with other countries all over the world (Hayikaleng, 2016). English language *plays an essential role in our lives as it helps in communication*. Reading has become a part of our daily life. People read many kinds of written materials from newspaper, magazine, academic books using English. According to Abdullah and Khafidoh (2022) in learning English there are four skills that need to be mastered by students, including: reading, writing, listening and speaking (p.217). By reading academic books, articles, journals, newspaper, magazines, and social media could develop students' knowledge and get a lot of information related to their studies. Therefore, reading is considered as the most important skill because it was the chosen instrument to acquire knowledge.

Reading is an act to get information about something. According to Celik (2018), reading is a way of understanding words and their spelling, and relationship between those words and other words in a sentence (p.73). Satriani (2018) states that reading is one aspect of language skills which is very important in every person's life, both at school and university (p.16). Through reading students could get a lot of information and increase their knowledge. A student who enjoyed reading and spent a lot of time in reading activity had ability to write well. By reading, students could improve their vocabulary and writing skill. Otherwise, a student who had low reading ability would find difficulty in learning process. Students were required to read lots and understand the reading material in order to achieve better result in learning process.

According to Hayikaleng (2016), in Thailand, English is taught as a foreign language (EFL) because Thai people do not use English as an official language and most English classes use Thai as the medium of instruction (p.478). Based on Education First English Proficiency Index (EF EPI, 2021), Thailand English Proficiency Ranked 100 out of 112 countries in the world with scored 419. Position in Asia was 22 of 24. It showed that English proficiency in Thailand was very low. The latest result of EF EPI 2022, Thailand's position rose 3 numbers to ranked 97 out of 111 countries in the world with scored 423 and position in Asia was 21 of 24. However, Thailand proficiency in English was still very low. While, the latest result of EF EPI 2022 showed Indonesia English proficiency ranked 81 out of 11 countries in the world with scored 469 and position in Asia was 15 of 24. It was also considered very low. Although classified as equally very low, English proficiency in Indonesia was higher than Thailand.

According to the latest result of the Program for International Student Assessment (PISA, 2018), Thailand was ranked at 66th in reading out of 79 countries in the world with scored 393. That meant, Thai students were weak in English reading comprehension. While, Indonesia was ranked 74 out of 79 countries in the category reading skill with scored 371. It showed that reading skill in Indonesia was lower than Thailand.

Reading for foreign language learners was not an easy task because reading in English was hard to get the meaning from the text. It needed comprehension to get meaning or to get information from the text. It could be caused by the language system of English is different from the students' mother tongue. Kasim and Raisha (2017) stated that reading texts in a foreign language was different from reading in a first language. Probably, EFL readers have often had much experience reading in their first language. When reading any English material, people needed to consider many languages skills element. Especially, when reading material in a foreign language, the reader will perhaps encounter different linguistic elements from their first language (p.310).

The majority of EFL learners had poor capabilities in reading skill, and

they remained at the static stage because of this unawareness (Alrabai, 2016). EFL students who developed a habit of dislike for the foreign language tend to have many difficulties in understanding reading materials related to the language. However, reading had always been considered a basic skill that could help students acquire other skills.

Reading comprehension is a process of comprehending meaning from a text. According to Kasim and Raisha (2017), "reading comprehension is understanding text which involves the interaction between the text and the background knowledge of the reader to get information from the text". More the students read, the better their comprehension on the reading material would be.

Qurniawan (2020) stated that reading comprehension refers to how students find the information in a text. Whenever students just read loudly but cannot understand the content of the text, it means they are failed. The readers must be able to comprehend the meaning of printed words. The main goal of learning reading comprehension is to make students understand the idea and the meaning of the passage (p.2). According to Anggraini, Usman, and Arid (2022), reading comprehension is the ability to understand information based on what we have read. It is the process of recognizing text and remembering information in text (p.67).

Since English in Thailand was a foreign language, there were possibilities that the English language students might get difficulties in reading comprehension. It might be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. Mahyuddin (2019) stated that reading comprehension is difficulty for students. Students often faced many problems in reading comprehension because of their limited ability and vocabulary in understanding readings text (p.40).

Based on interviewed with the alumni of *Universitas Muhammadiyah Palembang* who become an English teacher in Thailand, they said that the students' skills in reading comprehension were still low. The students were still difficult to understand a text of a reading book because they have limited

ability in reading comprehension.

Based on the informal interviewed with English teacher in the preliminary research at Prateeptham Foundation School, the researcher found that almost all students of eight grade students had difficulties in reading comprehension. The students had difficulties in read English text and spell words because reading text in a foreign language was different from reading in their first language. It was very difficult for the students to find the main idea from the text, understanding the content of the text and make inferences from the text. Most of the students lacked of vocabulary, it made them got difficulties in finding the meaning of the words and the sentences.

Besides that, the researcher also observed how the teacher taught in the class. The teacher used Thai more than English during the teaching learning process and the teacher did not share the techniques in reading comprehension with the students. If the teacher gave the students task, the students needed to know how to apply the technique in reading skill such as scanning and skimming. According to Qurniawan (2020), to be a better reader, the students should pay attention of how to read and what can the students do to improve their reading comprehension in a text, and one of them is having a technique in reading (p.3).

Realized that reading comprehension was very important to be achieved by the students in reading skill, the difficulties in reading comprehension should be known and solved. So, the researcher wanted to know deeply about students' difficulties in reading comprehension at Thailand school.

Prateeptham Foundation School was chosen with one of the considerations that this phenomenon might as well happened to the students at the school. The researcher was chosen the eighth-grade students (Mattayom 2) as the research participants because based on the result of the preliminary research, the students had difficulties in reading comprehension and their reading skill was still considered as very low. This school still lacks of professional teachers especially English teachers. The researcher hopes that the school could see the reading comprehension difficulties by the students

clearly, therefore the results of this research could give contributions for the English teacher to improve the student's ability in English subject.

Based on explanation above the researcher conducted the research, entitled: **"Thai Students' Difficulties in Reading Comprehension at Mattayom 2 of Prateeptham Foundation School"**

B. Limitation of the Problem

Based on the general background stated above, the researcher needed to limit and focus on Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School.

C. Formulation of the Problem

Based on the background above, the research questions of this research:

1. What were the Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School?
2. What were the factors causing the Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School?

D. Objectives of the Study

The objective of this study was:

1. To know the Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School
2. To know the cause of Thai students' difficulties in reading comprehension at Mattayom 2 of Prateeptham Foundation School.

E. Significance of the Study

The significance of the study was as followed:

1. For the researcher

The researcher be able to enhance her knowledge and has great experiences to learn about students' difficulties in reading comprehension.

2. For the teacher

This study would expect to be able to give a valuable source of information to the English teacher about the factors that cause students' difficulties in reading comprehension.

3. For students

The result of this research was expected to improve student's ability in reading comprehension and to be more active in learning English.

4. For Indonesia and other researchers

The result of this study are expected to provide new insight, knowledge about reading comprehension in Thailand and comparison reading comprehension between Indonesia and Thailand, which can be used as an additional sources for other researchers, especially researchers in Indonesia with the similar topic about student's difficulties in reading comprehension.

5. For English Education Students

The result of this study would expect to provide an overview or situation of Thai students' ability in reading comprehension to English Education students who wish to carry out PPL International or teaching practice in Thailand, so they could prepare themselves better.

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