

## CHAPTER IV

### RESULT FINDING AND DISCUSSION

In this chapter present the result and discussion, the data collected from interview, observation, and documentation. The researcher will show the result obtained from the research which had been done. The obtained the data related to what had stated in the result focus. And also this chapter presented based on research finding about reading error on narrative text in pronunciation at Seventh D Grade of MtsN Pademawu.

#### **A. Result Finding**

In this result the researcher will explain about the study of reading error on narrative text in pronunciation at seventh grade of MTSN Pademawu. There are two point the researcher explained as the reading error on narrative text in pronunciation at seventh grade of MTSN Pademawu is this part the the researcher will find the reading error on narrative in pronunciation, while the factor causing the student's reading error on narrative text in pronunciation such as lack of memorizing ability, limited knowledge of word not familiar with the word. So the researcher will explants three steps, they are pre-teaching, whilst-teaching, and post-teaching.

#### **1. What is the reading error on narative text in prononcatation at seventh D grade of MTsN Pademawu. ?**

##### **a. The Observation data**

The researcher does the observation by visiting the class or sometime being students and follows the materials. The researcher takes documents from the students when teaching learning process and doing interview.

The researcher conducted observation at 10.30 a.m on february 06<sup>th</sup>, 2020 in seventh Grade. It was done by researcher once (in one meeting only) since it was

enough to get data for researcher. The researcher join the class in seventh class in the classroom activities, before rest time. The researcher wanted to know the student reading error on narrative text by teaching learning process. The process of teaching and learning will be explained by the researcher as follows :

**b. Pre teaching**

It was the first section of teaching and learning process before the teacher teaches in the classroom. It was showed by:

- a) The teacher come to the class and say “*Assalamu’alaikum Wr. Wb*” and the students answer “*wa’alaikumsalam Wr. Wb*”
- b) The teacher say “*are you ready?*” and the students answer “*yes I am ready*”
- c) The teacher say Good Morning and the teacher check attendance, after that the teacher ask the students condition by using English “*how are you?*” and the students answer “*I am fine*”.

**c. Whilst activities**

It was about main point in teaching and learning process in the classroom. It was showed by teacher activities:

- a) The teacher give material have given by researcher and explain about the material in narrative text the title is the ugly duckling The Ugly Duckling  
One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wishe the eggs would break out. Saveral day later, she got her wish. The eggs cracked and some cute little ducklings appeared. “peep, peep” the litle duckling cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several . looked at him in a surprise. He was so big and ery gray. He didn’t look like the other at all. He was lke a turkey. When the mother duck brought

the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other duckling did. “you are very ugly” day quacked. The little poor duckling was very unhappy. “I wish I looked like them” he thought to him self. One day, the ugly duckling run away and hid in the bushes. The sad duckling live alone throught the cold and snow winter. Finally the spring followers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. “Oh, dear. These beautiful birds will laugh and peck me to” he said to himself. But the swans did not attack him. Instead, they swam around him and stoked him with their bills. As the ugly duckling bent his neck to speack to them he saw his reflection in the bills. As the ugly duckling bent his neck to them, he saw his reflection in the wate. He could not belive his eyes. “I am not an ugly ducling bur a beatiful swam” he exclaimed. He was very happy, from that they on, he swam and played with his new freand and was happier than he had never been.

- b) The teacher read the narrative text and ask the student to repeat what the teacher read together.
- c) The teacher ask the student to come forward one by one and ask them to read the narrative text after that the researcher listening and find the student reading error in narrative text based on pronunciation.
- d) The researcher find there are many mistake when the student read sentence or word on narrative text such as Ugly Duckling, upon time, eggs, tired, etc.

#### **d. Post Teaching**

It was the last step in the teaching and learning process in the classroom. It was showed by:

- a) Before close the meeting the teacher gives motivation to the students
- b) The teacher ask them to pray hamdalah together
- c) The teacher say *salam* and good bye to the students.

## **2. Description of interview**

To get other data, the researcher did interview to the teacher and also to the student at MTsN Pademawu. The researcher wanted to know the study of reading error on narrative text in pronunciation at seventh D grade of MTsN Pademawu and to describe causing the students' reading error on narrative text in pronunciation at seventh D grade of MTsN Pademawu the researcher interviewed the tutor at 10.30 a.m. on february 06<sup>th</sup>, and interviewed the members at 12.00 pm.

### **a. What is the reading error on narrative text in pronunciation at seventh D grade MTsN Pademawu. ?**

The researcher make this question to know the reading error on narrative text in pronunciation because the researcher know that in reality the reading error not only happened in student of MTsN Pademawu but also happened all of student. The problem caused by different skill every studen so that, the student do not know what want to read. In this case, the researcher conduct interview to know more all the student get the reading error on narrative texts in pronunciation.

The researcher interview the teacher on Thursday the teacher at 10.30 a.m on february 06<sup>th</sup>, and interviewed the members at 12:00 pm after observing in classroom at seventh D, the teacher started the material about reading on narrative text. The are many reading error when the student read the narrative text actually in pronunciation. Then, the researcher interviewed the teacher to know their problem in reading the teacher gave statement:

**b. What are the factors causing the students' reading error on narrative text in pronunciation at seventh D grade MTsN Pademawu ?**

To answer research question about factors causing the student' reading error on narrative text in pronunciation at seventh D grade MTsN Pademawu. First, the researcher conducted pre observation and interviewed English teacher and some student VII about the student's problem in their reading test especially when they read the narrative. The result of Pre Observation, the reseacher found if student of VII D felt counfused to understand the new word because they did not know the meaning of the words. Although the teacher give the example how to read well the student just a repeat only moment after that the student forget to read well again.

And the resulst of interviewed with students of VII D is they were not confident to try read the word because they thought if English is difficult and they did not know the meaning. In other hand, they did not know about how to read well and they did not know about pronunciation. Student said they were still confused about the differences between regular verb and irregular, verb of they did not know the change from verb on to verb two.

**B. Discussion of Research**

In this part, the researcher tried to discuss all of the data that had written above, which the data was found while the researcher conducted the research. In describing, the researcher to developed students knowledge about pronunciation so that the student can overcome the difficulties to reading., all of the their ability in reading that they have and the researcher wanted gave an understanding more to the reader about the study of reading error on narrative text in pronunciation at sevent grade of MTsN Pademawu. Therefore, the researcher begun to discuss by organizing arrangement based on the data above.

## 1. What is The Reading Error On Narative Text In Prononcatation At Seventh D Grade Of MTsN Pademawu

To answer from the question above the researcher conducts the observation to get the data with give a narrative text to the student for read.

### a. New Word

One of student getting reading error when he find the new word who never read before.

“One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wishe the eggs would break out. Saveral day later, she got her wish. The eggs cracked and some cute little ducklings appeared”.

From the result the student reading on narrative text the student get the reading error when he find the new word such as wishe, break out, cracked, appeared.

### b. Meaning of word

Most off all student not understand about the meaning or translate of word so that when the student read about text in narrative text to experience reading error.

“ peep, peep” the litle duckling cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for saveral”.

From the result on narrative text above the student get reading error when he don't know what the meaning of word such as cried, largest, cracked and several.

### c. Habitual in reading

The student less accustomed to reading so that the student having difficulty reading can even be reading error. The researcher can know that the student is not used to reading when the researcher giving a narrative text to the student and the researcher ask the student for the come forward and reading text the given the teacher to student.

**2. What are the factors causing the student, reading error on narrative text in pronunciation at seventh D grade MTsN Pademawu.**

Causes of reading error in narrative text on pronunciation at seventh D grade MTsN Pademawu, error does not exist by itself, but there are causes that make reading error exist. Causes in reading error are caused by problem in reading. There bare eight problems in reading comprehension that cause comprehension error they are :

- a) Limited vocabulary knowledge reading relates to the vocabulary mastery. Here,if the students have limitid vocabulary knowledge,the students wilget difficulty in reading the text, and cause minsunderstanding of the text.
- b) Lakk of fluency fluency in reading makes the readers can grassp the accurate information well. Fluency has close correlation with reading error. If the readers have lack of fluency, its mean, the readers can not usderstan the text well, and they can not take the accurate information.
- c) Lack of familiarity with the subjeck matter here, familiarity with the subjeck matter realates with readers' prior know ledge. Here, the readers who do not have prior knowladge will have problem in comprehending the texts.
- d) Difficulty level of the text (readability) the concept of the difficulty level of text is about vocabulary, sentese length and structure of the sentece that is used for the student are match with students' ability in reading error.

- e) Inadequate use of effective reading strategies most students does not know the crucial role of the strategy use in understand text. They do not know if the strategy help them to understand the text effectively. So, the students often make error interpretation about the content of the text. But, this case does not cause from the students only, but the teachers also have role about the strategy. Use. In face, the teachers do not spend much time or even no time to give instruction about the strategy use in understand the text.
- f) Weak verbal reasoning when the student understand the text deeply, the students will be able to give reason about the information that has been captured. This case is difficult enough for poor readers. So, the teachers must guide them to make connection between information that exist in the text and the students prior knowledge.
- g) Problems with processing information good readers are able to take and save the information that is taken from the text. Whether the literal or inferential information, the good readers can take those information. While the poor readers are difficult enough to keep the information. Concerning to this case, the teacher must do something to solve this case. The implications for teaching are that slow readers should be encouraged to reread material. Several times if necessary, in order to process the information successfully.
- h) Problem in recalling information after rreading comprehension is the activity where the readders grasp information from the text, and after understand the text, the readers can convey the information that have been taken during understanding text. Recall is strongest when readers connet new information in the text to their previous knowledge and experience, and when they rehearse key points from the.



