

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted for fourth semester students of English teacher education department at UIN Sunan Ampel Surabaya. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Whereas, in the discussion the researcher deduced the finding.

A. RESEARCH FINDING

The researcher had done the research and had gotten the complete data from all the research instruments including questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. Then the data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into three parts. They would be described as follows

1. The student's difficulties in reading comprehension

The first research question of this study was about the students' difficulties in reading comprehension. In this research, the researcher used questionnaire to get information from the respondent. The questionnaire was arranged in form of rating

scale. Students' response was rated in scale of very difficult (VD), difficult (D), quite difficult (QD), easy (E), and very easy (VE). Respondents indicated their opinion by putting crosswise on the position on the scale which most represents what they felt. Then, the students' response scores were assessed with the following scale:

- a. Very difficult = 1
- b. Difficult = 2
- c. Quite difficult = 3
- d. Easy = 4
- e. Very easy = 5

Then, every single question was multiplied with score of students' response and was looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table:

Table 4.1

Student response Criteria for students' difficulties

Percentage	Criterion
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Average
61% - 80%	Strong
81 - 100%	Very Strong

The researcher can conclude that student's difficulties in reading comprehension have 2 criterions. Those were strong and average. And the conclusion can be presented below.

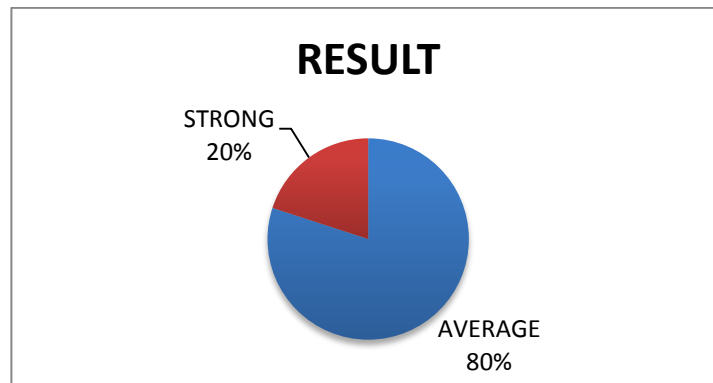


Figure 4.1 : Percentage of students difficulties in reading comprehension

From the percentage of each item above, it can be found that there were 80% of respondents favored with "AVERAGE" criterion, and 20% of respondents were favored with "STRONG" criterion. It means that the students had difficulty in reading comprehension. The researcher had opinion of the first question was usually seen of each component: The first difficulty is in inferring information that was only in a text, the second was making inferences to connect up the ideas in a text, and the third was inferring the meanings of particular words from context. The results of each component contained 80% average, it means that the students had a quiet difficult and 20% strong, it means that the students had difficulty. So, the students had really difficult. The average was obtained from the data which had five questions from each component then made percent. From the percent of the outcome had criteria. 1 to 3

components mostly got average criteria. The strong criterion had 1 of each component.

In this section, The researcher emphasized in the part one only. Based on the questionnaire statement, the researcher analyzed to match each student's difficulties with the students response

a. Inferring information that is only implicit in a text

To analyze this problem, the researcher transferred into four statements in the questionnaire number 1- 5

- 1) You found the implied main idea in the case text well

Table 4.2

Percentage of the first statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
1	11%	41%	38%	9%	9%	49,8%	Average

Based on that percentage, students' response score had Average criterion with 49, 8%. It shows that students could identify implied main idea well in reading comprehension by 41% and it indicated that most students can find implied main idea easily. Then among of them in 11% felt very easy to found the main idea. In other hand, they got quite difficult in identifying implied main idea and it was

indicated by 38%, but 9% of them could not find the implied main idea, whether in difficult and very difficult level.

2) Inferring first paragraph to infer the next paragraph

Table 4.3

Percentage of the second statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
2	0%	17%	27%	41%	15%	49,3%	Average

The data above shows that students felt difficulty in inferring first paragraph and it could be known the percentage by 41%, but they were extremely difficult in inferring the next paragraph when the lecturer got students to infer first paragraph and the students got very difficult by 15% in inferring first paragraph, then 27% of students had quite difficult to solve this problem. In fact, the students could infer the first paragraph easily by percentage 17%, but no one could infer this reading text very easy by 0%. The data also showed Strong criterion with the percentage of students response score 49,3% with average criterion. It means students had difficulty in inferring first paragraph.

3) Having reading comprehension test

Table 4.4

Percentage of the third statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
3	1%	28%	49%	15%	7%	60,5%	Strong

The data presented that 49% of students were quite difficult in having reading comprehension test and it could be seen that quite difficult is on top in this criterion. 15% of them had difficult in this problem and several of them got very difficult in having reading comprehension test by 7%. The opposite of it was 28% that students could solve this problem easily and they rarely knew by 1% in having reading test. From this data, it could be indicated by Strong criterion with the percentage of students response score 60, 5% by strong criterion.

4) Inferring text in English reading comprehension tests

Table 4.5

Percentage of the fourth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
4	0%	13%	52%	31%	4%	54,9%	Average

Based on data above, students' response score had Average criterion with 54, 9%. By this criterion, most of students in 52% had quite difficult in inferring text and it could be known that students who did not have any strategies to solve this

problem will be quite difficult in inferring text especially in English reading comprehension, then among of students got 31% and 4% with difficult and very difficult test in inferring text. Fortunately, 13% of them could infer the text during having reading comprehension test, and no one of students felt very easy to get rid of this problem by 0% percentage.

- 5) Knowing the whole meaning accurately to analyze the implicit main idea

Table 4.6

Percentage of the fifth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
5	0%	10%	49%	29%	12%	53,8%	Average

Based on the data, most of students had quite difficult to analyze the implicit main idea by knowing the whole meaning, it could be seen in the percentage of 49% above, this case was because they seldom got the solution in knowing the implied main idea. Then it was followed by 29% students that they were difficult in it, 12% of them chose very difficult. But the rest of students could know and analyze the implied main idea by 10%, and they never felt very easy in this situation. So that way, percentage of students response score was 53, 8% which was dominated by students who had quite difficult in this problem.

b. making inferences to connect up the ideas in a text

To analyze this problem, the researcher developed that theory into five questionnaire statements number 6 – 10

6) Interpreting each paragraph to connect the main idea quickly

Table 4.7

Percentage of the sixth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
6	0%	20%	36%	32%	12%	52%	Average

This data showed that percentage of students' response score was average criterion by 52%. All students could be known by this percentage, they mostly got quite difficult in connecting the main idea by interpreting each paragraph with percentage of 36%, and 32% of them got difficult better than 12% them who had very difficult in interpreting each paragraph to connect the main idea. Beside this data, there were 20% of students who are able to overcome this problem easily by percentage of 20%. By their ability, they could answer it quickly every single text in connecting the main idea, and there was no students with 0% percentage felt very easy in interpreting each paragraph to connect the main idea quickly.

7) founding implied main idea in the first paragraph in reading comprehension

Table 4.8

Percentage of the seventh statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
7	1%	34%	33%	31%	1%	60,5%	Strong

To measure how many percentages students faced, it could be indicated by students' response score with 60, 5% in strong criterion. It means that students felt easy in founding implied main idea in the first paragraph, and it could be in the top of students' advantage by percentage of 34%, they knew the steps found the implied main idea, but it had little bit difference of percentage with the student who got quite difficult in it by 33%. Somehow students still had difficulty in recognizing the implied main idea in the reading comprehension by percentage of 31% above. Fortunately, one of them could find it very easy better than someone who could not solve this problem by the same percentage of 1%.

8) Counting the same words in the whole text to predict the main idea

Table 4.9

Percentage of the eight statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
8	1%	24%	43%	29%	31%	58,4%	Average

By counting this percentage as 58,4% of students' response score in average criterion, it could be shown that 43% of students were quite difficult in predicting the main idea by counting the same word in a text, because they were still confused on how to know the main idea in the text even if they have counted the same words, and it was still good level rather than 31% of students were extremely difficult to count it, then it was followed by students who got difficulty in it by percentage of 29%. In the other hand, several students could count the same words easily by 24% and the rest of them was 1% that could find out this problem very easy. Therefore most of students must understand the way of predicting the main idea by counting the same words in the text.

9) Concluding the whole text by understanding the first sentences

Table 4.10

Percentage of the ninth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
9	1%	21%	54%	23%	1%	59,7%	Average

This data explained that concluding the whole text was quite difficult for students who were not able to understand the first sentences, and it could be known by 54% which was on the top percentage, then the following percentage was difficult

by 23%. But the other students could conclude it easily by percentage of 21%, the rest of students whether they choose very easy or very difficult were only 1%. So based on data above, it could be conclude the students' responses score by 59,7% with the average criterion.

10) knowing the whole story by knowing conjunction in every paragraph to connect the main idea

Table 4.11

Percentage of the tenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
10	0%	21%	52%	25%	2%	58,6%	Average

To know this data, it could be seen by 58,6% of percentage of students' response score with average criterion. From this data above, it could be identified that students who were quite difficult in knowing conjunction to connect the main idea was 52%, and 25% of students got difficulty, then it be followed by 2% of them who were very difficult to know it. On the other hand, students who were able to connect the main idea easily were 21%, and no one of them select very easy by percentage of 0%.

c. Inferring the meanings of particular words from context

To analyze this problem, the researcher developed that theory into five questionnaire statements number 11 – 15

11) Circling the uncommon words to infer the meaning

Table 4.12

Percentage of the eleventh statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
11	4%	41%	31%	23%	4%	62,2%	Strong

To circling the uncommon word was easy for students who had capable of inferring the meaning, they realized that by this step they could easily infer the meaning they had read, and it can be known by 41%. Unfortunately, 31% of students felt quite difficult to solve it, then the following data was 23% of students who were still difficult in circling the uncommon word. The same percentages were 4% for students whether in very easy or very difficult level. From this data above, it could be indicated by 62,2% of percentage of students' response score. Somehow, it was very good because most of students could predict the main idea by circling the uncommon word in reading comprehension.

12) Memorize many vocabularies to infer the meaning of the text

Table 4.13

Percentage of the twelfth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
12	0%	28%	40%	25%	7%	57,8%	Average

This data showed that percentage of students' response score was average criterion by 57,8%. All students could be seen by this data, they mostly got quite difficult in memorizing many vocabularies by 40%, it caused that they could not infer the meaning of the text, and 25% of them got difficult better than 7% them who had very difficult in memorizing many vocabularies. In the contrarily, there were 28% of students who were able to infer the meaning of the text by memorize them easily with percentage of 28%, and no student felt very easy in this selection.

13) Translating the whole reading text in particular words to interpret the meaning of the context

Table 4.14

Percentage of the thirteenth statement

No	Percentage of answer					Percentage of students' response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
13	1%	5%	52%	35%	5%	52,8%	Average

In this data, it was very complicated for students because they mostly got quite difficult to translate the whole text to interpret the meaning, they mostly got mistakes in translating the text by percentage of 52%, then 35% of them were in difficult level, but the worse one is 5% for students who did not have any ability in translate it in particular word. Fortunately, 5% of students still had capable of doing this problem easily, then it was only 1% of them can solve it very easy. Therefore, the percentage of students' response score was 52,8% by average criterion.

14) Predicting the implied main idea in the last paragraph

Table 4.15
Percentage of the fourteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
14	1%	16%	55%	24%	1%	59,4%	Average

To indicate how many percentages students got, it could be seen by students' response score with 59,4% in average criterion. It showed that students felt quite difficult in predicting the implied main idea in the last paragraph, and it can be in the biggest of students' problem by percentage of 55%, and there were 24% of students were still difficult to predict it. But 16% students were very good, because they could understand how to predict the implied main idea easily. 1% of students felt very easy or very difficult in getting this section.

15) Understanding expression to read the implied main idea

Table 4.16
Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Very Easy	Easy	Quite difficult	Difficult	Very Difficult		
15	3%	19%	48%	29%	1%	58,4%	Average

This statement wanted to explore about students' problem of understanding expression to read the implied main idea. Based on the table, it could be analyzed that 29% of students got difficulty in understanding expression, and 1% of them were very difficult in it, but 48% of students mostly got quite difficult to face the problem. It means they had to realize that understanding expression was very necessary to be learnt in reading comprehension. In the contrarily, there were several students who had learnt the expression, and they could understand the implied main idea by percentage of 19%, followed by 3% of students who were very easy to understand the expression. Based on the table, it also showed that that statement had average criterion with the percentage 58,4%. It means that most of students did not know how to predict the main idea by understanding the expression.

After analyzing fifteen questions, the researcher found the students difficulties in reading comprehension:

Result	Percentages
Inferring information that is only implicit in a text	$\frac{1}{15} \times 100\% = 6,7\%$
Making inferences to connect up the ideas in a text	$\frac{1}{15} \times 100\% = 6,7\%$
Inferring the meanings of particular words from context	$\frac{1}{15} \times 100\% = 6,7\%$

2. The students overcome students' difficulties in reading comprehension

After knowing the students difficulties in reading comprehension, so the researcher analyzed the students how to overcome students' difficulties in reading comprehension. In this research, the researcher used questionnaire to get information from the respondent. The questionnaire was arranged in form of rating scale. Students' response was rated in scale of strongly disagree (SD), disagree (DI), neutral (N), agree (A), strongly agree (SA). Respondents indicated their opinion by putting crosswise on the position on the scale which most represents what they felt. Then, the students' response scores were assessed with the following scale:

- a. Strongly disagree = 1
- b. Disagree = 2
- c. Neutral = 3
- d. Agree = 4
- e. Strongly agree = 5

Then, the every single question was multiplied with score of students' response and was looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table:

Table 4.17 Criteria of Students' Response for students' difficulties

Percentage	Criterion
0% - 20%	Very not good
21% - 40%	Not good
41% - 60%	Average
61% - 80%	Good
81 - 100%	very Good

After getting the criterion of each item, researcher presented the data in quantitative presentation to get overall criterion of the students' response. The conclusion could be presented below:

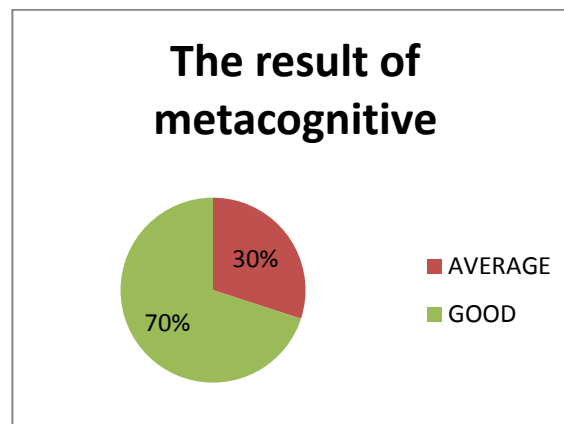


Figure 4. 2 : The result of metacognitive strategies

a. Metacognitive

$$\text{AVERAGE, } \frac{3}{10} \times 100\% = 30\%$$

$$\text{GOOD, } \frac{7}{10} \times 100\% = 70\%$$

Based on the data, the second question can be known from each component: They were metacognitive and cognitive. Metacognitive had 70% good and 30% average, form each question 1-10 mostly met the criteria of good and there was question which contains the criteria of average in question number 2,3 and 6. It means that students used the metacognitive strategies in certain situations to get rid of this problem, and it could be indicated by good criterion. In other hand, among of them were sometimes confused how to answer this test even if they can solve it in longer time, and it can be seen in the average criterion. The description of metacognitive choice could be presented below.

Table 4.18

Percentages of students' response for students overcome students' difficulties about metacognitive strategies

The students overcome to students' difficulties in reading comprehension		Percentage of students response score	Criterion
1-10			
M	1. I read slowly but carefully to be sure I understand what I'm reading	77,6%	Good

E T A C O G N I T I V E	2. I try to get back on track when I lose concentration	58,6%	Average
	3. I adjust my reading speed according to what I'm reading	57,3%	Average
	4. When text becomes difficult, I pay closer attention to what I'm reading	77,8%	Good
	5. When text becomes difficult, I pay closer attention to what I'm reading	72,0%	Good
	6. I try to picture or visualize information to help remember what I read	55,2%	Average
	7. When text becomes difficult, I reread to increase my understanding	80,0%	Good
	8. I try to guess the meaning of unknown words or phrases	71,7%	Good
	9. I connect the text to information from other sources	70,4%	Good
	10. I set a purpose for reading to make it meaningful	68,2%	Good

Then, the conclusion of cognitive result can be presented below:

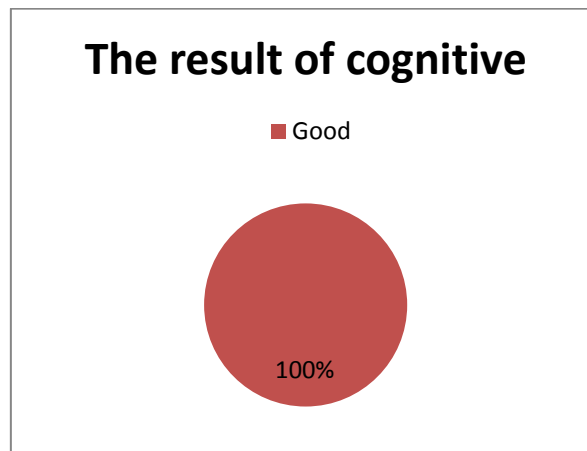


Figure 4. 3 : The result of cognitive strategies

b. Cognitive

$$\text{GOOD}, \frac{10}{10} \times 100\% = 100\%$$

From the percentage of each item above, it could be found that there was 100% of respondents were favored with “GOOD” criterion. It means that most of the students chose about the cognitive strategies for students to overcome students’ difficulty in reading comprehension. So, the students used more cognitive strategies for students to overcome students’ difficulties because cognitive was related with cognition, reading chunk, making inference, the ideas in the text or predict a main idea, and make conclusions. The description of cognitive choice can be presented below.

Table 4.19

Percentages of students' response for students overcome students' difficulties about cognitive strategies

The students overcome students' difficulties in reading comprehension		Percentage of students response score	Criterion
11 - 20			
C O G N I T I V E	11. I identify the first paragraph that contains main idea mostly	69,3%	Good
	12. The last paragraph concludes the whole text that I can choose main idea easily	68,8%	Good
	13. I always account the some words in text that can support to be main idea probably	64,2%	Good
	14. Inferring text in English reading comprehension is very necessary for me to know the text	70,1%	Good
	15. I classify the uncommon words that can help me to infer the text	66,6%	Good
	16. I can infer the reading text by circling the particular words that can support to relate the each paragraph	62,6%	Good
	17. By inferring the text can help me to find the main idea	75,2%	Good

	quickly		
	18. Guessing and making inference involve using a wide variety of clues to guess the meaning	73,8%	Good
	19. I predict, paraphrase, and back up when confused reading text to identify the main idea	74,1%	Good
	20. I often try to integrate across the text to get the main idea	69,6%	Good

B. DISCUSSION

The focus aim of reading comprehension was to make the students understand the whole text easily. Besides, they should know the implicit in a text include implied main idea and making inferring to connect up the ideas, because it related to the meaning of the text.

Reflecting on the first research problems, this research found that the students had difficulties and matched according to the results of research using the questionnaire, the students also claimed that they had difficulty in reading comprehension. Based on the theory that Oakhill said that students had 3 kinds of difficulty. First was difficult in inferring information that was only implicit in a text which included the implied main idea. Second was to make inferences to connect up the ideas in a text. Third was

inferring the meaning of particular words from context⁷⁰. So, the students had really difficult in reading comprehension

Moreover, According to Joseph When students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needed to be provided. Difficulties understanding text could be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students had difficulties understanding, meaning of word or concepts and inferring information⁷¹.

Researcher found that students probably had difficulty in reading a text especially in long text. The researcher had opinion about students' difficulty in a reading was proved by students' confession using questionnaire and it could be seen from the data that they mostly have difficulty in reading. The first was difficulty in inferring information which is implied main idea, the second was making inferences to connect the ideas in a text, and the third was inferring the meaning of certain words from context. It means that the students got difficulty in vocabulary. Students must circle or underline the certain vocabulary that supported in answering main idea and inferring the meaning. It usually could be identified by several same vocabularies in a

⁷⁰ Jane Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, Educational psychology review, Vol. 5, No.3 page: 227

⁷¹ Laurice M. Joseph, *Best practices on interventions for students with reading problems*, The Ohio State University, Best practice in school psychology V, page : 1172, Chapter 71 volume 4

text. After knowing the domain vocabulary in the text, student could predict the main idea and students could infer the meaning easily.

This research also found the major findings toward the difficulties. Based on the theory by answering the first question, the students had difficulty in reading comprehension. By the result of data in each component, 80% of students' confession used questionnaire and they got little bit difficult and 20% of them had difficulty. They should not have difficulty in reading comprehension for they had been learnt during second till third semester, in fact they still got difficulty in answering reading comprehension. Based on the theory by 3 difficulties, they had difficulty for they don't understand the strategy to infer the information of the text, they were lack of knowing the main idea in reading comprehension. Therefore, to be master of reading students must be able to predict and guess the main idea appropriately in order they would not get difficulty to understand the whole story in a text.

In answering the second research question, there were two strategies in reading comprehension. They were metacognitive and cognitive. From those strategies, they mostly tended to use cognitive strategies to answer the text quickly because it must be dealing with meaning, reading chunk of text, ideas of the text, predicting and inferring the text. They likely used cognitive strategy rather than metacognitive. Somehow, 100% of data from the result of questionnaire, they used cognitive strategy to answer reading comprehension.

As Oakhill's research before said that it was about children's difficulties in reading comprehension which included difficulty in integrating information in a text and making inferences and difficulty in holding and manipulating information in working memory as they were reading, then someone who was getting difficulty was children of about 8 years old. Therefore, the differences of this problem were about the difficulty for children and what difficulties they would get. Meanwhile, the researcher focused on students' difficulties in reading for fourth semester of English teacher education department at UIN Surabaya. But based on Oakhill's theory, students' difficulties have 3 components. The first difficulty is in inferring information that was only implicit in a text which included the implied main idea. The second difficulty is to make inferences to connect up the ideas in a text. The last is inferring the meaning of particular words from context. These components uses Oakhill's theory which talked about children's difficulty, it described that most of student in the world probably would be in the complicated situation when they didn't know to solve these difficulties. They tended to answer the reading test recklessly. Then, the difference of the researcher's aim talked about the strategy to solve students' difficulty for fourth semester in reading comprehension they were facing. There are two strategies, they were metacognitive and cognitive. Metacognitive was dealing with information in a text and cognitive was related with cognition, reading chunk, making inference, the ideas in the text or predict a main idea, and make conclusion.