

Abstract

The lecturers of English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) require the students to read English journals or textbooks. In fulfilling this requirement the students face difficulties in reading comprehension. The students also use strategies in reading. This research aimed to find out the students' difficulties and strategies in reading. The research used quantitative method using questioner as the instrument distributed to 64 participants. The participants were EED of UMY students batch 2014. They were chosen based on their availability and willingness. The data gathered were analyzed using SPSS. Related to the difficulties the students faced in reading, the result showed that the mean average of the category of phonological processing was 2.80 followed by complex sentences 2.75, meaning of word / vocabulary 2.61, lack of concentration during reading 2.51, language processing 2.41, inability to connect ideas in a passage 2.36, and meaning of sentences 2.11. This means the students only 'sometimes' faced these category of difficulties. From seven categories, the highest difficulty the students of EED of UMY batch 2014 faced when reading was related to phonological processing, while the lowest difficulty was related to meaning of sentences. In addition, the result related to the strategies used by the students showed that the mean average of the category of predicting was 3.06 followed by monitoring / clarifying / and fix up 3.04, visualizing 2.91, summarizing / retelling 2.88, drawing inferences 2.67, and questioning 2.47. This means the students only 'sometimes' used these strategies. From the six categories of strategies, the most strategy used by the students was predicting and the least strategy used by the students was questioning.

Keywords: reading comprehension, difficulties in reading, reading strategies