

# THE INVESTIGATING STUDENTS READING SKILL OF GRADE VIII A SMPN 1 ARJOSARI IN THE ACADEMIC YEAR 2019/2020

Agus Tri Prasetyo<sup>1</sup>, Samsul Hadi I<sup>2</sup>, Hasan Khalawi II<sup>3</sup>

<sup>1</sup>English Education Study Program, STKIP PGRI Pacitan

Email: <sup>1</sup>)[agustriprasetyo07@gmail.com](mailto:agustriprasetyo07@gmail.com)

<sup>2</sup>English Education Study Program, STKIP PGRI Pacitan

Email: <sup>2</sup>) [samsulhadi.mr@gmail.com](mailto:samsulhadi.mr@gmail.com)

<sup>3</sup>English Education Study Program, STKIP PGRI Pacitan

Email: <sup>3</sup>)[hasankhalawi@gmail.com](mailto:hasankhalawi@gmail.com)

## ABSTRACT

The aim of this research was (1) to find out the difficulties faced by students of SMPN 1 Arjosari in English reading text in Academic Year 2019/2020, (2) to identify factors of causing the students' difficulties in English reading text of SMPN 1 Arjosari in Academic Year 2019/2020, (3) to reveal the hidden phenomenon by the grounding in reading skill, (4) to find the solution of difficulties in reading skill. This research was conducted by applying grounded research. The subject of research was the grade VIII A of SMPN 1 Arjosari in Academic Year 2019/2020. The researcher used triangulation techniques by Crosswell (2009:191) to collecting the data of test, interview and documentation. The researcher used the technique of analyzing the data from Spradley (1980). In data analysis process the researcher used the Spradley models which include domain analysis, taxonomy analysis, componential analysis, and conclusion. The researcher found the difficulties in English reading text at grade VIII A by test and interview. The result of the research showed that correct answer of the main idea was 23%, detail was 29%, vocabulary was 39%, and grammar was 9%. The factor of causing the difficulties in English reading text were teachers technique, and the learners environment. The family has important role to increase the ability of students. Further more, the teaching learning process can use social media to make students happy in learning.

**Keywords:** Reading Skill, Reading Indicator, Grounding, Spradley

## INTRODUCTION

Language is a means of communication in the world. Language can be in the form of expressions, signs, symbols, etc. According to Brown (2000: 5) language is a system of vocal symbols, written symbols, or gesture symbols that allow a person or community

to communicate with people. Every country or region has its own language. but English is used as an international language

In English learning, the objective of English teaching consists of four language skills. Cameron (2001: 17) states that in the last decade language was divided into four skills; listening, speaking, reading, and writing. Reading skills are the ability of students to read. Reading skills are cognitive processes carried out by readers to understand texts based on Soleimani&Hajghani in (Nejad, 2015). Reading as one of the basic language skills has an important role in expanding knowledge to access information. Khemlani and Lynne (2000) assert that the role of the reader and the knowledge she/he brings to bear on the text draw a great importance in the reading process. The reading importance for students at school and after they graduate their study at school.

According Brown 2004: 206, there are 8 indicators of reading, as follows :1) main idea (topic), 2) expression/ idiom/ phrases in the context, 3) inference (implied detail), 4) grammatical feature, 5) detail (scanning for a specifically stated detail), 6) excluding facts not written (unstated detail), 7) the supporting idea (s), 8) vocabulary in context. The researcher only focus on main idea, detail, vocabulary, and grammar in context.

Further, reading has an important role for students. Students need to be properly trained to acquire good reading skills. Reading skills affect their level of learning success. If students have poor reading skills, they will have difficulty being able to achieve success. How they can understand and how understand the text. Therefore, reading is an activity which not only reading the words or sentences in reading text but also identifying the meaning of words or sentence. The purpose is making students understand the English text.

As far as researchers search, find research on the discussion of reading skills. Yuni Kartika Sari (2017) "*An Analysis of Students' Difficulties in Comprehending English Reading Text on The Mts Negeri Mlinjon Klaten in Academic Year 2016/2017*". The researcher found the cause of the reading skill. The researcher used the qualitative approach to analyze the data. In this study, the researcher found about difficulties and causes of comprehending English reading text. The researcher choose class 7th A after doing observastio of all class in grade 7. The researcher found the factors of making difficulties to English reading text is learners' environment, teaching technique, and

learners' background. Nurmadia Sarjan (2017 ) carried out a research entitled “*An Analysis on The English Teachers Strategies in Teaching Reading Comprehension at The Second Grade Students Of Junior High School 1 of Wonomulyo*”. The subject of this research was a teacher in junior high school, especially English. The researcher used descriptive design and focused on a certain phenomenon in the school environment. In this case, the phenomenon is the activities of teaching and learning English. The researcher collected data by observation, interview, and documentation. The researcher found English teacher strategies in teaching reading comprehension, and described the implementation of English teacher' strategies in teaching reading comprehension. Fitri Aprilia (2019) “*Improving Students' Reading Comprehension Through Mind Mapping Technique at The Second Grade of Senior High School in Academic Year 2019/2020*”. The researcher analyzed students' reading comprehension through mind mapping, the research was conducted by using Classroom Action Research (CAR). The researcher wanted to know whether or not mind mapping technique can improve the students' ability in reading comprehension, and to know the students' ability in reading comprehension after the implementation of mind mapping technique. In the result of cycle 1 the researcher found the the score of post test 1 was minimum. Therefore, the reseacher continued to cycle 2. The result of post test 2 show the successful. The result Main Mapping Technique can improve the student reading skill.

Turning to their research concern, in reality, the students still have a problem in English reading text. For examples students have limit vocabulary and motivation. The motivation is important in study. The students have low motivation in learning English. The students are afraid of making a mistake. The students mostly give up easily when they get a problem in learning English. the students are afraid of answering the test. The teacher's learning style is also a problem. The use of the inappropriate learning strategies makes students uncomfortable and easily bored.

The researcher believes that there are difficulties of reading skill, causes of reading skill, the hidden phenomenon, and the solution of students reading skill of grade VIII A SMPN 1 Arjosari in the academic year 2019/2020. Therefore, the researcher is interested in conducting research entitled: “*The Investigating Students Reading Skill of Grade VIII A Smpn 1 Arjosari in The Academic Year of 2017/2018*”.

## **RESEARCH METHOD**

The research was conducted in SMPN 1 Arjosari in the academic year of 2019/2020. The total numbers of students of this class are 32 students, 15 females, and 17 males. This research conducted by applying qualitative research. Creswell (2009) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches. The researcher used grounded theory, it tries to uncover the phenomenon.

There were three instruments of the research, such as reading test sheet, smartphone, and interview transcript. While, the technique of collecting data consisted of test, documentation, and interview. To explore such dimension, the Spradley analysis is employed. Those were domain analysis, taxonomic analysis, componential, and conclusion.

The first activity was a test. Researchers conducted tests to determine students' abilities and look for student difficulties in learning English. The second was an interview. In the interview, the researcher is twice. The first is to know an overview of the learning process. The second is to know the students' scores. The second interview is to holistically view the known reality to interpret by the researcher pertaining to students who got the highest scores, the intermediate scores, and the lowest scores.

## **FINDINGS AND DISCUSSION**

### **Findings**

In this study, the researcher classified the findings into several points consisting of domain analysis, taxonomy analysis, componential, and conclusion. Obtaining data, researchers used documents to analyze students' difficulties in understanding English reading. Researchers took student worksheets for the exam. For the exam, that is the questions that has been received before. Researchers also used interviews to find out the factors that caused students difficulty in understanding reading English. The researcher classified the domain analysis into several points consisting of students' difficulty in reading English texts, difficulties faced by students, and factors that cause students' difficulties in understanding reading English.

The goal of all reading is the students know about the meaning of text. Below is the table of students initial name, their score in reading test. The data was taken from 18 students in 8A class of SMPN 1 Arjosari. The gotten score is from the test result of the students. The score were AP is 30, ASU is 35, AFP is 40, ARA is 45, DRAP is 55, DBK is 40, DAP is 30, DAA is 30, FNI is 35, HP is 30, IR is 40, LAOis 25, MNH is 40, OFN is 60, RNH is 70, RP is 50, RAW is 95, and SH is 40. The data show that the highest score is 95 and the lowest score is 25.

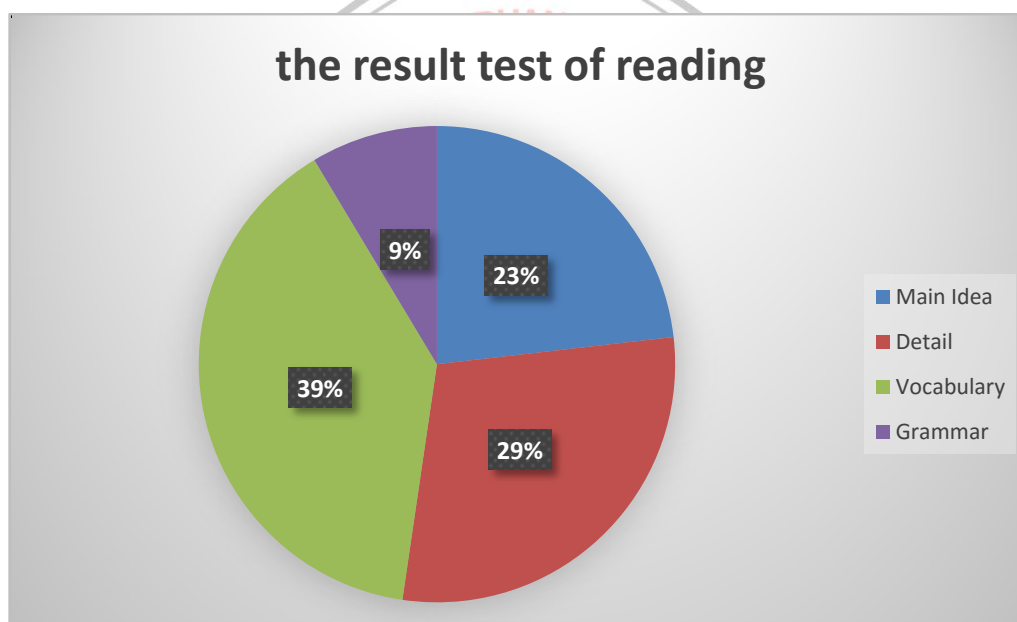
The researcher used four indicators to determine the difficulty of reading skills according to the contextual needs analysis. There are main ideas, details, vocabulary, and grammar. To find out the ability of students according to the four indicators, the researcher made a multiple choice question consisting of these four indicators.

**Table 1 The correct answer of the test**

Fluency Indicator						
No.	Name	Main Idea	Detail	Vocabulary	Grammar	Result
	Name of Student	5	5	5	5	20
1	AP	1	2	3	0	6
2	ASU	1	3	3	0	7
3	AFP	1	3	3	0	7
4	ARA	3	2	3	1	9
5	DRAP	2	3	4	2	11
6	DBK	2	3	3	0	8
7	DAP	1	1	4	0	6
8	DAA	1	3	2	0	6
9	FNI	2	2	3	0	7
10	HP	2	1	2	1	6
11	IR	1	3	4	0	8

12	LAO	2	2	1	0	5
13	MNH	2	3	3	0	8
14	OFN	2	4	5	1	12
15	RNH	3	4	4	3	14
16	RP	3	2	3	0	8
17	RAW	5	4	5	5	19
18	SH	1	2	4	0	7
<b>total</b>		35	44	59	13	151

**Figure 1 Pie Diagram of reading text result**



There is correct answer for main idea is 35 or 23%, the detail is 44 or 29%, the vocabulary is 59 or 39%, and the grammar is 13 or 9%.

### **Discussion**

The factors that influence the skill of finding the main idea of reading text in the reading text of VIII A grade students of SMPN 1 Arjosari are internal factors and external factors.

The first factors was the main idea. The main idea is a sentence of a paragraph that exposes the important information of a paragraph and the central thought message. According to Hood and Solomon (2012:10), reading for main idea is a skill that requires

carefully reading a text to identify the main point without worrying about unnecessary detail. The students can not find the main idea, because the students were not able to know about the meaning of the sentence and techniques for finding the main ideas of reading text in paragraphs.

The second factors was detail. According to Dole (2012: 79) supporting details is the details that explains, support and proof for the author's point, it might consist of examples, statistics, facts, anecdotes, or expert opinion. So, supporting details were additional information in a passage that explains or illustrates the main idea. the lack of words that students were the main factor causing students difficulty in finding details of the story.

The third was vocabulary. According to Hansen (2009: 4) vocabulary is as the knowledge of words and their meanings, it is the ability to understand and use words to acquire and convey meaning. the vocabulary was the main foundation of language learning. lack of vocabulary made it difficult for students to understand the meaning of words. In the fact, the student had low vocabulary mastery.

The last was grammar. According to Hirai (2010), grammar is a way to organize the sentence and create a good language. The data shows the grammar was the lowest. All students haven't been comprehensive in analyzing and making the good sentence.

The researcher is curious in identifying the factors causing the students' difficulties in English reading. Westwood (2001: 16) stated that the factor causing difficulty are concerned with learners' background, teachers' technique, and the learners' environment. Based on the data of interviews, most students said that the teachers' explanation was not as interesting as they expected. In VIII A grade of SMPN 1 Arjosari most of the students were lack of interest in learning reading. The students are afraid of making mistake when reading English text. They were also lazy. They said that reading was boring. The student mostly said that the class condition was noisy and not suitable. the other causes were their environment. Their school did not provide enough reading material for them, so they could not learn reading well. Moreover, the students VIIIA of SMPN 1 Arjosari also had a problem in their home. They said that they did not study if the teacher did not give the homework.

## **Conclusion**

The conclusion of the reaearch, thre are:

1. Based on the data analysis, the obtained correct answer of the main idea is 35 from 95, detail is 44 from 95, vocabulary is 59 from 95, and grammar is 13 from 95 the researcher found the grammar was difficult for the students.
2. From the result of data analysis of interview, the researcher found two factors causing the students difficulties in English reading text. They were concerned with teachers technique, and the learned environment. There were students who were lack of interest in learning reading because they did not have the desire to read English text and they were lazy as well as of reading the English text. The students were lack of motivation.
3. The phenomena in field the high problems was grammar. The correct answer was just 9%. The second main idea was 23%, the third detail was 29% and the last vocabulary was 39%. The cause of the difficulty low study motivation. The mother has important role to increase the ability of children. From the result of second interview, the researcher found that studying english is not only from the book. Every students has a different technique in study. For example, RAW was study hard to understand the material. But, RNF studied english with online game.
4. The researcher found that studying english is not only from the book. The teaching learning process must used social media. In digital era, many applications or websites can be employed to increase the vocabulary mastery. For example, the students of RNF studied english by playing the game.

### **Suggestions**

Based on the conclusion above, the researcher can provide suggestions as follows:

1. To the other researchers

It is recommended for future other researchers who want to analyze students' difficulties in reading skills using innovative as well as different perspective. Furthermore, the researcher hopes that the next researcher can apply strategies or methods to overcome students difficulties in reading skills.

2. To teacher

In the digital era, many applications or websites can be employed to increase the vocabulary mastery. The teacher must use the suitable technique for students.

3. To students



The students must increase their vocabulary, by reading English text, finding the meaning, and memorizing vocabulary. The students can use the application to make students study easily.

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