

**PSYCHOLOGICAL BARRIERS IN READING COMPREHENSION
ENCOUNTERED BY THE STUDENTS AT FOURTH SEMESTER OF ENGLISH
EDUCATION STUDY PROGRAM OF UNIVERSITY OF MUHAMMADIYAH
KOTABUMI ACADEMIC YEAR 2019/2020**

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Abstract: Reading is one of skills which can be said very important, because the learners not only asked to read the content of the text, but also learners have to master and comprehend the content of the text. However, the four skills in English certainly have the barriers that will be felt by the learners, one of barrier is coming from reading skill. The barriers are coming from 2 aspects such as from language component barrier and psychological barrier. This research will explain about psychological barriers in reading comprehension encountered by the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020. The purpose of this research is to describe the barriers and to find the psychological barriers which most affecting negatively for the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020. The kind of research used is descriptive qualitative that focuses on case study. The subjects of this research were the learners at fourth semester class A of English Education study program. The researcher has picked eight learners as the subjects of this research using snowball sampling technique. The researcher also has used interview for collecting the data. The result of this research has showed that there are some psychological barriers encountered by the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020, those are (1) Lack Of Attention, (2) Poor Retention, (3) Loss Of Confidence, (4) Emotions, (5) Shyness, (6) Motivation, (7) Age, (8) The Attitudes, (9) Self Efficacy, and (10) Self Concept. From this research the reseacher find that psychological barrier which most affecting negatively for learners is coming from motivation aspect.

Keywords: English, Reading, Psychological Barriers

***Abstrak:** Membaca adalah salah satu keterampilan yang bisa dikatakan sangat penting, karena pelajar tidak hanya di minta untuk membaca teks bacaan namun juga harus mampu menguasai dan memahami isi teks bacaan. Namun empat keterampilan bahasa Inggris tersebut pasti memiliki hambatan yang akan dirasakan oleh pelajar, salah satunya yaitu hambatan dalam keterampilan membaca. Hambatan yang muncul terdiri dari 2 aspek yaitu dari segi komponen bahasa dan juga dari segi psikologi. Dalam penelitian ini akan dibahas mengenai hambatan-hambatan psikologi dalam keterampilan membaca yang temukan oleh pelajar semester empat program studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kotabumi Tahun Akademik 2019/2020. Tujuan utama dari penelitian ini yaitu untuk mendeskripsikan hambatan dan menemukan hambatan psikologi yang paling berpengaruh negatif yang dialami oleh pelajar pada semester empat program studi*

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Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Tahun Akademik 2019/2020. Jenis penelitian yang diambil yaitu penelitian deskripsi kualitatif dengan yang berfokus pada studi kasus. Subjek dari penelitian ini adalah pelajar semester empat kelas A pada program studi Pendidikan Bahasa Inggris. Peneliti telah menentukan delapan pelajar sebagai subjek penelitian dengan menggunakan tehnik snowball sampling. Peneliti juga telah menggunakan wawancara untuk mengumpulkan data. Hasil dari penelitian menunjukkan bahwa ada beberapa hambatan psikologi yang dialami oleh pelajar semester empat pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Tahun Akademik 2019/2020, diantaranya yaitu: (1) Kehilangan Perhatian, (2) Kurang Memperhatikan, (3) Kurang Percaya Diri, (4) Emosi, (5) Rasa Malu, (6) Motivasi, (7) Umur, (8) Sikap, (9) Kemampuan Diri, dan (10) Konsep Diri. Dari penelitian ini, peneliti menemukan bahwa hambatan psikologi yang paling berpengaruh terhadap pelajar adalah dari aspek motivasi.

Kata Kunci: Bahasa Inggris, membaca, hambatan psikologi

I. INTRODUCTION

Reading is not an easy process because it involves the work of eyes and brain almost to get the information or message from the text. In reading skill, the students are expected to be able to have more knowledge from many things based on the text. In other words, the students need to learn considerable amount of information of the text and remember the main ideas and supporting ideas in the text. The students also have to understand about the specific information, the word meaning, phrase, and functional of the text. In the context of the teaching and learning language, reading is one of the important skills to be mastered by language learners. Because in reading there is a communication between the readers and the writer when someone reads. However, for most of them learning to read in English as a foreign language is difficult. It indicates

that reading is a difficult skill to be mastered.

Aydogan (2016, p.24), the difficulties are caused by some factors, such as from language component factors and psychological factors. The first is from language components, such as less knowledge, lack of vocabulary, lack of grammar and the others. The second is from psychological factors like anxiety, lack of motivation, lack of concentration, nervous, shyness and anothers. Those factors can disturb students in reading process and the most of the factors are related of psychological factors. It is stated by Burns (1996, p.119) the ability of the students to comprehend the text come from their high motivation to read the text, but if the students lose their motivation it can give the bad effect for their reading comprehension, and the bad effect can influence the study result of the students. In this case, it is known that motivation as one of the

psychological barrier factors really gives significant effect on students' reading comprehension.

Additionally, several problems that arise from psychological barriers are for example, they will not focus to study because they are nervous and they feel shy because they can not read the text fluent when the words very difficult to pronoun and then they feel anxious when do the activity in the class especially for reading subject. Most of the students who face the psychological barriers in reading comprehension reveal a negative effect for them in memorizing the content of the text they read. Therefore, their reading comprehension become low and it influenced from their psychological factors.

Relating to the problem, Rayani (2016) in her research with the title Students' Anxiety in English Learning found that there are some psychological barriers of the students in SMPN 1 Tambusai, Riau. The psychological barriers that she found are the students feel anxious and confused when they read the text because the text is too long, so the students do not read the text effectively, a result they do not understand the content of the text. The problem found by Rayani seem to be the same as the problem faced by the fourth semester students of English Education Study Program of University of

Muhammadiyah Kotabumi Academic Year 2019/2020.

Based on the interview with the lecturer of reading subject on March 11th 2020, it is known that there are several problems found during the teaching and learning process of reading comprehension. First, the students seem to be lazy when they found the text too long. They are appearing lazy when the lecturer has to force the students to speak up and read the text. The second, the students feel nervous, their nervousness appears when the lecturer forces them to read the text, and the result the students will read the text unclearly. From the problem in explanation before, if the lecturer ignores it, it can give the effect for their reading achievement.

Based on the explanation above, the essential of problems that would be described in this research can be expressed by following questions:

1. What are the types of psychological barriers in reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020?
2. What is the most psychological barrier affecting negatively to reading comprehension encountered by the students at fourth semester of English

Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020?

II. THEORY REVIEW

Concept of Reading Comprehension

Reading is a kind of language skill, which can not be neglected by the students. Reading ability is not only needed in learning language, but it is also in learning other subject or science. Many experts define reading as the process of putting the reader in contact and communicate with ideas. Therefore, reading is actually a conversation of short interaction between a writer and a reader. Thus, to learn of course the students need reading ability. Howart (2006, p.61) states that reading is a course as communicative as any other form of language. It means that there is an interaction between the writer and the readers through the text in reading.

Grellet (1981, p.7), reading is a constant process of guessing and what one brings to the text is often more important than what one find in it. Reading is the key to successful in language learning, especially in foreign language. By reading the readers can get the information about knowledge of science.

Jhonson (2008, p.4) defines that reading is constantly developing skill.

Reading skill can be better by practicing. Reading also is the act linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. Based on the explanation, the reseacher assumes that reading is an important skill to enable that readers to bring the meaning exist both in their mind and the written form. The readers will catch the meaning and finally will be able to understand the information from the writer. Because reading activity is not just a process of understanding a message from a reading text, it is also need a strategy that the students should apply to understand and comprehend the text.

Comprehension is the complex cognitive process involving the reader and writer to get the meaning in the text. According to Bull (2008, p.86) states that comprehension is ability to understand something in the text. Comprehension also describes the information or knowledge that is acquired through understanding. Bryness (as cited in Yusuf, 2011, p.4) states that reading comprehension result when the readers knows which skilss and strategies in reading are appropriated for the type of the text and understand how to apply than accomplish the reading purpose. Based on the statement, the researcher assumes that the purpose of reading also determine to appropriate approach to reading comprehension is mostly likely to occur

when the students or readers are reading what they want to read, or at least what they see some good reasons to read.

Tarin in Noviana (2011) explains, the necessary skills in reading comprehension include:

- a) Understand the vocabulary used in common language and can infer the meaning context.
- b) Understand the forms of syntactic and morphological traits found in reading written.
- c) Can take a conclusion and a valid response from the material being read.

The Types of Reading Performances

In learning reading skill usually every teacher has different ways for developing learners' reading ability. The type of reading performance can be determined from the variety of the text. It means that the teacher should consider about the type of text used in teaching reading to support the process. It is stated in Brown (2001, p.312) that there are two type of reading performances. First is oral reading and the second is silent reading. Oral reading the teacher ask the students to read orally. There are some advantages in the oral reading, such as in oral reading the students can evaluative check on bottom-up processing skills, a pronunciation check,

and extra activity for students to help the teacher to highlight a certain short segment of a reading passage.

The second is silent reading; it is subcategorized into intensive and extensive reading. However, intensive reading focuses on linguistic or semantic detail of a passage in the text. The students are demanded to pay attention to grammatical forms, discourse markers, and other details. Intensive reading refers to the detailed focus on the construction of reading text that occurs usually in the classroom.

Teacher can ask students to work out what kind of text that they read with detail meaning, see specific use of the grammar and vocabulary. But to achive general understanding especially when the students are asked to read longer text, such as magazines, novels, and essay it can compatible if use extensive reading. Because extensive reading also can help the students get away from their tendency to over analyze or look up words they do not know, and read for understanding. Hamer (2007, p.99) Extensive reading also should involve reading for pleasure Based on the explanation above types of reading performance can be differentiated between oral reading and silent reading, wherever in silent reading we can see extensive and intensive reading from the previous explanation.

Factors Affecting Reading Comprehension Skill

Lamb & Arnold (1976, p.205) state that there are three factors which influence or affecting the reading comprehension of the students such as physiological factors, intellectual factors, and psychological factors. According to Dennis (2008, p.3), reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors that affect reading comprehension skill such as complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems.

a) Complexity of the Reading Text

This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assists learners in explaining the unknown words through applying the opinions of context (Dennis, 2008, p.182).

b) Environmental Influences

Environmental conditions that impact the learners who try to read a

passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008, p.182).

c) Anxiety during Reading Comprehension

Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008, p.183).

d) Interest and Motivation

According to Dennis (2008, p.183), learners' interest and motivation are very important in developing reading comprehension skill. If the readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering

of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.

e) Decoding or Word Recognition Speed

Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. People who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008, p.183).

f) Medical Problems

According to Hollowell (2013, p.5), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill. Therefore,

factors affecting reading comprehension skill can influences the result of the students' reading ability. Gardner (1993) states that the anxiety was an emotion similar to fear or happiness and this emotion can affect learners' reading comprehension. According to Vazalwar (2011, p.272), higher anxiety can affect the development of reading comprehension negatively.

The Psychological Barrier

Psychological barrier is a factor that comes from the condition of physics of the students', and the condition can influences the study process of the students (Suryabrata, 1993, p.156).

Rahim (2007, p.3) states that psychological factor influences reading comprehension of the students'. Psychological barrier or emotional barriers refers to the psychological state, like attitudes, status consciouness or anxiety. Badran (2005, p.5) state that anxiety is strong emotion that caused from a feeling of apprehension which predict something bad will be happened and it can disturb the feeling of someone. Pyschological barrier is often felt by the students, because it is the factor that influences the students' achievement. There are some psychological barriers that often found especially in reading comprehension, such as:

a) Lack of attention

When the person is pre-occupied by some other things and do not listen carefully what the other person is speaking, then arises the psychological barrier in the communication. When the person does not listen to others, then he won't be able to comprehend the message as it was intended and will not be able to give proper feedback. Ramayulis (1994, p.175) state that attention is one of psychological factor that can help the students to do the interaction in reading comprehension but it can be a big problem when the students loose of their attention.

b) Poor Retention

The retention refers to the capacity of a brain to retain or save things in the memory. Retention is the process to remember something about the text and the content that people read (Bandura, 1997, p.55). But the problem will arise when the students have the problem with their retention process or they feel difficulty to remember something from the text that they read. Therefore, much of the information gets lost during the students have poor retention, and this acts as a barrier to the effective reading.

c) Loss of Confidence

According to Swary (2014, p.35) the importants key to increase our reading comprehension is self confidence. When the

learners try to read in front of the class, they should have big confidence because it will help them at least to still stand up and trying to continue their reading as well as they can.

d) Emotions

When they can not manage their emotion, it can influence their personal quality and ability especially for the learners. Several other emotions such as anger, nervousness, confusion and another also can influence the result study of the students'.

e) Shyness

It indicates that shyness could be source of problen in learners' learning activities in the calssroom especially in reading class. Some shy learners are caused by their nature that they are very quiet. Most of English learners feel shy when they read hardly the text because they think they will make mistake when they read.

f) Motivation

Motivation becomes the important aspect for the students to achieve their achievement. If the students have low motivation, it can give the negative effect and it can influence the result study of the students'. It means that motivation is very important in teaching reading.

The first is come from internal factor, Furthermore internal factor come

from the students themselves, such as their awareness about they study result. And the second is come from external factor, this factor come from the students' environment such as the teacher, family, parents, and the other.

a) Age

Geeslin & Wilson (as cited in Haris & Sipay, 1980) state that the ability of the people influenced by their age, if the students get older it can influence their reading comprehension, because they will have lower interest in reading. It can be concluded that reading comperehension is really related with the age of the learners that affect the reading skill of the learners self.

b) The Attitudes

In the context, the attitudes of the students can influence their reading comprehension, because from their attitudes it can be reflected their personal ability. When the students have a good ability in reading comprehension, they will feel more confident than others students, and when the students have low ability in reading comprehension they will show or feel afraid when the lecturer ask them to read the text (Harris & Sipay, 1980). According to Inal et al (as cited in Susanti, 2019, p.16) states that attitude refers to our fellings and shapes our behaviors towards learning. It means that

attitudes have important role for students to learning foreign language especially in reading comprehension.

c) Interest and Motivation

The last factors which influencing of psychological barrier based on Harris & Sipay (1980) is interest and motivation. The students who have low interest and motivation in reading comprehension it can affect their study result in reading comprehension, because the students who have low interest and motivation in reading they do not have the passion to understand the content of the text.

1. Self Efficacy

According to Branden (as cited in Ratna, 1996) Self Efficacy is the condition where the students want to get the information that they want. But if the students have low self efficacy certainly the students will have low comprehension especially in reading skill.

2. Motivation to Learn

Wlodkowski & Jaynea (as cited in Arini, 2004) state that motivation to learn has the correlation with the study result of the students, because motivation to learn influences the students' achievement. The students who have low motivation to learn

they will poor of the information and knowledge.

3. Self Concept

When the students have a good self concept in their life, they will feel easier to comprehend the information from the text that they read.

III. RESEARCH METHOD

This research was categorized as qualitative research. It is a research that intends to comprehend a phenomenon experienced by subjects of the research such as behaviourism, perception, motivation, action, and other things (Moleong, 2018, p.6). Qualitative research is the research method that naturalistic because done as scientific and utilizing various scientific methods and presented by means of descriptions in the form of words. In this research the researcher used descriptive method. Descriptive method means that the data is in the form or group of words or descriptio. Creswell (as cited in Sartipa, 2018, p.58) states that descriptive method means the researcher will describe base on the need to explain. The data of the research contained the description about psychological barrier in reading comprehension at the fourth semester of English Education Study Program at University of Muhammadiyah Kotabumi

academic year 2019/2020. This research took place at Students of English Education Study Program University of Muhammadiyah Kotabumi at fourth semester academic year 2019/2020. It is located in Hasan Kepala Ratu street number 1052 Sindang Sari, Kotabumi, North Lampung.

The students who were chosen were the students at the fourth semester of English Education Study Program in University of Muhammadiyah Kotabumi academic year 2019/2020. The researcher chose the fourth semester because they have the subject that related to reading comprehension such as extensive reading that can support the research of the researcher. There are two classes A and B consisted of 46 students from all of those classes in reading class and class A was chosen as the subject of the research. Based on the data and the interview with the lecturer of reading subject, class A does not have a good comprehension in reading skill. Thus, the researcher chose the class A as the sample of the research.

In this research, the researcher interviewed the students to collect the data. The information is obtained directly from the respondents while talking face to face. Then, in order to get the ideal data, the data of the research should be evaluated. The researcher used expert judgments and credibility to check the validity of the data.

After that, the researcher used Miles and Huberman model to analysis the data.

IV. RESULTS AND DISCUSSION

This research has been done on July 2020 to September 2020 and has been conducted with the students at fourth semester of English Education Study Program University of Muhammadiyah Kotabumi academic year 2019/2020 as the sample. There were eight respondents in this research are categorized as having low comprehension in reading comprehension. They are (MD, FM, IA, AJS, PA, OR, ON, AF). Based on the research results, there are several points that can be discussed. Meanwhile, there are ten (10) categories for psychological barriers in reading comprehension, and the categories are lack of attention, poor retention, loss of confidence, emotions, shyness, motivation, age, the attitudes, self efficacy, and self concept. And the categories would be supported with some specific information.

1. Lack of Attention

The indicator from lack of attention is the condition where the students loose their attention during the teaching process. Wherever, three of eight learners said that they have not attention about reading from

beginning until the end. And five learners said that they can focus in the beginning but in the middle of the course they find some barriers such as the condition of the class noisy, they friend ask to talk another, and they not understand the content of the text which make learners become loose their attention.

2. Poor Retention

Based on the data that has been collected from the interview transcript above, it has been found that the learners at fourth semester can not remember every detail on the text because some factors such as kind of the text and content of the text.

3. Loss of Confidence

According to Swary (2014, p.35), the important key to increase our reading comprehension is self confidence. The result from student's interview, they have not a problem with their feel confidently.

4. Emotions

Several other emotions such as afraid, confusion, and another in reading context emotions which influence the students is when the students do not have the courage to reading aloud in the classroom.

From the result of the learner's interview learners' emotions at fourth semester of English education study program of Muhammadiyah Kotabumi University are still good, because from eight informant there is just one that feel afraid when the lecturer ask to read aloud in front of the class.

5. Shyness

Most of English learners feel shy when they read aloud the text because they think they will make mistake when they read.

6. Motivation

Based on the data result of the learners at fourth semester, they have psychological barrier in reading comprehension because the lack of motivation. From learners answers, the researcher find out one the psychological barrier in reading comprehension is motivation aspect. Because in this research the reseacher finds out learners have a problem with their motivation to learn English, and they dislike reading comprehension, easy to feel bored when the lecturer explain the text and they felt difficult to focus on the lecturer.

7. Age

Based on the result of analysis data, six from eight informants said that age can influencetheir ability in reading comprehension.

8. The Attitudes

Six of eight informants are not afraid when the lecturer ask them to read aloud the text in front of the class, because they think they only read the text without explain more the content of the text, while there are two learners who feel afraid when the lecturer ask them to read aloud the text in front of the class, because they feel shy when they pronounce the words incorrectly and other learners will laugh at them.

9. Self Efficacy

If the students have low self efficacy certainly the learners will have low comprehension in reading ability. Based on discussion above self efficacy for psychological barrier in reading comprehension still encountered at learners at fourth semester from eight informants said that they still difficult to comprehend all the content or the information which is in the text, it is because they do not understand the text. Meanwhile, they easy to ignore the new words, the new information on the text, so it can make them feel very difficult to understand all the information on the text.

10. Self Concept

The result of the interview that was done by reseacher, seven learners stated that from reading it can increase their enthusiasm to learn English, because from reading it can increase their knowledge about English that influence their reading achievement. But there is one learner who stated that reading can not increase her enthusiasm to learn English because they feel that the students dislike with English. From the analysis above it can be concluded that learners at fourth semester of English education study program of University of Muhammadiyah kotabumi have psychological barrier in reading comprehension.

V. CLOSING

Psychological barrier in reading comprehension was categorized into several types. Consist of lack of attention, poor retention, loss of confidence, shyness, motivation, age, the attitudes, self efficacy and self concept. The first barrier is lack of attention which caused that learners loose their attention during the teaching process. The second is poor retention because they can't remember all the content of the text. The third is loss of confidence which caused

the learners feel fear when the lecturer criticizes their pronounciation. The fourth is emotions, related with their courage to rad. Some learners feel afraid to make mistakes when the lecturer asks to read the text. The fifth is shyness which caused by some factors such as learners feel afraid do the mistake when they found new words and do not understand how to pronounce, they also feel nervouness, and often feel anxiety. The sixth is motivation, it is caused by learners who dislike with English, so they can not keep the attention and they often feel bored. The seventh is age, age is one of psychological barrier that influence learners comprehension. The eight is the attitudes, the attitudes caused by learners often feel afraid when the lecturer ask to read a long text in front of the class with the reason they feel shy with other learners when they do the mistake. The ninth is self efficacy caused by learners who can not comprehend information on text because they think it is very difficult. And the last is self concept; it is caused by learners who dislike English. So, they think that reading comprehension can not increase their enthusiasm to learn English. Finally, the reseacher found that psychological barrier which most affecting negatively for the students is coming from motivation aspect.

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