

**STUDENTS' READING COMPREHENSION: PORTRAIT OF
COMPREHENDING ENGLISH TEXT FOR SECOND GRADE
AT JUNIOR HIGH SCHOOL, PHATNA WITYA YALA,
SOUTH THAILAND**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in
English Language Education



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I hereby sincerely state that the thesis entitled “ Students’ Reading Comprehension: Portrait of Comprehending English Text for Second Grade at Junior High School, Phatna Witya Yala, South Thailand” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis are has discrepancies, I am would take the academic sanctions in the form of repealing my thesis and academic degree.

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DEDICATION

I proudly dedicate this thesis especially for:

- My beloved parent Sudeng Lohramae and Rokayah Doloh thanks all support, trust, finance, encouragement and everlasting prayer.
- My beloved sister and my big family always give support and pray the best for me.
- My Almamater, The State Islamic Institute of Surakarta.

MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ
(رواه مسلم)

อย่ากลัวจะล้มเหลว ถ้าจะกลัว กลัวที่ไม่ได้เริ่มลองทำดีกว่า

Don't be afraid to fail, be afraid not to try.

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Finally, the researcher realizes that this is far from being perfect. Therefore, any suggestion and comments for this thesis would be highly accepted. Hopefully, this thesis could give contribution for further research.

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Surakarta, December 4th, 2019
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ABSTRACT

Huwaina Lohramae. 2019. *Students' Reading Comprehension: Portrait comprehending English text for Second grade at Junior High School, PhatnaWityaYala, South Thailand In academic year of 2019/2020*. Thesis English Letters Study Program, Teacher Training Faculty.

Advisor : Dr. Imroatus Solikhah, M.Pd.

Key words : Reading Comprehension, Students' Skills,

This objective of this study was to know the students' reading comprehension at the second grade Second grade at Junior High School, PhatnaWityaYala In academic year of 2019/2020. Therefore the researcher formulated a problem statement: How is the students' reading comprehension at in academic year of 2019/2020?

This research was carried out at PhatnaWityaYala in January 2019. This research used qualitative analysis design. The second grade at Junior High School, Phatna Witya Yala in academic year of 2019/2020 because based on the preliminary research there was a tendency that they have difficulties in comprehension of the reading texts. The researcher used documentation and interview in collecting the data. The documentation was used to take the data of the students' results in reading comprehension in the report text, whereas the interview used to know the students' level of reading comprehension. The technique used to analyze the data was using data reduction, the data representation/ display, and the drawing conclusion/ verification.

From the analysis, based on the result of the data from the observation and the interview, it could be concluded that the students in the second grade of at Junior High School, PhatnaWityaYala In academic year of 2019/2020 used some techniques when doing in reading text. The techniques used are using background knowledge, prediction, inferences, using dictionary, grammatical analysis and translation. Based on analyzed data there are excellent level about 6.66% (2 students have score 90-100), good level about 26.66% (8 students have score 70-89), average level about 63.34% (19 students have score 50-59), fair level about 3.34% (1 students has score 30-49), the researcher drawn the conclusions as follows, there are the students get problem to look for the identifying main idea of the text, identifying specific word in the text and many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of important language that in used as first, second & foreign language, in many countries (Solikhah 2014: 3). Philipson in Solikhah (2014: 3) says that outer cycle countries & expanding cycle countries is comparing to mastering English. Kanwal and Khurshid(2012: 328) said that English is a vital role in developing status in country. English becomes the major window on the world. It means that English gives us the view of the various progresses taking in the world. Many people used English to interact other people. Language is used by human in making communication (Yule, 1996: 5) stated that as the communication tool, language as the interactional function to interact with other socially or emotionally. Such a set of forms would also be expected to have meaning and the elements of sequences by virtue of having meaning, would naturally be used for communication between individuals who shared the same rules. Language is used making relationship with people to another, for making interaction that they can express their though, idea, feeling, and intention to other.

Phupradid (2003: 14), four language skills are used to attain the English language is Speaking, *Listening*, *Writing*, and *Reading*. Reading is the most important for human because it is the chosen instrument to acquire

knowledge. Reading is one technique help various English printed materials are available for Thai people to read while many human to *Speak, Listen, and Write* are not that prevalent in their daily life then.

Thailand as a country never have been colonized any foreign countries, has both advantage and weakness in term of international language. One of the shortages is that insufficient skills and knowledge in learning other languages such as English as the international lingua franca (Baker, 2012: 36). Now Thailand is focusing on improving their English language because English language is number one all of language in ASEAN. So, they want to develop in integrating students' English education skill because about English education in Thailand still low ostensibly. So, Thailand has been a minor about English language with other countries. Thailand entering ASEAN English community and then English language is the tool of communication for everyday life. It's inevitable of Thai education to urge students to have communication skill in English about writing, speaking, reading and listening.

Thailand people used English, Thai & Malayu language. Thai as first language and Malayu as first/ mother tongue especially for they who live in south Thailand. Therefore make people in Thailand have different about English language, between people south Thailand and other sectors of Thailand. English in Thailand has been dramatically increasing in the decades for the change of globalization and the establishing of ASEAN community has become a strong power on the change of language learning. As a result,

the government's intention has been developed greater fluency in English language among Thai students and makes Thai people better prepared for the economic competitiveness both individually and as a nation Hice (2015: 16). Hence, English facilitates mobility for many reasons – including commerce, tourism, study and the access of interdisciplinary and this, in turn, contributes towards the prosperity of individuals, the nations and the global citizen Prasong porn (2009: 2).

Reading has a significant place in learning English. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can improve their own knowledge which is needed to insure the continuing personal growth and adapt the change in the world. Harvery in Samsul Alam (2008: 1) argues that the purpose of reading is to inform something, or challenges our knowledge on certain matters. In other word, reading can help the students to broaden their experience of the world in which they live.

Reading for comprehension is not of course an easy text especially for Junior High School students. Second grade at junior high students each two classroom have troubles when they get task related to the reading material. The cause of this matter is lack of reading comprehension ability. The important thing that can help the students to explore their reading comprehension is ability to arrange the reading material, its element, and

understand interrelationship between its parts. Through reading, they can enrich their vocabulary and of course to access knowledge.

In addition the findings from Ratanakul's (1998: 16), study have revealed for Thailand education most focus on the grammar, reading and translation to text in read to give students know vocabulary in text. Therefore is students many have problem about reading at not proficiently because many Thai students do not know to solve problem when struggling with difficult texts, or when lacking background knowledge. They do not know to work through their Reading difficulties to get the full meaning from the reading texts. This is struggling students might not be aware of these difficulties, they might not know to apply reading strategies effectively to improve their reading comprehension. They were never exposed to systematic training in reading strategies. According to students from Chandavimol (1998: 16) and Mejang (2004: 16), all this contributes in making the learners uninterested in reading in English and bored in learning English.

The purpose of learning English is for communication Chandavimol (1998: 15). To communicate efficiently, learners need the four skills of *Listening, Speaking, Reading, and Writing* but of all these four skills, Reading is regarded as the most the vital and necessary for students in both a classroom context and an extracurricular environment (Carrell, 1989; Grabe & Stoller, 2002: 15). In classrooms of higher education, Thai college and graduate students need efficient Reading skills to comprehend a mass of

Reading materials from various sources related to their studies (Piyanukool, 2001: 15), Reading is even more important for high – school students since they have to be highly competitive in the English entrance examination (Chandavimol, 1998: 15) and the *National English Test*. Therefore, the ability to read comprehend texts efficiently is crucial for Thai students. In addition, because of the demanding expectations for academic success in all areas of learning, high – school students, as English foreign language (EFL) learners, need to develop their English Reading Comprehension abilities to a stronger, more advanced level (Soonthmanee, 2002: 15).

Education in Thailand is provided mainly by the Thai government through the Ministry of Education from pre – school to senior high school. Formal education only nine years are necessary. School consists of six years of elementary school, three years of junior high school and three years of upper senior high school. National exam are given at the end of the third, sixth and ninth years. Children start elementary school at the age of six and study eight courses. English language classes are taught starting from grade one. At Certificate of Primary Education (Noom-ura, 2013: 15). In order to attend high school, students must have completed elementary school. Both the top high school and private schools require an exam in order to be accepted. Upper high school also requires an exam for entrance and students can study either a general, vocational or comprehension path (Prasongpon, 2009: 15).

Primary education in Thailand comprises non – compulsory pre – school education for children between the ages of 3 until 6 years old. It is called basic education for children. Then at aged 6 to 12 they entered Elementary school (*Pratom I-VI*). Students sit for the Ordinary National Educational Test (O-NET) on completion of primary education Elementary school (*Pratom VI*). Secondary education is divided into 2 graders of 3 years: Junior high school (*Matayam I-III*) and Senior high school (*Matayam IV-VI*). During secondary education, students sit for the O-NET twice: once in the third year Junior high school (*Matayam III*) and again in the sixth year of Senior high school (*Matayam VI*).

The formal education system in Thailand comprises the following levels:

Table 1.1. Formal education system in Thailand (Nuraini, 2018: 6)

Levels of Education	Age	Grades	Conventional School	Religious School
Pre-school education	3 – 6 years	-	<i>Anuban Dek Seksa</i>	-
Elementary school	6 – 12 years	1 – 6	<i>PrAtom seksa</i>	<i>Tadika/Sekolah Melayu</i>
Junior high school	12 – 14 years	1 – 3	<i>Matayom Seksa Ton</i> <i>Ton</i>	<i>Madrasah/ Mahad</i>
Senior high school	14 – 17 years	4 – 6	<i>Matayom Seksa Ton</i> <i>Pelai</i>	<i>Madrasah/Mahad</i>

In addition to the school systems described above, Thailand also has Non – Formal Education (NFE) programmer. The NFE is more flexible than regular education programmers in terms of objectives, methods of instruction and study duration. The programs suit the needs of individual group of students. In Thailand, Non-Formal Education (NFE) programs only provide in the city such us Bangkok.

The curriculum for the general stream comprises major subjects, compulsory elective subjects, a choice of elective subjects and activities. The general flow includes 8 subjects. The compulsory subjects in this grade level study are 8 subjects.

1. Thai Language
2. Mathematics
3. Science
4. Foreign Languages
5. Social students, Religion, and Culture
6. Art
7. Health and physical Education
8. Career and Technology

Students in senior high school are required to take the elective courses at the upper secondary education level. There are two courses in the subject: Language courses, Science courses. The two courses will be different about

subject. Language courses will focus on the English (*Speaking – Listening*), (*Reading – Writing*). And the science courses will focus of Biology, Physics, Chemistry.

The objective of problem faced by students in learning reading comprehension in the Phatna Witya Yala, south Thailand, since English in south Thailand is a foreign language, there are possibilities that the English language students may get difficulties in understanding reading text, it may be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. According to Nattal (2013: 3), there are five problems students usually when faced while they try to comprehend the text. Those problems are: the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts. All of those problems are probably because south Thailand students' first language has different form, sound, vocabulary and structure from that of English. This is in line with the result of study done by Fitrawati which focused on improving second junior high school students' reading comprehension through reading strategies derived from genre based approach. The result of the study showed that factors causing the students difficulty in understanding various text books are students' lack of vocabulary mastery, students' lack ability of recognizing the grammar or structure and students' passive response toward reading.

Realizing that understanding text is very important to be achieved by the students in reading skill, these difficulties in understanding reading text should be known and solved both by the students and text should be know and solved both by the students and the teacher because the difficulties will give negative impact on the students' ability and motivation to achieve the reading target. Oberholzer stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive". Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every students may have different difficulties in understanding the reading text. Phatna Witya Yala, south Thailand was chosen with one of the considerations that this phenomenon may as well happen to the students at the school. Therefore, the researcher did the preliminary study to make sure that her research is possible to be conducted in this school. The preliminary study was done by interviewing the English teacher of second grade students about his class especially when the focus of the lesson is on reading.

Based on the interview toward some students the researcher found that there was a tendency that a lot of second grade students at Phatna WityaYala, south Thailand have difficulties in understanding the reading text especially descriptive text. According to the English teacher, until today, she still finds a

lot of students who make mistakes while working on reading questions, the mistakes resulted in their low reading achievement. These mistakes happened probably because they do not understand the content the text. Phatna Witya Yala, South Thailand. There are all 7 classroom at second at Junior high school and choose one class for doing research is a 2/2 classroom because researcher want compare between two class this about problem reading comprehension.

Based on some reasons above, the researcher take a title “Students’ Reading Comprehension: Portrait comprehending English text for Second grade at Junior High School, Phatna Witya Yala, South Thailand”.

B. Identification of Problem

From the explanation of the background, it can be identified some problems of this research. The identified as follows:

1. Teacher control difficulties for students who have the different knowledge basic of the students in the class; each student can’t learn the same.
2. Students most will be had problems about reading assessment. Those problems involved vocabulary.
3. Teachers are concerned with students who are not interested in English.
4. The students feel nervous and shy when read up in front of the class because friends like to tease.

Students lacked patience in practicing English and had little exposure to English outside class, which may in turn contribute to their lack of confidence reading English.

C. Limitation of the Problem

Based on the background above, the researcher limits this research on the students' difficulties in comprehending English reading text, especially the difficulties of students' on reading text that the materials in the descriptive text(English Text). The researcher limits the problem only at the seventh grade students of Phatna Witya Yala.

The researcher would like to analyze the difficulties that faced by students in comprehension English reading text in the descriptive text and the factor of causing the students' difficulties in comprehending English reading text at second grade students of in Phatna Witya Yala Academic Year 2019/2020.

D. Problem of Research

The researcher formulates the problem as follows:

1. What are the difficulties faced by the second grade students of Phatna Witya Yala, South Thailand in comprehending English reading text in Academic Year 2019/2020?

2. What are the factors of causing the students' difficulties in comprehending English reading text at second grade of Phatna WityaYala, South Thailand in Academic 2019/2020?

E. Objectiveness of the Study

There are some objectives of this study, the objective of the research as follow:

- 1) To identify the difficulties face by Second grade Junior high school, Phatna Witya Yala, South Thailand in academic year 2019/2020.
- 2) To find out and describe the factors that make students difficult in reading comprehension English class in Second grade at junior high school, Phatna Witya Yala, South Thailand academic year 2019/2020.

F. The Benefit of Study

The result of this research is expected to give benefits both theoretically and practically.

1. The theoretical benefits
 - a. The result of this research is expected to enrich the theory in teaching strategy on English reading, especially in senior high School.
 - b. The result of this research can give contribution and inspirations to increase the quality of teaching English reading.
 - c. The result will increase the repertoire of the research finding.

2. The practical benefits

a. For the students

The students can improve their ability on reading and more active in the teaching learning process. They will be able to read well in reading.

b. For teacher

This research result can as reference for the teacher about her performance, so that the teacher can improve her performance in teaching during teaching – learning process especially in English reading. The result of the study will help English teachers to improve their skill in teaching reading. It can give contribution to the success on teaching learning English at Phatna Witya Yala, South Thailand School related the students in Learning English Reading. The teachers can able to select the most appropriate strategy to overcome the problem and students can understand easily.

c. For the school

The research result can be used as resources in improving teacher's performance, especially in teaching English reading.

d. For the other researchers

This research can be used as references for a similar research and as stimulation for other researcher.

G. Definition of Key Terms

1. Reading

According to Herber (1978) in Dupuis, (1982: 20) sees reading are thinking process while includes decoding of symbol, interpreting the meaning of the symbol, and applying the ideas derived from the symbols.

2. Students' Problem in Learning English

In recent decades, the field of language pedagogy research has great deal of interest in the study of reading strategies in terms of the enhancement of text comprehension. In other words, their attention has paid to the types of reading strategies and how they positively affect desired reading comprehension (Cantrell & Carter, 2009: 2). While reading strategy research into second language learners has so far addressed the extent to which readers, particularly elementary, secondary and undergraduate students, interact with texts, there is apparently a paucity of studies focused primarily on vocational students and their reading behaviors with printed or written materials.

3. Reading Comprehension

English Reading Comprehension second language readers obtain meaning from texts by actively using both lower and higher level skills to decode the smaller elements and construct the meaning; by relating what they read to what they already know, they are able to understand main ideas, sequence the order and obtain detailed information (SutapornChayarathree, 2003: 25).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review on Reading

1. Definition of Reading

Reading is the activity to gain information. According to Harmer (1998: 100), reading is useful for language acquisition: the more students reading, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Nunan (1991: 72) defines the reading is the process to get, to understand, and to catch the content of the reading. Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Kennedy (1981: 5) states that reading is the ability of an individual to recognize a visual form, associate the form with a sound and meaning acquired in the past and on the basis of past experience, understand, and interpret its meaning. Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. It is reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

Kustaryo (1988: 2) states that reading is the instantaneous recognition of various written symbols with existing knowledge, and comprehension of the information and ideas communicated. It is being defined as the meaningful interpretation of printed or written verbal symbol. From those definitions, it can be explained that reading is the combination of word recognition, and intellect and emotional interrelated with prior knowledge to understand the text. It is important in language because the student can get information, ideas, and knowledge. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 40 percent of the national final examination items consist of reading the text. Therefore, the students must be able to understand the text correctly. Reading is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their study.

2. Reading Skill

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text. The purpose or activity is language ideas. In reading, the process of thinking is very urgent and vital, because the sentences they read.

Nutall (1982: 31-32) defines that there are four categories of skill and strategy¹ of reading as follow:

- a. Skill involving flexibility of technique variation in reading rate,

skimming, scanning, extensive reading, and intensive reading.

- b. The skill of utilizing information that is not strictly speaking part of the text itself: references apparatus, graphic conventions, illustrations, and diagram.
- c. Word attack skill: how to tackle unfamiliar lexical items by using morphology, inference from context.
- d. The attack skill the process of interpreting the text as a whole, using all the clue available including cohesion and theoretical structure.

3. Reading Strategy

Those the strategy help the students become the purposeful and active reader to control their own reading in order or comprehend the whole meaning of a text. Brown (2004: 188-189) mentions principle strategies of reading, as follows:

- a. Identify the purpose of reading.
- b. Apply spelling rules and conversations for bottom up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- d. Guess at meaning (of words, idioms, etc.) when you are not certain.
- e. Skim the text for the gist and mains ideas.
- f. Scan the text for specific information.
- g. Use silent reading techniques for rapid processing.
- h. Use margin notes, outlines, charts, or semantic map for understanding and retaining information.

- i. Distinguish between literal and implied meaning
- j. Capitalize on discuss markers to process.

4. Micro and Macro Skills in Reading

Brown (2001: 307) proposes micro skill and macro skill the student English as a second or foreign language need to have in order to become efficient readers. They are as follows.

- a. Macro skill cover:
 - 1) Discriminating between distinctive graphemes and orthographic patterns of English.
 - 2) Retain chunk of language of different lengths in short-term memory.
 - 3) Process writing at an efficient rate of speed to suit the purpose.
 - 4) Recognize a core of word, and interpret word order patterns and their significance.
 - 5) Recognize grammatical word classes system, patterns, rule, and elliptical forms.
 - 6) Recognize the particular meaning may be expressed in different grammatical forms.
 - 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Micro skill

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written text according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, deduced causes and effects, and detect such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies such as scanning, skimming, detecting discourse makers, guessing, the meaning of the word from context and achieving schemata for interpretation of the text.

5. Type Reading

Patel and Praveen (2008: 117) is the type of reading consist of intensive reading, extensive reading, silent reading. There are of type reading.

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance (Pattel and Praveen 2008: 117). It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. There are characteristics of intensive reading:

- 1) This reading helps student or learner to develop active vocabulary.
- 2) The teacher plays the main role in this reading.
- 3) Linguistic items are developed.
- 4) This reading aims at the active use of language.
- 5) Intensive reading is reading alone.
- 6) In intensive reading, speech habit is emphasized and accent, stress, intonation, and rhythm can be corrected.

b. Extensive Reading

Patel and Praveen (2008: 119) is the lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for, oral reports, to the rest of the class, or full class discussion. There are characteristics of extensive reading.

- 1) This reading helps student or learner to develop active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading, the subject matter is emphasized.
- 4) In extensive reading, the students or learners play the main role because they have to ask for measures.
- 5) In extensive reading, the idea can be developed.
- 6) The main of extensive reading is to enrich learners knowledge.
- 7) Through extensive reading, the good reading habit can be developed.

c. Aloud reading

Patel and Praveen (2008: 120) stated that reading aloud also play important role in the teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it does not care, it will be very difficult at the secondary level.

- 1) The advantage of aloud reading:
 - a) It enables the learner to develop the skill of reading very well by speaking or expressing ideas.
 - b) It enables the learner to develop the skill of pronouncing very well.
 - c) It makes reading very enjoyable while teacher uses reinforcement during reading.
 - d) Language learning is a kind of imitation. When the teacher says anything or reads any text, the learner also tries to imitate that.

So the teacher should have innovative ideas so that it can make this activity very effective.

- 2) The disadvantage of Aloud Reading:

The overcrowded class is the very big problem. The teacher can not provide sufficient opportunities to all students.

- a) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at the secondary stage.
- b) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become the passive learners.
- c) Reading aloud takes more time so it is time consuming. All

students can not read at a time so managing classroom becomes impossible.

d. Silent Reading

Patel and Praveen (2008: 122) state that silent reading is a very important skill in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner is enabled to read without any audible whisper.

1) The advantage of silent reading:

- a) This reading makes students very active and accurate.
- b) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.
- c) It saves time because this activity is done at a time. All students participate together in this activity at a time.
- d) It is very useful to develop the skill of reading fast.
- e) This skill plays the main role to increase the knowledge of students.

2) The disadvantage of silent reading:

- a) This technique is not useful at the earlier stage of language learning.
- b) Through this skill, one can learn the pronunciation.

- c) In this skill, the learner can cheat the teacher if the subject matter is not interested.
- d) Only bright and intelligent students can learn this skill but average students learn it hard.

6. Model of Reading

Richards (2001: 18) stated there are main models of how reading occurs that is:

a. Bottom up theory

This theory argues that the reader constructs the text from the smallest units (they are letters to words to phrases, to sentence, etc.) and that the process of constructing the text from those smallest units become so automatically that readers are not aware of how it operates.

b. Top down theory

This theory argues that the reader bring a great deal of knowledge, expectation, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirm their expectation. The top down theory school of the reading theory argue that readers fit the text into knowledge (cultural, syntactic, linguistic, historical) they already process, then check back when new or unexpected information appears.

c. Interactive school

Thus the theory that bottom up theory and top down theory process occur in same time. These theorists describe a process that moves both bottoms up theory and top down depending on the type text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

7. Type of Reading Activity

Williams (1984: 37) stated that there is the type of reading activity namely pre reading, while reading, and post reading.

a. Pre-Reading Activities

Pre-reading activities are some activity simply consisted of the question to which the reader is required to find the answer from the text. Before the reading text, the teacher spent some time to introduce the topic or material use some technique. That the technique's skimming, scanning, predicting and an active schema. It can be concluded that the pre-reading activities phase tries to do are

- 1) To introduce the students or learners interest in the topic and material.
- 2) To motivate the students or learners by giving a reason for reading.
- 3) To provide some languages preparation for the text and material.

b. While-Reading Activities

While-reading activities are phasing draw the text, rather than the students or learners previous ideas to reading. The aim of while-reading activities phase are:

- 1) To help to understand of writer's purpose.
- 2) To help to understand the text structure.
- 3) To clarify the text and the material.

c. Post Reading

The aim post reading work is:

- 1) To consolidate or reflect upon what has been read.
- 2) To relate the text and the material to students or learners own knowledge interest.

8. The Indicator of Reading

Brown (2004: 206) mention the question of reading involve these features:

- 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.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled (Grellet, 1994: 3). Meanwhile, Kennedy (1981: 192) said that comprehension is a thought process through which reader become aware of an idea, understand it in term of their experimental background, and interpret in relation to their own needs and purposes. The reader is active to construct meaning and use of prior knowledge.

Based on the statement above reading comprehension is the ability to the read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are to be improved reading comprehension, including improving one's vocabulary and reading strategies.

2. The Process of Reading Comprehension

Nunan (1991: 72) defines the reading is the process to get, to understand, and to catch the content of the reading. There are, however, certain related reading skill and competencies that can be grouped for intensive study. This is classification related and developed on one another and variously indicated under five broad headings

(1) Foundation, (2) Background, (3) Word recognition, (4) Comprehension (5) Utilization.

From the explanation, it can be concluded that reading is a complex process and it is complexity that accounts for the variety of definitions of it. It must be remembered that whatever complex reading is there should be the reader, the writer, and the text in it. It is based on the assumption that the reader and the writer use the same code that the writer has a message in the text and that the writer wants the reader to understand the message.

3. The Difficulties in Reading Comprehension

Kennedy (1981: 195-197) states that the difficulties in reading comprehension are produced by a variety of factor, there are:

a. Inadequate instruction presented by teacher

It is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately. Lack of pupil interest It is difficult to any but the most thoroughly disciplines

readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness.

b. Unsuitable material

When reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to be pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all form of comprehension are discouraged.

c. Vocabularies difficulties

An excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

4. Kind of Reading Comprehension

Kennedy (1981: 218) states that the skill of comprehension is grouped into three major divisions of reading literal, inferential, critical and critical. The explanation of this three kind of reading comprehension is as follow:

a. Literal Reading Comprehension

Literal reading comprehension is meant reading to understand, remember the information explicitly, contained the passage such as identifying explicit stated main ideas, details, sequence. Cause effect relationship and patterns.

b. Inferential Reading Comprehension

Inferential reading comprehension is meant in order to find information, which is not explicitly stated in the passage. The readers use his experience and intuition. This refers that the readers have to be able to make reasoning or finding information that is not stated in the text or implicit information.

c. Critical Reading Comprehension

Critical reading comprehension is reading in order to compare information in a passage with the reader's own knowledge and value.

5. Theory problem of reading comprehension

The evaluation criteria level the researcher choose is to Heilman (as cited in Atikah 2009: 20), there are five problems are identified from the student's problem in reading.

Table: Theory of problem in reading comprehension of Heilman*(as cited in Atikah 2009: 20)*

No.	Theory	Explanation
a.	Word attack	<p>Some of the students had obvious word-attack problem; either the examiner had to supply words or the students mispronounced words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows:</p> <ol style="list-style-type: none"> 1) It is too abstract, requiring sophisticated prerequisite abilities. 2) It spends time on tasks that do not contribute to reading. 3) It omits components needed for successful decoding.
b.	Fluency	<p>Most of students read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too, slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.</p>
c.	Syntactic Structure	<p>The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, students' ability to understand syntactic structure when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.</p>
d.	Word Meanings	<p>Many students had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem. Some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.</p>
e.	Lack of concentration	<p>Lack of concentration another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. shaw (1959: 21) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further.</p>

6. Reading Comprehension Problem

According to Putri as cited in Irawan (2010: 22) there are number of causes poor comprehension such as; lack of vocabulary knowledge, inappropriate reading strategies and reading speeds, some factor associated with students boring activities in reading, text (of low interest materials), situation (uncomfortable situation towards learning), and insufficient time spent in reading. According to (Lusiana, 2007: 22) many students get difficulties in comprehending the English reading text, getting the general information, specific information, vocabulary, grammatical, and main idea of the paragraph of a text. It means that the factors that cause students difficulties in comprehending the reading text, not only from the teacher strategies, text and also the students them self. The interaction between the teacher and also the students influence the students in comprehending the text.

Reading problem related to the misunderstanding of the reading process. Weaver as cited in Mourtaga (2006: 22) states that the process of constructing meaning through the dynamic interaction transaction among the readers existing knowledge, the information suggested by written language, and the context of the reading situation. According to Burg Meier at all as cited in Irawan (2010: 22) the difficulty of reading comprehension can divided establishing a context, understanding words, putting words into a sentence, and the last using word in context. According to Mark stein (1981: 22) comprehensive word or phrase related

to the reading write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words phrases on the board. Lack of concentration is another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. but students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their of practice and patience. The situation result in the frustration and unwillingness, and prevents them to read further. Puspita in Irawan (2010:23) found that many difficulties in comprehending reading text:

- a. The lack of competence to find out the main idea and specific idea in the reading text.
- b. The lack of ability to predict the meaning of words in the reading texts and students has a limited vocabulary.
- c. The lack of students' abilities to discriminate or different between noun and adjective. The students less comprehends in the grammar of the reading text.
- d. The lack of background knowledge about the reading the text.
- e. The lack of comprehending about reading text.

7. Reading Comprehension of The Text

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment (Oakhill, Cain and Elbro 1988:1)Mean while Reading Comprehension is the

understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled (Grellet 1994: 3). That is the complex task, which requires the orchestration of many different cognitive skills and abilities. The requires comprehension of the individual words and the sentence.

Based on the explanation above, it means that comprehension the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future.

8. Strategy of Reading Comprehension

Brown (2003: 188-189) also states that the strategies for reading comprehension are:

- a. Identify the purpose of reading a text.
- b. Apply spelling rules and conventions from the bottom up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- d. Guess at meaning (of words, idiom, etc.) when the reader is not certain.
- e. Skim the text for gist and for main ideas.
- f. Scan the text from specific information (names, dates, keywords).

- g. Use silent reading techniques for rapid processing.
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information.
- i. Distinguish between literal and implied meaning.
- j. Capitalize on discourse markers to process relationship

Based on the explanation of reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading or understanding what has been read. To develop the students' comprehension, the students have to know which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.

9. Concept of Difficulties in Reading Comprehension

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. It is the main factor which makes the students producing the error. According to Richards (1974:

174) stated that the source of errors or difficulty can be divided into two kinds

- a. Inter lingual Difficulty

The Inter lingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to inter lingual difficulty from the native

language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

b. Intra lingual Difficulty

The intra lingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.

10. Causes of Difficulty in Comprehending Reading Text

Many different factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment (Westwood, 2001: 16).

a. Learner's Background

The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

b. Teaching Technique

The teacher is one of school environmental factors who has the important role to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material.

c. Learner's Environment

The environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly. Home and school are

the two kinds of learners" environment that can influence their learning reading achievement.

C. The Text and Genre

1. Definition of Genre

Wallace (1992: 30) states that genre is social events not only in terms of the social roles and purposes of those who create them as speakers or writes but because by the communicative function of the resulting spoken or written text recognizable to a particular community of listeners or readers. Meanwhile, Saville Troike in Swales (1990: 39) states that genre is the type of communicative event and offers the example as follows: jokes, stories, lecture, getting and conversation. Kinds of the genre, according to Mark and Kathy (1997: 45), it as follow:

- a. Descriptive text is a kind of genre that its social function to describe a particular person, place, or things.
- b. Recount text is a kind of genre that has that has its social function is to retell event for the purpose of informing or entertaining.
- c. Narrative text is a kind of genre that has its social function to amuse. Entertain, and to deal with actual experience in a different way.
- d. Discussion text is a kind of genre that has the function to present at least two points of view about the issue.
- e. Exposition (analytical) text is a kind of genre that its social function is to persuade the reader or listener that something in the case.

- f. Exposition (hortatory) text is a kind of genre that its social function is to persuade the reader or listener that something in the case.
- g. News item text is a kind of genre that its social function to inform reader event of the day which is considered worthy or important.
- h. Report text is a kind of genre that has the function to describe the way things that are with reference to the range of natural man made and social phenomenon in the environment.
- i. Anecdote text is a kind of genre that has its social function to retell an event a humorous twist.
- j. Review text is a kind of genre that has its social function is to critique person, place, or thing.
- k. Procedure text is a kind of genre that has its social function to describe how something is accomplished through a sequence of actions or step.
- l. Explanation text is a kind of genre that has its social function of explanation is to explain the process involved in the formation or working of natural or social culture phenomena.

D. Previous Study

In this research, the first entitled *An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among the eighth grade students at MTs Miftahul Ulum, Madura in the year of 2012/2013)*. The research is coming to Mashula of English Education

Department. Faculty of Education Department, Faculty of Educational and Teacher Training in State Islamic University of Sunan Ampel Surabaya. This result of this research showed that the majority of the students find difficulties in identifying the main idea of the text, more than half of the students made mistakes in identifying the specific word in the text and many cannot understand the structure of the text. While the factor causing the students difficulties in understanding English reading descriptive text.

The second research, Entailed *A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research at eleven grade students of XI IPA SMA Model Kabila)*. The research conducted by Sepdian Ningsih Paituntu 2009 of English Education, Letter and Culture Faculty in Gorontalo State University. This result of this research showed that the students' difficulties in reading narrative text are categorized into the low level.

The third research, Entitled *Student's Ability and Problem in Reading Comprehension at The Eighth Grade Students of MTs N 1 Surakarta in The Academic Years 2014/2015*. The research conducted by Nurina Elvandari of English Education, Islamic Education and Teacher Training Faculty in The State Islamic Institute of Surakarta. The result of this research showed that the student problem in reading comprehension at the eighth grade students and difficulties in reading comprehension.

Based on previous studies, the researcher has different and similar aspects to be researched. For the similar, the researcher analyzes the reading

comprehension. The differed is that the researcher uses another object, especially the seventh grade students of. The researcher describes students difficulties faced and factors of causing the students difficulties the second grade of Phatna Witya Yala in comprehension English reading text .

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the descriptive qualitative research. Miles and Huberman (1994: 16) states that qualitative analysis use word that is arranged in the text that is expanded. In other words, a qualitative research is a collection, analysis, and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief.

In this research, the researcher used the descriptive qualitative research method. Moleong (2014: 5) states that descriptive research is a method of research with trying to picture out and interprets the object as in the fact. So, in this research descriptive is a conducted in the purpose to describe systematically about the fact and characteristics of the subject. The researcher used descriptive design in this research is focused on a certain phenomenon in the school environment about the students' difficulties in comprehension English reading text.

The researcher uses the descriptive research method because she tries to describe every single kind of the students' difficulties in comprehension English reading text.

B. Research Setting

1. Place of the Research

The place of this research is at Phatna Witya Yala. It is located on JI. Panmueng 2, Mueng, Yala, South Thailand 95000. The subject of the research is students the Mattayumsuksa second grade of PhatnaWityaYala, South Thailand. The researcher choose the 2/2 classroom in each class have total 30 students.

2. Time of the Reseach

The research will be conducted at second grade students of PhatnaWityaYala, South Thailand in the academic year 2019/2020. It is carried out from December-July. It is conducted by the following schedule:

No.	Activities	Month							
		Dec	Jan	Feb	March	April	May	June	July
1	Collection the data and Literature Review	■	■						
2	Writing Research Proposal	■	■	■					
3	Seminar Proposal				■				
4	Conducting the Research				■	■			
5	Data Analysis					■	■	■	■
6	Data Display						■	■	■
7	Analysis and Conclusion							■	■
8	Final Examination							■	■

(Table 1.1 Table schedule of the research)

C. Subject of Research

The subject of this research is the second grade at junior high of Phatna Witya Yala, South Thailand in academic 2019/2020 because based on the preliminary research there was a tendency that they have difficulties in comprehension of the reading texts. There is only a single class in 2/2 grade. In 2/2 class consisted of 30 students, the special class in Phatna Witya Yala because the students in this class have good results at entrance test. This school consists of 7 classes each level grade. For the second class in Phatna Witya Yala, South Thailand, there are 2/1, 2/2, 2/3, 2/4, 2/5, 2/6, 2/7.

D. Data and Source of the data

The researcher used two kinds of instruments collected the data, they are document, interview and observation.

1. Events

Data collection means collecting the data from observation, interview, and documentation. The researcher collected the data by doing observation and interview with the subject and describing study of reading comprehension in second grade ta junior high school of Phatna Witya Yala Moreover, the researcher arranged the sequence of the result of interview which is filled up by using interview and observation.

2. Document

Sharan and Elizabeth (2016: 189) state that document is broadly defined to include public records, personal paper, popular culture documents, visual documents, physical material, and artifacts. In this research, the document used is students' worksheet. The data were collected by using documentation method from the English Teacher document that was students' worksheet incomprehension of the reading texts. She is the English teacher of the second grade students of Phatna Witya Yala academic year 2019/2020. The data are taken from incomprehension of the reading texts worksheet by the second grade students of in academic year 2019/2020.

3. Informant

Carol (2009: 6) states participants have implications for both data collection and the data that are available for analysis and helps to define the limit for generalizing the findings. The researcher took the English teacher of the second grade 1 class and 6 students that be interviewed in second grade of 1 Class of Phatna Witya Yala in Academic Year of 2019/2020.

E. Technique of Collecting Data

Sugiyono (2013: 2) states research method is the scientific way to get the data for the purpose and the utility of something. To get the data, the researcher used two technique of collecting data, they are documentation and interview.

1. Document

Documentation is the method for collecting qualitative data by looking or analyzing the documents which is created by the researcher or someone about the subject. The characteristic of this data is definite by space and time. According to Moleong (2002: 143) states that there are two kinds of document for study; they are daily document and official document. For this research the researcher choose external document. The official document that the researcher chooses is students' worksheet namely '*Nangse raiwicha Modul for Phatna witya.*' In this Module the researcher focuses in reading comprehension for doing inferential comprehension in the report text and result of students' score.

2. Interview

Interview is the technique of collecting data based on the intensive interviewing which has the purpose. Interview has a purpose to gain the data from the students or mixed up with students' activity. In this study, the researcher will interview the students after they do the reading comprehension test.

Legard (2003: 138) states interview are one of the main methods of data collection in qualitative research. Interview is often described as a form of conversation. In the interview stage, there are two models of interview namely open questions and closed questions. Open questions are questions which require more than a single word, or a handful of words to

be answered. Closed questions are those which can be answered with a simple 'yes' or 'no'. In this research the researcher chooses open questions.

Interview was done by the researcher. The research tool is 6 students at the second grade of Phatna Witya Yala that were interviewed. It is given at the end of the research after the student do reading comprehension text. It is conducted to find out the Students' Reading Comprehension in the Report Text at the Second Grade Students of Phatna Witya Yala in Academic Year of 2019/2020.

3. Observation

According to Nasution (1988) as cited in Sugiyono (1988), observation is the nature of science. The scientist can work with the data, there is the fact of the world that can concluded with observation. The data can collected support by sophisticated tool. Based on, Marshall (1995) as cited in Sugiyono (2015: 310), through observation, the researcher learned about behavior and the meaning attached to the behavior. In this observation, the researcher observed in the classroom of the Second Grade Students of Phatna Witya Yala in Academic Year of 2019/2020.

F. Technique of Analysis The Data

Miles and Huberman (1994: 16-20) state that qualitative analysis used the word that is arranged in the text. They are data reducing, data displayed, and conclusion.

1. Data Reducing

It is the process of choosing, focus on simplifications, abstracting, and transformation of hard data is written notes that are found in the field. Reducing the data is type analysis that made sharpen, categorize, direct, eliminated the data, and organize the data to get the conclusion and verification. It means the researcher chose the important data that had been collected. Then, researcher categorizes the data related to the difficulties faced by students and factors causing the students difficulties in comprehension English reading text at second grade of Phatna Witya Yana in Academic Year 2019/2020. The data gets from interview and document. In this, the researcher made an abstracting the data.

2. Data Displayed

After reducing the data into the most important, the data are then displayed. The data are displayed in narrative style. The narration of the data allows talking conclusion of the study. In presenting the data, the researcher describes the data in the form of description or narration.

The researcher categories the student comprehension of the reading texts with getting the appropriate percentage from the student comprehension of the reading texts worksheet. To get the percentage the researcher used the following formula;

$$P = \frac{F}{N} \times 100$$

(Sudijono, 1987: 20) Notes:

P = The Percentage of correct answer

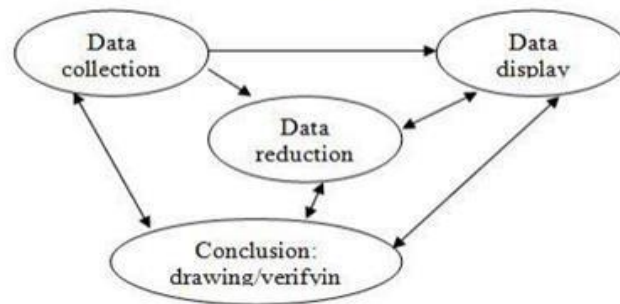
F = The frequency of students correct answer

N = The sum of the items

3. Conclusion

Based on the data displayed, the conclusion of the research can be taken. The characteristic of qualitative research is analytic induction, the initial conclusion. However, when there are no expectations or changes to phenomena and it is supported by valid evidence, the initial conclusion is credible.

In talking conclusion in this research, the initial conclusion was taken first from data displayed. Then the researcher took supporting and the non-supporting evidence to the initial conclusion. If the non-supporting evidence was more than the supporting one, the initial conclusion should be changed. However, if the supporting evidence was more than the non-supporting one, it meant that the conclusion is confirmed and became the final conclusion of the research.



(Miles and Huberman, 1994: 16-20)

G. The Trustworthiness of Data

Validity is the appropriateness, meaningfulness, and usefulness of inferences that researcher makes based on the collected, while reliability is the consistency of these inferences over time (Fraenkel and Wallen, 2000: 506). In analyzing the data, the research also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To ensure that all researcher is not being misinformed, the researcher use triangulation technique in research. According to Moleong (2014: 330) states that triangulation is a technical analysis of data which is benefitted something out of data itself in order to check the result of data or as a data comparer. Meanwhile, Silverman (2005: 212) states that triangulation refers to the attempt to get a true fix on a situation by combining different ways of looking at it or different finding.

Moleong (2014: 330) states that "there is four kind of triangulations, namely triangulation source, method, researcher, and theory". The researcher can recheck the result by comparing them with several sources, method, researcher, and theory. The first triangulation of source, that is the useful sources of multiple data source to help in understanding a phenomenon. The second triangulation method, that is the use of multiple research methods to study a phenomenon. The third triangulation of researcher, that is the use of multiple researchers in collecting and interpreting the data. The last triangulation of theory, that is the use of multiple theories and perspectives to help to interpret and explain the data.

In this research, the researcher used the triangulation of method to get validity of the data. It is comparing and checking the validity of the data collected in different time and technique of data collection. The researcher evaluated the data which were collected by document and interview. The document was collected from teacher's task that has given to the students'. The researcher interviewed the students' in that class about the students' difficulties in comprehension of the reading texts. The researcher uses the data from interview and document is taken from the student's worksheet as the implementation of method triangulation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In the research, the researcher classified the findings into some points that consist of students' difficulties in comprehending English reading, the difficulties faced by students and the factors of causing the students' difficulties in comprehending English reading. Obtaining the data, the researcher used the document to analyze students' difficulties in comprehending English reading. The researcher took the student's worksheet for the test. Reading the descriptive text that had been received before. The process of collecting data was held on May 22th, 2019. The researcher also used the interview to know the factors of causing the students' difficulties in comprehending English reading. The subject of the research is limited to the second grade students of Phatna Witya Yala.

1. The data from documentation

This research is based on the results score from 2/2 class of reading test and their standard in reading comprehending. The score gets from the reading test by the teacher of Phatna Witya Yala. The data were collected from the students' score. The data was taken from 30 students in 2/2 class.

Table 4.1**The Result of Student's Reading Comprehending Score**

No	Written by	Score	Student's Mastery
1.	NS	60	Average
2.	AT	77	Good
3.	ST	74	Good
4.	NU	70	Good
5.	AC	57	Average
6.	NS	70	Good
7.	NM	74	Good
8.	NW	50	Average
9.	NT	74	Good
10.	VM	57	Average
11.	AB	50	Average
12.	NJ	50	Average
13.	FM	57	Average
14.	AS	54	Average
15.	JA	50	Average
16.	AJ	90	Excellent
17.	FD	57	Average
18.	ST	70	Good
19.	SM	84	Good

20.	AB	57	Average
21.	AU	54	Average
22.	FT	54	Average
23.	NM	57	Average
24.	NC	37	Fair
25.	HS	77	Good
26.	KL	60	Average
27.	RT	57	Average
28.	AP	57	Average
29.	NM	54	Average
30.	AP	54	Average

The data show that the highest score is 90 and the lowest score is 37. It can be categorized when one is excellent level. From the data, it can be seen that most of the students were categorized into the good level. So, their reading comprehension is good, it can be seen on the table above that there is 1 student who gets excellent level, there are 9 students who get the good level, there are 19 students who get average level, and there is 1 student who gets fair level.

1. The Students' Difficulty in Comprehending English Reading Text

The research finding, the researcher presented the result of analyzing the data. The subjects are the second grade students of 2/2 class at Phatna Witya Yala. There are thirty data collected by the researcher. The researcher analyzed the students score from their worksheet in order to know how the students in comprehending English reading. The type of the worksheet which was done by the students was multiple choices with four options such as a, b, c, d.

To analyze the students' score from their worksheet is based on the scoring rubric according to Brown (2003: 215). Then, each score is analyzed by using formula from the level of mastery, the material of reading comprehending there are understanding to look for the main idea, for the detail information and understanding vocabulary of the text.

Based on the 4.1 table, the researcher categorized the student's score into 4 categories using Brown theory (2003: 215). There is excellent, good, average, and fair level. Meanwhile, the students' level can be seen in the table below:

Table 4.2
The Students Difficulty in Comprehending English Reading
Based on The Scoring Rubric According to Brown (2003:
215)

Students of number	Score	Level of mastery	Percentage
2	90-100	Excellent	6.66%
8	70-89	Good	26.66%
19	50-59	Average	63.34%
1	30-49	Fair	3.34%

Based on the table above, there is 2 students who get excellent level, 8 students who get the good level, 19 students who get average level, 1 student who get fair level. It means that the students at the excellent level have 90-100, the students in the good level have 70-89, the students in the good average level have 50-59, and the students in good level fair have 30-49.

In the excellent level, the students have percentage score 6.66%. There are 2 students who get excellent level. Their score is about 90-100, so their score mastery level is excellent. The

result shows that in this level, the students have the excellent level of comprehending English reading.

The students who get good level are 8 students, their score is about 70-89, so their score mastery level is good level and the percentage of their score is 26.66%. From 30 students there are 8 students who get the good level. The result shows that in their level, the students have the good level of comprehending English reading because their score is more than 69.

In the average level, the students have percentage score 63.34%. From 30 students, there are 19 students who get average level. They have the score about 50-59, so their score mastery level is average. The result shows that in this level, the students have less in comprehending English reading because their score is less than 70.

The students who get fair level is 1 student, her score is about 30-49, so her level mastery of the score is fair to level and the percentage of her score is 3.34%. From 30 students, there is 1 student who gets fair level. The result shows that the student has very low in comprehending English reading

Based on the data above, students in comprehending English reading can be divided into 4 categories level of mastery. There are excellent level about 6.66% (2 students), the good level about 26.66% (8 students), to the average level about

63.34% (19 students), and fair level about 3.34% (1 student). In conclusion, the students in comprehending English reading are less because mostly the students have the average level (63.34%). There are 19 students who get less from 30 students. Then, there are 2 students who get excellent level.

The researcher analyzed the students' score in detail by making the answer distribution of each comprehending indicator based on the test item to find out the students' level in comprehending English reading. There are understanding to look for the main idea, understanding to look for the detail information and understanding about the vocabulary of the text.

The researcher used the Sudijono's formula to analyze the data. The Sudijono's formula shows the percentage of the correct answers which help to show students' problem in reading comprehending. The indicator of the student's understanding in reading comprehending can be seen on the table below:

Table 4.3
Distribution of Total Correct Answer in Item of Understanding
Looking for The Main Idea of The Text

Distribution	Correct answer in looking for the main idea of the text				
Item Number	1	7	17	26	28
Total	18	16	21	15	12
There are 5 items $30 \times 5 = 150$ 54.66%					

Based on the data above the researcher described that from 5 item question tasks given to the students in order to look for the main idea of the text, there are 83 correct answers from total answers: 150. The mean of students in percentage is 54.66% correct answers. The result shows that the students in comprehending English reading dealing with the students' understanding in looking for the main idea of the text question are less. The model of questions to find out the main idea of the students' test can be seen below:

- a. What is the main idea of the text? (Multiple choice numbers 1).

- b. What is the main idea of the text? (Multiple choice numbers 7).
- c. What is the main idea of the last paragraph? (Multiple choice numbers 17).
- d. What is the main idea of the last paragraph? (Multiple choice numbers 26).
- e. What is the main idea of the last paragraph? (Multiple choice numbers 28).

The model question to find out the main idea from the students' worksheet can be seen in the appendix.

Table 4.4

Distribution of Total Correct Answer in Item of Understanding of The Looking for The Details Information of The Text

Distribution	Correct Answer in Looking for the Details Information														
Item Number	5	6	8	10	11	12	14	18	19	20	21	23	24	27	29
a															
Total	29	30	26	24	14	28	16	9	24	16	21	2	14	20	
e											25				
There are 15 items d $F = 298$ $N = 30 \times 15 = 450$ b $P = \frac{66}{450} = 14.67\%$															

Based on the data above, the researcher described that there are 15 item question tasks given to the students. The students needed to look for the details information of the text. From the total answers which are 450 answers, there are 289 correct answers. The mean of students' correct answer in percentage is 66.22%. The result shows that the students in comprehending English reading dealing with the students looking for the details information of the text question are average.

The model of understanding vocabulary question of the student's test can be seen below:

- a. How many dogs does the writer have? (Multiple choice numbers 5).
- b. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because (multiple choice numbers 6)
- c. Where did Sir Thomas Stamford Raffles build the Botanical Gardens? (Multiple choice numbers 8).
- d. The description of Thailan that shows its part can be found in (multiple choice numbers 10).
- e. Which statement is correct based on the text? (Multiple choice numbers 11).
- f. Thailan is unusual because of its.... Size (multiple choice numbers 12).
- g. Thailan is the biggest country (multiple choice numbers 14).

- h. The text mainly tells us about (multiple choice numbers 18).
- i. The writer's friend has just bought ... from blowfish shoes products (multiple choice numbers 19).
- j. Why does the writer admire her friend? (Multiple choice numbers 20).
- k. Writer writes the text in order to (multiple choice numbers 21).
- l. Where does the writer usually put her small items? (Multiple choice numbers 23).
- m. What makes the small items of the writer not falling down in the bag? (Multiple choice numbers 24).
- n. What is the purpose of the text? (Multiple choice numbers 27).
- o. Where can people enjoy beautiful scenery in Amed? (Multiple choice numbers 29).
- p. The questions to find the main idea of students' worksheet can be seen in the appendix.

Table 4.5
Distribution of Total Correct Answer in Item of Understanding
Vocabulary of The Text

Distribution	Correct Answer in Understanding Vocabulary						
Item Number	4	13	15	16	22	25	30
Total	30	15	26	24	13	16	0
There are 7 items $F = 124$ $N = 30 \times 7 = 210$ $P = 59,09\%$							

Based on the data above, it can be described that from 7 item question tasks given for the students to understand the vocabulary text, there are 124 correct answers from the total answers: 210. The mean of students' correct answer in percentage is 59.09%. The result shows that the students in comprehending English reading dealing with the students understanding the vocabulary of the text question are less. The model of understanding vocabulary question of the student's test can be seen below:

- a. She has long and thick fur. The antonym of the underlined word is (multiple choice number 4).

- b. The word 'they' in the last paragraph refers to (multiple choice number 13).
- c. They are displayed in different places. The antonym of the underlined word is (multiple choice number 16).
- d. She really has perfect appearance. The word "she" refers to (multiple choice number 22).
- e. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag (multiple choice number 25).
- f. "... Because it is an exhausting trip." (paragraph 1) The underlined word has similar meaning to (multiple choice number 30).

The model of questions for understanding vocabulary in the students' worksheet can be seen in the appendix. From the indicators of reading comprehending, the researcher used Brown's theory (2004: 206). Brown's said that the theory there are eight indicators such as: main idea (topic), expression/ idiom/ phrases in the context, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting idea (s), vocabulary in context.

From the worksheet, the researcher found 3 indicators of reading comprehending. There is the main idea (topic), detail (scanning for a specifically stated detail), vocabulary in context. The percentage of

each indicator in comprehending reading can be seen in the table below:

Table 4.6
The Percentage of Each Indicator in Comprehending Reading

No	Indicator in Comprehending	Indicator of the Correct Answer (%)
1.	Understanding in looking for the main idea of the text	54.66%
2.	Understanding of the looking for the details information of the text	66.22%
3.	Understanding vocabulary of the text	59.09%

Based on the data above it can be said that there are 54.66% students who have less level in understanding to look for the main idea of the text. Then, there are 66.22% students who have the average level of understanding to look for the details information of the text. Next, there are 59.09% students who have less level in understanding the vocabulary of the text.

2. Difficulties Faced by The Students

From the indicators of reading comprehending, the researcher used Brown's theory (2004: 206). Brown's said that the theory there are eight indicators such as: main idea (topic), expression/ idiom/ phrases in the context, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding

facts not written (unstated detail), supporting idea (s), vocabulary in context. From the worksheet, the researcher found 3 indicators of reading comprehending. There is the main idea (topic), detail (scanning for a specifically stated detail), vocabulary in context. Based on the research finding, it can be concluded that there are 54.66% (less) students who are correct in answering questions items to look for the main idea, so 45.34% students faced difficulties in that question items. There are 66.22% (average) students who are correct in answering question items to look for the details information, so 33.78% students faced difficulties in the question items. There are 59.09% (less) students who are correct in answering question items for understanding vocabulary, so 40.91% students faced difficulties in that question items.

Based on the research finding of students in comprehending English reading from worksheet and interview on May 20th 2019 with second grade students in Phatna Witya Yala, the researcher found several difficulties faced by the students in reading comprehending. There are some problems or difficulties faced by the students such as:

a. Inadequate instruction presented by the teacher

The first problem was inadequate instruction presented by the teacher, based on the interview with the students in the 2/2 class her name is NS.

The Researcher : Menurut kamu pelajaran bahasa inggris disini menyenangkan tidak?.

Interviewee : Ya lumayan mbak kadang menyenangkan, kadang tidak.

The Researcher : Miss A kan gurunya?.

Interviewee : Iya mbak Miss A.

The Researcher : Bagaimana cara mengajarnya jelas tidak ketika menerangkan?.

Interviewee : Jelas sih mbak setelah menerangkan selalu diberi soal-soal.

From the interview above, the teacher is a key factor in teaching. Without the teacher, the learners will not gain and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. It is important that a teacher must make an alternate solution or ways on how to sustain needs in teaching. Through this ways, teaching learning process will become productive and conducive. The classroom supplies are the important material in teaching. Without these materials, learning cannot take place. The researcher found second grade students Phatna Witya Yala are bored when teaching learning process was happening.

The observation in this research aims to know the field condition associated with the learning resources, supporting facilities and

infrastructure, English language teaching and learning activities. The variable components of the learning resources include teacher teaching materials, language laboratory, and library. While the variables observable practices associated with the means and facilities supporting of English language learning includes multimedia equipment, internet facilities and the availability of learning materials for students. The implementation of variable learning activities include the method of learning the skills of speaking and learning assessment.

b. Lack of pupil interest

The second problem was lack of pupil interest, based on the interview with the students in the 2/2 class her name is SM.

The Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?.

Interviwee : Ya lumayan mbak kadang menyenangkan, kadang tidak trus saya juga tidak terlalu suka dengan pelajarannya.

From the interview above, the lack of interest of students in reading English so that students' understanding is less and do not understand the meaning of the material. The students can not understand the content of the material or the sentence makes the students need more time to find the meaning of the word and the correct answer. They use dictionaries to search for their meaning.

c. The students limited to vocabularies

The third problem was students limited to vocabularies, based on the interview with the students in the 2/2 class her name is NU.

The Researcher : Kalau dalam membaca teks bahasa Inggris biasanya menemui kesulitan apa?

Interviwee : Membaca itu susah nya memahami teks nya mbak.

The Researcher : Terus kan biasanya ada soal bagaimana mengerjakannya jika isi teks nya saja tidak tahu?

Interviwee : Saya kira-kira saja mbak biasanyakan jawabannya ada didalam teks nya tapi kadang-kadang cuma asal jawab yang penting di jawab.

The Researcher : Kenapa tidak membuka kamus saja kalau tidak ulangan boleh buka kamus kan?.

Interviwee : Boleh buka kamus mbak, tapi kadang-kadang kata Inggris nya tidak ada mbak terus belum nanti waktunya habis untuk membuka kamus .

From the interview above, learning to read written texts is not the same as learning to understand written texts. Reading

comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found second grade students' Phatna Witya Yala knowledge about vocabulary is less.

3. The Factors of Causing The Students' Difficulties

Based on the research finding, the researcher found that there are 54.66% (less) students who are correct in answering the question items to look for the main idea, so 45.34% students faced difficulties in that question items. There are 66.22% (average) students who are correct in answering question items to look for the details information, so 33.78% students faced difficulties in that question items. There are 59.09% (less) students who are correct in answering question items for understanding vocabulary, so 40.91% students faced difficulties in that question items. Based on the research finding of students from worksheet and interview on May 20th 2019 with the second grade students in Phatna Witya Yala the researcher found several factors of causing the student's difficulties in reading comprehending. There are some factors of causing the students' difficulties such as:

a. Learners' background

The first factor of causing the students' difficulties in reading comprehending was learners' background, based on the interview with the students in the 2/2 class her name is AJ.

The first factor of causing the students' difficulties in reading comprehending was learners' background, based on the interview with the students in the 2/2 class her name is AJ.

The Researcher : Cara belajarnya kamu bagaimana kalau pelajaran bahasa Inggris?.

interviewee : Saya dirumah jarang mbak belajar pelajaran bahasa Inggris paling melihat- lihat materi yang sudah dipelajari.

From the interview above, the researcher found that the factors of causing students' difficulties were related to their background. It was because most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. Another factor is the students' lack of motivation to learn reading. They said that reading is boring. Mostly, the students in Phatna Witya Yala had a lack of prior knowledge in reading English text. Especially, they are first grade student in junior high school, so

that they only had not enough prior knowledge in elementary school.

b. Teachers technique

The second factor of causing the students' difficulties in reading comprehending was teachers technique, based on the interview with the students in the 2/2 class her name is NJ.

The Researcher : Menurutmu pelajaran bahasa inggris di kelas menyenangkan tidak, suka dengan pelajarannya?.

Interviwee : Ya lumayan mbak kadang menyenangkan kadang tidak terus saya juga tidak terlalu suka dengan pelajarannya.

The Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?

Interviwee : Kurang paham karena Miss A kalau ngajar kadang-kadang menggunakan bahasa Inggris jadi malah membuat saya kurang paham.

From the interview above, the researcher found the student's difficulties in comprehending English reading was related to the teaching technique. The teacher is a subject in education who has the duty to transfer the knowledge to the students and choosing

the technique to teach because it is related to the students' understanding the material. Based on the data interviews, most students said that the teacher's explanation is not as interesting as they expected.

The teacher always explained the material without using various teaching technique. She always used lecture technique. The teacher explained the materials, then she ordered to read the text and finally the students did the exercised. They thought that it was bored.

c. The learners' environment.

The last factor of causing the students' difficulties in reading comprehending was learners' environment, based on the interview with the students in the 2/2 class her name is NM.

The Researcher : Pernah diperpustakaan adakah disana buku bacaan bahasa Inggris selain buku pelajarannya?

Interviwee : Kalau buku bacaan saya tidak tahu mbak setahu saya hanya ada buku pelajaran.

The Researcher : Cara belajar di rumah kamu bagaimana?.

Interviwee : Paling saya mempelajari materi-materi yang sudah pernah dijelasin sama Miss A mbak.

The Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris atau kalau ada PR Inggris ada yang mengajari?

Interviwee : Tidak ada mbak saya kerjakan sendiri.

From the interview above, the last factor causing the students difficulties in comprehending English reading is because of their environment. Their school did not provide enough reading material for them, so they cannot learn reading well Moreover, the students also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

4. The Results of Observation of The Condition of the reading comprehension

The observation in this research aims to know the field condition associated with the learning resources, supporting facilities and infrastructure, English language teaching and learning activities. The variable components of the learning resources include teacher teaching materials, language laboratory, and library. While the variables observable practices associated with the means and facilities supporting of English language learning includes multimedia equipment, internet facilities and the availability of learning materials for students. The implementation of variable learning activities include the method of learning the skills of speaking and learning assessment.

The result of observation shows that the number of English teachers that are available on the school totals only 1 the placing of the whole class from the class 1 to class 3. This condition is not sufficient to answer the English language learning that is still considered the lessons quite difficult for students of Phatna Witya Yala First Phatna Witya Yala students are required to master the English language as preparation to meet the work world in accordance with the purpose of *skill-based education* and the skills.

The condition of the supporting facilities and infrastructures such as language laboratory at the school is good enough because the number of computers that are available with the number of students is sufficient balance.

This can support the activities of the learning that takes place and tests which was held by the school. Learning methods that applied the teachers are also good enough for students in each grade enough standard not more than 20 students to ease in supervision of teachers. The implementation of learning that used the teacher is lecturing and question and answer. This method is applied with very simple. The students explained the material expression of English, then asked to create a dialog and will be presented.

English teachers at Phatna Witya Yala on each basic competencies always held an evaluation that aims to determine the success of the students, intellectual development, rising class and

completion. The assessment must be objective, open, fair and accountable.

B. Discussion

In this research, the researcher discussed the research finding covering the difficulties faced by the students and the factors of causing the students' difficulties in comprehending English reading.

To analyze the comprehending score by the second grade students of Phatna Witya Yala above, the researcher used reading scoring rubric by Brow's (2003: 215) standard in reading comprehension. The scores were taken from teacher's document when she tested the students in the previous meeting. Before the researcher discovered whether the students faced difficulties or not, the researcher classified the students' score using Brown's (2003: 215) standard in reading comprehension. Brown's said that there is 4 level of standard in reading comprehension such as excellent, good, average and fair.

In this research, the researcher took 30 students at grade of Phatna Witya Yala as the subject of the study. While the object of the study is the grade students' worksheet.

Based on the students' score, the researcher classified the difficulties faced by the students in comprehending English reading. It can be divided into 4 category levels of mastery. There excellent level about 6.66% students have score 90-100), the good

level about 26.66% (8 students have score 70-89), the average level about 63.34% (19 students have score 50-59), the fair level about 3.34% (1 student have score 30-49). In Phatna Witya Yala, the standard of the minimum score is 71. From the data, the students are categorized having a good comprehending English reading when their score can reach excellent (90-100) and good (70-89) level.

In conclusion, the students in comprehending English reading are less because most of the students have the average level (63.34%). From 30 students, there are 19 students who get less then there are 2 students who get excellent level. The researcher also identified the difficulties faced by the students in comprehending English reading.

Then, the researcher found that there are 54.66% (less) the students who are correct in answering to look for the main idea of the question items, so 45.34% students faced difficulties in that question items. There are 66.22% (average) students who are correct in answering question items to look for the details information, so 33.78% students faced difficulties in that question items. There are 59.09% (less) students who are correct in answering the question items about understanding vocabulary, so 40.91% students faced difficulties in that question items.

After categorizing the students' score, the researcher concluded that in Phatna Witya Yala the students faced difficulty in comprehending English reading text. In this research, the

researcher tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their worksheet.

The researcher also tried to identify the difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students. To identify the students' difficulty in comprehending English reading text, the researcher used Kennedy(1981:195-197) To identify the students' difficulty in comprehending English reading text, the researcher used Kennedy (1981: 195-197) theory

Kennedy said that the difficulties in reading comprehension are produced by a variety of factor, there are: the difficulties during the learning process, such as: Inadequate instruction presented by the teacher, lack of pupil interest, the students cannot understand the material, and the students have limited vocabularies.

In Phatna Witya Yala, the researcher found 3 kinds of difficulties faced by students in comprehending English reading text. They are inadequate instruction presented by the teacher, the students cannot understand the material, and the students have limited vocabularies.

First, the students had difficulty because of inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to

emphasize, it made the students in Phatna Witya Yala are bored when teaching learning process was happening.

Second, the students had difficulty because of lack of pupil interest. It made the students in Phatna Witya Yala did not understand the meaning of the material or sentence, when they read the text. The students need more times to look for the correct answer. They used the dictionary to search the meaning. It is in line with Kennedy's theory (1981: 195-197). It is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest.

Without thoughtful attention to the content comprehension of such materials will be negligible. The students in Phatna Witya Yala said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest with the materials, it caused the students having difficulty in absorbing the materials

Last, the students had difficulty because of the students limited of vocabulary. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found second grade students' Phatna Witya Yala knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that student's reading comprehending English text is less. It is in line with Kennedy (1981: 195-197), an excessive

vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words.

In the research, the researcher tried to identify factors of causing the students' difficulties in comprehending English reading thoroughly the mistaken that they had done on their worksheet. The researcher identified the factors of causing the students' difficulties in comprehending English reading using Westwood (2001: 16). Westwood said that the factor causing difficulty are they concern with learner's background, teacher's technique, and the learners' environment. The data is taken from the result of the interview from the students. Factors of causing the students' difficulties in comprehending.

English reading during the learning process, such as: learners' background, teacher's technique, and the learners' environment.

First, the factor of causing difficulty in Phatna Witya Yala is learner's background. Westwood (2001: 16) said that the learners' background related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. In Phatna Witya Yala most of the students are lack of interest in learning reading.

They did not have any desires to read English text and they were lazy and afraid to read the English text. Another factor is the students' lack of motivation to learn reading. They said that reading is boring. Mostly, the students in had a lack of prior knowledge in reading English

text. Especially, they are first grade student in junior high school, so that they only had not enough prior knowledge in elementary school.

Second, teacher's technique also caused the difficulty faced by the students in Phatna Witya Yala. The researcher found the student's difficulties in comprehending English reading was related to the teaching technique. The teacher is a subject in education who has the duty to transfer the knowledge to the students and choosing the technique to teach because it is related to the students' understanding the material. Based on the data interviews, most students said that the teacher's explanation is not as interesting as they expected.

The teacher always explained the material without using various teaching technique. She always used lecture technique. The teacher explained the materials, then she ordered to read the text and finally the students did the exercised. They thought that it was bored. Westwood (2001: 16) said that therefore, the teacher should be careful in choosing the technique to teach because it related to the students understanding of the material.

The last factor causing the students difficulties in comprehending English reading is because of their environment. Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students in Phatna Witya Yala also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents

to learn English. It is in line with Westwood's theory (2001: 16). Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the students' difficulties and the factors of causing the students' difficulties in reading comprehending English reading text at second grade students of Phatna Witya Yala in Academic Year 2019/2020, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

A. Conclusion

Based on analyzed data there are excellent level about 6.66% (2 students have score 90-100), good level about 26.66% (8 students have score 70-89), average level about 63.34% (19 students have score 50-59), fair level about 3.34% (1 student has score 30-49), the researcher drawn the conclusions as follows, there are the students get problem to look for the identifying main idea of the text, identifying specific word in the text and many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

The solution to overcoming the students' difficulties such as the students need to take note and memorize vocabulary. They bring dictionary and teacher translates the material (3) The teacher motivates the students to understand the material.

From the result of data analysis of interview, the researcher found three factors causing the students' difficulties in comprehending English reading text. They concern with learners' background, teacher's technique, and the learners' environment.

The first factor is learners' background that causes their difficulties. There are students are lack of interest in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text. The students are lack of motivation to learn reading because reading is boring for them. And from the grammar, the vocabulary or English text.

Teaching technique is the second factor because it influences the students' understanding of the material explained by the teacher. Mostly, the students said that their teacher's technique is not interesting, the teacher does not give clear instruction in teaching reading, the teacher rarely uses media in teaching, and she/he cannot create interesting activity in learning.

The last factor comes from the learners' environment. There are two kinds of environment that cause difficulties. They are school and home environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading material for them. They are said that lack of parental control in learning because they do not have enough motivation from the parent and lack of parents attention.

B. Suggestion

1. To The Teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the second grade students in Phatna Witya Yala.

- a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students' difficulties in comprehending the reading text.
- b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.
- c. The teacher allows the students to take more exposes in expressing their ideas and always make them to be active students by participating them in every session in the learning process.
- d. The teachers manage the time carefully supposed they get right material proportion.

2. To School

- a. The school library should provide the collection of English book.
- b. The school should facilitate the teaching learning process.

3. To The Students

- a. The students have to increase their vocabulary, by reading English textbook, find the meaning, and memorize a lot of vocabulary.

- b. The students have to study more in reading English text to improve their ability to read skill.
- c. The students must be able to understand the reading of the descriptive text in their English practice.
- d. The students can add their vocabulary to understand in English text.
- e. The students must participate actively in the class.

4. To Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students' difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students' difficulties in reading comprehension.

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APPENDICES

APPENDIX 1

FIELD-NOTE

Title : Learning Process Observation
Informant : Miss. Mariam Halae
Place : Second Grade Class of Phatna Witya Yala
Time : Monday, Mei 13, 2019

On Monday, Mei 13, 2019, the researcher did an observation toward the learning process di the class of second grade Phatna Witya Yala. In that time, the students were teach English Lesson that is teach by Mrs. Mariam Maril English lesson was started in the 5-6 section after the first break.

When the teacher turn in the class, the first time the teacher give *salam* to all students, and the students answer the teacher's *salam*. After that, the teacher checked the attendance of students one by one. Finished checked the attendance, the teacher give instruction to the students to open their book page 32 (Task 4) that had entitled "error recognition". Then, the teacher gives a command to the students for open the students' worksheet page 16 that had entitles "How an Engine Works". The students should read the text as individual then the students should answer the question that related to the text.

After finished that, the students asked to exchange their works to others friends. Next, Mrs. Mariam Maril started checks the answer together with the students. In checked the answers, Mrs. Mariam Maril choose one of the students to read the text, then the students should translated into Bahasa. The teacher also repairs the pronunciation of the students if they wrong in their pronunciation or have a difficulty when read the vocabulary. So, the students will know the right pronunciation also the meaning of the text in Bahasa.

FIELD-NOTE

Title : Learning Process Observation
Informant : Miss. Mariam Halae
Place : Second Grade Class Phatna Witya Yala
Waktu : Saturday, Mei 17, 2019

On Saturday, Mei 17, 2019 the researcher did observation in the class at the second time. This time, the researcher turns in the same time as before. As generally, the teacher of English Lesson of second grade class starts the lesson with salam at first. And the students are enthusiasm when the teacher turns in the class.

Finished open the class, the teacher check the students' attendance in second grade of class. After that, Mrs. Mariam Maril give explanantion about the theme of the lesson for today. The lesson for today is about reading class that had entitles "Culture Custom". Meanwhile, before starting the lesson, Mrs. Mariam Maril asked the students for play a quiz with some categories of question for increasing the material for students.

In the last, the students asked for open their book exercise page 20. And Mrs. Hanum asked the students for read the text carefully, because it is include reading section and the students should answer the question that related to the text. Finally, the students together with the teacher checked the question same as before.

APPENDIX 2

FIELD-NOTE

- Judul : Wawancara (interview)
- Informan : NS
- Tempat : Ruang Kelas 2/2
- Waktu : Senin, 20 Mei 2019
- Peneliti : apakah anda suka membaca?
- Informant : iya mba suka.
- Peneliti : bacaan/teks apa yang kalian baca?
- Informant : novel, komik, biografi seseorang, dan sejarah.
- Peneliti : strategi apa yang sering kalian lakukan sebelum menjawab soal?
- Informant: membaca teks terlebih dahulu, dan menjawab sesuai dengan nisi yang ada pada teks.
- Peneliti : bagaimana kalau soal yang dijawab tidak tertera di dalam teks?
- Informant : biasanya saya menjawab sesuai dengan logika sendiri tetapi masih mencari jawab di dalam teks juga.
- Peneliti : dari semua teks, teks mana yang paling sulit dan nomer berapa saja?
- Informant : yang paling sulit teks halaman 16 nomer 3 karena soalnya sulit untuk dipahami.
- Peneliti : Oke, terimakasih.

FIELD-NOTE

- Judul : Wawancara (interview)
- Informan : SM
- Tempat : Ruang Kelas 2/2
- Waktu : Senin, 20 Mei 2019
- Peneliti : apakah anda suka membaca?
- Informant : tidak terlalu suka membaca.
- Peneliti : tapi ada bacaan/teks apa yang sering kalian baca?
- Informant : novel buku pelajaran sekolah
- Peneliti : strategi apa yang sering kalian lakukan sebelum menjawab soal?
- Informant :mengartikan teks terlebih dahulu lalu baru menjawab soal-soalnya dan menjawab pertanyaan sesuai dengan isi teks.
- Peneliti : bagaimana kalau soal yang dijawab tidak tertera di dalam teks?
- Informant : berdiskusi dengan teman untuk menemukan jawabannya.
- Peneliti : dari semua teks, teks mana yang paling sulit dan nomor berapa saja?
- Informant : yang paling sulit teks halaman 16 nomor 6 karena dalam teks tidak ada jawabannya, sama halaman 35. No. 6 juga karena dalam teks sulit ditemukan jawabannya.
- Peneliti : Oke, terimakasih.

FIELD-NOTE

- Judul : Wawancara (interview)
- Informan : NU
- Tempat : Ruang Kelas 2/2
- Waktu : Senin, 20 Mei 2019
- Peneliti : apakah anda suka membaca?
- Informant : iya mba suka.
- Peneliti : bacaan/teks apa yang kalian baca?
- Informant : suka baca novel dan diary
- Peneliti : strategi apa yang sering kalian lakukan sebelum menjawab soal?
- Informant : membaca teks terlebih dahulu kemudian mencari jawabannya pada teks bacaan dan juga dilogika.
- Peneliti : bagaimana kalau soal yang dijawab tidak tertera di dalam teks?
- Informant : kalau tidak ada di teks melogika jawaban, tetapi kalau jawaban ada di teks menjawab sesuai dengan teks dan juga bertanya sama teman-teman.
- Peneliti : dari semua teks, teks mana yang paling sulit dan nomer berapa saja?
- Informant : halaman 16 no. 3 karena sulit memahami soal dan no. 8 juga sama, sulit memahami soal.
- Peneliti : Oke, terimakasih.

FIELD-NOTE

Judul : Wawancara (interview)

Informan : AJ

Tempat : Ruang Kelas 2/2

Waktu : Senin, 20 Mei 2019

Peneliti : apakah anda suka membaca?

Informant : iya mba suka.

Peneliti : bacaan/teks apa yang kalian baca?

Informant : novel, komik, tapi saya kurang tertarik dengan teks bacaan.

Peneliti : strategi apa yang sering kalian lakukan sebelum menjawab soal?

Informant : membaca teks terlebih dahulu lalu memahami teksnya.

Peneliti : bagaimana kalau soal yang dijawab tidak tertera di dalam teks?

Informant : melogika jawaban sesuai dengan isi teks dan mendiskusikan dengan teman.

Peneliti : dari semua teks, teks mana yang paling sulit dan nomer berapa saja?

Informant : Yang paling sulit itu halaman 35 no. 6 karena soalnya susah dipahami

Peneliti : Oke, terimakasih.

FIELD-NOTE

- Judul : Wawancara (interview)
- Informan : NJ
- Tempat : Ruang Kelas 2/2
- Waktu : Senin, 20 Mei 2019
- Peneliti : apakah anda suka membaca?
- Informant : iya mba suka.
- Peneliti : bacaan/teks apa yang kalian baca?
- Informant : suka baca story: dongeng.
- Peneliti : strategi apa yang sering kalian lakukan sebelum menjawab soal?
- Informant : mengartikan dalam teks Bahasa Indonesia dulu dan juga menggaris bawahi teks yang sulit (menemukan kata-kata baru).
- Peneliti : bagaimana kalau soal yang dijawab tidak tertera di dalam teks?
- Informant : mencari jawaban dalam teks bacaan, juga membuat logika sendiri lalu diartikan dalam Bahasa inggris.
- Peneliti : dari semua teks, teks mana yang paling sulit dan nomer berapa saja?
- Informant : yang paling sulit teks halaman 35 nomer 5 karena jawabannya tidak tertera dalam teks, susah dipahami.

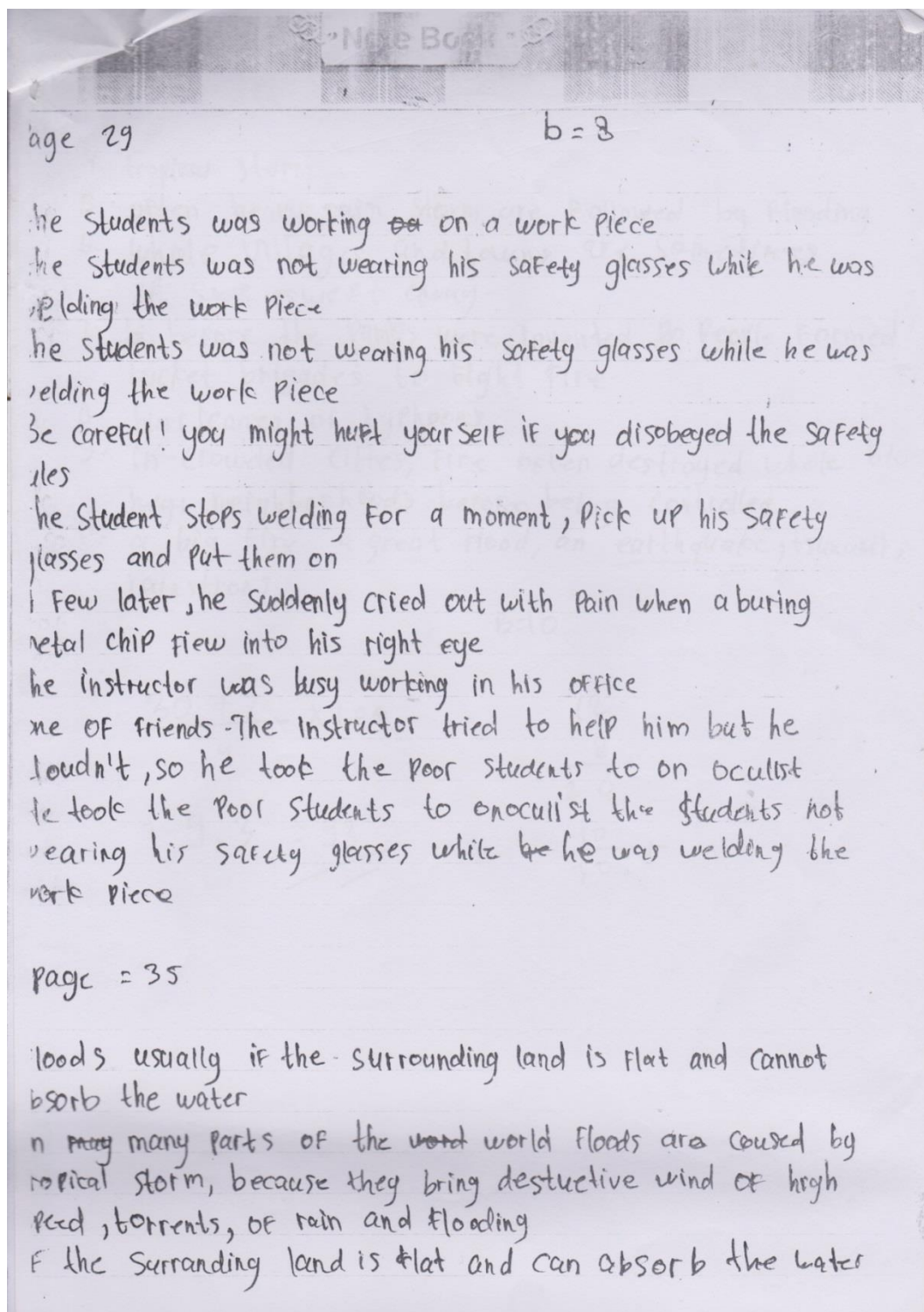
APPENDIX 3

NAME OF STUDENTS

No.	NIM	NAME	Score
1	29206	Nooai Samae	60
2	29207	Aimee To'bako	77
3	29208	Suhaibah To'chemeng	74
4	29212	Nurfadia Umae	70
5	29216	Afnan Chenah	57
6	29217	Nurainee Sititi	70
7	29218	Nurlaila Ma'seng	74
8	29259	Nisolithah Wasinkrit	50
9	29260	Nusita Tida'	74
10	29291	Veeam Mudeng	57
11	29292	Amanee Betuk	50
12	29305	Nursorfa Jintra	50
13	29307	Fatonah Ma'ma'	74
14	29312	Atiyah Sa'a'	57
15	29313	Jasmeen Awae	50
16	29355	Akeefah Jarung	50
17	29356	Fadeenee Deng	57
18	29361	Sareefa Talek	70
19	29368	Suhada Malaheng	84
20	29373	Ameenia Bako	57
21	29387	Amnee Usenglanung	54
22	29390	Fatin Toklong	54
23	29395	Nasuha Ma'sae	57
24	29416	Nurualfa Chekha'	37
25	30073	Haneefa Shoniyada'	77
26	29211	Koneetah Lohramae	60
27	29223	Rasmee Thampol	57
28	29251	Asna Pado	57
29	29263	Nicanan Moroman	54
30	29273	Afnan Peraheng	54

APPENDIX 4

DOCUMENTATION



4. tropical storm
5. often heavy rain storm are followed by flooding
6. whole villages and towns are sometimes ~~of~~ swept away
7. ~~but~~ before the pumps were invented no people formed bucket brigades to fight fire
8. hurricanes or typhoons
9. in crowded cities, fire often destroyed whole block neighborhoods before being controlled
10. a big fire, a great flood, an earthquake, tsunami, rainstorms.

B=10

$$\frac{30 + 7}{4} \times 100$$

$$= 9,3 = \underline{\underline{93}}$$

$$\begin{array}{r} 12 \\ \frac{8}{20} + \\ \frac{10}{30} + \end{array}$$

...s.

Angry Birds

ANGRY BIRDS™



PR hal. 16

1. An engine is an energy converter. Most of engines are designed to convert or change chemical energy into mechanical energy

2. fuel is a source of chemical energy

~~3.~~ Burned in the engine (chemical energy)

4. chemical energy is released from the fuel and converted into in the engine

5. modern engines are internal combustion engines

6. - Internal combustion engine. It means that combustion happens inside the engine

- External combustion engine, combustion happens outside the engine

~~7.~~ The internal combustion engine (engines power)

~~8.~~ Cars, truck and trains (internal combustion engine)



ANGRY BIRDS™

PP hai 20-21

1. Culture custom

2. Each society has it own belief, attitudes, customs, behaviors and social habits

3. people become conscious of such rules when they meet people from different cultures

4. Many of the Americans and europeans are used to having three meal times a day and organizing their time table around them

5. The people

6. Culture



ANGRY BIRDS

PR hal 29

1. He was holding a welding torch in his right hand and a welding rod in his left hand. He was welding a work piece. The work piece was securely placed in a vice.

2. Yes, he did.

3. The student was not wearing his safety glasses when he was welding the work piece.

4. The instructor asked and warned him to be careful. You might hurt yourself if you are beyond the safety lines.

The student stops working for a moment and puts on his safety glasses and put them on.

5. The instructor left him, he began to work again without wearing his safety glasses.

6. He suddenly cried out with pain when a burning metal chip flew into his right eye.

7. The instructor was busy working in his office.

8. One of his friends, the instructor, tried to help him but he couldn't.

9. The student took to an oculist, he took the poor student.



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PR hal 35.



1. floods occur when the water of rivers, lakes or streams over flow their banks and pour out onto surrounding land

2. Often heavy rainstorm that last for a onet time can cause a flood

3. If the surrounding land is flat and can absorb the water, no flooding will occur. If however, the land is hard and rocky heavy rain cannot be absorbed

4. floods are caused by tropical storm & called hurricanes or typhoons.

5. Because they bring destructive winds of high speed torrents of rain and flooding when a flood occurs the destruction to the surrounding land can be severe

~~6.~~

8. Standing side by side

90

Party

9.

9

10

Ener Lfs

$$\begin{array}{r} 29 + 7 = 90 \\ \underline{\quad} \times 10 \\ 4. \end{array}$$



Angry Birds © 2009-2012 Rovio Entertainment Ltd

hal 16.

1. engine is an energy converter, and designed to convert or change chemical energy into mechanical energy.

2. Fuel is a source of chemical energy

3. The mixture of fuel and air is burned in the engine.

4. During the combustion, chemical energy is released from the fuel and converted into mechanical energy.

5. Chemical energy is released from the fuel and converted into mechanical energy. Almost all the engines use combustion to release the fuel's chemical energy.

6. Modern engines are internal combustion engines. Power nearly all the world cars, truck and trains.

7. Internal combustion engine: It means that combustion happens inside the engine.

8. External combustion engine: In the external combustion energy combustion happens outside the engine.

9. The modern internal combustion engines power nearly all the world cars.

10. The modern internal combustion engines.

No. _____

Date: _____

- hal 20
- 1 culture of a country.
- 2 beliefs, attitudes, customs, behaviors and social habits
- 3 of such rules when they meet people from ~~diff~~ different cultures.
- 4 having three meal times a day and organizing their time table around them.
- 5 when people visit or live in a country for the first time.
- 6 different culture.

Experience is the best teacher



hal 29.

8. he was holding a welding torch in his right hand and a welding rod in his left hand, he was welding a work piece, the work piece was securely placed in a vice

9. Yes, he did.

10. ~~the student was not wearing his safety glasses while he was welding the work piece~~

11. "Where are your safety glasses?"

12. The student stops welding for a moment, picks up his safety glasses and puts them on

13. he began to work again without wearing his safety glasses

14. a few moments later, he suddenly cried out with pain when a burning metal chip flew into his right eye.

15. the instructor was busy working in his office

16. one of his friends came to notify the accident to him. the instructor tried to help him but he couldn't, so he took the poor student to an oculist

17. He took the poor student to an oculist.

- hal 35.
1. Floods occur when the water of rivers, lakes, or streams overflow their banks and pour out onto surrounding land
 2. often heavy rainstorms that last for a brief time can cause a flood
 3. if the surrounding land is flat and can absorb the water, no flooding will occur. However, the land is hard by and rocky
 4. In many parts of the world floods are caused by tropical.
 6. they bring destructive winds of high speed, torrents or rain, and flooding
 5. when a flood occurs the destruction to the surrounding land can be severe.
 7. before the pumps were invented people formed bucket brigades to fight fire
 8. hurricanes or typhoons
 9. fire often destroyed whole blocks and neighborhoods before being controlled
 10. great flood, a big fire, or an earthquake.

32

97.5 SL = 1

No PR. hal 16.

Date:

- 1. An engine is an energy converter, Most of engines are designed to convert or change chemical energy into mechanical energy.
- 2. Fuel is a source of chemical energy.
- Burned in the engine. (chemical energy)
- 4. Chemical energy is released from the fuel and converted into in the engine.
- 5. Modern engines are internal combustion engines.
- 6. - Internal combustion engine It means that combustion happens inside the engine
- External combustion engine, combustion happens outside the engine.
- 7. The internal combustion engine
- Cars, truck, and trains.

Task 3.

PR hal 20-21

No.:

Date:

1. Culture Custom
-
-
2. Each society has its own belief, attitudes, customs, behaviors and social habits.
3. People become conscious of such rules when they meet people from different cultures.
4. Many of the Americans and Europeans are used to having three meal times a day and organizing their time table around them.
5. The people.
6. Culture

PR hal 29. (Task 1 Reading).

1. He was holding a welding torch in his right hand and a welding rod in his left hand. He was welding a work piece. The work piece was securely placed in a vice.
2. Yes, he did.
3. The student was not wearing his safety glasses while he was welding the work piece.
4. The instructor ask and warn him is Be careful! You might hurt yourself if you disobeyed the safety rules, The student stops welding for a moment, pick up his safety glasses and put them on.
5. The instructor left him, he began to work again without wearing his safety glasses.

OKEY

6. He suddenly cried out with pain when a burning metal chip
 flow into his right eye.

7. The instructor was busy working in his office.

8. ~~Some of his friends~~, The instructor tried to help him but
 he couldn't.

9. The student took to an oculist, he took the poor
 student.

PR hal 35.

1. floods occur when the water of rivers, lakes, or stream
 overflow their banks and pour out onto surrounding
 land.

2. In many parts of the world floods are caused by
 tropical storm, because they bring destructive wind of
 high speed, torrents, of rain and flooding.

3. If the surrounding land is flat and can absorb the
 water, no flooding will occur. If however, the land is
 hard and rocky heavy rain cannot be absorbed.

4. floods are caused by tropical storm called hurricane
 or typhoons.

5. Because they bring destructive winds of high speed,
 torrents of rain, and flooding. When a flood occurs
 the destruction to the surrounding land can be
 severe.

6. Whole villages and towns are sometimes swept away.

No.:

Date:

7. Standing side by side, he formed a human chain from the fire to nearby well or river. They passed buckets of water from hand to hand to be poured the flames.

8. Hurricanes or typhoons.

9. In crowded cities, fire often destroyed whole blocks and neighborhoods before being controlled.

10. Volcanic eruption, tsunami, landslide.

15 - 9

$$5 + 6 + 9 + 9 + 1$$

$$= \frac{34}{4} \times 10 = 90$$

- hai 3s . (Natural Disaster)
- 1. floods usually if the surrounding land is flat and cannot absorb the water
- 2. In many parts of the world floods are caused by tropical storm, because they bring destructive wind of high speed, torrents, of rain and flooding
- 3. If ~~the~~ the surrounding land is flat and can absorb the water
- 4. Tropical storm
- 5. Often heavy rain storms are followed by flooding.
- 6. Whole villages and towns are sometimes swept away.
- 7. Before the pumps were invented people formed bucket brigades to fight fire.
- 8. Hurricanes or typhoons.
- 9. In crowded ~~at~~ cities, fire often ~~is~~ destroyed whole blocks and neighborhoods before being controlled.
- 10. a big fire, a great flood, an earthquake, tsunami, rainstorms

You'll never know till you have tried



hal 29.

Disobedience to safety Rules

1. The student was working on a work piece
2. The student was not wearing his safety glasses while he was welding the work piece
3. The student was not wearing his safety glasses while he was welding the work piece
4. Be careful! you might hurt yourself if you disobeyed the safety rules.
The student stops welding for a moment, pick up his safety glasses and put them on.
5. He began to work again without wearing his safety glasses.
6. A few moments later, he suddenly cried out with pain when a burning metal chip flew into his right ~~ear~~ eye.
7. The instructor was busy working in his office
8. One of his friends. The instructor tried to help him but he couldn't so he took the poor student to an oculist.
9. He took the poor student to an oculist. The student not wearing his safety glasses while he was welding the work piece

Hal 16

1. Engine is an energy converter. Most of engines are designed to convert or change chemical energy into mechanical energy.
2. Fuel is a source of chemical energy
3. Buried in the engine
4. Chemical energy is released ~~to~~ from the fuel and converted into the engine.
5. Modern engines are internal combustion engines
6. - Internal combustion engine, it means that combustion happens inside the engine.
- External combustion engine, combustion happens outside the engine.
7. The internal combustion engine
8. cars, truck, and trains

Task 3. hal ~~20~~ 20

1. Culture costum
2. Own biliefs, attitudes, customs, behaviors, and social habits.
3. people become consticious of such rules when they meet people from different tultures
4. Many of the Americans and Europeans are used to having three meal times a day and organizing their time table around them.
5. people
6. culture

$$\begin{array}{r} 12 \\ 17 \\ \hline 29 + 7 \\ = 36 \\ \hline 4 \\ = \cancel{8} \quad 90 \end{array}$$

Never put off till tomorrow what you can do today

- 6) A few moment later, he suddenly cried out with ^{right} pain when a burning metal chip flew into his ~~right~~ eye. +
- 7) The instructor was busy working in his ~~right~~ his off
- 8) One of his friends. The instructor tried to help him but ~~the~~ he couldn't, so he took the poor
- 1 students to an oculist.
- 9) He took the poor students to an oculist.
- The students not wearing his safety glasses whi he was welding the work piece
- B: $\phi \cdot 6 \frac{1}{2}$

Hal 16.

- 1) An engine is an energy converter. Most of engines are designed to convert or change chemical energy into mechanical energy.
- 2) Fuel is a source of chemical.
- 3) Burned in the engine (Chemical energy)
- 4) Chemical energy is released from the fuel and converted into in the engine.
- 5) Internal combustion engine it mean that combustion happen inside the engine.
- 6) - Internal combustion engine it mean that combustion happen inside the engine.
- External combustion engine happens outside the engine

Power

- 7). The modern internal combustion engine. (engine
 - 8). The modern internal combustion engine.
- B: 5

Task 3. nat 20.

- 1). The title of the text is culture custom
 - 2). Own beliefs, attitudes, customs, behaviors and social habits.
 - 3). People become conscious of such rules when they meet people from different.
- B: 3

4, 5, 6

Rest hal 35.

- 2). Floods usually if the surrounding land is flat and can absorb the water
- 3). In many parts of the world floods are caused by tropical storm, because they bring destructive winds of high speed, torrents of rain and pooling.
- 8). If the surrounding land is flat and can absorb the water

Tropical storm.

- 4). Often heavy rain storms are followed by pooling
- 6). Whole villages and towns are sometimes swept away.
- 3). Before the pumps were invented people formed bucket brigades to fight fire.

Flooding



8) Hurricanes or typhoons.

9) In crowded cities, fire often destroyed whole blocks and ~~near~~ neighbor hoods before being controlled.

10) A ~~bigger~~ big fire, a great flood, an ~~ent~~ earthquake tsunami rainstorms.

$$B: 7$$

$$B: \frac{21\frac{1}{2} + 7}{4} = \frac{28\frac{1}{2}}{4} = 7$$

APPENDIX 5



Introduction with students



Students' learning activities



Interview teacher



After interview with students in Phatna Witya Yala

APPENDIX 6



Kurikulum
Bahasa asing
Menurut kurikulum inti pendidikan dasar B.E. 2551

Sekolah Phatthana Wittaya
Kantor Komisi Pendidikan Swasta
Distrik Mueang, Provinsi Yala

Daftar isi

Cerita
selanjutnya
Visi Sekolah Pattana Wittaya
Visi kelompok bahasa asing
Kompetensi penting peserta didik
Fitur yang diinginkan
Indikator dan konten inti
- Subjek 1: Bahasa untuk komunikasi
- Subjek 2, bahasa dan budaya
- Informasi tentang 3 bahasa dan hubungan dengan kelompok belajar lainnya
- Subjek 4, bahasa dan hubungan dengan komunitas dunia
Struktur Zat, Zat Pembelajaran Bahasa Asing, Tingkat Menengah Atas
Struktur untai, untai bahasa asing, sekolah menengah atas
Glosarium
Produser

Pendahuluan

Sekolah Phatthana Wittaya Yala telah melakukan kurikulum inti untuk pendidikan dasar pada 2551 B.E. Indikator dan konten inti Yang merupakan cara untuk kelompok belajar bahasa asing Telah menetapkan kurikulum kursus bahasa asing dasar dan kursus tambahan di tingkat sekolah menengah dan menengah (Kelas 1 - 6) Sekolah Phatthana Wittaya Agar guru bahasa asing dapat mengelola pendidikannya sesuai dengan kurikulum pendidikan dasar

Dalam kursus ini, materi pokok kelompok disajikan. Struktur kursus standar, indikator kinerja pembelajaran Fitur yang diinginkan Yang memiliki perincian penting yang akan menjadi pedoman untuk pengajaran dan pembelajaran yang mengarah pada tujuan pendidikan dan kurikulum inti dalam pendidikan dasar, B.E. 2551

Kelompok belajar bahasa asing Sekolah Phatthana Wittaya Sangat berharap itu Mata pelajaran pembelajaran bahasa asing Edisi ini akan bermanfaat bagi mereka yang tertarik untuk membantu menyelenggarakan pendidikan dasar dan tambahan bahasa asing. Terima kasih kepada orang-orang dan organisasi yang terlibat dalam menciptakan kurikulum pada kesempatan ini.

Kelompok belajar bahasa asing
Sekolah Phatthana Wittaya, Distrik Mueang, Provinsi Yala

Visi Sekolah Pattana Wittaya

Sekolah Phatthana Wittaya Fokus pada pendidikan dengan berpegang pada prinsip-prinsip kualitas siswa Fokus pada peserta didik untuk menerima perkembangan holistik Untuk menjadi manusia yang penuh dengan tubuh, kecerdasan, pikiran, emosi dan masyarakat, merupakan kebajikan dan etika, dapat menerapkan prinsip-prinsip agama (ketentuan Islam) untuk hidup dengan benar.

Pembelajar gratis Terlatih memiliki potensi Di bidang pembelajaran Keterampilan Matematika, Sains, Bahasa Asing Apakah pelaku kegiatan pembelajaran Pekerjaan yang benar Dengan perasaan yang cukup bagus Yang menciptakan kepribadian untuk dapat berpikir secara sistematis dan sistematis dan dengan budaya lokal dan budaya Thailand, dengan masyarakat yang berpartisipasi dalam manajemen pendidikan, mendorong peserta didik untuk mengembangkan dan belajar sendiri sesuai dengan bakat dan kontinuitas mereka. Dan hidup bahagia dengan orang lain

Visi pelajaran pembelajaran bahasa asing

Dapat mentransmisikan ide dan budaya Thailand ke masyarakat dunia secara kreatif Gunakan bahasa asing untuk berkomunikasi dalam berbagai situasi, bersikaplah baik terhadap bahasa Inggris Gunakan bahasa asing untuk mencari pengetahuan untuk studi dan karier lebih lanjut Memiliki pengetahuan dan pemahaman berbagai budaya masyarakat dunia

Kelompok belajar bahasa asing

Mengapa belajar bahasa asing?

Dalam masyarakat dunia saat ini Mempelajari bahasa asing sangat penting dan perlu. Kehidupan sehari-hari Karena itu merupakan alat penting dalam komunikasi, pendidikan, dan mencari pengetahuan.

Pekerjaan Menciptakan pemahaman tentang budaya dan visi komunitas global. Dan sadar akan keragaman budaya dan pandangan masyarakat global Membawa persahabatan dan kerja sama dengan berbagai negara. Membantu mengembangkan peserta didik untuk lebih memahami diri sendiri dan orang lain. Pelajari dan pahami perbedaan bahasa dan budaya. Tradisi, pemikiran, masyarakat, ekonomi, politik, dan administrasi, memiliki sikap yang baik terhadap penggunaan bahasa asing Dan mampu menggunakan bahasa asing untuk komunikasi Termasuk akses ke berbagai pengetahuan Mudah dan lebih luas Dan memiliki visi dalam hidup

Pembelajaran bahasa asing dasar Yang dijadwalkan untuk belajar di seluruh program pendidikan dasar, yaitu bahasa Inggris, sedangkan bahasa asing lainnya seperti Perancis, Jerman, Cina, Jepang, Arab, Pali dan negara-negara tetangga Atau bahasa lain Untuk kebijaksanaan lembaga untuk mempersiapkan kursus dan mengelola pembelajaran yang sesuai

Pelajari apa saja dalam bahasa asing

Kelompok belajar bahasa asing Bertujuan agar siswa memiliki sikap yang baik terhadap bahasa asing Dapat menggunakan bahasa asing Berkomunikasi dalam berbagai situasi, mencari pengetahuan profesional dan terus belajar di tingkat yang lebih tinggi Termasuk pengetahuan dan pemahaman tentang berbagai cerita dan budaya komunitas dunia Dan dapat secara kreatif mengirimkan ide dan budaya Thailand ke masyarakat global. Terdiri dari esensi berikut

- Bahasa untuk komunikasi Penggunaan bahasa asing untuk mendengarkan - berbicara - membaca - menulis Bertukar informasi, mengungkapkan perasaan dan pendapat, menafsirkan, menyajikan informasi, ide, dan pendapat tentang berbagai hal. Dan menjalin hubungan interpersonal yang tepat
- Bahasa dan budaya Penggunaan bahasa asing sesuai dengan budaya penutur asli, hubungan Persamaan dan perbedaan antara bahasa dan budaya penutur asli Bahasa dan budaya penutur asli dan budaya Thailand Dan gunakan dengan tepat
- Bahasa dan hubungan dengan kelompok belajar lain Gunakan bahasa asing untuk menghubungkan pengetahuan dengan bidang studi lainnya. Merupakan dasar untuk pengembangan Mencari pengetahuan dan

Buka pandangan dunia Anda

- Bahasa dan hubungan dengan komunitas dan dunia. Penggunaan bahasa asing dalam berbagai situasi Baik di dalam kelas dan di luar kelas, komunitas dan masyarakat global adalah alat mendasar untuk studi lebih lanjut.

Buat karier dan bertukar pengetahuan dengan masyarakat global.

Mata pelajaran dan standar pembelajaran

Konten 1 Bahasa untuk komunikasi

Standar T.1 Memahami dan menafsirkan cerita yang didengar dan dibaca dari berbagai media. Dan merasionalisasi opini

Standar O.1.2 memiliki keterampilan komunikasi bahasa dalam bertukar berita dan informasi Perasaan mengungkapkan Dan umpan balik yang efektif

Standard Tor 1.3 menyajikan informasi Konsep Dan opini tentang berbagai hal Dengan berbicara dan menulis

Bidang studi 2 Bahasa dan budaya

Standar T. 2.1 Memahami hubungan antara bahasa dan budaya penutur asli dan dapat diterapkan dengan tepat pada situasi.

Standar T. 2.2 Memahami persamaan dan perbedaan antara bahasa dan budaya penutur asli.

Dengan bahasa dan budaya Thailand Dan digunakan dengan benar dan benar

Subjek 3, bahasa dan hubungan dengan kelompok belajar lainnya

Standard Tor 3.1 menggunakan bahasa asing untuk menghubungkan pengetahuan dengan kelompok belajar lain. Dan merupakan dasar untuk pengembangan Mencari pengetahuan Dan buka pandangan dunia Anda sendiri

Subjek 4 Bahasa dan hubungan dengan komunitas dan dunia

Standar O 4.1: Penggunaan bahasa asing dalam berbagai situasi Baik di institusi pendidikan, komunitas dan masyarakat

Standar T. 4.2 menggunakan bahasa asing sebagai alat dasar untuk studi lebih lanjut. Karir dan bertukar pengetahuan dengan masyarakat global

Kompetensi penting peserta didik Atau kualitas pelajar

Lulus dari mathayom 3

- Mematuhi permintaan, saran, penjelasan dan penjelasan yang didengarkan dan dibaca. Baca dengan lantang teks, berita, iklan, cerita, dan ayat pendek. Jadilah benar sesuai dengan prinsip-prinsip membaca Mengidentifikasi / menulis berbagai media yang tidak disortir Berhubungan dengan kalimat dan pesan yang didengar atau dibaca Pilih / tentukan topik, subjek, kepentingan, detail, dukungan Dan mengomentari cerita yang didengar dan dibaca dari berbagai media Termasuk alasan dan memberi contoh

- Mengobrol dan menulis sebagai tanggapan terhadap informasi tentang diri Anda dan berbagai masalah di dekat situasi berita.

Hal-hal yang menarik bagi masyarakat dan berkomunikasi secara terus menerus dan tepat. Gunakan permintaan, penjelasan, dan penjelasan untuk memberikan saran yang sesuai. Bicaralah dan tulis Tawarkan dan bantu Terima dan tolak bantuan Berbicara dan menulis untuk meminta dan memberikan informasi naratif yang menjelaskan, membandingkan, dan membuat komentar yang sesuai tentang apa yang Anda dengarkan atau baca. Berbicara dan menulis menggambarkan perasaan dan pendapat seseorang tentang berbagai subjek, kegiatan, pengalaman, dan berita / peristiwa. Serta memberikan alasan yang tepat

- Berbicara dan menulis tentang diri Anda, pengalaman, berita / acara / cerita / masalah Demi kepentingan masyarakat Berbicara dan menulis ringkasan / tema Topik dari analisis subjek / berita / acara / situasi menarik Berbicara dan menulis komentar tentang kegiatan, pengalaman, dan acara, serta memberikan alasan.

- Pilih bahasa, nada suara, dan gerakan yang cocok untuk orang dan acara. Etika sosial

Dan budaya penutur asli Jelaskan tentang hidup Adat istiadat dan tradisi

Dari penutur asli Menghadiri / mengatur kegiatan bahasa dan budaya sesuai dengan minat

- Bandingkan dan jelaskan persamaan dan perbedaan antara pengucapan berbagai jenis kalimat. Dan urutan kata sesuai dengan struktur kalimat bahasa asing dan bahasa Thailand Bandingkan dan Jelaskan persamaan dan perbedaan antara kehidupan dan budaya penutur asli dan

Dari Thailand dan digunakan dengan tepat

- Meneliti, mengumpulkan dan merangkum informasi / fakta yang berkaitan dengan kelompok pembelajaran lain

Sumber belajar Dan presentasi dengan berbicara dan menulis

- Gunakan bahasa untuk berkomunikasi dalam situasi / simulasi nyata yang terjadi di ruang kelas, sekolah, komunitas dan masyarakat.

- Gunakan bahasa asing untuk mencari / meneliti, mengumpulkan dan merangkum pengetahuan / informasi dari media.

Dan berbagai sumber belajar Dalam pendidikan lanjutan dan karier Publikasikan / publikasikan informasi Sekolah, komunitas, dan berita lokal dalam bahasa asing

- memiliki keterampilan dalam menggunakan bahasa asing (Berfokus pada mendengarkan - berbicara - membaca - menulis) berkomunikasi sesuai dengan topik tentang diri sendiri, keluarga, sekolah, lingkungan, makanan, minuman, waktu luang, dan rekreasi Kesehatan dan kesejahteraan Pendidikan Cuaca Jual-Beli dan karier Perjalanan, pariwisata, layanan, lokasi, bahasa dan sains dan teknologi Dalam pita kosakata, sekitar 2.100-2.2007 kata (kosakata yang lebih abstrak)
- Gunakan kalimat dan ungkapan yang kompleks dalam berbagai konteks. Dalam percakapan formal dan informal

Lulus dari mathayom 6

- Ikuti instruksi dalam berbagai instruksi pengoperasian, penjelasan, deskripsi dan subtitle yang didengarkan dan dibaca. Baca dengan lantang pesan berita, pengumuman, iklan, puisi, dan drama pendek sesuai dengan prinsip membaca. Jelaskan dan tulis kalimat dan pesan terkait dengan berbagai jenis media yang tidak diurutkan, termasuk mengidentifikasi dan menulis media non-berurutan dalam berbagai format Berhubungan dengan kalimat dan pesan yang didengar atau dibaca Tangkap intisari Menganalisis kesimpulan, interpretasi dan pendapat dari mendengarkan dan membaca nonfiksi dan fiksi. Termasuk alasan dan memberi contoh
- Diskusikan dan tulis, tanggapi informasi tentang diri Anda dan berbagai masalah yang dekat dengan Anda, pengalaman, situasi, berita / peristiwa Masalah yang menarik dan komunikasi yang konstan dan tepat Pilih dan gunakan permintaan, klarifikasi, penjelasan, dan rekomendasi. Bicaralah dan tulis Tawarkan dan bantu Tanggapi dan tolak bantuan dalam simulasi yang sesuai atau situasi kehidupan nyata Berbicara dan menulis untuk meminta dan memberikan informasi tentang kuliah, menjelaskan, membandingkan, dan memberikan pendapat tentang subjek / masalah / berita / acara yang didengarkan dan dibaca dengan tepat. Berbicara dan menulis menjelaskan perasaan dan pendapat Anda tentang berbagai hal, kegiatan, pengalaman dan berita / acara secara logis.
- Berbicara dan menulis, berikan informasi tentang diri Anda / pengalaman Berita / Acara Topik dan masalah berdasarkan minat .Bicaralah dan tulis ringkasan tema-tema penting. Esensi dari analisis kegiatan, berita, peristiwa dan situasi sesuai dengan minat. Berbicaralah dan tulis komentar tentang kegiatan, pengalaman, dan acara, baik lokal, masyarakat dan dunia, serta berikan alasan dan contoh.
- Pilih bahasa, nada suara dan gerak tubuh yang sesuai untuk tingkat orang, waktu, kesempatan dan tempat sesuai dengan etika sosial dan budaya penutur asli. Jelaskan / bahas cara hidup, ide, kepercayaan, dan asal usul tradisi dan kebiasaan penutur asli, bergabung untuk merekomendasikan dan mengatur kegiatan bahasa dan budaya secara tepat
- Menjelaskan / membandingkan perbedaan antara struktur kalimat, teks, idiom, kata-kata mutiara, peribahasa dan ayat-ayat bahasa asing dan bahasa Thailand Analisis / bahas persamaan dan perbedaan antara cara hidup, kepercayaan dan budaya penutur asli dan Thailand. Dan gunakan secara logis
- Meneliti / mencari, mencatat, meringkas, dan mengomentari informasi yang terkait dengan kelompok pembelajaran lain Dari berbagai sumber Dan presentasi dengan berbicara dan menulis
- Gunakan bahasa untuk berkomunikasi dalam situasi / simulasi nyata yang terjadi di ruang kelas, sekolah, komunitas dan masyarakat.
- Gunakan bahasa asing untuk mencari / meneliti, mengumpulkan, menganalisis dan merangkum pengetahuan / informasi Dari berbagai media dan sumber belajar Dalam pendidikan lanjutan dan karier Sebarkan / publikasikan informasi sekolah, komunitas dan lokal / negara Apakah bahasa asing
- memiliki keterampilan dalam menggunakan bahasa asing (Berfokus pada mendengarkan-berbicara-membaca-menulis) berkomunikasi sesuai dengan topik tentang diri sendiri, keluarga, sekolah, lingkungan, makanan, minuman, hubungan interpersonal Waktu luang dan rekreasi Kesehatan dan kesejahteraan Pendidikan Cuaca Jual-Beli dan karier Perjalanan, pariwisata, layanan, lokasi, bahasa dan sains dan teknologi Di dalam pita kosakata, sekitar 3.600 - 3.750 kata (kosakata tingkat penggunaan yang berbeda)
- Gunakan kalimat campuran dan kompleks untuk mengkomunikasikan makna dalam berbagai konteks, baik formal maupun informal.

Fitur yang diinginkan

1. Cinta Raja dan bangsa
2. Kejujuran dan kejujuran
3. disiplin
4. Berusaha belajar
5. Hidup yang memadai
6. Komitmen untuk bekerja
7. Cinta menjadi Thailand
8. Punya pikiran publik
9. Karakteristik khusus yang ditekankan sekolah

Indikator dan konten inti

Konten 1 Bahasa untuk komunikasi

Standar T.1 Memahami dan menafsirkan cerita yang didengar dan dibaca dari berbagai media. Dan komentar Secara rasional

kelas	Metric	Konten inti
M.2	1. Menerapkan permintaan, saran Penjelasan dan penjelasan sederhana Yang mendengarkan dan membaca	Permintaan, saran, klarifikasi, dan penjelasan seperti Pembuatan makanan dan minuman Penggunaan narkoba / Lotre obat, Arah penggunaan perangkat - Suara Pasif digunakan dalam struktur kalimat sederhana seperti is + are + Past Participle - Konjungsi seperti dan / tetapi / atau / sebelum / sesudah dll. - Kata-kata penghubung seperti Pertama, ... Kedua, ... Ketiga, ... Keempat, ... Akhirnya, ... dll.
	2. Baca dengan keras teks, berita, pengumuman, dan ayat pendek Jadilah benar sesuai dengan prinsip- prinsip membaca	Pesan, berita, pengumuman, dan syair Penggunaan kamus Prinsip membaca keras seperti - Suara konsonan awal dan terakhir - Pengucapan, stres - cahaya Dalam kata-kata dan grup kata - Pengucapan sesuai dengan nada tinggi-rendah dalam sebuah kalimat - Pengucapan terkait dengan teks - Pemisahan tanda baca - Membaca ayat dalam ritme
	3. Identifikasi / tulis kalimat dan pesan sehubungan dengan media non-esai dalam berbagai format baca	Kalimat atau makna tentang diri sendiri, keluarga, sekolah, lingkungan, makanan, minuman, waktu luang, dan rekreasi. Kesehatan dan kesejahteraan Pendidikan Cuaca Jual-Beli dan

		<p>karier Perjalanan, pariwisata, layanan, lokasi, bahasa dan sains dan teknologi dalam kosakata kolektif sekitar 1.700 - 1.900 kata (kosakata konkret dan abstrak)</p> <p>Menginterpretasikan / mentransfer data terkait dengan media yang tidak diurutkan seperti simbol, tanda, grafik, bagan, tabel, gambar, hewan, benda, orang, tempat</p> <p>menggunakan 1/3 Comparison of adjectives/ adverbs/ Contrast: but, although/ Quantity words many/ much/ a lot of/ lots of/ some/ any/ a few/ few/ a little/ little etc.</p>
	<p>4. Pilih topik yang penting, detail dukungan, dan ungkapkan pendapat tentang apa yang telah mereka dengarkan dan baca. Atas dengan alasan dan contoh mudah</p>	<p>Percakapan, kisah, cerita pendek dan cerita dari berbagai media seperti surat kabar, jurnal, radio, televisi, situs web</p> <p>Menangkap topik penting seperti topik penting dan detail pendukung.</p> <p>Siapa pertanyaan tentang pentingnya masalah ini? Apa? Di mana? Kapan? Bagaimana? Mengapa? Ya? Yes/No Question - Wh-Question - Or-Question etc.</p> <p>Kalimat yang digunakan untuk mengungkapkan pendapat, alasan, dan misalnya: I think.../ I feel.../ I believe...</p> <p>- Konjungsi (conjunctions) and/ but/ or/ because/ so/ before/after - konektor (connective words) First,... Next,... After,... Then,... Finally,... etc.</p> <p>- Tenses: present simple/ present continuous/ present perfect/ past simple/ future tense etc.</p> <p>- Simple sentence/Compound sentence</p>

Deskripsi kursus dasar
 22101 Kursus Bahasa Inggris 3
 22101 Kursus Bahasa Inggris 3 Grup bahasa asing
 Sekunder 2, Semester 1, waktu 60 jam, jumlah 1,5 kredit

Berlatih dan berlatih menggunakan bahasa, nada suara dan gerak tubuh untuk berkomunikasi sesuai dengan etika sosial. Dan bahasa dalam komunikasi menggunakan teknologi untuk menciptakan hubungan interpersonal dalam pembelajaran, pekerjaan, aplikasi pekerjaan, bantuan Dan melayani orang lain Transfer informasi yang didengarkan dan dibaca dengan lantang Kata, frasa, ungkapan sederhana, kalimat, permintaan, saran, penjelasan, pesan, informasi, artikel, cerita pendek. Kemudian dipindahkan ke kata-kata mereka sendiri dalam berbagai format, meringkas pendapat, kebutuhan, perasaan tentang pengalaman mereka sendiri, berita, peristiwa penting Kehidupan sehari-hari Lokal dan sosial Pengalaman pribadi Tanggal-tanggal penting bangsa, agama, dan budaya penutur asli Lihat nilai bahasa Inggris

Kode metrik

- Tor.1.1 M.31, M. 1.1..m.3.2, m.1.1m.3 / 3, m.1.1m.3 / 4,
 - Tor.1.2 M.1 / 1, M.1.2. M.3 / M.1.2. M.3 / 3. 1.2..M.3 / 4, M.1.2. M.3 / 5
 - Tor.1.3. M.1, M.3. M.3 / M.1.3. M.3 .3
 - T. 2.1 .. Moo 3/1, Moo. 2.1..M.3 / 2, M. 2.1..M.3 / 3,
 - Tor.2.2M.2 / 2,
 - Tor 3.1 M. 3/1,
 - T. 4.1 .. Moo 3/1
- Total 29 indikator

Struktur A. 21102 Kursus Bahasa Inggris 3
 Kelas 2

NO.	Nama satuan pembelajaran	Standar / indikator pembelajaran	Jam jam	Peringkat berat
1	My self	T1.2 M.1/2	10	10
2	Advertising	T.1.3 M1/2	10	10
3	School Performance	T.1.2 M1/2	7	10
4	Interest/ opinions short term Goals	T.1.2 M3/4	10	10
5	Community	T.2.2 M.3/4	10	10
	Shopping center	T1.2 M1/2	10	10
	Ujian tengah semester		1	20
	Ujian akhir		2	20
	Untuk memasukkan		60	100

Deskripsi kursus dasar
 22101 Subjek Bahasa Inggris 4
 22102 Subjek Bahasa Inggris 4 Grup bahasa asing
 Sekunder 2, Semester 2, waktu 60 jam, jumlah 1,5 kredit

Berlatih dan berlatih menggunakan bahasa, nada suara dan gerak tubuh untuk berkomunikasi sesuai dengan etika sosial. Dan bahasa dalam komunikasi menggunakan teknologi untuk menciptakan hubungan interpersonal dalam pembelajaran, pekerjaan, aplikasi pekerjaan, bantuan Dan melayani orang lain Transfer informasi yang didengarkan dan dibaca dengan lantang Kata, frasa, ungkapan sederhana, kalimat, permintaan, saran, penjelasan, pesan, informasi, artikel, cerita pendek. Kemudian dipindahkan ke kata-kata mereka sendiri dalam berbagai format, meringkas pendapat, kebutuhan, perasaan tentang pengalaman mereka sendiri, berita, peristiwa penting Kehidupan sehari-hari Lokal dan sosial Pengalaman pribadi Tanggal-tanggal penting bangsa, agama, dan budaya penutur asli Lihat nilai bahasa Inggris

Kode metrik

- Tor.1.1 M.31, M. 1.1..m.3.2, m.1.1m.3 / 3, m.1.1m.3 / 4,
- Tor.1.2 M.1 / 1, M.1.2. M.3 / M.1.2. M.3 / 3. 1.2..M.3 / 4, M.1.2. M.3 / 5
- Tor.1.3. M.1, M.3. M.3 / M.1.3. M.3 .3
- T. 2.1 .. Moo 3/1, Moo. 2.1..M.3 / 2, M. 2.1..M.3 / 3,
- Tor.2.2 M.1 / 1
- Tor.2.2M.2 / 2,
- Tor 3.1 M. 3/1,
- T. 4.1 .. Moo 3/1
- Total 30 indikator

Struktur A. 21102 Kursus Bahasa Inggris 4
Kelas 2

NO.	Nama satuan pembelajaran	Standar / indikator pembelajaran	Jam jam	Peringkat berat
1	International	T1.2 M1/2	10	10
2	Health	T.1.3 M1/2	10	10
3	Places	T1.2 M1/2	10	10
4	Local resources	T.1.2 M3/4	7	10
5	History of traditions	T2.2 M3/4	10	10
6	Handicrafts	T1.2 M1/2	10	10
	Ujian tengah semester		1	20
	Ujian akhir		2	20
	Untuk memasukkan		60	100

Deskripsi kursus tambahan
22223 Bahasa Inggris untuk Komunikasi 3
22223 Bahasa Inggris untuk Komunikasi 3 Grup bahasa asing
Sekunder 2, Semester 1, waktu 20 jam, jumlah 0,5 kredit

Praktekkan keterampilan komunikasi dengan mendengarkan iklan, membaca pesan singkat, permintaan, saran, penjelasan, dan penjelasan dan menangkap pemahaman. Dan menganalisa Jalin dalam situasi tertentu Dan tentukan informasi dari komunikasi Untuk dapat menggunakan bahasa untuk berkomunikasi dengan tepat

Konten 1 Bahasa untuk komunikasi

Standar No. 1.1: Memahami proses mendengarkan dan membaca, dapat menginterpretasikan cerita yang mendengarkan dan membaca dari berbagai media Dan terapkan ilmu Sangat penting

Hasil belajar yang diharapkan

Pasal 2. Baca dengan keras Bab ini dibaca dengan benar sesuai dengan prinsip-prinsip membaca keras dan Cocok untuk membaca konten

Pasal 3. Memahami dan menafsirkan informasi non-teks dalam berbagai format. Dengan mentransfer ke dalam teks menggunakan kata-kata itu sendiri

Standar T.2.2: Memiliki keterampilan komunikasi bahasa Pertukaran informasi Dan mengungkapkan perasaan Dan opini menggunakan teknologi Dan manajemen yang tepat Untuk pembelajaran seumur hidup Hasil belajar yang diharapkan

Pasal 3. Gunakan bahasa untuk meminta dan memberikan informasi tentang berbagai hal dalam kehidupan dan kepentingan sehari-hari. Membangun pengetahuan dari media pembelajaran bahasa dan hasil dari berbagai pelatihan keterampilan.

Standar D.1.3 Memahami proses berbicara, menulis, dan menyampaikan informasi Konsep Dan opini tentang berbagai hal Kreatif dan efektif Dan dengan estetika Hasil belajar yang diharapkan

Pasal 1. Presentasi cerita pendek atau kegiatan sehari-hari

Bidang studi 2 Bahasa dan budaya

Standar Tor.2.2 Memahami persamaan dan perbedaan antara bahasa dan budaya penutur asli dan bahasa dan budaya Thailand. Dan bisa digunakan dengan kebijaksanaan

Hasil belajar yang diharapkan

Artikel 1. Memahami perbedaan antara bahasa Inggris dan Thailand dalam hal kata, frasa, idiom, kalimat sederhana dan penggunaannya dengan benar dan tepat.

Pasal 4. Menghargai dan berpartisipasi dalam kegiatan bahasa dan budaya sesuai dengan minat

Subjek 3, bahasa dan hubungan dengan kelompok belajar lainnya

Standar No. 3.1 menggunakan bahasa asing untuk menghubungkan pengetahuan dan kelompok pengetahuan lainnya dan merupakan dasar untuk pengembangan dan pandangan dunia mereka.

Hasil belajar yang diharapkan

Pasal 1. Memahami konten bahasa Inggris yang relevan dengan kelompok belajar lain Dari berbagai sumber

Subjek 4 Bahasa dan hubungan dengan komunitas dan dunia

Standar O.41: dapat menggunakan bahasa asing sesuai dengan berbagai situasi Keduanya dalam pendidikan Komunitas dan masyarakat

Hasil belajar yang diharapkan

Pasal 2. Gunakan bahasa Inggris untuk berkomunikasi dengan berbagai cara. Dengan orang-orang di sekolah

Struktur kursus 22203 Bahasa Inggris untuk Komunikasi 3
Kelas 2

No.	Nama satuan pembelajaran	Hasil belajar	Jam jam	Skor berat
1	Are you here on vocation?	T 1.1 NO.2,3 T 1.2 NO.3 T1.3 NO.1	5	15
2	Favorite pastimes	T 1.1 NO. 2,3 T 1.2 NO.3 T1.3 NO.1	5	15
3	I'm worried Because	T1.1 NO.2,3 T1.2 NO. 3 T1.3 NO. 1	4	10
4	What' the weather like?	T1.1 NO.2,3 T1.2 NO.3 T1.3 NO.1,3,4	4	10
	Ujian tengah semester		1	20
	Ujian akhir		1	30
			20	100

Deskripsi kursus tambahan
22224 Bahasa Inggris untuk Komunikasi 4
22224 Bahasa Inggris untuk Komunikasi 4 Grup bahasa asing
Sekunder 2, Semester 2, Waktu 20 jam, jumlah 0,5 kredit

Praktekkan keterampilan komunikasi dengan mendengarkan iklan, membaca pesan singkat, permintaan, saran, penjelasan, dan penjelasan dan menangkap pemahaman. Dan menganalisa Jalin dalam situasi tertentu Dan tentukan informasi dari komunikasi Untuk dapat menggunakan bahasa untuk berkomunikasi dengan tepat

Konten 1 Bahasa untuk komunikasi

Standar No. 1.1: Memahami proses mendengarkan dan membaca, dapat menginterpretasikan cerita yang mendengarkan dan membaca dari berbagai media Dan terapkan ilmu Sangat penting

Hasil belajar yang diharapkan

Pasal 2. Baca dengan keras Bab ini dibaca dengan benar sesuai dengan prinsip-prinsip membaca keras dan Cocok untuk membaca konten

Pasal 3. Memahami dan menafsirkan informasi non-teks dalam berbagai format. Dengan mentransfer ke dalam teks menggunakan kata-kata itu sendiri

Standar T.2.2: Memiliki keterampilan komunikasi bahasa Pertukaran informasi Dan mengungkapkan perasaan Dan opini menggunakan teknologi Dan manajemen yang tepat Untuk pembelajaran seumur hidup Hasil belajar yang diharapkan

Pasal 3. Gunakan bahasa untuk meminta dan memberikan informasi tentang berbagai hal dalam kehidupan dan kepentingan sehari-hari. Membangun pengetahuan dari media pembelajaran bahasa dan hasil dari berbagai pelatihan keterampilan.

Standar D.1.3 Memahami proses berbicara, menulis, dan menyampaikan informasi Konsep Dan opini tentang berbagai hal Kreatif dan efektif Dan dengan estetika Hasil belajar yang diharapkan

Pasal 1. Presentasi cerita pendek atau kegiatan sehari-hari

Bidang studi 2 Bahasa dan budaya

Standar Tor.2.2 Memahami persamaan dan perbedaan antara bahasa dan budaya penutur asli dan bahasa dan budaya Thailand. Dan bisa digunakan dengan kebijaksanaan

Hasil belajar yang diharapkan

Artikel 1. Memahami perbedaan antara bahasa Inggris dan Thailand dalam hal kata, frasa, idiom, kalimat sederhana dan penggunaannya dengan benar dan tepat.

Pasal 3. Lihat manfaat belajar bahasa Inggris. Dalam mengejar pengetahuan Masuk ke masyarakat dan karier

Pasal 4. Menghargai dan berpartisipasi dalam kegiatan bahasa dan budaya sesuai dengan minat

Subjek 3, bahasa dan hubungan dengan kelompok belajar lainnya

Standar No. 3.1 menggunakan bahasa asing untuk menghubungkan pengetahuan dan kelompok pengetahuan lainnya dan merupakan dasar untuk pengembangan dan pandangan dunia mereka.

Hasil belajar yang diharapkan

Pasal 1. Memahami konten bahasa Inggris yang relevan dengan kelompok belajar lain Dari berbagai sumber

Subjek 4 Bahasa dan hubungan dengan komunitas dan dunia

Standar O.41: dapat menggunakan bahasa asing sesuai dengan berbagai situasi Keduanya dalam pendidikan Komunitas dan masyarakat

Hasil belajar yang diharapkan

Pasal 2. Gunakan bahasa Inggris untuk berkomunikasi dengan berbagai cara. Dengan orang-orang di sekolah

Struktur kursus 22203 Bahasa Inggris untuk Komunikasi 3
Kelas 2

NO.	Nama satuan pembelajaran	Hasil belajar	jam	Skor berat
1	The biggest and the best	T1.1 NO.2,3 T1.2 NO.3 T1.3 NO. 1	5	15
2	What's wrong?	T1.1 NO.2,3 T1.2 NO. 3 T1.3 NO. 1	5	15
3	Let's go out	T1.1 NO,2,3 T4.1 NO. 2	4	10
4	What were they doing when....?	T1.1 NO.2,3 T1.2 NO.3 T1.3 NO.1	4	10
	Ujian tengah semester		1	10
	Ujian akhir		1	30
			20	100