

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides result of the study which is gained by using appropriate method and instruments that were observation, interview, and documentation which have been mentioned in the previous chapter. This chapter presents presentation of data, research findings, and discussion descriptively based on the research problems. It covers the students' difficulties in selecting teaching methods for designing reading syllabus in IAIN Madura and the factors of students' difficulties of it.

A. Research Findings

In this part, the data which are gotten in the field namely about the students' difficulties in selecting teaching methods for designing reading syllabus at fifth semester of TBI B class in IAIN Madura are presented as follow:

1. What are the students' difficulties in selecting teaching methods for designing reading syllabus dummy at fifth semester of TBI B class in IAIN Madura

In this section, the researcher would like to give the result about students' difficulties in selecting teaching method for reading syllabus at fifth semester of TBI B class.

The researcher got the documentation of syllabus from students English Teaching Learning Program in B class at fifth semester, namely

is Khoiril Anam (the leader of the class) when the class collected the final project of CDS (Curriculum Development and Syllabus Design) on Tuesday, 17th December 2019 14:15 where the students of the class are making syllabus and lesson plan but the researcher only took one final project that is syllabus. Here is the reading syllabus made by the students:

	<p>enough,</p> <p>(2) ucapan, tekanan kata, intonasi,</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi</p>	<p>kemungkinan menggunakan kalimat lain, dsb.</p>
<p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> berbentuk laporan kerja dan uraian peristiwa bersejarah, sesuai dengan konteks penggunaannya.</p>	<p><i>Struktur teks</i></p> <p>(1) Orientasi: menyebutkan tujuan dan langkah-langkah tindakan dan kejadian secara umum</p> <p>(2) Uraian tindakan/kejadian secara berurutan dan runtut</p> <p>(3) Penutup (seringkali ada): komentar atau penilaian umum.</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar laporan kerja dan uraian peristiwa bersejarah yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam laporan kerja dan uraian peristiwa bersejarah
<p>4.10 Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.</p>	<p>Unsur kebahasaan</p> <p>(1) Will dengan <i>simple</i>, <i>continuous</i>, dan <i>perfect tense</i></p> <p>(2) Adverbia penghubung waktu.</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan beberapa cerita pendek dari berbagai sumber.

(Taken from Rofiatun, the student of TBI B class at fifth semester on 17 December 2019 at 14.15)

<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi bersejarah terkenal, sederhana, sesuai dengan konteks penggunaannya</p>	<p>• Fungsi Sosial</p> <p>Membanggakan, menjust, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>• Struktur Teks</p> <p>Dapat mencakup</p> <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) Sifat (ukuran, warna, jumlah, bentuk, dsb.) Fungsi, manfaat, tindakan, kebiasaan <p>• Unsur kebahasaan</p> <ul style="list-style-type: none"> Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal Adverbia terkait sifat seperti <i>quite</i>. 	<ul style="list-style-type: none"> Menyimak dan memahami pada saat guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar Mencermati dan bertanya jawab tentang contoh menganalisis deskriptif dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskriptif tempat wisata dan bangunan lain Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain Menampilkan video tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah secara visual.
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p>	<p>• Topik</p> <p>Deskriptif tempat wisata dan bangunan bersejarah yang dapat memunculkan perilaku yang termasuk di KI</p>	<p>• Menempikan teks di dinding kelas dan bertanya jawab dengan pendosa (siswa lain, guru) yang datang membacanya</p> <p>• Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>very, extremely, dsb.</i></p> <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Fungsi Sosial</p> <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <p>• Struktur Teks</p>	<p>Menyimak dan memiriskan guru membacakan beberapa teks informasi pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar</p> <p>Bertanya dan mempertanyakan tentang permasalahan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</p>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah,</p>		

(Taken from Khairun Nisya Seftiana, the student of TBI B class at fifth semester on 17 December 2019 at 14.15)

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<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.</p> <p>4.3 Text Procedure</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam text procedure dan tulis, terkait kegiatan sekolah.</p> <p>4.3.2 Menyusun teks khusus dalam bentuk text procedure lisan dan tulis, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menyelesaikan pekerjaan secara lengkap dan urut. • Struktur Teks Menyebutkan bahan/ bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan. • Unsur Kebahasaan <ol style="list-style-type: none"> a. Simple present tense b. Imperative c. Nomor yang menyatakan urutan d. Kata keterangan (ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan, yang jelas dan rapi) • Topik Cara menggunakan mesin cuci. 	<p>Menyampaikan tujuan pembelajaran dan mempersiapkan peserta didik.</p> <ul style="list-style-type: none"> - Menyajikan informasi dan memberikan penjelasan tentang text procedure kepada siswa. - Menjawab pertanyaan pemahaman tentang text procedure. - Dapat memahami isi dari text procedure dan menjawab soal-soal. - Memahami fungsi sosial, struktur teks dari text procedure.

(Taken from Lisa Kustia Ningsih, the student of TBI B class at fifth semester on 17 December 2019 at 14.15)

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, mengenalkan, 	<ul style="list-style-type: none"> - Guru memberikan contoh teks deskriptif sehingga siswa mampu menirunya. - Siswa menyimak siswa lain yang membacakan teks deskriptif
<p>memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>mengkritik, dsb</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dsb</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat memunculkan perilaku yang termuat di KI 	<p>sedehana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> - Siswa mampu mempersiapkan hasil diskusi dengan kelompoknya. - Siswa memberikan pertanyaan terkait contoh menganalisis deskripsi teks dengan alat seperti tabel, <i>mind map</i>, dan kemudian menemukannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau tempat bersejarah. - Menempilkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

(Taken from Nurdiana Bilkish, the student of TBI B class at fifth semester on 17 December 2019 at 14.15)

Based on the data above showed that the syllabus only state learning activities which it describes the activity of teaching learning general not in reading specially, so that the students have problem or difficulties in this case. It is support by the students of TBI B class that still has

difficulties in selecting teaching method for reading syllabus, the following are the result of interview.

Based on the result of the interview, the researcher had done, the researcher got some difficulties and confusion which different from the students of TBI B class. Here the result:

- a. Afraid of the method of reading is not match with the students and the situation in the classroom.

“...it's little bit difficult to make that the syllabus and to practice it sometimes doesn't match. It is because I do not know yet who are the students and the classroom situation. For example is for reading, I decide to use a certain method but the method make somehow difficult to do by the students”¹

The statement above shows that in selecting teaching method for reading is difficult because between syllabus and practice directly due to the students and the situation.

Like Khoirun Nisya statement, the similar answer came from Deri Irma Fradina, she said that:

“...difficult because afraid if not suitable with the students.”²

From the statement above, the researcher knew that in selecting teaching method, the students of TBI B class tried to fit between the teaching methods with the condition of students.

¹Khoirun Nisya Seftiana, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 18, 2019) at 12.28.

² Deri Irma Fradina, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, December 18, 2019.

b. Worried of students vocabulary

Another statement informing the difficulties is from Lina Suhartina Puteri, as the following:

“...because in reading class I don’t know do my students understand about the vocabulary in reading text, so I should make sure that the vocabulary will be understand well by my students or not.”³

Based on the statement above, the researcher knew that she worried about students’ vocabulary and afraid the class is not run well.

c. Worried of determine the main idea

Here also the by Luluk Fariseh, she said that:

“It is difficult in selecting teaching method because when we see the teaching method is good with the material, but in practice it is not fit with the expectation, so need much evaluation. In selecting teaching method for reading is difficult because we have to determine the main idea and determine the priority method.”⁴

The data above showed to the researcher that the she worried in teaching the material that is suitable with the method selected. It makes the syllabus maker to determine the main ideas of the text first to find the appropriate method.

b. Don’t know about the skills in language teaching

The last statement that different from above that have done by Moh Ghufon Alfarisi, he said that:

³ Lina Suhartina Puteri, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 12, 2019) at 12.21.

⁴ Luluk Fariseh, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 18, 2019) at 10.20.

“In selecting teaching method for every subject is difficult because I am unable in reading, speaking, etc, and also I am not mastered in teaching learning method”⁵

The last statement showed the researcher that he didn't know about his skill in English teaching and he didn't know about how making syllabus.

That the result of interview with students of TBI B class that has difficulties in selecting teaching method for reading with differences opinions in reason.

2. The factor of students' difficulties in selecting teaching methods for designing reading syllabus dummy at the fifth semester of TBI B class in IAIN Madura.

The Result of observation where the observation held since 17th December 2019 and interview, the researcher realize that the students faced some problems or they got difficulties in selecting the most appropriate methods in designing reading syllabus are causes of several factors that become a background of the problem.

In this section, the researcher held the interview since 18th - 20th December 2019 with the students of TBI B class in IAIN Madura out of the class and the researcher found some factors of students' difficulties in selecting teaching method for reading syllabus which are related with internal and external factors experience by the students.

⁵ Moh, Ghufon Alfarisi, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 20, 2019) at 14.35.

Here the result of interview with students of TBI B class at fifth semester in IAIN Madura:

a. Not all of teaching method they mastered

The factor of students' difficulties in selecting teaching method for reading syllabus of TBI B class at fifth semester in IAIN Madura is not all of teaching method the mastered, the following the statement:

“...Don't understand of kinds teaching method”⁶

She did not understand the methods in teaching reading as the consequently, she felt difficult to select the methods to teach reading because of her lack of knowledge.

Another student also stated the same statement:

“...Don't understand of kinds teaching method”⁷

She did not understand the methods in teaching reading as the consequently, she felt difficult to select the methods to teach reading because of her lack of knowledge.

The same statement came from Lina Suhartina Puteri and others, they said that:

“I don't master all the method that has been come.”⁸

“... not all of teaching methods I can master.”⁹

⁶ Sa'adatul Ubudyah, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 18, 1019) at 12.11.

⁷ Sa'adatul Ubudyah, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, (December 18, 1019) at 12.11.

⁸ Lina Suhartina Puteri, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview.

⁹Desyatul Fajri, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, December 18, 2019.

“...not all of teaching method I understand. If it is so only partly.”¹⁰

They get difficulties because of kinds of reading method they have known and their understanding it partly not comprehensively.

b. Less of vocabulary and memorizing

The factor of students’ difficulties in selecting teaching method for reading syllabus of TBI B class at fifth semester in IAIN Madura is less of vocabulary and memorizing. Here the following statement:

“...less of vocabulary memorizing and not all of teaching method I understand. If it is so only partly.”¹¹

They get difficulties because of lack of language knowledge such as lack of vocabulary and memorizing.

c. Laziness

Another factor of students’ difficulties in selecting teaching method for reading syllabus of TBI B class at fifth semester in IAIN Madura is laziness, here the statement from desyatul fajri, she staed that:

“... laziness is the cause that not all of teaching methods I can master.”¹²

Based on statement above the laziness will impact incomprehension in selecting teaching method.

¹⁰Lisa Kustina Ningsih, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, December 12, 2019.

¹¹Lisa Kustina Ningsih.

¹²Desyatul Fajri, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview.

d. Less of reading and reference

Another factor is less of reading and experience, here the statement from Luluk Friseh, she said that:

“...I do not have enough references about that.”¹³

Further, she said that:

“... I admit that I rarely read the books. ”

Students get difficulty from less of reading and experience that caused difficult in selecting teaching method.

e. Friend

Friend also caused difficulty in selecting teaching method for reading syllabus, the statement came from Desiyatul Fajri, here the following stated that:

“for me, our friends are very influential to our behavior. Some of them are lazy but some others are diligent.”¹⁴

With whom she makes friend-ship is very influenced her in doing the activities. Not all friends have good behaviors. For example they are lazy but some others are diligent.

The data above is influence by her friends. When her friend diligent, it make her able to do what she must do. In contrary, when she gets along with lazy friends, it makes her influenced to be lazy too and has no spirit to do her tasks.

¹³ Luluk Fariseh, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview.

¹⁴ Desiyatul Fajri, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview.

f. Environment and lack of environment

Another difficulty in selecting teaching method for reading syllabus is environment, the statement stated by Deri Irma Fradina, she is stated that:

“...from the environment that some time disturb me.”¹⁵

Data above showed the researcher that the difficulty influenced by her environment.

“...I have lack of experience in this matter ...”¹⁶

Based on the data above that gotten from the interview, the researcher found that the students' of TBI B class at fifth semester influenced factors of difficulties in selecting teaching method is include of environment, experience and friends they get along with. Friends with good behaviors encourage to be more active in doing the activities. In contrary, lazy friends bring laziness in doing the activities. The environment make comfortable to run the activities and the experienced make what we want to do is easier and faster to finish.

B. Discussion

In this part, the researcher would like to explain about The Students' Difficulties in Selecting Teaching Method for Designing Reading Syllabus at Fifth Semester of TBI B Class in IAIN Madura and The Factor of Students'

¹⁵ Deri Irma Fradina, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview.

¹⁶ Ach. Faidi, Student of English Teaching Learning Program at IAIN Madura, Fifth Semester, Direct Interview, December 19, 2019.

Difficulties in Selecting Teaching Method for Designing Reading Syllabus at Fifth Semester of TBI B Class in IAIN Madura.

1. The Students' Difficulties in Selecting Teaching Method for Designing Reading Syllabus dummy at Fifth Semester of TBI B Class in IAIN Madura.

Syllabus is document that at least consists of what will be learned and what will be taught.¹⁷ It must consist at least of what will the teacher taught or what material will be delivered to the students in the classroom. So, the teachers have to make a list of material before going taught.

On the other hand, after making list of the material, the teacher has to found teaching method that related with the subject. Teaching method is a way of present the material or subject for students to achieving the goal that has been set.¹⁸ It is the teachers' way in making the students understood so in achieving the goals can be success.

Teaching method here is one of elements that must be in syllabus because the teaching method was selected based on the material. According to the quote of Richards and Rodgers in defining the syllabus, said that:¹⁹ All methods of language teaching involve the use of the target language (the language being translate to or the individual items of language that someone want to learn). All methods involve decisions concerning the selection of content that is to be used in the teaching program. Content concerns involve both subject matter and linguistic

¹⁷ Hutchinson, *English for Specific Purposes: A Learning Centered Approach*, 84.

¹⁸ Pupuh Fathurrohman and Sobry Sutikno, *Strategi Belajar Mengajar: Melalui Penanaman Konsep Umum & Konsep Islami*, 55.

¹⁹ Krahnke, *Approaches to Syllabus Design for Foreign Language Teaching*, 10–11.

matter. So, in selecting teaching method is based on the material, if the material about reading so the teaching methods have appropriate with the subject.

Based on the statement above, we knew that the content of syllabus determine the teaching method which will be used in teaching learning activities. It means that teaching method following the subject that will be taught.

From the data above that gotten from the documentation about reading syllabus is only state learning activities which it describes the activity of teaching learning general not in reading specially. Reading syllabus here included to language teaching where teaching method covered all of language teaching. According to Richards and Rodgers said that:²⁰

“...method" is the cover term for all of language teaching, from theory to practice. Method is divided into the three levels of (a) approach, (b) design, and (c) procedure. Approach is further divided, into theories of language and theories of learning. Design is divided into syllabus design and content; roles of materials; roles of learners; and roles of teachers. Procedure specifies the activities that are actually used in a-classroom.

Based on the statement above teaching activity included to method but the data above doesn't mention what a method that designer used in the syllabus.

There are the difficulties that faced by students in selecting teaching method for syllabus assignment:

²⁰ Krahnke, 10.

- a. Afraid of the method of reading is not match with the students and the situation in the classroom.

The students' difficulties in selecting teaching method for reading syllabus assignment at fifth semester TBI B class in IAN Madura is afraid if the teaching method is not fit with the student and the situation when the teaching method practice directly in the classroom. That statement contrasted with statement of Richards and Rodgers said that teaching method is selected based on the content.²¹ So that, in selecting teaching method not based on the student and situation but the material.

- b. Worried the students' vocabulary.

The other difficulty is the students worried the students' vocabulary. They afraid if the students don't have any vocabulary the classroom activity will not run well. It is contrasted with statement of Richards and Rodgers said that teaching method is selected based on the content.²² The teaching method is selected based on the subject because of that the teacher has to found the appropriate method for reading subject so that the teaching activity can run well.

- c. Worried of determine the main idea.

Then the difficulty in selecting teaching method for reading syllabus assignment is the students worried in determining the main idea and priority method. The student feels hard in determining the

²¹ Krahnke, 10–11.

²² Krahnke, 10–11.

main idea. It is support by statement of Richards and Rodgers said that teaching method is selected based on the content.²³ Actually in selecting teaching method for reading syllabus is found the suitable method for the reading subject so that the teacher easy delivered the material and the students can understood.

- d. Don't know about the skills of English teaching.

The last difficulty in selecting teaching method for reading syllabus assignment is the student doesn't know about the skills of English teaching. The student didn't know about reading, speaking, listening, or writing, so that the student didn't know how to select teaching method for reading syllabus assignment.

2. The Factor of Students' Difficulties in Selecting Teaching Method for Designing Reading Syllabus dummy at Fifth Semester of TBI B Class in IAIN Madura.

In this part, the researcher would like to discuss about the factors of difficulties in selecting teaching method for reading syllabus that has done interview with students TBI B class.

Difficulties on learning are students' problems that experience the obstacles in following learning process.²⁴ So, if the students has a problem about something in learning process, it must the students have difficulties of it.

²³ Krahnke, 10–11.

²⁴ Irham, *Psikologi Pendidikan: Teori Dan Aplikasi Dalam Proses Pembelajaran*, 254.

Problem of students are differences, it can be from internal or external factors.²⁵ Internal factors is something or condition that comes from themselves (students), meanwhile external factors is something or condition that comes from outside themselves or can call social factors. Internal factors those are cognitive, affective, and psychomotor. Meanwhile kinds of external factor are family, society, and school. Based on the data above that gotten from the interview, there are many kinds of factors those are that can divide into two factors those are internal and external factor:

a. Intelligence and affective factor

In the intelligence and affective factor there are some factors that caused the students' difficulties in selecting teaching method for reading syllabus assignment:

1) Not all of teaching method they mastered

This factor is one of causing why the students have difficulties in selecting teaching method for reading syllabus assignment because they are not mastered in all of types teaching method that this factor related with intellectual. This related with the theory that stated that one of the factor of difficulty is intellectual.

2) Less of vocabulary memorizing

Another factor that causing of students' difficulties in selecting teaching method for reading syllabus assignment is

²⁵ Syah, *Psikologi Belajar*, 185.

less of vocabulary and memorizing because the student is less of it, so it difficult to determine the method. It includes to intellectual problem that is relate with the theory that stated one of the factor of difficulty is intellectual. Less of vocabulary also related with Kennedy that stated one of the factor difficulty in reading is vocabulary.²⁶

3) Laziness

Laziness is also make students difficult in selecting teaching method for reading syllabus assignment because when the students lazy so they will wrong in selecting the method. Laziness include to affective factor that relate the emotion and attitude that include to the factor in internal of students difficulty. Kannan states that, the learner's attitude has a great effect on learning language because learners' positive attitude directly changes learning languages.²⁷

4) Less of reading and reference

Less of reading and experience also make students difficult in selecting teaching method for reading syllabus assignment because if they less of reading and reference they will don't know about the teaching method that can cause difficulty. Less of reading and experience include to affective factor that is relate with emotion and attitude. Kannan states that, the learner's

²⁶ Eddy Kennedy, *The Method of Teaching Development of Reading* (Washington: Peacock Publisher, 1981). 195-197

²⁷ "International Journal of Social Science and Economic Research" 03, no. 04 (2018): 1381.

attitude has a great effect on learning language because learners' positive attitude directly changes learning languages.²⁸

b. Society factor

In the society factor there are some factors that caused the students' difficulties in selecting teaching method for reading syllabus assignment:

1) Friends

Friends are very influenced for someone because if her/his friends have good behaviors will encourage to be more active in doing the activities. In contrary, if her/his friend has lazy friends will bring laziness in doing the activities.

2) Environment and experience

This factor is influencing the process of selecting appropriate method for reading syllabus because the environment make comfortable to run the activities and the experienced make what we want to do is easier and faster to finish.

²⁸ "International Journal of Social Science and Economic Research," 1381.