

ABSTRACT

Puspadevi, Elisabeth Novita. (2020). *Students' Strategies to Overcome Obstacles in Reading Content Course Materials in ELESP Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Reading in English as a Foreign Language (EFL) context is not an easy job for EFL learners, especially for those who are not accustomed to read in English. In order to comprehend a text, reading strategies are required to eliminate the challenges that are encountered in reading the text. In English Language Education Study Program (ELESP), Sanata Dharma University, there are four compulsory reading courses offered in the first to fourth semesters. Those courses are given in order to introduce reading skills and strategies to the students and enrich the students' knowledge and experiences in comprehending texts in diverse topics and levels of difficulty. However, among semester seven students, there were still reading obstacles found while reading, especially while reading texts in content courses.

The aims of this research were to find out the reading obstacles that semester seven students encountered while reading the texts of content courses and the reading strategies that they utilized in order to get rid of the obstacles. To conduct the research, the researcher employed explanatory sequential research design, and used two kinds of instruments, namely questionnaire and interview. The subjects of the research were forty ELESP semester seven students from batch 2016. The questionnaire consisted of twenty-five statements that were divided into two sections: reading obstacle and reading strategy. Meanwhile, the interview had ten questions that were answered by five students chosen from the questionnaire results. Both the survey and interview were conducted via online through Google Form and WhatsApp.

The results of the research showed that the common reading challenges encountered by semester seven students were related to background knowledge (75%), awareness of vocabulary and syntax (64.2%), and other factors like topic interest, reading motivation, health, and noise (68.1%). Additionally, from the questionnaire results, it was found that the reading strategies that the students commonly used were simple methods (92.5%), metacognitive reading strategies (69.4%), and support reading strategies (71.2%).

Keywords: *reading obstacles, reading strategies, content courses*

ABSTRAK

Puspadevi, Elisabeth Novita. (2020). *Students' Strategies to Overcome Obstacles in Reading Content Course Materials in ELESP Sanata Dharma University*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Membaca dalam konteks bahasa Inggris sebagai bahasa asing tidaklah mudah bagi *EFL learners*, terutama bagi mereka yang tidak terbiasa membaca dalam bahasa Inggris. Untuk memahami sebuah teks, strategi membaca diperlukan untuk mengatasi tantangan – tantangan yang ditemukan dalam membaca teks tersebut. Di Program Studi Pendidikan Bahasa Inggris (PBI), Universitas Sanata Dharma, ada empat mata kuliah membaca wajib yang ditawarkan di semester satu hingga semester empat. Mata kuliah tersebut diberikan dengan tujuan untuk memperkenalkan keterampilan dan strategi membaca kepada para siswa dan memperkaya pengetahuan serta pengalaman mereka dalam memahami teks – teks yang memiliki beragam topik dan tingkat kesulitan. Namun demikian, di antara mahasiswa semester tujuh masih ada kesulitan – kesulitan membaca yang ditemukan, terutama ketika membaca teks mata kuliah konten.

Tujuan dari penelitian ini adalah untuk menemukan kesulitan – kesulitan membaca yang dialami mahasiswa semester tujuh ketika membaca teks mata kuliah konten dan strategi membaca yang mereka gunakan untuk mengatasi kesulitan – kesulitan tersebut. Dalam penelitian ini, peneliti menerapkan *explanatory sequential research design*, dan menggunakan dua instrumen penelitian, yaitu kuesioner dan wawancara. Subjek penelitian ini adalah empat puluh mahasiswa semester tujuh PBI dari angkatan 2016. Kuesioner terdiri dari dua puluh lima pernyataan yang dibagi dalam dua bagian, yaitu *reading obstacle* dan *reading strategy*. Kemudian, ada sepuluh pertanyaan dalam wawancara yang dijawab oleh lima mahasiswa yang dipilih berdasarkan hasil dari kuesioner. Baik survei dan wawancara dilangsungkan secara daring melalui *Google Form* dan *WhatsApp*.

Hasil dari penelitian menunjukkan bahwa tantangan membaca yang umum ditemukan para siswa terkait dengan *background knowledge* (75%), kesadaran akan kosa kata dan sintaks (64.2%), dan faktor lain seperti minat topik, motivasi membaca, kesehatan, dan kebisingan (68.1%). Kemudian, dari hasil kuesioner ditemukan bahwa strategi membaca yang biasanya digunakan para mahasiswa adalah metode sederhana (92.5%), strategi membaca metakognitif (69.4%), dan strategi membaca bantuan (71.2%).

Kata kunci: tantangan membaca, strategi membaca, mata kuliah konten