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### Reading Skills Problems and Their Solutions

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#### **ABSTRACT:**

This research originated from the important role of reading in people's lives in this era modern. In addition, the low interest in reading society is not equal to existing technological advances. Increasingly advanced technology has an impact on convenience accessing information, but on the other hand spreading hoax news is also very easy. People who have low reading interest will find it difficult to distinguish between different information relevant to what is not. Therefore, this study will review some of the problems faced when reading and provide alternative solutions for solving them. This research uses a qualitative approach. A qualitative approach is used with the aim of knowing the problems experienced during the language learning process. As for the results of the research, it was found that several problems faced when learning to read were a) conventional learning processes, b) technology failure and media availability experienced by teachers, and c) improper reading techniques. Solutions that can be an alternative are choosing an approach and strategy that is suitable for learning to read and which students like, providing training to support teacher competence in technology, preparing good media for learning, providing students with understanding of reading techniques so that reading goals can be achieved by good.

#### **INTRODUCTION**

Learning is a process of activity that involves teachers, students, methods, environment, media, facilities, and infrastructure, which are all interrelated to achieve a goal. The goals, in this case, are the learning objectives that have been predetermined. Suprihatiningrum (2014: 77) explains that for learning activities to achieve maximum results, supporting factors need to be sought, such as right student conditions, adequate facilities, and a supportive environment, as well as an appropriate learning process.

The teaching and learning process is a process of interaction between two human elements: students as the learning party and the teacher as the teaching party, with students as the main subject (Sardiman, 2011: 14). Suprihatiningrum (2014: 81) reveals that teaching and learning interactions are a mutually influencing process. Teachers will affect students and vice versa. Students will influence teachers. The teacher's behavior will be different when facing an active class with a passive type, a level where students are disciplined, and those that are less disciplined.

In the learning process that connects students, teachers, and the environment, there are problems or problems, especially in language learning. In language learning, students must master and develop four language skills, namely listening skills, speaking skills, reading skills, and writing skills.

Reading plays a significant role in life humanity, both in individual and communal contexts. Reading skills are essential and function effectively in society educated (Burns et al., 1982: 5). In the learning process in schools, teaching reading must receive serious attention from educators. Learning to read in schools aims to foster and improve reading skills and train students to master aspects of reading skills (Dalman, 2014: 8). There are two kinds of learning to read, namely extensive reading and intensive reading. Extensive reading includes reading surveys, skimming, and superficial reading. Intensive reading is divided into two, namely reading content and language studies. Reading the content analysis includes reading comprehensively, reading comprehension, reading critically, and reading ideas, while reading the study of language includes reading language and reading literature.

Reading skills can increase insight into the thinking and broaden one's knowledge because books or reading materials are a means of communication for a civilized society and play an essential role in social life. The more people read, the more information they will get. Reading is a means to absorb information and study the desired world so that humans can expand their knowledge, digging written messages by reading. However, a task is not an easy job; let alone reading comprehension (Aswinarko, 2012: 59).

Also, the low interest in reading will affect the imbalance with existing technological advances. Increasingly advanced technology impacts the ease of accessing information, but on the other hand, spreading hoax news has also become very easy. People who have a low reading interest will find it challenging to distinguish information relevant from what is not. Therefore, several solutions are needed to minimize reading problems that occur in language

learning. This research will describe some of the issues faced by teachers, students, and the learning environment and solutions to solve these problems.

## **THEORETICAL BASIS**

### **Reading**

Nurhadi (2009: 2) reads the activity of understanding the meaning contained in writing. Reading is a very complicated psychological process that takes place in the reader. The reader reconstructs the message or content expressed and implied in the task he is dealing with. According to Nurgiyantoro (2014: 224), reading is an activity to understand what the other party is saying through writing.

Reading activities have specific goals according to the person who is read. The primary purpose of every reader is to understand all the information reader feature. They know the content. Reading is a significant factor important in reading (Asdam, 2016: 141). In this case, the goal depends on the interests and reading material facing each person. The purpose of someone reading is none other than to get the information needed and for pleasure. A clear sense of reading will improve one's understanding of the task. In this case, there is a close relationship between reading goals and a person's reading ability. Therefore, a reader who has clear goals will quickly understand the reading content because it will focus on the goals to be achieved.

Setting reading objectives must meet two conditions, namely (1) use clear and precise terms of what to watch for or searched when someone is reading, and (2) provides a description of which it was easy for one to understand what one should do after reading. According to Tarigan (2008: 11-13), in terms of whether the reader's voice is heard or not when reading, it can be divided into a read aloud and read silently.

*Read aloud (voiced)* Reading aloud is an activity or activity which is a tool for teachers, students, or readers together with other people or listeners to capture or understand information, thoughts, and feelings of an author. In language learning activities, reading aloud contributes to learning to speak. Through reading aloud, students learn to pronounce the sounds of the language they are learning correctly. Students indirectly correctly pronounced groups of words, sentences, and whole discourses through reading aloud.

In addition to reading aloud is an activity that is carried out when students learn to read, it seems that reading aloud is still essential for people in certain professions. An official must be skilled at reading

aloud correctly, making speeches, and reading the results of decisions in front of the crowd. Therefore, it is not surprising that students are trained from an early age to appear well-read in the group.

So it is clear that reading aloud is an activity carried out by the reader and the listener to capture information from a reading text. In this case, according to Tarigan (2018: 220) that the first thing that is required of the reader is to be able to understand the meaning and feelings contained in a reading that has been read. For that, the reader must understand written symbols in the reading text.

#### 1. *Silent Reading (Silently)*

Reading silently or silently is reading silently, without movement of the lips, without moving the head, without whispering, understanding reading material that is read silently or silently, the speed of the eyes in reading three words per second, enjoying reading material that is read silently, and being able to adjust the reading speed according to the level of difficulty contained in the material that reading. In silent reading, the reader uses only visual memory, which involves activation of the eye and memory.

Exercises on silent reading should be started so that children can read on their own. At this stage, the child should be equipped with additional reading material whose emphasis is directed at mastering the reading content and acquiring and understanding ideas independently. Humans in their lives, of course, do a lot of reading activities as a source of reasoning, including reading textbooks for a student, reading newspapers for office employees, reading magazines for mothers, and reading other considered useful readings. Reading in everyday life is a basic necessity.

About reading silently, according to Tarigan (2008: 30-31) and HARRAS (1995: 5), they argue that from the scope of the reading material read, broadly speaking, we can distinguish it into two types of reading activities, namely extensive reading and intensive reading. Extensive reading includes reading surveys, brief and superficial, while intensive reading is reading thoroughly, understanding, critically, ideas, and creatively. In this study, the focus was on reading comprehension.

The purpose of reading comprehension is:

1. Enjoy the beauty contained in the reading.
2. Read aloud to allow someone to enjoy reading text.
3. Using specific strategies to understand the reading text

4. Digging someone's store of knowledge or schemata about a topic.
5. Associating new experience with one's schemata.
6. Looking for information for the preparation of reading or report.
7. Allow someone to do experimentation to examines something that is described in a reading text.
8. Answering questions raised in the reading text.

### **Learning**

Learning is an activity process the interaction between two human elements, namely students as the learning party and the teacher as the teaching party, with students as the main subject (Sardiman, 2011: 14). Learning in schools needs to be adequately prepared and planned. Learning or teaching and learning interactions do not have to be done in class but can also be done in laboratories, sports fields, and other environments. Edi Suardi (Prihatin, Y., 2019: 2; Shabbir et al., 2020) details the characteristics of teaching and learning interactions as follows:

1. Teaching and learning interactions have a purpose, namely, to help children in certain development.
2. There is a procedure planned, designed to achieve the goals that have been set.
3. Cultivation of unique material characterizes teaching and learning interactions.
4. It is characterized by student activity.
5. In teaching and learning interactions, the teacher plays a role as a guide.
6. In its role as a guide, the teacher must try to turn and give motivation for a conducive interaction.
7. In teaching and learning interactions, discipline is needed. The field in teaching and learning interactions can be interpreted as a pattern of behavior regulated according to the provisions that have been obeyed by both teachers and students.
8. There is a time limit.

Learning can be defined as a process of teaching students that have been planned, implemented, and evaluated to achieve learning goals effectively and efficiently. Education can be viewed from two angles, and the first is that learning is a system. Learning consists of several structured components, including learning objectives, teaching media, strategies, learning approaches and methods, class organization, learning evaluation, and learning follow-up in remedial and enrichment. Second,

learning is a process, so learning is a teacher's activity in order to make students learn. This process includes:

- a. Preparation, starting from planning annual teaching programs, semesters, and preparing teaching plans, is complemented by media preparation for learning and evaluation.
- b. Implementation of learning activities concerning the practice of previously scheduled knowledge.
- c. Follow up knowledge that has been managed in the form of enrichment or additional learning hours, and remedial for students who have difficulty learning.

### **RESEARCH METHODOLOGY**

This research uses a qualitative approach. A qualitative approach is used to know the problems experienced during the language learning process. A qualitative approach is a research procedure that produces descriptive data in written or spoken words from people and observable behavior. The use of a qualitative approach is based on the consideration that:

The data source in this study is the language learning process. The researcher is the main instrument who makes observations, interviews, direct notes in the field. The data collected is in descriptive data, namely, researchers' reading skills to process data and analyze data.

This research's data source is the language learning process in which there are reading skills so that researchers can obtain data about problems experienced by teachers and students and provide solutions to problems experienced. The research was conducted in several junior and senior high schools in Jombang district, East Java, Indonesia. School selection was carried out using random techniques. Data collection techniques used in this study were observation, interviews, recording and documentation. The data analysis technique in this study used descriptive techniques. The research was conducted in several junior and senior high schools in Jombang district, East Java, Indonesia. School selection was carried out using random techniques. Data collection techniques used in this study were observation, interviews, recording, and documentation. The data analysis technique in this study used descriptive techniques. The research was conducted in several junior and senior high schools in Jombang district, East Java, Indonesia. School selection was carried out using random techniques. Data collection techniques used in this study were observation, interviews,

recording, and documentation. The data analysis technique in this study used descriptive techniques.

## DISCUSSION

### Reading Skills Problems and Their Solutions

Based on the results of the study, it was found that several problems in reading skills faced in learning, namely

#### 1. Conventional Learning Process

In some schools, language learning is still carried out using conventional approaches and strategies, preventing students from learning actively and creatively because teachers dominate. Most of the teaching-learning and assessment activities and students tend to be passive. Students are positioned more as objects rather than as subjects so that learning depends entirely on the teacher's initiative, which is considered a learning resource. The learning approaches and methods used by the teacher are dominated by lecture and assignment methods. Such learning tends to be indoctrinated with drill and practice methods. As a result, student learning activities seem to be programmed to follow procedures made by the teacher.

The problem of approaches and strategies in learning reading skills can be overcome by choosing techniques and strategies suitable for reading learning and are liked by students. For example, one of the strategies used to create a fun atmosphere for reading education is the *KWLA* (Know, What, Learned, Affect) strategy. The *KWLA* strategy is one reading strategy. Strategy *KWLA* emphasizes teachers to pay attention to student background and knowledge. Strategy *KWLA* is a strategy based on student activeness; students are involved before, during, and after reading. This strategy not only assists students in acquiring knowledge after reading but also provides opportunities for students to relate interest and personal assessment to student learning experiences. Students can brainstorm so that the teacher is able to see how big students' interests and knowledge are related to reading texts (Shabbir et al., 2019; Wiesendanger, 2001: 99).

Prihatin (2020: 893) explains that this strategy is effective in increasing student understanding of reading. Based on the results of the research conducted, it was found that the response of student interest in learning was obtained by 90.4%, including in the very good category. In the aspect that contains student responses to the ease of understanding and studying the material,



the percentage of 89.1% is found in the very good category. In aspects that contain student responses inactiveness and courage to express opinions on the learning process, a percentage of 87.9% is obtained in the very good category and aspects that contain the ease of response of students in concluding learning activities get an average percentage of 90.2% which is in the very good category.

### **1. Technology Stuttering and Media Availability Experienced by Teachers**

Researchers conducted interviews by asking several questions to one of the teachers. The first question that is asked is, "Where do you usually use teaching materials when learning to read?" The teaching materials used by the teacher in learning to read come from textbooks used by the school. The problems in reading competence described above, of course, just need a solution to overcome them. The first solution, the government, universities, and schools should work together to hold basic training on matters related to computers and the internet to overcome technology failure so that teachers can access various information from the internet such as accessing news videos which can be used as teaching material in learning to read, especially in suburban schools that are far from adequate facilities. Through this training, school teachers can gain additional knowledge related to computers and the use of the internet. The second solution, the teacher is expected to be able to create their own media, such as 3D media, to attract students' attention.

### **2. Improper Reading Techniques**

Based on observations, there are still many students who do not understand reading techniques well. There are still many mistakes students make during the reading process. If you maintain a terrible habit of reading, your reading speed will be disturbed. The following are some of the bad habits identified during the study.

#### **a. Vocalization**

The student habit that was discovered for the first time was reading aloud. Apart from affecting reading speed and comprehension, this habit will also irritate other students. However, if while reading aloud, this habit should be made so that the listener can hear well.

##### **1) Lip movement**

Some students moved their lips while reading. This habit will also affect comprehension and reading speed.



## 2) Head movement

When reading, many students also move along word for word in the reading material so that the head regularly moves from left to right, then returns to the left, and so on. This habit will hamper reading speed because head movement is far less than eye movement.

## 3) Regression (backwards)

They often do repetition while reading. For example, reading a sentence or paragraph, then being unsure of its content or feeling that you don't understand it, then the reader returns and repeats the sentence or paragraph, so a lot of time is wasted. Some students do not focus on and lack concentration, so they do regression or backward repetition.

This habit will undoubtedly affect reading comprehension. Johnson and Pearson (Zuchdi, 2008: 23) state that the factors affecting reading comprehension/understanding can be divided into two types inside and outside the reader. The factors within the reader include linguistic ability (language), interest (how much the reader cares about the reading he is facing), motivation (how much the reader cares about reading assignments or general feelings about homework and school), and the reading ability set ( how well the reader can read). The solution offered for this problematic problem is to provide students with an understanding of good reading techniques in advance. The teacher also has to adjust the reading technique to the material or learning objectives to be achieved to overcome these problems. The second solution, the teacher, as a motivator, must motivate students so that students become interested and motivated to take part in learning. The third solution prepares a conducive classroom environment. Because reading requires focus and concentration, of course, environmental conditions must be designed as well as possible to focus on learning.

## CONCLUSION

All reading skills learning problems, especially in language teaching such as conventional learning process, technology failure, and media availability experienced by teachers, inappropriate reading techniques can be solved by several solutions. These solutions require the cooperation and creativity of teachers, students, government, and all parties to carry them out. In addition to the solutions already offered, reading problems can be minimized with some exercises to improve reading skills. The reader's success in

understanding is influenced by several things, both from inside the reader and from outside the reader. In general, the factors from within the reader that affect the reader's understanding are their interest, motivation, and reading ability. In contrast, elements from outside the reader include the reading text and the reading environment.

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