

THE CONTRIBUTIONS OF STUDENTS' DECODING ABILITY TO COMPREHENDING READING TEXT AND READING FLUENCY FOR STUGGLING

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Abstract

This study aimed to know the students' decoding ability to comprehend reading text and reading fluency for struggling readers. Related to the object of the research, the researcher used the descriptive method by using a quantitative approach. The research was conducted at the sixth semester of English Education. It differs across different types of comprehension measures among sixth semester students with reading difficulties and disabilities. And using the alternate form in which students listened to a tape-recording of items. Their reading comprehension, as indicated by several measures, was significantly below that of good decoders who showed no discrepancy between their score. And among poor decoders, there was a range in comprehension performance which suggests the possible influence of a third component of comprehension, such as ability to use contextual prediction.

Keywords: Decoding ability, reading text, disabilities, reading comprehension, reading fluency, reading difficulties, decoding.

INTRODUCTION

In learning English, reading is an active process that requires a great deal of practice and skill (Septiyana & Aminatun, 2021). Reading is a key language skill that has a significant place in the teaching and learning of foreign languages (Kardiansyah, 2019). This skill allows students to have access to ideas that are communicated by people in different locations and eras (Mandasari, n.d.), give them the opportunity to broaden their horizons and increase their knowledge (Samanik, 2018). Reading in a foreign language is essential not only for promoting the students' personal and cognitive development (Pustika, 2010)ⁱ, but also for improving their study and job prospects in a globalized society (Candra & Qodriani, 2019). Due to the importance of reading (Isnaini & Aminatun, 2021), one of the priorities of language teaching should provide students with the tools they need to tackle texts in a variety of contexts and to define purposes more intensively (Kasih, 2018). Thus, the necessary to apply strategies to increase a student's decoding ability to

comprehend reading text (Kuswoyo et al., 2021), and reading fluency for struggling readers (Pradana & Suprayogi, 2021).

Reading comprehension is defined as a cognitive process of making meaning from texts (Oktavia & Suprayogi, 2021), and is highly dependent on a reader's ability to read written texts accurately and fluently (Qodriani, 2021). Reading comprehension has been viewed as a product of the reader's decoding of words and linguistics comprehension (Gul et al., 2020). And defined decoding as contingent upon knowledge of the letter sound correspondence rules (Pustika, 2021). They define linguistic comprehension as the ability to interpret information from words (Qomariah & Sucipto, 2021), sentences and discourses (Fakhrurozi & Puspita, 2021). When students acquire decoding skills, they are able to accurately read words and passages (Muliyah et al., 2020). Decoding skill can fully predict reading comprehension performance (An'ars, 2022), regardless of the reader's disability status (Mandasari & Aminatun, 2020). Thus, poor readers' low levels of reading may be due to weak decoding skills (Sari & Oktaviani, 2021). Decoding is one of the most important foundational reading strategies (Sari & Wahyudin, 2019). If students are unable to decode words, they cannot apply other reading strategies or comprehend what they read (Aminatun, 2021). Teaching reading can be proven by decoding strategies provide them with a strong foundation to ensure reading success (Pranoto, 2021).

LITERATURE REVIEW

Comprehending is the ability Humaniora (Aminatun & Oktaviani, 2019), to understand, reflect on, and learn from text to ensure that students develop comprehension skills . Effective reading instruction builds on their prior knowledge and experience, language skills, and higher level thinking(Puspita, 2021). Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences (Kardiansyah, n.d.). Visual cues are how the word looks (Qodriani & Kardiansyah, 2018), the letters themselves, and the letter combinations or groupings and their associated sounds (Kardiansyah & Salam, 2020). Syntactic cues are how the sentences are structured and how the words are ordered (Agusmiati & Wahyudin, 2018). Semantic cues are how the word fits into the context of the sentence as in the part of speech, the association with pictures, or the meaning cues in the sentence. Decoding is a technical skill that normally works automatically (Pranoto & Suprayogi, 2020). Decoding is a part of teaching reading

(Putri & Sari, 2020). It needs knowledge about phonology, orthography, knowledge of how students learn language (Yudha & Mandasari, 2021), and strategy in teaching a writing system incrementally even as the purpose of reading is kept (Rahmania & Mandasari, 2021). Decoding is taught in relation to the student's stage of reading development (Aguss et al., 2021). Teaching itself is explicit, systematic, and connected to meaning (Sartika & Pranoto, 2021). It respects the ways that the students learn English, through active extraction of pattern and successive approximations (Sinaga & Pustika, 2021). Elements of linguistics are selected in a lesson. The lesson teaches a sound symbol pattern within the context of many examples applied to reading and writing single words, sentences, and texts. Blending sound in words is emphasized.

Comprehending is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehending instruction begins before children can even conventionally read (Istiani & Puspita, 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. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text, students develop models or representations of meaning of the text ideas during the reading process. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of a text (Gulö & Rahmawelly, 2019). 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 (Suprayogi & Pranoto, 2020). 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.

A reader uses a whole word as a visual symbol and does not care about the letter-sound relationships within it because the English spelling system is relatively opaque. In a manner comparable to that of a Chinese reader, they might, for instance, map the idea behind the letter sequence READ directly to it (Suprayogi et al., 2021). However, as you just demonstrated, English readers would not be able to attribute pronunciations to non-words if this were the only method available. The reading process employs both a lexical route based on the entire word and a sub-lexical route based on phonology in the form of GPC rules, according to a widely accepted dual route theory. It's possible that the two are competing to read a word the quickest. The sub-lexical route is necessary when we need to match unfamiliar words with their spoken forms, but the lexical route is typically faster because it is more automatic.

Not only do English writers and readers rely on the GPC rules that link graphemes and phonemes, but they also use analogies between new words and words we already know. The rime of a word may be particularly significant, but a preferred pronunciation may also be determined by embedded words. For instance, the word PIND, which is not a word, resembles BIND. You may have noticed an additional issue. This's significance cannot be overstated. It demonstrates that phonological criteria play a role in the processing of known written words as well as in the assignment of pronunciations to unknown words. A word's neighborhood's composition is said to be reflected by how easily it can be identified. Think about READ. There are four "friends" nearby whose pronunciations are similar, and at least eight "enemies" nearby whose pronunciations are different.

METHOD

In this case, the researcher wants to know the students' decoding ability in learning and understanding the reading text in the fourth semester by using descriptive research to data obtain using quantitative sample. Therefore, with regard to statistical data. This research consists of one variable. After collecting data for fourth semester students, the next step is to present the data that has been obtained through the test. In data analysis, the researcher gave a test to find out how the students were decoding ability in understanding the reading text which consists of previewing, reading for main ideas, use context for vocabulary, scan for details, make inference and look for references. Test scores can be seen in the

attachment to this thesis. The researcher presented the statistical size data used for descriptive analysis.

RESULTS AND DISCUSSION

The results of this study are entered in the table below in the form of the average value. 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 Humaniora, Vol. (by editor), Number (by editor) 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 researcher arrived at the result by analyzing data from the sixth component of decoding ability in reading text comprehension. The researcher can deduce from the data that the value falls into the "average" category because they are previewing, reading the main idea, using context for vocabulary, scanning detail, drawing inferences, and locating references around "76.73." The lecturer should encourage students to use more resources, such as books, dictionaries, and other sources, and provide them with additional motivation to improve their comprehension of English texts. The students should practice decoding English texts in books to better understand them.

In a perfect world, individuals who have been identified as lacking in foundational skills would receive additional instruction to assist them in improving and, hopefully, becoming

more proficient readers. However, these skills gaps might go unnoticed for some people. Students may continue to have issues if they are not identified at an early stage, and appropriate instruction may not be provided to get them back on track. The processing times that students use to decode various types of items can help identify students whose decoding may become stagnant.

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