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READING DIFFICULTIES FACED BY STUDENTS IN THE IMPLEMENTATION OF BILINGUAL BOOKS IN THE UNIVERSITY LEVEL

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ABSTRACT

Reading is part of the productive skill in learning English and it is important like other skills which learners have to master all skill. That skill has many issues for the learners especially to the English Foreign Language (EFL) learners because reading is not easy to learn. The purpose of this mini-research is to investigate various reading difficulties are faced by the students in science classrooms and to find out what strategies they use to overcome reading difficulties. A questionnaire and essay were distributed and for collecting data, a survey questionnaire and an essay were done on thirty students from different departments in the Faculty of Science. The results obtained from the survey questionnaire and essay answer the research questions. The findings show that students face problem-related in reading comprehension. These problems are related to the poor habit of reading and lack of interest in reading by using bilingual books in the classroom. So, the students need more interactive learning activities in the class as their strategies to solve their problems in facing reading difficulties.

Keywords: *productive skill; EFL; science learners*

INTRODUCTION

Learning a language is very important to teach since childhood. They will learn everything from what they heard and seen. The role of parents is crucial because the first language that children will learn is the mother tongue. They will acquire it from their parents and practice it. Children in their lifetime, they will learn the language as their second language after they acquired the language as their first language. In learning language, children have to learn language skills first. As we know that language skills based on acquisition divided into two-term, productive skills and receptive skills.

Learning a productive skill consists of reading and listening. Especially for learning to read for students is how they understand the meaning of the printed text on books. The students will pass the development of reading such as students' readiness, how they associate the words, how they pronounce the words until they have comprehended in

reading. if we related learning the language to the L1 and L2, every student will get different process till they comprehended in reading. Learning more than one language is important to them. It is not rare to find them get confusion in learning the language. Some students have to learn one language to focus and master it so they can move to learn other languages and also some students can learn more than one language without mastering it first because those languages have been similar or one of the languages is familiar to them.

In Indonesia, learning English is learned at all levels of education. On the other side, the new curriculum has rules that all subjects based on English instruction so the teachers have to communicate in English to the students well. So, they will follow their teacher and built a new communication habit in the class. Not only about communication, but also the use of learning books. In high school now for some school, the students got learning book as bilingual books. This book serves two languages, Indonesian and English. For example, in one chapter, the material served one paragraph in Indonesian after that, in English. The school hopes that if students use bilingual books, they can increase their ability in learning English.

We can not make sure about the effectiveness of bilingual books. The students during learning in the school just learn English generally. This book also can make confusion to the students and make them difficult in reading the materials on the other subject. Reading difficulties in bilingual books for students have many reasons. It can be the factor from the teachers, materials, classroom atmosphere, or it from the student itself. By see the case of this study, I research it to analyze what factor or reason for reading difficulties to the students in using bilingual books especially to the high school students in the Science classroom. besides that, the content of these books also will be analyzed. Because the quality of the books determined the motivation and learning output of the students.

Reading comprehension is the process of how to construct meaning in the written language. This process has three elements, they are the reader, the text and the activity. If we have that all elements, we can start to learn reading and do all steps in learning process well. We have to hunt for clues in the presented text even it is not necessary to process linearly. In this sense, Kasim (2017) said that it is obvious that reading comprehension involves a process of extracting information from the text and constructing comprehension through the interaction between the text and the reader‟s background knowledge. To obtain excellent comprehension of the text, the reader needs to develop and reflect some of the ideas in the text. Moreover, the text doest no carry meaning itself but provides the directions to the readers so they acquired the knowledge.

We can find many studies that investigated reading difficulties faced by the students. Al-jarrah, et al. (2018) investigated reading comprehension difficulties among Arab EFL learners that the degree of students' vocabulary, prior knowledge, and grammatical knowledge are significant factors that affected the students' reading comprehension. They found that EFL learners are lack in recognizing the text especially the grammar. EFL learners also lack attention in learning so they got many unfamiliar words for them. Kheirzadeh and Tavakoli (2012) also found that students got difficulties in reading because they were lack of content knowledge. Basic knowledge is important in learning English especially in learning to read because in reading text students will struggle to understand the meaning of the text based on the learning content.

There was a considerable complaint of strategies used to identify college students with studying disabilities the use of the IQ discrepancy approach. Such criticisms include: (a) over-identity of students; (b) variability with the population; (c) lack of specificity of the program; (d) conceptual considerations as to achievement; (e) discrepancy troubles associated with non-academic performance; (f) issues of early identity; and (g) socio-cultural factors. Furthermore, Laily (2018) said that reading comprehension demands college students to comprehend a text shown by answering some questions related to the textual content. This activity can be hard for students considering their low frequency of analyzing habits.

Reading is the process to interact with the reader with the printed text so, the reader will try to understand and decrease the opportunities to the reader to get difficulties in reading. There are some general component skill and knowledge in reading which influential, they are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis, and evaluation skills/strategies, and metacognitive knowledge and skills monitoring. Jayanti (2016) also proposed that there are some general component skills and knowledge in reading which influential, they are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis, and evaluation skills/strategies, and metacognitive knowledge and skills monitoring.

METHODS

The researcher conducted by using a qualitative approach for this research. The qualitative component in this research came in the form of students' surveys and essays as an alternative for an indirect interview in one questionnaire. This instrument contains twenty multiple-choice questions which have three option for each question and two questions of essays. There was no time limitation and the students were allowed to think

carefully. In this research, the researcher adapted a questionnaire from Sultana's research. It has five indicators. The researcher analyzed the number of options of students has chosen by using the Guttman scale. The questionnaire has twenty questions which revealed in six indicators, namely: Difficulties regarding vocabulary, Difficulties regarding comprehension, Difficulties on conceptual and topic level, Importance of motivation and encouragement in reading, Causes of reading difficulties, The way to solve misunderstanding in reading.

For the essay, the respondent filled it after the questionnaire. The question of the essay focused on the explanation or statement of respondents based on their experience. *Research environment* The research was conducted among 30 EFL students who have experienced using bilingual books from science class in the faculty of science in the state university of Makassar.

Research procedure

Students were given open-answer questionnaires helping to reveal their opinions on reading difficulties. The questionnaires asked some questions about how they viewed reading difficulties, which were the most of difficulties regarding vocabulary, difficulties regarding comprehension, difficulties on the conceptual and topic level, the importance of motivation and encouragement in reading, causes of reading difficulties, and the way to solve misunderstanding in reading. The essay is about major factors that could cause reading difficulties and major methods or learning activities are applicable. All the questions analyzed based on the most chosen option.

RESULT AND DISCUSSION

Below are the results from the analysis of the questionnaires on the twenty items and the analysis of the essay on the two items of reading difficulties from the 30 respondents. The first part showed data thorough table and pie charts, the second section discussed findings thematically, third section showed essay data and the last section represented major findings. The researcher tried to find out the difficulties in reading that students faced in the learning process by using bilingual books. The result showed that the students stated their problems and their difficulties were about their vocabulary, habit, and interest. The problems were they have a lack of it. Besides that, the role of the teacher is important to the students' fluency in learning. Students reported that to solve these difficulties, they mostly need the teacher to give more discussion activities in class. They can discuss materials with their friends. It made them more comfortable to learn and share their knowledge.

Findings

The questionnaire have six aspects related to the students' difficulties, they are: Difficulties regarding vocabulary; Difficulties regarding comprehension; Difficulties on conceptual and topic level; Importance of motivation and encouragement in reading; and The way to solve misunderstanding in reading. Each aspect contains 2 to 4 items which consist of the response of the students in percentage.

Table 1. Difficulties regarding vocabulary

Number of Item	Yes (%)	No (%)
Item 1: Do you get difficulties in understanding large words on bilingual books that you read ?	24 (80%)	6 (20%)
Item 2: Do you forget vocabulary that you have learned on bilingual books?	25 (83%)	5 (17%)
Item 3: Do you have poor vocabulary in the english part of bilingual books?	22 (73%)	8 (37%)

Source: obtained from primary data

The table shows that Item 1 was about difficulty in large words on bilingual books. Among 30 respondents, most of the participants reported that they have difficulty in understanding large words and the percentage is 80% and 20% reported that they do not have difficulty in understanding large words. Item 2 was about forget vocabulary on bilingual books. Among 30 respondents, most of the participants reported that they forget vocabulary after learning and the percentage is 83% and 17% reported that they do not forget vocabulary after learning. Item 3 was about having poor vocabulary on bilingual books. Among 30 respondents, most of the participants reported that they have poor vocabulary and the percentage is 73% and 37% reported that they do not have poor vocabulary.

Table 2. Difficulties regarding comprehension

Number of Item	Yes (%)	No (%)
Item 4: Do you have difficulties in grasping the main idea of text on bilingual books?	17 (57%)	13 (43%)
Item 5: Do you read the text slowly when used bilingual books?	22 (73%)	8 (37%)

Item 6: Do you have difficulties in identifying the main points of text on bilingual books?	5 (17%)	25 (83%)
Item 7: Do you have difficulties in comprehending the bilingual books?	22 (74%)	8 (26%)
Item 8: Do you reread the text to make sense when you used bilingual books?	26 (87%)	4 (13%)

Source: obtained from primary data

The table shows that Item 4 was about difficulty in grasping the main idea of text on bilingual books. Among 30 respondents, most of the participants reported that they have difficulty in grasping the main idea of text and the percentage is 57% and 43% reported that they do not have difficulty in grasping the main idea of text. Item 5 was about reading the text slowly when used bilingual books. Among 30 respondents, most of the participants reported that they read slowly and the percentage is 73% and 37% reported that they do not read slowly. Item 6 was about difficulty in identifying the main points of text on bilingual books. Among 30 respondents, most of the participants reported that they do not have difficulty in identifying main points and the percentage is 83% and 17% reported that they have difficulty in identifying main points. Item 7 was about difficulty in comprehending the bilingual books. Among 30 respondents, most of the participants reported that they do not have difficulty in comprehending and the percentage is 74% and 26% reported that they have difficulty in comprehending. Item 8 was about reread the text to make sense when using bilingual books. Among 30 respondents, most of the participants reported that they reread to make sense and the percentage is 87% and 13% reported that they do not reread to make sense.

Table 3. Difficulties on conceptual and topic level

Number of Item	Yes (%)	No (%)
Item 9: Do you have limited use of title, pictures as part of story orientation in using bilingual books?	25 (83%)	5 (17%)
Item 10: Do you have limited use of prior knowledge in reading new texts on bilingual books?	20 (67%)	10 (33%)

Item 11: Do you have difficulties in elaborating, inferring, predicting or summarizing while reading bilingual books?	17 (57%)	13 (43%)

Source: obtained from primary data

The table shows that Item 9 was about limited use of title, pictures as part of story orientation in using bilingual books. Among 30 respondents, most of the participants reported that their use of title, pictures as part of story orientation is not limited and the percentage is 83% and 17% reported that they use less of title, pictures as part of story orientation. Item 10 was about limited use of prior knowledge in reading new texts on bilingual books. Among 30 respondents, most of the participants reported that their use of prior knowledge in reading new text were not limited and the percentage is 67% and 33% reported that their use of prior knowledge in reading new text were limited. Item 11 was about difficulty in elaborating, inferring, predicting or summarizing while reading bilingual books. Among 30 respondents, most of the participants reported that they do not have difficulty in elaborating, inferring, predicting or summarizing while reading and the percentage is 57% and 43% reported that they have difficulty in elaborating, inferring, predicting or summarizing while reading.

Table 4. Importance of motivation and encouragement in reading

Number of Item	Yes (%)	No (%)
Item 12: Do you think that teachers' motivation is important in learning by using bilingual books?	28 (93%)	2 (7%)
Item 13: Do you think that parents' encouragement and assistance is important in learning by using bilingual books?	17 (57%)	13 (43%)

Source: obtained from primary data

The table shows that Item 12 was teachers' motivation in learning by using bilingual books. Among 30 respondents, most of the participants reported that teachers' motivation is important for them and the percentage is 93% and 7% reported that teachers' motivation is not important for them. Item 13 was about parents' encouragement and assistance in learning by using bilingual books. Among 30 respondents, most of the participants reported that parents' encouragement and

assistance is important and the percentage is 57% and 43% reported that parents' encouragement and assistance is not important.

Table 5. Causes of reading difficulties

Number of Item	Yes (%)	No (%)
Item 14: Do you think that lack of reading habit causes reading difficulties in using bilingual books?	26 (87%)	4 (13%)
Item 15: Do you think that lack of interest causes reading difficulties in using bilingual books?	26 (87%)	4 (13%)
Item 16: Do you think that large piece of text causes reading difficulties in using bilingual books?	22 (73%)	8 (37%)
Item 17: Do you think that lack of time causes reading difficulties in using bilingual books?	20 (67%)	10 (33%)

Source: obtained from primary data

The table shows that Item 14 was about lack of reading habit. Among 30 respondents, most of the participants reported that they lack in had lacing in reading habit and the percentage is 87% and 13% reported that they do not lack in had lacing in reading habit. Item 15 was about lack of interest. Among 30 respondents, most of the participants reported that they feel lack of interest while reading and the percentage is 87% and 13% reported that they do not feel lack of interest while reading. Item 16 was about large piece of text on bilingual books. Among 30 respondents, most of the participants reported that large piece of text as their cause of reading difficulty and the percentage is 73% and 37% reported that large piece of text do not as their cause of reading difficulty. Item 17 was about lack of time in reading bilingual books. Among 30 respondents, most of the participants reported that they have lack of time in reading and the percentage is 67% and 33% reported that they do not have lack of time in reading.

Table 6. The way to solve misunderstanding in reading

Number of Item	Yes (%)	No (%)
Item 18: Do you translate the text into your first language (indonesian) when you do	17 (57%)	13 (43%)

not understand the text on bilingual books?		
Item 19: Do you stop to read the text when you do not understand the text on bilingual books?	10 (33%)	20 (67%)
Item 20: Do you reread the text when you do not understand the text on bilingual books?	26 (87%)	4 (13%)

Source: obtained from primary data

The table shows that Item 18 was about translating the text on bilingual books into first language. Among 30 respondents, most of the participants reported that they use translation to make sense when a text is difficult to understand and the percentage is 57% and 43% reported that they do not translate the text to make sense when a text is difficult to understand. Item 19 was about stopping reading. Among 30 respondents, most of the participants reported that they do not stop reading if they do not understand the text and the percentage is 67% and 33% reported that they stop reading if they do not understand the text. Item 20 was about reread the text on bilingual books. Among 30 respondents, all of the participants reported that they always reread the text if they do not understand anything and the percentage is 87% and 13% reported that they rare reread the text if they do not understand.

Discussion

a) Difficulties regarding vocabulary

This section contains three items of question. We can see from three items that most of the respondents have difficulty in remembering vocabulary that they have learned on bilingual books. Vocabulary is the determining factor for the success of learning English. This is because without mastering vocabulary, it is difficult to master language especially English. It can be seen in the learning process for example in learning reading, students are difficult to comprehend or to understand what they read due to limited vocabulary.

b) Difficulties regarding comprehension

This section contains five items of question. We can see from five items that most of the respondents have reread the text to make sense when you used bilingual books. We can not say that students comprehended in reading just by reading the word but they have to understand the meaning, perceive the text based on the context.

c) Difficulties on conceptual and topic level

This section contains five items of question. We can see from five items that most of the respondents have limited use of the title, pictures as part of story orientation in using bilingual books. For students, it is difficult for them to integrate their understanding of the materials in bilingual books. Moreover, the materials focused on the English for Specific Purposes and it will totally different if we compare to the general English that they have learned.

d) Importance of motivation and encouragement in reading

This section contains two items of question. We can see from two items that most of the respondents think that teachers' motivation is important in learning by using bilingual books. Motivation and encouragement from the teachers help students so much. By motivating them, they can develop their knowledge and become a good reader and also skilled readers. If skilled, they can solve the difficulties that they faced during the learning process. That is why the teacher has to motivate students because the students need it.

e) Causes of reading difficulties

This section contains four items of question. We can see from four items that most of the respondents think that lack of reading habits and lack of interest causes reading difficulties in using bilingual books. Talking about habits, every student has to build their habit of learning. Habit gives specific influence in the learning process. It also helps students to achieve good understanding and mastering. On the other side, talking about interest is the problem that always finds in students and teachers have to notice it. When students can be interested in the materials on books, it will help them to understand it fastly and also by the teachers' encouragement.

f) The way to solve misunderstanding in reading

This section contains three items of question. We can see from three items that most of the respondents always reread the text when they do not understand the text on bilingual books. Reread the text is good learning activities and also helps them. Sometimes, students got limited time when the teacher asked them to read material on the book. So, the students missed some information because they skip some part of the text. After all, they think it is not important. They do not realize that the skipped part is important. So, to make sure that they can understand the text well, they need to reread it.

Analysis of respondents

The second instrument was an essay form for the students for further investigation into the issue. The causes of reading difficulties in reading comprehension when using bilingual books, more than half of the students stated that vocabulary mastery is the major factor that causes their reading difficulties because they have a poor vocabulary. They have to develop their vocabulary, moreover in using bilingual books. They will find many words that have different meanings according to the context of the material. The bilingual books that they used contain science materials so it included the specific English material. They have to try to develop the habit of reading so they will accustom themselves to read. Thus, the methods or learning activities that are applicable in the classroom to overcome the difficulties when using bilingual books, many students stated that the teacher has to teach and give instructions by combining two languages (English-Indonesian) to help students in understanding the material. Besides that, forming reading groups and arrange discussion sessions is a good method to teach them to overcome the difficulties that they faced in the classroom.

CONLUSION

Reading as one of the basic skills is considered a crucial element in learning English and it is not an easy thing to learn. The teacher has to give many approaches to teaching reading comprehension so the students can learn and understand the materials based on the appropriate approaches that teachers use. But, they can not avoid difficulties in learning. Many problems they faced in the learning process and can become difficult for them and obstruct them to understand the materials. Based on the findings, it can be said that students need to growth habit and interest in reading as it has a connection with vocabulary development and reading comprehension. Also, attention needs to be given on the methods or learning activities by the teacher in the classroom to overcome the difficulties by giving discussion sessions in class and teachers also actively use two languages during the learning process to make the students easy to understand the instructions.

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