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AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' READING COMPREHENSION DIFFICULTIES AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 1 METRO

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1435 H / 2014 M

AN ANALYSIS OF STUDENTS' READING COMPREHENSION DIFFICULTIES AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 1 METRO

Presnted as a Partial Fulfiment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.) in English Study Program

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AN ANALYSIS OF STUDENTS' READING COMPREHENSION DIFFICULTIES AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 1 METRO

ABSTRACT

By:
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A purpose of this research is to know the students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro. Reading comprehension is needed as students of Junior High School to comprehend the English reading text. Reading comprehension is the process to understand the ideas and relationships between ideas that convey in a text.

The research type is qualitative in the form of field qualitative. The data collecting methods used documentation and interview. The research was conducted toward the students at the eighth graders of Junior High School 1 Metro in the Academic Year of 2013/2014. The data was gathered from the result of documentation and interview at the eighth graders class of Junior High School 1 Metro in the Academic Year of 2013/2014.

Based on the result of research, it can be showed that : the students eighth graders of Junior High School 1 Metro in the Academic Year 2013/2014 have errors in reading comprehension a English text so there were frequency of the difficulties in determining topic are 14 items (14,3%), main idea 15 items (15,3%), means word 17 items (17,45%), synonym 22 items (22,5%), making inference 14 items (14,3%), and recognizing generic structure 16 items (16,3%). The conclusion this research were the students at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014 have difficulties for determining topic and main idea every paragraph, making inference, recognizing generic structure of the text, lack decoding. It was caused some factors lack students' vocabulary mastery, lack students' attention when they follow learning process, lack teachers' motivation, and unsuitable learning strategy that be used by the teacher.

ANALISIS KESULITAN-KESULITAN PEMAHAMAN MEMBACA SISWA PADA KELAS DELAPAN SMP NEGERI 1 METRO

ABSTRAK

By:
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Penelitian ini bertujuan untuk mengetahui kesulitan-kesulitan pemahaman membaca siswa di kelas delapan SMP Negeri 1 Metro. Pemahaman membaca diperlukan bagi siswa-siswa sekolah menengah pertama untuk memahami teks bacaan bahasa Inggris. Pemahaman membaca adalah suatu proses untuk memahami ide-ide dan hubungan-hubungan antara gagasan yang tertuang dalam suatu text.

Penelitian ini adalah penelitian kualitatif bentuk lapangan. Teknik pengumpulan data menggunakan dokumentasi dan wawancara. Penelitian dilakukan terhadap siswa kelas delapan SMP Negeri 1 Metro Tahun Pelajaran 2013/2014. Data dikumpulkan dari hasil dokumentasi dan wawancara dengan siswa kelas delapan SMP Negeri 1 Metro Tahun Pelajaran 2013/2014.

Berdasarkan hasil penelitian, dapat ditunjukkan bahwa: siswa kelas delapan pada SMP Negeri 1 Metro Tahun Pelajaran 2013/2014 memilik kesulitan-kesultian dalam memahami bacaan suatu text bahasa Inggris sehingga ditemukan frekuensi pada kesalahan-kesalahan dalam menentukan topik 17 soal (18,5%), menentukan ide pokok 15 soal (16,3%), mengartikan kata 17 soal (18,5%), persamaan kata 22 soal (23,9%), membuat kesimpulan 18 soal (19,6%) dan mengelompokkan struktur umum suatu teks 16 soal (17,4%). Kesimpulan dari penelitian ini bahwa siswa kelas delapan pada SMP Negeri 1 Metro Tahun Pelajaran 2013/2014 memiliki kesulitan-kesulitan untuk menentukan topik dan ide pokok setiap paragrap, membuat kesimpulan, mengelompokkan struktur umum dari teks, kurangnya kemampuan menafsirkan pesan yang dikirim dari pengalamat ke sialamat. Itu disebabkan dari beberapa faktor kurangnya kemampuan kosakata siswa, kurangnya perhatian siswa ketika mereka mengikuti proses belajar, kurangnya motivasi guru dan tidak cocoknya strategi belajar yang digunakan guru.

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Assalamu'alaikum, Wr.Wb.

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It has been agreed, so it can be continued to The Tarbiyah Department in order to be examined on the munaqosyah.
Thank you very much.

Wassalamualaikum, Wr.Wb.

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The undergraduate thesis entitled : An Analysis of Students' Reading Comprehension Difficulties at The Eighth Graders of Junior High School 1 Metro written by Nofriyanti Student's Number 0954457, English Education Program, has been examined (Munaqosah) in Tarbiyah Department on February 3th, 2014

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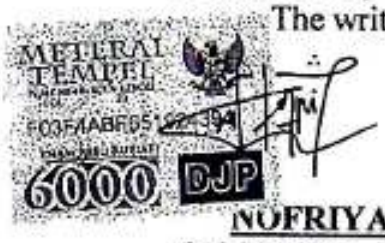
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain which are excerpted from the bibliography mentioned.

Metro, January , 2014

The writer



NOFRIYANTI

Std. Number . 0954457

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝٦

"Verily, with every difficulty there is relief"
(Q.S Alam Nasyroh: 6)

"You don't understand anything until you learn it more than one way".
(Marvin Minsky)

"Nothing said to late to be better".

DEDICATION PAGE

The writer dedicated this undergraduate thesis to my greatest and beloved parents (Idrus and Badriyah) who patiently always give me everything. Special thanks to my beloved husband and dughter (Fredy Fahlevy Agung, S.H. and Aqila Dzafirah Agung), thank you very much for best pray and support. I also dedicated this written to my classmates of class H 2009 to my beloved friends. Moreover to my friends of Junior High School 1 Metro especially to the principal (Sunanto, S.Pd. M.Pd.) and administration staffs, thanks for your support.

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To start with, the researcher, would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. Shalawat is also sent to Prophet Muhammad SAW who had deliver the truth to human beings in general and muslim particular.

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Last but no least, the researcher's deepest gratitude go to my classmate, all people in STAIN Jurai Siwo Metro, teacher and students of the eighth grader of Junior High School 1 Metro who involved directly and indirectly in making this writing. The researcher hopes that this writing will become source of good for others.

Metro, January 2014

The Researcher,

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CHAPTER I
INTRODUCTION

A. Background of The Study

Language is one of the most important tool for communication. It has character in developing the student's knowledge, social and emotional. By learning language, students can know countries culture. Moreover, learning language also help student interpose idea, experience, and also find as soon as using ability at student.

English is one of the most important International language in the world. It can use for communication with many countries. In Indonesia, English considered as the first foreign language. It has important posistion in education. It is taught formally from elemantary school up to the college or universitiy level. Every school should have the English in its learning program. It is used to to help the students in learning English as a foreign language and the graduated students are hoped to be able to communicate in English both in written and spoken forms. Therefore it is an important language learning becomes a need for the students. In other words, they are prepared to be able to read, listen, speak and write in English well.

In English languge, there are four components that should be mastered, they are : listening, speaking, reading and writing. The one of four components that must be learnt by the students is reading. It is very important

for the students to be able to read. Reading ability is really needed by then since both local and national test of English are tested in written form. Therefore without being able to read well, the opportunities for personal fulfillment and job success inevitably will be lost. Consequently, the students should be given reading as one of the skill. In reading, the students are expected to have a competence to comprehend and understand the English text so the goal of reading is understood.

English and Indonesian language are different each other. There is not any guarantee that the students who have a good understanding of English text will be easier to follow the lesson. When the students are reading Indonesian text, they have mastered vocabulary and the structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which has different system. Reading comprhension is fundamental for English foreign learners in observing new information and knowledge. To comprehend of the text the readers must be able to organize every part of the text, because it is easy to the comprehension in reading when the readers are able to manage of the text.

The reading comprehension is one of the important aspect in language learning. Therefore the students can get information and ideas when reading of the text. It is also as a learning tool, helping them to comprehend a text and to remember every words. However The students have problems in the reading comprehension such as difficulty to make inference, to transfer the

meaning of the sentence, to understand what they read and to find main idea. These difficulties could result from a lot of factors. They could acquire from learning strategy and students have lack attention when they follow learning process.

From the interview data that was conducted by the researcher on July 23th, 2013 at the eighth graders of students Junior High School 1 Metro in the academic year 2013/2014, shows that the level of reading comprehension among 25 students that 7 students are high category, 8 students are fair category, and 10 students are low category. This is the result of teacher's documentation at Junior High School 1 Metro. Based on the data interview showed that the students that have low category, not only have problems in the reading ability for became a good reader but also have reading comprehension difficulties. They are not be able to transfer the meaning of the sentence because have lack vocabulary. They can not comprhend a text fluently and aquratly. They can not find main idea and can not make inference of the text. They can not recognize generic structure of the text. Therefore they understand the purpose of the text because do not get information of the text.

From the explanation above, there be a lot of difficulties in learning process of reading comprehension. Therefore the researcher would like to an analysis of students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in academic year 2013/2014.

B. Focus of The Study

1. Problem Limitation

In this research, the researcher only focuses on an analysis of students' reading comprehension difficulties at the eighth graders of State Junior High School 1 Metro in the academic year of 2013/2014.

2. Problem Formulation

The problems that will be studied in this research are formulated as follows :

a. What are the students' difficulties in reading comprehension at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014?

b. What are the factors causes of the students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014?

C. Objectives and Benefits of The Study

1. Objectives of the study

The objective of this research are :

a. To analyze the students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014.

b. To know the factors cause of reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014.

2. Benefits of the study

This research is expected to be helpful to give good information to increase the quality of reading comprhension skill in teaching and learning process at Junior High School 1 Metro. Specifically, it is expected to have the benefits as follows:

a. For the students

The research is expected to give knowladge to the students in improving reading comprehension.

b. For the teachers

Hopefully, this research can know the factors the cause the reading comprehension difficulties. Therefore, the teacher can choose the most suitable method to teach reading.

c. For the Junior High School

This research can be one of the references for the school to improve the students' reading comprehension skill.

d. For the researcher

This result can be used as reference of our experience in teaching learning process.

D. Prior Research

Based on the explanation above, the writer finds some related researches that have been conducted by Rishka Wulan Setiyani (2012). Her research about reading skill entitle "An Analysis of English Active Reading Skills At The Third Semester Students of English Language Teaching Program of State Islamic College".[1] From this research, it can be concluded that generally there are the students' diffculties in reading English text. Especially, Students are difficult to understand what they read. As many as unfamiliar words or terms on the text, as difficult as they understand about the text. Because of that, reading English text frequently becomes a boring activity for many students. In fact, most of them do not like reading activity.

Another research was done by Riskiati (2011) that entitled "The Problems of Learning Reading Faced By The Second Year Students of SMA Negeri 1 Purbolinggo".[2] From this research, it can be concluded that there are two kinds of special problems in reading, the problem that come from the skills or traits of the students and the problem that come from the features of the text. The problem that come from the skills or traits of the students such as : lack of interest toward reading limited background knowledge, lack of vocabulary, and

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[1] Rishka Mulyani, *Undergraduate Thesis : An Analaysis of English Active Skills at The third Semseter Students of English Language Teaching Program of State Islamic College (STAIN) Jurai Siwo Metro.*2012.P.43-44

[2] Riskiati, *Undergraduate Thesis : The Problems of Learning Reading Faced by The Second Year Students of SMA Negeri 1 Purbolinggo.*2011.P.33-38

poor reading strategy. The problem that come from the features of the text such as : understanding word meanings in context, vocabulary, finding the main idea, making inferences about information implied but not stated, and distinguishing between fact and opinion, making inferences, and recognizing text structure.

Furthermore Ryan Dewi Pusparingga (2012) wrote An Analysis of Teaching and Learning Process in Reading Subject At The Tenth Grade Class of The State Senior High School 1 of Kasui.[3] From this research, it can be concluded that the students have the difficulties in reading subject. They were less comprehension on the understanding meaning, fluency and lack of the vocabulary. The students have the difficulty in comprehending the reading materials that was given by the teacher. They also gain the difficulty in reading learning process well because of the crowded condition in the classroom, so it made them cannot notice and focus to read the script. This situation made the students get bored, they were not enthusiastic to read, and they were inactive. This condition influenced their score.

From the related research above, it seems that reading comprehension skills is important to apply in education especially in teaching and learning. So, the researcher is interested to do a new research about analysis of the students'

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[3] Ryan Dewi Pusparingga, *An Analysis of Teaching and Learning Process in Reading Subject at The Tenth Grade Class of State Senior High School 1 Of Kasui In The Academic Year of 2012/2013*.2012.P.46

reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014.

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. The Concept of Reading

In learning English Foereign Language, students should master four skiils in English, they are : listening, speaking, reading and writing. Reading is one of skills the most important for be matered. Etymoligically, the word "reading" In Oxford Advanced Learner's Dictionary of Current English can be defined as follows : "1) The activity of somebody who reads, 2) An act of reading something, 3) Books, article. Etc. That are intended to be read, 4)The particular way in which you undertand a book, situation, etc."[1]

Terminologically, there are many experts that heve different definition for reading, however here the writer will take several definitions according to the experts as follows :

The first statement from Wendy A. Scott and Libeth H. Ytreberg. They state that "Reading is also the language skill which is easiest to support of us can still read in a foreign language that we used to be able to speak as well."[2] The second statement according to Sanggam

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[1] AS Hornby, *Oxford Advanced Learner's Dictionary of Current English,*(New York: Oxford University Press, 2000). P.1097.

[2] Wendy A. Scott and Lisbeth H. Ytreberg ,*Teaching English to Children,* (London New York: Longman). P.49.

Siahaan "Reading is the receptive written language skill. It is the skill of a reader or a group of reader to interpret information transferred by a writer."[3]

The third statement according to Anthony, Person and Raphael in Thomas S.C Farrel's Book "reading is the process of construction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situations"[4]

Based on explanation above, it can be known that reading is one of language skill which is simplest to support of us to speak a foreign language as well. Futrhermore, it is a process to convey the information or massage of the text. The reading process includes interaction between our mind and the written language to get the information existing it.

When the reading, the reader can recognize the ideas of the writer by using reading strategies and having good background knowledge. In order the reader can receive, understand and comprehend the massage or information that comes from writer easily.

2. The Concept of Reading Comprehension

Reading comprehension is needed for students of Junior High School to comprhend the English reading text. Etymologically, in Oxford

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[3] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008). P.3.

[4] Thomas S.C. Farrel,*Planning Lessons For a Reading*, (Singapore : SEAMEO Ragional Language Centre, 2002). P.1.

Advanced Learner's Dictionary of Current English, the word "comprehension" is derived from word "comprehend" that can be defined as "to understand something fully."[5] Moreover, A.S Hornby defines "comprehension" as follow : "1) the ability to understand, 2) an exercise that trains students to understand a language."[6]

Furthermore, Danielle S. Mc Namara state that "comprhension is the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.[7] According to Albert J. Harris and Edward R. Sipay, they state that "reading comprehension is the result of the interaction among the reader's preception graphic symbols that present language, linguistic skills, cognitive skills, and knowledge of the world."[8]

According to Lyne Wawryk-Epp, Dr. Gina Harrison, and Dr. Bill Prentice, they state that "Reading comprehension is the understanding of printed text."[9] According to Anderson, Hiebert, Scott, Wilkinson, Jankins, Larson, Fleischer, O'Shea, and Sindelar in Jenkins and Sindelar in Janette K. Klingner's book "reading compehension is the

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[5] AS Hornby, *Op.cit*, P. 263

[6] *Ibid*

[7] Danielle S.McNamara, *Reading Comprehension Strategies*,(New York, London : Lawrence Erlbaum Associated , 2007) P.xi

[8] Albert J. Haris and Edward R. Sipay, , *How to Increase Reading Ability*, (New York & London : Longman, 1984). P.445

[9] Lyne Warryk-Epp, Dr. Ginna Harrison, and Dr. Bill Prentice, *Teaching Students with Reading Difficulties and Disabilities*, (Learning Saskatchewan : 2004)P.36

process of constructing meaning by coordinating a number of complex precesses that include word reading and word knowledge and fluency."[10]

Based on the statement above, it can be understood that reading comprehension is a important factor because reading is not only read, but also needs mind to think what we read and our language skills. Moreover, reading comprehension is the process to understand the ideas and relationships between ideas that convey in a text. By reading comprehension, the reader will comprehend contents of a printed text.

3. Models of Reading Comprehension

There are three models of reading as follows :

a. Top-Down Model

In top-down models the reader's prior knowladge and cognitive and linguistic competence play key roles in the construction of meaning.[11] Furthermore, according to Thomas S.C Farrel state that the top-down model that readers bring prior knowledge and experiences to the text and that they continue to read as the text confirms their expectation.[12] This means that between prior

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[10]Janette K. Klingner, Sharon Voughn, and Alison Boadman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York, London : The Guilford Press, 2007) P.2

[11] Albert J. Haris and Edward R. Sipay, *Op.cit,* P. 9

[12] Thomas S. C. Farrell, *Op.cit*, P.2.

knowledge and linguistic competence interrelated in interpreting a text reading so the reader can predict about meaning of the material.

b. Bottom-Up Model

According to bottom-up model, reading is essentially a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading.[13] Furthermore, According to Thomas S.C Farrel state that the bottom-up model suggests that a reader the words, and sentences and look at the organization of the text (without relating it to experiences or prior knowledge) in order to construct meaning from what written in the text meaning depends both on knowledge of vocabulary plus syntax. [14] In orther word, in bottom up processing the reader must recognize of linguistic signal. This model, the reader works a text and focus at word and sentence level to know the meaning of the material.

c. Interactive Model

The interactive model argues that both top-down and bottom-up process occur when a person reads a text. [15] From the above two models it can be single chain of the reading process. Furthermore according to Albert J. Harris and Edward R Sipay, they state Interactive models are not merely a compromise between bottom-up

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[13] Albert J. Harris and Edward R Sipay, *Op.cit.* P.8
[14] Thomas S.C. Farrel, *Op.cit*, P.2
[15] *Ibid,*

and top-down theories. In interactive models different processes are believed to be responsible for providing information that is shared with other processes.[16] It means that the interactive model produced by top-down processing is guided by the result of bottom-up processing, and the bottom-up processing is guided in part by the expectations imposed by top-down processing.

4. Reading Comprehension Strategies

Some strategies that should be used for reading comprhension skill as follows :

a. Activiting Prior Knowledge

In these cases teachers can play a vital role in seeing that the readers' knowledge about the new topic is built up so that they can succesfully comprehend a new text.[17] The readers must have prior knowledge so that they know new topic and can prosperously comprehend a new text.

b. Predicting

Prediction is linked to the strategy of aktiveing prior knowledge. Prediction creates anticipation and get strategies thinking about previous experiences they may have had about the topic before they

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[16] Albert J. Harris and Edward R Sipay, *Op.cit.* P.9
[17] *Ibid,* P.24

read about it.[18] The reader must be predicting what they have read and what they will read next so get the topic.

c. Skimming

According to P. Daugles Brown that state "Skimming consists of quickly running one's ayes across a whole text (such as an essay, article, or chapter) for its gist."[19] By skimming the reader is not only get main idea of a passage but also can increase the speed reading.

d. Scanning

The purpose of scanning is to extract specific information without reading through the whole text."[20] It is one of strategy of reading comprehension to get specific information of the text.

e. Guessing Meaning of Unknown Word Using Contextual Clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in examination type situation.[21] it is mean the reader can guess the meaning of a word in the text without look at dictionary.

f. Identifying Topics and Main Ideas

Most comprehension exercises ask for readers to locate the main idea of the passege or a paragraph. Learning to identify the topic of a

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[18] *Ibid*, P.27

[19] H Douglas Brown, *Teaching by Principles,*(San Frasisco, California : Longman, 2000) P.308

[20] *Ibid*

[21] Thomas S.C. Farrel, *Op.cit*, P.30

paragraph or passage involves linking previously formed schema to a text.[22] By learning to identify the topic, the reader can discover the main idea of the passage of a paragraph.

5. Two Key Factors in Reading Comprehension

1) Prior Knowledge

Prior knowledge may be defined "as all the information an individual has in her or his long - term memory."[23] prior knowledge or usually called background knowladge is important to create new knowledge, for without prior knowledge written material would be meaningless. The more knowledge the students can bring to bear, prior knowledge must be activated to be useful, the more likely it is that material will be understood. Prior knowledge help the students to comperhend what is written and making inferences or predictions about the text.

2) Schema Theory

Schema theory attempt to explain how is "represented in the mind and how those respresentations facilitate the use of knowledge."[24] A scheme includes other information related to the concept and how this knowledge is to be used. Schemata allow the

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[22] *Ibid*, P.33
[23] Albert J. Haris and Edward R. Sipay, *Op.cit*.P.480
[24] *Ibid*.P.481

students to understand far beyond what is stated in the text. There are two categories of schemata, as follows :

(a) *Content Scehemata* include what we know about people, the world, culture, and the universe.

(b) *Formal Scehemata* consist of our knowledge about discourse structure.

6. Assessing Reading Comprehension

According to Janette K. Klingner, Sharon Vaughn and Alison Boardman, they state that "assessing reading comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example)."[25]

The assessment of reading comprehension has different purposes as follows : the first is to compare students' comprehension levels in a norming sample. The second is to find out students' grade level. The third is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

There are some types of reading comprehension assessment as follows :

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[25] *Ibid*, P.14

a. Interviews and questionnaries type
   Students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowladge of reading strategies.
b. Observation type
   Examiners observe students' reading behavior, using checklists, anecdotal records, or ethnographic note taking.
c. Retelling type
   Students are prompted to retell or reconstruct what they remember about what thay have just finished reading.
d. Think-alouds type
   Students are prompted to voice their thoughts before, during, and after reading.[26]

Based on the statement above, to measure the reading comprehension can look at the indicators of reading comprehension at junior high school as follows :

a. Identifying the meaning words and sentences of the text
b. Identifying the generic structure of the text
c. Identifying main idea of a paragraph of the text
d. Understanding the purpose of the text
e. Understanding the information of the text

7. Reading Comprehension Difficulties

Learning a foreign language will be considered a success if students can comperhend a text. Therefore the students can convey information with spoken language. In reading comprehension there are some difficulties that come from some cause. Every school can know of

[26] *Ibid*, P.17

learning disabilities and poor readers. According to Jannete Klingner's, Sharon Vaughn, and Alison Boardman, they state that "the poor readers have difficulties lack the decoding, fluency, and comprehension".[27] Different of good readers, poor readers use few effective strategies for understanding and remembering what they read. They are often less interested in reading, their motivationis often low, they prepare minimally, whereas it is prior to reading. Moreover they have low vocabulary and background knowledge which to connect and link new ideas to previous learning.

Futhermore, according to Kate Nation and Philip Angell, state that cause of reading comprehension difficulty stems from word-level reading problems and they also state the poor comprhenders fail to understrand text can be split into some categories :[28]

a. Text-level processes

This is including difficulties with making inferences, difficulty with monitoring comprehension, and a poor appreciation of story structure. The poor comprehenders lack the knowledge needed on which to base an inference so difficulty drawing inferences when reading because poor comprehenders tend to read quite superficially and they are less likely to engage in constructive processes when

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[27] *Ibid*, P.4

[28] Kate Nation and Philip Angell, *Learning to Read and Learning to Comprehend*, (London : Institute of Education, 2006). P.80-83.

reading. For example, they are less likey to monitor thir comprehensin in order to detect when comprehension has failed. Poor comprehenders show poor appreciation of story structure. They also show weakness in aspects of both spoken narrative and writen narative.

b. Memory

This is making sense of a text, readers often need to keep information in mind so they can integrate it with information yet to be read. Poor comprehenders have poor working memory for verbal information so it is more difficult to remember.

Futhermore, according to Albert J Haris and Edward R Sippay that comprehension is suffer when the rate of reading is either too fast or too slow.[29] The slow readers do poorly in comprehension because their many repetitions and hesitations when to read a text. Therefore causes of poor comprehension are poor concentration and poor memory. If the reader can not concentrate on the meaning and remeber of what one has reading so they do not make inference do not get information of the text.

Based on the explanation above, it can be known the readers have reading comprehension difficulties on decoding, fluency, and comprehension. These three difficulties area will annoy with reading comprehension of the readers. Therefore the foundational skill of reading

[29] Albert J. Haris and Edward R. Sipay, *Op.cit.*P.505 - 507

comprehension such as word reading (decoding), fluency (accuracy and speed of reading), comprehension (knowing what the word mean in content) and word knowledge (having sufficient background knowledge to benafit from reading text). Moreover the readers have difficulties when make inferences because they have poor vocabulary, poor concentration and poor memory so don't know sense in content of text.

According To Lyne Warryk-Epp, Dr. Ginna Harrison, and Dr. Bill Prentice. They state "Students can recognize that words and sentences from different types of text, which are organized in particular structures or patterns.[30] Whereas in reality, the students also be confused to recognize words and sentences from various types of text. Therefore they have problem to be able to follow and understand a text.

Moreover, in the text there are some paragraph. The paragraph is a group of sentences related to a particular topic and has main idea that most important piece of information. According to Williams state that knowing how to construct the main idea of what is read is essential because it helps the readers identify what is important to know and remember. [31] The main idea is essential because to help the readers gain an understanding for further subtle clues in the reading, to understand the

[30] Lyne Warryk-Epp, Dr. Ginna Harrison, and Dr. Bill Prentice, *Op.cit,* P.40
[31] Janette K. Klingner, Sharon Voughn, and Alison Boadman, *Op.cit,* P.116

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point or object of the passage, and to answer other questions that test critical skills.

The ability to find the main idea of a paragraph is a precursor to being able to summarize larger amount of text.[32] Based on the explanation above the readers should have capibility comprehending the text well. The determine main idea the readers must understand every paragraph. However, the readers are not easy to identify main idea because they often hesistant to determine a main idea of a paragraph.

B. Text

1. English Reading Text

According to Sanggam Siahaan "In English Language, text is expected that the flow of ideas in a text is an integral part of the communitas principles".[33] This text is different from other texts because this text organize part of the readers' background knowladge and the reader can comprehend a text.

Furthermore Legget in Sanggam Siahaan's Book state that "Rhetorically a reading text traditionally has a general pattern which is called the structure of the text."[34] In English Language, the text structure can be devide into three parts as follow :

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[32] *Ibid*
[33] Sanggam Siahaan, *Op.Cit*, P.113
[34] *Ibid*, P.125

a. The begining.[35]

This section usually contain only one paragraph and one sentence as the topic sentence. It functions as inctoduce main topic and one controlling idea.

b. Called the body text.

It generally has several paragraphs, which is also known as the supporting sentence.

c. Ending of the text.

It functions as complate the pargraph and usually contains one paragraph. This section is as the concluding paragraph.

Furthermore, According Albert J. Haris and Edward R. Sipay, they state "text structure is how the ideas in a text interrelated to convey the author's massage to the reader. [36] In the text structure there are three primary levels : 1) sentence level; 2) the paragraph level; and 3) the top level structure. It provides an organizational structure that can be used during reading for understanding information, judging its importance, and aiding recall.

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[35] *Ibid*

[36] Albert J. Haris and Edward R. Sipay, *Op.cit.*P.485

2. Types of English Text

A reading text in a process of meaning negotiation in communicative interaction may have any the four types of the goal, as follows :

a. Narration Type

This text type is the writer tries to recount an event (object) of his world experience in order his readers can see, feel, smell, hear, and taste it is he can.[37]

b. Description Type

The writer tries to analyze and explain an object with a purpose to reveal out its aspect and the nature of their interrelationship vividly.[38]

c. Expository Type

To show the (new) truth of a fact of an object in order his readers believe or disbelieve something related to the object they are experiencing.

d. Argumentation Type

In additon to only convincing the readers to believe or disbelieve the truth of the fact of an abject, it also has a goal to persuade the

[37] Sanggam Siahaan, *Op.Cit*, P.125
[38] *Ibid*, P.113

readers in order to take a certain course of action related to the new truth exposed of them.

It means, the readers must understand about types of text and know structure of a text so that get information and message.

CHAPTER III
RESEARCH METHODOLOGY

A. Type and Characteristic Research

The type of this research is a qualitative research. According to P3M that "Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm".[1] It is different from quantitive research which identially which identically uses numeric language. "Qualitative take place in the natural setting. This enables the researcher to develop a level of detail about individual or place and to be highly involved in actual experiences of the participants".[2] It is mean that by qualitative research, the researcher will have more opportunity to do research in many place that wanted.

John W. Creswell state that "Qualitative research is fundamentally interpretive. It means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusion about the meaning of personally and theoretically, stating the lesson learned, and offering further questions to be asked.[3] It is mean that characteristic of the research is descriptive research. The data collected is in the form of words, pictures

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[1] Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah*, (Metro : STAIN Jurai Siwo Metro, 2010). P.21.

[2] John W. Creswell, *Research Design, second edition,* (California : Sage Publication, Inc.2003). P.181.

[3] *Ibid.* P.182.

rather than numeral. The qualitative research arrives much data in the form of text.

In this research, the researcher uses case study as the method of qualitative reasearch. A case study is a method that applies multiple source of the avidence to analyze a specific phenomenon. This method is focus on a particular decision.

B. Data Resources

According Sugiono state that there are two kinds of sources, the primary source and secondary source. The primary source provide data to the researcher directly. The secondary source provide indirectly data.[4] In line with the above explanation, the researcher used students' velue documentation as primary source where are used to collect the data about the context of the research. As secondary source is from intervewing the students at the eighth graders of Junior High School 1 Metro to gain the information in analyzing students' reading comprehension difficulties.

C. Data Collecting Technique

In conducting the research, the researcher gather the data to use some instruments. The instruments for gathering the data are as follows :

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[4] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung : Alfabeta, 2011), P.301.

1. Interview

Interview is a dialogue among two people or more for get the data. John W. Creswell states that "In interview, the research her conducts face-to-face interviews with participants".[5] The researcher conducts interview to give some question to participants by the face to face. Interview is implemented toward five students from grade the eighth sepecially to get information and some conception by answering the questions. The students represented the eighth grade using the teacher's document of reading subject from the fair, good and excellent. The researcher applied interview method for gathering the data to know more specifics the problem the field research.

2. Documentation

The researcher used the documentation technique to get the data of the research which is concerned with this research about an anlaysis of students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in the academic year 2013/2014. The researcher collected the data from documents called the students' worksheet of 25 students.

[5] JohnW. Creswell, *Op.Cit*, P.188.

D. Data Analysis Technique

This researcher uses some steps of from John W. Creswell to anlayze the data as follows: [6]

1. Classify and prepare the data for analysis. It contains recording interviews, typing up field notes and classifies the data based on the information source.
2. Read all the data. It gets the general sense of the information and to discribe on its overall meaning.
3. Commence detailed analysis with a coding process.
4. Employ the coding process to produce description of the setting or people categories or themes for analysis.
5. Utilize a narrative passage to carry the findings of analysis.
6. A final step in data analysis includes making a interpretation or meaning of the data. These interpretations can be a researcher personal interpretation

E. Approach

This research employs approaches to qualitative research. A qualitative approach is one in which the researcher often consist of knowledge claims based primarily on constructivist perspective such as individual experiences, message on social and historical basic built, with an intent of a theory or participatory perspectives (political, issue-oriented,

[6] John W. Creswell, *Op.Cit.* P.191-195

interactive, or change oriented) or both. It also applies strategies of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies, or case studies.[7]

The researcher focuses her research on the case study. Yogesh Kumar Singh state that "case study is more intensive in nature, the field of study is comparatively limited but has more of depth in it".[8] It gives information based on situation of our environment. According to Miles and Huberman the procedures anlyzes the data as follows :[9]

1. Determining focus of the research and formulating the questions

   The writer focus to collect the data taken from the students' worksheet. Then, the writer formulated the question of the interview.

2. Determining the case, collecting and analyzing the data

   The field research by the writer was about the phenomenon of students' reading comprehension difficulties. The writer collected the data by applying interview, and documentation as the method to describe the students' reading comprehension difficulties. After collected the data, the writer analyzed them.

3. Preparing the instrument

   The writer prepared the instrument of interview. There were a list of interview's question and the paper. The paper was used to note the data found from the point of view of the students.

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[7] John W. Creswell, *Op. Cit*, P. 18-19

[8] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (New Delhi : New Age International Publisher, 2006), P.147.

[9] Sugiono. *On.Cit.* p. 247

3. Collecting the data on the field

   The writer gained the case of the research from the students' difficulties in reading comprehension a English text from interview and the students' reading comprehension worksheet.

5. Evaluating and analyzing the data

   The data were evaluated and analyzed by interpreting them in the form of explanation which was referred the data displayed.

6. Making report

   After finished all of procedures above, the writer made the report to simply the data. The report included the conclusition and sugesstion as the result of the research.

CHAPTER IV

RESULT OF THE RESEARCH

A. A Brief History of Junior High School 1 Metro

Junior High School 1 Metro was established since year 1951. It was first Junior High School in center Lampung regency with status as state preparations at 15 B west of Metro was as the first place for teaching learning process this school, at that time the physical building consist of two classes. The founder has beans of Junior High School 1 Metro are Sukri Jayadiwirya, Purwo Sugiyono, and Sri H Adijaya. Initial status state Junior High School was legally at July 10th, 1954 by decree 3 of the Minister of Education and Culture No. 54/B/III/1954. Since year 1953 state Junior High School had used its own building. In 1977, namely Junior High School was changed to be SMP Negeri 1 Metro at street A.R. Prawiranegra No. 4, Center Metro, Metro City, Lampung Province 34111. In the year 2007 SMP Negeri 1 Metro became one of Designated International Rating School in Metro city. Therefore in the year 2010, this school moves on new building at street A.R Prawiranegara No. 16, Center Metro, Metro city, Lampung Province 34111.

The headmaster who had led SMP Negeri 1 Metro are :

1. Mulyadi Sindu Pramono : Year 1952 – 1954
2. Sri Hadijaya : Year 1954 – 1959

3. Tono Sumadi : Year 1959 – 1967
4. Soewardi D, BA : Year 1967 – 1976
5. Djemingun SP : Year 1976 – 1985
6. Slamet Soeparman, BA. : Year 1985 – 1989
7. H. Sumantri : Year 1989 – 1993
8. Drs. Koes Sudiarto : Year 1993 – 1999
9. Sutarjo, S.Pd. : Year 1999 – 2005
10. Sunanto, S.Pd. : Year 2005 – 2010
11. Joko Widodo, S.Pd.,M.Pd. : Year 2010 – 2013
12. Sunanto, S.Pd..,M.Pd. : Year 2013

SMP negeri 1 Metro has vision and mission as follows :

1. Vision

   The vision of SMP negeri 1 Metro is The "BEST" School. Every letter of word "BEST" has meaning are Behaviour and religious, Education (active, creative, and inovative), Smart and responsibility, and the last is Technology and environment.

2. Mission

   The mission of SMP Negeri 1 Metro as follows :

   a. Incarnating the school's curriculum that national standardized.
   b. Developing types of learning that national standardized.

c. Applying SKL (graduate competence standard) that national standardized.
d. Realizing human reasources that have competence and qualification.
e. Evolving the education facility that national standardized.
f. Implementing the school's management based technology.
g. Fostering sources of funding that national standardized.
h. Increasing thr development assessment systems that national standarized.
i. Upgrading the student's faith and god fearing.

The member of teacher and administration staff are 67 people consist of 50 people remain teacher, 1 person librarian of civil servant, 5 people administration staff of civil servants and 11 people the administration staff honorary. The quantity of students are 603 devided three department namely, grade VII, VIII and IX. At year 2013 on odd semester for grade VII is applied curriculum 2013 as new curriculum. The jobs of students' parents namely civil servants, police, farmer, private, politicans, and seller. There are 320 (53%) civil cervant, 18 (3%) police, 30 (5%)farmer, 96 (16%) private, 12 (2%) politicans, and 127 (21%) are seller. The average of jobs student's parents are civil cervant.

B. General Description of Research Data

In this part, the researcher describes the data that used as primary source and secondary source. The data is gotten by documentation and interview result. The researcher used descriptive text as instrument. In this process, the students must answer all of question. Regarding to the object of this research, the researcher analyzed the students' reading comprehension in the form students' woorksheet as the documentation.

EXERCISE

Read the text and answer the questions no 1 - 6!

PROFESSIONS IN BUSINESS

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

Answer the questions!

1. What is the topic of the second paragraph?
2. The main idea of the fourth paragraph is ....
3. He plays an important role to make the firms remain in good <u>financial</u> condition (paragraph 3). The underlined word means ....
4. The secretary is concerned with any business that the firm <u>undertakes</u> (paragraph 4). The synonym of the underlined word is ....

5. What is the inference of story above .....
6. Mention the generic structure of the text above and explain it!

Answer of questions

1. Banker
2. The office can have two secretaries
3. Monetary position
4. Holds
5. There are some professions in business activities. The professions are banker, accountant, and secretary. A banker is a person who conducts banking, accounant is a person who has charge of the accounts a company and secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. Ussually a office have a banker, an accountant and has more than one secretary who are always busy doing thair duties.
6. Paragraph 1(identification) and paragraph 2, 3, 4 (description)

Student 1 answered question number 1 a banker is person who conducts banking. Answered number 2 An office usually has more than one secretary who are always busy doing their duties., question number 3 Monetary position. Question number 4 is agree. Question number 5 is about business, some professions that have important role in business activities. The

professions are banker, accountant, and secretary. The office ussualy has more than secretary. The last question are paragraph 1(identification) and paragraph 2, 3, 4 (description)

Student 2 answered question number 1 facility in bank. Answered number 2 description of secretary. Question number 3 is not answered. Question number 4 is agree. Question number 5 the profession banker, accountant, secretary and the last question little, description, and ending.

Student 3 answered question number 1 is person who conducts banking. Answered number 2 a secreatry is someone who keeps record. Question number 3 is keuangan. Question number 4 is processing. Question number 5 There are some professions in business activities, like a banker, an accountant, a secretary. This proffesions is important in bussines. and the last question title, opening and the text.

Student 4 answered question number 1 is a banker. Answered number 2 about secretary. Question number 3 is monetary position. Question number 4 is not answered. Question number 5 some professions that have very important roles in business activities and the last question are orientation and description.

Student 5 answered question number 1 is owner of the bank and facility on bank. Answered number 3 description of secretary. Question number 3 is not answered. Question number 4 is agree. Question number 5

description of profesions in business and the last question are description job, banker, secretary and accountant

Student 6 answered question number 1 person who conducts banking. Answered number 2 definition of secretary. Question number 3 is financial. Question number 4 understand. Question number 5 some professions in businesss and the last question is not answered.

Student 7 answered question number 1 describe about a banker. Answered number 2 about secretary. Question number 3 is monetary position. Question number 4 is agree. Question number 5 about business and the last question are paragraph 1 (identification) and paragraph 2, 3, 4 (description).

Student 8 answered question number 1 person who conducts office. Answered number 2 the office has more than secretary who are always busy doing thair duties. Question number 3 is monetary position. Question number 4 is holds. Question number 5 the inference of story above The professions are banker, accountant, and secretary. A banker is a person who conducts banking, accounant is a person who has charge of the accounts a company and secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. Ussually a office have a banker, an accountant and has more than one secretary who are always busy doing thair duties. The last question is simple present tense.

Student 9 answered question number 1 the topic of the second paragraph is about a banker. Answered number 2 The office can hire two secretaries. Question number 3 is a company finance. Question number 4 is agree. Question number 5 about proffesions in bussines and the last question are paragraph 1(identification) and paragraph 2, 3, 4 (description).

Student 10 answered question number 1 about the job description of a banker. Answered number 2 The office can have two secretaries. Question number 3 is a company finance. Question number 4 is agree. Question number 5 describe kind of profesions in business. The professions are banker, accountant, and secretary. The office ussualy has more than secretary. The last question is not answered.

Student 11 answered question number 1 about a banker. Answered number 2 an office usually has more than one secretary. Question number 3 is a accountant. Question number 4 is agree. Question number 5 some professions that have important role in business activities. The professions are banker, accountant, and secretary. A banker is a person who conducts banking, accounant is a person who has charge of the accounts a company and secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. Ussually a office have a banker, an accountant and has more than one secretary who are always busy doing thair duties. The last question is identification.

Student 12 answered question number 1 describe about a banker. Answered number 2 is an secretary. Question number 3 is a company finance. Question number 4 is agree. Question number 5 about to describe kind of professions have important in business. The professions are banker, accountant, and secretary. Ussually a office have a banker, an accountant and has more than one secretary who are always busy doing thair duties and the last question are paragraph 1(identification) and paragraph 2, 3, 4 (description).

Student 13 answered question number 1 who cunduct banking. Answered number 2 about secretary is someone who keeps record, handles correspondence or does the administration for organization or person. Question number 3 is monetary position. Question number 4 is drive. Question number 5 some professions that have important role in business activities. The professions are banker, accountant, and secretary. The office ussualy has more than secretary. The last question are paragraph 1(identification) and paragraph 2, 3, 4 (description).

Student 14 answered question number 1 describe about a banker. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is perusahaan. Question number 4 is not answered. Question number 5 there are some professions that have important role in business activities. The professions are banker, accountant,

and secretary. The office ussualy has more than secretary. The last question are paragraph 1(identification) and paragraph 2, 3, 4 (description).

Student 15 answered question number 1 describe about a banker. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is monetary position. Question number 4 is agree. Question number 6 about profesions in business and the last question are paragraph 1(identification) and paragraph 2, 3, 4 (description).

. Student 16 answered question number 1 owner of a bank. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is money. Question number 4 is finances. Question number 5 about there are some professions that have important role in business activities. The professions are banker, accountant, and secretary. The office ussualy has more than secretary. and the last question is simple presntens.

Student 17 answered question number 1 description of the bussiness. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is monetary position. Question number 4 is holds. Question number 5 about profesions in business and the last question are paragraph 1 (identification) and paragraph 2, 3, 4 (description).

Student 18 answered question number 1 description of the bank. Answered number 2 description of secretary. Question number 3 keuangan. Question number 4 is agree. Question number 5 about description of professions in business and the last question are description of job banker, accountant and secretary.

Student 19 answered question number 1 description of a banker. Answered number 2 a secretary. Question number 3 pekerjaan. Question number 4 is sanggup. Question number 5 profesions in business a works of a banker an accountant and secretary and the last question is not answered

Student 20 answered question number 1 is a banker. Answered number 2 about a secretary is someone who keeps record keeps record, handle correspondence, or does the administration for an organization or person. Question number 3 is financial. Question number 4 is holds. Question number 5 about there are some professions that have important role in business activities. The professions are banker, accountant, and secretary. The office ussualy has more than secretary. The last question are about profesions in business.

Student 21 answered question number 1 secretary profesion. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is monetary position. Question number 4 is agree. Question number 5 about business and some profesions that have important role in business activities. The professions are banker, accountant,

and secretary. A banker is a person who conducts banking, accounant is a person who has charge of the accounts a company and secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. Ussually a office have a banker, an accountant and has more than one secretary who are always busy doing thair duties. The last question are about profesions in business.

Student 22 answered question number 1 describe of banking. Answered number 2 about the work of secretary. Question number 3 keuangan. Question number 4 is carry. Question number 5 there are some professions that have important role in business activities. The professions are banker, accountant, and secretary. The office ussualy has more than secretary. The last question describe of activities of office.

Student 23 this student is not answered all of questions.

Student 24 answered question number 1 describe a banker. Answered number 2 an office has more than one secretary who are always doing their duties. Question number 3 is keuangan. Question number 4 is accepted. Question number 5 about some professions in business. The last question are about explanation.

Student 25 answered question number 1 is office. Answered number 2 description of secretary. Question number 3 is money. Question number 4 is agree. Question number 5 professions in business and the last question is not answered.

Based on the students' answer above showed that there are many mistakes students in determining a topic and main idea of a paragraph. Whereas it most be important peace of information. The main idea is a central idea or main point and primary concept af a passage. It represents the essential point that author is trying to convey. The topic of the second paragraph from the question test is banker. Student 1, 2, 3, 5, 6, 8 13, 16, 17, 18, 21, 22, 23, dan 25 wrote replay errors. Therefore the main idea of the fourth paragraph is the office can have two secretaries. Student 2, 3, 4, 5, 6, 7, 10, 12, 13, 18, 19 20, 22, 23, and 25 could not determine the main idea of paragraph. It can be assumed that students have difficulty in determining main idea and topic sentence because they did not understand the contents of paragraph.

Furthermore many students also did not know means word from 25 students. At questions test about means word, 17 students (2, 3, 5, 6, 9, 10, 11, 12, 14, 16, 18, 19, 20, 22, 23, 24, dan 25) did not know meaning of word financial that is monetary position. Moreover the student 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 23, 24 dan 25 also did not know synonym from word undertakes that is holds. Regarding to reading comprehension difficulties. It can be said that students have low achievement on vocabulary mastery. Therefore the students have difficulties on decoding, because it is the process of interpreting a massage sent by the addresser to the addressee.

Related about vocabulary mastery the student 2, 4, 5, 6, 7, 9, 12, 15, 17, 18, 19, 23, 24 and 25 can not make inference. That was because they have poor vocabulary, poor concentration and poor memory so do not know sense in content of the text. Furthermore that students must be able to recognize that word and sentences from different types of text which are organized in particullar structure or patterns. Student 2, 3, 4, 5, 6, 7, 9, 10, 16, 18, 19, 20, 22, 23, 24, and 25 do not know about generic structure of description text. The generic structure of description are paragraph 1 (identification) and paragraph 2, 3 and 4 (description).

Furthermore the researcher conducted interview toward five students of the eighth grade on December 5th, 2013. The students represented the eighth grade using the teacher's document of reading subject from the good enough, good and very good score. The interview includes 10 questions related to reading comprehension.

The first question is "Do you like to read English book? Why?" Several responses are presented as follows : Student 1 stated that sometimes read English book if have a good mood. Students 2 stated that Do not like beacuse reading English book to make me bored. Student 3 stated that like reading English book because that is very interisting as world language. Student 4 stated that do not like because sometimes do not know meaning of some word in each sentence of the text. Student 5 stated thet do not like because follow me reading English book is very boring.

The second question is "How often do you read English book in a week? Why?' all of participants stated that twice or three times to read English book because lack interested toward English book.

The third question is " What do you think about reading comprehension?" Several responses are presented as follows : Student 1 has opinion that reading comprehension is the process to get the information through the reading material that is read. Student 2 stated the opinion that reading comprehensionis understanding contains of the text. Student 3 stated the opinion reading comprehension is getting information and knowledge. Student 4 stated the opinion reading comprehension is a skill for comprehend a text by right. Student 5 stated the opinion reading comprehension is important to know main idea and can make inference.

The fourth question is "Are your according reading comprehension important in English learning process?" all of them answered that reading comprehension is very important in English learning process because can get information and add to knowledge.

The fifth question is "Do your teacher help you to understand a text?" Most of them answered that their teacher help them to understand a text. Only participant (Student 3) that her teacher sometimes help her to understand a text.

The next question is "What are you doing in reading comprehension process?" several responses are represented as follows : Student 1 stated that

reading text repeatedly and try to understand the meaning of the text. Student 2 and 3 stated that the first one in reading comprehension process is focus to the words singly then translates the vocabulaty and comprehends the articulating way. It is better answer because the first process in reading comprehension is focusing on words singly in the script, translate and then comprehend the vocabulary in order to get message of the script and can make inference. Student 4 state that when the reading comprehension process is going on, the must be done is take the conclusion of the script. The next, Student 5 answered that the first one in reading comprehension process is listen the teacher's explanation and make a note.

The seventh question is "What are the instruments do you need in reading comprehension?" Student 1, 2 and 3 have the same answer that they need the dictionary, English book or script and noteas the instrument. Student 4 and 5 have the same answer, they stated that they need electric dictionary, oxford dictionary, google translate and English book as the instrument.

The eighth question is " Are you getting the difficulty in reading comprehension?" All of the participants have the same answer. They stated that they get the difficulties in reading comprehension.

The ninth question is " What are the difficulties do you face in reading comprehension?" several responses are presented as follows : Student 1 stated that the difficulties in reading comprehension are lack vocabulary and the way of reading fluency which is difficult to be comprehended because

many repetitions. Student 2 stated that the difficulties in reading comprehension are word reading because many hesitations and understanding meaning so difficult to get information. Students 3, 4 and 5 have the same answer, they stated that the difficulties in reading comprehension are determining main idea and topic sentence, explaining generic stucture and making inference.

The last question is "What do you do to improve your ability in reading comprehension?" several responses are presented as follows : Student 1, 2 and 3 have the same answer, they stated that always read English book and answer question of the text to improve their ability in reading comprehension. Student 4 dan 5 stated that try to read English book or script and translate the new word to improve vocabulary.

Based on the result of interview above, it can be conclude that the students have difficulties in reading comprehension. They were lack of the vocabulary, fluency, comprehension on the understanding meaning, determining main idea and topic sentence, explaining generic stucture and making inference. The students have the difficulty in comprehending the reading material that was given by the teacher. They also gain the difficulty in reading comprehension learning process well because of the crowded condition in the classroom. It made them cannot focus to remember information that have accepted. This situation made the students become bored. This condition influenced to their score.

C. Reasearh Analysis

The result of this analysis the students' reading comprehension difficulties, there are difficulties in aswering questions on students' worksheet. The researcher found the frequency of the difficulties of topic are 14 items (14,3%), main idea 15 items (15,3%), means word 17 items (17,4%), synonym 22 items (22,5%), making inference 14 items (14,3%), and generic structure 16 items (16,3%). The students' reading comprehension in understanding a text is low.

The following chart is to describe the analysis data result.

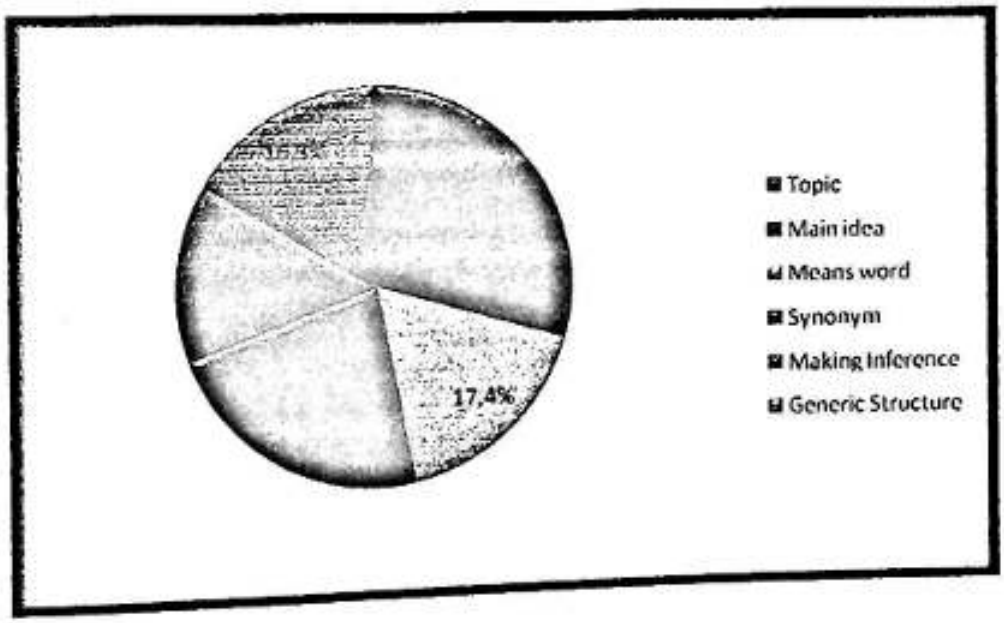


Figure I. Frequency of difficulty answering questions of reading comprehension

Based on data above, the story tells about an event in answering of questions best. Actually, question test is commonly used a story. Many students do not understand content of the text. because the students have lack

vocabulary as primary knowledge. Words are how we communicate; words are what we use to comprehend new information and words are what we use to communicate our understanding of new information; and finally words are what we use to communicate our ideas. Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to read, speak, listen or write. Each person has four different vocabularies: reading, speaking, listening, and writing.

It is very important to have abundant of English vocabulary. Not only listening, speaking and writing need a lot of vocabulary, reading also needs large numbers of vocabulary. The readers cannot understand sentences or a piece of material when they come across too many words during reading. At the sight of new words, the students feel anxiety. They may wonder what the meaning is. Therefore, many students stop reading when they meet new words. Regarding to the vocabulry the students can not make inference of the text. They are confused to convey information of the text. Furthermore the students also have difficulties in determining topic and main idea of every paragraph. Moreover the students have difficulties recognize generic structure of text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher would like to conclude this research as follows:

1. The students' difficulties in reading comprehension at the eighth graders of Junior High School 1 Metro in the academic year of 2013/2014 are the difficulties for determining topic and main idea, making inference, recognizing generic structure and lack decoding.
2. The factors causes of students' reading comprehension difficulties at the eighth graders of Junior High School 1 Metro in acedemic year of 2013/2014 are lack students' vocabulary mastery, lack students' attention when they follow learning process, lack teachers' motivation, and unsuitable learning strategy that be used by the teacher.

B. Suggestion

Through this research, the would like to constructively give suggestions as follows :

1. For the Teacher

a. The English teacher should give the variety of the materials in order that the students are not bored easily.

b. The English teacher should motivate the students to be more active in reading comprehension by helping them.

c. The teacher should gives additional material about English vocabulary in reading comprehention learning process.

2. For the Students

a. The students must learn more about the meaning of the English script or text, so that they can understand and comprehend the equivalent word, phrase, clause or sentences and of course the meaning on the text.

b. The students should know some generic structure of variety text form.

c. The students read a various text to enrich their vocabulary. Not only from books, but also from magazine, news paper or website. Read to the English script or text is one of the ways to add the vocabulary too.

3. For the Next Researcher

The next researcher must have a good knowledge about what she or he researched, so the research runs well. The next researcher also should have knowledge about reading comprehension difficulties.

4. For the Institution

The Institution is suggeste in supporting the English depatment preparing the facilities completely.

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