

AN ANALYSIS OF DECODING IN READING COMPREHENSION

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Abstract

Reading is definitely something we do on a daily basis, especially for people who specialize in learning other languages like English, which requires them to learn new vocabulary. In practice, they typically use decoding strategies to pronounce words they don't know. The purpose of this study is to determine what causes students, particularly English language learners, difficulty pronouncing unfamiliar vocabulary. By distributing questionnaires, this study employs a quantitative method. Students who are learning English as a Foreign Language (EFL) may benefit from this study's insight into how to better pronounce unfamiliar words—at least to a reasonable degree. The finding demonstrated that many English as a Foreign Language (EFL) students struggle to pronounce unfamiliar words when reading English texts. A person may find it difficult to pronounce new words for a variety of reasons, including a lack of reading English texts and articles, the presence of many words that are the same but have different pronunciations, the absence of a partner or a conducive environment, and a lack of motivation to learn new vocabulary and how to pronounce it. And as a result of the influence of "unfamiliar" vocabulary, despite the fact that most people struggle to comprehend its meaning. However, they are able to acquire and incorporate the "unfamiliar" vocabulary into their dictionary, thereby expanding their vocabulary.

Key words: Short Story, Clauses, Literature, Comparative Analysis

INTRODUCTION

The ability to pronounce unfamiliar words is referred to as decoding in reading (Aminatun & Oktaviani, 2019), (Oktaviani, Mandasari, et al., 2020). One of the most challenging activities for students, especially those who are learning English as a second language, is mastering the skills necessary to decode words when reading English texts (Novanti & Suprayogi, 2021a), (Suprayogi & Pranoto, 2020), (Amelia et al., 2022). When reading an English text, many EFL students struggle to pronounce unfamiliar words (Oktaviani et al., 2021), (Gulö & Rahmawelly, 2019) because they have never seen them before and are unsure of how to pronounce them (Aguss et al., 2021), (Puspita & Pranoto, 2021), (Kardiansyah & Salam, 2020). It is normal for EFL students to struggle to read English texts containing unfamiliar words (Fakhrurozi & Adrian, 2021), (Kuswoyo et al., 2022); this indicates that they have increased their English vocabulary (Muliyah & Aminatun, 2020), (Pranoto & Suprayogi, 2020), (Budiman et al., 2021). One way to get around this is to study phonic alphabetic code charts to learn how to correctly pronounce words (Afrianto

& Ma'rifah, 2020), (Wahyudin, 2018). "The acquired skills of decoding words through systematic phonics instruction have a significant impact on comprehension for EFL learners," (Fakhrurozi et al., 2021), (Nurmalasari & Samanik, 2018), (Kardiansyah & Qodriani, 2018).

Reading is an activity that can makes us entertained (Qodriani & Kardiansyah, 2018), (Puspita & Amelia, 2020), it can also increase our knowledge and insight (Suprayogi et al., 2021), (Samanik, 2019). Nevertheless the preoccupation in reading cannot be obtained, as EFL learners we sometimes have difficulty reading words that we have never seen (Aminatun et al., 2021), (Ahmad et al., 2021). Previous research by Isabel L. Beck and Connie Jue studied about the role of decoding in learning to read. They said "Early attainment of decoding skill is important because this early skill accurately predicts later skill in reading comprehension" (Pranoto, 2021). The result of the previous study indicate that how to makes children to say a new word with almost the same as it should, with a blending ability technique, which is by a teacher saying a new word slowly, and combining each sound component of a word. A model of blending involves stretching each component of sound until it merges with the next sound and then collapsing the sound together so that the word can be heard more clearly (Qodriani & Wijana, 2020), (Wardaningsih et al., 2022), (Yulianti & Sulistyawati, 2021). And in this mini research also will know how they can read, their pronunciation the word in English.

LITERATURE REVIEW

According to (Istiani & Puspita, 2020) "The last decade has brought a growing consensus on the range of skills that serve as the foundation for the reading and writing ability." To become skilled readers, children need a rich language and conceptual knowledge base, extensive and deep vocabulary, and the ability of verbal reasoning to understand messages conveyed through printed or spoken media (Septiyana & Aminatun, 2021), (Fakhrurozi & Puspita, 2021). Children must also develop skills related to codes, their understanding that spoken word consist of smaller speech elements such as phonological awareness (Gulö et al., 2021), (Oktaviani, Riskiono, et al., 2020), the idea that letters represent sounds such as the alphabetical principle, many systematic correspondences between sounds and spelling (Novanti & Suprayogi, 2021b), (Kardiansyah, 2019b).

According to (Mandasari & Aminatun, 2019) “With world learning occurring so rapidly, children begin to make increasingly fine distinctions of word not only based on their meaning but also based on their begin to make implicit comparisons between similar soundings words, a phenomenon described by linguists as lexical restructuring. They can distinguish between similar words quickly and accurately (Nurmala Sari et al., 2021), (Cahyaningsih & Pranoto, 2021), children begin to hear the sentence of sounds that make up each word they have known (Kardiansyah, 2021), (Kuswoyo & Siregar, 2019), (Samanik, 2018). Children with large vocabularies get used to this part and get new words quickly, children with smaller vocabulary may be limited to more global differences (Kardiansyah, 2019a), (Qodriani, 2021). As a result, vocabulary size and level of vocabulary are important for lexical restructuring (Yulianti & Sulistiyawati, 2020), (Ngestirosa et al., 2020), (Fithratullah, 2019).

Research on preventing reading failure has largely excluded students with below average intelligence. Furthermore, instructional strategies for students with cognitive impairments have focused on teaching isolated sight words rather than an integrated program of comprehensive reading instruction (Puspita, 2021), (Mandasari & Aminatun, 2020). Reading instruction for students with cognitive impairments has focused on functional skills reflected in daily living activities. The vocabulary and sight words taught in this isolated manner are typically not applied in a meaningful context resulting in low levels of reading comprehension for students with cognitive impairments.

The instructional focus on the acquisition of sight words and other isolated reading skills for students with cognitive impairments can be contributed to a lack of instructional information. Katims (2000) conducted a survey of the current state of literary instruction for people with cognitive impairments as represented in the leading textbooks in the field of special education and cognitive impairments. Each of these textbooks was used in undergraduate and graduate teacher training programs for teaching students with cognitive impairments. Three of the 24 textbooks surveyed contained information on instructional techniques for teaching reading to students with cognitive impairments. Only one textbook was described as useful in the area of instructional procedures.

METHOD

This study employed the quantitative method as its methodology. where students were given a survey to fill out. The questionnaire asked about how they pronounce unfamiliar words and how their reading experience is affected by using unfamiliar words in English texts. After each participant had completed the questionnaire, the data were analyzed to determine whether or not they had correctly pronounced the word. As a result, the researchers know how to pronounce each word correctly. In addition, the researchers hoped that students would be able to correctly pronounce words and understand what decoding means in reading. In addition, they were aware that each word contained a secret code to facilitate easy pronunciation. After that, students in senior high school were able to read English texts more accurately and accurately, or at least less frequently make mistakes when reading English texts.

RESULTS AND DISCUSSION

Pronounce Unfamiliar Words in English Text

In this discussion it discusses about how the participants pronounce an unfamiliar words provided by researchers. The first unfamiliar word given to the participants is “panacea”, many of participants are wrong in pronouncing the word, only two participants are correct in pronouncing the word, while the others have their own way in pronouncing the word “panacea” based on their perception, some say “panaki”, “panekia”, “penecie”, and others, whilst the right way to pronounce is “/ˌpæn.əˈsiː.ə/”. The second word is “Surmise”, there are only one participant is correct in pronouncing the word, which is “/səˈmaɪz/” without “r”, while the other participants pronounce the word incorrectly, like “Surmis”, “Surmaise”, “sarmis”, the main reason why they pronounce the word like that is because guessing (46,7%), Feeling (33,3%), and already know how to pronounce the word (16,7%). The interesting one is there are 5 people who said already know how to pronounce the word “Surmise”, but based on the analysis there is only one participant who correct. The third word is “Recalcitrant”, the right way to pronounce the word is “riˈkalsɪtrənt” and there are four participants who correct, while the others pronounce the word like “rekalkitran”, “ricolsitran” and “Recalsitran”. The fourth word is “Sanctimonious”, the right way to pronounce the word is “/ˌsæŋk.tɪˈməʊ.ni.əs/”, and there is no participants who correct in pronouncing the word, and based on the analysis there are 56,7% or 17 participants say that the reason why pronounce on that way because of really

unfamiliar with the word. The last word is “Assiduous”, there is only one participant who correct in pronounce the word “/ə'sɪdʒ.u.əs/”, while the other participants commonly pronounce the word by still using the “d” word, like “asidus”, “esiduos”, and “assidius”. Based on the result of analysis shows that longer learning English on school does not mean have more vocabulary and can pronounce unfamiliar words correctly.

II. Participant Reasons Have Difficulty in Pronouncing Unfamiliar English Vocabulary

In this discussion it tells about the participants' reasons why they feel difficult to pronounce the english words which unfamiliar for them. In this section, the researchers gave 5 statements with 5 multiple choices. First statement is “*Because I am lacking in reading english texts/articles which makes my english vocabulary limited and difficulty in pronounce new words*”. Based on the data result of questioner that the researchers given to the participants, most of the participants answered that they agree with that statement. Means that, the reason why they feel difficult to pronounce new words is because of they lack of read english texts/articles. The second statement is “*Because in english many vocabulary have the same words but different in pronunciation which sometimes traps me, like words M(ind) and W(ind), it is different to pronounce the word (i)*”. From the data that the researchers got from the questioner result, for the participants most of them answered that they agree with that statement. While for other participants the total participants who answered that they neutral and agree with that statement are same amount of participants. Means that the participants' taught that the reason why they feel difficult to pronounce new words is because of many words in english have same words but different pronunciation. While the participants' opinion, some of them are taught the reason is because many words in english have same words but different pronunciation and the senior participants who answered neutral maybe depend on what the words itself. The third statement is “*Lack of motivation in learning new vocabulary, makes my vocabulary limited and feel difficult to pronounce new words*”. From the data result, most of participants answered that they agree with that statement. While for participants the total participants who answered that they neutral and agree with that statement are same amount of participants. Means that most of other participants are agree with that statement. While for senior group of participants some of them are agree and neutral with that statement. The fourth statement is “*The surrounding situation does not support me to learn new*

vocabulary". Based on the data that the researchers have, most of participants answered neutral about that statement. While for other participants most of them answered neutral and agree with that statement. There are 2 participants that answered strongly agree with that statement. While from the other participants' there is no one who answered strongly agree with that statement. It means that, there are possibility for participants want to learn new vocabulary if the situation around them support them to do that. The last statement is "*Do not have a partner to support each other to master a lot of new vocabulary*". From the data that the researchers have, most of participants answered that they agree with that statement. While other participants answered that they are agree and neutral towards that statement. Means that participants' taught that they need partner who have same purpose in order to learn new vocabulary in english. While other participants only some of them who taught that they need partner to master new vocabularies and also neutral about have partner or not in order to learn new vocabularies. But for participants, there are 2 persons who strongly agree with that statement. Means that, if they have partner who wants to learn new vocabulary, they will learn and master the vocabularies together. Based on the statements and the respons from the participants' there are many reasons why someone feel difficult to pronounce new words, those reasons are lack of reading english texts/articles, there are many words that have same words but different in pronunciation, do not have partner and good environment, and lack of motivation to learn new vocabularies and how to pronounce them.

III. The Impact of Unfamiliar Vocabulary in English Text Towards Reading Experience

In this discussion, the researchers talked about how the impact of unfamiliar vocabulary in English text towards reading experience for the Student. For the participant to fill out statement that I make. For the first statement of our research is "*Found unfamiliar vocabulary when reading can bother me, because I have to know how the words and need to find out the meaning of the 'unfamiliar' vocabulary first to can understand a sentence as a whole.*" From that statement, Based on the data result of questioner that the researchers given to the participants, most of participants answered that they agree with that statement. Means that, they think that the vocabulary that they consider 'unfamiliar' can disturb them when they say, read, write and so on so that their concentration will be chaotic just because of one word 'unfamiliar'. Sometimes for students who still have a little vocabulary, they

will find it difficult to find the word 'unfamiliar' so they have to open the dictionary first. It is true that many of the participants who choose agree with this statement, but it turns out there are still some who choose not to agree. From the understanding of researchers, it can be concluded that they think the word 'unfamiliar' is not too difficult for them. Because they can also use their logic to understand the meaning of the word "unfamiliar" by looking at the vocabulary after and before. For the second statement is "*Found unfamiliar words when reading makes me happy, because it means I have new vocabulary that I can use in conversation.*" From that statement, Based on the data result of questioner that the researchers given to the participants, most of the participants their agree with that statement. While for the other many of them voted strongly in agreement. From the data above it can be concluded that the participants of their students are more critical thinking. They can use the 'unfamiliar' vocabulary to add to their notes. So that their vocabulary will increase more and more. So it can be concluded that the impact of the 'unfamiliar' vocabulary even though most have difficulty understanding the meaning of the vocabulary. But they can learn and add the 'unfamiliar' vocabulary to their dictionary, so they can add their vocabulary.

CONCLUSION

Decoding is the process of translating prints into speech by quickly matching letters or combinations of letters (graphem) with their sounds (phonemes) and recognizing patterns that make syllables and words. This analysis can be used to draw the conclusion that decoding in reading is one way to determine the correct reading method and reading method that is difficult to understand. As we know, when reading text, not all words can be easily understood by us; some are understood and some are not. In general, decoding is the process of translating There are brain regions involved in language processing that perform this function automatically. This study utilized the quantitative method and distributed questionnaires to students, particularly those studying English literature, with the intention of obtaining their perspectives on reading or decoding while reading. We have included the results in the first discussion point, as well as five statements for the manner in which students who had difficulty pronouncing unfamiliar English vocabulary could read. The finding demonstrated that many English as a Foreign Language (EFL) students struggle to pronounce unfamiliar words when reading English texts. A person may find it difficult to pronounce new words for a variety of reasons, including a lack of reading English texts

and articles, the presence of many words that are the same but have different pronunciations, the absence of a partner or a conducive environment, and a lack of motivation to learn new vocabulary and how to pronounce it. And considering the impact of "unfamiliar" vocabulary, it is possible to conclude that, despite the majority's difficulty comprehending its meaning, However, they are able to acquire and incorporate the "unfamiliar" vocabulary into their dictionary, thereby expanding their vocabulary.

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