

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research question about strategies used by students in coping with reading academic text and the problems students have in coping with reading.

A. Findings

In findings, the researcher presents the data that have been collected from questionnaire and interview with the participants. The data will be presented in the table and descriptive form to explain the strategies used by students in coping with reading academic text and problems students have in coping with reading.

1. Strategies Used by Students in Coping with Reading Academic Text

This sub-chapter will discuss about findings that have been collected before. Here is the table 4.1 that shows some strategies used by students in coping with reading academic text at English Department UIN Antasari Banjarmasin.

Table 4.1					
The strategies used by students in coping with reading academic text at English Department UIN Antasari Banjarmasin.					
No.	Statement	Answer			
		1	2	3	4
1.	Using dictionary for the important words	47.5%	38.8%	12.5%	1.3%
2.	Reading without writing anything, just keep it in mind	11.3%	57.5%	30%	3.8%
3.	I try to understand sentences by analyzing their patterns	10.3%	58.5%	31%	2.8%
4.	To understand unfamiliar english word, i make guesses.	17.5%	60%	26.3%	2.5%
5.	I read english without looking up every new word	7.5%	41.3%	42.5%	12.5%
6.	I take notes to remember the ideas	8.5%	40.3%	43.5%	11.5%
7.	Rereading to increase the understanding	48.8%	38.8%	13.8%	0%
8.	Reading slowly and carefully	35%	52.5%	13.8%	0%
9.	I corrected mistakes immediately	34%	53.5%	14.8%	0%
10.	Asking clues to the teacher	12.5%	55%	35%	0%
11.	Asking to friends for understanding reading text	23.8%	66.3%	13.8	0%
12.	I discuss reading passages with my friends	22.8%	67.3%	14.8%	0%
Note : Option 1 = always, 2 = usually, 3 = seldom, 4 = never					

To know more information about the strategies used by students in coping with reading academic text, the researcher interviewed 9 students by voice call and recorded the results. After analyzing the result of questionnaire and interview, the researcher found that every students had his/her own strategies in coping with reading academic text. Thus, some strategies implemented by the students in coping with reading academic text were:

a. Using dictionary for the important words

The questionnaire result in the table 4.1 showed that 47.5% of students always using dictionary for the important words. In contrast with that, 1.3% of them answered never, 38.8% of students answered usually and 12.5% of them answered seldom.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were four out of nine students who said always using dictionary for the important words. For example, one of the students said, “iya, saya sering menggunakan kamus ketika menemukan kata yang sulit di dalam text reading, baik itu kamus elektronik atau buku” (CC, interview result, February 5, 2021). In addition, the second students said, “iya, saya sering menggunakan kamus karena praktis bisa di bawa kemana-mana” (OV, February 5, 2021). The third students siad “iya, saya sering menggunakan kamus untuk menambah kosa kata baru” (MW, interview result, February 5, 2021). The last

students said “iya, sangat sering apabila ada kata-kata yang sangat sulit dan tidak tahu artinya” (NS, interview result, February 5, 2021).

In contrast with that four of nine students said usually using dictionary for the important words. For example, one of the students said, “iya, biasanya saya menggunakan kamus” (FA, interview result, February 5, 2021). In addition, the second students said, “iya, biasanya saya menggunakan kamus untuk mencari kata tersebut” (FN, Interview result, February 5, 2021). The third students said “iya, biasanya saya menggunakan kamus ketika saya menemukan kata sulit atau menemukan kata-kata yang menurut saya kurang familiar untuk mencari apa artinya” (NZ, interview result, February 5, 2021). The last students said “iya, saya biasanya menggunakan kamus ketika menemukan kata yang sulit di dalam teks reading” (SS, interview result, February 5, 2021).

Lastly, one of nine students who said seldom using dictionary for the important words is AY, she said “iya, saya menggunakan kamus, namun jarang menggunakannya” (AY, interview result, February 5, 2021) and no one of nine students who said never using dictionary for the important words.

b. Reading without Writing Anything, Just Keep it in Mind

The questionnaire result in the table 4.1 showed that 57.5% of

students answered usually reading without writing anything, just keep it in mind. In contrast with that, 3.8% of students answered never, 30% of them answered seldom and 11.3% of them answered always.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were three out of nine students who said never reading without writing anything, just keep it in mind. For example, one of the students said “saya selalu menulis kata yang penting atau kata yang baru saja saya temukan ketika membaca teks reading” (CC, interview result, February 5, 2021). The second students said “saya sering menulis arti di atas kata tersebut” (OV, February 5, 2021). The last students said “saya cenderung sering mencatat kata yang penting” (AY, interview result, February 5, 2021).

In contrast with that three of nine students said usually reading without writing anything, just keep it in mind. For example, one of the students said, “biasanya saya menggaris bawahi teks tersebut” (FN interview result, February 5, 2021). The second students said “saya biasanya menulis kata yang penting atau kata yang sulit ketika membaca teks reading” (SS, interview result, February 5, 2021). The last students said “saya menulis kata yang penting biasanya” (MW, interview result, February 5, 2021).

Furthermore there were two out of nine students who said seldom reading without writing anything, just keep it in mind. The first students

said “saya tidak terlalu sering menulis kata yang penting, saya hanya membaca saja dan mengingatnya di dalam kepala” (FA, interview result, February 5, 2021). The last students said “saya tidak terlalu sering menulis kata yang penting, sangat jarang” (NS, interview result, February 5, 2021).

For the last who said always reading without writing anything, just keep it in mind is NZ, she said “ketika membaca teks reading saya hanya membacanya saja tanpa menulisnya” (NZ, interview result, February 5, 2021).

c. Try to Understand Sentences by Analyzing their Patterns

The questionnaire result in the table 4.1 showed that 58.5% of students answered usually try to understand sentences by analyzing their patterns. In contrast with that, 10.3% of students answered always, 31% of them answered seldom and 28% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were three out of nine students who said always try to understand sentences by analyzing their patterns. For example, one of the students said “iya, saya selalu memahami kalimat dengan menganalisis polanya ketika membaca teks reading” (CC, interview result, February 5, 2021). The second students said “iya, saya sering memahami kalimat dengan menganalisis polanya” (OV, February 5, 2021). The last students said “iya, saya cenderung sering memahami kalimat dengan menganalisis polanya” (AY, interview result, February 5,

2021).

In contrast with that three of nine students said usually try to understand sentences by analyzing their patterns. For example, one of the students said, “iya, biasanya saya memahami kalimat dengan menganalisis polanya” (FN interview result, February 5, 2021). The second students said “iya, saya memahami kalimat dengan menganalisis polanya ketika membaca teks reading” (SS, interview result, February 5, 2021). The last students said “iya, memahami kalimat dengan menganalisis polanya biasanya” (MW, interview result, February 5, 2021).

There were two out of nine students who said seldom try to understand sentences by analyzing their patterns. The first students said “iya, saya tidak terlalu sering memahami kalimat dengan menganalisis polanya ketika membaca teks reading, saya hanya membaca saja dan mengingatnya di dalam kepala” (FA, interview result, February 5, 2021). The last students said “iya, saya tidak terlalu sering memahami kalimat dengan menganalisis polanya ketika membaca teks reading, sangat jarang” (NS, interview result, February 5, 2021).

For the last who said never reading without writing anything, just keep it in mind is NZ, she said “ketika membaca teks reading saya hanya membacanya saja tanpa menganalisis polanya” (NZ, interview result, February 5, 2021).

d. Guesses to Understand Unfamiliar English Word

The questionnaire result in the table 4.1 showed that 60% of students answered usually guesses to understand unfamiliar english word. In contrast with that, 2.5% of them answered never, 17.5% of them answered always, and 26.3% of them answered seldom.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were three out of nine students who said always guesses to understand unfamiliar english word. For example, one of the students said “iya, saya sering menebak artinya” (FA, interview result, February 5, 2021). The second students said “saya sering melakukan seperti itu, saya menebak dulu artinya baru saya cari di kamus” (NZ, interview result, February 5, 2021). The last students said “menebak kata-katanya dan sangat sering” (MW, interview result, February 5, 2021).

In contrast with that three of nine students said usually guesses to understand unfamiliar english word. For example, one of the students said “iya, saya ketika menemukan kata-kata yang asing dalam teks reading, biasanya saya suka menebak artinya” (SS, interview result, February 5, 2021). The second students said “iya,saya menebaknya biasanya” (AY, interview result, February 5, 2021). The last students said “biasanya menebak terlebih dahulu, baru melihat kamus untuk menyakinkan” (NS, interview result, February 5, 2021).

There were two out of nine students who said seldom guesses to understand unfamiliar english word. The first students said “saya pernah sesekali menebak arti ketika menemukan kata asing dalam teks reading namun itu jarang saya lakukan” (CC, interview result, February 5, 2021). The last students said “kalau menebak kata kayanya jarang saya lakukan” (OV, interview result, February 5, 2021). For the last who said never guesses to understand unfamiliar english word is FN, she said “tidak, saya lebih memilih untuk mencari pengertian dari kata tersebut” (FN, interview result, February 5, 2021).

e. Read English without Looking Up Every New Word

The questionnaire result in the table 4.1 showed that 42.5% of students answered seldom read english without looking up every new word. In contrast with that, 7.5% of students answered always, 41.3% of students answered usually, and 12.5% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were one out of nine students who said always read english without looking up every new word. For example, one of the students said “iya, saya sering membaca tanpa memperdulikan kata-kata yang menurut saya baru atau kurang familiar” (NZ, interview result, February 5, 2021).

In contrast with that one of nine students said usually read english without looking up every new word. For example, one of the students

said “saya biasanya membaca tanpa memperdulikan kata-kata yang baru” (MW, interview result, February 5, 2021).

There were two out of nine students who said seldom read english without looking up every new word. The first students said “saya jarang membaca tanpa memperdulikan kata-kata yang baru” (OV, interview result, February 5, 2021). The last students said “sangat jarang, karena bila ada kata-kata yang baru saya memperdulikannya” (NS, interview result, February 5, 2021).

For the last who said never read english without looking up every new word are five students. The first students said “saya selalu melihat kata-kata yang baru” (CC, interview result, February 5, 2021). The second students said “saya membaca untuk memperhatikan kata yang baru dan saya pedulikan” (FA, interview result, February 5, 2021). The third students said “saya berusaha untuk mencari kata baru dan memperdulikannya” (FN, interview result, February 5, 2021). The fourth students said “ketika saya menemukan kata yang baru, saya memperdulikannya dan mencari artinya di kamus” (SS, interview result, February 5, 2021). The last students said “tidak, karena ketika saya membaca, saya lebih suka memikirkan kata-kata yang baru” (AY, interview result, February 5, 2021).

f. Take Notes to Remember the Ideas

The questionnaire result in the table 4.1 showed that 8.5% of students always take notes to remember the ideas. In contrast with that, 40.3% of students answered usually, 43.5% of them answered seldom and 11.5% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were one out of nine students who said always take notes to remember the ideas. For example, one of the students said “iya, saya sering buat catatan untuk mengingat ide” (NZ, interview result, February 5, 2021). In contrast with that one of nine students said usually take notes to remember the ideas. For example, one of the students said “saya biasanya buat catatan untuk mengingat ide” (MW, interview result, February 5, 2021).

There were two out of nine students who said seldom take notes to remember the ideas. The first students said “saya jarang buat catatan untuk mengingat ide” (OV, interview result, February 5, 2021). The last students said “sangat jarang buat catatan untuk mengingat ide” (NS, interview result, February 5, 2021).

For the last who said never take notes to remember the ideas there are five students. The first students said “saya selalu buat catatan untuk mengingat ide” (CC, interview result, February 5, 2021). The second students said “saya buat catatan untuk mengingat ide” (FA, interview result, February 5, 2021). The third students said “saya berusaha untuk

buat catatan untuk mengingat ide” (FN, interview result, February 5, 2021). The fourth students said “saya buat catatan untuk mengingat ide” (SS, interview result, February 5, 2021). The last students said “tidak, karena ketika saya membaca, saya lebih suka memikirkan kata-kata yang baru” (AY, interview result, February 5, 2021).

g. Rereading to Increase the Understanding

The questionnaire result in the table 4.1 showed that 48.8% of students always rereading to increase the understanding. In contrast with that, 13.8% of students answered seldom, 38.8% of them answered usually, and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were four out of nine students who said always rereading to increase the understanding. For example, one of the students said “ya, saya selalu membaca ulang teks reading agar saya paham” (OV, interview result, February 5, 2021). The second students said “iya, saya sering membaca ulang teks agar saya dapat memahami, karena saya tidak bisa memahami dalam satu kali baca” (NZ, interview result, February 5, 2021). The third students said “saya membaca ulang teks agar saya paham dan sering melakukannya sampai saya paham” (MW, interview result, February 5, 2021). The last students said “sering, apabila teks tersebut kurang saya pahami” (NS, interview result, February 5, 2021).

In contrast with that five of nine students who said usually rereading to increase the understanding. For example, one of the students said “ya, biasanya apabila ada teks yang saya kurang paham saya akan membaca ulang” (CC, interview result, February 5, 2021). The second students said “ya, saya biasanya membaca ulang teks agar saya dapat memahami teks tersebut” (FA, interview result, February 5, 2021). The third students said “iya, saya biasanya membaca kembali teks tersebut” (FN, interview result, February 5, 2021). The fourth students said “iya, saya biasanya membaca ulang kembali teks tersebut agar saya paham” (SS, interview result, February 5, 2021). The last students said “biasanya saya membaca berulang kali agar saya paham” (AY, interview result, February 5, 2021). In addition there were no one out of nine students who said seldom and never rereading to increase the understanding.

h. Reading Slowly and Carefully

The questionnaire result in the table 4.1 showed that 35% of students always reading slowly and carefully. In contrast with that, 52.5% of students answered usually, 13.8% of them answered seldom and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were five out of nine students who said always reading slowly and carefully. For example, one of the students said “saya sering melakukan hal tersebut,

yaitu membaca secara perlahan dan berhati-hati dalam teks reading agar lebih mudah memahami” (CC, interview result, February 5, 2021). The second students said “iya, saya sering membaca perlahan dan berhati-hati” (FN, interview result, February 5, 2021). The third students said “setiap kali saya membaca teks reading, saya selalu berhati-hati, perlahan dan tidak terburu-buru” (NZ, interview result, February 5, 2021). The fourth students said “saya membaca perlahan dan berhati-hati dalam teks reading dan saya sering melakukannya” (MW, interview result, February 5, 2021). The last students said “sangat sering saya membaca perlahan dan berhati-hati” (NS, interview result, February 5, 2021).

In contrast with that one of nine students who said usually reading slowly and carefully. For example, one of the students said “ya, saya biasanya membaca perlahan dan berhati-hati dalam membaca sebuah teks” (SS, interview result, February 5, 2021).

There were three out of nine students who said seldom reading slowly and carefully. The first students said “jarang sekali, saya melakukan itu hanya pada saat latihan dan itupun jarang, saya selalu mengusahakan diri saya untuk bisa membaca cepat dan tepat” (OV, interview result, February 5, 2021). The second students said “saya jarang membaca teks reading secara perlahan dan berhati-hati, saya suka membaca cepat” (FA, interview result, February 5, 2021). The last students said “tidak terlalu sering saya melakukan itu” (AY, interview

result, February 5, 2021). In addition there were no one out of nine students who said never reading slowly and carefully.

i. Corrected Mistakes Immediately

The questionnaire result in the table 4.1 showed that 53.5% of students answered usually corrected mistakes immediately. In contrast with that, 14.8% of students answered seldom, 34% of them answered always and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were five out of nine students who said always corrected mistakes immediately. For example, one of the students said “saya sering melakukan hal tersebut, yaitu memperbaiki kesalahan dengan segera dalam teks reading agar lebih mudah memahami” (CC, interview result, February 5, 2021). The second students said “iya, saya sering memperbaiki kesalahan dengan segera” (FN, interview result, February 5, 2021). The third students said “setiap kali saya membaca teks reading, saya selalu memperbaiki kesalahan dengan segera” (NZ, interview result, February 5, 2021). The fourth students said “saya memperbaiki kesalahan dengan segera dalam teks reading dan saya sering melakukannya” (MW, interview result, February 5, 2021). The last students said “sangat sering saya memperbaiki kesalahan dengan segera” (NS, interview result, February 5, 2021).

In contrast with that one of nine students who said usually corrected mistakes immediately. For example, one of the students said “ya, saya biasanya memperbaiki kesalahan dengan segera” (SS, interview result, February 5, 2021).

There were three out of nine students who said seldom corrected mistakes immediately. The first students said “jarang sekali, saya melakukan itu hanya pada saat latihan dan itupun jarang” (OV, interview result, February 5, 2021). The second students said “saya jarang memperbaiki kesalahan dengan segera” (FA, interview result, February 5, 2021). The last students said “tidak terlalu sering saya melakukan itu” (AY, interview result, February 5, 2021). In addition there were no one out of nine students who said never corrected mistakes immediately.

j. Asking Clues to the Teacher

The questionnaire result in the table 4.1 showed that 55% of students answered usually asking clues to the teacher. In contrast with that, 12.5% of students answered always, 35% of them answered seldom and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. there were no one out of nine students who said always asking clues to the teacher. In contrast with that one of nine students who said usually asking clues to the teacher. For example, one of the students said “biasanya saya bertanya

pada guru atau bertanya pada teman” (SS, interview result, February 5, 2021).

There were seven out of nine students who said seldom asking clues to the teacher. The first students said “saya tidak terlalu sering bertanya pada guru, saya mencari referensi dulu di google atau di lainnya, apabila belum paham baru bertanya dengan guru” (CC, interview result, February 5, 2021). The second students said “sangat-sangat jarang, namanya kita belajar kita perlu bertanya juga dengan guru tapi saya sangat jarang melakukan itu” (OV, interview result, February 5, 2021). The third students said “ jarang, saya suka menelaah sendiri untuk mendapatkan ilmu yang baru” (FA, interview result, February 5, 2021). The fourth students said “iya, saya jarang bertanya pada guru, saya lebih memilih bertanya kepada teman terlebih dahulu” (FN, interview result, February 5, 2021). The fifth students said “ ketika saya mengalami kesulitan dalam membaca saya akan bertanya pada guru dan itu jarang saya lakukan” (MW, interview result, February 5, 2021). The sixth students said “ jika ada kesempatan untuk bertanya maka saya akan bertanya, tidak terlalu sering juga” (AY, interview result, February 5, 2021). The last students said “tidak terlalu sering, karena saya terlebih dahulu mencari di google baru ketika tidak menemukan lalu bertanya” (NS, interview result, February 5, 2021).

For the last who said never asking clues to the teacher is NZ, she said “tidak, setiap kali saya membaca reading text apabila saya mendapat kesulitan, saya hanya bertanya kepada teman saya” (NZ, interview result, February 5, 2021).

k. Asking to Friends for Understanding Reading Text

The questionnaire result in the table 4.1 showed that 66.3% of students answered usually asking to friends for understanding reading text. In contrast with that, 13.8% of them answered seldom, 23.8% of students answered always and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were five out of nine students who said always asking to friends for understanding reading text. For example, one of the students said “saya sering bertanya kepada teman apabila ada yang kurang paham dalam reading teks” (CC, interview result, February 5, 2021). The second students said “ya, saya selalu bertanya kepada teman saya setiap saya membaca reading teks” (NZ, interview result, February 5, 2021). The third students said “saya sangat sering bertanya kepada teman untuk memahami teks reading” (MW, interview result, February 5, 2021). The fourth students said “iya, lebih sering bertanya kepada teman dari pada bertanya kepada guru, karena kesannya lebih santai” (AY, interview result, February 5, 2021).

The last students said “sangat sering bertannya kepada teman” (NS, interview result, February 5, 2021).

In contrast with that three of nine students who said usually asking to friends for understanding reading text. For example, one of the students said “iya, biasanya saya bertannya kepada teman sebelum bertannya kepada guru” (OV, interview result, February 5, 2021). The second students said “sebelum bertanya pada guru saya biasanya bertanya kepada teman terlebih dahulu karena penjelasan teman lebih mudah di mengerti dari pada guru” (FN, interview result, February 5, 2021). The last students said “ya, saya biasanya bertannya kepada teman untuk memahami reading teks” (SS, interview result, February 5, 2021).

There were one out of nine students who said seldom asking to friends for understanding reading text. For example, she said “saya jarang bertanya kepada teman” (FA, interview result, February 5, 2021). In addition there were no one out of nine students who said never asking to friends for understanding reading text.

1. Discuss Reading Passages with My Friends

The questionnaire result in the table 4.1 showed that 67.3% of students answered usually discuss reading passages with my friends. In contrast with that, 14.8% of students answered seldom, 22.8% of them answered always and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were five out of nine students who said always discuss reading passages with my friends. For example, one of the students said “saya sering mendiskusikan bacaan dengan teman-teman saya apabila ada yang kurang paham dalam reading teks” (CC, interview result, February 5, 2021). The second students said “ya, saya selalu mendiskusikan bacaan dengan teman-teman saya setiap saya membaca reading teks” (NZ, interview result, February 5, 2021). The third students said “saya sangat sering mendiskusikan bacaan dengan teman-teman saya untuk memahami teks reading” (MW, interview result, February 5, 2021). The fourth students said “iya, lebih sering mendiskusikan bacaan dengan teman-teman saya dari pada bertannya kepada guru, karena kesannya lebih santai” (AY, interview result, February 5, 2021). The last students said “sangat sering mendiskusikan bacaan dengan teman-teman saya” (NS, interview result, February 5, 2021).

In contrast with that three of nine students who said usually discuss reading passages with my friends. For example, one of the students said “iya, biasanya saya mendiskusikan bacaan dengan teman-teman saya sebelum bertannya kepada guru” (OV, interview result, February 5, 2021). The second students said “sebelum bertanya pada guru saya biasanya mendiskusikan bacaan dengan teman-teman saya karena penjelasan teman lebih mudah di mengerti dari pada guru” (FN,

interview result, February 5, 2021). The last students said “ya, saya biasanya mendiskusikan bacaan dengan teman-teman saya untuk memahami reading teks” (SS, interview result, February 5, 2021).

There were one out of nine students who said seldom discuss reading passages with my friends. For example, she said “saya jarang mendiskusikan bacaan dengan teman-teman saya” (FA, interview result, February 5, 2021). In addition there were no one out of nine students who said never discuss reading passages with my friends.

2. Problems Students Have in Coping with Reading

This sub-chapter will discuss about findings that have conducted before. Here is the table 4.2 of some problems students have in coping with reading English Department UIN Antasari Banjarmasin.

Table 4.2					
The problems students have in coping with reading at English Department UIN Antasari Banjarmasin.					
No.	Statement	Answer			
		1	2	3	4
1.	Difficulty in understanding long sentence	20%	58.8%	22.5%	0%
2.	Unfamiliar in using reading strategies	5%	41.3%	50%	6.3%
3.	Difficulty in concentrasion	15%	47.5%	36.3%	3.8%
Note : Option 1 = always, 2 = usually, 3 = seldom, 4 = never					

To know more information about the problems students have in coping with reading, the researcher interviewed 9 students by voice call and recorded the results. After analyzing the results that have been collected before, the researcher found that every students had his/her own problems in coping with reading. Some problems by the students in coping with reading were:

a. Difficulty in Understanding Long Sentence

The questionnaire result in the table 4.2 showed that 58.8% of students answered usually have difficulty in understanding long sentence. In contrast with that, 20% of students answered always, 22.5% of them answered seldom and 0% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were two out of nine students who said always difficulty in understanding long sentence. For example, one of the students said “ya, sangat-sangat sering kesulitan dalam memahami teks yang panjang” (OV, interview result, February 5, 2021). The last students said “sering sekali saya mengalami kesulitan dalam memahami teks yang panjang” (NS, interview result, February 5, 2021).

In contrast with that four of nine students who said usually difficulty in understanding long sentence. For example, one of the students said “iya, cukup sering apalagi kalau teks tersebut banyak berisi

kata-kata yang cukup asing atau vocabnya yang tidak pernah saya temui sebelumnya” (FN, interview result, February 5, 2021). The second students said “ya, biasanya saya mengalami kesulitan dalam membaca kalimat yang panjang” (NZ, interview result, February 5, 2021). The third students said “ya, saya biasanya mengalami kesulitan dalam memahami kalimat yang panjang” (SS, interview result, February 5, 2021). The last students said “saya biasanya mengalami kesulitan dalam memahami kalimat yang panjang” (MW, interview result, February 5, 2021).

There were two out of nine students who said seldom difficulty in understanding long sentence. For example, one of students said “kesulitan dalam memahami kalimat yang panjang sih jarang, karena saya memang sudah terbiasa dengan kalimat yang panjang” (FA, interview result, February 5, 2021). The last students said “lumayan kesulitan, apalagi kalimat panjang itu bertele-tele, tetapi tidak terlalu sering” (AY, interview result, February 5, 2021).

In addition there was one out of nine students who said never difficulty in understanding long sentence is CC, she said “saya tidak pernah kesulitan dalam memahami kalimat yang panjang” (CC, interview result, February 5, 2021).

b. Unfamiliar in Using Reading Strategies

The questionnaire result in the table 4.2 showed that 50% of students them answered seldom unfamiliar in using reading strategies. In contrast with that, 5% of them answered always, 41.3% of students answered usually, and 6.3% of them answered never.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were two out of nine students who said always unfamiliar in using reading strategies. For example, one of the students said “kalau menerapkan strategi reading saya memang selalu kesulitan” (FA, interview result, February 5, 2021). The last students said “saya sering kesulitan dalam menerapkan strategi reading” (MW, interview result, February 5, 2021).

In contrast with that sixth of nine students who said usually unfamiliar in using reading strategies. For example, one of the students said “ya, biasanya saya kesulitan dalam menerapkan strategi reading” (CC, interview result, February 5, 2021). The second students said “ya, biasanya saya kesulitan dalam menerapkan strategi reading” (FN, interview result, February 5, 2021). The third students said “ya biasanya saya mengalami kesulitan dalam menerapkan strategi reading” (SS, interview result, February 5, 2021). The fourth students said “biasanya saya merasa kesulitan dalam menerapkan strategi reading” (AY, interview result, February 5, 2021). The fifth students said “biasanya

saya merasa kesulitan dalam menerapkan strategi reading” (NS, interview result, February 5, 2021). The last students said “ya, biasanya saya kesulitan dalam menerapkan strategi reading” (NZ, interview result, February 5, 2021).

In addition there were no one of nine students who said seldom unfamiliar in using reading strategies. There were who students said never is OV, she said “saya tidak kesulitan dalam menerapkan strategi reading, karena dosen di UIN sudah mengajarkannya dan itu menurut saya sudah sangat membantu sekali” (OV, interview result, February 5, 2021).

c. Difficulty in Concentration

The questionnaire result in the table 4.2 showed that 47.5% of students answered usually have difficulty in concentration. In contrast with that, 3.8% of them answered never, 15% of students answered always and 36.3% of them answered seldom.

The data above is confirmed with the results of interview that was done after they answered to the questionnaire. There were one out of nine students who said always have difficulty in concentration. For example, one of the students said “sering, dikarenakan ada beberapa kata yang kurang dipahami dan di mengerti” (NS, interview result, February 5, 2021).

In contrast with that, five of nine students said usually have difficulty in concentration. For example, one of the students said “ya, biasanya saya sulit untuk konsentrasi, tetapi tergantung dari kondisi sekitar” (CC, interview result, February 5, 2021). The second students said “biasanya kesulitan apabila kondisi dan suasana di ruangan tersebut ribut dan apabila teksnya terlalu panjang itu dapat membuat saya tidak konsentrasi” (OV, interview result, February 5, 2021). The third students said “cukup sering, apalagi ketika dalam teks tersebut banyak kata asing atau vocab yang baru yang saya temui maka saya akan kebingungan dalam susah untuk konsentrasi” (FN, interview result, February 5, 2021). The fourth students said “ya, kadang biasanya saya mengalami kesulitan dalam konsentrasi ketika reading teks” (SS, interview result, February 5, 2021). The last students said “kadang-kadang saya mengalami kesulitan dalam konsentrasi ketika reading teks, misalnya ada yang di cari di samping maka saya sulit sekali untuk konsentrasi” (NZ, interview result, February 5, 2021).

There were three out of nine students who said seldom difficulty in concentration. For example, one of students said “kalau mengalami kesulitan konsentrasi ketika reading teks itu sih jarang, tergantung situasi biasanya” (FA, interview result, February 5, 2021). The second students said “saya jarang mengalami kesulitan dalam konsentrasi ketika reading teks” (MW, interview result, February 5, 2021). The last students said “jarang sih, itu tergantung situasinya” (AY, interview result, February 5,

2021). In addition there were no one of nine students who said never difficulty in concentration.

B. Discussion

Based on the findings stated before, the researcher will discuss the strategies used by students in coping with reading academic text and the problems students have in coping with reading. Here are the discussion:

1. Strategies Used by Students in Coping with Reading Academic Text

The students implemented many strategies in coping with reading academic text, they are :

a. Using dictionary for the important words

The findings of the questionnaire in the table 4.1 shows that 47.5% and 38.8% of the students always and usually using dictionary for the important words in coping with reading academic text. It is supported by the findings of interview that shows four out of nine students answered always and four answered usually implement the strategy. The students use dictionary in order to find the meaning of words they do not know or unfamiliar words. By looking for the meaning of important words in the dictionary, the students are easier in coping with reading academic text. According to Ozek and Civelek (2006), using dictionary for the important words is one of strategies in coping with reading namely cognitive strategies.

Furthermore, in the questionnaire result, there are only 12.5% of the students answered seldom and 1.3% who answered never. It is supported by the result of interview that only one student who answered seldom used dictionary and no one answered never. The data is supported with the theory by (Ozek & Civelek, 2006) that stated using dictionary for the important words help readers to improve their reading ability significantly. Thus, based on the results of the findings and the discussion above, it can be inferred that the students using dictionary for the important words in coping with reading academic text.

b. Reading without writing anything, just keep it in mind

The findings of the questionnaire in the table 4.1 shows 57.5% of the students usually reading without writing anything, just keep it in mind in coping with reading academic text. Moreover, 11.3% of the students answered always implemented it. It is in line with the results of interview that three out of nine students answered usually and one student stated always and reading without writing anything. It is in line with the theory by (Ozek & Civelek, 2006) reading without writing anything, just keep it in mind help readers to improve their reading ability significantly.

Moreover, it is known from the questionnaire that only 3.8% and 30% of the students answered never and seldom (in turn). In other hand, the result of interview shows six of the students stated seldom and never

used the strategy. It is in contrast with the theory of Ozek and Civelek (2006) that stated, reading without writing anything, just keep it in mind is one of cognitive strategies in reading. According to the findings of questionnaire and interview, moreover from the discussion above, it can be inferred that the students usually reading without writing anything, just keep it in mind.

c. Try to understand sentences by analyzing their patterns

The findings of the questionnaire in the table 4.1 shows 58.5% of the students usually try to understand sentences by analyzing their patterns in coping with reading academic text. It is supported by the findings of interview that shows three out of nine students usually implement the strategy. Oxford (1990) stated that there are four sets of cognitive strategy. They are practicing, analyzing and reasoning, creating structures for input and output, and receiving and sending messages. Furthermore, analysing and recognizing patterns is one of practicing strategy.

Moreover, it is known from the questionnaire that only 2.8% of the students stated never and 31% answered seldom use this strategy in coping with reading academic text. It is in line with result of interview that two of students answered seldom and a student answered never use the strategy. It is in contrast with the theory that said trying to understand sentences by analyzing their patterns is one of cognitive strategy of

reading (Oxford R. , 1990). Based on the findings and the discussion above, it can be inferred that the students usually try to understand sentences by analyzing their patterns in coping with reading academic text.

d. Guesses to understand unfamiliar english word

The findings of the questionnaire in the table 4.1 shows 60% of the students usually guesses to understand unfamiliar english word in coping with reading academic text. It is supported by the findings of interview that shows three out of nine students usually implement the strategy. It is in line with the theory by (Zhang, 1993) guesses to understand unfamiliar english word in coping with reading academic text can significantly speed up reading and increase efficiency.

In the findings of questionnaire, there are only 2.5% of the students who answered never, supported by the result of interview that only a students who never use this strategy. According to the findings, moreover from the discussion above, it can be inferred that the students usually guesses to understand unfamiliar english word in coping with reading academic text.

e. Read english without looking up every new word

The findings of the questionnaire in the table 4.1 shows 42.5% of the students seldom read English without looking up every new word in coping with reading academic text. It is in contrast with the result of interview that five answer never and only two students out of nine who answer seldom. It is in line with the theory by (Caverly, 1997) says compensation strategies, according to the literature, the development of vocabulary knowledge is a factor that results in successful reading.

In the findings of questionnaire, there are only 7.5% of the students who answered always, supported by the result of interview that only a students who always use this strategy. According to the findings, moreover from the discussion above, it can be inferred that the students seldom read English without looking up every new word in coping with reading academic text.

f. Take notes to remember the ideas

The findings of the questionnaire in the table 4.1 shows 43.5% of the students seldom take notes to remember the ideas in coping with reading academic text. It is in contrast with the result of interview that five answer never and only two students out of nine who answer seldom. It is in line with the theory by (Caverly, 1997) says compensation strategies, according to the literature, the development of vocabulary knowledge is a factor that results in successful reading.

Moreover, it is known from the questionnaire that only 8.5% of the students stated always, supported by the result of interview that only a students who always use this strategy. According to the findings, moreover from the discussion above, it can be inferred that the students seldom take notes to remember the ideas in coping with reading academic text.

g. Rereading to increase the understanding

The findings of the questionnaire in the table 4.1 shows 48.8% of the students always rereading to increase the understanding in coping with reading academic text. It is supported by the findings of interview that shows four out of nine students always implement the strategy. It is in line with the theory by (Mokhtari & Sheorey, 2002) the awareness of metacognitive reading strategy influences learners comprehension because it controls the ways learners arrange their interaction with the context and also for how the use of strategies is related to effective reading comprehension. For the example, include adjusting one's speed of reading when the material becomes easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.

Moreover, it is known from the questionnaire that only 13.8% of the students stated never and 0% answered never. It is supported by the result of interview that no one out of nine students who said seldom and never rereading to increase the understanding. According to the findings

and the discussion above, it can be inferred that the students always rereading to increase the understanding in coping with reading academic text.

h. Reading slowly and carefully

The findings of the questionnaire in the table 4.1 shows 52.5% of the students usually reading slowly and carefully in coping with reading academic text. It is in contrast with the result of interview that five answer always and only one students out of nine who answer usually. It is in line with the theory by (Mokhtari & Sheorey, 2002) adjusting one's speed of reading when the material becomes to easy in coping with reading academic text.

In the findings of questionnaire, there are only 13.8% of the students who answered seldom, supported by the result of interview that only three students who seldom use this strategy. According to the findings, moreover from the discussion above, it can be inferred that the students usually reading slowly and carefully in coping with reading academic text.

i. Corrected mistakes immediately

The findings of the questionnaire in the table 4.1 shows 53.5% of the students usually corrected mistakes immediately in coping with reading academic text. It is in contrast with the result of interview that

five answer always and only one students out of nine who answer usually. It is in line with the theory by (Mokhtari & Sheorey, 2002) the awareness of metacognitive reading strategy influences learners comprehension because it controls the ways learners arrange their interaction with the context and also for how the use of strategies is related to effective reading comprehension. For the example, include adjusting one's speed of reading when the material becomes easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.

Moreover, it is known from the questionnaire that only 14.8% of the students stated never and 0% answered never. It is supported by the result of interview that three students said seldom and no one said never corrected mistakes immediately. According to the findings, moreover from the discussion above, it can be inferred that the students usually reading slowly and carefully in coping with reading academic text.

j. Asking clues to the teacher

The findings of the questionnaire in the table 4.1 shows 55% of the students usually asking clues to the teacher in coping with reading academic text. It is in contrast with the result of interview that seven answer seldom and only one students out of nine who answer usually. It is happened may be caused by some of the students did not answered the questionnaire seriously. Moreover, the theory by (Stratton & Hays, 1988)

stated that social strategies includes asking questions, cooperating with others, and empathizing with others will help students in reading. According to the, moreover from the discussion above, it can be inferred that the students usually asking clues to the teacher in coping with reading academic text.

k. Asking to friends for understanding reading text

The findings of the questionnaire in the table 4.1 shows 66.3% of the students usually asking to friends for understanding reading text in coping with reading academic text. It is in line with the result of interview that five answer always and only three students out of nine who answer usually. It is happened may be caused by some of the students did not answered the questionnaire seriously. Moreover, the theory by (Stratton & Hays, 1988) said that social strategies includes asking questions, cooperating with others, and empathizing with others will help students in reading.

In the findings of questionnaire, there are only 13.8% of the students who answered seldom, supported by the result of interview that only one student who seldom use this strategy. According to the findings, moreover from the discussion above, it can be inferred that the students usually asking clues to the teacher in coping with reading academic text.

1. Discuss reading passages with my friends

The findings of the questionnaire in the table 4.1 shows 67.3% of the students usually discuss reading passages with my friends in coping with reading academic text. It is in line with the result of interview that five answer always and only three students out of nine who answer usually. It is in line with the theory by (Stratton & Hays, 1988) social strategies includes asking questions, cooperating with others, and empathizing with others will help students in reading.

In the findings of questionnaire, there are only 14.8% of the students who answered seldom, supported by the result of interview that only one student who seldom use this strategy. According to the findings from questionnaire and interview, moreover from the discussion above, it can be inferred that the students usually discuss reading passages with my friends in coping with reading academic text.

2. Problems students have in coping with reading

The students have some problems in coping with reading academic text, they are :

a. Difficulty in understanding long sentence

The findings of the questionnaire in the table 4.2 shows 58.8% of the students usually have difficulty in understanding long sentence in reading. It is supported by the findings of interview that shows four out

of nine students usually difficulty in understanding long sentence in reading. It is in line with the theory by (Barfield, 1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

In the findings of questionnaire, there are only 22.5 % of the students who answered seldom, supported by the result of interview that only two students who seldom have difficulty in understanding long sentence in reading. According to the findings, moreover from the discussion above, it can be inferred that the students usually difficulty in understanding long sentence in reading.

b. Unfamiliar in using reading strategies

The findings of the questionnaire in the table 4.2 shows 50% of the students seldom unfamiliar in using reading strategies. It is in contrast with the result of interview that six answer usually and no one students out of nine who answer seldom. It is happened may be caused by some of the students did not answered the questionnaire seriously. It is in line with the theory by (Duarte, 2012) the students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading.

In the findings of questionnaire, there are only 5% of the students who answered always, supported by the result of interview that only two students who always unfamiliar in using reading strategies. According to the findings, moreover from the discussion above, it can be inferred that the students seldom unfamiliar in using reading strategies.

c. Difficulty in concentration

The findings of the questionnaire in the table 4.2 shows 47.5% of the students usually difficulty in concentration. It is supported by the findings of interview that shows five out of nine students usually difficulty in concentration. It is in line with the theory by (Shaw, 1959) said that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

Moreover, in the findings of questionnaire, there are only 3.8% of the students who answered never, supported by the result of interview that no one of the students who never have difficulty in concentration. According to the findings, moreover from the discussion above, it can be inferred that the students usually have difficulty in concentration.