CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were findings presented in this chapter. The research finding showed the problem and solution in teaching reading at one private Vocational High School in Palembang. The data gained from observation and interview which was analyzed by using thematic analysis. The description of the finding was as follows.

4.1.1 Problems in Teaching Reading

After analyzing the data from observation and interview, I found problems in teaching reading. The themes and codes gained from the analysis of qualitative data obtained from interview were listed in table 4.1.1.

Themes	Sub-Themes	Codes
Linguistic Problem	1. Lack of Vocabulary	A. The students had problems in understanding new vocabulary.
		B. The students were difficult to memorize the new vocabulary.
	2. Difficulties in distinguishing Word Class	A. Students were difficult to distinguish the word classes

	3. Lack of Grammar Mastery	A. Students do not have good grammatical mastery. B. Students were confused at how to construct present tense in English
Non-Linguistic Problem	4. Lack of Cultural Substance Knowledge	A. Students' limited knowledge of foreign culture.
	5. Difficulties triggered by overly long text	A. Students need longer time to comprehend long text B. Students' boredom because of complex text.

The themes and codes gained from the qualitative data as listed in Table 4.1.1 was described in order to know the problems in teaching reading was by a teacher of Vocational High School Karya Andalas Palembang. It was divived into two, they were linguistic problems and non-linguistic problems. The linguistic problems consisted of lack of vocabulary, difficulties in distinguishing word class, and lack of grammar mastery. The non- linguistic problem covered lack of cultural substance knowledge and difficulties triggered by overly long text. The descriptions were as follows.

4.1.1.1 Linguistic Problem

4.1.1.1.1 Lack of Vocabulary

Based on the data obtained from obseravation and interview, it was found out that there were some problems in learning English process, namely (a) the students had a problem in understanding a new vocabulary, and (b) there were students who were difficult to memorize the new vocabulary. To sum up, the students had difficulties in understanding vocabulary.

Based on the data obtained from observation, in showed that the students had difficulties in understanding a new word. The students used English dictionary to know the meaning of the word in the text. The students who did not bring the dictionary were asking their friends about unfamiliar vocabularies. The teacher also explained the new vocabulary and asking the students to memorize.

The data obtained from interview also showed the that students were having difficulties to memorize the new vocabulary. The teacher initially D claimed that *"students' unwillingness to memorize or remember the vocabulary and lack of interest in English lessons which trigger students' vocabulary mastery insufficiency"* (Personal communication, December 19, 2019). The English vocabulary mastery is a crucial problem to understand the text. D also added *"it is obvious that new English vocabulary mastery is a crucial problem at this school because the students mostly found difficulty to understand new unfamiliar words especially while reading a text"* (Personal communication, December 19, 2019).

4.1.1.1.2 Difficulties in Distinguishing Word Classes

Based on the data obtained from observation and interview, it was found out that some problems during learning English process occured. I found that the students were difficult to distinguish the word classes. Based on the data from observation, it showed that the teacher explained about word classes. She explained about noun, pronoun, verb, adverb, and adjective. The teacher gave some questions about it and the students could not underline the correct word class in a sentence.

The data obtained from interview also showed the students were difficult to distinguish the word classes. The teacher had difficulties in explaining the word class, especially noun and verb. It proved by the students had the uncorrected answer of it. D said that *"they cannot identify the difference of the class word, for example the difference of word "practice" students are difficult to distinguish the function of the word when it is used whether it is verb or not because the word has two functions namely as verb and noun"* (Personal communication, December 19, 2019).

4.1.1.1.3 Lack of Grammar Mastery

Based on the data obtained from obseravation and interview, some problems during learning English process were found. I found that problems in reading were due to the lack of grammar mastery, namely they were students who do not have good grammatical mastery and students' confusion in constructing present tense in English. In brief, I noticed that the teacher only explained the

material or present tense briefly and the gave the students task. The students had difficulties in terms of grammar.

Based on the data obtained from observation, it showed that the students had confusion in constructing present tense in English. The students had confusion in using present tense and the use of s/es when they were put in sentences. Therefore, due to the confusion, most of the students got bad score.

The data obtained from interview also showed the students did not have good grammatical mastery. The teacher initially D claimed that *"there are still many students who have not mastered grammar well. These are affected by some factors such as the lack of students' willingness, which lessen students' motivation in analyzing and comprehending grammar in a text properly"* (Personal communication, December 19, 2019). It showed that the students had difficulty in present tense because lack of knowledge about the use of s/es and use do/does. D also added *"the students sometimes forget to put the do/does."* (Personal communication, December 19, 2019).

4.1.1.2. Non-Linguistic Problem

4.1.1.2.1 Lack of Cultural Substance Knowledge

Based on the data obtained from obseravation and interview, some problems during learning English process were found. I found that the students had limited knowledge of foreign culture. Based on the data from observation, it showed that the teacher gave some texts about foreign culture, such as Japanese habit about appreciating time, and other countries like Thanksgiving event, which are very different from Indonesian's culture. During the lesson, some students had

difficulties to understand the text or vocabulary on the text because they did not know about the Thanksgiving event or other texts containing culture thought substance.

The data obtained from interview also showed that the teacher think that students have limited knowledge of foreign culture. D explained that *"based on the textual material of vocational high school, there are some texts taken directly from real native speaker such as the history of Cinderella in which this story contains the foreign culture which encourages students to determine its cultural substance. However, students' knowledge insufficiency about foreign culture produces difficulty about it"* (Personal communication, December 19, 2019). D explained that some students did not know what is Thanksgiving Day. *"Some student has difficulties to understand the text because they do not familiar about the event (Thanksgiving)"* (Personal communication, December 19, 2019)

4.1.1.2.2 Difficulties Triggered by Overly Long Text

Based on the data obtained from observation and interview, some problems during learning English process were found. Namely, they were the students need longer time to comprehend long text and students' boredom because of complex text.

Based on the data obtained from observation, it showed that the students need longer time to comprehend long text. The teacher gave a long text to the students. It took a longer time for the students to comprehend the text because it has a more complex content. The teacher had difficulties in managing time because the text is pretty long.

The data obtained from interview also showed that the students experienced boredom because of complex text. The teacher intially D said that *"if the reading text is longer, it will take longer time for the students to comprehend such a text that has a more complex content"* (Personal communication, December 19, 2019). D also added *"some students sometimes quickly feel bored when they read a long and complex text"* (Personal communication, December 19, 2019). A long text can produce students' boredom that may decrease students' enthusiasm in reading a long text.

4.1.2 Solutions For Problems in Teaching Reading

After analyzing the data from observation and interview, I found some solutions to overcome problems in teaching reading. The themes and codes gained from the analysis of qualitative data obtained from interview were listed in table 4.1.2.

Themes	Codes
1. Analyzing Text Structure	A. The teacher analyzed text structure strategy in understanding the kinds of text
	B. The strategy used by teacher was helpful to understand the text
2. Scanning and Skimming	A. The teacher asked the students to use scanning and skimming
	B. The strategy helped the students to comprehend the text

3. Activating Background Knowledge	A. The teacher increased the students' background knowledge by using electronic media.
	B. The teacher asked a question about the text to activate students' background knowledge.

The themes and codes gained from the qualitative data as listed in Table 4.1.2 was described in order to know the solution of problems in teaching reading was by a teacher of Vocational High School Karya Andalas Palembang. The solution in teaching reading were (a) analyzing text structure, (b) scanning and skimming, (c) activating background knowledge. The descriptions were as follows.

4.1.2.1 Analyzing Text Structure

Based on the data obtained from the obseravation and interview. Some solutions during learning English process were found. I found various solutions that can be applied the teacher used analyzed text structure strategy by understanding the kinds of text. I found that the teacher used analyzing text structure to help the students understand.

Based on the data obtained from interview, it showed the teacher applied analyzing text structure. D said that *"I apply analyzing text structure in order to direct students' comprehension about the textual order and the kinds of linguistic structures available in the text. For example, students are given one of textual types to make students understand about the main structure of the text along with the used grammar"* (Personal communication, December 19, 2019).

In addition, I found that the students tried to overcome the problem by understanding the kinds of text. D explained that *"some of students use strategies that I have already taught them such as understanding the kinds of text namely narrative, procedures, and understanding grammar or the tenses used"* (Personal communication, December 19, 2019). Besides, according to D *"strategies used by students in reading make them more easily to understand about the content of the text along with not to waste too much time in answering questions"* (Personal communication, December 19, 2019).

4.1.2.2 Scanning and Skimming

The data obtained from observation and interview revealed some solutions during learning process namely scanning and skimming in order to help students comprehend the text. The data attained from observation indicated that teacher asks students to do reading exercise by applying scanning and skimming.

Moreover, the strategy was help the students to comprehend the text. D explained that As an illustration about this, there is a question about *"what is the text talking about? the strategy used is reading the first sentence available in every paragraph. The application of this strategy can help students comprehend the text easily"* (Personal communication, December 19, 2019). D added that *"the students' comprehend the text through scanning and skimming to make time more efficient in answering questions"* (Personal communication, December 19, 2019).

4.1.2.3 Activating Background Knowledge

Based on the data obtained from the obseravation and interview, some solutions during learning English process were found. I found that various solutions, they were the teacher was activating background knowledge. I found that the teacher increase the students background knowledge by using media and the teacher was asking a question about the text to activate students' background knowledge.

Based on the data obtained from observation, it showed the teacher increase the students background knowledge by using media. Tutor displayed a video through projector in order to introduce the cultural differences between indonesian and other countries which means to provide students the informations about every nation's cultural differences.

In addition based on the data obtained from interview, I found that the teacher was asking a question about the text to activate students' background knowledge. D explained that *"I will ask them, for example the text about time. I will ask them to give their opinion about time and then explain how to japanese managing time* (Personal communication, December 19, 2019). The teacher using media to improve the students' background knowledge. D added " *I give an abstraction about cultural substance of foreigner in the text through playing a video in order to stimulate the students' understandings about the foreign culture substance in the story of Cinderella. After watching the video, students are given a text about the Cinderella story."* (Personal communication, December 19, 2019).

4.2 Discussions

After I analyzed the result of data analysis by using thematic analysis, I found that there were several information about problems and solutions in teaching reading. Problem in teaching reading was divided into linguistic problems and non-linguistic problems. Linguistic problems were divided into (a) lack of vocabulary, (b) difficulties in distinguishing word classes, and (c) lack of grammar mastery. Non-linguistic problems were divided into (a) lack of cultural substance knowledge and (b) difficulties triggered by overly long text.

The first linguistic reading problem was lack of vocabulary. The teacher claimed that the students had problems in understanding a new vocabulary. According to Rohmatillah (2017), problems or difficulties faced by the students were mostly in vocabulary learning. The students found it difficult in choosing the appropriate meaning of words and lack of understanding of grammatical of the words. According to Afzal (2019), for the non native speakers of English who face problems relating to the meanings of new words, spelling, pronunciation, correct use of words, guessing meaning through the context and so on. Essiantially, the insufficiency of mental lexicon can prohibit the acceleration of reading.

In addition, I found that the students were difficult to memorize the new vocabulary. Sanford (2015) found that poor working memory is another factor that affects a student's ability to read proficiently and comprehend text. Laily (2018) states that it is hard to the student to memorize new words and differentiate the meaning, especially in English. There are some words with

similar meanings but they cannot be used in same context. Briefly, keeping new vocabularies in mind provided obstacles to students.

Moreover, I found the some difficulties in distinguishing word classes. The students were difficult to distinguish the difference of word classes. The different gramatical form of a word known as inflection was one of cause of students difficulties in learning vocabulary. The changing in word classes sometimes changing the meaning of the word (Rohmatillah, 2014, p.83). According to Pratiwi (2016), the language use and vocabulary were the most difficult aspects for the students. In their composition in language use aspect, there were still major problem in arrangement, tense, number, word class, and meaning confused. The students' composition was still limited in range, frequent error in choice of words and the meaning confused obscured. In short, word classes affected the students' reading ability and students' understanding of the meaning of the text.

Next, I found that some problems related to grammar. The students did not have good grammatical mastery. According to Handayani and Johan (2018), the difficulties when they have to construct and combine any kinds of English outputs with combination of correct tenses. Davoudi and Yousefi (2015) have listed a number of EFL learners" reading difficulties and problems such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties. In the sense that, linguistic structural ability is students' problem in reading.

Futhermore, another problem in grammar was that the students found it difficult to construct present tense in English. According to Syam (2015), the students got wrong in choosing the correct singular verb. They did not understand about the use of verb in simple present tense. They still used bare infinitive when the subject is the third person singular. The writers had classified the students' difficulties in learning basic tenses of English grammar into several main problems. student faced difficulty in remembering the formula of each tense. They admitted that they did not have habit to learn basic tenses of English grammar (Bram, 2018, p.150). Shortly, constructing good linguistic orders of English obstruct students in reading.

After analyzing linguistic problems, I also found the non-linguistic problems encountered by the students. The first non-linguistic problem was lack of cultural substance knowledge. The teacher claimed that there were students' who had limited knowledge of foreign culture. Wang (2011) assumed that some problems aroused by culture differences were some communication problems caused by culture differences and problems in english teaching and material caused by culture differences. According to Yang (2017), the current situation of reading teaching in junior high school is not optimistic since many students are still lack of necessary background knowledge or awareness of cultural difference. Pointedly, the background of students' foreign cultural input is a challenging work to be done by students in reading.

The last non-linguistic problem was difficulty triggered by overly long text. Students need longer time to comprehend longer text. Mehrpour (2015) states that

another factor which can contribute to the level of difficulty of a passage is its length. In fact, it is an intuitive belief that the longer a passage, the more difficult it will be. Acoording to Bee and Lee (2018), on the other hand, passages that are too long can be burdensome and may end up assessing endurance rather than reading ability. In summary, students need longer time in reading while finding an over long passage.

In addition, another difficulty is triggered by overly long text was students' boredom because of complex texts. Many students who make mistakes while working on reading questions, made the mistakes which resulted in their low reading achievement. These mistakes happened probably because they do not understand the content of the text (Satriani, 2015). According to Nutal (2000), complex noun groups, nominalization, co-ordinating, conjuction, participal phrases, and prepositional phrases tend to be the cause of many problems in reading comprehension because those elements make texts more complex and harder to understand by EFL students (as cited at Kasim and Raisha, 2017). Therefore, students tend to be bored in reading textual complexity available in a long reading passage.

Another result that I found was some solutions for reading problems mentioned above. The solutions were (1) analyzing the text structure, (2) scanning and skimming, and (3) activating background knowledge. The solutions were useful to overcome the problems that happened in teaching reading, namely (1) The problem of cultural substance covered by activating background knowledge. (2) Lack of vocabulary and difficulties triggered by overly long text was covered

by scanning and skimming. (3) Word classes and grammar was covered by analyzing text structure.

The first solution was analyzing text structure. The teacher claimed that the teacher uses analyzing text structure strategy by understanding the kinds of text. Text structure knowledge has been recognized as an efficient strategy that enhances reading comprehension (Zaratti, Nambiar and Maasum, 2013, p.537). The analyzing text structure used by teacher is helpful for the students to understand the text. In addition, according to Meyer and Ray (2011), structure strategy instruction can increase understanding and use of signaling words, production of good main ideas and summaries, standardized reading comprehension tests scores, and answers to questions. In brief, the application of textual structure analysis is beneficial for helping students get in-depth comprehension about textual varieties.

Next solution was scanning and skimming. I found that the teacher asked the students to use scanning and skimming strategies. The strategy helped the students to comprehend the text. Asmawati (2015) states that skimming-scanning is the strategy in teaching reading comprehension. Both of the strategies help the students to read in a more focused and efficient way. Therefore, skimming-scanning strategy is accelerated reading strategy to quickly looking for the idea and specific information of the text. Reading techniques that can help students understand the text better and faster; they were skimming and scanning techniques (Yusuf, 2015). It is can be concluded that having students to apply scanning and skimming has contribution to produce good comprehension while reading.

The last solution was activating background knowledge. I found that the teacher increased the students' background knowledge by using media. According to Ratnasari (2018), the use of learning media is very effective in teaching culture in class. It can increase the motivation of the students. Purba (2011) mentioned that the use of authentic materials, proverbs, role-play, culture capsules, ethnographic studies, literature and films for presenting culture in the classroom is widely recommended (Purba, 2011). Clearly, teacher needs to choose to apply media as an effort to stimulate students' insight