

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The writer describes about the result of research on the field that is collected by technique of data collection; they are achievement test, questionnaire and documentary. The writer did the research on May 28, 2016 until July 15, 2016 (two months). On May 28, 2016, the writer got the research letter from Department to the Islamic Education Department Office of IAIN Antasari.

On Saturday morning after *LKK* class, 28th May 2016, the writer did the research by giving reading text test for *PAI E* 2014. Then, in the afternoon, the writer continued the research for *PAI B* 2014. On Monday, May 30, 2016 the writer did the research in *PAI C* 2014.

To know students' comprehension in reading Islamic English text of fourth semester of Islamic Education Department students at IAIN Antasari, the writer prepared some pieces of paper that consist of 20 questions test in multiple choice and questionnaire that also consist of 20 questions.

In this case, the writer did the research to 67 students that were taken randomly from some locals of *PAI* 2014 those are B, C and E. The time which is provided to answer the question is 30 minutes.

**1. Data about Level of Students' Difficulties at Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading English Text.**

To know about the level of students' difficulties of Fourth Semester Islamic Education Department Students in reading Islamic English Text. Based on the result of the test of Fourth Semester Islamic Education Department Students of IAIN Antasari Banjarmasin, it can be seen in this following table:

**Table 4.1 The Students' Test Result of Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading Islamic English Text.**

No	Students	True	False	Score x 5	Total Mean
1	B1	11	9	45	44,32
2	B2	11	9	45	
3	B3	12	8	40	
4	B4	6	14	70	
5	B5	14	6	30	
6	B6	13	7	35	
7	B7	11	9	45	
8	B8	8	12	60	
9	B9	11	9	45	
10	B10	9	11	55	
11	B11	10	10	50	
12	B12	12	8	40	
13	B13	11	9	45	
14	B14	10	10	50	
15	B15	12	8	40	
16	B16	13	7	35	
17	B17	9	11	55	
18	B18	10	10	50	
19	B19	9	11	55	
20	B20	13	7	35	
21	C1	9	11	55	
22	C2	10	10	50	
23	C3	15	5	25	
24	C4	13	7	35	
25	C5	11	9	45	
26	C6	12	8	40	

27	C7	14	6	30
28	C8	12	8	40
29	C9	11	9	45
30	C10	11	9	45
31	C11	8	12	60
32	C12	12	8	40
33	C13	9	11	55
34	C14	11	9	45
35	C15	8	12	60
36	C16	10	10	50
37	C17	12	8	40
38	C18	15	5	25
39	C19	9	11	55
40	C20	10	10	50
41	C21	11	9	45
42	C22	10	10	50
43	C23	11	9	45
44	C24	9	11	55
45	C25	12	8	40
46	E1	12	8	40
47	E2	13	7	35
48	E3	13	7	35
49	E4	9	11	55
50	E5	14	6	30
51	E6	15	5	25
52	E7	9	11	55
53	E8	13	7	35
54	E9	14	6	30
55	E10	12	8	40
56	E11	12	8	40
57	E12	11	9	45
58	E13	11	9	45
59	E14	10	10	50
60	E15	9	11	55
61	E16	12	8	40
62	E17	11	9	45
63	E18	10	10	50
64	E19	12	8	40
65	E20	8	12	60
66	E21	14	6	30
67	E22	12	8	40
	Total	746	594	2970

In order to know the mean of students' wrong answer, the writer looks for the total false students' score, then uses mean score as follows:

$$M = \frac{\sum \text{false}}{N}$$

$$M = \frac{2970}{67}$$

$$M = 44,32$$

Based on the data above, the total score is 2970 of 67 students. The mean of score is 44,32. By looking at the table below, the students' difficulties in reading comprehension is categorized into fair category.

**Table 4.2. The Category of Students' Difficulties**

Score	Category	Students' Wrong Answer
80 – 100	Very High Difficulty	<b>44,32</b>
$60 \leq 80$	High Difficulty	
<b><math>40 \leq 60</math></b>	<b>Fair Difficulty</b>	
$20 \leq 40$	Low Difficulty	
$0 \leq 20$	Very Low Difficulty	

It means the students have 44,32 score of difficulty category in the students' difficulties in reading English test, and it is categorized in fair difficulty.

## **2. Data about Students' Difficulties at Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading English Text.**

The researcher makes 20 questions of multiple choice test to measure the students' difficulties in reading English text. The result can be seen in appendices.

The table shows that in analyzing the topic of a text, the students' false answers are 54. Meanwhile, in finding the main idea of a paragraph, the students' false answers are 34. In comprehending the supporting idea of a paragraph, the students' false answers are 149. Then, in looking for the specific information of a text, the false answers of the students are 77. In finding the factual information from the text, the false answers of the students are 91. In comprehending the reference, the false answers of the students are 117. Whereas in finding the inference of a text, the false answers of the students are 52. The last, in finding the synonym of unfamiliar word in a text, the false answers of the students are 35. Thus, the students made mistakes in answering the questions which involve the eight features. The most wrong answers are in comprehending the supporting idea paragraph and the fewest wrong answer are in finding the synonym of unfamiliar word in a text.

**Table 4.3. The Students' Difficulties in Reading Comprehension Test**

<b>Difficulty</b>	<b>Question</b>	<b>N</b>	<b><math>\Sigma</math> questions (question <math>\times</math> N)</b>	<b><math>\bar{X}</math> (<math>100 \div \Sigma</math> questions)</b>	<b>F</b>	<b><math>\bar{X}</math> (<math>f \times x</math>)</b>
Analyzing the topic	2	67	134	0,75	54	40,5
Finding the main idea	2		134	0,75	34	25,5
Comprehending the supporting idea	4		268	0,37	149	55,13
Looking for the specific information	3		201	0,50	77	38,5
Finding the factual information	2		134	0,75	91	68,25
Comprehending the reference	3		201	0,50	117	58,5
Finding the inference	2		134	0,75	52	39
Finding the synonym of unfamiliar word	2		134	0,75	35	26,25

**Table 4.4. The Category of Students' Difficulties in Reading Comprehension Test**

<b>Difficulty</b>	<b>Percentage</b>	<b>Category</b>	<b>Score</b>
Analyzing the topic	40,5%	Fair difficulty	$40 \leq 60$
Finding the main idea	25,5%	Low difficulty	$20 \leq 40$
Comprehending the supporting idea	55,13%	Fair difficulty	$40 \leq 60$
Looking for the specific information	38,5%	Low difficulty	$20 \leq 40$
Finding the factual information	68,25%	High difficulty	$60 \leq 80$
Comprehending the reference	58,5%	Fair difficulty	$40 \leq 60$
Finding the inference	39%	Low difficulty	$20 \leq 40$
Finding the synonym of unfamiliar word	26,25%	Low difficulty	$20 \leq 40$

From the data, it can be revealed that the highest reading comprehension difficulty is in finding the factual information. The lowest reading comprehension difficulty is in finding the main idea. In addition, there are four difficulties that are included in low difficulty, three difficulties that are included in fair difficulty, and there is one difficulty that is included in high difficulty.

**3. Data about The Factors That Influence Students' Difficulties at Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading English Text.**

The researcher made 20 questions for the questionnaire which are multiple choices. When the researcher did the research for the factors that influence students' difficulties in reading comprehension, there were 67 students who gave their responds in the questionnaire. The researcher gave them 30 minutes to fill in the questionnaires.

1) The Factors of the Students (Interest and Motivation)

a) Students' interest in English

I. Students' passion toward English lesson

The data about students' passion toward English lesson can be seen in the following table:

**Table 4.5. Distribution of Students' Passion Toward English Lesson**

Answer	$x$	$F$	$f \times x$
Like very much	0	11	0
Like enough	1	45	45
Dislike	2	11	22
$\Sigma$		67	67
			50%

In order to find the percentage of the score, the researcher used this formula:

$$\text{Percentage of influence} = \frac{\text{students' score}}{\text{maximum score}} \times 100\%$$

$$\text{Percentage of influence} = \frac{67}{134} \times 100\%$$

$$\text{Percentage of influence} = 50 \%$$



The percentage of the influence factors toward students' difficulties in reading comprehension then can be categorized based on the table 3.4 in Chapter III.

From the table above, it can be known that the students who answered that they like English lesson very much are 11 students. The students who answered that they like English lesson are 45 students. While, the students who answered that they dislike English lesson are 11 students. So, it is known that the most answer is that students like English lesson enough. The factor's score is 67, the percentage is 50%, and it is categorized as a fair factor.

## II. Students' opinion about English.

The data about students' opinion about English can be seen in the following table:

**Table 4.6. Distribution of Students' Opinion About English**

<b>Answer</b>	<b><math>x</math></b>	<b><math>f</math></b>	<b><math>f \times x</math></b>
Very important	0	23	0
Important enough	1	42	42
Not important	2	2	4
<b><math>\Sigma</math></b>		67	46
			34,32%

Based on the table above, the students who answered that English is very important are 23 students. Meanwhile, the students who answered that English is important enough are 42 students. And the students who

answered that English is not important are 2 students. Thus, most of the students answered that English is important enough. The factor's score is 46 and the percentage is 34,32%. The factor is categorized in a weak factor.

b) Students' interest in reading English text

I. Students' likeness toward reading English text

The data about students' likeness toward reading English text can be seen in the following table:

**Table 4.7. Distribution of Students' Likeness Toward Reading English Text**

Answer	$X$	$f$	$f \times x$
Like	0	10	0
Do not really like	1	44	44
Dislike	2	13	26
$\Sigma$		67	70
			52,23%

Based on the table above, the students who answered that they like reading English texts are 10 students. Whereas, the students who answered that they do not really like reading English text are 44 students. And the students who answered that they dislike reading English text are 13 students. Thus, it is known that the most answer is that they do not really like reading English text, of which the score is 70 and the percentage is 52,23%. The factor is categorized in fair factor.

## II. Students' Interest about the topic/theme of the text

The data about students' interest about the topic/theme of the text can be seen in the following table:

**Table 4.8. Distribution of Students' Interest About The Topic/Theme of The Text**

Answer	$x$	$f$	$f \times x$
Interesting	0	32	0
Less Interesting	1	33	33
Not Interesting	2	2	4
$\Sigma$		67	37
			27,61%

It can be known from the table that the students who answered that the topic/theme of the text is interesting are 32 students. The students who answered that the topic/theme of the text is less interesting are 33 students. While, the students who answered that the topic/theme of the text is not interesting are 2 students. So, it is known that the most answer is that the topic/theme of the text is interesting. The factor's score is 37, the percentage is 27,61%, and it is categorized as a weak factor.

### c) Studying English and reading English text activity of students

#### I. Students' frequency in studying English at home

The data about students' frequency in studying English (reading English text) at home can be seen in the following table:

**Table 4.9. Distribution of Students' Frequency in Studying English at Home**

Answer	$X$	$F$	$f \times x$
Often	0	0	0
Sometimes	1	49	49
Never	2	18	36
$\Sigma$		67	85
			63,43%

From the table above, there are no students who answered that they often study English at home. The students who answered that they study English at home are 49 students. Then, the students who answered that they never study English at home are 18 students. Then, it is known that the most answers are that students sometimes study English at home. The factor's score is 85, the percentage is 63,43%, and it is categorized as a strong factor.

II. Students' frequency in reading English text

The data about students' frequency in reading English text can be seen in the following table:

**Table 4.10. Distribution of Students' Frequency in Reading English Text**

Answer	$x$	$f$	$f \times x$
Often	0	0	0
Seldom	1	48	48
Never	2	19	38
$\Sigma$		67	86
			64,17%

From the table above, the students who answered that they often read English text other than their textbook are 0 students. The students who answered that they seldom read English text are 48 students. The students who answered that they never read English text other than their textbooks are 19 students. It is known that the most answer is that they seldom read English text other than their textbook. From the data, the average score of the factor is 86 of which the percentage is 64,17%, and it is categorized as a strong factor.

### III. Students' feeling when read the English text

The data about students' Students' feeling when reading English text can be seen in the following table:

**Table 4.11. Distribution of Students' Students' feeling when reading the English text.**

<b>Answer</b>	<b><math>X</math></b>	<b><math>f</math></b>	<b><math>f \times x</math></b>
Excited	0	17	0
Less excited	1	46	46
Do not excited	2	4	8
<b><math>\Sigma</math></b>		<b>67</b>	<b>54</b>
			40,29%

It can be known from the table that the students who answered that they are very excited in reading English text are 17 students. The students who answered that they are less excited in reading English text are 46 students while the students who answered they do not excited in reading

English text are 4 students. Thus, it is known that the most answer is that they have not joined an English course outside the school. The factor's score is 54, the percentage is 40,29%, and it is categorized as a weak strong factor

d) Students' Knowledge

I. Students' knowledge about the unfamiliar text

The data about the students' background knowledge can be seen in the following table:

**Table 4.12. Distribution of Students' Background Knowledge**

<b>Answer</b>	<b><math>x</math></b>	<b><math>F</math></b>	<b><math>f \times x</math></b>
All are familiar	0	1	0
Some are familiar	1	59	59
No text is familiar	2	7	14
<b><math>\Sigma</math></b>		<b>67</b>	<b>73</b>
			<b>54,47%</b>

From the table above, the students who answered that they are familiar with all the topics of the English text is only 1 student. Besides, the students who answered that they are familiar with some the topic of the English text are 59 students. Then, the student who answered that they are not familiar with the topic of the English text are 7 students. The most answer is that some English text topics are familiar to the students. The factor's score is 73, the percentage is 54,47%, and it is categorized as a fair factor.

## II. Students' Knowledge about the meaning of unfamiliar words

The data about the students' knowledge about the meaning of unfamiliar words can be seen in the following table:

**Table 4.13. Distribution of Students' Knowledge about The Meaning of Unfamiliar Words**

<b>Answer</b>	<b><math>x</math></b>	<b><math>F</math></b>	<b><math>f \times x</math></b>
Yes, a lot	2	44	88
Yes, a little	1	23	23
Nothing	0	0	0
<b><math>\Sigma</math></b>		67	111
			82,83%

From the table above, the students who answered they have a lot unfamiliar words are 44 students. Beside, the students who answered that they have a little unfamiliar words are 23 students. Then, no students who answered that they know all the vocabulary of the text. So, it is known that the most answer is that students is have a lot unfamiliar vocabulary meaning. The factor's score is 111, the percentage is 82,83%, and it is categorized as a very strong factor.

## III. Students' strategy in answering for the unfamiliar words

The data about students' strategy in answering for the unfamiliar words can be seen in the following table:

**Table 4.14. Distribution of Students' Knowledge about the Meaning of Unfamiliar Words**

Answer	$x$	$f$	$f \times x$
Open the dictionary	0	39	0
Guessing answer	1	26	26
Do not answer	2	2	4
$\Sigma$		67	30
			22,38%

From the table above, the students who answered that when they did not understand the unfamiliar word they open a dictionary are 39 students. Beside, the students who answered that they just choose to guess the answers are 26 students. In addition, no students who answered that they choose not to answer. So, it is known that the most answer is that the students open a dictionary. The factor's score is 30, the percentage is 22,38%, and it is categorized as a weak factor.

#### IV. Limitation of the students' vocabulary

The data about limitation of the students' vocabulary can be seen in the following table:

**Table 4.15. Distribution of Students' Knowledge about the Meaning of Unfamiliar Words**

Answer	$x$	$f$	$f \times x$
Very difficult	2	58	116
Less difficult	1	9	9
Not difficult	0	0	0
$\Sigma$		67	125
			93,28%



From the table above, the students who answered that the questions are very difficult are 58 students. Beside, the students who answered that the questions are less difficult are 9 students. In addition, there is no student who answered the questions are not difficult. The factor's score is 18, the percentage is 93,28%, and it is categorized as a very strong factor.

e) Students comprehension of long/complex sentences in the text

I. Finding main idea

The data about limitation of the students' comprehension of long/complex sentences in the text can be seen in the following table:

**Table 4.16. Distribution of Students' comprehension of finding main idea**

<b>Answer</b>	<b><math>X</math></b>	<b><math>F</math></b>	<b><math>f \times x</math></b>
Found directly	0	23	0
Found slowly	1	40	40
Not found	2	4	8
<b><math>\Sigma</math></b>		67	48
			35,82%

From the table above, the students who answered that cannot find directly the answers are 23 students. Besides, the students who answered that find slowly the answers are 40 students. Then, who answered cannot find the answers are 4 students. The factor's score is 48, the percentage is 35,82%, and it is categorized as a weak factor.

II. The students' difficulty in understanding long/complex sentences

The data about the students comprehension of long/complex sentences in the text can be seen in the following table:

**Table 4.17. Distribution of Students Comprehension of Long/Complex Sentences in the Text**

<b>Answer</b>	<b><math>x</math></b>	<b><math>F</math></b>	<b><math>f \times x</math></b>
Very difficult	2	2	4
difficult enough	1	61	61
Not difficult	0	4	0
<b><math>\Sigma</math></b>		67	65
			48,5%

From the table above, the student who answered that the long/complex sentences in the text are very difficult to be understood are 2 students. Beside, the students who answered that the long/complex sentences in the text are difficult enough to be understood are 61 students. Then, the students who answered that the long/complex sentences in the text are not difficult to be understood are 4 students. So, it is known that the most answer is that the long/complex sentences in the text are difficult enough to be understood. The factor's score is 65, the percentage is 48,5%, and it is categorized as a fair factor.

### III. Students' duration in reading one text

The data about the students' duration in reading one text can be seen in the following table:

**Table 4.18. Distribution of Students' duration in reading one text**

Answer	$X$	$f$	$f \times x$
Less than a minute	0	2	0
One minute	1	4	4
More than a minute	2	61	122
$\Sigma$		67	126
			94%

From the table above, no students who answered less than a minute. Beside, the students who answered only a minute are 4 students. Then, who answered more than a minute are 61 students who answered never. The factor's score is 126, the percentage is 94%, and it is categorized as a very strong factor.

### IV. Students' needs to repeat in reading

The data about the Students' needs to repeat reading the text can be seen in the following table:

**Table 4.19. Distribution of Students' needs to repeat reading the text**

Answer	$x$	$f$	$f \times x$
Really need	2	65	130
Less need	1	2	2
No need	0	0	0
$\Sigma$		67	132
			98,5%

From the table above, the students who answered they need to repeat reading the text are 65 students. Besides, the students who answered they do not really need to repeat reading the text (less need) are 2 students. Finally no students who answered there is no need to repeat reading the text. The factor's score is 132, the percentage is 98,5%, and it is categorized as a very strong factor.

## 2) The Factor of the Lecturer

### I. Lecturer's attendance in the class

The data about the Lecturer's attendance in the class can be seen in the following table:

**Table 4.20. Distribution of Lecturer's attendance in the class**

Answer	$X$	$f$	$f \times x$
Always	0	34	0
Seldom	1	33	33
Never	2	0	2
$\Sigma$		67	35
			26,11%

From the table above, the students who answered the lecturer always attend the class are 34 students. Beside, the students who answered that they seldom attend the class are 33 students. Finally, there is no students who answered never. The factor's score is 35, the percentage is 26,11%, and it is categorized as a weak factor.

## II. Lecturer's frequency in using English in the class

The data about the lecturer's frequency in using English when teaching in the class can be seen in the following table:

**Table 4.21. Distribution of Teacher's Frequency in Using English When Teaching in The Class**

Answer	$X$	$f$	$f \times x$
Often	0	14	0
Seldom	1	49	49
Never	2	4	8
$\Sigma$		67	57
			42,53%

From the table above, the students who answered that the English lecturer is often speaking English when teaching reading in the class are 14 students. Whereas the students who answered that the English lecturer is seldom speaking English when teaching reading in the class are 49 students. While, the students who answered that the English lecturer is often speaking English when teaching reading in the class are 4 students. Thus, it is known that the most answer is that the lecturer is seldom speaking English when teaching reading in the class. The factor's score is 57, the percentage is 42,53%, and it is categorized in fair factor.

## III. Students' Interest toward Lecturer's teaching technique

The data about the students' Interest toward Lecturer's teaching technique can be seen in the following table:

**Table 4.22. Distribution of students' interest toward lecturer's teaching technique**

Answer	$x$	$f$	$f \times x$
Very interested	0	11	0
Less interested	1	44	44
Not interested	2	12	24
$\Sigma$		67	68
			50,74%

From the table above, the students who answered that they are very interested in the lecturers' technique and make them motivated are 11 students. Besides, the students who answered that they are less interested in and less motivated are 44 students. Then, there are 12 students who answered not interested and motivated. The factor's score is 68, the percentage is 50,74%, and it is categorized as a fair factor.

### 3) The Factor of Environment

#### a) The situation of environment

The data about the situation of environment can be seen in the following table:

**Table 4.23. Distribution of situation of environment**

Answer	$X$	$f$	$f \times x$
Very conducive	0	4	0
Less conducive	1	47	47
Not conducive	2	16	32
$\Sigma$		67	79
			58,95%

Based on the table above, the students who answered that the situation in the students' classroom is very conducive for them in learning English text are 4 students. Meanwhile, the students who answered that the situation in the students' classroom is less conducive in learning are 47 students. Whereas, the students who answered that the situation in the students' classroom is not conducive are 32 students. Then, most students answered that the situation in the students' classroom is less conducive for learning reading text. The factor's score is 79, the percentage is 58,95%, and it is categorized in a fair factor.

b) The situation of classroom

The data about the the situation in the students' classroom can be seen in the following table:

**Table 4.24. Distribution of The Situation in The Students' Classroom**

Answer	$x$	$f$	$f \times x$
Not disturbing	0	22	0
Disturbing enough	1	38	38
Very disturbing	2	7	14
$\Sigma$		67	52
			38,8%

Based on the table above, the students who answered that the situation in the students' classroom is not disturbing them in learning English text are 22 students. Meanwhile, the students who answered that the situation in the students' classroom is disturbing them enough in learning English are 38 students. Whereas, the

students who answered that the situation in the students' classroom is very disturbing for them in learning English are 7 students. Then, most of the students answered that the situation in the students' classroom is very disturbing for them in learning English. The factor's score is 52, the percentage is 38,8%, and it is categorized in a weak factor.



## **B. Discussion**

### **1. The Level of Students' Difficulty at Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading English Text.**

From the students' wrong answer result of the test shown on the table 4.1. can be concluded that the level of students' difficulty in reading English text is in fair category with the mean score of students' wrong answer is 44,32. It means that the students' difficulty in reading comprehension of English text is fair.

### **2. The Students' Difficulties in Reading Comprehension at Fourth Semester Islamic Education Department Students at IAIN Antasari Academic year 2014/2015 in Reading English Text.**

From the result the researcher also can analyze that the students at Fourth Semester Islamic Education Department students at IAIN Antasari Banjarmasin have fair difficulty category with mean of students' wrong answer score is 44,32 in the test of students' difficulties in reading English text,. There are 594 wrong answers of questions.

The students' difficulties are in: analyzing the topic of a text which the percentage is 40,5%, finding the main idea of a paragraph with the percentage 25,5%, comprehending the supporting idea of a paragraph which the percentage is 55,13%, looking for the specific information of a text which the percentage is 38,5% , finding the factual information from the text which the percentage is 68,25%, comprehending the reference which the percentage is 58,5%, finding

the inference of a text which the percentage is 39%, and finding the synonym and antonym of unfamiliar word in a text which the percentage is 26,25%.

The students did so many mistakes in answering the questions that include four difficulties. It means that the students do have four difficulties in reading comprehension. The difficulties are first, in analyzing the topic of the text the students get not really high difficulty which the percentage is 40,5% and it is categorized in fair difficulty. Second, in comprehending the supporting idea of a paragraph the percentage is high enough, it is 55,13% and also in fair difficulty. It means that they get high enough difficulty. Third, the students have the highest difficulty in finding the factual information from the text. They did so many mistakes in answering the questions which cover the difficulty so that the percentage is 68,25% and it is in high difficulty. Fourth, in comprehending the reference students get high enough difficulty because they did many mistakes which the percentage is 58,5% and it is categorized in fair difficulty. The difficulty is in high difficulty which the percentage is 68,25% in finding factual information.

Based on the test result, the researcher concludes that the most difficult feature in reading comprehension is finding factual information of a text due to the fact that the percentage is the highest. It is a very significant difficulty considering the factual information of a text a

student must go through the processes of bottom-up and top-down in reading.

**3. The Factors That Influence Students' Difficulties in Reading Comprehension at Fourth Semester Islamic Education Department Students at IAIN Antasari academic year 2014/2015 in reading Islamic English Text.**

There are several factors that influence the four difficulties of reading comprehension, those are:

a. The factor of students

1) Students' interest in English

a) Students' passion toward English

Based on the result of questionnaire the factor about students passion toward English lesson has fair influence toward the students' difficulties in reading comprehension with the percentage is 50%. Most of the students stated that they like English lesson enough. Due to the students' passion in not good enough, it is potentially making them be lazy in learning English.

b) Students' likeness toward reading English text

The factor about students' likeness toward reading English text has fair influence toward the students' difficulties in reading comprehension with the percentage is 52,23%. Most of the students answered that they do not really like to read anything in written English. Due to that reason, it is potentially making them be lazy in reading English text.

## 2) English and reading English text learning activity of students

### a) Students' frequency in studying English at home

The factor about students' frequency in studying English at home has strong influence due to the percentage of influence is 63,43%. Most of the students said that they are sometimes studying English at home. If the students is often studying English at home, their English ability will be better, then a good ability in English can also support the reading comprehension ability.

### b) Students' frequency reading English text

The factor about students' frequency in reading English text has strong influence which the percentage is 64,17%. Most of the students said that they are seldom reading English text and never reading English text other than the textbook that given by their lecturer. If the students is often reading English text, moreover the text is from other books, it will make their reading comprehension ability be better and they will practice how to overcome the difficulties in reading comprehension.

## 3) Students' knowledge

### a) Students' background knowledge of the familiar/unfamiliar text

The factor of students' knowledge about the familiar/unfamiliar texts has fair influence which the percentage is 54,47%. The most answer is that some English

text topics are familiar to the students. It because if they already familiar with text, they could answer easily due to they have known about the content or the story of the text. And on the contrary, if they never familiar before with the text they do not know what the content is before they read the text first.

b) The lack of students' vocabulary knowledge

The factor about students' knowledge about the meaning of unfamiliar word has very strong influence due to the percentage of influence is 82,83%. Most of the students said that they got many unfamiliar words of text. It means the limitation of vocabulary is a strong influence that makes them difficult to understand the text. Due to the vocabulary is the important thing in comprehending meaning of a text.

4) Students comprehension of long/complex sentences in the text

The factor about students comprehension of long/complex sentences in the text has fair influence which the percentage is 48,5%. Most of the students said that the long/complex sentences in the text are difficult enough to be understood. A long/complex sentence in a text usually makes students be more difficult to comprehend a text. Students should be carefull in translating a long/complex sentence.

b. The factors of lecturer

1) Lecturer's frequency in using English in the class

The factor about lecturer's frequency in using English has fair influence due to the percentage 42,53%. Most of the students said that the lecturer is seldom speaking English when teaching reading in the class. If the lecturer often speaks English when teaching in the class, the students' English ability will be better, and without an exception of students' difficulties in reading comprehension will reduce.

2) Students' Interest toward Lecturer's teaching technique.

The factor about lecturer's strategy has weak influence which the percentage is 50,74%. Most of the students said that lecturer's technique less interesting and less be motivated for them to learn reading Islamic English text in the class. It makes they are not really interested to read Islamic English text.

c. The factor of environment

The factor about the situation and condition of students' environment has fair influence which the percentage 58,95%. Most of the students stated that their environment is less support for them to learn English especially reading Islamic English text. Because the environment does not have much access to English, they are not accustomed to all about English especially in reading English text