

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

##### **1. Description about English Teacher at MTs. Nurul Islam Banjarmasin**

There is only one English teacher at MTs. Nurul Islam Banjarmasin in academic year 2013/2014. She is Jum'atiah S. Pd. She teaches class VII, VIII, and IX. She was graduated from S1 English Department of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin.

##### **2. Description of School Facilities at MTs. Nurul Islam Banjarmasin**

Based on the observation and documentary, the researcher got the data about the school facilities. To know more closely about the data can be seen on the appendix.

##### **3. Data Presentation**

On this data presentation the researcher describes the result of research on the field based on the test result as the primary data to better understand about students' difficulties in reading comprehension and the factors that influence students' difficulties in reading comprehension.

##### **a. Description about Students' Ability in Reading Comprehension**

The researcher did the research on May 26<sup>th</sup> 2014 until July 26<sup>th</sup> 2014 at eighth grade of MTs Nurul Islam Banjarmasin year 2013/2014.

There are 37 students in the class. 31 students did the test, and the 6 others were not attendant. The test was finished for 90 minutes to answering 50 multiple choice questions that cover 8 reading comprehension difficulties. The difficulties are about topic, main idea, supporting idea, detailed information, factual information, reference, inference and synonym. Students get 2 points for each question.

Based on the result of students' difficulties in reading comprehension test of the eighth grade of MTs Nurul Islam Banjarmasin year 2013/2014, it is found the data that the highest score is 70 and the lowest is 20. The accumulated score is 1572. The result can be seen in this following table:

Table 4.1. The Students' Test Score in Reading Comprehension Difficulties

Student	Total of Answer		Student's score (Total of True answer $\times$ 2)
	True	False	
1	25	25	50
2	10	40	20
3	31	19	62
4	34	16	68
5	25	25	50
6	20	30	40
7	25	25	50
8	27	23	54
9	28	22	56
10	17	33	34
11	20	30	40
12	27	23	54
13	32	18	64
14	18	32	36
15	28	22	56

16	27	23	54
17	25	25	50
18	26	24	52
19	21	29	42
20	33	17	66
21	25	25	50
22	31	19	62
23	22	28	46
24	20	30	40
25	27	23	54
26	35	15	70
27	24	26	48
28	23	27	46
29	32	18	64
30	28	22	56
31	19	31	38
$\Sigma$	<b>785</b>	<b>765</b>	$\Sigma x = 1572$

In order to know the students' ability in reading comprehension, the researcher looks for the total of students' score, then uses the formula as follows:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{1572}{31}$$

$$M = 50,71$$

Based on the data above, the total score is 1572 of 31 students. The mean of score is 50,71. By looking at the table bellow, the students' ability in reading comprehension is categorized into low category.

Table 4.2. The Category of Students' Ability

Score	Category	X
80 – 100	Very high	<b>50,71</b>
$70 \leq 80$	High	
$60 \leq 70$	Fair	
<b><math>50 \leq 60</math></b>	<b>Low</b>	
$0 \leq 50$	Very low	

Whereas the percentage of wrong answers in the test is 49 %

which is measured use the formula:

$$P = \frac{\sum \text{False}}{\sum \text{question}} \times 100 \%$$

$$P = \frac{765}{1550} \times 100 \%$$

$$P = 0,49 \times 100 \%$$

$$P = 49 \%$$

Table 4.3. The Category of Students' Difficulties

Score	Category	Students' wrong answer
80 – 100	Very high difficulty	<b>49 %</b>
$60 \leq 80$	High difficulty	
<b><math>40 \leq 60</math></b>	<b>Fair difficulty</b>	
$20 \leq 40$	Low difficulty	
$0 \leq 20$	Very low difficulty	

It means that students have 49 % difficulties in the students' difficulties in reading comprehension test, and it is categorized in fair difficulty.

**b. Description about Students' Difficulties in Reading Comprehension**

The researcher makes 50 questions multiple choice test to measures the students' difficulties in reading comprehension. The result can be seen in appendix.

The table shows that in analyzing the topic of a text, the false of the students' answer is 68. Meanwhile in finding the main idea of a paragraph, the false of the students' answer is 97. In comprehending the supporting idea of a paragraph, the false of the students' answer is 102. Then, in looking for the specific information of a text, the false of the students' answer 83. In finding the factual information from the text, the false of the students' answer is 122. In comprehending the reference, the false of the students' answer is 91. Whereas in finding the inference of a text, the false of the students' answer is 138. The last, in finding the synonym of unfamiliar word in a text, the false of the students' answer is 66. Thus, students made mistakes in answering the questions which involve the eight features. The most wrong answer is in finding the inference of a text and the fewest wrong answer is in finding the synonym of unfamiliar word in a text.

Moreover, from the table, it can be known that there are 28 students who gave false answer and 3 students gave true answer for the topic, there are 30 students who gave false answer and 1 student gave true answer for the main idea, there are 30 students who gave false answer and 1 student gave true answer for the supporting idea, there are 30 students who gave false answer and 1 student gave true answer for

the specific information, there are 26 students who gave false answer and 5 students gave true answer for the factual information, all students gave false answer for the reference, there are 27 students who gave false answer and 4 students gave true answer for the inference, and there are 28 students who gave false answer and 3 students gave true answer for the synonym.

The researcher then wants to measure the students' score in each difficulty which the result is shown with these tables.

Table 4.4. The Students' Difficulties in Reading Comprehension Test

Difficulty	Question	$N$	$\Sigma$ questions (question	$X$ ( $100 \div \Sigma$ questions)	$F$	$X$ ( $f \times x$ )
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			$\times N$ )			
Analyzing the topic	6	31	186	0,54	68	<b>36,72</b>
Finding the main idea	6		186	0,54	97	<b>52,38</b>
Comprehending the supporting idea	6		186	0,54	102	<b>55,08</b>
Looking for the specific information	8		248	0,40	83	<b>33,2</b>
Finding the factual information	6		186	0,54	122	<b>65,88</b>
Comprehending the reference	6		186	0,54	91	<b>49,14</b>
Finding the inference	6		186	0,54	138	<b>74,52</b>
Finding the synonym of unfamiliar word	6		186	0,54	66	<b>35,64</b>

Table 4.5. The Category of Students' Difficulties in Reading Comprehension Test

<b>Difficulty</b>	<b>Difficulty Score</b>	<b>Percentage</b>	<b>Category</b>	<b>Score</b>
Analyzing the topic	<b>36,72</b>	<b>36,72%</b>	<b>Low difficulty</b>	$20 \leq 40$
Finding the main idea	<b>52,38</b>	<b>52,38%</b>	<b>Fair difficulty</b>	$40 \leq 60$
Comprehending the supporting idea	<b>55,08</b>	<b>55,08%</b>	<b>Fair difficulty</b>	$40 \leq 60$
Looking for the specific information	<b>33,2</b>	<b>33,2%</b>	<b>Low difficulty</b>	$20 \leq 40$
Finding the factual information	<b>65,88</b>	<b>65,88%</b>	<b>High difficulty</b>	$60 \leq 80$
Comprehending the reference	<b>49,14</b>	<b>49,14%</b>	<b>Fair difficulty</b>	$40 \leq 60$
Finding the inference	<b>74,52</b>	<b>74,52%</b>	<b>High difficulty</b>	$60 \leq 80$
Finding the synonym	<b>35,64</b>	<b>35,64%</b>	<b>Low difficulty</b>	$20 \leq 40$

of unfamiliar word				
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From the data, it can be revealed that the highest reading comprehension difficulty is in finding the inference of a text. Beside the lowest reading comprehension difficulty is in looking for the specific information of a text. Moreover, there are three difficulties that are included in low difficulty, three difficulties that are included in fair difficulty, and there are two difficulties that are included in high difficulty.

**c. Description about The Factors That Influence Students' Difficulties in Reading Comprehension**

The researcher made 35 questions for the questionnaire which are multiple choice. When the researcher did the research for the factors that influence students' difficulties in reading comprehension, there were 34 students who gave their respond in the questionnaire. The researcher gave them 45 minutes for answering.

**1) The Factors of The Students**

**a) Students' interest in English subject**

**I. Students' attendance in English subject in the class**

The data about students' attendance in English subject can be seen in the following table:

**Table 4.6. Distribution of Students' Attendance in English Subject in The Class**



Answer	$x$	$f$	$f \times x$
Always	0	25	0
Sometimes	1	8	8
Never	2	1	2
$\Sigma$		34	<b>10</b>

In order to find the percentage of the score, the researcher uses this formula:

$$\text{Percentage of influence} = \frac{\text{students' score}}{\text{maximum score}} \times 100\%$$

$$\text{Percentage of influence} = \frac{10}{68} \times 100\%$$

$$\text{Percentage of influence} = 14,7\%$$

The percentage of the factors' influence toward students' difficulties in reading comprehension then be categorized based on the table 3.4 in Chapter III.

From the table 4.7 above, the students who answered that they are always attend the English subject are as many as 25 students. Meanwhile, the students who answered that they are sometimes attend the English subject are as many as 8 students. Then, the students who answered that they are never attend English subject is 1 student. Thus, it is known that the most answer is that students is always attend in English subject, which the score is 10, the percentage is 14,7%. The factor is categorized in very weak factor.

## II. Students' attention on English lesson in class

The data about students' attention in English subject can be seen in the following table:

Table 4.7. Distribution of Students' Attention in English Subject in The Class

Answer	$x$	$F$	$f \times x$
Always	0	12	0
Sometimes	1	21	21
Never	2	1	2
$\Sigma$		34	<b>23</b>
%			<b>33,82%</b>

From the table above, the students who answered that they are always in paying attention on English lesson in the class are as many as 12 students. Beside, the students who answered that they are sometimes paying attention on English lesson in the class are as many as 21 students. Then, the students who answered that they are never paying attention on English lesson in the class is 1 student. So, it is known that the most answer is that students is sometimes paying attention on English lesson in the class. The factor's score is 23, the percentage is 33,82%, and it is categorized as a weak factor.

## III. Students' likeness toward English lesson

The data about students' likeness toward English lesson can be seen in the following table:

Table 4.8. Distribution of Students' Likeness Toward English Lesson

Answer	$X$	$f$	$f \times x$
Like very much	0	4	0
Like enough	1	27	27
Dislike	2	3	6
$\Sigma$		34	<b>33</b>
<b>%</b>			<b>48,53%</b>

It can be known from the table that the students who answered that they like English lesson very much are as many as 4 students. The students who answered that they like English lesson enough are as many as 27 students. While, the students who answered that they dislike English lesson are as many as 2 students. So, it is known that the most answer is that students like English lesson enough. The factor's score is 33, the percentage is 48,53%, and it is categorized as a fair factor.

#### IV. Students' opinion about English.

The data about students' opinion about English can be seen in the following table:

Table 4.9. Distribution of Students' Opinion About English

Answer	$X$	$f$	$f \times x$
Very important	0	13	0
Important enough	1	21	21
Is not important	2	0	0
$\Sigma$		34	<b>21</b>
<b>%</b>			<b>30,88%</b>

Based on the table above, the students who answered that English is very important are 13 students. Meanwhile, the students who answered that English is important enough are 21 students. But, there is no student who answered that English is not important. Thus, most of the students answered that English is important enough. The factor's score is 21 and the percentage is 30,88%. The factor is categorized in weak factor.

#### V. Students' motivation in learning English

The data about students' motivation in learning English can be seen in the following table:

Table 4.10. Distribution of Students' Motivation in Learning English

Answer	$x$	$F$	$f \times x$
To get knowledge	0	28	0
Because English subject is compulsory	1	6	6
Just follow friends	2	0	0
$\Sigma$		34	<b>6</b>
<b>%</b>			<b>8,82%</b>

From the table, it is known that the students who answered that their motivation in learning English is to get knowledge are 28 students. Meanwhile, the students who answered that their motivation in learning English is because English subject is compulsory are 6 students. But, there is no student who answered that their motivation in learning English

is just follow friends. Thus, most of the students answered that their motivation in learning English is to get knowledge, which the score is 6 and the percentage is 8,82%. The factor is categorized in very weak factor.

b. Students' interest in reading English text

1) Students' likeness toward reading English text

The data about students' likeness toward reading English text can be seen in the following table:

Table 4.11. Distribution of Students' Likeness Toward Reading English Text

Answer	$x$	$F$	$f \times x$
Like	0	14	0
Less like	1	18	18
Dislike	2	2	4
$\Sigma$		34	<b>22</b>
%			<b>32,35%</b>

Based on the table above, the students who answered that they like reading English text are 14 students. Whereas, the students who answered that they less like reading English text are 18 students. And the students who answered that they dislike reading English text are 2 students. Thus, it is known that the most answer is that they less like reading English text, which the score is 22 and the percentage is 32,35%. The factor is categorized in weak factor.

2) Students' interest about the topic/theme of the text

The data about students' interest about the topic/theme of the text can be seen in the following table:

Table 4.12. Distribution of Students' Interest About The Topic/Theme of The Text

Answer	$x$	$F$	$f \times x$
Interesting	0	20	0
Less interesting	1	11	11
Not interesting	2	2	4
$\Sigma$		34	<b>15</b>
%			<b>22,06%</b>

It can be known from the table that the students who answered that the topic/theme of the text is interesting are 20 students. The students who answered that the topic/theme of the text is less interesting are 11 students. While, the students who answered that the topic/theme of the text is not interesting are 2 students. So, it is known that the most answer is that the topic/theme of the text is interesting. The factor's score is 15, the percentage is 22,06%, and it is categorized as a weak factor.

c. English and reading English text learning activity of students

1) Students' frequency in studying English at home

The data about students' frequency in studying English at home can be seen in the following table:

Table 4.13. Distribution of Students' Frequency in Studying English at Home

Answer	$x$	$F$	$f \times x$
Often	0	2	0
Sometimes	1	22	22
Never	2	10	20
$\Sigma$		34	<b>42</b>
%			<b>61,76%</b>

From the table above, the students who answered that they are often studying English at home are 2 students. Beside, the students who answered that they are studying English at home are 22 students. Then, the students who answered that they are never studying English at home are 10 students. Thus, it is known that the most answer is that students is sometimes studying English at home. The factor's score is 42, the percentage is 61,76%, and it is categorized as a strong factor.

## 2) Students' frequency in reading English text

There are two questions about students' frequency in reading English text. The data about the factor can be seen in the following table:

Table 4.14. Distribution of Students' Frequency in Reading English Text

Question	Answer	$x$	$f$	$f \times x$
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1	Often	0	4	0
	Sometimes	1	24	24
	Seldom	2	6	12
	$\Sigma$		34	36
2	Often	0	3	0
	Seldom	1	26	26
	Never	2	5	10
	$\Sigma$		34	36
<b>Average score</b>				<b>36</b>
<b>%</b>				<b>52,94%</b>

Based on the table above, for the question 1 the students who answered that they are often reading English text are 4 students. The students who answered that they are sometimes reading English text are 24 students. And the students who answered that they are seldom reading English text are 6 students. It is known that the most answer is that they sometimes reading English text. For the question 2 the students who answered that they are often reading English text other than which are in their LKS are 3 students. The students who answered that they are seldom reading English text other than which are in their LKS are 26 students. the students who answered that they are never reading English text other than which are in their LKS are 5 students. It is known that the most answer is that they are seldom reading English text other than which are in their LKS. From the data, the average score of the



factor is 36 which the percentage is 52,94%, and it is categorized as a fair factor.

### 3) Students' participation in an English course

The data about students' participation in an English course can be seen in the following table:

Table 4.15. Distribution of Students' Participation in an English Course

Answer	$x$	$F$	$f \times x$
Join, and always be present	0	8	0
Join, but seldom be present	1	3	3
Have not join English course	2	23	46
$\Sigma$		34	<b>49</b>
%			<b>72,06%</b>

It can be known from the table that the students who answered that they are join and always be present an English course outside the school are 8 students. Whereas the students who answered that they are join and seldom be present an English course outside the school are 3 students. While, the students who answered they have not join an English course outside the school are 23 students. Thus, it is known that the most answer is that they have not join an English course outside the school. The factor's score is 49, the percentage is 72,06%, and it is categorized as a strong factor.

### d. Students' knowledge

#### 1) The lack of students' grammar knowledge

a) Students' knowledge about Simple Past Tense

There are three questions about students' knowledge about Simple Past Tense. The data about the factor can be seen in the following table:

Table 4.16. Distribution of Students' Knowledge About Simple Past Tense

Question	Answer	$x$	$f$	$f \times x$
1 (general)	Often and have understood	0	9	0
	Seldom and have less understood	1	21	21
	Never and haven't understood	2	4	8
	$\Sigma$		34	29
2 (verb 2/past verb form)	Know and understand	0	11	0
	Less know and less understand	1	20	20
	Don't know and don't understand	2	3	6
	$\Sigma$		34	26
3 (irregular verb)	Know and understand	0	13	0
	Less know and less understand	1	18	18
	Don't know and don't understand	2	3	6
	$\Sigma$		34	24
<b>Average score</b>				<b>26,33</b>
<b>%</b>				<b>38,72%</b>

Based on the table above, for the question 1 the students who answered that they are often learning and

understanding Simple Past Tense are 9 students. The students who answered that they are seldom learning and less understanding Simple Past Tense are 21 students. Then, the students who answered that they are never learning and have not yet understanding Simple Past Tense are 4 students. It is known that the most answer is that they are seldom learning and less understanding Simple Past Tense.

For the question 2 the students who answered that they know and understand about verb 2 or past verb form are 11 students. The students who answered that they less know and less understand about verb 2 or past verb form are 20 students. Then, the students who answered that they don't know and don't understand about verb 2 or past verb form are 3 students. It is known that the most answer is that they less know and less understand about verb 2 or past verb form.

For the question 3 the students who answered that they know and understand about irregular verb are 13 students. The students who answered that they less know and less understand about irregular verb are 18 students. Then, the students who answered that they do not know and do not understand about irregular verb are 3 students. It is

known that the most answer is that they less know and less understand about irregular verb.

From the data, the average score of the factor is 26,33 which the percentage is 38,72%, and it is categorized as a weak factor.

b) Students' knowledge about to be: was, were

The data about the students' knowledge about "to be: was, were" can be seen in the following table:

Table 4.17. Distribution of Students' Knowledge About "To Be: Was, Were"

Answer	$x$	$F$	$f \times x$
Know and understand	0	13	0
Less know and less understand	1	16	16
Don't know and don't understand	2	5	10
$\Sigma$		34	<b>26</b>
<b>%</b>			<b>38,24%</b>

From the table above, the students who answered that they know and understand about "to be: was, were" are 13 students. Beside, the students who answered that they less know and less understand about "to be: was, were" are 16 students. Then, the students who answered that they do not know and do not understand about "to be: was, were" are 5 students. Thus, it is known that the most answer is that they less know and less understand about "to be: was, were". The

factor's score is 26, the percentage is 38,24%, and it is categorized as a weak factor.

## 2) The lack of students' vocabulary knowledge

### a) Students' knowledge about the meaning of unfamiliar words

The data about the students' knowledge about the meaning of unfamiliar words can be seen in the following table:

Table 4.18. Distribution of Students' Knowledge About The Meaning of Unfamiliar Words

Answer	$x$	$F$	$f \times x$
Always	2	19	38
Sometimes	1	14	14
Never	0	1	0
$\Sigma$		34	<b>52</b>
<b>%</b>			<b>76,47%</b>

From the table above, the students who answered that they are always searching for the meaning of unfamiliar words in dictionary are 19 students. Beside, the students who answered that they are sometimes searching for the meaning of unfamiliar words in dictionary students are 14 students. Then, the students who answered that they are never searching for the meaning of unfamiliar words in dictionary is 1 student. So, it is known that the most answer is that students is always searching for the meaning of

unfamiliar words in dictionary. The factor's score is 52, the percentage is 76,47%, and it is categorized as a strong factor.

b) Students' knowledge about pronouns

The data about the students' knowledge about the pronouns can be seen in the following table:

Table 4.19. Distribution of Students' Knowledge About Pronouns

Answer	$X$	$F$	$f \times x$
Often and understand	0	15	0
Seldom and less understand	1	16	16
Never and have not understand	2	3	6
$\Sigma$		34	<b>22</b>
<b>%</b>			<b>32,35%</b>

Based on the table above, the students who answered that they are often learning and understanding about pronouns are 15 students. Meanwhile, the students who answered that they are seldom learning and less understanding about pronouns are 16 students. Whereas, the students who answered that they are never learning and have not yet understanding about pronouns are 3 students. Thus, most of the students answered that they are seldom learning and less understanding about pronouns. The factor's score is 22, the percentage is 32,35%, and it is categorized in weak factor.

### 3) The lack of students' background knowledge

The data about the students' background knowledge can be seen in the following table:

Table 4.20. Distribution of Students' Background Knowledge

Answer	$x$	$f$	$f \times x$
Familiar	0	11	0
Less familiar	1	22	22
are not familiar	2	1	2
$\Sigma$		34	<b>24</b>
<b>%</b>			<b>35,29%</b>

From the table above, the students who answered that they are familiar with the topic of the English text are 11 students. Beside, the students who answered that they less familiar with the topic of the English text are 22 students. Then, the student who answered that they are not familiar with the topic of the English text is 1 student. Thus, it is known that the most answer is that they less familiar with the topic of the English text. The factor's score is 24, the percentage is 35,29%, and it is categorized as a weak factor.

### 4) The lack of students' knowledge about text structure

The data about the students' knowledge about text structure can be seen in the following table:

Table 4.21. Distribution of Students' Knowledge About Text Structure

Answer	$x$	$F$	$f \times x$
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Ever and understand	0	14	0
Ever, but have not understood	1	17	17
Never, and have not understood	2	3	6
$\Sigma$		34	<b>23</b>
%			<b>33,82%</b>

It can be known from the table that the students who answered that they ever learn and be understand the text structure of recount and narrative text are 14 students. Whereas the students who answered that they ever learn but have not yet understood the text structure of recount and narrative text are 17 students. While, the students who answered they never learn and have not yet understood the text structure of recount and narrative text are 3 students. Thus, it is known that the most answer is that they ever learn but have not yet understood the text structure of recount and narrative text. The factor's score is 23, the percentage is 33,82%, and it is categorized in weak factor.

e. Students comprehension of long/complex sentences in the text

The data about the students comprehension of long/complex sentences in the text can be seen in the following table:

Table 4.22. Distribution of Students Comprehension of Long/Complex Sentences in The Text

Answer	$x$	$f$	$f \times x$
No	0	1	0
Difficult enough	1	22	22



Very difficult	2	11	22
$\Sigma$		34	<b>46</b>
%			<b>67,65%</b>

From the table above, the student who answered that the long/complex sentences in the text is not difficult to be understood is 1 student. Beside, the students who answered that the long/complex sentences in the text is enough difficult to be understood are 22 students. Then, the students who answered that the long/complex sentences in the text is very difficult to be understood are 11 students. So, it is known that the most answer is that the long/complex sentences in the text is very difficult to be understood. The factor's score is 46, the percentage is 67,65%, and it is categorized as a strong factor.

## 2) The Factors of The Teacher

### a) Teacher's educational background

Based on the result of interview with the English teacher (Mrs. Jum'atiah, S. Pd.) it found the data she had finished her study at S1 English Department, *Tarbiyah* and Teachers Training Faculty of Antasari State Institute for Islamic Studies Banjarmasin. It includes in weak factor.

### b) Teacher's experience in teaching English

Based on the result of interview, the researcher found the data that the English teacher has taught English subject about 5 years. It includes in weak factor.

c) Teacher's attendance in teaching English

The data about the teacher's attendance in teaching English can be seen in the following table:

Table 4.23. Distribution of Teacher's Attendance in Teaching English

Answer	$x$	$f$	$f \times x$
Always	0	14	0
Sometimes	1	19	19
Never	2	1	2
$\Sigma$		34	<b>21</b>
<b>%</b>			<b>30,88%</b>

Based on the table above, the students who answered that the English teacher is always be attendant for teaching English are 14 students. Meanwhile, the students who answered that the English teacher is sometimes be attendant for teaching English are 19 students. Whereas, the student who answered that the English teacher is always be attendant for teaching English is 1 student. Thus, most of the students answered that the English teacher is sometimes be attendant for teaching English. The factor's score is 21, the percentage is 30,88%.

However, beside using the questionnaire, the researcher also checked the teacher's attendance in the list of teachers absence in the school and found that the teacher always attends the class. Therefore, this factor is categorized as a weak factor.

d) Teacher's frequency in using English when teaching in the class

The data about the teacher's frequency in using English when teaching in the class can be seen in the following table:

Table 4.24. Distribution of Teacher's Frequency in Using English When Teaching in The Class

Answer	$x$	$f$	$f \times x$
Often	0	8	0
Seldom	1	24	24
Never	2	2	4
$\Sigma$		34	<b>28</b>
%			<b>41,17%</b>

It can be known from the table that the students who answered that the English teacher is often speaking English when teaching reading in the class are 8 students. Whereas the students who answered that the English teacher is seldom speaking English when teaching reading in the class are 24 students. While, the students who answered that the English teacher is often speaking English when teaching reading in the class are 2 students. Thus, it is known that the most answer is that the English teacher is seldom speaking English when teaching reading in the class. The factor's score is 28, the percentage is 41,17%, and it is categorized in fair factor.

e) Teacher's technique and strategy in teaching reading English text

There are five questions about Teacher's technique and strategy in teaching reading English text. The data about the factor can be seen in the following table:

Table 4.25. Distribution of Teacher's Technique and Strategy in Teaching Reading English Text

Question	Answer	$X$	$f$	$f \times x$
1 (general)	Interesting and be motivated	0	19	0
	Less interesting and be less motivated	1	12	12
	Not interesting and not be motivated	2	3	6
	$\Sigma$		34	18
	%			26,47%
2 (topic)	Often and understand	0	11	0
	Seldom and less understand	1	18	18
	Never and have not understand	2	5	10
	$\Sigma$		34	28
	%			41,17%
3 (main idea)	Often and understand	0	7	0
	Seldom and less understand	1	23	23
	Never and have not understand	2	4	8
	$\Sigma$		34	31
	%			45,59%
4 (certain information)	Often and understand	0	17	0
	Seldom and less understand	1	14	14
	Never and have not understand	2	3	6
	$\Sigma$		34	20
	%			29,41%
5 (vocabulary)	Often and understand	0	18	0
	Seldom and less understand	1	13	13
	Never and have not understand	2	3	6
	$\Sigma$		34	19
	%			27,94%

Based on the table above, for the question 1 the students who answered that the way of the English teacher in teaching reading English text is interesting and make them be motivated are 19 students. The students who answered that the way of the English teacher in teaching reading English text is less interesting and make them be less motivated are 12 students. Then, the students who answered that the way of the English teacher in teaching reading English text is not interesting and make them be not motivated are 3 students. It is known that the most answer is that the way of the English teacher in teaching reading English text is interesting and make them be motivated. The percentage of the factor is 26,47% and it is in weak factor.

For the question 2 the students who answered that the English teacher is often teaching how to guessing the topic of a text and they understand are 11 students. The students who answered that the English teacher is seldom teaching how to guessing the topic of a text and they less understand are 18 students. Then, the students who answered that the English teacher is never teaching how to guessing the topic of a text and they do not understand are 5 students. It is known that the English teacher is seldom teaching how to guessing the topic of a text and they less understand. The percentage of the factor is 41,17% and it is in fair factor.

For the question 3 the students who answered that the English teacher is often teaching how to finding the main idea of a text and they understand are 7 students. The students who answered that the English teacher is seldom teaching how to finding the main idea of a text and they less understand are 23 students. Then, the students who answered that the English teacher is never teaching how to finding the main idea of a text and they do not understand are 4 students. It is known that the most answer is that the English teacher is seldom teaching how to finding the main idea of a text and they less understand. The percentage of the factor is 45,59% and it is in fair factor.

For the question 4 the students who answered that the English teacher is often teaching how to finding the specific information of a text and they understand are 17 students. The students who answered that the English teacher is seldom teaching how to finding the specific information and they less understand are 14 students. Then, the students who answered that the English teacher is never teaching how to finding the specific information and they do not understand are 3 students. It is known that the most answer is that the English teacher is often teaching how to guessing the topic of a text and they understand. The percentage of the factor is 29,41% and it is in weak factor.

For the question 5 the students who answered that the English teacher is often teaching how to guessing the meaning of the difficult words and they understand are 18 students. The students who answered that the English teacher is seldom teaching how to guessing the meaning of the difficult words and they less understand are 13 students. Then, the students who answered that the English teacher is never teaching how to guessing the meaning of the difficult words and they do not understand are 3 students. It is known that the most answer is that the English teacher is often teaching how to guessing the meaning of the difficult words and they understand. The percentage of the factor is 27,94% and it is in weak factor.

f) Teacher's ownership of other English text book

The data about the teacher's ownership of other English text book can be seen in the following table:

Table 4.26. Distribution of Teacher's Ownership of Other English Text Book

Answer	$x$	$f$	$f \times x$
Often	0	5	0
Seldom	1	15	15
Never	2	14	28
$\Sigma$		34	<b>43</b>
<b>%</b>			<b>63,23%</b>

From the table above, the student who answered that the English teacher is often using other English textbook except LKS in teaching English are 5 students. Beside, the students who answered that the English teacher is seldom using other English textbook except LKS in teaching English are 15 students. Then, the students who answered that the the English teacher is never using other English textbook except LKS in teaching English are 14 students. So, it is known that the most answer is that the English teacher is seldom using other English textbook except LKS in teaching English. The factor's score is 43, the percentage is 63,23%, and it is categorized as a strong factor.

### 3) The Factors of The Learning Facilities

#### a) Students' opinion about the ownership of English text book

The data about the students' opinion about the ownership of English text book can be seen in the following table:

Table 4.27. Distribution of Students' Opinion About The Ownership of English Text Book

Answer	$x$	$f$	$f \times x$
Enough	0	9	0
Less enough	1	23	23
Not enough	2	2	4
$\Sigma$		34	<b>27</b>
<b>%</b>			<b>39,71%</b>



It can be known from the table that the students who answered that their English LKS is enough in learning reading English text are 9 students. Whereas the students who answered that their English LKS is less enough in learning reading English text are 23 students. While, the students who answered that their English LKS is not enough in learning reading English text are 2 students. Thus, it is known that the most answer is that their English LKS is less enough in learning reading English text. The factor's score is 27, the percentage is 39,71%, and it is categorized in weak factor.

b) Students' ownership of other English textbook

The data about the students' ownership of other English text book can be seen in the following table:

Table 4.28. Distribution of Students' Ownership of Other English Textbook

Answer	$x$	$f$	$f \times x$
Have, their own book	0	19	0
Have, borrowing	1	3	3
Do not have	2	12	24
$\Sigma$		34	<b>27</b>
<b>%</b>			<b>39,71%</b>

From the table above, the student who answered that they have their own other English textbook are 19 students. Beside, the students who answered that they have other English textbook but they borrow it are 3 students. Then, the students who answered

that they do not have other English textbook are 12 students. So, it is known that the most answer is that they have their own other English textbook. The factor's score is 27, the percentage is 39,71%, and it is categorized as a weak factor.

c) Students' ownership of English dictionary

The data about the students' ownership of English dictionary can be seen in the following table:

Table 4.29. Distribution of Students' Ownership of English Dictionary

Answer	$x$	$f$	$f \times x$
Have, often be used	0	16	0
Have, seldom be used	1	11	11
Do not have	2	7	14
$\Sigma$		34	<b>25</b>
%			<b>36,76%</b>

From the table above, the student who answered that they have English dictionary and often to be used are 16 students. Beside, the students who answered that they have English dictionary but seldom to be used are 11 students. Then, the students who answered that they do not have other English dictionary are 7 students. Thus, it is known that the most answer is that they have English dictionary and often to be used. The factor's score is 25, the percentage is 36,76%, and it is categorized in weak factor.

d) Students' opinion about the availability of English text book collection at the school library

The data about the students' opinion about the availability of English text book collection at the school library can be seen in the following table:

Table 4.30. Distribution of Students' Opinion About The Availability of English Text Book Collection at The School Library

Answer	$x$	$f$	$f \times x$
Enough	0	17	0
Not quite enough	1	12	12
Not enough	2	5	10
$\Sigma$		34	<b>22</b>
<b>%</b>			<b>32,35%</b>

It can be known from the table that the students who answered that the English book in the school library is enough for learning reading English text are 17 students. Whereas the students who answered that the English book in the school library is not quite enough for learning reading English text are 12 students. While, the students who answered that the English book in the school library is not enough for learning reading English text are 5 students. Thus, it is known that the most answer is that the English book in the school library is enough for learning reading English text. The factor's score is 22, the percentage is 32,35%, and it is categorized in weak factor.

e) Students' opinion about the availability of language laboratory at the school

The data about the students' opinion about the availability of language laboratory at the school can be seen in the following table:

Table 4.31. Distribution of Students' Opinion About The Availability of Language Laboratory at The School

Answer	$x$	$f$	$f \times x$
No hampering	0	19	0
Hampering enough	1	13	13
Very hampering	2	2	4
$\Sigma$		34	<b>17</b>
%			<b>25%</b>

It can be known from the table that the students who answered that unavailability of language laboratory at the school is not hampering them in learning English text are 19 students. The students who answered that the unavailability of language laboratory at the school is hampering enough for them in learning English text are 13 students. While, the students who answered that the unavailability of language laboratory at the school is very hampering them in learning English text are 2 students. So, it is known that the most answer is that the unavailability of language laboratory at the school is not hampering them in learning English text. The factor's score is 17, the percentage is 25%, and it is categorized as a weak factor.

f) The condition of the students' classroom

The data about the the condition of the students' classroom can be seen in the following table:

Table 4.32. Distribution of The Condition of The Students' Classroom

Answer	$x$	$f$	$f \times x$
No disturbing	0	14	0
Disturbing enough	1	15	15
Very disturbing	2	5	10
$\Sigma$		34	<b>25</b>
%			<b>36,76%</b>

Based on the table above, the students who answered that the condition of the students' classroom is not disturbing them in learning English text are 14 students. Meanwhile, the students who answered that the condition of the students' classroom is disturbing them enough in learning English are 15 students. Whereas, the students who answered that the condition of the students' classroom is very disturbing them in learning English are 5 students. Thus, most of the students answered that the the condition of the students' classroom is disturbing them enough in learning English. The factor's score is 25, the percentage is 36,76%, and it is categorized in weak factor.

4) The Factors of The Environment

a) The situation in the students' classroom

The data about the the situation in the students' classroom can be seen in the following table:

Table 4.33. Distribution of The Situation in The Students' Classroom

Answer	$x$	$f$	$f \times x$
No disturbing	0	8	0
Disturbing enough	1	14	14
Very disturbing	2	12	24
$\Sigma$		34	<b>38</b>
%			<b>55,88%</b>

Based on the table above, the students who answered that the situation in the students' classroom is not disturbing them in learning English text are 8 students. Meanwhile, the students who answered that the situation in the students' classroom is disturbing them enough in learning English are 14 students. Whereas, the students who answered that the situation in the students' classroom is very disturbing them in learning English are 12 students. Thus, most of the students answered that the the situation in the students' classroom is disturbing them enough in learning English. The factor's score is 38, the percentage is 55,88%, and it is categorized in fair factor.

## B. Discussion

After all the obtained data are reported in detail as result of this research, they also need to be analyzed based on the order issues that have introduced earlier in this study:

1. The Students' Ability in Reading Comprehension at The Eighth Grade Of MTs. Nurul Islam Banjarmasin Year 2013/2014

From the students' result of the test shown on the table 4.1. can be concluded that the students' ability in reading comprehension is in low category with the mean is 50,71. The result proves the English teacher's statement about the students average score in reading comprehension as the researcher said in Chapter I Background of Study.

2. The Students' Difficulties in Reading Comprehension at The Eighth Grade Of MTs. Nurul Islam Banjarmasin Year 2013/2014

From the result the researcher also can analyse that the students at eighth grade of MTs Nurul Islam Banjarmasin have 49 % difficulties in the test of students' difficulties in reading comprehension, which is in fair difficulty. There are 765 wrong answer of 1550 questions.

The multiple choice test includes eight difficulties, they are: analyzing the topic of a text, finding the main idea of a paragraph, comprehending the supporting idea of a paragraph, looking for the specific information of a text, finding the factual information from the text, comprehending the reference, finding the inference of a text, and finding the synonym of unfamiliar word in a text.

The students did so many mistakes in answering the questions that include five difficulties. That means the students do have five difficulties in reading comprehension. The difficulties are first, in finding the main idea of a paragraph the students get high enough difficulty which the percentage is 52,38% and it is categorized in fair difficulty. Second, in comprehending the supporting idea of a paragraph the percentage is a little bit more , it is 55,08% and also in fair difficulty. It means that they get high enough difficulty. Third, the students have very significant difficulty in finding the factual information from the text. They did so many mistakes in answering the questions which cover the difficulty so that the percentage is 65,88% and it is in high difficulty. Fourth, in comprehending the reference students get high enough difficulty because they did many mistakes. The percentage of the difficulty is 49,14% which is categorized in fair difficulty. Fifth, students in finding the inference of a text do have very high difficulty. The difficulty is in high difficulty which the percentage is 74,52%.

Based on the test result, the researcher concludes that the most difficult feature in reading comprehension is finding the inference of a text due to the fact that the percentage is the highest. It is a very significant difficulty considering in order to find the inference of a text a student must through the processes of bottom-up and top-down in reading.

### 3. The Factors That Influence Students' Difficulties in Reading Comprehension at The Eighth Grade Of MTs. Nurul Islam Banjarmasin Year 2013/2014



There are some factors that influence the five reading comprehension difficulties, those are:

a. The factor of students

1) Students' interest in English subject

a) Students' likeness toward English lesson

Based on the result of questionnaire the factor about students likeness toward English lesson has fair influence toward the students' difficulties in reading comprehension with the percentage is 48,53%. Most of the students stated that they like English lesson enough. Due to the students' likeness in not good enough, it is potentially making them be lazy in reading English text.

2) English and reading English text learning activity of students

a) Students' frequency in studying English at home

The factor about students' frequency in studying English at home has strong influence due to the percentage of influence is 61,76%. Most of the students said that they are sometimes studying English at home. If the students is often studying English at home, their English ability will be better, then a good ability in English can also support the reading comprehension ability.

b) Students' frequency reading English text

The factor about students' frequency in reading English text has fair influence which the percentage is 52,94%. Most of the students said that they are sometimes reading English text and

seldom reading English text other than the English texts in their LKS. If the students is often reading English text, moreover the text is from other books, it will make their reading comprehension ability be better and they will practice how to overcome the difficulties in reading comprehension.

c) Students' participation in an English course

The factor about participation in an English course has strong influence due to the percentage of influence is 72,06%. Most of the students stated that they have not join an English course outside the school. Joining an English course is not a must for students, however it will support the English and reading English text ability more.

3) Students' knowledge

a) The lack of students' vocabulary knowledge

I. Students' knowledge about the meaning of unfamiliar word

The factor about students' knowledge about the meaning of unfamiliar word has strong influence due to the percentage of influence is 76,47%. Most of the students said that they are always searching for the meaning of unfamiliar words in dictionary. It means that the students do not try to guess the meaning of unfamiliar words from the context, even though the English teacher has already taught them how to guessing the meaning of Students' knowledge about the meaning of unfamiliar words in a text. They do not use the strategy actively.

#### 4) Students comprehension of long/complex sentences in the text

The factor about students comprehension of long/complex sentences in the text has strong influence which the percentage is 67,65%. Most of the students said that the long/complex sentences in the text are very difficult to be understood. A long/complex sentence in a text usually makes students be more difficult to comprehend a text. Students should be carefull in translating a long/complex sentence.

#### b. The factors of teacher

##### 1) Teacher's frequency in using English when teaching in the class

The factor about teacher's frequency in using English when teaching in the class has fair influence due to the percentage of influence is 41,17%. Most of the students said that the English teacher is seldom speaking English when teaching reading English text. If the teacher often speaks English when teaching in the class, the students' English ability will be better, and without an exception of students' difficulties in reading comprehension will reduce.

##### 2) Teacher's technique and strategy in teaching reading English text

###### a) Guessing the topic of a text

The factor about teacher's technique and strategy in teaching how to guess the topic of a text has fair influence due to the percentage of influence is 41,17%. Most of the students said that the English teacher is seldom teaching how to guess the topic of a text. Although the students' difficulty of analysing the topic of a text is in

low category, this factor may influences for the students who have the difficulty. Guessing the topic of a text is an important skill in reading that is very usefull in reading comprehension.

b) Finding the main idea of a text

The factor about teacher's technique and strategy in teaching how to find the main idea of a text has fair influence due to the percentage of influence is 45,59%. Most of the students said that the English teacher is seldom teaching how to find the main idea of a text. Often teaching how to find the main idea of a text is very important because it will help students in comprehending a text.

3) Teacher's ownership of other English text book

The factor about Teacher's ownership of other English text book has strong influence due to the percentage of influence is 63,23%. Most of the students said that the English teacher is seldom using other English textbook except LKS. Teaching English usually need more than 1 textbook because an English teacher needs to arrange teaching materials, beside teaching materials from other textbook can make the students' knowledge is develop.

c. The factor of environment

1) The situation in the students' classroom

The factor about the situation in the students' classroom has fair influence which the percentage is 55,88%. Most of the students said that the situation in their classroom is noisy so that it disturbs them

enough in learning English. Students' classroom situation is very important and has influence in absorbing knowledge when studying, includes studying reading English text. More comfortable the situation in the classroom is, more comfort students are in learning reading English text.