

## THE IMPACT OF TEACHER MINDSET, STUDENT MINDSET ON STUDENTS ENGLISH READING DIFFICULTY AT SCHOOL LEVE

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### Abstract

*Learning to read at school, carried out at the first-grade level, is an early stage of reading learning called beginning reading. The teacher's contribution to student contribution theory and mindset theory suggests that mindset affects educators and learners at all levels. The purpose of this study was to examine which students in school could read and to know the difficulties faced by students when reading English and its factors. The researcher uses the quantitative research method to investigate the problem of students in English reading. The data collection instrument used questions and tests. The research was a test used to analyse the problem of the students during the reading test and a questionnaire used to discover the main reason for their difficulties with reading and understanding. With the result of the test, the researcher found out some points which questions that were difficult for the students to answer. The results found the reason for their confusion while reading in English. Some aspects influence their motivation to learn hard at reading. The lack of the student's knowledge in English vocabulary affects them with difficulty in arranging the word's meaning for their understanding. Thus, the teacher can be aware to ask the appropriate media to increase their motivation in reading English. Teachers show a lack of interest in reading, which was a result of a lack of motivation from the parents as well as the teachers' sides.*

**Keywords:** Reading difficulties; factor of reading difficulties; beginning reading level

### Introduction

The building blocks of communication are languages. It captures the universal human condition, including our thoughts, feelings, and desires. It is something that sets Adam's sons and Eve's girls apart from all the other living things that God made. In its own way, each part of words is important. Reading is one of the most important parts of language because it helps kids build their language skills over time. So, teaching the next generation how to read well is very important (Akmal, Dhivah, & Mulia, 2020). To keep up with how society changes and figure out how to fit in, people have been reading since the beginning of time. It is cognitive skills and psychomotor abilities that help the author and reader communicate effectively. This is what reading is all about in a normal setting, using the right method and for the right reason (Akyol, 2015; Razon, 1982). By contrasting different meanings, we could say that reading is the mental process of making sense of written language and its signs. To be good at reading, you have to work on your fluency, making sense of words, strategy, drive, and the way you figure out what people say and write. These skills are the five main parts of reading training (Akyol, 2015). Laily (2018) says that reading comprehension is the most important skill for students to learn when they are learning English. When students look at individual sentences and use what they've learnt to solve problems on the

final test, they can learn how to figure out what what they read in class means. It's not always necessary to transfer words from one language to another, since each language has its own unique features (Arono; Nadrah, 2019). As an English reading method, it says that being able to understand is very important. Being skilled in grammar can help students learn how English sentences are put together, which can greatly improve their reading skills. This helps the students organise what each sentence in a book means. Kids should enjoy reading so that they will want to do it and understand what it means while they do it. Sumirat, Padilah, and Haryudin (2019) are the sources used. The students need to find a way to get excited about reading a book that has lots of interesting pictures and videos. The main goal of this study is to find and analyse the most common problems that teachers face when they are teaching reading. Students have trouble interpreting texts because they don't have enough past knowledge to figure out what each word means, find the text's main idea, come to the right conclusions, and answer comprehension questions. Because of this, students are bored when they read an English book, and the media they used doesn't interest them enough to make them want to learn more. Ganie et al. (2019) say that improving students' reading comprehension is a key part of improving their English language learning and general understanding. The two main skills that affect reading speed are word recognition and language growth. The kids' reading skills aren't as good as those of their friends because they don't have these skills. When students have trouble reading, they do worse in reading and other areas. A student with a learning disability falls behind their peers and has trouble reading even though they don't have any problems with their minds, ears, or eyes. This is because they don't have enough social, economic, or educational opportunities. The Ministry of National Education (MEB, 2014) says that children who have biological or functional problems that make it hard for them to understand, explain, read, write, draw, recognise, or conceptualise are said to not be interested in or exposed to education and instruction, even though they are intellectually equivalent to their classmates.

A bad reader, on the other hand, can't use what they already know in a new situation while reading (Akyol, 2016).

The main goal of reading these days is to understand what you read. Two basic skills are needed to make sense of the world: the ability to recognise things and the ability to perceive them. This is the process of reading words, sounds, and letters quickly and correctly. Literally, "perception" is the mental process by which a person makes sense of what their senses pick up in written language. These are the basic reading skills that everyone needs to be able to read well: phonological awareness, analysis, and word recognition. A big part of learning to read is being able to recognise words. Stanovich (2005) says that recognising words is the most basic part of understanding what you read.

The biggest problem, though, is that Indonesian students who are learning English as a second language don't really get it. If you don't know the language well, you might not understand (Al-Jarrah& Ismail, 2018). It looks like the students' limited English word knowledge is the most important thing for them to understand what they read. It will be a lot easier for them to understand what is being said. To put it another way, vocabulary is the building block of all four speaking skills. Afzal (2019) says that increasing your knowledge is an important part of improving your language skills. But this can be changed by things like the students' own reading hobbies. When

teachers give students readings to do before answering questions, they might get totally lost. There is a serious lack of desire among kids to learn to read. To get students more interested in reading English, this is an area where teachers and students must work together. The main goal of this study is to find out what students find hardest about learning to read detailed text in English class. Tests and surveys can help kids learn to read quickly and easily. This tool was meant to answer the question in the title by meeting the needs of the students while they read. The authors do everything they can to help readers find the media and tools they need. This study could help other students who are having trouble with English by giving them more words to use and more information about the language.

### **Problem of Statement**

The field of education has a problem with the growth of non-cognitive skills, the mindsets of students and teachers, and the reading success of students. Mindset issues affect teachers and students at all levels. Teachers' mindsets affect how they act in the classroom, and students, from preschool to graduate school, develop mindsets that either help or hurt their academic success, even in reading, which is one of the most basic subjects.

### **The objectives of the study are to:**

1. To explore relationship between the teacher's mindset and students' learning skills.
2. To determine which factor affects English reading skills.
3. To determine to the teacher' mindset and student achievements were associated.

### **Research Questions of the Study**

The following are the research questions for the study:

1. What extent is relationship between teacher mindset and students learning skills?
2. Which factor affects English reading skills?
3. To what extent is the teacher's mindset and students' achievements associated with each other?

### **Significance of the Study**

"Develop sets of behaviours, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests," students must practice in order to succeed in class. The results of both studies may not have been accurate because they were done in different places and with different groups of students and for shorter or longer periods of time, but they did predict success in the group of at-risk fourth, fifth, and sixth graders. The findings of this study go against what other studies have found about persistence and the growth mindset.

### **Methodology**

In the study process, a descriptive quantitative strategy is used. The purpose of the study was to use this method to get a detailed result. These days, researchers use detailed methods based on real facts to answer their questions (Rachmawati&Rachmawati, 2018). There are 36 seventh graders in the study sample. Twenty are girls and sixteen are boys. This method makes it easy to find outcomes based on the square of study populations. This method works best when it finds the main cause of a problem before collecting and analyzing data. Smits et al. (2019) say that this kind of

qualitative study often looks at actions and teachers who have moved up in their careers, combining narrative with data analysis and processes. It gives an account of the result and focuses on the numbers when collecting data. survey data to support their reasons for reading and understanding the information. Research tests are used to see how well students understand and can say the information.

### Findings:

The data was collected by questionnaire from the respondents.

Table 1. The first objective of the study was to explore relationship between the teachers' mindset and students' learning skills. .

No.	Subject of the test	Number of the students	
		True	False
1	Finding main idea	19	17
2	Grammatically	6	30
3	Answering each questions suitable	21	15
4	Vocabulary	13	23
5	Describing other objects	12	24
	Total	71	109

Table 1.results indicate that

Table 2. Data collecting by questionnaire

No	Statements	Number of students	
		Agree	Disagree
1	Understand each question	21	15
2	Doing the task with instructional proper	20	16
3	More active	13	23
4	Material was interesting	25	11
5	Understand the structure of the text	9	27
6	Comprehend the procedure of the task	16	20
7	Focus while learning process	8	28
8	Conclude the text easier	11	25
	Total	122	166

Table 3. Media which expect to improved students' motivation

No	Media	Responses
1	Video	12
2	PowerPoint	2
3	Games	10
4	Cardboard	3
5	Song	8
6	Worksheet	0
7	Flash card	1
	Total	36

### Discussion

The test results showed that 30 students had the most trouble understanding the language in the text and giving well-structured answers. This result comes from what 36 students in the course thought about it. They don't understand how the sentences are put together. It's hard for seventh graders to understand because they don't learn more complicated sentence syntax. Students first think the structure of the writing is strange, then figure out how to make sense of it. Having 24 students get the description of an object wrong is the second hardest thing that can be done. The kids have trouble putting together sentences that make sense and fit into paragraphs.

The vocabulary of 23 students who have reading problems is ranked third. This means that they don't have enough words to explain the things they write about. The overall results from the test shows that there are more wrong answers than right ones. Because most of the students don't understand what's in the text, and some of those students have trouble understanding the questions that are connected to what they're reading. The results are unbiased, and they include a breakdown of the right answer in light of the question's directions. The students used a term search to find their way back to the main point after getting lost in the material. The work is meant to help students make sure they answer the questions correctly, even if some students find it hard.

Table 2 shows the survey results, which show that most of the students chose "not agree" for the comments about the hardest parts of teaching reading. Focus during the learning process was the main thing that students didn't agree with about the reading task results. Twenty-eight students said they didn't agree. These kids don't want to learn English, and when their teacher gives them work in English, it makes them very upset. There are 27 students who don't agree with the statement that the organization of the text is the hardest part of reading it. This makes it the second hardest part of reading the text overall. Students have trouble with grammar, which makes it hard for them to understand what each sentence means and put the meanings of each word in the right order. This makes it hard for them to explain every sentence. This is why students often need to read the same phrase more than once before they understand what it means. The fact that 25 students chose "disagree" next shows that ending the text is not an easy job. Students will have to come to some conclusions from what they have learned as part of the task. Some of the students have trouble seeing the book's big picture, which makes it hard for them to

come to decisions and build on their ideas. The fourth point is that students aren't really interested in reading. 23 students voted "disagree," which means they think reading English texts is boring and don't want to do reading-related homework.

Twenty students chose "do not understand" because they didn't fully understand the steps of the job. Instead, they rewrote their answers using the keywords in the question instead of the right way to do it. After getting information about how hard it is for students to learn English reading, the next step is to find the best way to help them learn reading more quickly and easily. Table 3 shows different types of media that can be used.

During the next class, students will choose the ones that they think will get them to read more. Maybe at the next class meeting, they can bring in the media that will help them learn in a more hands-on way.

Most of the media they choose is their opinions, which number in the twelve. Students are more likely to do pleasure tasks to find the topic because the visuals are so interesting and fun to watch. Audiovisual video shows also keep students focused on the information.

### **Conclusion**

Some of the reasons why teaching reading is so hard for kids have been found in this study. There are a lot of students who need more words and are having trouble with grammar. Because of this, they need help understanding what the book is really about. Some everyday words, like animal traits, were all they paid attention to. The results show that the student is having trouble answering the questions because they don't know the exact answer and the structure of their words could use some work. One thing that hurts students' ability to learn is when teachers don't differentiate based on their understanding of their reading skills. The results of this study put light on some of the things that make it so hard for some students to learn to read. Unfortunately, the teacher doesn't have the tools to help the students improve their language and vocabulary at the start of the course. "How the teacher feels about the student's academic success." Once the students had learned the information and finished the assignment, a lot of them chose to disagree with what was said about some of the results in the questionnaire. Based on what the students had said before, the expert then showed them different types of media. Some of them believe that movies are the best way to get them excited about reading. So that they can find stuff that works for their needs.

### **Recommendation**

I looked at students' proficiency in reading English in the classroom. In the future, researchers might want to look at other skills as well, like writing, speech, and so on. So, the teacher can understand and help the students as they work to solve problems in the classroom. If a teacher wants their students to do better with reading English at home, they should talk to the parents and give them some tips. In this lesson, the teacher shows the students how to use the books to fix their language mistakes. Students can use the tools and the internet that their teacher gives them to improve their reading skills. Get your kids to read the paper to improve their spelling, vocabulary, and use of words. When I was in school, I looked into reading problems and how to make them better. This means that these studies should be done again at schools by future researchers.

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