

## CHAPTER IV

### RESULT AND DISCUSSION

On this chapter, the data obtained through the research will be elaborated and discussed by the researcher. The data obtained by the researcher is from the respondents and or participants who become the subjects of the research.

#### 4.1 Result

##### 4.1.1 Questionnaire

Table 4.1 Result of Questionnaire

No	Question	Yes	No	Sometimes	Not At All
1	Do you like English lesson?	19	6	5	0
2	Do you like reading text?	10	15	5	0
3	Do you read English text everyday?	9	9	12	0
4	Do you think English texts are easier to read than other reading material?	7	11	12	0
5	Do you think English reading texts are difficult?	15	5	10	0
6	Do you have difficulties in reading?	30	0	0	0
7	Do you feel confident when your teacher asks you to read an English text?	2	20	2	6
8	When the teacher ask you to read in front of the class, are you feel afraid?	19	1	6	4
9	Do you feel embarrassed when you make a mistake in reading text?	20	2	7	1
10	Do you feel that you are fluent in reading text?	1	22	6	1

##### a. Interest in English Lesson

From the question number 1, there are 19 persons do like English with the percentage 63,33% and there are 6 students who do not like English with the percentage 20%. Meanwhile, there are 5 students who opted “sometimes’ as their

answer on the respondent with the percentage 16,66% and no one who do not like English at all so the percentage is 0%. From the elaboration, we can see that the respondent love studying English.

#### b. Interest of Reading English Text

From the question number 2 we know that there 10 students who like reading text with the percentage 33,33%. In contrast, there are 15 students who do not like reading text with the percentage 50%. Meanwhile, there are 5 students who sometimes like reading text with the percentage 16,66% and no one of the students who do not like reading text at all so the percentage is 0% . From the explanation above, we can conclude that there are more students who do not like reading text and the rest does.

#### c. The Frequency of Reading English

From the third question “Do you read English text everyday?” the 9 respondents got “Yes” and 9 students got “No” for the answer of the questionnaire so each of both options has the percentage of 30%. Meanwhile, the rest of the respondents opted “Sometimes” to indicate how often they read text with the percentage 40%. It shows you that the frequency of the students in reading text is low compared to the number of the students who often read text.

#### d. The Easiness of Reading

In the question number four which is “Do you think English texts are easier to read than other reading material?” there are 7 respondents got “Yes” and 11 students got “No” for the answer of the questionnaire so the percentage is 23,33% for Yes and 36,66% for No, that is 30%. Meanwhile, the rest of the respondents opted “Sometimes” to indicate that English is easier to read rather than others with

the percentage of 40%. It shows you that rate of difficulty of English text is a bit higher than other reading text.

e. The Students' Understanding of Reading

From the question number 5 "Do you think English reading texts are difficult to understand?" got 15 students who said "yes" with the percentage is 50% and only 5 students who said "No" with the percentage of 16,66%. On the other hand, there are 10 students who said "Sometimes" with the percentage 33,33% while 0 students who answered "No at all" for the question so the percentage is 0%. From the previous explanation, we can infer that the number of students who consider that reading English text is difficult is more than the students who do not think that reading English text is difficult.

f. The Students' Difficulty

In the question number six regarding the difficulty that reads "Do you have difficulties in reading?" all of the respondents admitted that they have any hardness or obstacle in reading English text. It shows that all of the students face the difficulty in reading English text.

g. The Students' Confidence

The question that reads "Do you feel confident when your teacher ask you to read an English text?" regarding the self-confidence of the student when they are being asked to read English reading text. From the table we can see that there are only 2 students who feel confident in reading English text when they are being asked by their teacher to read a particular English text. On the contrary, 20 students

feel unconfident in reading English text when they are told to read an English text by their English teacher.

#### h. The Students' Afraidness

In term of afraidness, 19 students say "Yes" and only one person who say "No" for the question "When the teacher ask you to read in front of the class, are you feel afraid?". Meanwhile, 6 students who choose "Sometimes" and the rest choose "No at all". From the percentage above, it can be inferred that the most of the respondent feel afraid of reading English text when they teacher assign them to do so.

#### i. The Students' Bravery

The next is the question "Do you feel embarrassed when you make a mistake in reading text?" discussing about students' rudency also prove the equivalent case with the previous cases that have been explained above. 20 students feel embarrassed while 2 students do not. Meanwhile, 7 students feel sometimes they feel embarrassed and only 1 individual that feel not embarrassed at all in reading English text if being assigned by the teacher to readi it. From the data above, I can be stated that most of the students feel embarrassed when they are asked to read an English text.

#### j. The Students Fluency

Discussing about fluency, the data collected from the questionnaire that has been submitted by the respondents, there are only 1 student who consider that she or he has fluency in reading English text. On the other hand, there are twenty students who do not consider that they are fluent in reading English text. There are 6 students who answered "sometimes" and 1 person with option "No at all". From

the data itself, the researcher can take the conclusion that the fluency of the students in reading English text is still low because they consider that they are not fluent in reading English text.

#### 4.1.2 Interview

I : Interviewer

R : Respondent

##### a. Respondent 1

I : Do you like English learning taught in the school? Please explain the explain!"

R1 : "Yes, I really like it especially the teacher itself. During the explanation I do not feel bored in learning English."

I : "Do you like reading activity in any English text?"

R1 : "Yes, I really love it especially when I have spare time and asked by the teacher to read it."

I : "What difficulties that you often face in reading English text so far?"

R1 : "When the text that I read is rare to read and hear for me."

I : "To deal with the difficulties that you just mentioned, is there any specific effort or step that you have done."

R1 : "I will learn seriously with English although I cannot really understand it."

I : "What will you primarily do for learning English in the future to improve your passion and skill in reading English?"

R1 : "I will learn reading English and review my English lesson."

I : *Apakah anda suka atau tidak dengan pelajaran bahasa Inggris yang diajarkan di sekolah ini? Tolong kemukakan alasan anda?*

R1 : *Iya saya sangat menyukainya terutama pada gurunya, saat menjelaskan dan saya tidak pernah merasa muak dalam pelajaran Bahasa Inggris*

I : *Apakah anda menyukai kegiatan membaca dalam bentuk teks bahasa Inggris?*

R1 : *Yaa saya sangat menyukainya apalagi ada luangan untuk saya disuruh guru membaca teks Bahasa Inggris.*

I : *Sejauh ini kesulitan - kesulitan apa yang sering anda temui dalam hal membaca teks Bahasa Inggris?*

R1 : *Saat bacaan yang jarang saya temui atau jarang saya dengar.*

I : *Untuk mengatasi kesulitan - kesulitan yang telah anda sebutkan tadi , apakah ada usaha atau langkah - langkah khusus yang telah anda lakukan sejauh ini ?*

R1 : *Saya akan belajar dengan sungguh-sungguh dengan adanya pelajaran Bahasa Inggris walaupun itu saya tidak memahaminya.*

I : *Untuk masa yang akan datang apa yang akan anda lakukan dalam hal mempelajari bahasa Inggris terutama sekali untuk meningkatkan minat dan kemampuan anda dalam hal membaca?*

R1 : *Saya akan belajar membaca sesering mungkin dan mengulang pelajaran-pelajaran Bahasa Inggris.*

#### b. Respondent 2

Meanwhile the result of interview from the second participant is as follow:

I : "Do you like English learning taught in the school? Please explain the explain!"

R2 : "Yes, because to me English is a prestigious lesson although it is hard to pronounce."

I : "Do you like reading activity in any form of English text?"

R2 : "Yes, it was hard at the first, but there has been an improvement after I often review it."

I : "So far what difficulties that you often face in reading English text?"

R2 : "the difficulty is when the vocabulary that I find while reading is uncommon."

I : "To handle the difficulties that you have just mentioned, is there any specific effort or solution that you have done so far?"

R2 : "Eee, I keep reviewing the lesson given by the teacher and increasing the frequency of exploring vocabularies in dictionary."

I : "What will you do in the future in learning English to increase your passion and skill in reading English text?"

R2 : "To increase them, I take an English course and learn it more."

I : *Apakah anda suka atau tidak dengan pelajaran bahasa Inggris yang di ajarkan di sekolah ini? Tolong kemukakan alasan anda?*

- R2 : *Ya, karna bagi saya Bahasa Inggris itu suatu pelajaran yang sangat bergensi meskipun sulit untuk diucapkan.*
- I : *Apakah anda menyukai kegiatan membaca dalam bentuk teks bahasa Inggris?*
- R2 : *Suka,, karna kan dari sebelumnya saya belum atau masih kesulitan dalam membaca Bahasa Inggris jadi karna sering diulang jadi mudah mulai bisa dikit-dikit.*
- I : *Sejauh ini kesulitan - kesulitan apa yang sering anda temui dalam hal membaca teks Bahasa Inggris?*
- R2 : *Kesulitannya disaat sedang membaca yang kek jarang ditemukan kosa katanya gitu.*
- I : *Untuk mengatasi kesulitan - kesulitan yang telah anda sebutkan tadi, apakah ada usaha atau langkah - langkah khusus yang telah anda lakukan sejauh ini?*
- R2 : *Eee, tetap mengulang kembali pelajaran yang diberikan oleh guru dan sering sering membaca kamus Bahasa Inggris.*
- I : *Untuk masa yang akan datang apa yang akan anda lakukan dalam hal mempelajari bahasa Inggris terutama sekali untuk meningkatkan minat dan kemampuan anda dalam hal membaca?*
- R2 : *untuk meningkatkan nya saya mengikuti les privat dan memperbanyak belajar dari pada bermain.*

### c. Respondent 3

- I : "Do you like or not with learning English taught in this school? Please give and explain the reason!"
- R3 : "Yes, I love it so much! Because in my school the way teacher explain is never boring and continuing the English learning."
- I : "Do you like reading English text activity?"
- R3 : "Because reading it is not too difficult and many."
- I : "What hardness that you usually find in reading English text so far?"
- R3 : "The words that are hard to read especially when reading anecdote"
- I : "To tackle the difficulties that you mentioned, do you have a effort or step that you utilize so far?"
- R3 : "I keep on reading, especially I need to love it first so I can be more diligent to study it."

- I : “What are you going to do in learning English in the future for increasing your passion and skill?”
- R3 : “Beside deepening the English itself by myself, I am also interest in taking the English private class.”
- I : *Apakah anda suka atau tidak dengan pelajaran bahasa Inggris yang diajarkan di sekolah ini? Tolong kemukakan alasan anda?*
- R3 : *Yaa, Sangat suka karna disekolah itu guru saya sering menjelaskan dan saya tidak pernah merasa bosan saat melangsungkan pelajaran Bahasa Inggris.*
- I : *Apakah anda menyukai kegiatan membaca dalam bentuk teks bahasa Inggris?*
- R3 : *suka karna membacanya tidak terlalu sulit trus tidak terlalu banyak juga.*
- I : *Sejauh ini kesulitan - kesulitan apa yang sering anda temui dalam hal membaca teks Bahasa Inggris?*
- R3 : *Dii kata kata yang susah dibaca dan menurut saya dalam pelajaran membaca teks anecdot yang agak sulit.*
- I : *Untuk mengatasi kesulitan - kesulitan yang telah anda sebutkan tadi , apakah ada usaha atau langkah - langkah khusus yang telah anda lakukan sejauh ini?*
- R3 : *Tetap Membaca teks dengan baik,sering-sering dibaca, terutama harus mencitai dulu pelajaran nya agar lebih giat untuk belajar.*
- I : *Untuk masa yang akan datang apa yang akan anda lakukan dalam hal mempelajari bahasa Inggris terutama sekali untuk meningkatkan minat dan kemampuan anda dalam hal membaca?*
- R3 : *Selama saya mendalami pelajaran Bahasa Inggris saya lebih giat lagi untuk belajar Bahasa Inggris, dan tertarik untuk mengikuti les privat.*

#### Respondent 4

- I : “Do you like learning english taught in the school or not? Elaborate the reason!”
- R4 : “I like learning English because the teacher is good in giving the explanation and the vocabulary is understandable.”
- I : “do you like reading English text activity?”
- R4 : “I do not really like the activity! Because the text and the pronunciation are too difficult so it is hard for me to internalize it.”
- I : “So far what difficulties that you often get in reading English text?”

- R4 : “When I am told to read narrative text, it is too long and many vocabularies that I rarely see”
- I : “To solve the problem that you mentioned, do you have a particular effort or step to do so far?”
- R4 : “I will study more in mastering the English vocabulary and will look up the dictionary so that I can be more fluent in reading an English text.”
- I : “What are you going to do in the future for learning English to increase your ability and passion in English especially in reading English text?”
- R4 : “By the presence of mobile phones, I have more time to access the English vocabulary so that I will have the better fluency and interest toward English.”
- I : *Apakah anda menyukai kegiatan membaca dalam bentuk teks bahasa Inggris?*
- R4 : *tidak terlalu karna sulit antara tulisan dan bacaan nya sehingga membuat saya sulit mengerti membaca dalam bentuk teks.*
- I : *Sejauh ini kesulitan - kesulitan apa yang sering anda temui dalam hal membaca teks Bahasa Inggris?*
- R4 : *ketika saya suruh membaca teks descriptive itu terlalu panjang dan banya kata-kata yang jarang saya temui sehingga membuat saya kesulitan dalam membacanya*
- I : *Untuk mengatasi kesulitan - kesulitan yang telah anda sebutkan tadi , apakah ada usaha atau langkah - langkah khusus yang telah anda lakukan sejauh ini ?*
- R4 : *saya akan lebih giat lagi dalam menguasai kosa kata Bahasa Inggris dan lebih banyak membuka kamus agar saya lebih lancer dalam membaca sebuah teks.*
- I : *Untuk masa yang akan datang apa yang akan anda lakukan dalam hal mempelajari bahasa Inggris terutama sekali untuk meningkatkan minat dan kemampuan anda dalam hal membaca?*
- R4 : *dengan banyak nya hp sekarang saya lebih bisa mengakses kata kata Bahasa Inggris agar kedepannya saya lebih lancer membaca dan lebih sering belajar serta mencintai pelajaran Bahasa Inggris.*

## **4.2 Discussion**

### **4.2.1 Questionnaire**

#### **4.2.1.1 The interest of learning English**

From the data in the previous section, the interest of the student toward English is high. It can be seen from the number of students who like English is

higher than the number of students who do not like English. It is amplified by the disparity of the percentage between who like and dislike. Moreover, the percentage of students who do not like learning English at all is 0%. It can be

#### **4.2.1.2 The Interest of reading English text**

The interest of students in learning English is high. However, the number of the students' interest in reading English text shown by the data cannot show the significant result. It is strengthened by the percentage of the students who do not like reading English text is even higher than the percentage of the students who like reading English text. It means that, there are more students who do not like reading English.

#### **4.2.1.3 The Frequency of Reading English Text**

Similar to the case of the students' interest in learning English, the frequency of reading English conducted by the students is also low. The percentage shows that more students who sometimes read English text. Comparatively, only 30% of students who frequently read English text. Meanwhile, the majority do not like reading English book and do not often read English text.

#### **4.2.1.4 The Students Ability in Reading Text**

Based on the data, most of students consider that reading English text is difficult to read while only 23,33% who consider that English text is easier to read. It means that more than 70% who consider that English text is easier. The 76,66% itself consists of 36,66% who said "No" and 40% who said "Sometimes". It means that reading English text is not easier to read for the majority of the students in the school.

#### **4.2.1.5 The Students' Understanding**

According to data obtained from the questionnaire submitted by the respondents, the rate of understanding of the students in reading English text is higher than the rate of the students who do not understand. Meanwhile, the percentage of students who said sometimes is 23,33% where it can refer to both yes and no. the researcher analyze that the percentage of the students who can understand the English reading text is high.

#### **4.2.1.6 Students' Difficulties in Reading**

According to the submission of the respondents regarding their difficulties in reading English text, the researcher found out that all of students say that they have and face difficulties in reading English text. The researcher analysis is based on the percentage of the students who admit having the problem in learning English is 100%. It indicates that no one of the students who do not have any difficulty in reading English text at all.

#### **4.2.1.7 The Students' Confidence**

The researcher analyze that the self-confidence of the students in reading English text is severely low compared to the number of the students who are confident to be asked to read an English text. The data analysis is based on the percentage of the students who say that they are not confident is 73,33%. Moreover, the percentage of students who are not confident at all is 20% become the amplification of the low rate of students confidence in reading English text. The percentage of the students who feel confident in reading English text is only 6.66% that indicates a very low rate of self-confidence.

#### **4.2.1.8 The Students' Afraidness**

Based on the data submitted by the respondents on the questionnaire, the result shows that the students' afraidness is significantly high rather than not. From 100% of students who become the respondents on the research, only 3,33% of students that is not afraid of reading English text. On the other hand, there is 63,33% of students that feels afraid of reading English text. It can be inferred that the rate of afraidness is significantly high so the disparity of percentage between the percentage of the students who are afraid and not is extremely high.

#### **4.2.1.9 The rate of Bravery**

This question try to find out how afraid the students are when they are obliged by the teacher to read an English reading text. Based on the data, the result is surprising where the majority of these students feel embarrassed to read an English text. About 66,66% the students feel embarrassed when they are asked by their English teacher to read an English text. There is only 3,33% of students who do not feel embarrassed in reading English text. Meanwhile, 23,33% of students who submitted sometimes on the questionnaire. Almost all students feel embarrassed in reading English text when they are asked by their teacher to read particular English text.

#### **4.2.1.10 The Students' Fluency**

On this question, the researcher try to investigate the students perception about their fluency in reading English text. Based on the result that the researcher obtained submitted by the respondents, 73,33% of students think that they cannot read English text fluently. The rest of percentage consists of 3.33% of students who can read fluency, 20% of students who said sometimes and 3,33% with "Not at all".

The gap between the students with fluency in reading English text and with no fluency is also extremely high. It indicates that the majority of respondents cannot read an English text fluently.

#### **4.2.2 Interview**

##### **4.2.2.1 The Students' Interest in English**

The first question of interview is to identify the rate of students' interest toward English. Based on the responses of all interviewees on the research, the writer see that all of the interviewees gave the similar answer where they like learning English. Many of them tell various reason as to why they like learning English. They said that English is a prestigious lesson. Beside that, the teacher's ability in serving and explaining the material become one of the externalities that makes the students excited in learning English.

##### **4.2.2.2 The Students' Interest in Reading English Text**

Unlike the interest of students in learning English, the students tend to not be really excited in following the reading English text activity. Based on the explanation or reason stated by the students, English text is difficult in term of vocabulary and pronunciation. Most of them said that the vocabulary that they find is uncommon and difficult to pronounce. After analyzing all of the answer and the reason, the researcher concludes that the interest of the students in doing the reading activity of English text is still low.

##### **4.2.2.3 The Students' Difficulty**

The result of the research based on the data of interview regarding the students' difficulty in reading English text shows that all of the students face the various difficulty in reading English text. Some of reasons are the uncommon

vocabulary, the difficult pronunciation, and so on. It can be inferred that every student must face their own difficulty in learning English reading text.

#### **4.2.2.4 The Students' Solution**

Due to the difficulties faced by all of the students, they need to be able to deal with the problem that they face. Based on the interview, the students said that learning and reviewing their lessons especially in reading, enriching their vocabularies, and learning seriously become their own alternatives to solve those problems. That is why, the researcher believe that the students absolutely have the solution and seriously weaponize their solution.

#### **4.2.2.4. The Students' Planning in the Future**

This question aims to find out the students' plan in the future to increase their passion and ability in English especially in reading English text. Most of them absolutely already set up their plan that they are going to do, such as taking a course, reviewing the materials, employing their mobile phones, and learning harder. Hence, the writer concludes that the students have good intention to increase their qualification in English