AN ANALYSIS OF STUDENTS' DECODING ABILITY TO COMPREHENDING STUDENTS' READING SKILL

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Abstract

This study intended to know the understudies' interpreting skill to grasp understanding text and perusing familiarity for battling perusers. Connected with the object of the examination, the specialist utilized the engaging technique by utilizing a quantitative methodology. The examination was directed at the 6th semester of English Training. It contrasts across various kinds of perception measures among 6th semester understudies with understanding challenges and inabilities. What's more, involving the substitute structure where understudies paid attention to a copying of things. Their understanding perception, as shown by a few measures, was essentially underneath that of good decoders who showed no disparity between their score. What's more, among unfortunate decoders, there was a reach in perception execution which recommends the conceivable impact of a third part of understanding, for example, capacity to utilize logical expectation.

Key words: Analysis, Decoding Ability, Reading Skill

INTRODUCTION

In learning English, perusing is a functioning cycle that requires a lot of training and expertise (Putri & Sari, 2020). Perusing is a key language expertise that has a huge spot in the educating and learning of foregin dialects (Nurmala Sari & Aminatun, 2021). This ability permits understudies to approach thoughts that are imparted by individuals in various areas and periods (Suprayogi et al., 2021), offer them the chance to expand their viewpoints and increment their insight (Pranoto, 2021). As (Choirunnisa & Sari, 2021) stated that perusing in an unknown dialect is fundamental not just for advancing the understudies' private and mental turn of events, yet in addition for working on their review and occupation possibilities in a globalized society (Kardiansyah, 2019). Because of the significance of perusing, one of the needs of language educating ought to furnish understudies with the devices they need to handle texts in various settings and to seriously characterize purposes more (Oktaviani & Mandasari, 2019). In this way, the important to apply techniques to build an understudy's ability to disentangle to grasp understanding message (Oktaviani et al., 2022) and perusing familiarity for battling perusers (Aminatun & Oktaviani, 2019).

Reading comprehension is defined as cognitive process of making meaning from texts (Muliyah, Rekha, et al., 2020), and is highly dependent on a reader's ability to read written texts accurately and fluently (F. M. Sari, 2020). Reading comprehension has been viewed as a product of the reader's decoding of words and linguistics comprehension (Al Falaq & Puspita, 2021). According to (K. Sari & Pranoto, 2021) decoding as contingent upon

knowledge of the letter sound correspondence rules. They define linguistic comprehension as the ability to interpret information from words, sentences and discourses (Kuswoyo et al., 2020). When students acquire decoding skills, they are able to accurately read words and passages (MULIYAH et al., 2021). As (Mandasari & Oktaviani, 2018) asserted that decoding skill can fully predict reading comprehension performance, regardless of the reader's disability status. Thus, poor readers' low levels of reading may be due to weak decoding skills (Puspita, 2019).

Decoding is one of the most significant primary understanding methodologies (Novanti & Suprayogi, 2021b). On the off chance that understudies can't decipher words, they can't matter other understanding methodologies or appreciate what they read (B. N. Sari & Gulö, 2019). Showing perusing can be demonstrated by unraveling systems give them a solid groundwork to guarantee understanding achievement (Asia & Samanik, 2018). Appreciating is the capacity Humaniora to comprehend, consider, and gain from text to guarantee that understudies foster cognizance abilities (Riskiono et al., 2021). Successful perusing guidance expands on their earlier information and experience, language abilities, and more significant level reasoning(Kuswoyo et al., 2021) .

Decoding is having the option to utilize visual, syntactic, or semantic prompts to make significance from words and sentences (Suprayogi & Pranoto, 2020). Viewable signals are the means by which the word looks, the actual letters, and the letter mixes or groupings and their related sounds (Suprayogi, 2021). Syntactic signals are the means by which the sentences are organized and the way that the words are requested (Pranoto & Suprayogi, 2020). According to (Cahyaningsih & Pranoto, 2021) semantic signs are the way the word squeezes into the setting of the sentence as in the grammatical form, the relationship with pictures, or the significance signals in the sentence (Mandasari, n.d.). Decoding is a specialized expertise that ordinarily works consequently (Fakhrurozi et al., 2021). Decoding is a piece of instructing perusing (Samanik & Lianasari, 2018). It needs information about phonology, orthography, information on how understudies learn language, and technique in showing a composing framework gradually even as the motivation behind perusing is kept (Istiani & Puspita, 2020). Decoding is shown comparable to the understudy's phase of understanding turn of events (Nurmalasari & Samanik, 2018). Showing itself is unequivocal, methodical, and associated with significance. It regards the manners in which that the understudies learn English, through dynamic extraction of example and progressive approximations (F. M. Sari & Wahyudin, 2019). Components of phonetics are chosen in an example (Puspita, n.d.). The illustration shows a sound image design inside the setting of numerous models applied to perusing and composing single words, sentences, and messages (Hutauruk & Puspita, 2020). It is accentuated to Mix sound in words.

Comprehending is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text (Novanti & Suprayogi, 2021a). Comprehending instruction begins before children can even conventionally read (Muliyah, Aminatun, et al., 2020). As students read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what is happening, and consider what lesson they can learn from the book.

LITERATURE REVIEW

Reading comprehension is the most common way of making significance from text. The objective, in this manner, is to acquire a general comprehension of what is depicted in the message as opposed to get significance from secluded words or sentences (Choirunnisa & Mandasari, 2021). In understanding message, understudies foster models or portrayals of importance of the message thoughts during the understanding system. Reading comprehension is a perplexing cooperation among programmed and key mental cycles that empowers the peruser to make a psychological portrayal of a text (Mandasari & Wahyudin, 2021).

As (Nuraziza et al., 2021) declared that comprehension depends not only on no characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring (Puspita & Pranoto, 2021). As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn. Comprehending is the ability to understand, reflect on, and learn from text. To ensure that children develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher-level thinking (Puspaningtyas & Ulfa, 2021). To what extent does the spoken word contribute to the process. It does so in the early stages of reading when we learn to recognise written forms by reference to spoken ones. But is this just a stage - leading to the development of an entirely separate visual vocabulary store. It does continue to be mediated through the spoken word, even for an adult reader. Does the role of the spoken word vary from language to language, given that some languages such as English have orthographies which do not depend upon simple one-to-one links between letters and sounds. Look at the non-words below and say each one aloud. If possible, write your interpretation alongside each one in phonemic script.

METHOD

Table 1.
Phonemic script

GEAD	DOISE
PIVE	NEAN
TOOD	PIGHT
FOWN	MARD
KEAR	SOAT
LORK	GAIR
VOME	BICE
SCERE	RAWN
HEAF	LIDGE
VINT	WIRT
SOVE	GOPE

a. A sub-lexical route

The English spelling system is relatively opaque, this might suggest that a reader uses a whole word as a visual symbol and does not bother about the letter-sound relationships within it. They might, for example, map straight from the letter sequence READ to the concept behind it, in a process not unlike that performed by a Chinese reader. However,

if this were the only process available, English readers would not be able to attribute pronunciations to non-words as you have just done. A widely accepted dual route account of the reading process sees it as using both a lexical route based on the whole word and a sub-lexical route based upon phonology in the form of GPC rules. The two may be seen as being in competition to produce the fastest reading of a word. The lexical route is usually the faster because it is the more automatic, but we need the sub-lexical route when we have to match unfamiliar words with their spoken forms.

b. Analogy

English readers and writers do not simply make use of the GPC rules that link graphemes and phonemes but also rely upon analogy between new words and those that we already know. Especially importante may be the rime of a word, but a preferred pronunciation may also be based upon embedded words. For example, the non-word PIND above resembles BIND.

c. Neighborhood effects

There is a further problem that you may have spotted. The significance of this should not be overlooked. It shows that phonological criteria play a part not just when we have to assign pronunciations to unknown words but in the processing of known written words.The ease with which a word is identified is said to reflect the composition of its neighborhood. Consider READ. Among its neighbors are four 'friends' with similar pronunciations and at least eight 'enemies' with different pronunciations. Some of the enemies are very frequent words.

RESULTS AND DISCUSSION

For this situation, the scientist needs to know the understudies' ability to translate in learning and understanding the perusing text in the fourth semester by utilizing spellbinding exploration to acquire information utilizing quantitative examples. Accordingly, as to factual information. This exploration comprises of one variable. In the wake of gathering information for fourth semester understudies, the following stage is to introduce the information that has been gotten through the test In information examination, the scientist gave a test to figure out how the understudies were disentangling capacity in understanding the perusing message which comprises of reviewing, perusing for principal thoughts, use setting for jargon, check for subtleties, make derivation and search for references. Test scores should be visible in the connection to this proposal. The specialist introduced the factual size information utilized for spellbinding examination.

FIGURE AND TABLE

The results of this study are entered in the table below in the form of the average value.

Table 2
Recapitulating Statistic mean Score

No	Indicators	Mean	Result
1	Previewing	82.69	Good
2	Reading	84.61	Good
3	Vocabulary	80.42	Good
4	Scanning	80.00	Good
5	Inference	67.83	Average
6	Reference	73.08	Average

From the results of the table above it is known that Previewing have mean 82.69 and have a good result, for Reading have mean 84.61 and have a good result, for vocabulary have mean 80.42 and have a good result, for scanning have mean 80.00 and have a good result, and for Inference have mean 67.83 and have a average result.

1. Previewing

   Based on the result, researchers obtained data analysis of the mean value of the previewing is 82.69. That is by looking at the table category. After seeing the table category mean values just 82.69, the researcher can conclude that previewing the category is "good".

2. Reading for Main Idea

   Based on the result, researchers obtained data analysis of the mean value of the Reading for Main Idea is 84.61. That is by looking at the table category. After seeing the table category mean values just 84.61, the researcher can be concluding that reading for main idea included the category is "good"

3. Using Context for Vocabulary

   Based on the result, researchers obtained data analysis of the mean value of the using context for vocabulary is 80.42. That is by looking at the table category. After seeing the table category mean values just 80.42, the researcher can conclude that using context for vocabulary includes in "good" the category.

4. Scanning for Detail

   Based on the result, researchers obtained data analysis of the mean value of Scanning for Data is 80.00. That is by looking at the table category. After seeing the table category mean values just 80.00, the researcher can conclude that scanning for detail includes in the "good" category.

5. Making Inference

   Based on the result, researchers obtained data analysis of the mean of value of the Making Inference is 67.83. That is by looking at the table category.After seeing the table category mean values just 67.83, the researcher can conclude that Making Inference includes in "average" the category.

6. Locating Reference

   Based on the result, researchers obtained data analysis of the mean value of the Locating Reference is 73.08. That is by looking at the table category. After seeing the table category, mean value is just 73.08, the researcher can conclude that Locating Reference is included in the "average"category.

CONCLUSION

The outcome implies the specialist acquired through examining information that has been gathered from 6th parts of unraveling capacity in grasping understanding text. They are seeing, perusing the primary thought, involving setting for jargon, examining subtlety, making derivations and finding references around "76.73" and from the information, the scientist can reason that the worth is in the "normal" classification. The instructor ought to empower more inspiration to appreciate English text and urge them to finish more offices like books, word references, and different sources. The understudies ought to rehearse their translating abilities in appreciating English text through books. In an ideal world, those distinguished as having central abilities shortages get extra guidance to assist them with improving and, ideally, become better perusers. However, as far as some might be concerned, these abilities holes might go undetected. In the event that understudies are not recognized right off the bat, the issues might continue to happen, and appropriate guidance

may not be given to get them in the groove again. Understudy handling times on various kinds of translating things can give helpful data to distinguishing understudies whose interpreting could become stale.

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