

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher delivers the study's findings and discussion in this chapter. The data gathered from observation, interviews, and documentation that are discussed in MA MIFTAHUL ULUM CAMPLONG on the strategies and difficulties of students' reading comprehension. This chapter discusses the reading comprehension strategies employed by students and the types of issues encountered by students in MA MIFTAHUL ULUM CAMPLONG, particularly in eleventh grade.

A. Research Finding

The researcher wants to present the study's findings based on the research focus: What are the reading strategies used by the eleventh graders of MA Miftahul Ulum in comprehending English reading text and What kinds of difficulties faced by the eleventh graders of MA Miftahul Ulum Camplong in comprehending English reading text.

1. The Reading Comprehension Strategies Used by The Eleventh Grader in MA Miftahul Ulum Camplong.

At the eleventh grade, the researcher did the research on October 28th and October 31th, 2023. In this section, the researcher employed observation and documentation to collect data that was relevant and necessary for the purpose of this research.

The researcher went to MA Miftahul Ulum Camplong at the time to observe and ask some questions of the English teacher and the students. The researcher presents the headmaster of MA MIFTAHUL ULUM with research permission papers. The researcher subsequently receives a response from the headmaster of MA MIFTAHUL ULUM CAMPLONG.

The first observation took place on October 28th, 2023, and the second on October 31st, 2023. In order to obtain the data that the researcher required, the researcher not only observed but also performed an interview. The researcher used all of the students in the eleventh grade, a total of 32 individuals, as respondents. The researcher conducted interviews three times in a succession, separating the class into three portions.

The teacher greets the researcher and inquires about what the researcher brought and what the researcher intends to conduct. At MA Miftahul Ulum Camplong, the researcher and the English teacher for the eleventh grade entered the classroom together. The researcher was asked to meet the eleventh grade students directly and explain the researcher's goals and objectives for entering the class after the teacher had said hello to everyone. When the researcher conducted observations in the classroom, the students responded well to her entrance and appeared quite enthused once she had explained her goals and objectives.

The researcher writes the questions on a whiteboard and observes the student. The English subject is set to be held on Tuesday from 08.10 a.m. to 09.40 a.m. In the classroom, the researcher observes. The researcher watches how the teacher teaches the students, what strategies the students employ, and what difficulties the students confront. The researcher discovered the students' reading comprehension approach and the issues they had with reading comprehension. The preceding chapter included a discussion of common reading strategies, such as previewing, skimming, scanning, and intensive reading. Almost all eleventh graders utilize the intensive reading strategy and suffer the same issues.

In this case, the researcher selected all eleventh-grade students at MA Miftahul Ulum Camplong for the Academic Year 2023/2024. However, it only comprises interviews from some students because each answer supplied by students has a saturation point. The interview findings are as follows:

According to the first interview, when reading English texts, she will read carefully and focus on all parts of the text to locate the primary point of the text. She frequently said that if there was still something she hadn't caught, she would read the book again. She said :

“When I read English materials, I pay close attention to each sentence in each paragraph before interpreting them individually. Even if I don't think I understand everything, I'll keep rereading the material.”¹

This statement is consistent with almost all other interviewees in the eleventh grade, who claimed that they will reread the text if they don't understand the point of the text and begin to focus read the material carefully, as evidenced by their statement :

“Of sure, I'll concentrate while reading, read slowly, and investigate each paragraph.”²

Another interviewees claimed that when reading an English text, he only reads the parts that he believes are important to read (rather than reading the complete text). Nonetheless, he stated that he could discern the essence of the text; this comment is supported by three (3) respondents, who stated:

“I don't read the entire text, I read what I think should be read”³.

“I didn't read it all because I wanted to finish it quickly, but I did get the primary idea from the text.”⁴

¹ Fatimatus Zehra, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

² Fahmi Sukroni, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

³ Hamdani, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

⁴ Alvani Bayan Pratama, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

“I just read a few portions of the full material provided; I will read the parts that I feel important, and I will not read the parts that are not important to me.”⁵

Meanwhile, three (3) other out of 32 respondents stated that they were merely looking around the entire text and beginning to write down topics they thought were essential. According to them, their method of reading swiftly saves a significant amount of time. As they said :

“I simply try to locate tough sentences, write them down, and then interpret them. However, if I instantly understand the meaning of the sentence, I will take note of it if the sentence is important.”⁶

“I read it quickly because I was looking for sentences that had the potential to be the core theme of the entire text.”⁷

“I simply scanned the entire paragraph and wrote down what I thought was important.”⁸

As a result of the data shown above, the researcher concluded that the reading strategies employed by the students were nearly identical.

The first point is how the teacher instructs the learner during the teaching learning process. The teacher's teaching learning process begins with the teacher going to class, saying salam like assalamualikum and the

⁵ Syaiful Islan, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

⁶ Riyan Hidayatullah, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

⁷ Misbahul Fikri, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

⁸ Harun Al-Rasyid, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

students responding with salam like wassalamualaikum, giving material, having discussion on the material with the teacher, giving an opportunity to the student who does not understand the material and the teacher will answer the questions, and the teacher also explains the material clearly using mixed language (Bahasa and English).

The second point concerns the student's strategies. The strategy is what the students employed to accomplish a specific goal during the learning process. The strategy employed in the teaching and learning process to achieve a specific goal. With using the strategies, students can be more understandable, fascinating, and can help students better in their subject, particularly while doing reading comprehension in English texts.

2. The Difficulties Faced by The Eleventh Graders of MA Miftahul Ulum Camplong

Based on the findings of the first observation, which occurred on October 28th, 2023, the teacher used the LKS book to assist the student in the teaching and learning process. The teacher divides the class into pairs and instructs them to read aloud alternately. Following that, each group is tasked with writing the core idea of each paragraph in the text. Almost all students read the material on the LKS carefully and deliberately before recognizing the primary issue, however some students merely read the content briefly. Following that, students began to rephrase tough words, and some even underlined problematic

terms. After the students have identified the major theme of the text, each student comes forward and reads aloud their work. After that, the teacher expresses gratitude to the students who came forward with applause and compliments.

The researcher conducted interviews with 32 students in class eleven of MA Miftahul Ulum in roughly one hour after the teacher filled the class an hour prior in the second observation on October 31, 2023. With the time available, the researcher divided the class into three groups and alternately conducted interviews. The researcher asked each student six questions (3 listed questions, 3 spontaneous questions).

In order to continue the interview, the researcher first questioned the eleventh grade students about the strategies they employed. Next, the researcher inquired about the difficulties that the students experienced.

The researcher chose all eleventh-grade students at MA Miftahul Ulum Camplong for the Academic Year 2023/2024 in this case. However, it only includes interviews with a subset of students because each answer provided by students has a saturation point. The following are the interview findings:

It was shocking to learn that all students in MA Miftahul Ulum Camplong's class eleven encountered the same difficulty when reading English literature. They mentioned that written English and

understanding how to pronounce words in English were extremely tough to practice and comprehend. As they said :

“extremely tough to read”⁹

“It's tough to even pronounce it, or even comprehend what it means.”¹⁰

“It is difficult for me to pronounce words in English, which makes reading tough for me.”¹¹

“When asked to read English text, my tongue struggled to utter it.”¹²

“Some English words are tough for me to pronounce.”¹³

“Writing and pronouncing words in English is also challenging for me.”¹⁴

Based on conducted interviews, researchers discovered that eleventh grade students' reading difficulties with English texts could be related to a common class experience.

⁹ Yasmin Khoirotun, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

¹⁰ Firza Nurul Fajri, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

¹¹ Ilham Ramadhani, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

¹² Rifatul Jannah, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

¹³ Anis Sulalah, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

¹⁴ Sakinatun Nufus, The Eleventh Grader of MA Miftahul Ulum Camplong Academic Year 2023/2024, *Direct Interview* (October, 31th 2023)

B. Discussion

According to information gathered by researchers through interviews and observations discussed in the results section above, most of eleventh grade students at MA Miftahul Ulum employed essentially the same reading method for English texts. One may say that even the difficulties that students confront are similar.

1. The Reading Comprehension Strategies Used by The Eleventh Grader in MA Miftahul Ulum Camplong.

However, the majority of students utilized the intensive reading technique. The reading techniques of the students differed depending on their personal characteristics, such as grade level, academic major, enjoyment of reading English texts, self-perception of being a skilled English reader, and gender¹⁵. Despite this, in a journal written that standard reading strategies such as previewing, skimming, scanning, and focused reading remain popular.

a. Scanning

Scanning is the process of scanning your eyes (like radar) over a portion of a text to locate certain pieces of information. This strategy was utilized by the students to swiftly identify specific information from a significant amount of written material. After receiving an overview, the students performed the scan text to

¹⁵ Dafiyanti, Susilawati, dan Rosnija, "THE CORRELATION BETWEEN STUDENTS' READING STRATEGIES AND THEIR READING COMPREHENSION ABILITY IN READING ACADEMIC TEXT."

identify the section(s) of the text that they will most likely need to read. Students begin scanning the text by moving their eyes (or fingers) swiftly across a page. Stop reading as soon as their eye catches a key word or phrase. When students find information that requires their attention, they slow down and study the relevant section more thoroughly. Scanning is not a replacement for comprehensive reading and should only be used to rapidly locate material.

b. Previewing

When we preview a text, we get a sense of what it is about without having to read the whole body of the content. Previewing helps students evaluate whether a book or journal is valuable for their goal, uncover essential material, and indicate which sections of the text they may need to read and which sections they can avoid. To preview, students usually begin by reading the title and author details, then the abstract (if there is one), and then only the bits that 'jump out,' such as primary headers and subheadings, chapter summaries, highlighted material, and so on.

c. Intensive Reading

Intensive reading refers to in-depth, focused 'study' reading of critical regions, pages, or chapters. This is the method used by the majority of students. After previewing a text and utilizing scanning tactics to discover what you need to focus on, they slow

down and do some intensive reading. The students began rigorous reading by underlining any unfamiliar words or phrases, but they did not stop reading. If students are having difficulties understanding the text, they should read it at least once (depending on the level of difficulty) before taking notes.

2. The Difficulties Faced by The Eleventh Graders of MA Miftahul Ulum Camplong

When the researcher observed MA Miftahul Ulum's eleventh grade class, it was evident that the difficulty students had reading English texts during reading comprehension courses was due to the way each word was pronounced. This occurs because students seemed to be less interested in English classes. So they don't take the initiative and are sluggish about learning to read English texts on their own since they believe English lessons are difficult, especially reading lessons.

This is consistent with the information gathered by researchers during the interviews with eleventh grade students. Researchers discovered that, on average, all students reported difficulty pronouncing words in English during interviews. Furthermore, students frequently encounter many words in English literature that are considered overly complex for their amount of space.

As written in a journal that three indicators indicate that the students' difficulties in reading comprehension such as low reading habit,

too difficult material, lack skill of reading. The use of strategies and techniques in reading is not a cause of student difficulties¹⁶.

¹⁶ Estika Satriani, "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau," *J-SHMIC Journal of English for Academic* 5 (t.t.), accessed on 3 June 2023.