DIFFICULTIES IN READING COMPREHENSION - A CASE STUDY ON ENGLISH MAJORED FRESHMEN AT TAY DO UNIVERSITY

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ABSTRACT

No one can deny the importance of reading comprehension in learning to read because reading becomes meaningless without comprehending the texts. As a result, the study "Difficulties in reading comprehension - A case study on English majored freshmen at Tay Do" was undertaken to assist freshmen with recognizing their reading problems. The study's participants are 60 English major freshmen from Tay Do University's Bachelor of English 17 (2022-2025). All of them continue to struggle with vocabulary, concentration, determining the main idea, a lack of reading strategies, and the ability to make inferences. The research was separated into two portions. The latter was distributing questionnaires to participants. Following that, students were chosen to complete an interview paper. The report also outlines specific hurdles to assist students in overcoming their challenges.

Keyword: *reading comprehension, freshmen, university*

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1. INTRODUCTION

1.1 Rationale

English is now regarded as a universal language, more and more people are placing a special emphasis on acquiring the language, and 60 out of 196 nations now use English as their official tongue. In work, especially in large corporations and foreign companies, in addition to having good professional skills, being fluent in English is essential. For instance, Viettel Group's present operations are not just restricted to the domestic market; they are expanding their international partnerships and have 10 different international locations for their corporate headquarters. Due to the globalization of supply networks and customer bases, English language proficiency is now considered to be a requirement rather than merely a useful skill, according to Simon Young, BTEC Portfolio Manager at Pearson Asia.

Reading is recognized as the most crucial skill is because it aids in the development of other skills like grammar, vocabulary, and writing. Furthermore, reading is a skill that is necessary for everyone in life as well as in school. For illustration, a student who is unable to read will not be able to continue studying and conducting research because more than 80% of the knowledge and information in textbooks and reading to know about the major they are studying, in addition to some schools encouraging students to develop themselves and self-study skills by reading more helpful external information. This is supported by Anderson, Heibert, Scott and Wilkinson, (1985:40) who stated that reading is a fundamental lifelong skill used both in school and throughout life. It is the foundation for student success in college and indeed throughout life. The ability to read gives students an advantage in future careers that involve understanding and responding to written communications like e-mails, messages, correspondence, and other written communications. In the book "Guide to teaching reading at the primary school level" introduced by the United Nations Educational, Scientific and Cultural Organization, American professor of linguistics Kemba A. N'Namdi asserts that reading plays a crucial role as a life skill and has a significant impact on one's level of success. The majority of the knowledge we acquire comes from reading, and people who are successful in life always have a practice of reading a lot, particularly books. As Bill

Gate, a millionaire, counsels and assists young people "*Read a lot and discover a skill you enjoy*". Reading improves creativity and focus, help you learn about cultures, historical events, and individuals you may not be familiar with, which improves your knowledge in your field and broadens your perspective on the world. When students fulfill all the requirements, it is obvious that reading is beneficial to them because it allows them to learn more about a variety of subjects.

It is not surprising to realize that learning a language well is not easy and mastering the skill of reading is extremely difficult. Although learning English is becoming more and more common in primary and secondary institutions, the curricula only covers the fundamentals, such as vocabulary, grammar, and brief, straightforward paragraphs. As a result, when students begin to converse with English textbooks at the university level, they become confused and experience numerous learning and understanding challenges. Tay Do University's first-year English major finds it challenging to handle the reading comprehension section. In reality, they lack confidence when reading and frequently experience psychological, linguistic, and strategy-related issues. These problems were the subject of the research "*Difficulties in Reading Comprehension - A Case Study on English Majored Freshmen at Tay Do University*", which was carried out to further explore these problems and determine how to help students develop their reading skills and avoid some difficulties.

1.2 Research aims

This study aims to investigate some problems that cause difficulties in reading comprehension of freshmen English majors at Tay Do University, then help them recognize their difficulties and enhance their reading comprehension.

1.3 Research question

The study was conducted to address the following question:

What are some problems in reading comprehension of English majored freshmen at Tay Do University?

1.4 The significance of the study

The aim of the research is to identify the issues that cause first-year English majors at Tay Do University to struggle with reading comprehension. Through the results, students will be able to identify their own vocabulary issues, concentration challenges, and reading comprehension techniques in an effort to enhance their reading comprehension abilities. More significantly, this research paper is anticipated to be a priceless tool for teachers who teach English reading as a subject. These priceless findings will help teachers better understand the issues that their students are facing and alter their teaching accordingly.

2. LITERATURE REVIEW

2.1 Definition of reading comprehension

There are so many definitions of reading. Cambridge gave definitions about reading in various ways. They said that "*reading is the skill or activity of getting information from written words.*" They also added that "*reading is the way in which you understand something.*" Smith (2004) defined that "*reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control.*" Hedgcock (2009) added that reading is a complicated interaction between the reader's cognitive processes and techniques and numerous forms of information (contained in the text). Reading covers variety of things. It is more than just a simple word-by-word understanding of the meanings of words in a book. Reading is thus the process of using rational interpretation to understanding a text that possesses four characteristics: purpose, selection, anticipation, and comprehension, one of the traits of reading is discussing comprehension. Comprehension is the process of achieving reading's objective. Mikulecky and Jeffries (2004) asserted that "*comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.*" According to Smith, "*comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.*" Richards and Schmidt said that "*comprehension is the identification of the intended meaning of written or spoken communication.*" They also added that, "*contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).*"

Consequently, reading comprehension is the capacity to process literature, comprehend its meaning, assess information, and accurately grasp what the author aims to convey. By reading, readers gain a variety of messages and knowledge-enhancing information. According to Wikipedia, "*Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.*" As commented by Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Students not only combine background knowledge such as vocabulary, grammar, but also analytical and thinking abilities to clearly understand the message, emotions, and hidden meanings that the author wants to share.

In a nutshell, reading comprehension is the development of the capacities for explanation, analysis, generalization, and logical justification of right and wrong, together with the capacity for thought and expression.

2.2 The important of reading comprehension

For instance, if a student is unable to comprehend a text, it suggests that they are dealing with many challenges, such as being unable to pass the reading test and having issues speaking, listening, and writing owing to poor reading comprehension that expose gaps in vocabulary and grammatical knowledge. As mentioned by (Nor & Rashid, 2018), Many students struggle with reading comprehension because they lack adequate language knowledge or efficient study skills. It is also supported by Nergis (2013), some of the significant aspects impacting reading comprehension are the depth of vocabulary knowledge, syntactic awareness, and metacognitive awareness. Students who struggle with reading comprehension find it difficult to follow English professors and curriculums. As remarked by Nezami (2012) stated that, "*the lack of reading comprehension among students in higher education institutions is the most obvious problem that teachers are currently dealing with. Their academic performance may be impacted by this deficit.*" The lack of strong reading comprehension skills obviously affects a student's success in school. Academic progress depends on understanding, analyzing, and applying the information gathered through reading. The ability to read becomes crucial in the educational setting. Students who could get useful information that is not provided by teachers in the classroom. Additionally, reading comprehension is a requirement for about 80% of the items on the final test. Consequently, instruction should focus on improving students' reading abilities. Harmer (1998) declared reading is useful for language acquisition, because it is necessary for a career, for academic purposes, or just for entertainment. The most crucial skills we need to employ in daily life are reading and comprehension. Hudson explained that:

"*Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read*".

So, for language learners, mastering the skill of reading is highly important.

2.3 Effective strategies for improving reading comprehension

In order to read well in addition to the background knowledge, students need to be equipped with many effective and appropriate methods for the types of texts that students do. Strategy is important in the reading process because it provides students with agile and effective word processing skills.

2.3.1 Skimming

According to Oxford said that "Skim is the act of reading something quickly in order to find a particular point of the main points". Grellet (1999) also stated that skimming is the process of quickly reading a text to extract its main points. When using the skim strategy, students do not need to read the entire text and still grasp the main idea, thereby helping students speed up reading and save time. According to Liao (2011), in comparison to normal reading, skimming is performed at a speed of three to four times faster. When there are numerous books to read in a short period of time, readers frequently skim. As skimming is related to speed, Abdelrahman and Bsharah (2014) proposed that to improve reading speed, readers also need to increase concentration, improve memory and recall, and reduce sub vocalization, interruptions, procrastination and stress. Skimming is a relatively effective method in test because it helps candidates understand the main content as well as save time.

For example:

TOEIC Reading is a test that assesses candidates' reading comprehension skills with 100 questions. The test consists of 3 parts, total 3 parts about 2000 to 3000 words with a test time of 75 minutes. Thus, one of the major

difficulties in TOEIC Reading is that candidates have to process a large amount of information in a short time. Therefore, without effective test-taking methods, candidates will hardly be able to complete this part of the test before the allotted time.

The following particular steps must be taken in order to efficiently employ the skimming method:

Skim the table of contents or the introduction

Readers may come across parts like the table of contents, introduction, or overview when reading a book, research, thesis etc. These sections serve as a general introduction to the text's content. Instead of having to read the entire book, students can rapidly grasp the main ideas and select only the parts that are truly crucial for diving into the topic. The direction and method of the author's content deployment are frequently noted in these parts—especially for studies—which will aid the learners' reading process.

Check the heading, including any subheadings (heading & sub heading)

The quickest way for students to understand the major points of shorter texts or articles without a table of contents or an introduction is to pay attention to their headings and subheadings (if any).

As an illustration, consider an article with the title "PEOPLE ARE TALKING ABOUT YOUR BAND", and the subheading "FIND THEM AND JOIN THE CONVERSATION". Thus, students are able to envision the topic of this article right away.

Read both the opening and last paragraphs in full

The opening paragraph is a relatively important part, because the author can use it to lead the reader to the point. Readers can gather concepts or an overview of the text. Regarding the final paragraph, the author frequently draws inferences from the problems discussed in this text as a whole. Therefore, students should pay closer attention to the first and last paragraphs.

Read the topic sentence of the remaining paragraphs and skim to find the main idea

Maxwell's research (1972) also showed that when learners just skim and filter out keywords, the brain will have the function of associating these keywords in a certain relationship - this makes learners can understand the main content of the text even skimming a few words. Learners should practice their capacity to identify these keywords when engaging in Skimming practice. After some practice, students can skim without much effort while filtering out these keywords.

In conclusion, skimming is a useful technique when a reader has to quickly understand the major ideas of a lot of material. This can save time and, in certain situations, improve reading comprehension.

2.3.2 Scanning

Scanning is understood as quickly searching for specific keywords in an article without having to read the entire article. By concentrating just on locating the information that is actually required so that the reader may respond to particular questions in the article, this method helps the reader save time. Vaezi (2006), stated that scanning is reading rapidly to find specific a piece of information. Casey (2003) claimed that scanning is a technique used to find question-specific material that may be needed at the conclusion of the assignment. Thus, scanning avoids time-wasting reading practices like reading every word, going over every detail, and reading the entire document while translating it. The reading comprehension skills and test scores of students who used scanning techniques during the reading process also significantly improve.

Determine the search terms by carefully reading the question

At this stage, the reader must carefully read the question and highlight or encircle any terms that stand out as being particularly crucial.

Important keywords are keywords that represent the focus and main content of the question.

Example: TRUE/FALSE/NOT GIVEN question type.

Categorize the keywords identified in step 1

The reader must now categorize the significant keywords that were mentioned earlier. The keyword classification helps readers prioritize the order of information search and locate the information needed to be used faster.

When reading and interpreting the question, readers need to distinguish between two sorts of keywords:

Difficult-to-replace words: These are difficult to substitute keywords. Typically, these keywords are proper names, places, dates, months, years, and numbers.

Predictable Keywords: These are terms that can be changed in the text with synonyms or other phrases.

The distinct distinction between these two categories of keywords makes it easier for readers to find information and provide answers more quickly. In particular, prioritize information based on keywords that are difficult to replace because these words are easier to see in the article. Then look for keywords that can predict the replacement.

Memorize keywords to find, scan the text and find those keywords

In order to locate these terms quickly, readers must read the text backwards in order to quickly recall the essential words that were discovered in the previous stage.

It has been demonstrated that the scanning method helps students concentrate on the information that is actually required to solve the questions while also maximizing test time.

2.3.3 Summarizing

The process of summarizing requires the reader to determine what is important when reading and to condense the information in the reader's words (Adler, 2001). In the process of summarizing, students will distinguish main ideas from supporting ideas, eliminating lengthy examples and irrelevant knowledge that helps students focus on the heart of the text. Reducing confusion through summarization improves comprehension. This method can be used as a group project, a solo task, or with the entire class. Writing exercises that summarize literature help students write better, increase their vocabulary abilities, and build on existing knowledge. With a summary, students have to sum up every detail in the story and state everything succinctly – this means perhaps only mentioning the issues and highlights of the reading passage. There is more subjectivity, because students have to decide which details are most important.

2.3.4 Predicting

Prediction is a crucial reading technique. It enables students to make predictions about the course of the narrative using information from the text. Students anticipate what will occur next in the text by envisioning it based on their existing knowledge. Students are encouraged to plan ahead and ask questions in a proactive manner when they are anticipating something. Additionally, it enables students to interact with the text, connect with what they are reading, and better comprehend the story. Additionally, This strategy also allows for more student interaction, which raises interest and helps students comprehend the content (Oczkus, 2003). Prediction-making allows readers to exercise their critical thinking and problem-solving abilities. In order to extract deeper meaning and improve comprehension abilities, readers are given the chance to remark on and assess the material. By making connections between what they already know and what they are learning, students will be more engaged with the reading material One method of making predictions is to use the title, table of contents, images, and key words. Another important prediction technique is to have students make predictions at certain locations in the text, evaluate their guesses, and then make any necessary revisions (Teele, 2004).

2.4 Factors of student's difficulties in reading comprehension

When reading a text, students may run into a variety of issues that contribute to their inability to comprehend the material. Some of those factors are vocabulary, concentration, determining the main idea, the lack reading strategies, making inference.

2.4.1 Vocabulary

Vocabulary is the main cause of difficulty in reading comprehension. If there is a reading passage where 70% of the words are new, it is real nightmare for students. The lack of vocabulary will cause a feeling of dispirited when doing the test. According to Carlisle (2000) and Qian (2002), vocabulary knowledge plays an important role in understanding complex reading materials such as textbooks, particularly those containing technical words. With a lack of vocabulary, it is difficult for students to know the meaning and choose which shades of meaning of words are suitable for specialized texts, especially when the vocabulary of first-year students is still very limited. Besides, students also have to struggle to find the right meaning of polysemous words as well as distinguish between different types of words. Probably some words may not be difficult for students to understand in everyday conversation or communication, but in the professional field, they have a completely different meaning. For instance, students frequently understand the word "share" to signify "having or using something concurrently with another person". However, the term "share" has a very different meaning when used in commerce when nouns are the units of equity ownership in a corporation. Due to their difficulty comprehending technical phrases like superordinate, synonyms, antonyms, or words with various connotations, pupils with little vocabulary knowledge struggle to learn new concepts (Nuttall, 2000; Carlisle, 2000; Vilenius-Tuohimaa, Aunola, & Nurmi, 2008). Therefore, text complexity affects readability. That is, language proficiency of learners allows them to deeper understanding of the text and good readers are those who equip themselves with a certain amount of vocabulary's knowledge.

2.4.2 Concentration

One of the most psychologically necessary requirements for reading comprehension is concentration. Students who have difficulty concentrating often do not do well in reading comprehension tests as well as in absorbing lessons in class because distraction makes them less able to think, analyze content, and decipher information. According to Shaw (1959), focused reading is the key to understanding a text. While reading, however, most students are unable to or are unable to focus adequately. The length and difficulty of the reading comprehension will bore students, which will negatively impact their ability to concentrate and provide poor results. In addition, in a noisy atmosphere, they are also more susceptible to distraction. According to Peter (2001), one of the external factors that influences students' reading comprehension is the environment. The students' learning and mastery of English may also be influenced by environmental circumstances. The two types of learning environments that can affect a student's success in reading are those at home and in the classroom. Many of you think that listening to music will help learning to increase concentration is completely wrong because then your brain will do many things at once. According to Daniel Levitin, a cognitive neuroscience and the author of "This is Your Brain on Music", says listening to music while you work is likely to make you less productive. He also added "listening to music also takes up some of your attentional capacity, meaning that if you listened to it while working, you'd have fewer resources left to direct toward the task at hand". On the other hand, pupils who are in a quite setting may be able to read more efficiently and likely to have better reading comprehension. It has been demonstrated that students lose concentration while reading comprehension in noisy environments, such as those with a lot of televisions or radios playing (Dennis, 2008).

2.4.3 Determining the main idea

The main concept is a claim that expresses the author's opinion on the subject. Finding the core idea is crucial to understanding a paragraph or short selection, according to Longan (2002).

Students can more quickly absorb the text's whole content and respond to questions by identifying the primary theme. Many students consistently say that the main concept is usually at the beginning or end of a sentence and the method they use to find the main idea is to read only the first or last sentence without reading and understanding the rest. It is a serious mistake for students, because in many texts, especially long ones, they need to analyze and link paragraphs together to find the main idea or sometimes the author is hidden main idea for students to deduce. As a result, this can make it more difficult for students to identify the key idea of the paragraph and where it is located. Snow (2013) also added the difficulties of reading comprehension. She claimed that reading lengthy texts is highly challenging since word recognition is sluggish, which disrupts the meaning-construction process. According to the aforementioned explanation, the researcher draws the conclusion that the primary idea is an important factor in reading comprehension because it is the material that speaks most about a paragraph's overall theme. In addition, students need to learn background knowledge, information inferred from the context of the text, and reading comprehension skills.

2.4.4 The lack of reading strategies

Because they lack the tools essential to ace a reading comprehension test, pupils who are unfamiliar with reading tactics like skimming and scanning will feel discouraged and irritated (Duarte, 2005). Strategy is an indispensable part to get good reading comprehension results, it helps students save time and easily find answers to questions that the question asks. Additionally, a lot of students believe that a test strategy is not necessary and that doing well on a reading comprehension passage can be achieved simply by having sufficient background knowledge and vocabulary. While this statement may be accurate in theory, it is undoubtedly untrue when it do to reading comprehension tests. Because there is no strategy for the test, students only concentrate on reading every word and every detail of the material covered in the lesson. This leads to a number of problems, such as running out of time to complete the test, which is especially problematic for TOEIC and IETLS exams because the passages are lengthy and there is a time limit for the test. Thus, in order to solve some of those difficulties, students need to have certain strategies. For example, to understand and answer questions in detail, students can use strategic scanning. Additionally, readers can highlight or underline specific words in the question in order to know the question's detailed answer, then scan the paragraph for the word's synonyms. As such, the obvious reading strategies are to help students through the difficulties of understanding the text, thus improving their comprehension rapidly.

2.4.5 Making inference ability

For first-year students nowadays, making inferences is a rather challenging challenge. Inferred or suggested information is referred to as drawing inferences. As a result, the information is never expressed in the text in an explicit manner. According to Joseph (2001), students have trouble understanding and extrapolating meaning from texts, hence there needs to be explicit teaching on comprehension given. The difficulty in drawing conclusions is due to the students' misunderstanding about understand the content of the text due to the lack of vocabulary they have, the inability to grasp the real information, the inability to make close connections between the previous and the following sentences to draw conclusions.

Writers often tell you more than they speak directly. They provide you with tips or cues so you may "read between the lines". Inference is the process of using these hints to broaden your comprehension of what you read. When you reason, you look beyond the obvious information to uncover underlying or implied (but not expressed) meanings. When a word's meaning isn't made clear in the context of the text, it can nevertheless be inferred, which means it can be suggested or hinted at. When meanings are implied, you can infer them.

For example:

What is implied about Ashley's work?

"She is the one who assists consumers with their inquiries, provides the finest recommendations and guidance, and consistently works with them as they make product selections and purchases."

These questions are often stated in one the following form:

What does the article imply about Apple Company?

What can be inferred about G-Dragon?

What the letter suggest about the project?

What is probably true about the conference?

As a result, occasionally pupils have trouble figuring out the text's conclusion because the statement's meaning is not stated in the text. Therefore, students need to spend a lot of time to improve their inferring ability, because it is an important contributor to the ability to understand a text deeply.

2.5 Related studies

Abeer Al-Ghazo and Mahmoud Al-Sobh conducted a study entitled: ''Reading Comprehension Problems Encountered by EFL Students at Ajloun National University" This study investigated the reading comprehension problems encountered by students of Ajloun National University. The study aims also to provide more insight into the factors affecting the students' reading comprehension. For this purpose, the researchers used a

questionnaire that includes general statements about the main problems that face students in reading comprehension. The participants of this study were 20 EFL students (10 males & 10 females) from the Department of English Language and Literature at Ajloun National University. The study results indicate that students have high estimation to certain problems they encounter in reading comprehension as a result of the complexity of the texts, anxiety, and word recognition (decoding). The findings of the study also revealed that there were statistically significant differences between male and female students in their reading comprehension challenges in favor of female student.

A research entitled "An Analysis of Students' Difficulties in Reading Comprehension at Sma Negeri 4 Pematangsiantar" was implemented by Dita Agnes Siahaan, Feby Valent Simatupang, Taruli Florenza Sianipar, Trimasara Damanik in 2022. This research was conducted on students of X PMIA 7 Students of SMA Negeri 4 Pematangsiantar in January 2022. The reason the researcher chose this class as the research subject was because they were detected as having difficulty in reading comprehension. The technique of collecting the data were interviews. The result of the research showed that some difficulties that student's faced in reading comprehension were difficult to understand the meaning of word, difficult to understand long sentence, difficult to determining the main idea, difficult to understand the grammar, difficult in inferencing.

In 2022, Aida, Wahyuni Fitria and Faiqah Mahmudah carried out "Students' Difficulties on reading Comprehension; A Case Study". This research aimed to analyze students' difficulties in reading comprehension at SMPN 22 Jambi. This is qualitative research. The technique of data collection used in this research is observation and interviews. The subjects in this study were students of class VIII G at SMPN 22 Jambi. The results of this study indicate that the difficulties faced by class VIII G students in reading comprehension are four difficulties. Firstly, students have difficulty in understanding the complexity of grammar. Secondly, the students have difficulty in knowing certain vocabulary when understanding reading. Thirdly, students have difficulty in using reading strategies, and the last one the students have difficulty in concentration.

In 2017, Tran Quoc Thao, Duong My Tham examied "The Difficulties in Esp Reading Comprehension Encountered by English Major–Students". This study aimed at exploring difficulties of ESP (English for specific purposes) reading comprehension faced by English-majored students at one university in Vietnam. Eighty English-majored students were involved in answering a close-ended questionnaire, and three ESP teachers were invited to participate in semi-structured interview. The findings showed that students did not have much trouble in dealing with reading ESP texts; nonetheless, it was sometimes seen that two common areas of difficulties in ESP reading comprehension students were faced with were unknown words and background knowledge of subject matters. This study further revealed that students did not confront much with difficulties of text coverage, organization structure, and grammar used in ESP reading text.

3. RESEARCH METHODOLOGY

3.1 Research design

This study is founded on the research question posed in the introduction to determine the difficulties of English majored freshmen in reading comprehension at Tay Do University. Specifically, 60 students took part in answering the questionnaire. After collecting data from the questionnaire, the researcher invited two teachers who have taught English reading as a subject; at the same time, the students were chosen at random to take part in interviews to verify the accuracy of the responses.

3.2 Research participants

The 60 English major freshmen in class 17 (2022–2025) at Tay Do University were the subjects of the research. They were aged 19 to 23, and there were 17 males and 43 females. All of them are native Vietnamese speakers, with English being their second language. The majority of them have learned English for seven to ten years. Although they are in the same educational setting at Tay Do University, their reading comprehension is different now. All of them usually only learn to read in school as a required subject and they rarely use their reading comprehension abilities in leisure pursuits like reading newspapers, books, and magazines. As a result, they are unable to use methods and strategies to improve their reading comprehension and only have a fairly basic understanding of the subject and vocabulary. Due to the numerous unfamiliar and academic topics they encounter in college, they struggle to acquire reading skills here at all. They are the ideal participants for this study because they have just started the first period of reading comprehension, making it possible for them to identify issues early and hone their skills.

3.3 Instruments

The tools used in this research were questionnaires and interviews. Saul McLeod (2014) claims that both the questionnaire and the interview served as crucial research instruments for this thesis. The questionnaire was used because it gave the researcher a quick, simple, and efficient method to gather a lot of data from a big group of people. The purpose of the study was to learn more about the reading comprehension difficulties faced by first-year English majors and to assist them in identifying and comprehending those difficulties. The interview also served as a means of collecting additional information and analyzing survey data.

3.4 Questionnaire

The questionnaire has 7 questions and 24 statements. Some personal information about the participants is covered in the first section. Statements were featured the five-degree scale including strongly agree, agree, no ideas, disagree and strongly disagree and it was divided into clusters as can be seen in the table below.

Table 1: The gist of questionnaire

Question/Statement	*Summary of the question's/statement's conten*t
From 1 to 7	Students' background and their attitude toward English writing skill
From 8 to 13	Student' problems concerning vocabularies
From 14 to 17	Student' problems concerning concentration
From 18 to 21	Student' problems related to determining to the main idea
From 22 to 28	Student' problems concerning the lack of strategies
From 29 to 31	Student' problems related to making inference abilities

3.5 Interview

Together with the questionnaire, the interview plays a critical role in the research method. Four questions about the following subjects were addressed in this study: 15 students were chosen to participate in the interview in order to gather information about the participants' problems with reading comprehension and another is for 02 teachers who have taught.

3.5.1 Freshman interview

The interview for students consisted of four questions that asked participants to share their opinions in order to discover their reading comprehension challenges. In particular, in relation to the first question, the purpose of question 2 was to inquire about the importance of studying reading. The following question from the interviewer is about the challenges you ran across when you were learning to read. The final question inquired with participants to share their reading strategy, which they felt could enhance their reading comprehension

3.5.2 Teacher interview

Four questions were asked of the teachers throughout the interview in an effort to get more information about how reading comprehension influences their instruction from the teachers. The first question is to find out the teacher's views on the value of vocabulary in reading comprehension as well as what they do and how they instruct their students on how to learn vocabulary effectively. The researcher wished to ask the lecturer the following question regarding the most popular reason why students struggle with reading comprehension during classroom teaching over a long period of time. Follow-up inquiries to make on how teachers handle pupils who struggle with reading comprehension. The final question is intended to get the teacher's advices on how to best help the first-year students comprehend the issue they are having and find the best solution for them while they are learning to read.

4. RESULTS AND DECISIONS

4.1 Results

This section provided an illustration of the study's final results. The final findings are derived from an analysis of the data gathered from the 60 freshmen. The results of questionnaires and interview papers form the basis for the research findings.

4.1.1 Results from questionnaire

Thanks to the questionnaire, a wealth of relevant and reliable information from the participants were received. The results of the questionnaires were broken down into three sections, including the student's background of studying English, student's attitudes and evaluations on reading, and reading comprehension difficulties.

Students' background toward English reading skill

Students' background

First, the researcher must obtain information on the participants' number of years of English learning so that the researcher can better understand their approach as well as the beginning stage of learning English.

Taking a look at the above pie chart, the majority of the participants studied English for 7 to 10 years prior to attending university. As a result, they must have a basic understanding of English. However, their number of years of English study is somewhat varied, indicating that their level is clearly different, despite the fact that they are studying in the same educational setting at Tay Do University. Obviously, the longer students study English before joining university, the more knowledge and learning methods they have at their disposal.
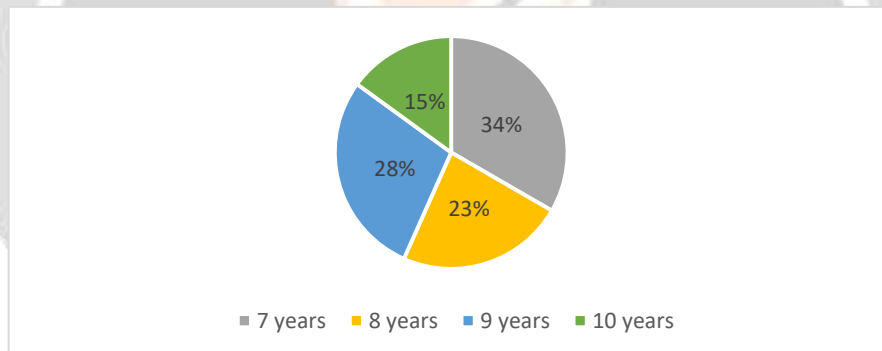

Figure 1. **Proportion of students' English learning years**

The largest group represented 34% (20/60) of participants who began learning English within the last seven years. That means they began learning English in sixth grade and spent six years studying English before attending university. However, the number of years spent studying English prior to that does not imply high reading skills. This is because students in high schools, middle schools, and elementary schools have to learn a variety of subjects in addition to English. Specifically, learning English in a general and less focused manner than when studying English majors at university. Another surprise is that 28% (17/60) of people study English in approximately 9 years. In addition, 23% (14/60) of participants that they learnt English in 8 years. Furthermore, the percentage of people who study English for 10 years is the lowest, at 15% (9/60). In general, the percentage of students studying English for 7 years is the highest, while the percentages of students studying for 10 years are lowest. After many years of studying English, each participant's abilities and understanding of the language is absolutely different.

The living environment is one of important factors in the process of learning and obtaining knowledge, especially for those who study English as a major, because it adds to the development of English ability. In general, students in cities have greater possibilities to utilize, communicate, and receive English than students in rural areas. As a result, it is mandatory to obtain information regarding each participant's living environment. The pie chart below illustrated a portion of the English course 17 students' living environment.
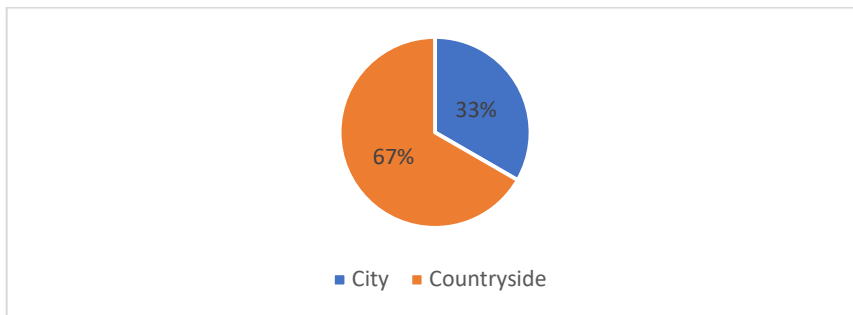
Figure 2. Students' living environment

According to the pie chart, 67% (40/60) of students in the 17th course of English at Tay Do Universities are from the rural, while only 33% (20/60) are from the city. Looking at the data, it is clear that the participants come from a variety of backgrounds. Regardless of whether students in cities or rural areas are taught according to textbook knowledge. They are, however, taught various methods of learning English in different environments. In general, students in countryside spend a lot of time studying grammar and vocabulary, whereas students in cities typically have native teachers to teach English, so they gain skills in speaking and listening abilities.

Students' attitude and evaluation on English reading skill
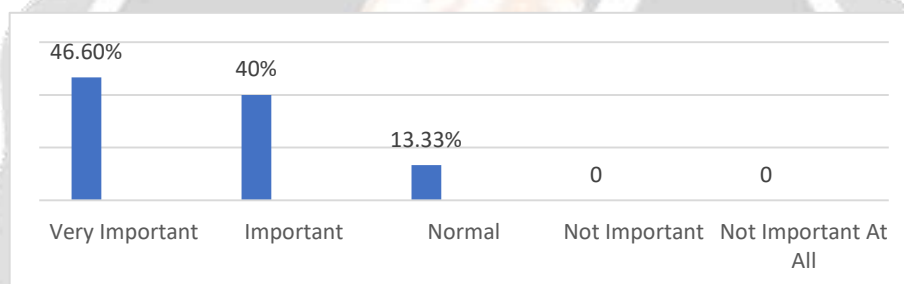
The importance of reading

Figure 3. The importance of reading

According to Figure 3, there is no debate about the importance of reading in the process of learning English. Looking at this figure, it is clear that the percentage of pupils who believe reading skills are "very important" is the greatest, at 46.67% (40/60). "Important" comes in second with 40% (24/60). The percentage of participants who considered their attitude toward reading skills was "normal" was substantially lower than the preceding two, accounting for only 13.33% (8/60). In particular, none of the students reported "not important" and "not important at all" to the English reading comprehension role. Overall, the statistics revealed that the majority of participants valued English reading. As a result, people seek effective techniques to increase their reading comprehension.
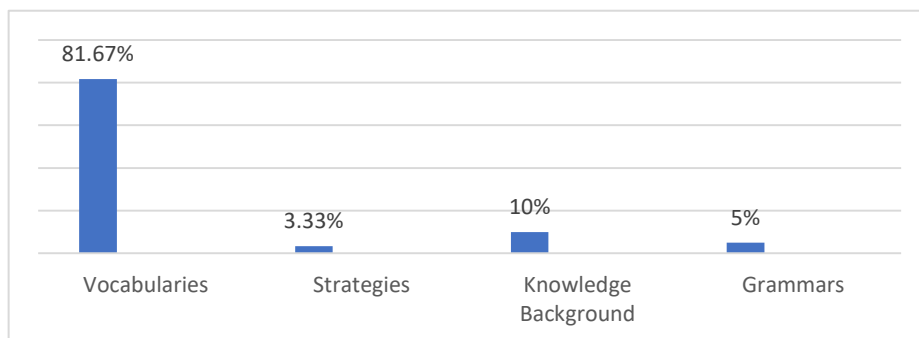
Participants' used elements in reading skill

Figure 4. Participants' used elements in reading skill

Figure 4 depicts four key aspects that contribute to effective reading comprehension. These comprise vocabularies, strategies, knowledge background, and grammars. To begin with, "vocabulary" is the most essential aspect in improving reading comprehension, accounting for 81.67% (49/60). "Knowledge background" comes in second with 10% (6/60). Furthermore, "strategic" accounts for 5% of the total (3/60). Finally, grammar had the lowest percentage, accounting for only 3.33% (2/60). Figure 4 shows that vocabulary is the most significant aspect in being able to read and understand a text correctly. Furthermore, the first-year specialists' specialized vocabulary is relatively inadequate and limited.

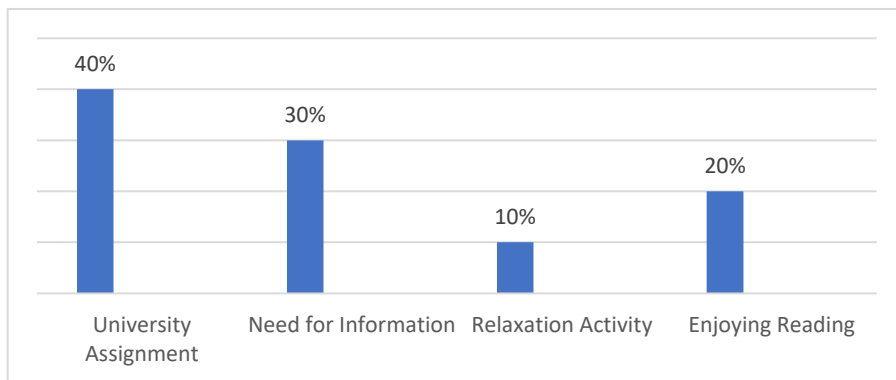**Participant' motivations for reading comprehension**

Figure 5. Participant' motivations for reading comprehension

As seen in Figure 5, the majority of students (24/60, or 40%) are motivated by reading "university assignment". Furthermore, 18 of 60 (30%) students selected "need for information", which drives them to be more interested in reading comprehension. Furthermore, "I Enjoy Reading" was selected by 12 of 60 (20%) participants. Finally, "Relaxation activity" accounted for 10% (6/60). To summarize, each participant's reading motivation was distinct in order to foster their passion in reading comprehension.

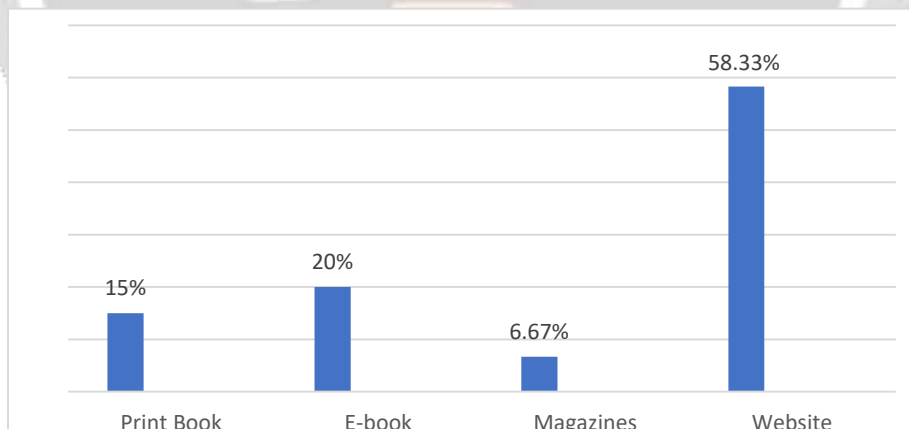**Participant's used reading's source**

Figure 6. Participant's used reading's source

This question aims to inquire about the source from which you read. Four key sources are mentioned: print books, e-books, magazines, and websites. According to the percentages, "Website" is the most popular area for first-year students to read, with 58.33% (35/60). "E book" finished second with 20% (12/60). "Print books" were used by 9 of 60 (15%) participants, whereas "Magazines" were used by only 6.67% (4/60). Overall, the data suggests that the majority of participants randomly selected "Website" because it was convenient, time-saving, and informative.

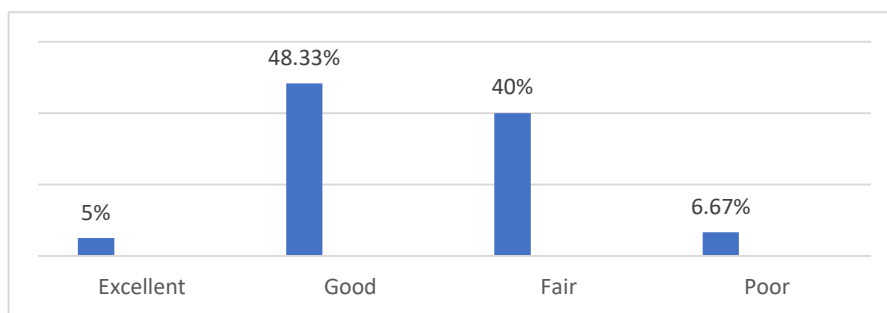**Participants' self-evaluation of their reading acknowledgement**

Figure 7. Participants' self-evaluation of their reading acknowledgement

According to Figure 8, the proportion of participants with "good" reading ability was the highest, at 48.33% (29/60). "Fair" came in second with 40% (24/60). Following that, 6.67% of 4/60 freshmen admitted to being "poor" at reading. It is also worth noting that around 5% (3/60) of them indicated that their reading ability was "excellent." Essentially, barely one-third of students are comfortable reading in class or taking quizzes and exams. This suggests that the rest continues to strive hard to enhance their skills.

Students' problems in reading comprehension

This part of an investigation was crucial. This is because it was done in an effort to learn more about the reading comprehension issues that freshman with English majors were having. The section was clearly divided into five smaller sections, each of which linked to the main points of the literature study. Let's look at the following figure to better understand such issues.
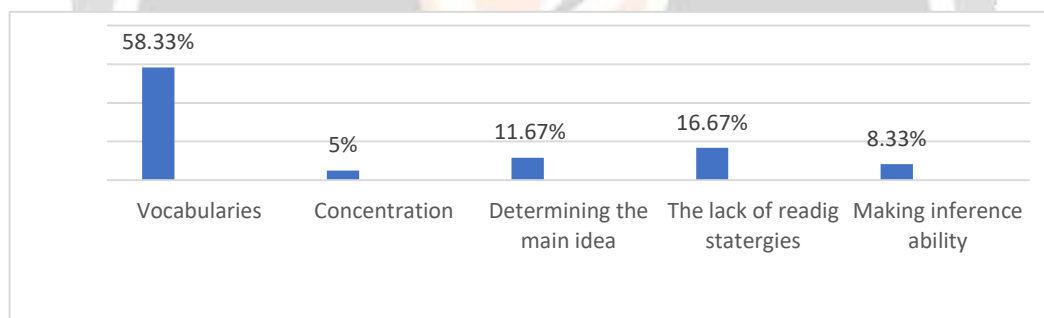

Figure 8. Difficulties in reading comprehension

Figure 4 depicts five significant challenges that freshman in English course 17 frequently encountered while reading. They included vocabulary, concentration, determining the main idea, the lack of strategies, and making inference ability. First and foremost, "vocabulary" was the most common issue among freshmen, accounting for 58.33% (35/60). "The lack of strategies" came in second with 16.67% (10/60). Furthermore, the proportions of "determining the main idea," "making inference ability," and "concentration" were roughly the same, at 11.67% (7/60), 8.33% (7/60), and 5% (3/60), respectively. By looking at Figure 4, it is clear that the two most commonly problematic factors were "vocabulary" and "strategies".

Table 2. Student' problems concerning vocabulary

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8. Vocabularies plays an important role in general language and in particular learning reading.	50%	40%	10%	0%	0%
9. You cannot guess the meaning of unknown words or phrases.	31.67%	53.33%	15%	0%	0%

10. You think you do not have enough vocabularies to understand a text.	30%	41.67%	18.33%	6.67%	3.33%
11. You feel confused because one word can imply many different meanings.	38.33%	41.67%	16.67%	1.67%	1.67%
12. When you see so many unfamiliar words in a reading text, you cannot understand the content of the text	31.67%	48.33%	18.33%	1.67%	0%
13. Occasionally, you may find it challenging to select synonyms and antonyms.	15%	50%	28.33%	5%	1.67%

The first difficulty is vocabulary. Vocabulary is one of the most challenging aspects of reading, and when students learn more new words, they struggle to retain those words in their brains and comprehend what they are reading. They become much more dissatisfied with wasting more time—or possibly not enough time—taking the reading test when there are many words in the reading passage that they are unfamiliar with. Table 1 also relates to freshmen concerns with the vocabulary component. Statements 8 and 9 were the first two statements. The first is the outcome of statement 8, which shows that almost three-fourths of participants, specifically 30 of 60 (50%) strongly agree and 24/60 (40%) of students agree that vocabularies play an important role in general language and, in particular, learning reading. The remaining 10% (6/60) of freshmen made no comments. Similarly, in statement 9, a large percentage of students admitted to having difficulty guessing the meaning of unknown words or sentences due to weak lexis. More specifically, 31.67% (19/60) stated strong agreement, whereas 53.33% (32/60) expressed their agreement. There was 15% (9/60) of no comment. Both statements are no disagreement or serious disagreement stated by any of the participants in this statement. The following was statement number ten. In statement 10, 41.67% (25/60) of students believe that they lack sufficient vocabulary to comprehend a work and 30% (18/60) strongly agree. The remaining students that are neutral, disagreed, or strongly disapproved of this statement are 18.33% (11/60), 6.67% (4/60), and 3.33% (2/60). Regarding the following statement, 41.67% (25/60) of students agree that "you are confused because one word can imply many different meanings." 23 people (38.33%) approved completely, and 16.67% (10/60) were hesitant. Only 1 out of 60 freshmen (1.67%) disagreed and serious disagreement with this line. In statement 12, approximately two-thirds participants 48.33% (29/60) "agree" and 31.67% (19/60) "strongly agree" acknowledged that they see so many unfamiliar words in a reading text, they cannot understand them. However, 11 remainders (18.33%) "neutral" and 1 remainders (1.67%) "strongly agree". Regarding the final statement in the table. Only four participants, 3/60 (5%) and 1/60 (1.67%), disagreed with the assertion. In contrast, there were 9 students (15%) who strongly agreed and 17 students (49.55%) who had no idea. Finally, in statement 19, the percentage of those who agreed was significantly higher at 50% (30/60) than in the prior statement.

As a result, students are having trouble memorizing vocabulary and validating word meanings. This makes understanding the subject of the reading challenging for students. The preceding demonstrates that the vocabulary is hardest for English majored freshmen at Tay Do University.

Table 3. Student' problems concerning concentration

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14. You cannot concentrate when the reading is too long and complicated	20%	50%	28.33%	1.67%	0%
15. You feel hard to focus when there is background noise.	18.33%	46.67%	28.33%	5%	1.67%

16. You come distracted when your phone is left in a study case	28,33%	50%	20%	1.67%	0%
17. You usually receive low grades because you struggle to concentrate during tests	46.67%	33.33%	11.67%	8.33%	0%

Table 3 was built composed of four statements, as shown above, to continue with students' issues related to concentration. First and foremost, for statement 14, the majority of participants, namely 30 of them (50%) approved illustrated their concurrence and 17 (28.33%) of students expresses no idea toward the fact that they cannot concentrate when the reading is too long and complicated. The remainder consisted of 20% (12/60), 1.67% (1/60), and no one disagreed significantly. The results of statement 15 revealed that approval was given by more than half of the respondents. To be more exact, 18.33% (11/60) shown significant agreement, whereas 46.67% (28/60) demonstrated concurrence. On the contrary, 21 students, or 28.33% (17/60), remained undecided, while the remainder, including 5% (3/60) and 1.67% (1/60), disapproved and absolutely disagreed with the statement, respectively. In the statement 16, the majority of them 50% (30/60), 28.33% (17/60) and 20% (12/60) agree, strongly agree and neutral with the supposition. Only 1/60 (1.67%) students giving disagreement. The last one was statement 17. There was 50% of participants, particularly 28 of them (46.67%), entirely approved; at the same instant, 20/60 (33.33%) of student provided agreement toward the fact that they feel embarrassed because they cannot identify the primary and supporting them. However, 7 participants (11.67%) acted hesitantly, and there were 5 students, embracing 5/60 (8.33%) picking "disagree"

To conclusion, concentration is also essential for students. If children are distracted when reading, the results will be poor. Students who can focus anywhere benefit from better reading comprehension.

Table 4. Student' problems related to determining to the main idea

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. Although you picked the primary idea, you are unable to explain it.	33.33%	43.33%	16.67%	6.67%	0%
19. Because you do not know where the primary idea is, you cannot quickly comprehend the text's content	30%	40%	23.33%	5%	1.67%
20. You faced difficulty in summarizing the main ideas of the text.	28.33%	50%	16.67%	3.33%	1.67%
21. You cannot explain the meaning of the passage because you do not understand the content.	33.33%	48.33%	13.33%	5%	0%

In the Table 4 above, it states that the importance of determining to the main idea. Namely, 43.33% (26/60) students concur, the rest makes up 16.67% (10/60) of them giving no comment and 33.33% (20/60)students entirely consented and the rest evinced their disapproval with 6.67%(4/60). In the statement 19, 23.33% of participants (14/60) were neutral. Furthermore, 42 students, or 30% (18/60), remained extremely approved, while the remaining 40% (24/60) approved. In contrast, 3 students making up (5%) and 1 remainders (1.67%) disapproved and strongly approved the statement, listed in sequence. As for the statement "You faced difficulty in summarizing the main ideas of the text", 50% (30/60) of them concurred. The percentage of those who selected "strongly agree" was 28.33% (17/60), while "neutral" was 16.67% (10/60). Along with them, the proportions for disagreement and substantial disagreement were 3.33% (2/60) and 1.67% (1/60), respectively. Statement 21 received acceptance from more than half of the respondents, according to the results. More specifically, 33.33% (20/60) stated strong agreement, whereas 48.33% (29/60) expressed agreement. Furthermore, 8 students, or 13.33%, remained undecided, while the remaining 5% (3/60) expressed their

disagreement. In thus, figuring out the primary idea of the reading is crucial since it speeds up students reading and improves their ability to choose the right response.

Table 5. Student' problem concerning the lack of strategies

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
22. Although you know a lot of vocabulary in the reading passage, when you do, you still choose the wrong answer a lot.	18.33%	45%	26.67%	10%	0%
23. You spend a lot of time looking up the meanings of the new words in the dictionary when reading texts.	16.67%	50%	25%	5%	3.33%
24. You get so confused and cannot remember what you are reading.	40%	41.67%	15%	3.33%	0%
25. You never complete the reading within the allocated time.	35%	40%	16.67%	5%	3.33%
26. Before answering the question, you must always read the passage so many times.	23.33%	48.33%	23.33%	5%	0%
27. You will read the entire passage and then start answering the questions.	15%	50%	25%	10%	0%
28. You usually translate word by word when you are reading.	31.67%	41.67%	23.33%	3.33%	0%

It was clear from Table 5 that the viewpoints of the students regarding reading strategies varied. Let's start with the first assertions. Approximately half of the participants (18.33% (11/60) "strongly agree" and 45% (27/60) "agree") to statement 22 admitted that despite knowing a lot of the terminology in the reading passage, they frequently choose the incorrect response. On the other hand, only 6 students, or 10% of respondents, disagreed with the statement, while 16 respondents (26.67%) had no opinion. There were 5 students who voiced objections when the outcomes of statement 23 were discussed. These included 3/60 (5%) disagreements and 2/60 (3.33%) serious disagreements. However, 10 participants (16.67%) indicated their complete support, 50% (30/60) of the students did, and 25%, as well as 15 responders, expressed some hesitancy. Statements 24 and 25 were next in the list of statements. According to the former's findings, more than 55% of the respondents approved. In additional detail, 40% (24/60) provided a strong agreement and 41.67% (25/60) indicated agreement. There were just 3.33% (2/60) disagreements, and none of the participants strongly disagreed with the assertion. Similarly, a significant percentage of students admitted that they never finish the reading within the allotted time in statement 25 experience. Specifically, 35% (21/60) and 40% (24/60) of them gave their complete and successive approval. The remaining students, who were listed in order, gave no suggestions, disapproved, and strongly disapproved of this remark, totaling 16.67% (10/60), 5% (3/60), and 3.33% (2/69) respectively. Moving on to statement 26 and 27, it was a coincidence when no one revealed disagreement in these two sentences. In response to the statement "Before answering the question, you must always read the passage so many times," 3 participants (5%) expressed disapproval. In spite of this, the majority of respondents - 23.33% (14/60) and 48.33% (29/60)—said they agreed or strongly agreed with the statement. As of statement 27, more than 60% of participants completely agreed and agreed to read the entire passage before beginning to answer the questions, followed by 15% (9/60) and 50% (30/60). Only six out of sixty freshmen (10%) disagreed. In statement 28, 19 participants (31.67%) indicated their complete support, 41.67% (25/60) of the students did, and 23.33%, as well as 14 responders, expressed some hesitancy. According to the survey results, the majority of participants lacked the skills needed to successfully complete the reading passage. The test's spirit will be harmed by the lack of planning, which will also cause time issues.

Table 6. Student' problems related to making inference abilities

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
29. You feel depressed because you do not understand the author's hidden meaning after reading the article.	33.33%	40%	16.67%	10%	0%
30. You didn't read the text carefully and you misunderstood the author's intention	31.67%	33.33%	25%	8.33%	1.67%
31. You feel trouble understanding and extrapolating meaning from texts.	28.33%	45%	8.33%	15%	3.33%

With regard to the first statement in the table, statement 29, participants (33.33% (20/60) who "strongly agree" and 40% (24/60) who "agree" indicated that they feel depressed after reading the article because they do not comprehend the author's underlying meaning. Along with them, the percentages for disagreement and having no ideas were 10.00% (6/60) and 16.67% (10/60), respectively. More over half of res-ponders to statement 30 acknowledged that they didn't read the text carefully and they misunderstood the author's intention. Particularly, 31.67% (19/60) for "strongly agree" and 33.33% (20/60) for "agree" However, six students chose "disagree" and "strongly disagree" in succession while 15 participants (25%) hesitated to respond. Next, we'll discuss about the final statements. More over 50% of students admitted that "they feel trouble understanding and extrapolating meaning from text", 28.33% (17/60) of strong agreement and 45% (27/60) of agreement, to be exact. 5 students (8.33%) remained quiet and only 11 of the 60 freshman (18.33%) voiced objections. In summary, learners need to use their reasoning skills to build on hints, to have a variety of perspectives on the text's content, and to be aware of the author's hidden intentions in order to truly understand a text

4.1.2 Results from the interview

A thorough and accurate investigation could not practically be conducted with just one instrument. Thus, in addition to the questionnaire, the interview was equally divided into two papers, namely the freshman interview and the teacher interview. These papers were then updated and given to 15 freshmen and 2 teachers. The researcher inspected the papers to see whether there were any reading comprehension issues that the students had.

Freshman interview

The researcher gathered important data from 15 English course 17 students, ranging in age from 19 to 21 in this subsection. Each response from the three questions given by these participants was clarified one by one by looking at the data. It can be seen that they fit rather well after examining the interview findings and contrasting them with the questionnaire. In response to the opening question, "What is the importance of studying reading?" 15 out of 15 students state that they understand the significance of reading. Reading, according to three girls, helps them develop their vocabulary, grammatical structure, and some methods. The seven more female students stated that reading aids in increasing one's capacity for fluent English speaking as well as helping one better comprehend the article's content, memorize phrases, and train one's thinking in English. Another female student recognized and emphasized the significance of learning to read "Reading aids me in expanding my vocabulary and improving the subject's consumption of structure and grammar, which helps my brain reflect when I read a lot and helps me retain vocabulary for longer." After getting good replies on the importance of reading, it was discovered that most pupils like reading and are aware of its significance. It is quite beneficial in terms of strengthening English skills and acquiring the necessary knowledge.

When asked, "What difficulties do you frequently face in reading learning?" The majority of students cite a variety of difficulties, the most prominent of which are a lack of vocabulary and pronunciation. Then a female student remarks, "Lack of vocabulary and grammatical structure." At times, it's tough for me to focus on reading sections." Another individual claims that the most difficult components of learning to read for her are a lack of vocabulary and strategies. This question reveals that the majority of students struggle with a lack of vocabulary and understand the need for additional practice in order to improve their vocabulary and skills. By consensus, 15 students had difficulty grasping the meaning of words and understanding the grammar structure. Reading tasks,

like the grammar knowledge question above, provide students with grammar, strategy, and vocabulary issues. The final question is, "What is your reading strategy?" We want to know if students have a plan in place to improve their reading skills. A girl describes her method of reading, saying, "I continually employ the strategy of skimming, and finally identifying the main keywords of the question and passage. I believe that is the greatest option for me to perform quick and accurate readings. "Others have their own methods, which include reading a lot of texts, learning and memorizing a lot of new words, watching English videos, movies, and reading books, and spending time every day acquiring reading skills. In summary, the questionnaire and interview results indicate freshmen's difficulties with reading comprehension. This study not only supports students in spotting significant problems, but it also creates a positive attitude toward reading comprehension.

Teacher Interview

Two instructors who have taught English reading as a course of study at Tay Do University were invited to participate in the interview. However, it is reasonable to believe that the data gathered from the interview was reliable. Regarding the personal background section, teacher A stated for the first informative statement that she had been teaching English for 17 years. In addition, the duration of teacher B's English teaching process was 12 years. The second statement requested them to check the box next to the number that represented the number of English reading subjects that they had taught as part of the school curriculum. Teacher B has had experience teaching English reading subjects 1, 2, and 3, nevertheless teacher A has spent more than 15 years concentrating in English reading subject 4. These data indicate that the two teachers under consideration have a higher percentage of seniority in teaching English in general and English reading in particular. Regarding question 1, when asking teachers about the most effective was to help fresh-man their vocabulary. This question expresses two opposing views. Teacher A stated that learning a large amount of vocabulary through friends, teachers, books, and movies with English subtitles is the most efficient way to develop vocabulary. Teacher B, on the other hand, stated that acquiring ways to guess the meaning of words from the content or context of the text is a better way to develop vocabulary in reading than learning vocabulary by heart or looking in a dictionary.

As for question 2 in the interview, "In the process of teaching reading comprehension, what do you believe to be the most important cause of students' poor reading comprehension?" Both professors ascribed low reading comprehension to students' lack of vocabulary and reading practice. Teacher A remarked that one of the reasons students perform poorly in a topic is that they do not understand the scanning and skimming strategies, as well as other essential reading skills. In addition, Teacher B emphasized that students do not learn and explore many new things to develop their reading skills and vocabulary.

Relation to the question 3, when being asked "What methods can you employ to assist if students who struggle with reading comprehension?" Every instructor has a unique approach to assisting their students. According to teacher A, pupils should memorize the skills they need when reading and learn many new words from diverse sources. Furthermore, teacher B's method is for students to take notes on new vocabulary, read a lot of materials, and guess the meaning of words based on context, with the goal of doing as much reading as possible.

The final query was, "What would be the best advice for students who are having trouble understanding what they read?" Similar responses were given by both teachers. The two teachers specifically mentioned that in order to enhance students' reading abilities, they need to practice a lot, employ reading strategies, and most importantly, have patience

To sum up, it can be seen that teachers did in fact recognize the difficulties that their students were dealing with. Even though they made an effort to incorporate the strategies into their English reading lessons, it appeared that freshmen needed more practice time to make improvements.

4.2 Discussion

As stated in the introduction, the goal of the entire research was to identify reading comprehension issues among freshmen majoring in English. The research findings revealed that students' primary challenges with English reading revolved around vocabularies, concentration, determining the main idea, the lack reading strategies, making inference ability. To help shed light on such issues, they would be examined separately as follows.

The first challenge for students is vocabulary. Similar to the examined questionnaires and interviews, the majority of students struggle because they are unfamiliar with many of the words in the reading passage. They feel embarrassed and depressed since they don't understand many of the phrases and vocabularies necessary to comprehend some of the themes in the main text. They often struggle with word recall and vocabulary learning,

frequently make mistakes in vocabulary exercises, and, particularly when a word has several meanings, spend a lot of time trying to fit the meaning to the context.

The second issue is that first-year English majors have trouble focusing. The length and difficulty of the reading comprehension will bore students, which will negatively impact their ability to concentrate and provide poor results. When learning to read, students' attitudes and focus are crucial. According to the data gathered from the questionnaire, the majority of students lack the desire to participate and proactive in enhancing their language proficiency. Additionally, a lot of students are sidetracked by background noise, and a lot of students get sidetracked frequently when a phone or laptop is close. Even while the majority of students understand the value and significance of reading, many of them are nevertheless inactive or unfocused in their efforts to improve their reading.

The third issue is that students have difficulties identifying the major idea. Many students do not know where the main idea is in the passage, so they spend a lot of time looking for it and even reading the entire passage but, the kids are still perplexed and have no idea what the actual topic of the reading is. Identifying the core idea is critical since it will help students understand the passage quickly, save time, and produce good test results. Since then, it has aided in the development of pupils' reading skills and has provided numerous benefits in the process of learning to read.

Following that, students struggle with techniques. Students benefit much from the function of reading strategy, but they do not know how to apply it to their reading. Most of them are unable to estimate the meaning of words; there is no approach for guessing the meaning of words based on context that does not require a dictionary. That is also why students frequently waste time and become confused when they come across noun phrases and phrasal verbs in the passage. Skimming and scanning are equally crucial reading comprehension strategies. Students are still unsure of the definition, as well as how to skim and scan. By collecting questionnaires, most students do not apply strategies in their reading, because most reading students spend a lot of time looking up new vocabulary.

Last but not least, first-year English majors struggle with making inference. Many students are unable to understand the author's meaning after reading the complete text; they lack the capacity to connect the facts in the text to answer the question. This has a significant impact on the process of answering tough problems that need students' reasoning abilities. When inferring students know more about the meaning of the text that is not clearly expressed in the context and you can grasp the final meaning of the text.

In conclusion, the research findings indicate that freshmen have a variety of reading obstacles, but the results reveal that the ratio is not overly concerning. They have also recognized the problems and chosen the best strategy to improve their reading skills. The fact that the researchers obtained this information using the questionnaire and interview materials is promising. This outcome provides a better understanding of the difficulties that students are facing, as well as responses to research questions.

5. CONCLUSIONS AND IMPLICATIONS

5.1 Conclusions

One of the most important English skills that students must learn in order to be considered competent is reading. Recognizing this, the researcher went to the trouble of conducting a poll on the challenges that first-year students experience. Students in reading, to help them locate and solve their problem. Following the collection and analysis of data from surveys and interviews, it became clear that dyslexia had a significant impact on the reading skills of Tay Do University's first-year students. Students have access to a number of additional reading abilities, many of which are difficult to earn in high school. They are classified into five categories: vocabulary, concentration, determining the main idea, the lack of strategies, and inference ability.

The first issue is the lexical cause; most students acknowledge to making lexical errors. To begin, most pupils struggle with vocabulary. They are concerned that they will not have adequate vocabulary to read texts on unusual themes. Students are frequently perplexed when they notice too many new words in the paragraph or do not grasp the meaning of phrases in the passage, and students are perplexed when choosing the meaning of words in the appropriate context.

Next, students encounter concentrate issues, which are major element affecting their reading abilities. If students are not easily distracted while studying in a noisy environment or become flustered by having their phone next to

them, they will be motivated to develop their reading skills. It is critical to remember that student learning outcomes are influenced in part by their motives and attitudes, particularly their concentration.

The third issue is recognizing the major idea; many students struggle to find the primary idea in the paragraph; locating the main idea takes a long time, and sometimes they do not recognize what the main idea is. Sometimes they know what they want to say, but they don't know how to say it properly. Determining the core point might be difficult in long paragraphs with a lot of information to sort through.

The problem in reasoning follows grasping the author's goal is critical in the reading process; grasping the correct meaning of the text allows pupils to complete their task swiftly and easily. However, the surveyor discovered that the students had a lot of difficulties with thinking, that the students had difficulty understanding the clues to discern the further meaning of the reading, which drastically inhibits the process of creating ideas as well as recognizing the author's hidden meanings.

Finally, they do not have a specific strategy in the reading process, which leads to a waste of time and often does not meet the allotted time. In some cases, the reading is too long combined with no strategy to do the test, they often struggle to re-read the text many times and don't even remember what they have read.

Overall, a small number of sophomores provide unfavorable feedback alongside those who identify their reading challenges. It is hoped that more and more students would realize their obstacles in order to overcome them in a timely manner and implement the best ways to produce positive results in the future.

5.2 Implications

Based on the findings of the study, the researcher would like to propose three implications. First, freshmen at Tay Do University should be aware of their difficulties in reading comprehension. In actuality, they have approached them since their very first academic year. Reading is not the most difficult topic in English, but the difficulties they confront have an indirect impact on other talents in general, and Reading in particular. As a result, students must pay attention to the teacher's instructions while also honing their language skills, methods, and motivation. Second, the replies of students to surveys and interviews revealed that many students had ordinary to good reading abilities. They wish to use the solution in the best method for their reading abilities after acknowledging their personal limitations. As a result, it is critical for students to improve their reading abilities in order to produce successful results and become highly competent readers. Furthermore, this study believed that this research will help teachers better understand the issues that freshmen are facing. Consequently, they may figure out effective teaching strategies or provide first-year students with useful reading learning materials.

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