

The Students' Perception Toward Reading in Academic Context Course to Improve Their Reading Comprehension

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Abstrak

The purpose of this research is to evaluate students' perceptions of reading in academic settings and how these perceptions can affect their reading comprehension. The research method used was interviews with respondents, namely fourth-semester English Education students. The results showed that the majority of students have a positive perception of reading in academic settings and consider it important to improve their reading comprehension. Through learning media in the form of TOEFL reading section questions, students become more accustomed to foreign vocabulary and can apply skimming and scanning techniques to facilitate their understanding of reading materials. However, of course, they also face challenges such as difficulty in understanding complex reading materials. From the results of the research, it is concluded that it is important for universities and faculties to pay attention to students' perceptions of reading and consider ways to help students overcome the challenges they face in reading in academic settings.

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PENDAHULUAN

English is one of the international languages which is used in various countries in the world (Manuaba & Putra, 2021). English has a function as the language of instruction for education if the classes or subjects taken are specifically related to the use of the English language (Agung & Surtikanti, 2020). There are 4 skills that must be mastered in English, namely speaking, listening, writing, and reading.

As one of the skills needed to support English language skills, reading skills must be mastered by students. Students should understand the content of the text students read. Reading ability is an important prerequisite for learning. The ability to read and understand text is very important to get the information contained in the text, especially in an academic context. Improving the quality of students' reading comprehension will improve the quality of students' overall knowledge (Ganie et al., 2019).

In reading students need reading comprehension to make connections as students read and make meaning of the text (Nery & Suryani, 2021). According to Kuşdemir & Bulut (2018), to understand, evaluate and remember the ideas, the reader need to finding the main idea, understanding the details, recognizing the structure of the text and predicting the idea of the author. There are many ways to improve reading skills, such as English class, self-study through digital platforms, reading more books, doing reading exercises and much more.

But in reality, there are still many students who are not fluent in reading English. Not every student can comprehend the text students read and then students also misinterpret what students read. Students still lack grammar, vocabulary, and motivation to read text in the English language. Students are unable to understand what students read, especially in academic contexts. Phuong (2021) states

that in this research report reading journal papers is difficult, frustrating, perplexing or simply. Usually, students find the difficult to understand reading because there is new and rarely used vocabulary. Students also feel bored in class when reading with an academic context because students finding a long and boring passage, do not know the meaning of some words in the text, the texts is too boring, difficult and uninteresting, students fail to read, students don't interest in the topic reading (Febriani et al., 2019). The problems like that prevent them from having good reading comprehension.

Reading for EFL students will become a habit if students practice it as the main class of their learning activity (Lindawati, 2021). In the English Education Study Program Faculty of Teacher Training and Education at Universitas Ahmad Dahlan there are classes that can support students' reading ability. One of them is the Reading in Academic Context class. This class is implemented in the 4th semester. The aim of the class is developing students' skills in reading English especially in academic context at the English Education Study Program Faculty of Teacher Training and Education in English Education Study Program at Universitas Ahmad Dahlan.

Some of the reasons the researcher will do this research is because the researcher wants to know how students' perception of Reading in Academic Context class is, whether reading academic context class could improve students in developing the reading skill and the obstacles students experienced in class. Based on the explanation above, the researcher thinks that it is important to know the students' perceptions of Reading in Academic Context class in the study program. Because students are subjects in the learning process.

METODE

Researchers used a qualitative method to conduct the study. In this research, the researcher used a case study. The research conducted the interview by online interviewing. The research subject is the students of Reading in Academic Context class B and C in the English Education Study Program, Universitas Ahmad Dahlan in 2021/2022 with a total of 19 students for class B and 19 students for class C for a total of 38 students. In conducting the research, the researcher will use an interview instrument. The researcher used qualitative descriptions as a data collection method.

HASIL DAN PEMBAHASAN

This chapter describes the findings of students' perceptions of Reading in Academic Context classes to support their reading comprehension. The purpose of this study was to find out students' perceptions of reading in academic context class and the obstacles experienced. The subject of this research is the students of the English Education Study Program of Reading in Academic Context Class at Universitas Ahmad Dahlan. Researchers used interviews for data collection. The purpose of using interviews is to obtain in-depth data from student perceptions. Interview data were taken one by one students of reading in academic context class using purposive sampling. Interviews were also used to find out more about students' perceptions of Reading in academic context class to improve reading comprehension.

The students' perceptions towards Reading in Academic context course in improving the students' reading comprehension.

The following are the results of the researcher's interviews with the respondents in the Reading in Academic Context class.

Reading in Academic Context is an effective course

In interview question number 1, respondents stated that reading in academic context is an effective course in improving reading comprehension. Respondents said that Reading in Academic Context courses can make the students familiar with the foreign vocabulary, long reading text and reading text with a fairly high level of difficulty.

“..... Reading in an Academic Context course is an effective course to improve reading comprehension. Reading section of the TOEFL test is the learning media to learn academic reading to make us familiar with difficult vocabulary and long reading text.....”

“... The reading technique taught in the Reading in academic context course improves my reading comprehension, especially when it comes to English questions such as the TOEFL test, so it really helps me in solving these questions.....”

Reading in Academic Context helps students to improve their reading comprehension

The interview question (number 4) with the sentence “Do you think Reading in an Academic Context subject can help improve your reading comprehension through reading practice? Explain!”, showed that the reading in academic context course is an effective course in improving reading skills because of the application of the TOEFL reading section as practice in each meeting.

“Previously, the lecturer explained material related to reading techniques, after that the lecturer gave repeated reading exercises to determine students' abilities in each meeting. It can train and increase reading comprehension”.

“It really helps reading skills in reading practice. When doing the TOEFL test, we don't have to read all the questions, but look for the gist. We only need to read the main sentence in each paragraph”.

Reading in Academic Context is important subject to improve reading skill

Interview question number 3 (Do you think the knowledge that you get from Reading in Academic Context class can be applied in your reading practice? Explain!) explains that this course is indeed important because students can apply the knowledge gained during reading practice.

“During this subject, students are taught scanning and skimming methods to read long paragraphs. By reading the first sentence, you can already conclude the contents of the text as a whole...”

The interview question “How does the Reading in Academic Context subject support your reading skill?” (Number 5) also explains why Reading in Academic Context can support students' reading skills. Through appropriate lecturer teaching techniques such as scanning and skimming, structured discussions and regular tests can improve students' reading skills.

“With a structured discussion, we can properly prepare lessons for the next meeting. At every meeting the lecturer provides exercises, giving material and exercises makes the material memorable.”

“Before I took the reading in academic context course, I always read the reading text in its entirety to find points from a reading text. Then, after following the course I was introduced to techniques in reading long texts so that it made it easier for me and saved time.”

Obstacles experienced by the students of English Education Study Program Universitas Ahmad Dahlan in reading in academic context class

There are several obstacles experienced by students when learning in reading in academic context class. This data can be found in the interview questions distributed in the reading in academic context class. The following are some of the obstacles experienced by students:

1. Lack of vocabulary

According to the interview question (number 7) with the sentence “What are the obstacles experienced in Reading in Academic Context class?” The data from the interview can be found that the obstacles experienced by students when learning in reading in academic context class is lack of vocabulary.

Most of the students said that the factor that caused them to lack vocabulary was academic texts often contain complex vocabulary that students may not be familiar with. This can make it difficult for students to understand the meaning of the text. Also, academic texts can be

lengthy, which can be overwhelming for students. The amount of information can be difficult to process and remember.

“.....I have been used to reading short texts in English recently, but when I started preparing for the TOEFL test, I realized that the texts are more complex and contain a lot of new vocabulary for me, plus at that time it was the early days of offline lectures, so i felt confused about the subject....”

2. lack of time

According to the interview question (number 7) with the sentence “What are the obstacles experienced in Reading in Academic Context class?” The data from the interview can be found that the obstacles experienced by students when learning in reading in academic context class is also lack of reading speed.

At the end of the meeting, a quiz is usually held which requires students to complete a number of TOEFL reading section questions within a certain duration. At the beginning of students participating in reading classes in an academic context, students still felt unfamiliar with the scanning and skimming techniques provided. Students struggle with reading quickly and efficiently, which can make it difficult to keep up with the pace of an academic course.

“.... I often felt that I was lacking time for reading in academic context assignments, because I am not used to reading academic text. I also feel that I lack understanding of effective reading strategies, and have difficulty managing my time efficiently while reading. However, after being given reading techniques which include skimming and scanning, it helped me to do assignments more quickly”

“....At the beginning of the lecture I was still a bit slow to adjust because in each lecture session there was practice to answer some questions for a certain duration. At first, it was difficult for me but after a while I got used to it”

KESIMPULAN

Based on the findings and discussion, it can be concluded that in this study students gave a perception toward Reading in Academic Context Class in English Education Study Program at Universitas Ahmad Dahlan. This perception not only comes from students' answers during interviews but also from the achievements they get after they take reading in an academic context class to improve their reading comprehension. The students' perception is that the participants said reading in academic context class is important for them. Even though, there is a problem like they do not understand and are not used to reading texts in an academic context. But they also said that reading in an academic context helps students to support their reading comprehension. They also observed their progress after attending the reading in an academic context class and the progress of the students can understand the reading in an academic context by not reading everything because they already understand the technique. The researcher also found that there were several obstacles experienced by students when learning in class such as lack of vocabulary and lack of reading speed.

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