

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. The Ninth Grade Students' Ability in Understanding Short Functional Texts at SMPN 1 Batumandi Academic Year 2016/2017**

To identify the ninth grade students' ability in understanding short functional texts, the researcher conducted a test at class IX-A, IX-B, IX-C, and IX-D at SMPN 1 Batumandi academic years 2016/2017. The total of the subject are 86 students. The test contains of 25 items of multiple choice from 5 types of short functional texts, those are short message, advertisement, announcement, notice/warning/caution and letter/e-mail. Each type of texts has 5 questions that contains of 3 cognitive levels, 2 questions of knowledge and understanding level, 2 questions of application level, and a question of reasoning level. Each item of the test has scored 4 point. If students answer all of the items correctly, they will get score 100 that is the highest score. The students have 40 minutes to do the test.

The result of the test in understanding short functional texts, it is found that the highest score of the students is 76 and the lowest score is 12. The accumulated score is 3796. The result of the test can be seen in table 4.1.

**4.1 Table of the Ninth Grade Students' Ability Test Result in Understanding Short Functional Texts at SMPN 1 Batamandi Academic Year 2016/2017**

No.	Score	Frequency
1	76	1
2	64	1
3	60	4
4	56	6
5	52	16
6	48	9
7	44	14
8	40	11
9	36	9
10	32	9
11	28	4
12	24	1
13	12	1

To identify the ninth grade students' ability in understanding short functional texts at SMPN 1 Batamandi, the researcher uses the accounting of mean score as follows:

$$M = \frac{\sum x}{N} = \frac{3796}{86} = 44.14$$

From the data of the ninth grade students' score in reading ability test in understanding short functional texts, it is found that the average of the students' score is 44.14. The average of the students' score categorized very poor because it less than 50.

**4.2 Table of Frequency of the Ninth Grade Students' Ability Test Result in Understanding Short Functional Texts at SMPN 1 Batamandi Academic Year 2016/2017**

No.	Score	Frequency	Percentage	Categorized
1	81 – 100	0	0	Excellent
2	71 - <80	1	1.16%	Good
3	61 - <70	1	1.16%	Fair
4	51 - <60	26	30.23%	Low
5	0 - <50	58	67.45%	Very Low
<b>Total</b>		86	100%	

From table 4.2, it can be seen that there was no one (0%) who got score around 81-100 that classified in excellent. There was 1 (1.16%) student who got score around 71 - <80 that classified in good category. There was 1 (1.16%) student who got score around 61 - <70 that classified in fair category. There were 26 (30.23%) students who got around score 51 - <60 that classified in poor category. Meanwhile, there were 58 (67.45%) students who got score around 0 - <50 that classified in very poor category.

**2. The Ninth Grade Students' Problems in Understanding Short Functional Texts at SMPN 1 Batamandi Academic Year 2016/2017**

To identify the ninth grade students' problems in understanding short functional texts at SMPN 1 Batamandi academic years 2016/2017, the researcher presented the data based on the students test result by analyzing students' common error in each type of the test. The data of students' problems in understanding short functional texts can be seen in table 4.3.

### 4.3 Table of the Ninth Grade Students' Problems in Understanding Short

#### Functional Texts at SMPN 1 Batamandi Academic Year 2016/2017

No. Question	Types of Text	Cognitive Level	The Number of Students Who Cannot Answer the Question	Percentage
1	Advertisement	Knowledge and Understanding	69	80.23%
2	Advertisement	Application	18	20.93%
3	Short Message	Application	79	91.86%
4	Short Message	Knowledge and Understanding	54	62.79%
5	Notice	Knowledge and Understanding	55	63.95%
6	Letter/E-mail	Knowledge and Understanding	49	56.97%
7	Letter/E-mail	Knowledge and Understanding	52	60.46%
8	Announcement	Knowledge and Understanding	52	60.46%
9	Announcement	Knowledge and Understanding	40	46.51%
10	Announcement	Application	40	46.51%
11	Notice	Knowledge and Understanding	43	50%
12	Advertisement	Application	26	30.23%
13	Advertisement	Knowledge and Understanding	63	73.25%
14	Advertisement	Reasoning	16	18.6%
15	Short Message	Knowledge and Understanding	53	61.62%
16	Short Message	Application	50	58.13%
17	Notice	Application	43	50%
18	Notice	Reasoning	49	56.97%
19	Letter/E-mail	Application	80	93.02%
20	Letter/E-mail	Application	15	17.44%
21	Letter/E-mail	Reasoning	37	43.02%
22	Announcement	Application	61	70.93%

23	Announcement	Reasoning	43	50%
24	Notice	Application	37	43.02%
25	Short Message	Reasoning	77	89.53%
<b>Total</b>			1201	55.86%

On table 4.3, researcher presented the data about students' problem in understanding short functional texts. From the data above, it is known that question number 19 is the most difficult one of 25 questions with 80 (93.02%) students could not answer correctly and question number 20 is the easiest question with 15 (17.44%) students who could not answer it correctly.

In table 4.4, researcher presented data of students' problem in each type of short functional texts based on the result of students' test by analyzing students' common error in each type of the test.

#### **4.4 Table of Frequency of the Ninth Grade Students' Problems in Understanding Short Functional Texts at SMPN 1 Batumandi Academic Year 2016/2017**

<b>No.</b>	<b>Type of Text</b>	<b>Frequency</b>	<b>Percentage</b>
1	Short Message	313	72.79%
2	Letter/E-mail	233	54.46%
3	Announcement	236	54.2%
4	Notice/Warning/Caution	227	52.97%
5	Advertisement	192	44.62%
<b>Total</b>		<b>1201</b>	

Based on table 4.4, researcher presented the data about students' problem in understanding short functional texts. The researcher took five types of short functional texts; they are short message (72.97%), letter/e-mail (54.46%),

announcement (54.2%), notice/warning/caution (52.97%), and advertisement (44.62%). After analyzing each type of the test, researcher found that the students' hardest problem in understanding short functional texts is in understanding short message with 72.79% wrong. Short message is the hardest one for the students, from 5 questions and 86 students which mean it will be 430 correct answers if all of the students answer it correctly, there is only 117 (27.21%) correct answer. It means that from 86 students, only 23 students who can answer each item of short message questions correctly.

### **3. The Teacher's Effort to Increase Students' Ability in Understanding Short Functional Texts at SMPN 1 Batumandi Academic Year 2016/2017**

To know the teacher's effort to increase students ability in understanding short functional texts, researcher interviewed an English teacher. Based on the interview with Yulida Arifah; an English teacher of ninth grade students. There are some efforts that she done in order to increase students' ability in understanding short functional texts. There are: 1) Adapt teaching and learning with curriculum from KTSP and K13. 2) Increase students' vocabulary by ask students to memorize 5 – 10 vocabulary every week. 3) Make students speak English naturally in some simple things such as, asking for permission, greeting, introducing their selves, etc. 4) Make students accustomed with short functional texts by ask them to make notice and poster, such as about "Go Green...!", "Keep the Class Clean...!" etc. 5) Provide more exercise that using many kinds of questions to make students accustomed to answer many types of questions, such as question about main idea, specific information,

including fact not written, reference, etc. 6) Motivate students to more serious in doing exercise, homework, or exam and remain them that it will influence their rapport score.

## **B. DISCUSSION**

After presenting the data, the researcher analyzes all the obtained data to give some consideration on the research.

### **1. The Ninth Grade Students' Ability in Understanding Short Functional Texts at SMPN 1 Batumandi Academic Year 2016/2017**

The ninth grade students' ability in understanding short functional texts at SMPN 1 Batumandi is in very poor category with the average of students' score 44,14. There was no one of students whose score categorized excellent, just one student who's score categorized good and one student who's score categorized fair. Meanwhile, 84 students are categorized in poor and very poor category. Because, they have problems in answer the questions of the test. So that, researcher analyzed students' answer sheet to identify students' problems in understanding short functional texts.

### **2. The Ninth Grade Students' Problems in Understanding Short Functional Texts at SMPN 1 Batumandi Academic Year 2016/2017**

After analyzed students' test, researcher found that short message is the hardest short functional text for the ninth grade students in SMPN 1 Batumandi. Theoretically, short message is a text that contains the message that should be done

by the intended person. Usually in form of a memo or a short message (SMS) (Bestiana & Achyani, 2016, p. 259). It helps us to communicate with other person without have to meet. Especially in this modern era, we can use many kinds of application such as SMS, messenger, blackberry messenger, line, whatsapp, and many others. The questions of short message are about main idea, purpose of the text, specific information, and structure. Students are having problem in understanding short message because they think that short message is a simple text, short and easy to read. But, in fact, they did not pay attention toward the texts, they did not read it carefully so that they lost many information. Whereas, they have to carefully read it to understand the main point and the specific information of the text. We cannot underestimate short message because it short and familiar in our daily life. In addition, although short message they used in their daily life but it just in Indonesian. If it in English, they difficult to understand it because they do not have enough vocabulary.

Then, letter/e-mail is in the second rank of students' problem in understanding short functional texts. Theoretically, Letter is a message that is written or printed on a paper and put into an envelope and sent to a person. A message can be sent through the internet service too, it called e-mail (Kurniawati and Yuliani, 2012, p. 29). People prefer to use e-mail because it is faster and cheaper than letter. But to send an e-mail, either the sender or the receiver must have an e-mail. The questions of letter/e-mail are about main idea, vocabulary in context, including fact not written, and specific information. Students have problems in understanding letter/e-mail because letter is



longer than other kinds of short functional texts. They hard to find out the correct answer since there is much information on it. They fell confuse to choose the right one. Then, their lacks in vocabulary make them more difficult to understand the text.

The third rank of students' problem in understanding short functional texts is announcement. Theoretically, announcement is something that is spoken, written, or printed in order to make other people know something that have been happened or something that will be happened (Kurniawati & Yuliani 2012, p. 34). The questions of announcement are about specific information, purpose, and including fact not written. Students have problem in understanding announcement because most of the content including place, time, and contact person but less of description. It just includes the main point and the information is short. Then, most students did not know or confuse about the purpose of announcement. So that, they difficult to find the purpose of the text.

Then, the fourth rank of students' difficulties in understanding short message is notice/warning/caution. Theoretically, Notice, warning, or caution is one type of short functional texts printed on the board contain of certain information. Boards are usually brightly colored and contain of words that are clear and concise in order to attract attention. These boards are used to provide important information so that people will see, understand, and follow what written (Bestiana & Achyani, 2016, p. 217). We can find notice boards almost in every place, such as schools, roads, and other public places. The questions of notice/warning/caution are about the meaning, including fact not written, and the social aspect of it. Students have problem in

understanding short message because mostly notice/warning/caution is in form of sign board or a short sentence. There is not any description on it. Although, mostly students know the meaning of the sign but it just in Indonesian language, they do not know how to say it in English. Here they have problem in vocabulary too.

The last rank of students' problems in understanding short functional text is advertisement. Theoretically, advertisement is general information aimed to promote and invite people to purchase multiple products or use the services of a company. There are two types of advertisement by way of production; those are printed and electronic advertising. Print ads also divided into several types based on appropriate size, such as banners, brochures, and flyers. Electronic advertising, in general, is doing promotion in electronic media, e.g. radio, television, and internet. Advertisement is also divided into two types based on the content of advertisements that are promoted; those are products advertisement and services advertisement (Bestiana & Achyani, 2016, p. 276). The questions of advertisement are about purpose, social aspect, vocabulary in context, and specific information. Students ability in understanding advertisement is good enough than other texts. Because advertisement form is interesting, make us interested to read it. But, there are some students who still confuse about the purpose of advertisement. Some of them think that the purpose of advertisement is to give information about something such as announcement. Whereas the purpose of advertisement is to promote and invite people to purchase something, it can be a product or a service.

### **3. The Teacher's Effort to Increase Students' Ability in Understanding Short Functional Texts at SMPN1 Batumandi Academic Year 2016/2017**

Based on the interview with Yulida Arifah; an English teacher of ninth grade students. There are some efforts that she done in order to increase students' ability in understanding short functional texts. There are:

- a. Adapt teaching and learning with curriculum from KTSP and K13. In order to synchronize education in Indonesia, national government make curriculum that can be used by teachers as guidance to make their lesson plan to teach the students.
- b. Increase students' vocabulary by ask students to memorize 5 – 10 words every week. Memorizing words can help students to increase their vocabulary ability. The teachers give 5 – 10 words that related with the topic every week and then check it in the next week.
- c. Make students speak English naturally in some simple things such as, asking for permission, greeting, introducing their selves, etc. If the students repeat it for many times, it can make them more familiar with English even it just in little thing.
- d. Make students accustomed with short functional texts by ask them to make notice and poster, such as about “Go Green...!”, “Keep the Class Clean...!” etc. Students make notice and poster by themselves in a group that related with the environment then stick it on the class wall.

- e. Provide more exercise that using many kinds of questions to make students accustomed to answer many types of questions, such as question about main idea, specific information, including fact not written, reference, etc.
- f. Motivate students to more serious in doing exercise, homework, or exam and remain them that it will influence their rapport score. Since, the students are adolescent, there are times where students lazy to learn and want to have more time to spend their time to hang out with their friends or just spend their time to doing their hobbies. So that, teachers as educator motivate them to be more serious and focus with the learning process.