

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Reading comprehension is a very important skill for college students (Roch et al., 2019). These skills are necessary for understanding and interpreting complex academic texts, such as textbooks, scientific journals, articles, and lecture materials. However, many students face various problems in developing effective reading comprehension skills (Küçükoğlu, 2013).

One of the primary challenges encountered by students when it comes to reading comprehension skills is the difficulty in identifying key information, connecting ideas, and deducing meaning from the texts they read. Students often experience difficulties in understanding academic texts that have complex structures, long sentences, and specific vocabulary. In addition, they may lack training in using effective reading strategies, such as anticipating questions, summarizing, and searching for keywords (Ryherd et al., 2018).

Reading comprehension skills are very important for college students (Ryherd et al., 2018). This ability allows them to understand complex lecture material, such as textbooks, scientific journals, articles and term papers. By understanding the text well, students can identify the main ideas, make connections between ideas, and obtain the meaning contained in the text (Kenneth A, 1972). Effective reading comprehension also contributes to academic success, assisting students in attending lectures, absorbing information, and remembering material studied. In addition, these skills are important in conducting research and

reviewing literature, which are often an integral part of academic assignments in tertiary institutions (Young. Suk & Grace, 2023). College students often face challenges in reading comprehension, such as difficulty understanding complex texts and struggling with time management while reading. Thus, good reading comprehension becomes an important foundation for the progress and success of students at the tertiary level.

In addition to linguistic factors, there are also non-linguistic factors that can affect students' reading comprehension skills. For example, motivational factors, interest in the subject being studied, levels of self-confidence, and low levels of concentration can hinder students' ability to understand texts properly (Ribeiro et al., 2018).

It is important to understand these issues in more depth, because good reading comprehension skills are an important foundation for students' academic success in tertiary institutions. By understanding the factors that affect students' reading comprehension skills, we can identify appropriate strategies and interventions to help them overcome this difficulty.

According to Sir Gatot, there are several issues with reading comprehension among College Students, particularly in their low reading interest. Students need multiple readings before they truly understand the material. Furthermore, students' initiative in reading has not been fully realized. Despite efforts to evaluate the four reading skills, the level of comprehension remains low. Time does not affect students' learning activities. The development of the situation is still hindered.

In this context, this thesis will examine the factors that influence student performance in reading comprehension skills. This research is expected to provide valuable insights and practical recommendations for educational institutions and teachers in improving the quality of teaching reading in tertiary institutions (Young, Suk & Grace, 2023).

Based on this background, , the researcher aims to investigate and delve deeper into the challenges that college students encounter in developing their reading comprehension skills. The proposed research title is "**College Student's Problems in Reading Comprehension Skills.**"

## **1.2 Identification of Problem**

Based on the research background, the identification of problem such as:

1. College students often face challenges in identifying key information, connecting ideas, and deducing meaning from complex academic texts, hindering their reading comprehension skills.
2. The difficulty in understanding academic texts with complex structures, long sentences, and specific vocabulary poses a significant obstacle to college students' reading comprehension abilities.
3. Many college students lack training in utilizing effective reading strategies, such as anticipating questions, summarizing, and searching for keywords, which negatively impacts their ability to comprehend academic texts.
4. Time management issues while reading can impede college students' reading comprehension as they may rush through texts, leading to shallow understanding and the inability to extract essential information.

5. Non-linguistic factors, including motivation, interest in the subject, self-confidence levels, and concentration, can also influence college students' reading comprehension skills, affecting their ability to comprehend texts accurately.

### 1.3 Limitation of Research

The limitations of the research "College Student's Problems in Reading Comprehension Skills" include:

1. The research is limited to college students, and as a result, the generalization of the findings is restricted to this specific population. The results cannot be directly applied to other populations, such as high school students or non-academic adults.
2. The study solely focuses on issues related to reading comprehension skills. Other problems that students may face in language aspects or other skills are not the primary focus of this research.
3. The study may have been conducted within a specific educational environment, such as a particular institution or program. Consequently, the results may be influenced by specific environmental factors and may not represent the problems experienced by students in other educational settings.

### 1.4 Research Questions

The research can be formulated in the following research question: "What problems do the college student's make in reading comprehension skills?"

## 1.5 Objectives of the Study

The objective of this study is to analyze the issues related to reading comprehension skills that college students face, focusing on the specific challenges and mistakes made by students in this area.

## 1.6 Significance of the Study

### 1. Theoretical Significance:

- a. This study aims to make a valuable contribution to the existing knowledge and understanding of reading comprehension skills among college students.
- b. Provides a deeper understanding of the theoretical constructs and mechanisms involved in the reading process.
- c. This study seeks to refine and enhance existing theories and models pertaining to reading comprehension, specifically in the context of college students.
- d. This research endeavor aims to contribute to the advancement and development of new theoretical frameworks within the field of reading comprehension, particularly concerning college students.

### 2. Practical Significance:

- a. Assists educators in designing targeted instructional strategies and interventions to address reading comprehension difficulties among college students.
- b. Enhances students' reading comprehension skills and promotes academic success.

- c. Guides curriculum designers in developing relevant and engaging reading materials and programs.
- d. Informs policymakers in making decisions regarding resource allocation, professional development, and implementation of effective reading instruction policies.
- e. Supports the improvement of reading comprehension instruction in higher education settings.
- f. Contributes to the overall development and success of college students.

### **1.7 Definition of Terms**

1. **College Student:** A college student refers to an individual who is enrolled in a higher education institution, such as a university or college, pursuing an undergraduate degree.
2. **Problems:** In this context, problems refer to challenges, difficulties, or obstacles that college students encounter in relation to their reading comprehension skills. These challenges can impede their capacity to comprehend and extract meaning from written texts.
3. **Reading Comprehension:** Reading comprehension encompasses the aptitude to comprehend, interpret, and extract significance from written material. It encompasses various skills, including vocabulary comprehension, recognizing key concepts, making logical deductions, and formulating conclusions based on the text.

4. Skills: Skills refer to specific abilities or competencies that individuals develop through learning, practice, and experience. In the context of reading comprehension skills, it pertains to the capacity to effectively and efficiently comprehend and analyze written texts.



