Students' Ability in Reading Comprehension of Da'wah and Islamic Communication Department at STAIN Bengkalis

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Abstract: Reading as an important skill for students, especially in reading English texts that require more understanding than Indonesian texts. The function and importance of reading has changed both in society and in the world of education. This research was descriptive quantitative. The purpose of this research was to determine students' ability in reading comprehension of the da'wah and Islamic communication department. The population in this research was all students who took study english text course in the second semester of the 2019/2020 school year with sample of 40 students. The data collection technique used reading comprehension test. The results of this research indicate that the students' ability in reading comprehension in the da'wah and Islamic communication department is 48,875 which into avarage category. The difficult part of reading comprehension in this research was vocabulary. Students are expected to master and have a lot of vocabulary in English, it will be clearer in understanding the text in English. Not only vocabulary that must be mastered by students but there are several other factors that affect students' ability to understand reading.

Keywords: students' ability, reading comprehension.

Abstrak: Membaca sebagai keterampilan penting bagi mahasiswa, terutama dalam membaca teks bahasa Inggris yang membutuhkan pemahaman lebih dari teks bahasa Indonesia. Fungsi dan pentingnya membaca telah berubah baik dalam masyarakat maupun dalam dunia pendidikan. Penelitian ini bersifat deskriptif kuantitatif. Tujuan penelitian ini adalah untuk mengetahui kemampuan pemahaman bacaan mahasiswa jurusan dakwah dan komunikasi Islam. Populasi dalam penelitian ini adalah seluruh mahasiswa yang mengambil mata kuliah Bahasa Inggris pada semester dua tahun ajaran 2019/2020 dengan sampel sebanyak 40 mahasiswa. Teknik pengumpulan data menggunakan tes pemahaman bacaan. Hasil penelitian ini menunjukkan bahwa kemampuan pemahaman bacaan mahasiswa jurusan dakwah dan komunikasi Islam adalah 48.875 yang berada pada kategori sedang. Bagian yang sulit dari pemahaman bacaan dalam penelitian ini adalah kosa kata. Jika siswa menguasai dan memiliki banyak kosakata dalam bahasa Inggris, maka akan lebih mudah untuk memahami teks dalam bahasa Inggris. Tidak hanya kosakata yang harus dikuasai siswa tetapi ada beberapa faktor lain yang mempengaruhi kemampuan siswa dalam memahami bacaan.

Kata kunci: kemampuan mahasiswa, pemahaman membaca.

INTRODUCTION

In Indonesia, English is instructed as an unknown dialect that must be dominated by the understudies from elementary schools up to the university levels. As one of the school subjects that is formulated and prescribed in the national curriculum. Language has four abilities, they are listening, speaking, reading and writing. In language learning, many aspects play an important role in it. One aspect that must be improved is reading skills. In everyday life, we read something to get information from every reading we read, as well as in learning English. Reading is one of the basic skills in understanding English text which is not only translated word by word but also sentence by sentence.

Nunan (2003) stated that Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.[1] Reading is a skill that must be possessed by students, especially in understanding reading. Reading without comprehension is not reading, because many people can read and pronounce words easily but when asked what they read, they cannot understand it. A person is said to understand reading well if he has the ability to understand the meaning of every word and expression in the text he reads.

Blanton, et al (2007) state that reading comprehension can be characterized as a thorough considering process in which the reader deliberately builds interest to form a deeper understanding of the ideas introduced in a text.[2]. Ahmad and Hairul (2012) stated that reading comprehension is a difficult cycle because students must have the choice to read and compose words and interpret vocabulary and understand the importance of the text.[3]

In addition, Rahmawati, L et al (2014) added that learning towards proper appreciation is not an easy task for students. Students strongly think that it is difficult to appreciate reading. Perusing perception has been seen as difficult for them [4].The students are not ready to break down reading knowledge properly. Most students have difficulty understanding cognition and taking notes on activities, they are not dynamic in the study room and they are not focused in the learning process. They chatted with their friends as their instructor clarified the example.

At STAIN Bengkalis, many courses are shown dependent on educational plan of STAIN. One of it is Study English Text. This course is taught to students in the second semester. This course studies common texts in English. Based on interviews with some of the students on the subject of study English text. Some of them have difficulty in understanding the English text. Students rarely read English texts if they are not at school and they have limited vocabulary. The students got difficulty to undestand reading text. So

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[1] Nunan, David. *Practical English Language Teaching.* New Yord: Mc Graw-Hill. 2003, 68.

[2] Blanton, W.E, et al. *Rethinking Middele School Reading Instruction: A Basic Literacy Activity.* 2007.

[3] Ahmad, H.R, Hairul, N.I. *Reciprocal Teaching as An Important Factor of Improving Reading Comprehension.* Journal of Studies in Education, 2012, 2(4),153-173.

[4] Rahmawati, L, et al. *The Effect of CIRC Strategy and Achievement Motivation toward Students' Reading Comprehension*. E-Journal Program Pascasarjana UPG, . 2014, Volume 3.

this research to determine students' ability in reading comprehension of Da'wah and Islamic Communication Department At STAIN Bengkalis.

METHODE

This research was carried out in the second semester of the 2019/2020 academic year. The sample of this research were 40 students from non English students at STAIN Bengkalis. The technique for selecting sample used a random sampling technique. This research was descriptive quantitative research. This research was designed to determine students' ability in reading comprehension. The data collection technique used reading comprehension tests consistis indentifiying main idea, find for detail information, find for reference, and find for inference text and find for vocabulary. The data were taken by multiple choice tests consist of 20 questions.

RESULT AND DISCUSSION
1. Reading comprehension

Reading comprehension is closely related to the ability in congruence to comprehend acquired thoughts or the most common way to distract the mind from guessing what the reader might think to understand. Reading comprehension as an intelligent cycle with text as related knowledge is driven. Reading without comprehension is not reading, because many people can pronounce words fluently but when asked what they have just read, they cannot answer, it implies that it is only about understanding familiarity, not about their understanding of understanding the text. The motivation behind reading, regardless of whether one reads for pleasure, to learn or to search for information. Saraswati, et al (2021) Reading comprehension is not just understanding words and their implications. It also includes more mind-boggling intellectual interactions in which students can understand the importance of structured language, relate it to their initial information, and develop psychological images they have read.[5]

Reading comprehension is the course of an individual's capacity to comprehend and relate to the text he peruses. It isn't simply identified with understanding texts, yet additionally about understanding the substance of the texts. At the point when an understudy peruses, they will utilize their insight and foundation in assisting them with understanding the text that they read. In the understanding, they read the text, yet additionally comprehend the text. Zhi-Hong (2007) says that reading comprehension is development of importance from printed or composed message. It implies that the peruser develops the importance of a text through perusing the text [6]. Understanding the importance of the text or having great cognizance in perusing is variable to be beneficial. He adds that there are many elements affecting perusing appreciation like peruser's attributes, nature of understanding materials, and understanding assignments.

Harmer (2001) stated that the uses of different skill in reading comprehension are depending on what we are reading for:
a) Identifying the topic: good readers are able to pick up the topic of a written or spoken text very quickly. With the help of their own schemata they quickly get an idea of what

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[5] Saraswati, N.K.R, et al. *An analysis of students' reading comprehension difficulties of eight grade students*. Jurnal Ika Undiksha, Vol.19 No.1, Maret 2021. 34-45
[6] Hong, Z. The Effect of Learning Strategies on Reading Comprehension. Sino-US English Teaching 4(4): 2007, 15-18.

is being talked about. This ability allows them to process the text more effectively as it progresses.

b) Predicting and guessing: readers sometimes guess in order to try and understand what is being written or talked about, especially if they have first identified the topic. Sometime they look forward, trying to predict what is coming; sometime they make assumptions or guess the content from their initial glance or half hearing.

c) Reading for general understanding: good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the detail. Reading for such general comprehension means not stopping for every word, not analyzing everything that the writer or speaker include in the text.

d) Reading for specific information: in contrast to reading for gist, we frequently go to written and spoken text because we want specific details. The specific item we are looking for referred to as scanning.

e) Reading for detail information: sometime we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures.

f) Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the written or speaker is implying or suggesting.[7]

2. Model of Readinng

Reading is an essential skill for students as a second language. For most of these students it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class. There are three of models of reading process: the bottom-up model, the top-down model and the interactive model[8].

a) The Bottom-up model

The bottom-up model begins with decoding the smallest linguistic units, especially phonemes, graphemes and words, and ultimately constructs meaning from the smallest to the target units. While doing this, the readers apply their background knowledge to the information they find in the texts. This bottom-up method is also called data drive and text based reading. In this model, the reader reads all of the words in phrase, or sentences before being able to understand. This method that readers will only be successful in reading, they accurately decode the linguistic units and recognize the relationship between words. Students start with fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences and long texts. Letters, letter clusters, words, phrases, sentences, longer text and finally meaning is the order in achieving comprehension.

b) The Top-down model

This model as the idea of reading as a psycholinguistic guessing game in which the reader uses his or her background knowledge or textual schemata to connect with a text and to relate these to new or unexpected information found in the text i order to understand it. Top-down models focus on Linguistic guesswork rather than graphic

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[7] Harmer, Jeremy (3th) ed. *The Practice Of English Language Teaching.* Longman, Cambridge. 2001. Page 201.

[8] Ibid

textual information. The reader do not to read every word of a text, but rather they concentrate on the predicting the next group of words.

Readers might start predicting from the title of the reading text, something that allows them to limit the scope of their reading. David suggests that top-down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predicting, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather on mastery words recognition.

c) The Interactive model

Interactive models are based on the interaction between the bottom-up and top-down models. The interactive models are a process based on information from several sources such as lexical, syntactic, semantic knowledge and schemata. While reading, decoding processes can support one another in a compensatory way. If when reading word by word, reader with good bottom-up skill does not comprehend the texts, they need to use their prior knowledge or schemata to assist them which is called interactive models.

3. Factors causes of poor comprehension

Comprehension issues can be brought about by a wide range of variables, including those characteristic for the individual and others identified with insuffi cient guidance or to improper materials. Westwood (2008). The eight most every now and again referenced causal elements are summed up underneath [9]:

a) **Limited vocabulary knowledge**

Studies have confirmed that reading appreciation is closely related to the level of students' communicated language skills. If students have problems with what they are reading, it is worth thinking about whether there are any real differences between students' own understanding of the implications of the words used in the text. Students may have the option to read the words on the page effectively but have no vague idea of their importance.

b) **Lack of f luency**

Students who read gradually or too fast – often do not understand well. Slow reading will generally limit intellectual abilities to lower levels of handling letters and words as opposed to allowing full attention to be devoted to higher-order thoughts and ideas within the text. However, very fast readings can lead to incorrect word recognition, and significant subtleties are ignored.

c) **Lack of familiarity with the subject matter**

Utilizing the school course reading as the mode for first acquainting new data with understudies isn't normally the best technique for conveyance. It is smarter to give data first by different means (for example video, banners, small scale address, conversation) to fabricate firm foundation information before understudies are relied

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[9] Westwood, Peter.. *What Teacher Need to Know About Reading and Writing Difficulties*. Australia, Acer Press . 2008. 33 - 37.

upon to learn about that subject in printed texts. This is especially significant for more vulnerable perusers.

d) Difficulty level of the text (readability)

The trouble level of text is a main consideration affecting whether or not material can be perused with comprehension. Message that is intricate as far as ideas, sentence length and construction is hard for perusers to process. Thus, informative text with its realities, point by point portrayals, clarifications, definitions, arrangements, circumstances and logical results connections, and correlations is considerably more hard to process than story text.

e) Inadequate use of ef fective reading strategies

In contrast to talented readers, more vulnerable reader don't move toward the understanding of text deliberately. They tend not to know about, or use, systems that would assist them with imagining, make associations, reflect, gather, anticipate, address and sum up. Nor do they self-screen and self-right. There is a pressing need to show these understudies how to move toward text deliberately and fundamentally.

f) Weak verbal reasoning

The capacity to get text, and especially to go past the words on the page to make applicable associations among realities and to study the thoughts, mirrors the activity of verbal thinking. Somewhat, the capacity to reason is controlled by a singular's degree of insight; yet directed perusing exercises in which an educator utilizes compelling addressing to provoke understudies to ponder the text they are perusing are useful in fostering their capacity to reason from the data given.

g) Problems with processing information

To keep up with the significance of message as the sentences and sections aggregate, a peruser must have the option to keep important data inside working memory and make essential associations between thoughts. Restricted working memory is now and again recommended as a causal variable in helpless appreciation. It is realized that people vary in their working-memory limit, with some ready to process and oblige substantially more data than others. Working-memory limit is altogether decreased assuming that an individual is worried or restless, or is engrossed and occupied by different issues. Yet, it is likewise certain that sluggish word-by-word perusing places absurd requests on working-memory range and makes it inordinately difficult to store data long enough for importance to be kept up with.

h) Problems in recalling information after reading

Review is reliant somewhat upon variables like clarity and pertinence of the data in the text; however it is likewise subject to an understudy concentrating on the understanding assignment and realizing that recall subtleties. Review is most grounded when perusers associate new data in the text to their past information and experience, and when they practice central issues from the text. Powerful mediation for cognizance for the most part includes exercises that assist understudies with assigning consideration specifically to significant parts of the text so it is simpler to recollect key data. In such cases, instructors need to give sufficient time for the understudy to react prior to expecting absence of information.

The explanation above, it noted that many factors influence students in understanding reading texts, not only from the ability of the students but also from external factors such as teacher teaching strategies, media and others. The purpose of this research was to determine students' ability in reading comprehension of da'wah and islamic communication at STAIN Bengkalis. There are finding of this research in below.

Table 1. *The students' ability in understanding reading comprehension*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Ability	40	35	80	1955	48,875	11,17962
Valid N (listwise)	40					

Based on the result above, the students as sample is 40 students. The lowest score is 35 which is categorized into poor level and the higher score is 80 which is categorized into good level. The mean score of the result is 48,875 which is categorized into average level.

Table 2. *The frequency of the sudents' ability in undersatnding reading comprehension*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
35	1	2,5	2,5	2,5
40	16	40	40	42,5
45	5	12,5	12,5	55
50	7	17,5	17,5	72,5
55	3	7,5	7,5	80
60	3	7,5	7,5	87,5
65	2	5	5	92,5
75	2	5	5	97,5
80	1	2,5	2,5	100
Total	40	100	100	

The table above shows that the students highest score is 80 (2,5%) and the lowest score is 35 (2,5%). Where the students get 40 score is (40%), the students get 45 score is (12.5%), the students get 50 score is (17,5), the students get 55 score is (7,5), the students get 60 score is (7,5%), the students get 65 score is (5%), the students get 75 score is (5%).

Table 3. *The students' ability in undersatnding reading comprehension in each part*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Idea	40	25	100	57,5	21,33373
Detail	40	25	100	49,375	17,43808
Reference	40	25	75	47,5	18,60521
Inference	40	25	75	46,875	18,93604
Vocabulary	40	25	75	43,125	16,0003
Valid N (listwise)	40				

This table shows that the score minimum in each part is 25 score and the maxsimun is 100 score. The mean score of students' ability to unserstand reading comprehension in the main ide is 57,7 (average level), in the detail information is 49, 37 (average level), in the reference is 47,5 (average level), in the inference is 46, 87 (average level) and the vocabulary is 43, 12 (average level).

Table 4. *The frequency of the students' ability in undersatnding reading comprehension main idea*

Idea				
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
25	7	17,5	17,5	17,5
50	17	42,5	42,5	60
75	13	32,5	32,5	92,5
100	3	7,5	7,5	100
Total	40	100	100	

The frequency of students' ability to understand reading comprehension in the main idea where 7 students get 25 score (17,5%), 17 students get 50 score (42,5%), 13 students get 75 score (32,5%) and 3 students get 100 score (7,5%). So, the students' ablity to understand reading comprehension in the main idea with the highest score is 100 score (7,3%) and the lowest score is 25 score (17,5%).

Table 5. *The frequency of the students' ability in undersatnding reading comprehension detail*

Detail				
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
25	9	22,5	22,5	22,5
50	24	60	60	82,5
75	6	15	15	97,5
100	1	2,5	2,5	100
Total	40	100	100	

The frequency of students' ability to understand reading comprehension in the detail informatio where 9 students get 25 score (22,5%), 24 students get 50 score (60%), 6 students get 75 score (15%) and 1 student get 100 score (2,5%). So, the students' ability to understand reading comprehension in the detail information with the highest score is 100 score (2,5%) and the lowest score is 25 score (9%).

Table 6. *The frequency of the students' ability in undersatnding reading comprehension Reference*

Reference				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
25	13	32,5	32,5	32,5
50	18	45	45	77,5
75	9	22,5	22,5	100
Total	40	100	100	

The frequency of students' ability to understand reading comprehension in the reference where 13 students get 25 score (32,5%), 18 students get 50 score (45%) and 9 students get 75 score (22,5%). So, the students' ablity to understand reading comprehension in the reference with the highest score is 75 score (22,5%) and the lowest score is 25 score (32,5%).

Table 7. *The frequency of the students' ability in undersatnding reading comprehension Inreference*

Inference				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
25	14	35	35	35
50	17	42,5	42,5	77,5
75	9	22,5	22,5	100
Total	40	100	100	

The frequency of students' ability to understand reading comprehension in the inference where 14 students get 25 score (35%), 17 students get 50 score (42,5%) and 9 students get 75 score (22,5%). So, the students' ablity to understand reading comprehension in the inference with the highest score is 75 score (22,5%) and the lowest score is 25 score (35%).

Table 8. *The frequency of the students' ability in undersatnding reading comprehension Vocabulary*

Vocabulary				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
25	15	37,5	37,5	37,5
50	21	52,5	52,5	90
75	4	10	10	100
Total	40	100	100	

The frequency of students' ability to understand reading comprehension in the vocabulary where 15 students get 25 score (37,5%), 21 students get 50 score (52,5%) and 4 students get 75 score (10%). So, the students' ablity to understand reading comprehension in the vocabulary with the highest score is 75 score (10%) and the lowest score is 25 score (37,5%).

CONCLUSION

This research found that students' ability in reading comprehension at STAIN Bengkalis is 48,875 which is categorized into avarege level. The mean score of students' ability in reading comprehension in the main ide is 57,7 (average level), in the detail information is 49, 37 (average level), in the reference is 47,5 (average level), in the inference is 46, 87 (average level) and the vocabulary is 43, 12 (average level). The most difficult item of it is vocabulary. If students master and have a lot of vocabulary in English,

it will be clearer in understanding the text in English. Not only vocabulary that must be mastered by students but there are several other factors that affect students' ability to understand reading. It is recommended for English lecturers who teach reading, to pay more attention to vocabulary and its use both in sentences and paragraphs.

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