CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of this research. It deals with the presentation of the data, data analysis, and discussion about data obtained from test, questionnaire and interview. These data analysis and discussion are presented descriptively.

A. Research Finding

There are three kinds of data used in this research, and the research finding presents the result of the research based on those data.

The first data obtained from the result of the test given to the students is about the difficulties faced in understanding English reading descriptive text. The second data obtained from the result of the questionnaire distributed to the students is about the factor causing the students' difficulties in understanding English reading descriptive text. The last data obtained from the result of interview to the students and the English teacher is used to support the data obtained through the questionnaire.

The data was collected on Tuesday 30th of June, Wednesday 31th of June, Thursday 1st of August, Friday 2nd of August 2013 and Saturday 3rd of August. Based on those data, then the researcher obtained the following results:

1. **Students' difficulties in understanding English reading descriptive text**

In this research, test is used by the researcher to know the students' difficulties in understanding English descriptive text. The researcher conducted three times tests to ensure that students can answer correctly. The test was given to the students on 30th, 31st of July, and 1st of August 2013. In the test the students were asked to answer several questions based on their understanding about the text. There are six questions in each test. The questions are about identifying main idea, identifying specific name, identifying word, identifying specific items, finding the reference and understanding the structure of the text. The participants worked on the test under the supervision of the researcher herself and the English teacher.

The following chart summarizes the data about the students' difficulties in understanding English reading descriptive text from the three tests.

Chart 4.1 the Students' Difficulties Percentage
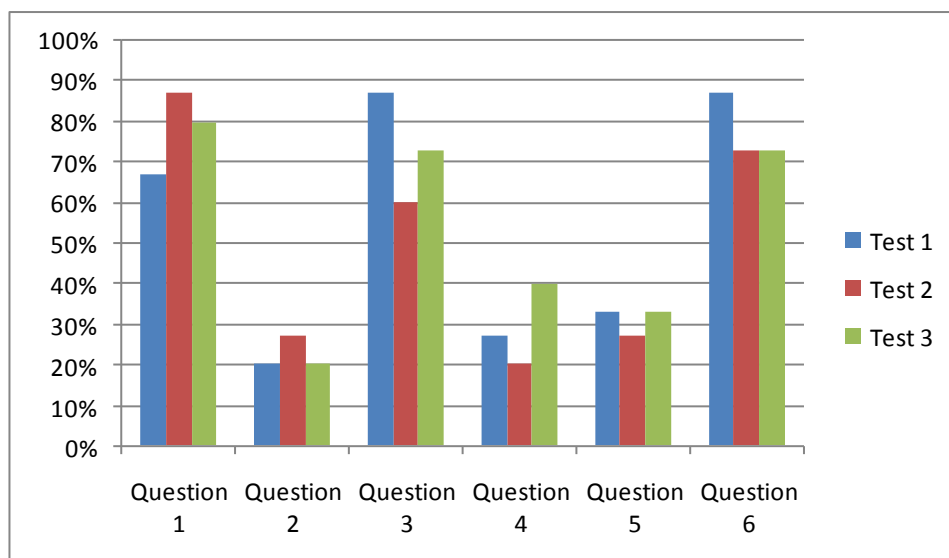
Note:

Question 1   : Identifying Main Idea

Question 2   : Identifying name

Question 3   : Identifying specific word

Question 4   : Identifying specific items

Question 5   : Finding reference

Question 6   : Understanding the structure of the text

Detail analysis of the data about the students' difficulties in understanding English descriptive text is explained below.

a. Identifying Main Idea

The first question of each test asked the participants to identify the main idea of the text. The result of the test can be seen in the following table:

Table 4.1 The Result of test in Identifying Main Idea

Step of test	Question	N	F	Percentage (%)
1	What does the text tell about?	15	10	66,6%
2	What is the text about?	15	13	86,6%
3	What is the text about?	15	12	80%

The table shows that there were ten (66,6%) of participants made mistakes in identifying main idea in the first test. Most of them identified that the main idea of the text was "*the cigarette factory in Kediri*" which is described in the last paragraph of the text. It was wrong answer because the

right answer of this question is *"the description of Kediri"* which included all the discussion in the text. Since more than half of participant who cannot give appropriate answer to this question it indicated that the students have difficulties in identifying main idea.

The result of the second test shows that there were thirteen (86,6%) participants gave wrong answer to identify the main idea of the text. The second text of the test was talking about *"the writer's pet"* which was turtle. Therefore, when the participant were asked to identify the main idea of the text there were ten participants (66,6%) answered *"turtle"* and three (20%) participants gave unclear answer. From their answer, it shows that the participant did not understand well about the story because they just mentioned about something in this text not about the text itself.

There are twelve (80%) of participants who cannot appropriately identify the main idea in the last test. It was because they did not answer the complete answer and missed the main point of text. Eight participants (53,3%) identified the main idea of the text is *"Guava fruit"* and four participants (26,6%) said that the main idea of the text is *"Guava tree"*. Furthermore, the right answer of the text is talking about *"the Guava plant in general"*.

b. Identifying name

In the question number two, the participants were asked to identify specific name in the text. The result of the test is shown in the table.

Table 4.2 The Result of test in Identifying Name

Step of test	Question	N	F	Percentage (%)
1	What is the name of mountain in the center of Kediri?	15	3	20%
2	What is the female turtle's name?	15	4	26,6%
3	What is the name of the guava's genus?	15	3	20%

The table shows that there were three (20%) of participants made mistake in identifying name in the first test. The students said that the name of the mountain in the center of Kediri is *"Kelud and Willis"*. Moreover, the right answer of name of the mountain is the center of Kediri is *"Bathok"*. as explained in the first paragraph "*In the center of the town there is a large hill which is called the Bathok Mountain*".

There were four (26,6%) of participants who cannot appropriately identify specific name in the second test. The participants identified that the name of the girl turtle is *"Donatella"* Their answers are inappropriate because the name of the girl or female turtle explained in text is *"Rafael"*. Their

answer shows that they just know the name of the turtles, but they cannot distinguish between the name of the male and the female turtle.

The last test shows three of participants (20%) gave wrong answer in identifying name in the text. Their answer was not right because they said that the guava's genus same as the guava's family. They answered that *"Myraceae"* was name of guava's genus whereas it was name of guava's family. The right answer of the name of the guava's genus is *"Psidium"*.

c. Identifying specific word

The third question of the test asked the participants to identify specific word related to the text. The result of the test can be seen in the table below.

Table 4.3 The Result of test in Identifying Specific Word

Step of test	Question	N	F	Percentage (%)
1	What is the word used to show the relation of Kediri and cigarette factory in the text?	15	13	86,6%
2	What kind of place that needed by the turtles?	15	9	60%
3	What are the words used to describe the guava seed in the text?	15	11	73,3%

The table shows there were thirteen (86,6%) of participants cannot identify the specific word of the text in the first test. It proved that the participant have difficulty in identify specific word. Therefore, they cannot

find the word show the relation of Kediri and cigarette factory in the text. There were six participant identified that the word showed the relation is *"biggest cigarette factory"* and the eleven participant answered *"dominates the town's economy"*. Their answer was wrong because the right answer of the word to show the relation of Kediri and cigarette factory is "*inseparable*".

There were nine (60%) of participants gave wrong answer to identify specific word of the text. The participants identified that the kind of place needed by the turtles in the text is *"tank"*. Their answer was not right because tank is the name of place that used by the author to put the turtles. It showed that they cannot understand well about the text because they only know about the name of place but they did not know about the kind of place mentioned in the text. The right answer about the word used to describe the kind of place needed by the turtles in the text is *"comfortable"*.

In the last of test, there were eleven (73,3%) of participants who cannot appropriately identify specific word of the text. They answered that the words used to describe the guava seed in the text are *"central part of the flesh"*. It was not appropriate answer because the right answer to this question is the guava seed are *"numerous but small"*.

d. Identifying specific items

In the fourth question the students asked to identify specific items in the text. The result of the test is shown in the table.

Table 4.4 The Result of test in Identifying Specific Items

Step of test	Question	N	F	Percentage (%)
1	How many mountains are mentioned in the text?	15	4	26,6%
2	How many turtle does the writer keep?	15	3	20%
3	How many parts of guava described in the text?	15	6	40%

The table shows there were four (26,6%) of participants made mistakes in identifying specific items in the first test. They answered there are *"two kinds of mountains"* in the text. Moreover, they missed one mountain because the right answer is there are *"three mountains"* mentioned in the text. Those are Kelud, Willis and Bathok.

There were three (20%) of participants gave wrong answer to identify specific items of the text in the second test. The first paragraph of the text explained that the writer has kept *"two turtles"* since February 2003 but the participants gave wrong answer by answer there are *"four turtles"*.

The last test shows that there were (40%) or six of participants who cannot appropriately identify specific items of the text. The participants asked

to identify parts of guava described in the text. The participant answered that there are *"five parts of guava"* explained in the text. It was inappropriate because the writer have described the *"seven parts of the guava"*. Those are the guava tree, bark, branch, flower, fruit, skin and seed.

e. Finding reference

The fifth question of the test asked the students to find the reference from word in the text. The result of test can be seen in the table below.

Table 4.5 The Result of the First test in Finding Reference

Step of test	Question	N	F	Percentage (%)
1	"Most of the local people work in this factory." What does the word "this" refers to?	15	5	33,3%
2	"It is quite easy to keep <u>them</u>". Who does the underlined word refer to?	15	4	26,6%
3	"It is about 33 feet with spreading branches". What does "it" refer to?	15	5	33,3%

The table shows there were 5 (33,3%) of participants who cannot find the reference of pronoun in the text in the first test. The word *"this"* in first text refers to the *"cigarette factory in Kediri"* but the participant answered that it was refer to *"cigarette factory in Indonesia"*.

In the second test, the participant asked to find the reference of the word *"them"* in the text. The writer explained that he or she kept turtles in

home so, them is refers to the *"turtles"*. The result shows there were four (26,6%) of participant gave wrong answer in finding the reference. It was wrong because they said that them is refers to *"Rafael"*.

The last test shows (33,3%) or 5 of participants who cannot appropriately find a reference in the text. The word *"it"* in sentence (it is about 2-6 inches long and 1-2 inches wide) is refers to *"the guava branches"*. Their answer was inappropriate because they answered that it was refer to *"guava leaves"*.

f. Understanding the structure of the text

The last question in the test measured the participants' understanding about the structure of the text. The result of the test shows in the table.

Table 4.6 The Result of test in Understanding the Structure of the Text

Step of test	Question	N	F	Percentage (%)
1	Why is the cigarette factory inseparable with Kediri?	15	13	86,6%
2	What would happen if the turtle do not eat for two months?	15	11	73,3%
3	How can the guava fruit skin change?	15	11	73,3%

The table shows there were 13 (86,6%) of participants who cannot understand the structure of the text in the first test. The question asked the participant to find the reason why the cigarette factory is inseparable with Kediri. Eight students identified because *"it is biggest cigarette factory in*

Indonesia" and five students identified *"Kediri is famous for its products like cigarettes"*. Their answer was incorrect because the best reason is *"the cigarette factory dominates the town's economy"* so, they cannot be separated.

There were 11 (73,3%) participants gave wrong answer in understanding the structure of the text. their answer was wrong because as explained by the writer in the second paragraph that *"the turtles can survive without food for about two months"*. From their answer, it shows that they did not understand well about the story because they just predict *"the turtles will die"* if they did not eat for two months.

The last test shows (73,3%) or 11 of participants have difficulty in understanding the structure of the text. it can be seen from their answer of the question. nine students made mistake in answering the question, they answered that *"the skin can be any thickness"* and two students gave unclear answer. Moreover, it was not appropriate answer, because the right answer is *"the skin usually green when unripe, but becomes yellow or maroon when ripe"*.

2. **Factors causing the students' difficulties**

The researcher revealed the factors causing the students' difficulties in understanding English reading descriptive text gained from the result questionnaire which consist of twenty two items. The result of the data is

classified into three variables factors which contain some sub-variables factors. They are about learners' background, teaching technique, and the learners' environment. Below the detail explanation of those three points.

Table 4.7 Learners' background

No	Cause of difficulties	F	N	Percentage (%)
1.	Lack of interest in learning reading	10	15	66,6%
2.	No desire to read English text	11	15	73,3%
3.	Lazy to read English text	10	15	66,6%
4.	Afraid to read the English text	8	15	53,3%
5.	Lack of motivation to learn reading	11	15	73,3%
6.	Learning reading Is boring	12	15	80%
7.	Students do not know what the main idea of text is	12	15	80%
8.	Students cannot differencate the main idea of the text	13	15	86,6%
9.	Students are lack of background knowledge about descriptive text	10	15	66,6%
10.	Students do not know about generic structure of descriptive text	9	15	60%
11.	Students do not know about specific characteristics of descriptive text	11	15	73,3%
12.	Students are lack of knowledge about grammar	11	15	73,3%
13.	Students are lack of English vocabulary	13	15	86,6%
Mean				72,3%

The first factor concerned with the learners' background. There were three points contributing to this factor. They are about the learners' interest toward reading, motivation in reading, and background knowledge about reading.

From the first until the fourth questions it could be explained that their interest toward reading causing their difficulties. There were ten participants (66,6%) said that they lack of interest in learning reading, eleven participants

(73,3%) stated that they experienced "no desire to read English text", ten participants (66,6%) are lazy to read the English text and eight (53,3%) participants afraid to read the English text.

The learner's motivation in reading is showed from the fifth and sixth questions. There were eleven (73,3%) participants said that they lack of motivation to learn reading, twelve (80%) participants stated that learning reading is boring so they do not motivate to learn it.

According to the students, learning reading in English is difficult because they do not understand about the meaning of the word in the text, in addition it has different pronunciation with Indonesian. Moreover, learning reading is boring for them, they have to read the text then answer the question on and on. Therefore, they do not interested and motivated in learning reading.[1]

The question number seven until number thirteen aimed at collecting information about students' background knowledge about reading. These questions are important because the background knowledge is a media to know whether or not they can understand about the reading text. The result shows that there were twelve participants (80%) said that they do not know what the main idea of text is and thirteen participants (86,6%) stated that they cannot differencing the main idea of the text. Moreover, there were ten participants (66,6%) stated that they lack of background knowledge about English text, nine

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[1] Interviewed the students on August 3rd 2013

participants (60%) do not know about generic structure of descriptive text and eleven participants (73,3%) do not know about specific characteristics of descriptive text. There were eleven participants (73,3%) said that they lack of grammar knowledge, thirteen participants (86,6%) agreed that they lack of English vocabulary.

The participants explained that they cannot understand the reading text because the lack of vocabulary so they usually bring the dictionary to find the meaning of unfamiliar word in the text, or ask the teacher about the meaning of the word. Moreover, they can mention kind of reading text when the researcher asks them but they do not know the specific characteristic of each text.[2]

Table 4.8 Teaching Technique

No	Cause of difficulties	F	N	Percent age (%)
14.	Uninteresting technique of teaching	10	15	66,6%
15.	Unclear instruction	11	15	73,3%
16.	No media use in teaching	11	15	73,3%
17.	Boring activities in learning	12	15	80%
Mean				73,3%

Concerning on the table above, it could be explained that the cause of students' difficulty in understand the reading text related with the teaching technique. There were ten participants (66,6%) said that their teacher's technique is not interesting, eleven participants (73,3%) agreed that the teacher do not give clear instruction in teaching reading. the same number of participants said that

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[2] Interviewed the students on August 3rd 2013

the teacher do not use media in teaching, so twelve participants (80%) feel bored in learning reading.

Based on the result of the interview to the English teacher, the researcher found that teacher still use traditional technique in teaching reading where the center of learning is on the students. The students asked to read the text and then answer the question but they allowed asking question if they do not know about something in the text. The teacher often used picture as media to teach the material in reading class and rarely use the other media.[3]

Table 4.9 Learners' Environment

No	Cause of difficulties	F	N	Percentage (%)
18.	Lack of facilities of the school	10	15	66,6%
19.	Lack of English reading materials	11	15	73,3%
20.	Lack of parental control	10	15	66,6%
21.	No motivation from parents	8	15	53,3%
22.	No help from parents to learn reading	11	15	73,3%
Mean				66,6%

The last factor causing the student's difficulties in understanding English reading descriptive text is related with the learners' environment. Responses toward this factor, the question number eighteen until number twenty two aimed to collect information whether or not their environment causes their difficulties.

When asked about the learner's environment, school and home the two of the learner's environment that influence the learner's achievement. Ten participants (66,6%) said that their school is lack of facilities and eleven

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[3] Interviewed the teacher on August 3rd 2013

participants (73,3%) agreed that their school is lack of English reading material, so they cannot understand the reading text well.

According to the teacher, the school has provided the students' worksheet (LKS) and textbook but it is only little, so the teacher usually copied the material in every meeting in order to make the students easy to learn.[4]

The question number twenty until number twenty two shows about the learners' home environment. Ten participants (66,6%) said that they lack of parental control in learning, eight of the participants (53,3%) experienced "no motivation from the parent" to learn English especially reading and eleven participants (73,3%) stated that their parents never help them to learn reading in English.

The students explained that most of their parents cannot read the English text, so they could not help them to learn. They just learn reading English text at the school.[5]

B. Discussion

This section presents the discussion based on the findings of the study. It concerned about students' difficulties and the factors causing the difficulties in understanding English reading descriptive text.

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[4] Interviewed the teacher on August 3rd 2013
[5] Interviewed the students on August 3rd 2013

1. **Students' difficulties in understanding English reading descriptive text**

   Kuswidyastutik said that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions."[6] Therefore, the students' difficulties in understanding reading text can be seen from the high number of percentage of participants who answered wrong on every question of the test. Based on the result of the data analysis, the researcher found that the students have difficulties in three points. They are identifying main idea, identifying specific word, and understanding the structure of the text.

   a. Identifying Main Idea

      The result of the three times of test shows the high percentage of the participants who cannot identify the main idea of the text appropriately. There were ten (66,6%) of participants made mistakes in identifying main idea in the first test, thirteen (86,6%) participants gave wrong answer to identify the main idea of the text in the second test and twelve (80%) of participants who cannot appropriately identify the main idea in the last test. It means that they have difficulties in identifying main idea. Vener states that identifying main idea is important because it is

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[6] Kuswidyastutik, *identifikasi kesulitan belajar matematika siswa kelas IV SDN Kedungringin 1.*

included the overall idea of the paragraph.[7] Furthermore, the main idea provides the message of a given paragraph or the argument that is being made about the topic.[8] So, if they cannot identify the main idea they will not be able to understand the whole content of the text.

Moreover, the students may confuse to see what the main idea of a passage is, and where the main idea is located because the author can locate the main idea in different places within a paragraph. It is usually in the first sentence but it can be in the middle or in the last sentence. [9] Therefore, this can make the main idea more difficult to find. It can be seen from the results of their tests; most of them only predict the main idea from the many frequencies of the word mentioned in the text.

b. identifying specific word

A written text may be difficult to understand because it contains many words that are unknown to the student.[10] Therefore, sometimes the students experienced difficulties in identifying specific word in the text. It may be because they are lack of vocabulary or background knowledge about the word. Data from their test show this problem. There were thirteen (86,6%) of participants cannot identify the specific word of the

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[7] Diane Vener, *Study Skill (*http://www.landmarkoutreach.org/publications/spotlight/finding-main-idea) accessed on August 3rd 2013, 09 a.m

[8] http://www.irsc.edu/uploadedFiles/Students/AcademicSupportCenter/WritingLab/Finding-the-Main-Idea.pdf. accessed on 05 june 2013 10.54 a.m

[9] Diane Vener, *Study Skill*........................

[10] http://esl.fis.edu/teachers/support/commun.htm

text in the first test, nine (60%) of participants gave wrong answer to identify specific word of the text in the second test and eleven (73,3%) of participants who cannot appropriately identify specific word of the text in the last test. it was indicated that the students are still confuse with the vocabulary in the texts that they have read. So, they made mistake in identifying specific word in the text. Moreover, having enough understanding about the vocabulary is very important because it will support them in understanding the texts.

c. Understanding the structure of the text

The result of the test shows that the students have difficulty in understanding the structure of the text. There were 13 (86,6%) of participants who cannot understand the structure of the text in the first test, eleven (73,3%) participants gave wrong answer in understanding the structure of the text in the second test and (73,3%) or eleven of participants have difficulty in understanding the structure of the text in the last test. Barber said that text structure refers to the ways that authors organize information in text.[11] For example, some texts are organized as a chronological sequence of events, while others compare two or more things. He continues that students can learn to understand and identify a text's structure by paying attention to signal words. Each text structure is

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[11] Jacqueline Barber, *Teaching Text Structure* (The Regents of the University of California, 2010), 2.

associated with different signal words. The signal words link ideas together, show relationships, and indicate transitions from one idea to the next. For example, the first text of the test contained of cause-effect structure with signal word of this structure is "*therefore*". The students can find it in the third line of the second paragraph (therefore, Kediri and cigarette factory are inseparable). The second text also shows about cause-effect structure, it can be seen from the signal word that is "*because*". The students can find it in the second line of the second paragraph (because they can survive without food for about two months). The last text of the test contained of description. The signal word of this structure is "*in addition*". It found in the second line of the last paragraph (In addition, it usually green when unripe, but becomes yellow or maroon when ripe).

The result of their answer revealed that the students cannot find the signal word in every text. Consequently, they made mistake in understanding the structure of text.

2. **The factors causing the Difficulties**

Westwood mentioned three factors contribute as the cause of students' difficulties in understanding text. They are located within the learner's background, the teaching technique, and the learner's environment.[12]

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[12] Peter. Westwood, *Reading and learning difficulties a process to teaching and assessment*, 26

Therefore, the researcher used those three factors as indicator to make the questions in questionnaire.

From questionnaire the researcher categorizes them into three parts: The question number 1 until 13 asked about whether or not the learners' background causes their difficulties. The question number 14 until 17 asked about if the teacher's teaching technique of teaching causes their difficulties. The question number 18 until 22 asked about whether the learners' environment causes their difficulties.

Based on the result of data analyses that researcher conducted, it was found that 72,3% cause of students' difficulties was related to their background. It was because most of students are lack of interest in learning reading, they experienced no desire to read English text and they were lazy and afraid to read the English text.

Another cause is the students' lack of motivation to learn reading. They said that reading is boring; they have to read the text then answer the question on and on without doing another activity.

The other factor causing the difficulties is the students are lack of background knowledge about reading. The result shows that most of the students are lack of background knowledge about main idea of the text and difficult in differencing the main idea. The students are also lack of background knowledge about English text; do not know about generic

structure of descriptive text, and specific characteristics of descriptive text. Finally, they are lack of grammar knowledge, lack of English vocabulary.

The researcher found that most dominant causes (73,3%) of students' difficulties in understanding English reading text was related with the teaching technique. Freeman and Long stated that teacher is a subject in education who has duty to transfer the knowledge to the students.[13] Furthermore, she or he should be careful in choosing the technique to teach because it related to the students' understanding of the material. According to questionnaire answer, most of the students said that their teacher's technique is not interesting, he do not give clear instruction in teaching reading, he rarely use media in teaching, and cannot create interesting activity in learning.

The last factor causing the students' difficulties in understanding English reading text is because their environment. There was 66,6% of participant gave respond to it. It was this finding is supported by Finocchiaro's statement:

"Someone who lives in environmental with the society that has high educational and has good attitude toward reading will support her ability to master reading that has been learned at school can be applied functionally outside school."[14]

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[13] Diane larsen-Freeman and Michael H. Long, *An Introduction to second langage Acquisiton Research,* (New York: Longman, 1990). 220

[14] Ahmad Sokhbirin,. *A Study On The technique of Teaching English Speaking in Man Bangil.* {Unpublished S-1 Thesis. Malang: English Department, UMM. 2002.}hal 42

The result of the questionnaire shows that students experienced lack of facilities in their school. Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students also have problem in their home. They said that they are lack of parental control in learning. Most of them experienced no motivation from the parent to learn English especially reading and lack of parents' attention. The parents' attention here meant that their parents seldom gave them some supports, advices and help to learn reading.