

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section is split into two sections, those are research findings and discussion. The research finding describes the findings made by the researcher working in the field. Meanwhile, the discussion narrates theories from experts related to the findings and compares them to findings discovered by researchers in the field.

4.1 Research Findings

4.1.1 General Finding



Picture 4.1

The building of the School



Source: Researcher

The researcher have observed about the matter that happen in Al-Farabi school. Especially the condition and situation of the school as the location where the researcher did this research. The picture above is the location of the school by front side.

Al-Farabi is located between two schools not too far away, one of which is a boarding school. Talk about Al-Farabi. Al-Farabi Junior High School is a school in Sunggal District, Deli Serdang Regency. SMP IT Al-Farabi is located at Jalan Perjuangan No. 177 Tanjung Selamat Village, Kec. Sunggung Kab. Deli Serdang. The geographical location of SMP IT Al-Farabi is at latitude 3.533726.98 (latitude) and longitude 98.585228 (longitude).

This school is a privately owned foundation by Mr. Muttaqin, and it was founded in 2012 according to the Foundation's Deed of Establishment Number: 06 dated 16 February 2012, with only three groups at the time. Demographically, the surrounding population is heterogeneous, with ethnic, religious, and professional diversity. The majority of the people are Muslim and work as laborers. This is a school that genuinely cares about others, as it offers some financial assistance to parents or guardians of students with financial constraints. This school waives tuition fees and waives exam fees and loaned books for orphans until graduation. This school also serves students in kindergarten, elementary, junior high, and vocational programs. RA/TK Al-Farabi was the first school to be established before this one.

Al-Farabi School Foundation has established a higher level of education based on the development, enthusiasm, and interest of the school generations. After RA/TK, this school established an elementary school, and after a few years, Mrs. Meutya Viada Hafid, a member of the house of representatives at the time, founded the Al-Farabi School. This school now has over 200 students in the junior high school unit alone. Al-Farabi School has also been designated as "Accredited B." Especially for this research, The researcher did the research in grade VIII that has 37 students, because of the background and discovery of problems related to current research, the class became one of the objects of research to found out what are the matters that affect students comprehension in reading English written texts.

4.1.1.2 Profile of The School

Picture 4.2

Profile of the school



Source : Researcher

The picture above is a banner that show Al-Farabi's school profile. In that pict we will know about the date and the number when the school was established. We also know about some facilities in there, and some extracurriculars that will be held in the Saturday in that school.

There are some complete profile of Al-Farabi school:

- Name : Al-Farabi
- NPSN : 69911233
- NSS : 212070103076
- Address : Jl. Perjuangan No.177 Tanjung Selamat
- Village : Tanjung Selamat
- Subdistrict : Sunggal

- Regency : Deli Serdang
- Province : North Sumatera
- School Status : Public School
- Educational stage : SMP
- No. Foundation Deed : No.06, February 16 2012
- No. Menkumham-RI : AHU-225.AH.01.04 2012
- No. SK. Operational : 421/452/PDM/2020
- Accreditation : B

4.1.1.3 Vission and Mission of The School

Picture 4.3

Vission and Mission of The School



Source : Researcher

As I said before, this school has a free tuition fee main program until graduation. There are some vision and mission of this school:

- Vission : create a superior and pious generation.

- Mission : To produce excellent graduates, mastering science and technology, global insight, good character, and devoted to Allah SWT.
- Purpose : strive for the formation of Muslim students who are faithful, devoted, have noble character, love the homeland, are useful for family, community and country
- Motto : set the character to achieve achievement

4.1.2 Specific Findings

In this case, the researcher done research at SMP Al-Farabi in analysis of students' reading comprehension difficulties. This study was conducted in class VIII and centered on class VIII-3. The researcher chose this class with the permission and advice of Ms. Devi and Mr. Adi, the BK and English teachers. The researcher also find the headmaster first to give permit to join the research on their school by letter from English Department.

This research began from 30 May-17 June 2022, and the schedule there three times English subject in a week in the school. The school has carried out learning completely offline (face to face). It also makes it easier for me to collect data for this research. Here, I also did observation and interview of some students and teacher to find out and analyze the matter.

The purpose of this research is to discover and analyze the difficulties that students face when reading and comprehending an English text. As a result, the researcher began this research by examining the reading comprehension learning process from the beginning to the end of learning, as well as the interactions that occur between students and teachers, as well as between fellow students. The researcher provides the following explanation for the findings of observations and interviews from the research question:

4.1.2.1 The Process of Learning Reading Comprehension

One of the most important stages of learning is the learning process. As a result, the learning process must be followed in a systematic manner. The learning process is a process that involves interaction activities between teachers and students as well as reciprocal communication in educational settings in order to achieve learning objectives (Zhao & Zhu, 2012). The ongoing teaching and learning process in the classroom, which is the core of educational activities in schools, is referred to as the implementation of the teaching and learning process. The interaction of teachers with students in order to convey learning materials to students and achieve teaching objectives is referred to as teaching implementation.

The learning process for reading comprehension consist of beginning with the introduction or some greetings, core, and conclusion. Several factors must be fully considered at the core of learning in order to prove or produce results. In the core process of reading comprehension in the nature of the reading process as well as the reading schema until the end of the evaluation and conclusions provided by the teacher as follows:

a. Introduction

This is an important first step in a lesson. As a result, as a researcher, the researcher will pay close attention to this, beginning with the teacher's preparation in preparing the material (lesson plan), learning media, checking student attendance, and greeting accompanied by perception.

Before proceeding with further education, the teacher should check student attendance to determine who is absent and why. It aims to determine the student's level of responsibility in terms of discipline, neatness, and getting to know students' personalities. This also supported by statements from informant (AS) who said:

: "I usually give directions first, I ask them if they are ready to study today or not."

It can be concluded that the teacher will make sure that students will be enjoy or not into reading class. In other side, the teacher know well the name of the students, and just call the name of the students who not tidy, noise and as the reproof the teacher ask students about the material and remain them about the last material by stand in his place. Like he confirmed by said:

“If me strike to point directly, if he/she can not answer ask with your friend, but if their friend do not know. I will explain again the material. Must be a lot of enrichment and repeated explanations here”

The teacher surely the students understand about previous lesson in the past. Usually, if the teacher see students not ready to learn he will wait at the moment to make sure they are ready and enjoy for his class. In other hand, for the students did not come, he will write in his notebook.

Next, is about media in learning process. Media is an important tool, that greatly aids the teacher in performing and explaining the material. According to the findings of my research, the teacher always prepares learning media well and varies in each meeting, except when the material was not completed the day before. In the class, the teacher usually makes sure that all of students has textbook and worksheet paper. The picture above show that textbook is the main media or tools in learning process. Other media such as papers and cards as the evaluation or test for students in reading class.

b. Core

This is the most important session in the learning process. In terms of students' analysis of the reading comprehension class, my main object in this research is the core learning process. This procedure also served as evidence and findings for me to complete this study. It can be seen in this case by students' active participation in learning, interacting, communicating, and working together. Especially for the reading class here, the teacher asked the students to test their spelling, fluency, and comprehension of the text.

Material is essentially the messages that teacher conveys to students in order for them to be master of the material. The message is information that will be conveyed in the form of ideas, data or facts, concepts, and so on, which can take the form of sentences, writings, pictures, maps, or a sign. Materials can be communicated either verbally or nonverbally. Materials are tools and materials used by teachers to achieve optimal and systematic learning objectives. Material refers to everything a teacher conveys in the form of knowledge that influences students thinking and character formation.

Picture 4.4

Explain the material



Source : Researcher

In this research, the teacher explained the material by giving the example around them to make them easier. Every explanation the teacher do not forget wrote on the whiteboard. The teacher explained the materials step by step, and every step the teacher asked to students like saying his explanation is clear enough or not. The teacher also explained what are the reason they learn that material and the aims of learning about reading. In reading class, the teacher also asked students one by one to read the text in front of the class, and other students listen their friends and sometime the teacher.

c. Closing

The end of the learning process usually divided into evaluation and conclusion by the teacher. Based on this research, as the evaluation the teacher often asked students to read the text loudly and continuously each students. The teacher also checks the bad spelling of the students spelling be better. The teacher do not forget to remain and some way of students to read anybooks in home to make their spelling better and how to answer the question of reading text rapidly.

The picture below show that after explained the material of reading comprehension, the teacher will do the test of students reading directly one by one in front of the class. In fact, the teacher asked students read with silent reading Indonesia text and read the English text loudly till he said stop, then the teacher will check the bad spelling of student read especially when spelling number, they spell in bahasa. Then, the teacher asked students randomly about information in paragraph or whole of the text. the teacher also asked students what are the different of both the text, actually the text has the same meaning but just have different name of the person.

Picture 4.4
Reading Evaluation



Source: Researcher

4.1.2.2 Students' Difficulties in Skimming Written English Texts

The difficulties are the things that be matter of students when beginning the reading class especially in skimming step. Skimming is used to look for the central or main idea in the text to get information, what the story tell about. In this case students need to follow each step to make it clear the information such as; read the title, read the introduction, read first sentence each paragraph and read what related of the information we need. In other hand, students also pay attention to the clues of the information to get clear main idea. It can be said what we have read and understand are the information in whole of pargraph.

a. Finding Main Idea

The main idea is important for reading comprehension because it helps readers understand the text. Students begin by studying the definition of the key idea, which they then use to identify the key idea in sentences and short texts. The main idea is a statement that expresses the author's viewpoint on the topic of the text (Oakhill et al., 2014). Understanding a paragraph or a short selection necessitates finding the main idea in the text. The main idea is usually found in the first sentence, but it can also be found in the middle or at the end of the paragraph. As a result, the student has a tough time locating the main idea. This is the reason students may become perplexed when attempting to locate the main idea of a paragraph.

According to this research in the class, the teacher makes reading test for the students in the class with textbook. The book is full of the reading text and question sheet. Here the teacher asked students to open the textbook in accordance with the specified page. The teacher asked students to read aloud and other listen carefully their friend. Then, the teacher asked students one by one randomly to find out main idea each paragraph. There are six students said the main idea is the first sentence in the paragraph and its done by reading text repeatedly. In other hand, there are students said that all of the sentence in paragraph is the main idea point by point. Its mean that students can not organize the text well.

They do not understand of the texts they have read. They just think that main idea also in the beginning, actually it can be random maybe in the beginning, middle, or the end of the text.

b. Drawing Conclusion

In reading class students not only learn how to get main idea but also how will get the conclusion each of the texts we have read. Conclusion implies that students are expected to understand the text in order to derive conclusions from the statements in the text (Zhang et al., 2014). Students as readers must practice combining text instructions with prior knowledge to draw conclusions from the text. This means that the textual clues will assist students in constructing assumptions and drawing conclusions from the text read. Then, students can answer the questions. In practice, however, students have difficulty finding that conclusion in the text.

In fact, when drawing conclusion students just combining main idea each of paragraph. In other hand, there are students said the combining of the first and the last paragraph. Most of them felt bored first when seeing the text too long. Actually students poor strategy in comprehend reading text, that makes them hard to find conclusion from the text. They also missing many vocabulary that influence their ability to organize each sentence or paragraph. Students struggled with reading comprehension because they did not understand the text's content. Students had no idea what technique they used when reading a text to learn or understand the content. As the result of their weaknesses in reading comprehension, the students received low test scores.

4.1.2.3 Students' Difficulty in Scanning Written English Texts

a. Finding Specific Information

Scanning strategy will be used for find out the specific information. The information will get by reading as systematically without read whole of the text. But, there is difficulty in doing the step by the students. The difficulties such as they cannot find key words, missing vocabulary, lack of concentration and motavitaion. In this research, these difficulties happen in most of students. The main difficulty is students also do not use the dictionary and note to make sign and write the keywords (Deveci, 2018). In others, they were not concentration of the text because the learning process is not effective. Difficulty in concentration during reading caused by noisy. Bad concentration will lead the failure of students in comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading.

b. Vocabulary

The basic language aspect that must be mastered before mastering English skills is vocabulary. Vocabulary can be defined as a list of target language words for a specific language or a list of words that the individual speaker may be familiar with. Vocabulary is extremely important in the subject of reading comprehension (Lopez & Campoverde, 2018). Because there will be misunderstanding when making inferences when someone does not know the meaning of a word. As a result, students must learn and remember more vocabulary in order to answer the task more easily. When discussing vocabulary, it is important to consider not only the words and meanings, but also how the pronunciation when reading aloud affects the meaning obtained, because if what is said is incorrect, the meaning obtained may differ from what is intended.

The fact this difficulty is the main weakness that happened by students. They were poor of vocabulary. Like an informan from students (DL) said:

The difficulty is I have to translate whole of the text, all the sentence then I could conclude the meaning of the text.”

Not only that there is the other statements that has similarity in difficulties reading comprehension, for another informan (AA) state that:

“Sometime in reading I have to read all the text to understand well by using dictionary if in the home or using google translate or other online application, but if it happen in the school ask the teacher directly.”

It can be conclude that the students still low in vocabulary. They need to practice in spelling, remember, and conversation repeatedly to be fluency. The researcher have observed that they hard finding the synonym or antonym words in the students worksheet. In reading class here, the teacher asked to students in front of the class and reading the text one by one. The teacher prepared two pieces of papers that fill of text by two language in English and Indonesia. Every students stands in front of the class the teacher asked the read the text with random paragraph. Some of students felt hard in spelling the English of the number, some of them read the number by Indonesia. It proves that vocabulary influence students ability in mastering reading comprehension.

4.2 Discussion

The research findings concern students' difficulties with reading comprehension, including the reading comprehension learning process as well as difficulties encountered when using reading comprehension techniques such as skimming and scanning.

In learning process its same as usual start from the beginning (preparation) which consists of preparation media and material. For the core of learning activities, the teacher explained the material then instruction. After that, the teacher make the reading test for every students. In the end of class (conclusion and evaluation), the teacher will give the conclusion of what they have learnt that day, and the reason why they have to learn it. Based on (Sinaga, 2003) research, she states that in the learning process, careful reading preparation aided intermediate level students.

Allowing them to be more receptive to the content in pre-activity consist of greeting, checking attendance, and explained the reading technique. In other side by (Zhao & Zhu, 2012) research, they stated that reading comprehension process by two steps those are nature reading and schema. Nature reading is reading by bottom-up decoding process and schema is science to describe a systematic pattern of thought and action, like learn about reading by mapping.

Based on the two theories presented above, there are similarities and differences that the theory explains in relation to the findings obtained by researchers when conducting research. In this research, there is similarity with the first theory the steps in learning process of reading comprehension. Here, the teacher do not forget to learn them about reading with his own method its almost same like schema but he made it by picture and underline the text.

For the result of this study about difficulty in skimming and scanning the researcher found that vocabulary is the most main difficulty in reading comprehension. Vocabulary is the basic knowledge in learning process not only in reading but also in listening, speaking, and writing process. In vocabulary students learn not only about words and meaning, but also how they are spelling well. It line with (Lopez & Campoverde, 2018), they stated that the person that poor understanding in reading is occur when a person is unable to absorb the definition of words, sentences, or passages. Its prove that this research has relation with previous study. Vocabulary its self help students to find out the information in the text detail. Because if students excellent in vocabulary they could organize the sentence in whole paragraph be the simple conclusion in reading text.

Whereas based on (Zhang et al., 2014) research state that reading comprehension is made up of two parts: decoding ability its mean how students get the information of what they have read, which is frequently activated by reading ability, and linguistic ability. Some of the challenges in determining the cause of reading comprehension deficits in children, for example, can be traced back to vocabulary knowledge. But in other hand, the difficulty in reading comprehension issues can arise as a result of poor word comprehension, poor language

comprehension, or both. This prediction is backed up by research. In this case we know that both of theories is almost same and its also happen with me in this research. I found that the lower vocabulary of the students is minimize their thinking and make them confuse about the text. It makes them answer randomly or guess.

Other difficulty in reading comprehension is concern of getting detail information in reading text. Such as in getting main idea in paragraph, conclusion whole of the text, etc. Sometime in getting information consists of what, where, when, why, and how of the text. Actually students just make a line or write the keywords of the text but they do not do like that. They just call other to ask for the information or teacher. Unfortunately, many students not interest or lack of motivation in reading class. They felt bored easily when see the long text, and it makes them lazy and less motivation. It better if the teacher prepare media creatively and interesting. (Torppa et al., 2020) theory they state that reading difficulties did not always occur and were not always related to learning motivation, according to the findings. Only reading-related learning motivation was linked to a single reading fluency issue, whereas reading comprehension issues were linked to poorer overall task-focused behavior or other subjects. For other theory from (Yulianti, 2014), she states about how to improving students' motivation in learning reading comprehension through extensive reading in this case the researcher make creative media in learning and teaching process. Actually both of the theories tell about the influence of motivation in reading class. How motivation influence their thinking and behavior. But the difference in two theories is first theory tells about differences of difficulties in reading comprehension and reading fluency, whereas the second theory tells about how to motivate students to comprehend reading text well.