



The teaching of EFL reading at a university level: Teachers' and students' perceptions

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ABSTRACT

This study investigated the teaching of EFL reading at a university level from teacher's and students' perspectives. It delved into how the participating lecturer conducted the teaching of reading. Moreover, it shared the difficulties of teaching reading and the difficulties of students in reading. In this research, the researchers used a case study. The researchers used observation and interviews to collect the data. The participants of this study are one lecturer and three students situated in a private Islamic university in Malang, Indonesia. The recruited lecturer has been teaching reading for more than 10 years. Meanwhile, the recruited students were selected because they were close to the researchers and easy to access. The findings suggest that the teaching of reading was done by making a group discussion and cooperative learning such as Think-Pair-Share and Jigsaw. Besides, the minimal access to high-quality books for students' reading tasks is one of the difficulties in the teaching of reading. Students also found it difficult to read difficult words. Mostly, they skipped the words and struggled to look for the text's main ideas and topic sentences. Finally, based on the result of the study, it is suggested that English lecturers should use appropriate reading books and techniques, select other supplementary materials, and vary the teaching activities. Future researchers are urged to conduct more intensive research in the teaching of reading in different contexts.



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1. Introduction

Literally, reading is the process of obtaining information from what we read; reading is the process of thinking and speaking. Because if you just read without thinking about the reason, you will not get a message from what you read [1]. Reading is a fundamental skill considered the foundation for progress in other language skills. It is a complex activity that involves both perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of determining how written symbols correspond to spoken language. Comprehension is the process of understanding words, sentences, and related text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with the text, and other strategies to help them understand a written text. In other evidence, students should have good reading skills in the English language teaching program. According to [2], students have to learn how to learn and regulate their learning process. So, the students should be creative in the learning process. To develop the habit of reading, someone can get a lot of information from reading a lot, and then they can catch a new idea in the written texts [3]. Reading comprehension happens in real-time, so it is crucial that readers can access word meanings (and, indeed, other types of knowledge) quickly and accurately. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as reading newspapers, job listings, instruction manuals, maps, etc.

Most people learn to read in their native language without difficulty. Therefore, by reading a lot, our vocabulary will increase automatically. It will appear when we communicate, and the language arrangement will be orderly and neat. According to [4], reading is a complex process because it requires the engagement of different types of reading strategies, including cognitive (e.g., planning and goal setting, using prior knowledge, asking questions and making predictions, getting the gist, tracking, checking for meaning, reflecting, and connecting to check for meaning) and metacognitive (e.g., problem-solving reading strategy, global reading strategy, reading support strategy) strategies that can be used to understand the text being read. Also, to give a more accessible picture when writing something or speaking in front of a crowd, reading is required [5]. In order to gain knowledge from English texts, the reader must be able to read English texts effectively and efficiently. Actually, the connection between reading and writing is that when someone reads many books, of course, he/she will write some essential words in a notebook. In other words, he/she catches the ideas in the written form. To evolve good ideas, we should make a habit of reading.

According to [6], in order to get information from the text, the readers need to manage the words and symbols. Reading is an activity for some people to get new information or add to new knowledge. Therefore, they will understand how to write well. A person will acquire new vocabulary from what he/she has other words read. In fact, reading is one of the keys to knowledge. According to [7], reading is described as a set of interrelated skills needed to learn from reading in order to comprehend the meaning of varied texts. The comprehension of students in reading is the students' responses after they read. According to [8], the students responded most positively to comprehension instruction that was age and task-appropriate. It is better for the students to make reading become a habit in their daily activities. According to [9], there are two types of reading, which are initial reading and reading comprehension. Those who made an effort in order to be able to read and learn reading are called initial readers. To understand what we read, we don't need to look for the meaning of words in terms of what we read in a book or whatever we read because we can understand that through the context. According to [3], however, good reading comprehension is also an invaluable source of vocabulary. In the beginning, you don't need to know all the words in the text or stop to look up all the unknown words because, to some extent, the meanings of the strange words are explained out of context. Based on the researchers' experience, comprehending the reading text is not easy [3]. Reading comprehension is crucial not only for text comprehension but also for learning in general and, thus, for education more broadly. According to [10], reading is vital in learning foreign languages and is key to acquiring knowledge and information from primary sources. Therefore, the reader should learn to comprehend and try to write the point from the book [3], good reading comprehension is also an invaluable source of fluency. In the beginning, it is not necessary to know all the words in the text or to stop to look for all the unknown words because, to some extent, the meanings of the strange words are found out from the context. Reading can be defined as the process of understanding a written text from the book that they read. Furthermore, to increase or develop the students in reading is not enough just to use one book. They need many books to be read.

The students begin with reading aloud and try to comprehend every sentence in the text. Furthermore, if the students encounter difficult words in reading, the students should give a line for every word that is difficult to understand and look at a dictionary. So, read-aloud can help the student in their reading activity to comprehend the content of reading. According to [11], reading aloud across the curriculum is important because it increases student engagement and content knowledge and fosters positive dispositions about reading. Read-aloud is good for the entire grade level to make comprehension in reading better. Sometimes, many students get misunderstood when the teacher orders the students to read the text or short story. The teacher orders the students to explain what they have read, but their explanation is outside the topic. [12], explains that in order to get the idea of the message delivered by the author, the reader just focuses on the line and structure of the argument. So, the students should focus on the author's message or the content of the text they have read. So, in the learning process of reading activity, the teacher should train the student to have good comprehension in reading [13]. Reading is essential activity teachers and students must deal with daily academic life. When the students read, they must be able to comprehend entirely reading. The cause of the problem of reading for the student, in general, is the student is still confused about comprehending what they have read. Therefore, English language teachers should have a good resolution or good teaching strategy for evolving the students in reading [14]. The role of teachers is crucial in overcoming students' reading comprehension problems. Teachers should find different strategies to improve the quality of teaching and learning.

In general, reading is an essential activity for students. Since the development of reading in Indonesia is less, this is the assignment for the teacher to build the students' reading habits in the school. The most important for the teacher who teaches reading is to create the students' interest in reading [15], and the teacher's highest priority is good student comprehension. They have wondered what to do with improving students' reading comprehension achievement. The teacher of reading is a mediator to the students in studying reading [13], and a reading teacher has a task as a mediator: he should transfer the meaning and moral value of a particular text to his students. So, the teacher should give the content of the text the teacher read to the students. [14], Teachers' strategies often assume that students develop their reading skills through osmosis (absorption) and without assistance. In the osmosis approach, it is believed that if a teacher teaches comprehension in the target language throughout the day, he or she improves reading comprehension. Therefore, teaching reading is very important for the Indonesian teacher to give the student more information about his reading habits. The teachers are the second parents of the students in their learning. From them, the students get more knowledge. Moreover, the teacher should make the students successful in their studies since they are the generation in the future to continue and teach the generation in their era. According to [15], because of the importance of accessing college and highly competitive jobs, it is the responsibility of teachers and teacher educators to prepare the next generations to be successful in a global and interconnected society.

Regarding teaching reading, teachers need to know the students' skills in reading. According to [16], reading comprehension has long been an important skill in foreign language learning. The primary role of reading is justified in terms of the potential practice activities it can provide to expand students' vocabulary and repertoire structure or the opportunities it provides for continuous exposure to input. Moreover, reading can enrich and improve new vocabulary, spelling, and writing. It is impossible for students to answer questions or give opinions if they do not understand what they have read [17]. Cooperation is used to achieve common goals. In cooperation, individuals seek outcomes that benefit both themselves and other group members. So that, after reading, learners can easily understand and share their ideas about what they have read. According to the research conducted by [14], they have entitled "Teachers' Strategies In Teaching Reading Comprehension." The research showed that strategies teachers use can develop ideas readably. Technically, the teacher combined this strategy with other strategies, such as games and some jokes.

This is to help teachers more easily help students master subjects. Cooperative learning in teaching reading instruction offers students more opportunities to be active intellectually and interactively, and there are many ways to implement it. [17], there are many ways to implement cooperative learning in technology classrooms. Informal collaborative learning groups, formal collaborative learning groups, and core collaborative learning groups are the most common. Each has its place, providing opportunities for students to be intellectually active and personally interactive both inside and outside the classroom. Informal cooperative learning is usually used mainly in lecture classes and is only briefly described. Formal cooperative learning can be used in content-intensive classes where mastery of conceptual or procedural material is essential; however, many faculty find it easier to start with lecture or laboratory sections or design project courses. Core groups are long-term, collaborative learning groups whose primary role is to provide support and encouragement to all of their members; this means that every member will get the help they need to succeed in the course and in college.

There has been much research on teaching reading. However, some previous research studies only focused on Junior High Schools, and very little is currently known about teachers' and students' perceptions toward teaching reading at a private university level and an Islamic institution background. Therefore, this current study aims to explore teachers' and students' perceptions. Based on the framework above, researchers want to know how teachers teach reading. Therefore, suitable methods must be implemented by teachers so that teaching reading classes is enjoyable. A deeper analysis of teaching reading in EFL classes will undoubtedly produce new concepts and principles when teachers teach reading skills in the classroom. The researchers chose one lecturer and three students as subjects in this research. These lecturers were selected because they have experience teaching reading and can handle students struggling to understand reading. Meanwhile, these three students were chosen because they were closest to the researchers and most straightforward to access. The research problems of this study are as follows; (1) How is the teaching of EFL reading based on the teacher? (2) What are the difficulties teaching EFL reading based on the teacher? (3) Seen from students' perception, what are the difficulties of learning EFL reading at a university level?

2. Method

A case study design was used to conduct the study [18]. A case study is one method that describes and develops a theory on phenomena or settings. A case study is a research methodology commonly used in the social and life sciences. There is no single definition of a case study. But very simply, "a case study can be defined as an intensive study of a person, group of people or unit to generalize to multiple units." A case study is also an intensive, systematic study of an individual, group, community, or another unit in which the researchers examined in-depth multivariate information. It considered the situations that the researchers faced. The researchers who chose a case study aimed to describe the process or the activity in the class of reading. In this case, the researchers took only one class and one teacher from the reading class that was researched. The researchers took one class because the researchers wanted to gain a deeper understanding of teaching reading. The benefit of using a case study is that it is easy to collect the data teaching reading.

2.1. Participants

The participants of this study were three students of EFL reading and one lecturer at the university level. The researchers chose this lecturer because he has teaching experience of around 15 years and more than the other lecturers in the university. In addition, he is able to handle students who have difficulties in understanding reading comprehension. Meanwhile, these three students were chosen because they were closest to the researchers and most accessible to access and were in the university's second year.

2.2. Instruments of the study

The research instrument in this study is an interview question. The interview question was used to gain more spoken information from teachers and some students regarding the teaching of reading in their class. Therefore, one reading class was observed in this study, during which two hours of in-class learning were completed. The lecturer chosen by the researchers was teaching two classes. The interview was conducted to gain more data. To this, an English teacher of the class was invited to have the interview, and five students were chosen for the second interview session. However, the researchers just took one class. The observation was conducted by recording the class activity using the recording camera. The interview was conducted only once with both the teacher and the students.

2.3. Data Analysis

Since this present study employed a qualitative approach, the data were analyzed descriptively. The use of numbers was useless in this study. The researchers categorized the data into two categories in accordance with the research focus. Then, the data were analyzed by adapting Miles and Huberman Model, see Fig. 1. The data that was investigated was the interview of the teacher and the students.

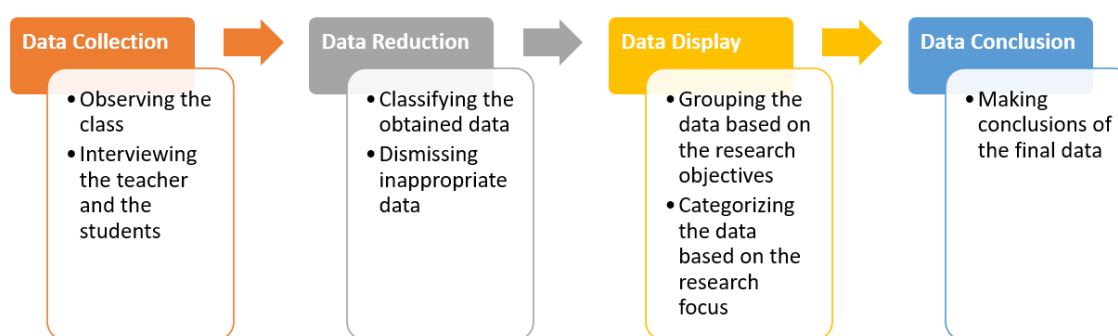


Fig. 1. Adapted from Miles and Huberman [19]

The data analyses attempt to answer this study's main research question, especially the teaching of EFL reading at a university level. The findings of this study are analyzed in three emerging themes as follows: (1) The teaching of EFL reading is based on the teacher; (2) The difficulties in teaching EFL reading are based on the teacher; (3) Seen from students' perception. The difficulties of learning EFL reading at a University level.

3. Results and Discussion

3.1. The teaching of EFL reading based on the teacher

Based on the observation taken by the recording camera, some activities were taken from the class led by the lecturer. In the activity of teaching Reading in the class, the lecturer started the class by praying and continued by reading *Sholawat Nuril Anwar*. Before the lecturer started the class, he started the material by reviewing previous meeting material. The lecturer asked the students to read the text exercise. Then, he asked the students about the topic and the main idea of the text they had read, and the purpose was to know their comprehension of the text. In the main activity, the lecturer used to read pair share to make the students enjoy the class and understand the materials. First, students read the text individually. Then, they were grouped into Pairs to seek the main idea and the topic sentence. In this Share activity, they explained what they discussed with the class. In the last activity, the lecturer gave good feedback to the students on how to comprehend the text easily. Based on the observation taken by the recording camera, it was just one of the techniques the lecturer used in teaching reading. As said by the lecturer, T1:

I think there is no best technique if we talk about the best technique. So I will not claim any technique that is best to teach reading...Techniques like think pair share and Jigsaw ...divide the students into several groups and ask them to read the text and, from reading, ask them to make a question from the text...and then share it with other groups. So mostly, I use it in my class as a Jigsaw and then think pair share and another technique. So not only reading and then finding difficult word, not only that, discussion finding main idea... In my class, I mostly use cooperative methods and some techniques in cooperative learning, like Jigsaw. (T1).

The lecturer also uses contextual teaching-learning, besides using some cooperative learning techniques. As said by the lecturer, T1:

Yes, of course, sometimes I ask my students to read like from Jakarta post or read English magazines or from this internet to know what happens outside class. Sometimes, I ask my students what they have read from outside the classroom like "Can you tell us a little bit the material? Yes this is very good to have a contextualize the material so the students read the actual happen, what is happening the situation around the world the closes area like in Indonesia in Malang in reading English text, because to contextualize is very important when we read. Reading is not only understanding about the vocabulary but the prayer knowledge of what we are reading is important. When we have prior knowledge to what we are reading it will help us to understand to comprehend faster than we don't know anything about the text before. So contextualize like reading what is happening now in Indonesia will help us to understand about reading comprehension to build a reading habit will help us to reading habit.

To add insight to students, teachers are not only fixated on books and text courses, but students are also free to find material reading to develop knowledge. This section has informed that the lecturer mostly used the cooperative method in teaching reading. However, the teacher, in this case, should choose the most effective technique to be used in his/her reading class, such as Jigsaw of Think Pair Share. Moreover, the reality of life can be the content of the text because reading the text about what happened in the socialist can expand students' knowledge and build their reading habits.

3.2. The difficulties teaching EFL reading based on the teacher

This part discusses the difficulties the reading lecturer faces in the reading class.

As said by the lecturer, T1:

Right, so many of the difficulties this is not from the teacher's perspective but more from the students. Sometimes, I face students who have low motivation. I think there are so many causes. For example, maybe the learning process is a boring monotone act. To me, the difficulties when teaching subjects are finding the text or selecting the text itself. If the text is interesting to the students, I think they will have the motivation to study reading. There are three levels of reading comprehension. The first one is literal comprehension, inferential comprehension, and critical comprehension. So, farcical comprehension and critical comprehension are sometimes difficult for the students, and they just understand literal comprehension. Literal comprehension is a

comprehension of the text based on what is stated in the text. If it is stated in the text, like inference or critical reading, sometimes the student has difficulties. Because the students have difficulties, it is the job of a teacher to understand the students' inferential comprehension and critical comprehension. It is not easy for a teacher to overcome inferential comprehension and critical comprehension. This is because our students' ability is sometimes they are good, and sometimes they are just so-so.

This part has informed the difficulties which were faced by the reading lecturer in the reading class. Informed that the difficulties do not come from the lecturer; they mostly come from the students in learning and reading. For instance, students have low motivation in reading text, boring activities, and monotone acts. Moreover, based on the three levels of reading comprehension, which are literal comprehension, inferential comprehension, and critical comprehension, students must understand literal comprehension. As recorded in the observation video, students in the class were still confused about using inferential and critical comprehension. The lecturer tried to guide them in their inferential and critical comprehension by explaining the form of the main idea and the topic sentences. Therefore, it is sometimes difficult to find the text that will interest students. However, it is difficult to make the students understand inferential and critical text comprehension because of the lowness of students' abilities.

3.3. Seen from students' perception. The difficulties of learning EFL reading at a university level

This part presents data taken from the students in reading class. The total number of students in the reading class observed by the researchers is 22. However, three students were taken by the researchers to be interviewed. They argued that reading is sometimes tricky and easy to learn. As said by the interviewee, S1:

The difficulty is just how to understand and how to comprehend the text. It's not as difficult as other skills (S1).

However, it is said that reading is not a difficult activity compared to other skills, such as listening and grammar. As said by two of interviewees, S2 and S3:

For me reading is not really difficult, because there are some other skills that need more concentration to learn... because I like grammar so, for me reading is more difficult than grammar, but if we compare it with listening, reading is easier than listening (S2).

Related to your question that English is more difficult than other skills in English, I think this is not difficult for me because the most difficult in my mind is listening. I have habitual action in reading. I think reading is not difficult, so it depends on our habitual actions in activities (S3).

Therefore, some strategies are used by them to improve their reading skill. As said by two of the interviewees, S1 and S2:

The way to improve my English skill. The first is dari issu reading funny jadi membuat bacaan yang membuat saya itu senang....and I can improve my reading skill.

The way to improve my English skills. The first is from the reading issue, and the funny text makes me glad to read it...I can improve my reading skills (S1).

To improve my reading skills, I usually read on the internet, especially on some websites, such as Jakarta Post. I read the articles or the news in English.... (S2).

In reading class, they not only read the text but also understand the meaning. Moreover, the activity, the way the lecturer teaches, and the feedback from the lecturer affect their motivation in the reading activity. As said by the interviewees:

The reading learning in the class is very interesting, for example, if we understand the reading, it's not just about reading, but we also have other ways, for example, the lecturer has activities... creative activity in the class, so we enjoy the class as mentioned earlier.

The reading learning in the class is very interesting, for instance, when we want to comprehend the text, we not only just read it but also we have another way such as the lecturer has an activity...Therefore, we can enjoy the class (S2)

I think the reading learning process in the class is good because the communication and the feedback from the lecture to the students is good, so I think the material is also suitable for the students (S2).

I think the reading process in my class is very good for me it depends on our lecture... (S3).

When the problem of comprehending the meaning of the text by finding the difficult vocabulary comes up, the students use strategies such as skipping the difficult words or linking up the words with real life. As said by the interviewees:

To solve the difficulties, like not knowing the vocabulary, I just skip this word and continue to read. I have a dictionary, but if I don't read it and know the meaning, I just skip it... I need to contextualize the text to the real situation because it will make it easy to understand what the text is about (S1).

For me, I just ignore it if we don't know the difficult words; just read and continue reading...we can guess what is the meaning of the word itself by just reading...if we read contextualized with the real situation around us, it makes us easier to comprehend the reading itself...(S2).

Skimming the text. Yes, we need to contextualize the text to the real situation to comprehend and add more knowledge (S3).

This section shows us that other English activities and skills, such as listening or grammar, are more difficult to master than reading. However, though there are some difficulties in comprehending the text in reading class, some strategies are provided to solve the problems. For instance, excellent issues and interesting texts can increase their motivation to read. Good feedback and activities given by the lecturer can improve students' interest in the reading activity. Moreover, facing difficult words can be solved by skipping the words or contextualizing them into real life. After conducting the research, the researchers found that the way to teach reading is by making a group discussion like cooperative learning such as TPS and Jigsaw. However, in teaching reading, the teacher can use many methods and techniques. Not all methods and techniques are suitable for teaching reading. Besides, the difficulty of teaching reading is that the lecturer finds it difficult to look for an appropriate reading book for the students. Students felt difficulty in learning and reading when finding difficult words. Mostly, they skipped the words, and they felt difficulty when looking for the main ideas and the topic sentences of the text. However, not all students can comprehend the text maximally in comprehension activity. In other words, they may face some difficulties, such as difficult words and uninteresting topics or issues. This section describes the discussion of the findings on three themes set previously. The findings showed some thoughts about teaching EFL reading at a university level. All findings are discussed in the following points:

3.4. The teaching of EFL reading based on the teacher

In teaching reading, the teacher can use many methods and techniques. The teacher said,

If we talk about the best technique, I think there is no best technique. So, I will not claim any best technique to teach reading. Techniques are like think pair share and Jigsaw. That is the use in teaching reading, and the teacher said their teaching is not only reading and then finding difficult words, but also discussion finding the main idea.

However, not all methods and techniques are suitable for teaching reading. [14], in the process of teaching effective reading comprehension, teachers make students capable and successful readers in the classroom. Some techniques used by teachers in teaching reading are a cooperative method and cooperative learning. [20], learning to read is a difficult achievement, and learning to teach reading requires extensive knowledge and skills in word recognition, language comprehension, spelling, and writing. Creative teachers do not use only one specific method and technique but use many strategies and skills to adapt to each student's needs and learning styles. [21], pointed out previously that the reading lecturer should know the nature of reading, the reading process, and reading strategies; a cooperative method is one of the effective ways to teach reading. As used by the lecturer in his teaching way, cooperative teachings such as Think Pair Share and Jigsaw are

considered the technique in teaching reading. Therefore, the strategy used by the teacher in teaching reading is think-pair-share; this technique is used to provide students with thinking and reasoning in understanding Reading. With this technique, students can give their opinions about what they read [22]. The - Share Strategy is one of the group discussion strategies of the curved structure group and is a method for different cooperative learning methods. By this technique, the student finds the problematic word, and besides that, they can discuss finding the main idea.

The teacher asks the student to find the difficult word; not only that, but discussion can help find the main idea. Using think-pair-share can help the student do it. [23], Think Pair Share (TPS) is a teaching strategy that allows students to share their thoughts with at least one other student. [20] Think Pair Share is a strategy that, in turn, helps learners think by giving them time to think, then being with another colleague and looking at different perspectives, they may be more willing and less afraid to share with a larger group, and this gives them time to change their answer if necessary, reduces the fear of giving the wrong answer, and encourages them to participate in collaboration for mutual learning between individuals and to ensure that each student contributes to their work. According to [24], reading strategies show how readers think about the task, which text they pay attention to, how they understand what they read, and what they do when they don't understand. The importance of strategy for teachers in teaching students reading comprehension. So that students can more easily understand a fact or meaning from the text, which is considered more beneficial for their studies. One of the results of teaching reading in an interview with a teacher is to prepare the reading text so that students can easily understand it. In this case, teachers face many difficulties or challenges in teaching reading, such as low student motivation in reading and looking for interesting reading texts. Therefore, reading interesting texts will increase student learning motivation. There are three levels of reading comprehension which are literal comprehension, inferential comprehension, and critical comprehension. Nevertheless, inferential and critical comprehension are difficult for students to reach. Also, the problems come from the low students' ability and reading habits. However, as pointed out by [16], a reading teacher's most important task is to teach students to read with good comprehension. This is confirmed by the teacher's effort to teach reading with a number of techniques and interesting texts.

As shown by the teacher in the video, the lecturer approached the students by guiding them to find the text's main idea and topic sentence. As said by the students who are the interviewees, they skip the difficult words and sometimes contextualize the difficult text into real life in order to get the real main idea or meaning of the word. The teacher should use many strategies to make the student interested in reading. [14], a teacher can use many different strategies when teaching reading. To use any educational technology effectively, every teacher must understand the principles and assumptions of each particular technique. There is certainly no shortage of descriptions or labels of teaching-related activities. Seen from students' perception. The difficulties of learning EFL reading at a university level. So, of the many obstacles a student faces in understanding reading, teachers are required to have many teaching methods. According to [14], a teacher should use many strategies in teaching reading, such as using different methods, media, and games to interest students. It helps students understand the text they are reading. So that they not only read but also gain knowledge from what they read. Reading is not just reading the text but also comprehending the text and understanding what the message is. However, not all students can comprehend the text maximally in comprehension activity. In other words, they may face some difficulties, such as difficult words and uninteresting topics or issues. It is confirmed by [9] that reading comprehension is important not only for understanding the text but also for learning in general and, thus, for education more broadly.

Another technique used by the teacher to make the students more comprehended in reading is cooperative learning, making a group and discussion. [25], the jigsaw strategy consists of a regular cycle of teaching activities that includes reading, grouping, regrouping, expert group discussion, group information, testing, and team appreciation. [25], the purpose of reading the puzzle is to stimulate the student's mind to think creatively and freely. Students are tasked with reconstructing a short story that has been twisted. It also encourages collaboration between team members to find a solution. If the students do not cooperate, they cannot complete the task successfully. To solve those problems, the strategy that can be used is skipping the difficult words and focusing on the text's whole meaning. Moreover, linking up the content of the text to real life or experience may support \comprehension easily. It is confirmed by [12] that in deep reading, we should just focus on the message or ideas delivered by the author, the line of argument, and the structure of the argument.

On another point, this is verified by [24]; comprehension strategies show how readers think about a task, which text they pay attention to, how they understand what they read, and what they do if they don't understand. As said by the students who are the interviewees, they skip the difficult words and sometimes contextualize the difficult text into real life to get the real main idea or meaning of the word.

4. Conclusion

The conclusions of this study were based on the statement of the problems. After the researchers observed in teaching reading, the lecturer mostly used the cooperative method. However, in this case, the teacher should choose the most effective technique for his reading class, such as Jigsaw or Think Pair Share. Moreover, the reality of life can be the content of the text because reading the text about what happened in the socialist can expand students' knowledge and build their reading habits. This study is conducted by asking about reading at universities. The data analysis was carried out in terms of three issues: the way of teaching reading, the difficulties of teaching reading, and the difficulties of learning reading at universities. Then, the difficulties do not come from the lecturer; they mostly come from the students in learning reading. For instance, students have low motivation in reading text, boring activities, and monotonous acts. Therefore, sometimes, finding text that interests students isn't easy. However, it is not easy to make the students understand inferential and critical text comprehension because of the lowness of students' abilities. Therefore, some other English activities and skills, such as listening or grammar, are more difficult to master than reading. However, though there are some difficulties in comprehending the text in reading class, some strategies are provided to solve the problems. This study was conducted within one to two months, which was insufficient for the researchers to construct the difficulties of teaching reading at public universities. The findings may also, to some extent, be open to challenge and verification. Therefore, several recommendations for lecturers and future researchers are stated in the following discussions. Suggestions were given to the lecturers and future researchers. The lecturer may have various creativities to gain students' motivation in the process of teaching reading. The lecturer may apply good techniques in the process of teaching reading in order to develop the student's reading skills. The lecturer may carefully choose the appropriate reading book related to the student's interest in the class to increase students' interest in learning. For future researchers, this study uses descriptive qualitative: observation, recording, and interview. In order to get better results, it is suggested that future researchers who want to conduct the same study use the reading class at a higher level in order to know the high level of difficulties in the class. Then, future researchers who are interested in investigating further teaching reading should enlarge their understanding of the difficulties of reading and vary the supplementary materials correlated to classroom activities.

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- Ethics Approval & Informed Consent Statements** : Not applicable.

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