

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. This chapter presents the findings and discussion which explore the causes of teacher's constraints in improving reading ability, describe the influential factors in improving reading ability and give some solutions in improving reading ability.

A. Findings

This chapter explained the findings based on observation, interview and documentary. The observation, interview and documentary answer the statement of problems which consist of : The first problem what are the teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong, the second what are the influential factors in improving reading ability and the last what are the solutions did the teacher do to resolve the problem.

The researcher collected the data related to the first problem statement by doing observation to look for information about the teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong academic years 2016/2017.

The second, the researcher analyzed the result of the interview to get more information what is the teacher's constraint in improving reading ability. The results of this research for several teachers can learn how to teach English carefully and know what the influential factors in improving reading ability are.

The last, the researcher analyzed the result all of data from observation, interview and documentary wants to give solution did the teacher do to resolve the problem. The observation was conducted on 13th April 2017 until 18th April 2017. The interview was conducted on 17th April 2017 until 18th April 2017 and documentary was conducted on 2nd May 2017.

This chapter then explained the finding based on the data that found in the school. The first finding about observation and it was done three times observation in the class VII with teacher A and three times with teacher B, while the English teacher in the classroom. Based on observation there are the teacher's constraint in improving reading ability while teaching English.

1. The teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong

In this research the researcher found the teacher's constraint in improving reading ability for seventh grade students at SMPN 2 Jorong. The result comes from observation, where the researcher observed in the class VII. This research is based on problem statements experienced by teachers in reading English in SMPN 2 Jorong. In SMPN 2 Jorong it already has applied a method of teaching English. Problems faced by a teacher in teaching English reading were very complex, whether it comes from the teacher or the students, facilities, teaching methods as well as from external factors that exist. However, this study focuses on the problems or obstacles of a teacher in teaching reading, the teacher did was to encourage the students to learn and practice more. English teacher in SMPN 2 Jorong in explaining English lesson less clear and unclear.

The book is the most important teaching medium in a language teaching where every student will know about the whole of the material taught in one period of pursuit in one semester. The book also contains important points that must be mastered by students; the students can also read the material before the start of the lesson and can review again what has been taught. In fact, SMPN 2 Jorong has not provided a textbook facility or English teaching module to its students so that the lacks of these facilities become a crucial students' barrier. So far, the ongoing teaching process, students get copies of material from teacher, so they have lack of preparation in learning, and reference books used by teacher. Previous teacher used the book in the hereditary and teacher owned books that they get from beyond the absence of libraries that provide reference other books they need less and limited. So the problems associated with the teaching materials facilities the researcher can conclude such as: (a) the incompleteness of textbooks or modules of teaching materials for students. (b) books used for teaching materials obtained by teacher originated from the previous teacher from generation to generation. (c) teacher only adds textbooks from the ones they get themselves and (d) the unavailability of library as a source of books and references for students and teacher as a storehouse of knowledge.

From the explanation, it can be concluded the lack of facilities teaching materials that become obstacles in learning English. Facilities that must be provided by institutions in general, classrooms, learning aids and teaching media, library, textbooks and other supporting facilities such as bookcases, and others.

2. The influential factors in improving reading ability

In this research the researcher identifies the influential factors in improving reading, the result getting from interview, where the researcher asking the same question for English teacher A and B and in this case both of English teachers has some constraints also told to the researcher the influential factors in improving reading. That can be seen below :

SMPN 2 Jorong has two English teachers who both of them graduated from English education which has a basic requirement to become an educators. English teacher A graduated from English Department of Palangkaraya University and English teacher B graduated from English Department of (ULM) Lambung Mangkurat University of Banjarmasin.

The English teachers' constraints and the influential factors in improving reading are obtained from interview where the question in appendix interview script. In this question English teacher A and English teacher B has same answer that is:

The English teachers answer from the interview, the English teachers experience that she did not has much time to make a lot of media and there is no budget for the media of their own. Almost all of the students had problems in learning English. In general, their problems were related to low motivation, bad study habit, and attitude toward learning. However, external factors, such as the classroom condition also hampered them in learning English in the classroom. Most of the students had problems in learning English Reading Ability. In learning reading, the problems were related to the problems in understanding the

main idea of the texts, problems in finding both implicit and explicit information, and problems related to the topic and the length of the texts. In overcoming the problems in learning reading, their efforts were checking in the dictionary or asking the teacher or friends whenever they find difficult words in the texts, asking the teacher if they found difficulties in understanding the texts, and practicing to read any article in English to make them accustomed to read. In helping the students to overcome their problems in learning English, the teacher also made some efforts. In general, what the teacher did was to encourage the students to learn and practice more. However, the teacher could not make maximum efforts because they have lack of facilities.

3. Some solutions in improving reading ability

This research the researcher give solution do the teacher in improving reading ability. The result getting from interview, where the researcher asking the same question for English teacher A and B.

The analysis shows that the problems when teaching reading seen. In teaching English, use nature language who have less experience. The similar problem that is in introduce unfamiliar topic and genre. Those categories can be solved by using the strategy like question answer, game etc. Although the teachers use the strategy, but there still is found that the students do not understand and interpret it well. This is because of the lack of vocabulary, and the vocabulary itself includes in language category because the students can convey the meaning with vocabulary, it is in line with the function of language that is to communicate.

Teacher should create many kinds of teaching media, technique, games, pictures, card and humor stories can motivate students to read.

Based on the finding, it is suggested that the students should be aware to their problems in learning English. They should know their own problems in learning English, so that they can make some efforts to overcome their problems. The teacher is also suggested to be more concerned with the students' problems in learning English. Some strategies are needed to help the students to overcome their problems. Other educational practitioner, such as the headmaster and the committee are suggested to concern more with the facilities that support the teaching and learning process, for instance, the condition of the classroom. Future researchers are suggested to conduct further research related to the students' problems in learning and the solutions to overcome the problems.

B. Dicussion

The data has been collected from the observation, interview and documentary are processed and describe in findings. Then the data also need was analyzed and reported based on the order of issues that had introduced earlier in this study.

1. Teacher Factor

Relating to the data collected from observation the researcher mentioned quite less clear in explaining the English lesson. Sometime it is high category. The researcher stated clarity of English teacher in SMPN 2 Jorong in explaining English less clear and unclear.

2. Facility Factor

The first, based on data that gained from the observation and interview, it is known that for the students facility. The teacher mentioned that the students have the English dictionary, either or non private ownership or it is categorized as high category .

The second, it shows that SMPN 2 Jorong has it is own library that including many books that can help students to know all of the aspect that the teacher in the class especially English subject. The students can find the English book that they need there, and they can increase they knowledge about the subjects, especially is reading subject.

After analyzing all the data about facility factor in this case about that facility that own by the student. It has the important contribution for the student in their study and to support in teaching the desire goal of teaching learning process.

After analyzing all the data about the facility, it can be assumed that the facility factors has the significant influence to make the students easier to get their goal of study, especially in reading subject.