

## ABSTRACT

**Sari, MiekePuspita.** 2015. *Analysis Study of Students' Difficulties to comprehend The English Reading Text of The Eighth Grade Students of SMPN 2 Ponorogo.* A Thesis, English Education, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dr. Harjali, M.Pd

**Key Words:** Reading comprehension and difficulties English Reading text.

Reading is process of readers combining information from a text and their own background knowledge to build meaning. The reader's background knowledge integrates with the text to create the meaning. Reading is a psycholinguistic process which is situated in a social context. This means that it involves not just using a language but also thinking, being and acting in particular culture. People consider reading as an important activity, so that people usually say that reading is the window of the world. The aim of this research is to find out the factors that cause the student's difficulties to comprehend the English reading text. This describes the student's factors difficulty in comprehending English text and the teachers' effort to solve student's problem to comprehend English text.

This research was qualitative approach. This research approach used a case study. The methods of collecting data were observation, interview and documentation. The data was analyzed based on students' information's about their difficulties to comprehend English text. The technique of analyzing data applied Milles Huberman method. There were three steps: reduction, display, and conclusion drawing or verifications.

The result of this studies found that there are some of factors that cause students' difficulties to comprehend the English reading text of the eighth grade students of SMPN 2 Ponorogo. From the analysis, it can be concluded that students' difficulties found in this eighth grade are: difficulties on word meaning, grammar, the students less comprehends in vocabulary of reading text and less attention. The teacher to overcome the problems the English teacher of SMPN 2 Ponorogo they are small group discussion, use dictionary, playing music and assess internet. The result of this research pointed out that the factors reading skill was about less cooperation both the teacher and the students in solving the problems. Moreover, the result of the efforts that had been done to eliminate the problems showed that the teacher less consistence within their efforts to reduce their obstacles in learning reading.

Finally, the researcher concludes that the factors students cause are less of the word meaning, less of vocabulary, less of comprehend the structure of grammar, and less students' attention. The teacher has attempted to help students solving their problem in reading like using some different approaches and suitable learning facilities and also giving motivation to the students to read because the students' English reading is still needs deeper improvement.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is the most effective tool get communication with other people. So language can be defined communication. As Cook said in his book, "Language is a means of communication".<sup>1</sup> It is with the help of language that people are able to communicate through spoken and written language. It also makes people able to solve a number of their problems, to make a lot of achievement in life and to express their thought and feelings. As Japerson said, Language is a set of human habits, the purpose of which is to give expressions to thought and feelings.<sup>2</sup>

However, it is not easy to learn a language. Every language is a complex phenomenon, and everyone has to devote a number of years to learn a language. Moreover if they want to learn more than one language, it needs a long time to learn it.

English is one of the most prominent international languages. English is not only the language used with the largest number native or "first"

---

<sup>1</sup> Albert B. Cook III, Introduction to the English Language ( New York: The Ronald Press Company, 1969), p. 6

<sup>2</sup> A. Chandra Bose, His presentation of the research study for his M. Phil degree, 3Coimbatore, November 2005.

language speakers. But it also has become a lingua franca. Jeremy Harmer defined a lingua franca in his book 'The Practice English Language Teaching:

A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers whose native language are different from each other's and where one or both speakers are using it as a second language.<sup>3</sup>

It has been used and studied by people all over the world it has become part of the lives of millions of people and the multiple crucial roles it now fulfills affect societies at every level.

In Indonesia, the government has considered English language as the most important foreign language and compulsory foreign language subject must be learnt by students at school in Indonesia. It is given to the students from elementary school up to university level.

In studying English, there are four basic language skills. One of them is reading skill. The other ones are listening, speaking and writing.

Reading ability is very useful and important skill. With this skill they are also able to broaden their knowledge by reading many kinds of English text.

---

<sup>3</sup> Jeremy Harmer, The Practice of English Language Teaching ( England: Pearson Education Limited, 2001), p. 1

Reading also is very essential for the students. They can develop their knowledge and get many kinds of information which related to their studies through reading academic books, news paper, magazine, advertisements although many kinds of written language from the internet.

Reading is the most complex and difficult for most students in Indonesia especially for eighth grade students in SMP Negeri 2 Ponorogo. All those students who study reading would agree that reading comprehension is not a simple process. Because of English is a eighth or foreign language they still find difficulties in comprehending the English text.

Based on pre-research by interviewing the teacher, most of students did not interest in English reading comprehension. This was caused by less attention about the lesson and they felt difficulty in pronunciation, spelling, and vocabulary that usually faced in class. Besides that, some students were difficulties in word meaning and also the structure of reading comprehension.<sup>4</sup>

According the explanation above the researcher want to know more deeply about some difficulties in learning reading comprehension that faced by the eighth grade students of SMP Negeri Ponorogo. So the writer will do the research by the title” *Analysis Study of Students’ Difficulties to Comprehend The English Reading Text of The Eighth Grade Students of SMPN 2 Ponorogo in academic year 2014/2015.*

---

<sup>4</sup> Pre-research, look at interview transcript code 01/I/24- 4/2015

## **B. Research Focus**

To avoid discussions that is inactive, this study focuses on some concerns indentified as follow:

1. The factors that cause students' difficulties in comprehending the English reading recount text of the Eighth Grade Students of SMP Negeri 2 Ponorogo in academic year 2014/2015
2. The teachers' effort in solving the problems of Students' Difficulties in Comprehending the English Reading Text of the Eighth Grade Students of SMP Negeri 2 Ponorogo in academic year 2014/2015

## **C. Statement of the Problems**

Depend on the statement about the background of study, statement of the problem formulated are:

1. What are the factors that cause students' difficulties to comprehend the English reading text?
2. What are the teachers' efforts in solving the problems?

## **D. Objectives of the Study**

The objectives of this study are:

1. To find out the factors that causes the student' difficulties to comprehend the English reading text.

2. To know teachers effort in solving students' problem to comprehend the English reading text.

### **E. Significance of the Study**

- a. Theoretical, this research is expected to be beneficial for:
  - a. The results of this study will be useful as a contribution to the scientific treasures in the field of education.
  - b. For the purposes of scientific study, for information and reference for other researchers who want to conduct further research.
- b. Practically, this research is expected to be beneficial for:

- a. For the Teacher

This study is expected to give teacher in helping their students in comprehending the English reading text after the teacher find out the factors that cause students difficulties to comprehend the reading text.

- b. For the Students

This study is expected to the students' improve their ability in comprehending the English reading text and to be more active to learning English.

- c. Readers

This study is expected to give contribution to readers, particularly the students of English Department of STAIN Ponorogo.

## **F. Research Methodology**

### **a. Research Design**

Research Design is purposed to guide the researcher conducting the research activities because research design is a plan of gathering and analyzing data in order to fit with the research objectives.<sup>5</sup> This study applied a qualitative research design. A qualitative research also takes into account the process rather than the outcomes or the product.<sup>6</sup>

According to Halloway Qualitative research is a from a social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type individuals groups and cultures. Researchers use qualitative to explore the behavior, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality.<sup>7</sup>

According to Denzin and Lincoln Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to it subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.<sup>8</sup>

---

<sup>5</sup> S. Nasution, Metode Research, (Jakarta: PT Bumi Aksara), 23.

<sup>6</sup> Sugiyono, Memahami Penelitian Kualitatif, Bandung : CV Alfabeta, 2005), 9.

<sup>7</sup> Sari Wahyuni, Qualitative Research method ( Jakarta Selatan: Salemba Empat 2012), 2

<sup>8</sup> Ibid 2

**b. Researcher Role**

Miles and Huberman stated that characteristic of qualitative research are: The intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of the data under study, its researcher function as the key research instrument and its analyses that are in form of words.<sup>9</sup> The researcher is the full participant and as a data collector, while other instruments support the data.

**c. Research Location**

This researcher takes place at SMPN 2 Ponorogo. It located at Jenderal Basuki Rahmat Street No.44 Surodikraman Ponorogo.

**d. Data Source**

Arikunto recommends that data source are subject here data is collected for the same case.<sup>10</sup> Moleong state, that importance data source in this research are words and action, the other are input like document and other.<sup>11</sup> In a scientific study, data plays an important role. Data are use to answer the research problems. Data can be collected from people and things that are called source of data. Source of data used in this study is presented in the following.

- a. Human, including the Head Master, English teacher, the students.

---

<sup>9</sup> Matthew B Miles and Michael Huberman, An Expanded Sourcebook Qualitative Data Analysis ( California : Sage Publication, 1994),6

<sup>10</sup> Suharsimi Arikunto, Prosedure Penelitian Suatu Praktek (Jakarta: Rineka Cipta,2002), 98

<sup>11</sup> LexyMoelong, Metodologi Penelitian Kualitatif (Bandung : PT Rosda Karya, 2000), 36

b. Non human, including document, record, and relevant books.

**e. Technique of Data Collection**

The research applies a qualitative approach and the main data is in use form of word and an action. The researcher applies observation, interviewing and documentation as the technique for collecting data.

**a. Observation**

Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in- depth description of organizations or events, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate. Observation fosters an in depth and rich understanding of a phenomenon, situation and / or setting and the behavior of the participants in that setting. Observation can also provide the foundation for theory and hypothesis development. According to Johnson observation method is normally used because of several reasons bellow.<sup>12</sup>

In this research, the researcher used observation to know the factors student's difficulties in comprehending the English reading text and the teacher effort in solving students' problem to comprehend English reading text of the eighth grade students of SMP Negeri 2 Ponorogo in academic year 2014/2015.

---

<sup>12</sup> Sari Wahyuni, Qualitative Research Method ( Jakarta Selatan: Salemba Empat 2012),21

### b. Interview

According to Esterberg, interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. According to Susan Stainback Interviewing provide the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone.<sup>13</sup>

In this research, interview is conducted to acquire information about the factors that cause student's difficulties in comprehend the English Reading Text and teacher effort in solving students' problem to comprehend English reading text English Reading Text of the eighth grade students of SMP Negeri 2 Ponorogo in academic year 2014/2015.

### c. Documentation

According to Bodgan Document is used broadly to refer to any first person narrative produced by an individual who describes his her own actions, experience and belief.<sup>14</sup>

In this research, the researcher used documentation method to get the data about the students' names of the eighth grade students.

Documentation is used to get the history data, organization structure, vision and mission of SMPN 2 Ponorogo.

---

<sup>13</sup> Sugiyono, Memahami Penelitian Kualitatif, 72

<sup>14</sup> Ibid, 82-89

## f. Data Analysis

According to Bodgan Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, other you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>15</sup>

Qualitative data analysis consists of three current flows of activity: data reduction, data display and conclusion drawing/ verification.

### a. Data reduction

Data reduction is occurring as the research decides (often without full awareness) which conceptual frame work, which sites, which research question, which data collection approaches question to choose.<sup>16</sup>

### b. Data display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Data display is a stage of organizing the data into patterns of relationship. Data display can make data easier to be understood.

Looking at display helps the researcher to understand what happening and to do something-either analysis further or take action

---

<sup>15</sup> Ibid, 88

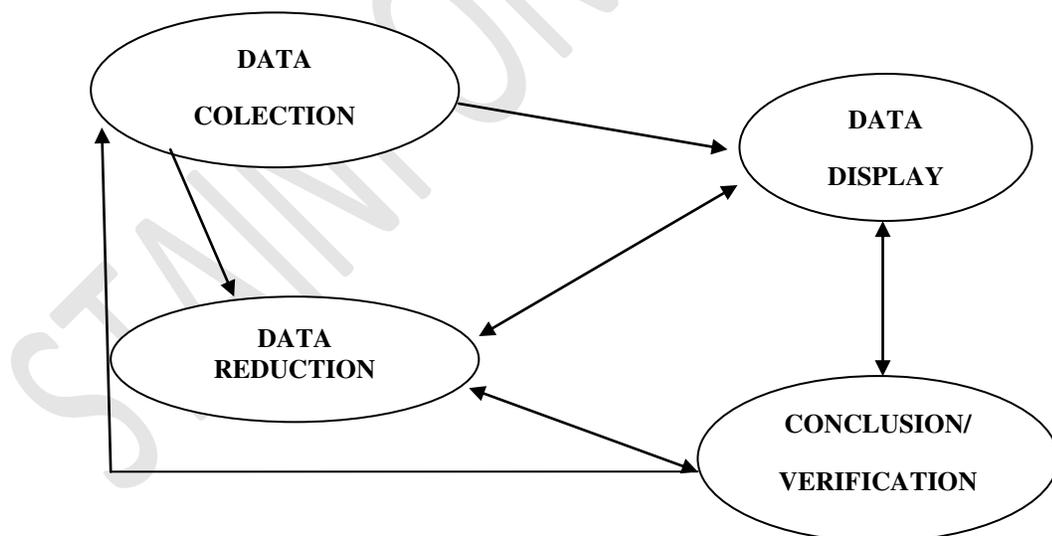
<sup>16</sup> Ibid 91-92

based that understanding. In this research, the researcher presents the comprehending the English reading text as data display.

c. Conclusion Drawing / Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean –is noting regulates, pattern, explanations, possible configurations, casual flows, and proposition. In this step, the researcher make conclusion here is the answers of the research problems that have been formulated.

Based on the statement above, the stages of data analysis can be showed in this picture:



g. Data Validity

The validity level can be done through Triangulation .According to Pusat Penjaminan Mutu Pendidikan (P2MP) STAIN Ponorogo, triangulation

is stated as technique of checking data validity that is containing the different tool outside the data to prove whether the data is acceptable.<sup>17</sup> Beside that, Supardi states that triangulation is a process to getting fix data from the various of point of view.<sup>18</sup>

In this research the researcher use observation, interviewing teacher, students' and documentation.

#### **h. Research Procedure**

In this research, there were some procedures of research which must be done. It would be described as follow:

##### **a. Preparation**

The researcher purposes the title of research; review references relate to the research problems, observe the place and arrange the research instrument.

Before doing the research activity, the researcher must prepare the material. The preparation in these activities was:

- 1) Getting permission letter from institution
- 2) Getting permission letter and approval from the school that will be researched.
- 3) Arranging the plan the research
- 4) Arranging the research instrument

---

<sup>17</sup> Pusat Penjaminan Mutu Pendidikan ,Buku Pedoman Penulisan Skripsi, ( Ponorogo: P2MP STAIN Ponorogo,2010),42

<sup>18</sup> Suharsimi, Arikunto. Penelitian Tindakan Kelas, (Jakarta: PT Bumi Aksara,2006),100.

b. Application

- 1) Observing the implementation of comprehending the English reading text
- 2) Collecting of data: the researcher was interview with the English language teacher, and the students about difficulties in comprehending the English reading text.

c. The procedure of data analysis. It includes analyzing data along and after collecting data. Making conclusion and suggestion.

**I. Organization of the Thesis**

This research includes many parts that explain about the research planning.

The organization of the thesis is formulated into:

CHAPTER I : Introduction.

Consist of Background of study, Research focus, Identification of the problems, Statement of the problems, objectives of the study, Significance of the study and organization of the thesis.

CHAPTER II : Review of related literature

Consist of the Definition of Reading, The Component of reading, The Reading Process, The Purposes of Reading, Definition of Reading Comprehension, Models of Reading Comprehension, The Factors that causes Students'

Difficulties in Comprehend the Reading Text, Definition of Teaching, Component of Teaching Learning Process, Process Teaching Reading, Principles of Teaching Reading.

**CHAPTER III** : Data description.

This chapter presents the data that includes general data that is connected with research location, vision, mission, the establishing history, geographical position, and organization structure.

The chapter also contains the explanation and analysis of specific data such as the Analysis study of student's difficulties in comprehending the English reading text of the eighth grade students of SMPN 2 Ponorogo in academic year 2014/2015.

**CHAPTER IV** : Data Analysis.

This chapter contains data analyzing of the reason, the problem study of student's difficulties in comprehending the English reading text of the eighth grade students of SMPN 2 Ponorogo in academic year 2014/2015.

**CHAPTER V** : Conclusion.

This chapter contains of conclusion of the whole thesis and also the recommendation from the researcher.

## CHAPTER II

### RIVIEW OF RELATED LITERATURES

#### A. Reading

##### 1. Definition of Reading

To define what reading is, some statements can be presented in the following. Peter Stevrens states that reading consists of making out meaning of written language.<sup>19</sup> Reading also can be defined as binging meaning to and getting meaning from printed material.<sup>20</sup>

According to Paul Witty, reading is fluent activity that can combine information from a text and their own knowledge to build meaning.<sup>21</sup>

Paul C. Burn, Betty D Roe, and Elinor P. Ross say that: Reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, a person must be able to use information to make inferences and read critically and creatively to understand the figurative language, determine the author's

---

<sup>19</sup> Peter Stevrens, *New Orientation in the Teaching of English* (New York: Oxford University press, 1983), 109

<sup>20</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Ketrampilan Berbahasa* (Bandung: Angkasa, 1986), 8.

<sup>21</sup> Paul Witty, *How to Become a Better Reader* (United States of America : Science Research Associate, Inc, 1953),12

purpose, evaluate the ideas presented, and apply the ideas to actual situations.<sup>22</sup>

Based on the description above, it can be stated that reading is a complex activity; the process involves both the writer and the reader.

According to Harmer Reading for detailed comprehension whether, looking for detailed information or language, must be seen by students as something very different from the reading skill mentioned above. When looking for details, we expect students to concentrate on the minutiae of what they are reading.<sup>23</sup>

Reading is way to learn new information as you read content area material. Reading the skill that can help the students develop is that of reading of getting meaning from printed or written material. In addition, to helping student comprehend the written material in text we are using. In reading and this happens, our native tongue too. We make sound in our throat. We read faster, therefore. We must know how to say the sound and the stumble over them.<sup>24</sup>

Based on the definitions above, we can say that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to understand what we read. Reading also is the

---

<sup>22</sup> Paul C. Burns, et al, *Teaching Reading in Today's Elementary Schools* (USA: Houghton Mifflin Company, 1984), 10-11.

<sup>23</sup> Jeremy, Harmer. 1998. *How to Teach English*. Longman: Cambridge University Press

<sup>24</sup> Marya Finocchiano, *English As A Second Language from Theory to Practice*, (New York: Regents Publishing Company, 1994), 77.

process of thinking. It can be seen that reading comprehension is a process of making sense of written ideas through recognition of written materials meaningful interpretation, and interaction with language.

Based explanation, it can be concluded that reading means a process between the readers to understanding the messaging that is written from the text.

## 2. Definition of Reading Comprehension

Before we talk about reading comprehension, to make sure that we know exactly what reading is, it would be useful to look at some basic aspects of reading first. The following is some basic aspects of reading which is noted from book of “Principles and Practice of Teaching Reading” with which most authorities are in these agreements:

- 1) Reading is interacting with language that has been coded into print.
- 2) The product of interacting with the printed language should be comprehension.
- 3) Reading ability is closely related to oral language ability.
- 4) Reading is an active and ongoing process that is affected directly by an individual’s interaction with his environment.<sup>25</sup>

It is also better for us to know about the nature of reading. Here some assumptions about the nature of reading that is noted from book” A Course in Language Teaching”.

---

<sup>25</sup> Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus: Charles E. Merrill Publishing Co., 1981),p.4

1) We need to perceive and decode letters in order to understand the meaning of a text. 2.) We need understand all the words in order to understand the meaning of a text. 3.) The more symbols (letters or words) there are in text, the longer it will take to read it. 4.) We gather meaning from what we read 5) our understanding of a text comes from the words which it is composed.<sup>26</sup>

From the assumptions of reading above, we know that reading is an activity to read letter and words in order to get some information from printed language. Reading for comprehension involves the following factors: reading is an interaction between reader and the text and the between writer and the text, reader must have competence of predating what text is about, the reader must be able to make sense of the ideas conveyed in the text so that, misunderstanding of the contain of the text, and reader must get the gist of the text. Burns et al states that, reading comprehension ability is the ability in speed and comprehends about the content in the text.<sup>27</sup>

While comprehension, is the process deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active one. The reader actively engages with the text to construct meaning. This

---

<sup>26</sup> Penny Ur, *A Course in Language Teaching : Practice and Theory* ( England : Cambridge University Press, 1996), p. 138

<sup>27</sup> Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills*, (United States of America: Addison-Wesley Publishing Company.

active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that the writer uses to communicate information, ideas and viewpoints.<sup>28</sup> Regarding to definition and comprehension, it can be concluded that reading comprehension is the process of constructing meaning of written text by coordinating a number of complex processes that include word meaning, word, world knowledge and fluency.

### 3. Models of Reading Comprehension

There are various models of reading comprehension. They are Bottom-up, Top-down, and interactive model

#### a. Bottom-up Model

It is reading that basically a matter of decoding of series of written symbol into the aural equivalents.<sup>29</sup> Bottom-up starts with smallest unit, either letters or letter features. According to Caroline, bottom-up (or systematic) skill consist of building up meaning from analyzing the form of language used.<sup>30</sup> It means the reader build up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax.

---

<sup>28</sup> Elizabeth S.Pang, Teaching Reading (Chicago:IAE Educational Practices Series 2003),14

<sup>29</sup> Nunan, Practical English, 64

<sup>30</sup> Caroline Woods, Teaching and Assessing Skills in Foreign Languages(Canbridge: Cambridge University Press, 2005),63.

### b. Top-down Model

Top down (or schematic) skills involve the prior world knowledge brought by the reader to the text.<sup>31</sup> On the other hand, Top –down model begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Grabe and Stoller point out that in a Top –down model of reading, comprehension is directed by the reader’s goals expectation.<sup>32</sup> Top –down models characteristic the reader as someone who has a set of expectations about text information and samples of enough information from the text to confirm or reject these expectation.

### c. Interactive Model

It is a composing model of reading, which views comprehension as the act of composing a new version of the text for an inner reader.<sup>33</sup> This third type combines elements both bottom- up and top-down approaches. The best readers in any language are those who combine elements of both.<sup>34</sup>

---

<sup>31</sup> Ibid., 63.

<sup>32</sup> Neil J, Anderson, Practical English Language Teaching English Reading ( New York: McGraw- Hill,2008),6)

<sup>33</sup>Ice Imaghio Hadley, Teaching Language in Content (America: Heinli and Heinle Publisher, 1993), 195

<sup>34</sup> Neil J, Anderson, Practical English Language Teaching English Reading ( New York: McGraw- Hill,2008),7)

#### 4. **The Components of Reading**

Reading has some components, they are:

##### a. Phonemic Awareness

A phoneme is the smallest unit sound in a word. For example, the word cat is made up of three phonemes (or three sounds): /c / a / and / t /.

The word fish also made up three phonemes (or three sounds) even though fish has four letters: /f/i/s/h/.

##### b. Phonic

Phonics is the relationship between a specific letter and its sound, only as it relates to the written word. Phonics is used, For example, when a reader comes across an unknown word. With knowledge of phonics, he can try to read the word by focusing on the specific sound of each letter or combination of letter.

##### c. Fluency

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural - much like speaking. Fluency develops from reading practice.

##### d. Vocabulary

When children learn to read, they begin to understand that the words on the page correspond to the words they encounter every day in spoken English.

e. Text Comprehension

Text comprehension is the interaction that happens between reader and text. More than, merely decoding words on page, comprehension is the intentional thinking process that occurs as we read.<sup>35</sup>

5. **The Reading Process**

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader use knowledge, text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include<sup>36</sup>:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies, as well as knowledge of the language.

---

<sup>35</sup> [http://www.scsk12.org/SCS/subjects-areas/kweb/images/National\\_Reading\\_Panel\\_FAQ.Pdf](http://www.scsk12.org/SCS/subjects-areas/kweb/images/National_Reading_Panel_FAQ.Pdf) accessed on 14/03/2013,09.30

<sup>36</sup> <http://www.shvoong.com/writing-and-speaking/copywriting/2099897-definition-aspects-reading/> accessed June 17, 2015).

## 6. The purposes of Reading

The purpose of reading is connecting the ideas on the page to what you have already known. Reading has some purpose that students or readers want to reach information from text, when they are reading an article or authentic materials, such as scientific book, Magazine, etc, each reader wants to know and understand what message on information that to know and understand what message on information that to read.<sup>37</sup>

Reading has purpose to find information, such as material, and meaning the written. They are: 1) Reading to search for simple information, 2) Reading to skim quickly, 3) Reading to learn from texts 4) Reading to integrate information, 5) Reading to write (or research for information needed for writing, 6) Reading to critic texts, 7) Reading for general comprehension.<sup>38</sup>

From the explanation above, it can be stated that with reading the reader will get message from writer. Reading is a fluent activity that can combine information from a text and their own knowledge to build meaning. In other word, with reading students will get information from the text and they are able to arrange the meaning based on their background of knowledge.

---

<sup>37</sup> Tricia Hedge, Teaching and Learning in the Language classroom (Oxford University Press, 2005,2000).

<sup>38</sup> William Grabe and Federicka L, Stoller. Teaching and Researching Reading (Hongkong: Logman, 9, 2002).

## **B. The Factors that Causes Students' Difficulties in Comprehend the English Reading Text.**

The reading difficulty is often the result of a host of interacting or contributing causes. These factors may be classified as cognitive, linguistic, psychological, social –emotional, physical, and educational. Although placed last, educational factors are often key. For instance, had chip had a more satisfying, more appropriate program, he might have persevered. Perhaps too, greater efforts could have been made to enlist parental support.<sup>39</sup>

The factors that cause students' difficulties in comprehend the English reading text:

### **1. The Factors Affect Reading**

Based on the Paul Witty there are seven main factors connected with reading success or failure. These are:

#### **a. Physical Conditions**

Have your eyes and ears checked. Make certain that your vision and hearing are reasonably good. If either is poor, you may be having difficulty in recognizing or pronouncing words. This, of course, interferes with your reading progress.

---

<sup>39</sup> Thomas G. Gunning, *Assessing and Correcting Reading and Writing Difficulties*, United States of America, 27, 2010.

If print looks blurred to you, your vision is probably not as good as it should be. If you have frequent headaches, you may have eyestrain. This eyestrain may be due to the fact that you need properly fitted glasses.

You may have to listen intently to hear what is being said. You may confuse words spoken to you. You may frequently have to ask a person to repeat what he has just said.

b. Speed of Reading

Your reading speed depends both up on your reading habits and your reading skills. If you move your lips while reading, this slows down your rate. But if you read a group of words instead of a single word at a glance, this steps up your reading speed.

c. Oral Reading

If you are a good reader, you are able to read aloud with clarity and expression. You don't stumble over words or read in a monotone. Rather, you read so that your listeners understand and enjoy what you are reading.

d. Vocabulary

The better your vocabulary the better your reading. Whether your vocabulary is now good or poor, you should keep on trying to learn the meanings of new words.

When you come across a word you do not stop reading. Keep on reading until you finish a chapter or magazine article. Then reread the sentence in which the new words appears. Try to get the word's meaning from

the words around it. If you still are not sure what the word means, look it up in a dictionary. Always compare the different meanings and select the one that fit your reading.

e. Reading Comprehension

Reading comprehension is not just one ability, it is many different abilities include a long and varied list of reading skills and habits.

If you have good comprehension you give close attention to what you are reading. You read to meet your own well defined purpose. You relate what you read to your own experience. You have critical attitude toward what you read. And you are able to organize the information you get for reading.

f. Ability to Use References

If you are a good reader, you are family with reference materials such as dictionaries, encyclopedias, yearbooks, atlases, and the library's card catalog. You know where to find these references and how to use them.

g. Pattern Reading

If you are an effective reader , you have a pattern of reading that covers a wide variety of interests. You read magazine articles and books on different subjects, You read both fiction and nonfiction. You skim a newspaper and read carefully the most important parts. And you probably make good use of the public library. <sup>40</sup>

---

<sup>40</sup> Paul Witty, How to Become a Better Reader (United States of America : Science Research Associate, Inc, 1953), 23-24.

## 2. Problems in Reading Skill

There are four problems are identified from the student's reading:

### a. Word Attack

Some of the students had obvious word- attack problems; examiner had to supply words or the children mispronounce words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows: 1) It is too abstract, requiring sophisticated perquisite abilities. 2) It spends time on tasks that do not contribute to reading. 3) It omits components needed for successful decoding.

### b. Fluency

Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

### c. Syntactic structure

The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability to understand syntactic structures when they are spoken does not guarantee that these same in structures will be understood when they are read. Second, some syntactic structures are

more frequent in speech than in print and are unfamiliar when encountered in print.

d. Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes sophisticated, and word meaning becomes more problem.

Some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.<sup>41</sup>

a. Language

In the case of written text some researchers look at word and sentence length, on the premise that texts with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of text is.

b. Topic and Genre

The teaching of receptive skill sometimes will not go we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

---

<sup>41</sup> Jeremy Harmer, *The Practice of English Language Teaching* 3<sup>rd</sup> ed (Malaysia: Longman, 2002), 203-208.

c. Comprehension Task

When the teacher to give the task and choose the comprehension tasks to do it, sometimes that the kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way of accomplishing the student's improvement in this skill.

d. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and de- motivating.

According to Nuttal There are five reasons that cause the students fault in reading they are:

a. Negative expectations

Perhaps you expected them not to succeed; negative expectations are easily detected and are known to influence student performance adversely.

b. Unsuitable tasks

Perhaps the tasks were at fault: too difficult, of the point or boring.

c. The wrong procedures

Did you use the task to promote learning (not just to test), by providing 'Scaffolding', to help students to develop their capacity to interpret.

d. Expecting them to run before they can walk

Expecting too much too soon, students accustomed to a passive role must be gently eased into active participation, and required only gradually to take responsibility for their reading.

e. The wrong texts

In this research the writer will be investigated the factors that cause the students' difficulties in comprehending the English reading text, such as: (1) Factor from the teacher; inappropriate reading strategies, the method in explaining the reading skills towards to students, and time. (2) Factor from the students; lack of vocabulary knowledge, situation, students' attitude. (3) Factor from the text; unsuitable reading text, unfamiliar vocabulary, grammatical in text.<sup>42</sup>

## **B. Teaching Reading**

### **1.) Definition of Teaching**

Teaching is an educative activity, According to Douglas brown, teaching is guiding and facility learning, enabling the learner to learn, setting condition of learning.<sup>43</sup>In teaching, teacher must make a good interaction with the students in order to make the students able to accept the materials

---

<sup>42</sup> Nuttal, C. Teaching Reading Skill in a Foreign Language. Great Britain: Heineman. 1996, 35.

<sup>43</sup> Douglas Brown, Principles of Language Learning and Teaching (San Fransisco; Longman,2000), 7.

presented easily. According to Brown States, teaching is showing or helping someone how to do something giving instruction guiding in the study of something providing with knowledge causing to know or understand.<sup>44</sup>

Thus teaching is an activity of helping students how to learn the subject matter and guiding them to understand new knowledge. For this case, the teacher has to give students an opportunity to construct new knowledge. Students' must be involved in teaching process. On the other words, teaching is process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding. Reading for students is one of materials in teaching and learning of foreign language. Reading involves texts which have many topics. They are for example can be about sport, profession, and holiday, etc. Reading is the process done and used by means of word or written language.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching learners who already have reading skills in their first language, you only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in a second/foreign language, but rather you learn how to transfer skills that you already learned to the new reading context in a language.

---

<sup>44</sup> Ibid. 7

Teaching reading, as what Ghani Johan proposed is classified into five items, they are:

a. Deducing the meaning of words from content

Deducing the meaning of words from contexts is looking the words or phrases that precede or follow the words, By doing this process, it is hoped that we can catch the meaning of words easier because we already matched a certain words or phrases that we have been tries to looking for their meaning whether they are suitable or not with the precede following words.

b. Understanding the forms and meaning of –idiomatic phrases.

Different from idiomatic phrases that have the constant form and meaning while non-idiomatic phrases doesn't have the constant meaning and form. It is because non- idiomatic phrase is formed based on certain rules and it has no limited number.

c. Understanding sentences meaning through syntactical structure.

This skill is the application of grammar especially syntax in the identification of words, phrases or sub-clause that have the function as the element of sentence.

d. Recognizing and understanding rhetorical structure.

Rhetoric structure has the relationship with the functional meaning that is formed by the elements of language the reading text. Recognizing and understanding rhetorical structure skill include the understanding of

the meaning and function of the words, phrases, sign of words, and certain structure used by the writer to convey the idea or message.

e. Critical reading skill

In reading skill, it is very essential for the students to have the application of knowledge or grammar mastery, English vocabularies of reading text, and supported by the background of knowledge related with the topic and high cognitive skill.<sup>45</sup>

So in reading ability of teaching and learning, students are not only see and read the text, but also understand and know the meaning along with information from the text.

## 2.) Component of Teaching Learning Process

Components of teaching learning process according to Gulo are:<sup>46</sup>

a. Purpose of teaching

There are two purposes of teaching process; instructional effect and nurturing effect.<sup>47</sup> Instructional effect is teaching and learning process. It is conducted explicitly by using specific instructional action, and it is usually science and skill competence. While nurturing that has the effect is learning and teaching process that has the intention to make the students to have supporting skills as the result of their attention towards

---

<sup>45</sup> Ghani Johan, Reading and Translation( Yogyakarta: Pustaka Pelajar.2006).9.

<sup>46</sup> Iskandar wasid, Strategi Pembelajaran Bahasa (Bandung: PT Remaja Rosdakarya, 2008),22-25.

<sup>47</sup> Ibid, 22.

learning environment. This, for example the ability of students to think critically.<sup>48</sup>

b. Teacher

Teacher is a person who teaches a subject of study to students, In simple definition, teacher is a person who gives knowledge to students.<sup>49</sup> Each teacher is required to master variation of skills as professional teacher in his own subject.<sup>50</sup> Teacher's role in teaching learning process is not only conduct teaching learning process but also take the in responsibility of the success of teaching learning process.

c. Student

Student is one of components in teaching beside teacher, purpose, and teaching method. As components in teaching, it can be said that student is the most important one. Basically, student is determiner of teaching learning process. Without students, teaching learning process can't be occurred.<sup>51</sup> Students are group of people who sit in a classroom to receive knowledge from teacher. Teacher must know his students when he wants to choose and decide teaching strategy. It's because of

---

<sup>48</sup> J.J Hasibuan, *Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2009) 3.

<sup>49</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam interaksi edukatif* (Jakarta PT Rineka Cipta), 31

<sup>50</sup> Iskandarwasid, *Strategi Pembelajaran Bahasa* 23

<sup>51</sup> Qemar Hamalik, *Proses Belajar Mengajar* (Jakarta; PT Bumi Aksara, 2009), 99

differences of student background such as social, culture, way to study, economic, and intelligence.<sup>52</sup>

d. Material of Study

Material of study can be divided into formal and informal. Formal material is material presented in text book while informal is material that is taken based on each school environment. Informal material is needed to make teaching process become more relevant and actual.<sup>53</sup>

e. Teaching method

Commonly, method can be defined as a procedure to do an activity or work by using fact and concept systematically. While teaching method, according to Tadrif has definition as a way of standard procedure to do education activity, especially for displaying material of study process.<sup>54</sup>

f. Teaching Media

A medium (plural, media) is a channel of communication. Derived from the Latin word "medium" means "between". This term refers to anything that carries information between a source and a receiver.<sup>55</sup>

Association of Education and Communication Technology (AECT) gives

---

<sup>52</sup> Iskandarwasud, Strategi Pembelajaran Bahasa, 24

<sup>53</sup> Ibid, 24.

<sup>54</sup> Muhhibin Syah, Psikologi Pendidikan (Bandung: PT Remaja Rosdakarya, 2008), 201.

<sup>55</sup> Roberth Hainich, Instructional Media and the New Technologies of Instruction (New York: Mach milla Publising Company, 1993), 4.

the limitation about definition of media as everything used to send a message or information.<sup>56</sup>

g. Administration and Financial Factor

Administration and financial factor includes all tools which support teaching learning process such as lesson schedule, building, classroom, laboratory and library.

### 3.) The Process of Teaching Reading

Generally, activities during a reading instructional processes are consisting of three phase:

a. Pre –reading

The activities in the pre-reading phase are intended to make students ready for the task of reading. Teacher is mentioning the topic to be read and asking students prior knowledge of the topic are just two examples of activities implemented in the pre- reading stage.

b. Whilst- reading

The activities in the whilst-reading phase are aimed at training the students to grasp meaning from the text. Therefore, during this stage the teacher's role is to facilitate the students' comprehension such as identifying words which are difficult for the students.

---

<sup>56</sup> Azat Arsyad, Media Pembelajaran (Jakarta ; PT Raja Grafindo Persada, 1997),3

c. Post- reading

The activities in the post-reading are done to provide inputs on the students' comprehension.<sup>57</sup>

**4.) Principles for Teaching Reading**

There are 8 principles in teaching reading:

a. Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge how texts can be organized rhetorically knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure and soon. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

b. Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. There are ways to enhance vocabulary by asking these three questions from Nation:

---

<sup>57</sup> Caroline Woods, Teaching and Assessing Skills Languages(Canbridge: Cambridge University Press, 2005),65

- 1) What vocabulary do my learners need to know?
- 2) How will they learn this vocabulary?
- 3) How can I best test to see what they to know and what they now know?

c. Teach for Comprehension

In many reading instruction program, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and that the reader is making the necessary adjustment when meaning is not obtained.

d. Work on increasing reading rate

One great difficulty on the second language reading classroom is than even when language learners can read, much of their reading is not fluent.

e. Teach reading strategies

Strategies are tool for active, self directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use.

f. Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires and training.

h. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitator, helping each reader discover what works best.<sup>58</sup>

### C. Previous Research Finding

According to Erma Fraiani's snow ball strategy can improve students' comprehension in narrative text for the tenth grade students of MA Ma'arif Balong Ponorogo in academic year 2012/2013. Based on snowball throwing

---

<sup>58</sup> Nunan, *Practical English Language Teaching*, 75-76

strategy, application, the process of the students' achievement is very good. It can be proven from the data analysis, in the third cycle there are 93.75% students can pass the test and they get high score even higher than the standard minimum. It can be concluded that the use of snowball throwing strategy can improve the students' reading comprehension text.

According to Ika Atikah the result of the research Analysis on the students' linguistic problems in reading comprehension (A Case Study at Second Grade Students of MTs. Baiturahmah Sukabumi), based on the data analysis and the discussion, the writer concluded that there are less of comprehension at the eighth grade students of Madrasah Tsanawiyah Baiturahmah in reading especially in linguistic problems, students have low vocabulary, and structure. It can be known from the explanation about 38.13% students find difficulties in the use of vocabulary under the students' comprehension in reading. 48.33% students' find difficulties in the use of structure under the students' comprehension in reading. 31.25% students' find difficulties in the use of vocabulary under the students' comprehension in reading.

According to Sarwo is research, Analysis on the students' have problems in comprehending narrative texts a research journal. The objective of the study is to know how well the Students' ability in comprehending narrative text. Based on the analysis of the result of the research, the writer described that. (1) Based on the research finding, the students are weak at comprehend narrative text by which the mean score for all item was 35.42. It means that the students have not been

able to comprehend narrative texts so far. (2) The problems faced by the students are: 1. The students' vocabularies were weak at vocabulary. 2. Most students were difficult at all part of generic structures at narrative texts.

STANPONOROGO

## CHAPTER III

### DATA DESCRIPTION

#### A. General Data

##### 1. The Historical Background

###### a. The History of SMPN 2 Ponorogo

SMPN 2 Ponorogo was built on July 1<sup>st</sup> 1960. It is located at Jendral Basuki Rahmat Street 44 Surodikraman, Ponorogo, and East Java. It had government decree, the number of decisions is 1287/0/1978 and ratified on Desember 27<sup>th</sup> 1987, SMP had twice change of name, the first being SLTPN 2 Ponorogo on March 7<sup>th</sup> 1997 by decree 034/0/1997, and the second SMPN 2 Ponorogo on February 17<sup>th</sup> 2004 with the decision number 075/0/2004. SMPN 2 was building in area of 5777 m<sup>2</sup> Currently SMPN 2 has 24 classrooms, 1 science laboratories, 1 library, 1 multimedia rooms, 4 art rooms, and 1 English language laboratories.

SMPN 2 has been several leaderships change. They are:

- 1) Lamsari, BA
- 2) Sukardi
- 3) Duryati
- 4) Hajar Suryoto, BA
- 5) Pemit Subagyo
- 6) Rundap, BA

- 7) Drs. Murdiaso
- 8) Drs. Subagyo
- 9) Drs. Asisno
- 10) Drs Warsono
- 11) Darmawan, BA
- 12) Drs. Suryono.
- 13) Drs. H. Ahmadi Sofyan, M. Pd
- 14) Dra. SY.Christine Suala, M.Pd

**b. Geographical Location of SMPN 2 Ponorogo**

SMPN 2 Ponorogo is located at :

Street : Jendral Basuki Rahmat  
 Number : 44  
 Village : Surodikraman  
 Regency : Ponorogo

It takes along 5.777 M at strategic area. To visit and reach this school is very easy because it is located on protocol street edge intercity.

**c. The Vision, Mission, and Aim of SMPN 2 Ponorogo**

The vision of SMPN 2 Ponorogo is excellent achievement, virtuous, based on nation culture, faith and piety. And it involves:

- 1) Realization of educational services in a fair and equitable
- 2) Generating graduates who are qualified accomplished, skilled, virtuous character noble, faithful and obedient to God Almighty

- 3) Making the school as place to develop themselves according to their talents and interest of students

SMPN 2 Ponorogo has some missions to create those visions. They are:

- 1) Creating a conducive learning environment
- 2) Developing a diversified curriculum
- 3) Improving primary education service system
- 4) Fostering a sense, of love and proud nation and landless Indonesian
- 5) Developing appreciation and experience of teaching religion

The primary education goal is laying the basic of intelligence, knowledge, personality, character, noble, and the skills to live independently and to follow further education. In line with the facts, the policies of the ministry of education in SMPN 2 Ponorogo are expected to generate graduates who are:

- 1) Qualified, intelligent, skilled and independent.
- 2) Virtuous noble character in accordance with national cultural values.
- 3) Faithful and obedient to God Almighty.
- 4) Have a race of love and proud Indonesia nation.

#### d. Organization Structure of SMPN 2 Ponorogo

There are organization structures of SMPN 2 Ponorogo to carry out the school police. The Organization Structure of SMPN 2 Ponorogo.<sup>59</sup>

#### e. Condition of the Teachers of SMPN 2 Ponorogo

- 1) The Teacher Condition of SMP N 2 Ponorogo
- 2) There are 63 teachers in SMPN 2 Ponorogo. Most of teachers of SMPN 2 Ponorogo extended the lessons are appropriate with their task to teach or their education. Beside that, some of them teach two lessons all at once. It can be known in the table display as follow:

Table 1.1

Number of Teachers who are relevant and not relevant with their task to teach

No		Number of Teachers who relevant with their ask to teach				Number of Teachers who are not relevant with their task to teach				Number
		D1/ D2	D3	D4/ S1	S2/ S3	D1/ D2	D3	D4/ S1	S2/ S3	
1	Science	-	-	7	-	-	-	1	-	8
2	Mathematic	-	1	6	-	-	-	-	-	7
3	Indonesia Language	-	-	7	-	-	-	-	-	7

<sup>59</sup> Look at the documentation transcript number : 01/D/24-04/2015

4	English language	-	-	10	-	-	-	1	-	11
5	Education of Religion	-	-	2	-	-	-	-	1	3
6	Knowledge	-	-	7	-	-	-	1	-	8
7	Education of health	1	-	2	-	-	-	-	-	3
8	Culture Refined	1	-	2	-	-	-	-	-	3
9	Civic Education	-	-	4	-	-	-	-	-	4
10	TIK/Skill	-	-	-	-	1	-	-	1	2
11	Guiding & Counseling	-	-	4	-	-	1	-	-	5
12	Java Language	-	-	-	-	-	-	2	-	2
Number		2	1	52	-	1	1	5	2	63

Table 1.2

Number and Status Teacher According to their Level of Education<sup>60</sup>

No	Level of Education	Number and Status of Teachers				Number
		GT/PNS		GTT/Teacher assist		
		M	F	M	F	
1	S3/ S 2	2	-	-	-	2
2	S1	18	34	2	2	56
3	D4	-	-	-	-	-
4	D3	1	1	-	-	2
5	D2	2	-	1	-	3
6	D1	-	-	-	-	-
7	SMA					-
Number		23	35	3	2	63

Table 1.3

Name of Teachers of SMPN 2 Ponorogo and Their Task to Teach

No	Name	Lesson
1	Dra. SY. Cristine Suala, M.Pd	Headmaster/ IPS
2	Drs. Sutrisno, M.Pd.I	Education of Religion
3	Drs. H. Muliono	Education of Religion

<sup>60</sup> Look at the documentation transcript number : 02/D/24-04/2015

4	Dra. Tri Yudiantarti	PKn
5	Hermayeni, S. Pd	PKn
6	Agus Budi Santoso, S. Pd	PKn
7	Widyorini Pramudawardani,S.Pd	PKn
8	Jundari Hendrawati, S.Pd	Indonesia Language
9	Tri Winahyuni, S.Pd	Indonesia Language
10	Lilie Purwokanti, S.Pd	Indonesia Language
11	Nur Hanifah, S.Pd	Indonesia Language
12	Siti Lestari, S. Pd	Indonesia Language
13	DrsHaryono	Indonesia Language
14	Sulistyoningtyas Chayati, S.Pd	English Language
15	Sri Purwaningsih,S.Pd	English Language
16	Jajun DwiArina S. Pd	English Language
17	Erita Prihatini, S.Pd	English Language
18	Diah Puspitorini, S.Pd	English Language
19	Ummini, S.Pd	English Language
20	Tuty Mujiatin, S.Pd	English Language
21	Winarti, S.Pd	Mathematic
22	NinikErnawati, S.Pd	Mathematic
23	Sudarwati, S.Pd	Mathematic
24	Titik Supriyati, S.Pd	Mathematic

25	Dra. Sukesu Pujaningrum	Mathematic
26	Supratman, S. Pd	Mathematic
27	Narmun, S.Pd	IPA
28	Dra. Endang Styaningrum, M.Si	IPA
29	Sri Handayani, S.Pd	IPA
30	Seno Ari Candra ,S.T, S.Pd	IPA
31	Hanna Nurfarida,M.Pd	IPA
32	Zuhriyatur Rosyidah, M.Pd	IPA
33	Hartutik	IPS
34	Sri Harmini, M.Pd	IPS
35	RatnaDanarti, M.Pd	IPS
36	Choiriyah, S.Pd	IPS
37	Krisnanto, S.Pd	IPS
38	Suroto	Culture Refined
39	Arum Kristiwi ,S Pd	Culture Refined
40	Subagijo	Culture Refined
41	Drs .DidikSuharjono	Penjas/ Orkes
42	Agung Sudarmani, S. Pd	Penjas/ Orkes
43	Purnomo, S. Pd	Java Language
44	Tumini,S. Pd	Java Language
45	Drs. TeguhPrasetyo	Java Language

46	Hartaja	Computer Information Technique
47	Eni Trihartuti, S.E	Computer Information Technique
48	Zaky Ardhiana Devie, S.Pd	Guiding and Counseling
49	Dyah Retnowati, S.Pd	Guiding and Counseling
50	Madnur Slamet ,S.Pd	Guiding and Counseling
51	Drs Supingi	Guiding and Counseling
52	Herlina Mariana, S.Pd	Guiding and Counseling
53	Slamet, S. Pd	Indonesia Language
54	Wilis Werdiningsih, S.Pd	Education of Religion
55	Drs Fahmi Fuadi	Penjas Orkes
56	Dwlalih Yuan Prambudi ,S.Pd	Penjas Orkes
57	Sigid Spto Margono,S.Sn	Computer Information Technique & Culture Refined
58	Sulistyowati, S.Pd	Prakarya
59	Drs. Hariyanto	Prakarya
60	Agis Wicaksono, S.Or	Penjas Orkes
61	Kateno, S.Pd	Education of Religion
62	Imam Muwardi, S.Pd	Education of Religion
63	Sukirno, S.Pd	Penjas Orkes

#### f. Device and Infrastructures of SMPN 2 Ponorogo

SMPN 2 Ponorogo provides devices and infrastructures to support the teaching and learning activities. There are some laboratories and for science, computer and language. For detail, the devices and infrastructures of SMPN 2 Ponorogo are presented in the form of table. It is conducted to make the effective data.<sup>61</sup>

Table 1.4

Medium and Infrastructures of SMPN 2 Ponorogo

No	Rooms' Name	Number
1	Classroom	24
2	Library	1
3	Natural Science Laboratory	1
4	English Laboratory	1
5	Administrator Purser room	1
6	BP room	1
7	Headmaster room	1
8	Leader elements Room	1
9	Osis Room	1
10	Healthy Room	1
11	School Cooperation Room	5

<sup>61</sup> Look at documentation transcript number : 03/D/24-04/2015

12	Canteen	1
13	Radio of SMPN 2 Po	1
14	Mosque	1
15	Computer Laboratory	1
16	Student toilet	23
17	Teacher toilet	2
18	Official Employee room	1
19	Scout Movement Room	1
20	Teacher Room	1
21	Refined Room	3
22	Field	1

#### **g. Curriculum of the School**

A curriculum is viewed as a particular form of specification about the practice of teaching. It is not a package of materials or syllabus of ground to be covered. It is way of translating any educational idea into hypothesis testable in practice.<sup>62</sup> According to Parkay curriculum is all of the educative experiences learners have in educational program.

Curriculum is an educational plan or instructional plan which may significantly support the requirements of teaching learning process at the

---

<sup>62</sup> Pryla Rochmahwati, 2012. An introduction to Curriculum Research and Development , London : Heinemann. 4

school. Curriculum can be viewed as program arranged by an educational institution to provide sequentially organized knowledge, understanding, skills, and concept for the learners.

SMPN 2 Ponorogo uses 2013 curriculum. Curriculum is the current curriculum that is released on July 13<sup>th</sup> 2013 by the government in Indonesia. This curriculum is a continuation of KBK (Kurikulum Berbasis Kompetensi) that was released at 2004 that cover attitude, knowledge and skill competence integrated.

2013 curriculum has four Kompetensi Inti. Kompetensi Inti is applicable to all the subjects. It is as the bond of all students' competencies that are produced in each subject. The contents are the same between English and other subjects, but the differences are on the Kompetensi Dasar for each Kompetensi Inti.

According to Kemendikbud (2013b), the scientific approach include the finding of meaning, organization and structure of an idea or ideas, so that the student learners gradually learn how to organize and conduct research. Scientific approach emphasizes students' ability in discovering knowledge based on experiential learning, laws, principles and generalizations, so it provides an opportunity for the development of higher order thinking skills. Thus students more empowered learners as a subject of study that should play an active role in hunting down the information from the various sources of learning, and teacher educators

more as an organizer and facilitator of learning. As a result, grammar should be taught by focusing on meaning.

In the 2013 curriculum, the teaching learning process uses scientific approach which has activities such as observing, questioning, experimenting, associating and communicating. It has connection with Genre Based Approach. The materials in 2013 curriculum use Genre Based Approach as a learning focus through understanding of the social function, the text structure elements - linguistic elements based on the level of difficulty, from the simple to the complex. Text structure refers to the ways that authors organize information in text. It can be descriptive text, narrative text and etc. linguistic elements can be defined as grammatical rule or structure. Grammar here is in the stage of modeling of text. It is included in Based Approach in activity to do presentation and practice activities relating to the grammatical feature of the text. It can be concluded that scientific approach and genre based approach interrelated each other to implement teaching learning process in 2013 curriculum.

## **B. Specific Data**

### **1. The Factors That Cause Students' Difficulties in Comprehending The English Reading Text of the Eighth Grade Students of SMPN 2 Ponorogo in Academic Year 2014/2015**

This research conducted analysis study of students' difficulties to comprehend the English reading text of the VIII-E, VIII-F, VIII- I, VIII-J grade students of SMPN 2 Ponorogo in academic year 2014/2015. It takes place in VIII-E, VIII-F, VIII- I, VIII-J that every class consist of 30 students SMPN 2 Ponorogo.

Reading is process of readers combining information from a text and their own background knowledge to build meaning. All those students who study reading would agree that reading comprehension is not a simple process. Because of English is a second or foreign language they still find difficulties in comprehending the English text.

Based on the interview with the first informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor cause difficulties in word meaning. When I read text, there are words that I don't know the meaning of the text if it did not used a dictionary. So, I confused to comprehend the purpose of text clearly. I must open dictionary to know the meaning of every word.<sup>63</sup>

From the interview about it could state that the student difficulties in vocabulary.

---

<sup>63</sup> Look at the interview transcript number : 02/I/24-04/2015

Based on the observation result, researcher found that students open dictionary during learning English reading text. Sometimes students don't find the word meaning in dictionary, so that they ask to the teacher about the meaning. The case indicates that students have factor cause word meaning.<sup>64</sup>

The data above supported by observation, about Learning English reading text process, the result as follow: teacher explains structure of English Recount text, explains about how making good Recount text, gives example of Recount text from LKS , the students are asked to reading recount text about, Retell funny or sad experience in the past time. The next students are given homework about story in group. The story is related with the report of study tour and outbound in Yogyakarta. In the group discussion, they are four until five in the group.<sup>65</sup>

Based on the interview with the second informant at eighth grade students of SMPN 2 Ponorogo, they have several problems in comprehending English text. She stated that:

I have the factor cause difficulties in comprehend English reading text in grammar. When I read English reading text, I have difficulties in different verb 1, verb 2 and verb 3. It can be obstruction in my reading comprehension. So, I didn't comprehend the message of English text correctly.<sup>66</sup>

From the statement interview about it could state that the student difficulties in tenses.

---

<sup>64</sup> Look at the observation transcript number: 02/O/24-04/2015

<sup>65</sup> Look at the observation transcript number : 01/O/24-04/2015

<sup>66</sup> Look at the interview transcript number: : 04/I/8-05/2015

The data above supported by observation, researcher found that students abilities to discriminate or different verb 1, verb 2, and verb 3 when make English reading text. So the students less comprehends in grammar reading text.<sup>67</sup>

In another chance, researcher conducts interview to the students Based on the interview with the third informant she stated that:

When I read English reading text, I think that reading English is difficult because I have low interest to learn English. So, I felt difficulties to comprehend English reading text.<sup>68</sup>

From the interview about the student did not interest in reading English.

Based on the observation result, researcher found that students the less of ability to predict the meaning of words in the reading texts and students has limited vocabulary. So, the student's have difficulties to make English text.<sup>69</sup>

According interview with the fifth informant at eighth grade students of SMPN 2 Ponorogo, she state that:

I have the factor cause to comprehend English reading text, when the teacher was explanation the material did not understand. So, when I reading English text I cannot comprehend text with detail and I must be repeat again material about reading text for can good result.<sup>70</sup>

---

<sup>67</sup> Look at the observation transcript number : 03/O/ 24-04/2015

<sup>68</sup> Look at the interview transcript number : 05 /I/28-4/2015

<sup>69</sup> Look at the observation transcript number : 04/O/8-05/2015

<sup>70</sup> Look at the interview transcript number : 06/I/28-4/2015

From the interview can interpreted that the student did not understand when the teacher give explanation about reading text.

Based on the observation result, researcher found that students the lack of comprehending about reading text. So, students comprehend difficulties text.<sup>71</sup>

Based on the observation, the result of observation, the lack students did not give attention when the teachers' explain about make good English text. So, students did not make good English text and comprehend English reading text.<sup>72</sup>

According to the interview with the sixth informant at eighth grade students of SMPN 2 Ponorogo, he stated that:

I have factor cause in reading comprehension, when I read English reading text, I did not the meaning understand of the text. So, when I read text, I think difficult in comprehend English reading text because I did not the meaning sentence of the text from learning process in the classroom.<sup>73</sup>

From the interview can interpreted that the student did not meaning understand the meaning of the text.

Based on the interview with the seventh informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

When I read English reading text, I have factor cause difficulty in comprehending generic structure in grammar. I less in grammar especially comprehend in generic structure of grammar. So, I did not

---

<sup>71</sup> Look at the observation transcript number : 05/O/08-05/2015

<sup>72</sup> Look at the observation transcript number : 06/O/8-05/2015

<sup>73</sup> Look at the interview transcript number :07/I/30-4/2015

comprehend English text, because the generic structure important to comprehend English text.<sup>74</sup>

From the interview about it could state that the student difficulties in generic structure and grammar.

According to result interview with the eighth informant, at eighth grade students of SMPN 2 Ponorogo, she stated that:

When I read English text, I have difficulty in reading text. I have factor cause difficulties about the grammatical rule in English. So, I still confused in tenses and I difficulties to comprehend the English reading text, especially recount text because recount text difficult to in comprehend English text.<sup>75</sup>

From the statement above the researcher concluded that the other cause of students' difficulties was grammatical.

According to interview with the informant ninth at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor cause difficulties to comprehend English text in vocabulary, there are many vocabularies that I did not know in English reading texts, I could not understand the meaning of the English text clearly. So I felt that comprehending English reading text is difficult.<sup>76</sup>

From the interview can interpreted that the student did not understand the word meaning of the text.

The cases indicate the tenth informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

---

<sup>74</sup> Look at the interview transcript number: :08/I/30-4/2015

<sup>75</sup> Look at the interview transcript number :09/I/30-4/2015

<sup>76</sup> Look at the interview transcript number: 10/I/28-4/2015

I have some factors cause difficulties to comprehend English reading text in vocabulary, the vocabulary mastery is low, not yet understood if the reading text is too long, when I read the English text, I felt less knowledge of syllables, So has not got the message in the text .<sup>77</sup>

From the interview about it could state that the student difficulties in vocabulary and text is too long.

Based on with the eleventh informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor difficulties to comprehend English reading text in vocabulary, when I read English text, I felt a less of understanding of the English syllable. So, in understanding the text correctly, I felt difficulty especially in the comprehend recount text, I still not right.<sup>78</sup>

From the interview about it could state that the student difficulties in vocabulary.

According to the twelfth informant at eighth grade students of SMPN 2 Ponorogo, he stated that:

I have factor cause in comprehend English reading text, I less of understanding the language and difficult to interpreted when not using the dictionary. So I still less, in understood English text, if I did not used dictionary, I felt difficult to comprehend English text because the sense of my vocabulary is still not much.<sup>79</sup>

From the interview about it could state that the student difficulties in vocabulary when not using the dictionary.

Based on with the thirteenth informant at eighth grade students of SMPN 2 Ponorogo, he stated that:

---

<sup>77</sup> Look at the interview transcript number: 11/I/8-05/2015

<sup>78</sup> Look at the interview transcript number: 12/I/30-04/2015

<sup>79</sup> Look at the interview transcript number : 13/I/28-4/2015

I have factor cause in comprehending English reading text. When I read English text, I have the less of willingness to learn the English text. When learning process, I felt low comprehend in the recount text. So, in comprehending text is still not right, because I did not learn it.<sup>80</sup>

From the interview about it could state that the student difficulties in English text did not learn.

Based on with the fourteenth informant at eighth grade students of SMPN 2 Ponorogo, they have several problems in comprehending English text. She stated that:

I have factor cause in comprehend the English reading text, when I read English text, I felt low comprehending reading text because I did attention and lazy learn English, So, I less learning habit to study English text and I difficulty in comprehend English reading text.<sup>81</sup>

These statements indicated that students did not like English lesson and did not attention.

The cases indicate the fifteenth informant at eighth grade students of SMPN 2 Ponorogo, they have several problems in comprehending English text. He stated that:

I have some factors cause in comprehending reading text is grammar, when I read English text, I did not know difference verb one and verb two, I felt difficulty to the knowledge of grammar in the verb. So I have little difficulties in comprehending English reading text.<sup>82</sup>

From the statement above the problem the student in English reading text is cannot differentiate verb one and verb two.

---

<sup>80</sup> Look at the interview transcript number : 14/I/8-05/2015

<sup>81</sup> Look at the interview transcript number : 15/I/28-4/2015

<sup>82</sup> Look at the interview transcript number : 16/I/8-05/2015

This reason is approved by documentation conducted by the researcher. The result of documentation is: value Retell funny or sad experience in the past time.<sup>83</sup>

Based on the explanation above, it can be concluded: there are many student difficulties to comprehend English reading text. The factors are word meaning, less of vocabulary, comprehend the structure of grammar, and less students' attention.

## **2. The Teachers' effort in solving the problems**

The teachers' effort in solving the problems here and students difficulties to comprehend the English reading text. Based on the interview with Mrs. Sulistyaningtyas Chayati, S.Pd of SMPN 2 Ponorogo. The result of interview is:

The first, explains structure of English recount text. The second, explains about how to make good recount text. The third, gives example of recount text from LKS. The fourth, the students are asked to make recount text about retell funny or sad experience in the past time or experience story student: the example is about story Ngebel Lake. The next students are given homework about story in group. The story is related with the report of study tour and outbound in Yogyakarta. In the group discussion, they are four until five in the group.<sup>84</sup>

The statement was not much different from the observation of the class:

---

<sup>83</sup> Look at the documentation transcript number : 04/D/8-05/2015

<sup>84</sup> Look at the interview transcript number : 17/I/24-04/2015

Among them from observation suitable learning English reading text process, the result as follow: teacher explains structure of English Recount text, explains about how making good Recount text, gives example of Recount text from LKS , the students are asked to make recount text about, Retell funny or sad experience in the past time. The next students are given homework about story in group. The story is related with the report of study tour and outbound in Yogyakarta. In the group discussion, they are four until five in the group.

According to interview with Mrs Sulistyaningtyas Chayati, S.Pd of SMPN 2 Ponorogo, they have several problems in comprehending English text. The result of interview is:

1) Word meaning, 2) the vocabulary mastery. The students problems in comprehending the vocabulary is low. They have difficult in comprehending the meaning of English reading text, 3) Grammatical in structure, 4) did not attention when teacher explain about English text, and lazy learn English.<sup>85</sup>

According to the statement interview with the first informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor cause difficulties to comprehend in word meaning. When I read text, there are words that I don't know the meaning of the text if it did not used a dictionary. So, I confused to comprehend the purpose of text clearly. I must open dictionary to know the meaning of every word.<sup>86</sup>

---

<sup>85</sup> Look at the interview transcript number : 18/I/24-04/2015

<sup>86</sup> Look at the interview transcript number: 02/I/24-04/2015

According to the statement interview with the sixth informant at eighth grade students of SMPN 2 Ponorogo, he stated that:

I have factor cause in reading comprehension, when I read English reading text, I did not the meaning understand of the text. So, when I read text, I think difficult in comprehend English reading text because I did not the meaning sentence of the text from learning process in the classroom.<sup>87</sup>

According the interview above was able with the observation by researcher and interview English teacher: some students find difficult to comprehend the English reading text, because they have some problems in word meaning.

The statement was appropriate with statement students:

According to interview with the informant ninth at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor cause difficulties to comprehend English text in vocabulary, there are many vocabularies that I did not know in English reading texts, I could not understand the meaning of the English text clearly. So I felt that comprehending English reading text is difficult.<sup>88</sup>

Among them from the tenth informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have some factors cause difficulties to comprehend English reading text in vocabulary, the vocabulary mastery is low, not yet understood if the reading text is too long, when I read the English text, I felt less knowledge of syllables, So has not got the message in the text .<sup>89</sup>

---

<sup>87</sup> Look at the interview transcript number :07/I/30-4/2015

<sup>88</sup> Look at the interview transcript number: 10/I/28-4/2015

<sup>89</sup> Look at the interview transcript number: 11/I/8-05/2015

Based on with the eleventh informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor difficulties to comprehend English reading text in vocabulary, when I read English text, I felt a less of understanding of the English syllable. So, in understanding the text correctly, I felt difficulty especially in the comprehend recount text, I still not right.<sup>90</sup>

According to the twelfth informant at eighth grade students of SMPN 2 Ponorogo, he stated that:

I have factor cause in comprehend English reading text, I less of understanding the language and difficult to interpreted when not using the dictionary. So I still less, in understood English text, if I did not used dictionary, I felt difficult to comprehend English text because the sense of my vocabulary is still not much.<sup>91</sup>

According the interviews above was able from the interview with English teacher: because some students find difficult to comprehend the English reading text, because they have problems in vocabulary is low. They have difficult in comprehending the meaning of English reading text.

The statement was able from statement students with the eighth informant, at eighth grade students of SMPN 2 Ponorogo, she stated that:

When I read English text, I have difficulty in reading text. I have factor cause difficulties about the grammatical rule in English. So, I still confused in tenses and I difficulties to comprehend the English reading text, especially recount text because recount text difficult to comprehend English text.<sup>92</sup>

---

<sup>90</sup> Look at the interview transcript number: 12/I/30-04/2015

<sup>91</sup> Look at the interview transcript number: 13/I/28-4/2015

<sup>92</sup> Look at the interview transcript number : 08/I/30-4/2015

According the interviews above appropriate from the interview with English teacher: because some students find difficult to comprehend the English reading text because, they have problem in comprehending generic structure.

The statement was able from statement students with the fifth informant at eighth grade students of SMPN 2 Ponorogo, she state that:

I have the factor cause to comprehend English reading text, when the teacher was explanation the material did not understand. So, when I reading English text I cannot comprehend text with detail and I must be repeat again material about reading text for can good result.<sup>93</sup>

According the interviews above was not much different from the interview with English teacher: because, some students find difficult to comprehend the English text they did not understand when the teacher explanation the material

The statement was appropriate from statement students with the thirteenth informant at eighth grade students, he stated that:

I have factor cause in comprehending English reading text. When I read English text, I have the less of willingness to learn the English text. When learning process, I felt low comprehend in the recount text. So, in comprehending text is still not right, because I did not learn it.<sup>94</sup>

According the interviews above was same with the interview English teacher: because, some students find difficult to comprehend the English text they have the less of willingness to learn English text.

---

<sup>93</sup> Look at the interview transcript number : 09/1/30-4/2015

<sup>94</sup> Look at the interview transcript number : 16/1/8-05/2015

The statement was able from statement students with the fourteenth informant at eighth grade students of SMPN 2 Ponorogo, she stated that:

I have factor cause in comprehend the English reading text, when I read English text, I felt low comprehending reading text because I did attention and lazy learn English, So, I less learning habit to study English text and I difficulty in comprehend English reading text.<sup>95</sup>

According the interviews above was not much different from the interview with English teacher: because, some students find difficult to comprehend the English text they attention when teacher explanation and they lazy English lesson.

The teacher effort to give understanding the text such as: Inform the meaning of vocabulary, the organization of sentences; subject, predicate, object and teacher guide the students to use dictionary. So students will not difficulties in knowledge vocabulary because they open dictionary when did not the meaning. Teacher can use strategy in teaching learning process, so students more interest in learning process.

Based on interview done with Mrs Sulistyaningtyas Chayati, S.Pd of SMPN 2 Ponorogo. For the effort in solving the problems are the use media in English teaching. The result of interview is:

The first use whiteboard media for explains structure of recount text, how to making good recount text and gives example of recount text. The second use internet to browse information especially in recount text. With media in learning process make students to understand the explanations of the teacher when the teacher delivering materials. The second use internet to browse information especially in recount text.

---

<sup>95</sup> Look at the interview transcript number : 15/I/28-4/2015

However, the students will be can the teacher explain and information from internet.<sup>96</sup>

From the statement above, it can be concluded the teacher use whiteboard media and internet to learning process and explanation of the text.

According to interview with Mrs Sulistyoningtyas Chayati, S.Pd for the effort use strategies in learning process:

The first strategy is individual assignment to make story about experience, for example about sad or happy experience. With this strategy students can explain their idea based on they experience with freely and improve their writing ability. However, it also improved their vocabulary building because the students free use the dictionary.<sup>97</sup>

Based on this strategies will be more independent students, attempted in making text by using the dictionary and can be trained to write ideas in accordance with the abilities of students, the result some students' can value text is low, because students less English text comprehend.

A second strategy that teachers use games in applying the lessons in the text. In this recount text, use some game to make young creative and interesting to follow the lessons in reading English text . The first game is snowing ball. This game is very effective in teaching text. The second game played music. Processes teaching of this game: the first teacher to prepare a laptop and a file music or CD to be played. However, students will be more easily within the comprehension of text.<sup>98</sup>

---

<sup>96</sup> Look at the interview transcript number : 19/I/24-04/2015

<sup>97</sup> Look at the interview transcript number : 20/I/28-4/2015

<sup>98</sup> Look at the interview transcript number :21/I/30-4/2015

From the statement above the teacher use strategy in the learning process of the English reading text, because with strategy game will be make students more easily within the comprehension of text.

Based on this strategy snow ball the student more enthusiastic students in the lesson text, they are also very interested in following the text lesson majority recount because this game makes creative more students in understanding the text and with this game will be can help students to comprehend English text.

The second game played music. Processes teaching of this game: the first teacher to prepare a laptop and a file music or CD to be played. Both teachers of students listening to music that is playing the music. When stop on the students who listened to the music, the students can be punishment such as: singing, telling jokes, recounted his experience with this game use English language. With language students interesting in the text to follow the lessons because students can enjoy music while studying the text, so that students enjoy feel the English language lessons and students to pay more attention to follow the lessons in the text.

Based on this strategies the student prefers to follow the lessons of the text in the English language and they pay more attention because the students more interested in their music and relaxed but serious.

The third strategies small group discussion, the strategies is defined as a technique of teaching reading comprehension in which the students are divided into small groups. Besides being able to exchange the

ideas, students also can enhance cooperation and togetherness in solving the problems they encountered during the processing task. Each small group is designed to read the material of the text, after students finish reading, students are expected to be able to answer the questions and discuss the main idea, general and specific information of the paragraph, finding the meaning of difficult word.<sup>99</sup>

From interview above, can be concluded that strategies is individual assignment, games, and the effectiveness of using small group discussion in teaching reading was very well because the students will be more active and enthusiastic in following the lesson.

Small group discussion is a technique for teaching in this technique, the group divided into small group that consist of maximum five students. By using it, small group discussion techniques help to actively participate.

Based on technique small group discussion, it can be concluded that small group discussion technique is a good technique in improving students to comprehend English text.

Based on interview above, it can be concluded teaching reading strategies the teacher use strategies individual assignment such as having students make a recount text individually, using the snowball game and music, and small group discussions.

The data above supported by observation Mrs Sulistyaningtyas Chayati, S.Pd of SMPN 2 Ponorogo about teacher's effort in solving problems of student's problem to comprehend English text. The result of

---

<sup>99</sup> Look at the interview transcript number: 22/I/30-04/2015

observation is: 1) English teacher has explained the lesson clearly and guides the students to use dictionary, 2) the teacher use media, strategy, and technique 3) give the task group on story which related with the report of study tour about outbound in Yogyakarta. <sup>100</sup>

This reason is approved by documentation conducted by the researcher on the value the story which related with the report of study tour and outbound in Yogyakarta. <sup>101</sup>

---

<sup>100</sup> Look at the observation transcript number : 07/O/24-04/2015

<sup>101</sup> Look at documentation transcript number : 05/D/8-05/2015

## **CHAPTER IV**

### **DISCUSSION**

In this chapter the researcher discusses the result of the research based on the statement of the problem. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discuss the result of the research which done in class VIII- E, VIII- F, VIII-I, VIII-J of SMP Negeri 2 Ponorogo in academic year 2014-2015. The discussion as follow:

#### **A. Factors That Cause Students' Difficulties to Comprehend The English Reading Text of The Eighth Grade Students of SMP N 2 Ponorogo**

In this research to explain factors that cause students' difficulties to comprehend the English reading text of the Eighth Grade Students of SMP N 2 Ponorogo. There are four factors that influence text in learning process such as; word meaning, grammar, vocabulary, and less attention.

Based on the observation, interview and documentation to teacher and students in the school there are four factors cause students' difficulties to comprehend the English reading text of the Eighth Grade Students of SMP N 2 Ponorogo such as: word meaning, grammar, the students less comprehends in vocabulary of reading text, and less attention.

Based on the interview and observation with teacher and students' the factors that cause difficulties in comprehend English text such as:

1. Word meaning

Students difficulties for reading text comprehend because they have the problem of comprehend word meaning. When they read the text, there are some difficulties words that they did not know of the meaning if not used dictionary. Based on the explanation above, the students have problem in word meaning and they always open dictionary when knowledge will word meaning in the English text.

2. Grammar

Students have problem in grammar when they read English text. The problems on tenses of the words, difficulty comprehend generic structure. So, comprehend the message of English text correctly and student little difficulties in comprehending reading text.

From the statement about it could state that the student difficulties in generic structure and the sentences. This reason was supported by students' reading products that the result was too far to be stated as systematic comprehend English text.

Based on the statement Richards, he stated that:

Grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language.<sup>102</sup>

It means that, paragraph above, the grammar as the rules of language for change the form of words and combines into sentences.

There are types of words grammatical roles like; subject, verb, object, complement and adverbial. Basic approaches to the teaching of grammar: There are approaches of language teaching to introduce a new grammar item, deductively and inductively. In a deductive, the teacher presents the grammar rule and then given students exercises in which they apply the rule. In an Inductive approach, the teacher presents the material to the students.

3. The students less comprehends in vocabulary of reading text.

Student have problem in vocabulary, the students are comprehend English reading text, many vocabularies that did not know, could not understand the meaning of the word. However they are felt that comprehend English reading text is difficult. In addition, student have problem in vocabulary they are not yet understood if the reading English text is too long, when the students reading the text, the student felt less knowledge. So, they did not get the message.

---

<sup>102</sup> Jack Richard, Methodology in Language Teaching: An Anthology of Current Practice (New York: Canbrigde University Press, 2002)

The data supported by theory, according to Jack C Ricard stated that:

Vocabulary is a core component of language and provides much of the basis for how well learners listen, read, and write.<sup>103</sup>

It means that vocabulary is the basic component of language which is learnt by someone.

Based on the explanation above, it can be concluded vocabulary is the basic component of language especially for foreign language.

#### 4. Less attention

Some students did not pay attention when the teacher explained the learning process. It was an effect of the learning process: students did not focus on the learning process because students did not like the English lesson.<sup>104</sup> However, they were less interested in learning English text.

This cause makes students difficult in understanding the English text. Students did not like English lessons because there are some factors: 1) Learning English is regarded as a difficult subject to learn, learners' learning depends on the English teachers as authorities, 2) There is a lack of support to use English in the home environment and the community, 3) Learners have insufficient or lacking exposure to the language as there is a limited opportunity to use English outside the classrooms, 4) students have a

---

<sup>103</sup> Jack Richard and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255

<sup>104</sup> Appendix 1 the interview transcript number :14/I/28-4/2015

limitation of vocabulary proficiency as well as English reading materials are not always available.

However, students did not attention when the teacher was explaining the material.

The teacher always gives motivation for students' because English as an international language, it is very important lesson to be leant. With the motivation that encourages students like learning English, they will have a positive effect for become diligent students with fun and serious.

Based on the explanation above, it can be concluded the factors that cause students' difficulties to comprehend the English reading text such as: word meaning, less of vocabulary, comprehend the structure of grammar, and less students' attention.

#### **B. The Teacher's Effort in Solving The Problems of Student's Difficulties in Comprehending the English Reading Text**

To solve the students' problems in comprehend the English reading teacher of SMPN 2 Ponorogo conducted some effort. The English reading teacher tried to solve the problems in learning Reading process by using group discussion and snow ball game to overcome the problem in learning reading process.

Small group discussion, the strategies is defined as a technique of teaching reading comprehension in which the students are divided into small groups. The students more active and enthusiastic, besides being able to exchange the ideas,

students also can enhance cooperation and togetherness in solving the problems they encountered during the processing task. Small group discussion technique is a technique for teaching. In this technique, the group is divided into five students. By using it, it could be easier for the students to actively participate.

Based on theory Serravello said that small group gives children the chance to hear other students' thinking about their reading process and responses to texts.

Beside that the teacher also used to game. So the students, more enthusiastic students in the lesson text, they are also very interested in following the text lesson majority recount because this game makes creative more students in understanding the text and with this game difficulty reading text comprehension of students in the English language would be resolved gradually. Student prefers to follow the lessons of the text in the English language and they pay more attention because the students are more interested in their music also looks relaxed but still serious in the text recount the lessons so they will look better in understanding the English language text reading.

Another effort to eliminate these problems such as: use dictionary, playing music and assess internet.

According (AECT) Association for Education and Communication Technology explain that all forms of media is used for a process of information distribution.<sup>105</sup>

From the statement above is a media that is channeling messages and can stimulate the think, feelings, and willingness of students so as to encourage the learning process in itself. Creative use of media will allow students to learn better and can increase their performing.<sup>106</sup>

Media is tool that has the function of delivering message. Media can be interpreted as everything becomes intermediary or conveys information from the sender of the message to recipient of the message. The use of media in learning is to help children in providing a meaningful experience for students. Using media can facilitate student learning in understanding something that abstract becomes more concrete.

---

<sup>105</sup> Asnawir dan Basyiruddin Usman, Media Pembelajaran. ( Jakarta Selatan: Ciputat Press, 2002), 11.

<sup>106</sup> Ibid 11

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher it can be concluded as follow:

1. The factors that cause students' difficulties to comprehend the English reading text: difficulties on word meaning, grammar, the students less comprehends in vocabulary of reading text and less attention.
2. The teacher's efforts done in solving the problems are the teacher to overcome the problems the English teacher of SMPN 2 Ponorogo they are: small group discussion, use dictionary, playing music and assess internet. The result of this research pointed out that the factors reading skill was about less cooperation both the teacher and the students in solving the problems. Moreover, the result of the efforts that had been done to eliminate the problems showed that the teacher less consistence within their efforts to reduce their obstacles in learning reading.

Finally, the researcher concludes that the factors students cause are less of the word meaning, less of vocabulary, less of comprehend the structure of grammar, and less students' attention. The teacher has attempted to help students solving their problem in reading like using some different approaches and suitable

learning facilities and also giving motivation to the students to read because the students' English reading is still needs deeper improvement.

## **B. Suggestion**

Based on the conclusion above, there are still many more challenges for education to apply it so the writer's suggestions are as follow:

1. For the students
  - a. The students try to discuss the problem with other so they encouraged and motivated to help one another to learn.
  - b. The students should be active to look at difficult' vocabulary.
  - c. The students should be confident to read the text loudly.
2. For the teacher
  - a. The teachers can give more attention in teaching English reading text items under the students' comprehension in reading.
  - b. It is necessary for the teachers to give more exercise the vocabulary, grammar and reading comprehension items under the students' comprehension in reading.
  - c. The teachers have to motivation the students to be relaxed in learning English is easy and not afraid to make a mistake.
  - d. It is hoped the teachers can be use many sources of English reading text which is related to the teaching of vocabulary, grammar, reading comprehension under students' in reading.

3. For the Reader

- a. This study is expected to give contribution to readers, particularly the students of STAIN Ponorogo.

STAINPONOROGO