

Error Analysis on Reading Comprehension at Vocational School

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Abstract

This research was conducted to know the students' errors in reading comprehension from 25 students as the sample, there are 15 students have difficulties in identifying main idea, 5 students have difficulties in identifying name, 22 students have difficulties in identifying specific word, 7 students have difficulties in finding reference, and 22 students have difficulties in understanding the structure of the text. It can be seen from the high number of percentage of participants who answered wrong on every question of the test. This research is a case study and it uses descriptive quantitative method. The subjects of the research are fifty five students of the ten grade students at SMK SWASTA Palapa, Pancur Batu, Pancur Batu who are detected as having difficulties in understanding English reading descriptive text and an English teacher who handles the classes. The test were used as the instruments of this study. The test was used to obtain the data about the students' difficulties in understanding English reading descriptive text. The finding shows that the majority of the students find difficulties in identifying main idea of the text, more than half of students made mistake in identifying specific word in the text and many students cannot understand the structure of the text. Whereas, the factors causing the students' difficulties in understanding English reading descriptive text are learners' background, teaching technique, and the learners' environment.

Keywords : descriptive text, Error analysis

1. The Background of The Study

Language is the most fundamental means tools of human communication. A language is system of symbols through which people communicate. The use of language convey to express feeling, ideas, opinion or suggestions to other people. It means that one can only interact with others or expresses one's feelings by using a language or by manipulating the words of the language that other people know.

Reading is one of the important skills in teaching English. And we must know people need to learn or try reading in English at primary until to academic. To read well, we must have many vocabulary and must know the aspect of reading. The reader must be able to find out the main idea and must read well with use the punctuation. The newest English Curriculum. (KTSP : Kurikulum Tingkat Satuan Pendidikan) about standard in reading states that students is expected to be able to comprehend the meaning of both in the forms of recount, narrative, procedure, descriptive, and report in the context of daily life.

In reading, students need to learn the context of the text and can get the information from text. So that, students require abilities to understand and remember main idea as well as number of details that elaborate the main and supporting ideas in text. They also need to link the text to their knowledge base.

Based on the writer experience during the Teaching Practice Program (Praktek Pengalaman Lapangan/ PPL), the writer found that in teaching reading, most of students are just asked to read the text then they were asked to answer some questions based on the text. When she told them to tell some information from the text, most of them did not have ideas or opinions to clarify the information from the text. This situation happened because the strategy that is used was not suitable.

The explanation above becomes the reason why the researcher would like to conduct a research by using text reading comprehension. The reason why the researcher choose the difficulty in reading comprehension because

many students in vocational schools have difficulty in reading the text. Then, the verbal use of the english will improve the students skills in reading the language.

The research focuses on identification difficulties on reading comprehension at vocational shcool.The purpose of the study is to find out the students' errors in reading comprehension.It is expected that the findings of the study are significant in some respects in:

1. Theoretical Benefit

- 1.) The result of the research can be used as an input in English teaching and learning process.
- 2.) The result of the research can be used as reference for those who want to conduct a research in teaching English.

2. Practical Benefit

- 1.) The research finding used for the readers who are interested in reading comprehension.
- 2.) This study can be used by teacher to analyzed the difficulties reading comprehension.

Error and mistake seems similar in definition. Here, the writer will describe it in order to clarify the definition of error and mistake. So that, the readers are not misleading.

Mistake

If the learner is inclined and able to correct a fault in his or her output. Mistake is wrong opinion, idea or feeling, the result of carelessness, forgotfulness. According to Carl James (1998:78) in Yenni (2007) "it is assumed that the form he/she selected was not the one intended, and we shall say that the fault is a mistake." All people make mistakes, both narrative speaker and target language learners. Mistakes is an accident. Mistake is a nonsystematic deviation from accepted system of the language. The writers defines mistakes as an incomplete learning of accepted system of the target language and it is indicate an incomplete learning. It is a deviation which refers to performance cases, such as slips of tongue, hesitation or memory limitation. The learner can readily correct mistake.

Error

Error is condition of being wrong in belief or conduct. Error as a systematic deviation accepted system of the target language. Error cannot be self-corrected until further relevant (to the error) input (implicit and explicit) has been provide and converted into intake by the learners. In other word, error requires further relevan learning to take place before they can be self-corrected. The learner is not aware of making errors because of the lack of knowledge about the target language. The writer defines that logical to the learner but not usual to native speaker. Ellis (1985:68) in Yenni (2007) claims that the distincation between errors and mistakes is unobservable in practice.

Error Analysis

Error analysis is attempt to study the learner's errors. The fact that the learners do many errors and the errors can be observed, analyzed and classified to reveal something of the system operating within the learner, and it is called as error analysis. According to Carl James (1998:62) in Yenni (2007) "Error analysis is on the other side of the question, being the study of linguistic ignorance, the investigation, being the study of linguistic ignorance the investigation of what people do not know and how the attempt to cope with their ignorance."

A theoretical aspect of error analysis is part of method used in investigating of the language learning process. The practical aspect of error analysis is its function in guiding the action that we must correct a non-satisfactory state of affairs for the students or teacher

According to Corder (1981:165) in Yenni (2007) "error analysis had two functions; the first is theoretical one and the second is a practical one. The theoretical aspect of error analysis part of method used in investigating the language learning process, we have a means of describing the student's knowledge to the teaching he has been receiving. The practical aspect of error analysis is its function in guiding the action we must take to correct no satisfactory state of affairs for the students or teachers.

The writer defines that an error analysis is defined as a systematic description and explanation of errors made by the learners or user in their oral and written production in the target language. It seems that the error analysis may be carried out in order to find out how well someone knows a language, find out how person learns a language an dobtain information on common difficulties or in the preparation on teaching materials.

Types of Error

There are some types of error that made by the students in studying and using English as foreign language. Dulay (1982) in Yenni (2007) book devide "errors into main categories, they are: omission, substitution, addition, ordering."

1. Errors of Omission

The first type of errors is error of omission happens when one or more elements of sentence is/ or omitted. The elements of sentence should be presented, but the learner does not present them. According to Hornby (1974:585) in Yenni (2007) "omission is leaving undone those things that ought to be done."

2. Error of Substitution

The second types of error are error of substitution means that the wrong items have chosen in a place of the right one. Error of substitution happens when some element in a sentence are substituted by another. According to Hornby (1974:863) in Yenni (2007) "substitution is acting for or serving for another."

3. Error of Addition

The third types of errors is error of addition means that some elements are presented which should not be there. It happens because the learners and some elements of a sentence where should not be added there. According to Hornby (1974:11) in Yenni (2007) "addition is process of adding"

4. Error of Ordering

The fourth types of errors is error of ordering is the error where the elements presented are correctly but wrongly sequenced. According to Hornby (1974:591) in Yenni (2007) "ordering is way in which things are placed in relation to one another."

Causes of Error

There are causes of error; there are interlingual error and intralingual error. Interlingual error is an error, which caused by the interference of the learners' mother tongue, Richard (1985:46) in Yenni (2007). The learners transfer their native language (mother tongue) into the target language. In this case, the native language is Indonesian and the target language is English. Interference (negative transfer) is the negative influence of the mother tongue on the performance of the target language learner.

Richard (1985) in Yenni (2007) defines that interlingual error are those that reflect the general characteristic of rule learning such as faulty generalization, incomplete application of rules, and failure to learn condition under which rule apply. Therefore, it is very difficult to create the sentence appropriately. Hence, the new system of language is very important to make a comparative of the two languages, because it can enlarge students' knowledge about the rule of grammar. The causes of intralingual error can be divided into overgeneralization, incomplete application of rules, false concept hypothesis.

1. Overgeneralization

It covers where the learner creates a deviant structure on the basis of this, experience of other structures in the target language. It may be result of the learners reducing their linguistic burden. According to Richards (1974:175) in Yenni (2007) overgeneralization is associated with redundancy reduction.

For example: Budi is a diligent students, isn't it?

It should be: Budi is a diligent students, isn't he?

2. Ignorance of rule restriction

According to Richard (1974:176) in Yenni (2007) ignorance of rule restriction happens when the learners fail to observe the restriction of existing structures that is, the application of rules to context where they do not apply. The learners fail to observe the restriction usage from his previous experience of English.

For example: Don't drop that vase, do it?

It should be: Don't drop that vase, do it?

3. Incomplete Application of Rules

According to Richard (1974:176) in Yenni (2007) incomplete application of rules is the occurrence of structure where deviancy represents the degree of development of the rules required to produce acceptable utterance.

For example: There are a lot of people here, are there?

It should be: There are a lot of people here, aren't there?

4. False Concept Hypothesis

According to Richard (1974:177) in Yenni (2007) false concept hypothesis is the faulty comprehension of distinction in the target language.

For example: Bring me cup of tea, don't you?

It should be: Bring me cup of tea, will you?

Comprehension involves connecting text material with fact, concepts, and beliefs already held by the reader and ordering the information into categories variously termed frames, scripts, or schema (Anderson and Pearson, 1984 in Cook (2004)).

Text is any print material that contains meaning. It commonly includes basal readers, subject area textbooks, fiction and nonfiction trade books and paperbacks, and articles from newspapers and magazines. There are, of course, other forms of printed matter, which teachers may wish to use, including personal correspondence and messages on television, signs, and bulletin boards. Texts differ widely in content, structure, style, and the writer's intent, which may be to inform, persuade, or entertain, or some combination of the three.

Whatever the text, it needs to be organized and written in a manner designed to communicate ideas and information, and to provide the basis for a collaboration between the writer and reader. If not, the text will be incomprehensible to even a capable reader.

Student readers are confronted with materials that may vary a great deal in level of difficulty. In the past, readability formulas have been used to determine the difficulty of a given text (Klare, 1984 in Cook (2004)).

Reading comprehension is not only dependent on the characteristics of the reader and the text but also on the context, or reading environment. A student is likely to read differently in a busy classroom than in a quiet place at home. The context for reading also includes the reader's purpose, the task, the expectations of the teacher, and the perceived result or use of reading. In addition, the makeup of the reading group, the classroom atmosphere, and the interactions with the teacher are important in setting the context for reading (Duffy, Roehler, Mason, 1984 in Cook (2004)).

The task or reading assignment includes the choice of material, the amount of preteaching of vocabulary and concepts, the clarity of objectives, and the knowledge of purpose. Students' will vary greatly according to their understanding of the task and their purposes for reading. For example, if they know they will be tested, students will employ different strategies than if they are expected to discuss the issue. The entire learning situation, including peer attitudes and capabilities, affects the reading achievement of students.

The students' home environments can be crucial to developing reading comprehension. If their homes contain books and other reading materials as well as adults who read, students are more likely to value reading and choose it as an activity. However, parents who are not readers but value and encourage that activity can help provide the necessary motivation to their children.

From the statement above, the writer concludes that reading comprehension is to understand a written text containing information to find what he or she wants to know and get the information of what he or she needs. It can also be concluded that reading is the first step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

Level of Comprehension

Some experts in reading have been developed taxonomies of comprehension skill or task. It can be divided into four categories:

1. Literal Reading

Literal reading is getting the ideas, information or message explicitly stated in the passage. In this level, the reader knows the words meaning, able to paraphrase or recall of details directly in own words.

2. Interpretative Reading

Interpretative reading is identifying ideas or information not explicitly stated in the passage. In this level, the reader able to infer factual information, main idea, comparison. Causes-effect relationships which is not explicitly stated in the passage.

3. Critical reading

Critical reading is evaluating what is read. The reader analyze, evaluate, and react his personal information to the information presented in a passage. In other words, the reader compares his previous experience in the element of the new material of the passage.

4. Creative Reading

Creative Reading is applying which is read to new situation. In this level, the reader able to product a new idea, develop his new insight through the reading materials.

Causes of Errors in Understanding Text

Many different factors contribute as the cause of students' difficulties in 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.

1. Learner's Background

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

1) Interest

Interest is being one of the important factors in order to increase the students' achievement in reading. It can motivate the students to be active in their job or their activity. Therefore, if the readers have interest to read, it will be easier for them to understand what they read. On the other side, if the readers have no any interest to read, it will be difficult for them to understand it.

2) Motivation

Motivation plays an important role in understanding the text. Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. Motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.

Furthermore, in line with the explanation of interest and motivation above, motivation and interest are interconnected. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It will be easier for the students to achieve something if they have interest and motivation to learn it. As well as it will be easier for them understand text, if they have interest and motivation to read the text.

3) Learners' prior knowledge

Mellon stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning. Students who have a lot of knowledge will be easier to learn the new lesson. It means that students with a lot of knowledge about reading will quickly understand about something they read. On the other hand, students who have little knowledge (grammar or vocabulary) may have some difficulties in understanding something they read. For an example, a student who never knows and hears about what is the word *famous*, and in some occasions dealing with it will find the story hard to follow, so he must have prior knowledge that enables him to bring personal meaning to the events and feelings in the story.

2. Teaching Technique

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has 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. Teachers also will become source of learning difficulties if he/she does not choose the right technique to teach the material. They sometimes do not realize that the techniques they use are not in accordance with the subject matter they convey. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material.

3. 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.

1) Home condition

Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they will read something with different sound, vocabulary and structure from that of Indonesia. Learning reading without parents' guidance will make students feel difficult in learning. They will have difficulties in understanding something they read or they will misunderstand about the texts they read.

2) School condition

The school condition also can be the cause of students' learning difficulties. School which lack of learning media, such as English books will influence the students' ability in learning reading. The lack of learning media such as English books, magazines or newspapers makes the learning reading process become ineffective and will be hamper students' understanding about the material. From all of the explanations above, teachers need to be able to identify the difficulties experienced by their students and also the cause of the difficulties.

Descriptive text

Descriptive text is one of the texts taught in junior high school besides procedure, recount, narrative, and report text. Based on English Curriculum for Junior high School, descriptive text is defined as a text which describes

something, someone, or place in details. The purpose this text is to tell the reader what the writer feels. According to Depdiknas the components of descriptive text are:

1. The generic structure of descriptive text:

1) Identification

It identifies things, person, or something to be described.

2) Description

It describes the characteristic of thing, person, or place.

2. Language feature

1) Using specific nouns

The noun is something that will be described in the text. For example: my home, teacher, cat, etc.

2) Using simple present tense

3) Using detailed noun phrase

It is used to give detail information about the subject. For example: it has large open rowboat.

4) Using many kinds of adjective

It is used to describe, number, and classify an object. For example: two strong hand, a smart girl, etc.

5) Using relating verbs

It is used to give information about the subject. For example: my sister is very beautiful.

6) Using action verbs

It is used to tell the condition clearly. For example: my dog licks my foot.

7) Using thinking verbs and feeling verbs

They are used to express the writer's personal view of the subject. For example: I think he is a kind boy.

8) Using figurative language

Descriptive used figurative speech such as, simile, metaphor. For example: the young lady is white as a chalk.

9) Using adverbials

It is used to give additional information. For example: at the big house.

Therefore, in reading descriptive text, the readers should be able to close their eyes and imagine what the picture described in the text, and what the picture looks like through reading the text. The students have to understand the whole content of the text in order to get the point and be able to answer the question from the text. Therefore, there are many students who have difficulties in understanding descriptive text.

Conceptual Framework

The problems faced by the students in one might be different from the order schools. This research will differ from all of those previous researches from some aspects. First, in this research the researcher emphasized on the difficulties in understanding reading text faced by vocational school students. This is important to help the teachers be aware of the problems and consequently try to solve the problems in the earlier level of study and improve the students' reading competence. Second, this research will focus on the students' difficulties in understanding descriptive texts. This was based on the preliminary study result that there are many students who still face difficulty in understanding the descriptive text. Moreover, the differences are also about data collection technique and data analysis used in this research.

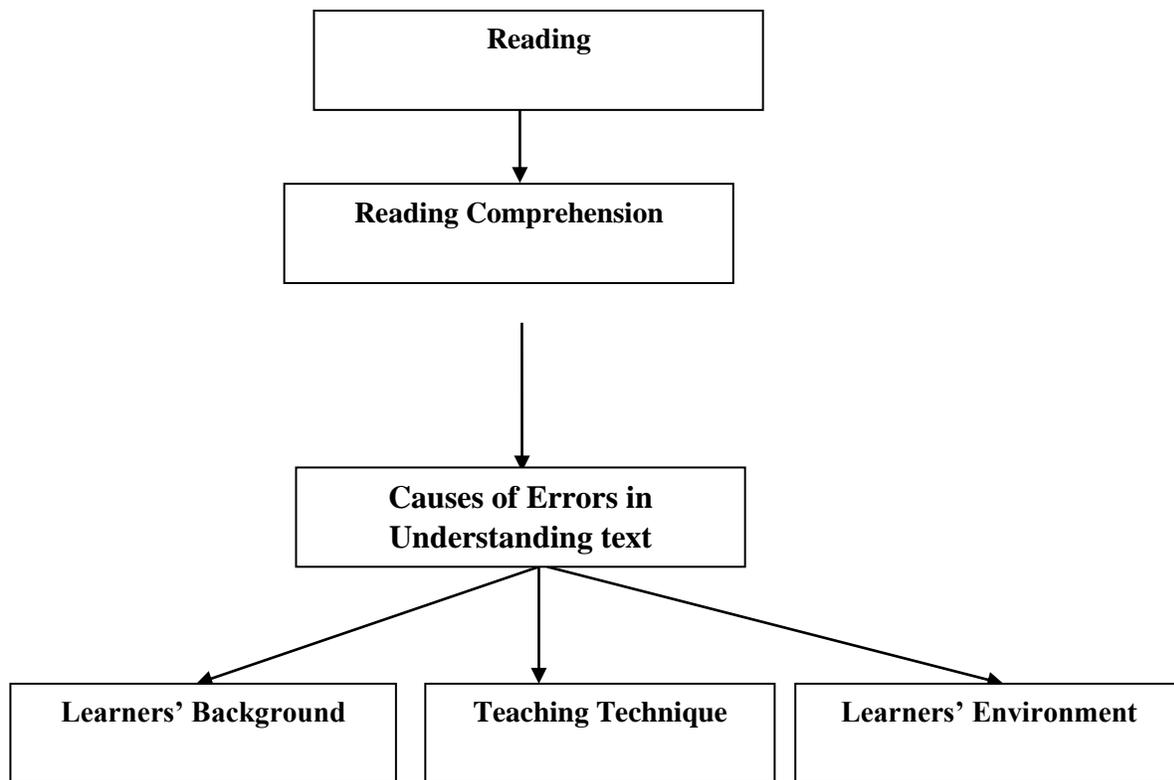


Figure 1. Conceptual Framework Error Analysis on reading comprehension at Vocational School (Tamba, 2015).

2. Research Design

This research was conducted by using descriptive quantitative method. According to Sugiono (2009: 14) quantitative study is a research method that based on positivistic philosophy, used to conduct research on certain population and sample, technique of taking sample generally collected randomly, collecting the data uses research

instrument, and statistics data analysis to examine the determined hypothesis. Descriptive research is to identify, to describe, to classify and to analyze the data.

This study observes the difficulties of seven grade students in reading comprehension. It also investigated the kind of processes and circumstances used on their reading. In accordance with the proposed research questions, this research is designed to be qualitative which settled descriptive case study.

Wallace (1998:256) states that population is group of people that want to find out about by doing your research. A sample is a small proportion of a population selected for observation and analysis. It is understood that sample taken is considered to be a representative of the population. The population of this research is vocational school Palapa Pancur Batu. The total number of students is 69 students and from 2 classes. The sample of the research is a class which consists of 25 students.

The data which will be collected in this research is qualitative data. Wallace (1998:38) says “Quantitative is used to describe data which are not receivable being counted and measured in an objective way, therefore subjective.” This research is applied to know the students’ difficulties in reading comprehension. While the qualitative data was collected by using test.

The technique analysis in this research used data quantitative The quantitative data was taken from test. In conducting in this study, the researcher uses some steps to collect the data, it was reading test. A test is a method of measuring a person’s ability, knowledge, or performance in a given domain. In this research, the test is used to answer the research question number one; the difficulties in understanding English reading text faced by the students. The test is the non-objective short answer test that requires the students to answer several questions based on their understanding about the text. The test was administered to 15 students of the ten grade of in PALAPA Pancur Batu who detected as having difficulties in understanding the reading text.

Technique of Analyzing Data

Having collected all of data from some instruments (test, questionnaire and interview), the researcher will analyze the data. The data of this study are analyzed by using descriptive quantitative technique. The steps are as follows:

1). Firstly, the researcher analyzed the result of the test to determine the students’ difficulties in understanding the descriptive text, in what skill the students face difficulties in understanding the descriptive text, in what skill the students face difficult in order to understand the content of the text. The researcher distinguished the students’ difficulties from the mistake they done in answering reading questions.

2). Tabulation

From the initial data above, the researcher tabulated the data by counting the response from each data. To know the percentage of data from test and questionnaire, the researcher use formula:

$$P = F/N \times 100\%$$

Where,

P = Percentage

F = Number of frequency of the respondent answer

N = Numbers of respondents

3). Description

The researcher will describe the data and also the percentage of data. It is to make the result of the research clear and readable.

4). Conclusion

Finally, the researcher concludes the result of this research and she will present it in the form of narrative.

The Data

The data used in this research is the test, and the research finding presents the result of the research based on the data.

The data obtained from the result of the test given to the students is about the difficulties faced in understanding English reading descriptive text. The data was collected on Wednesday 20th of May. Based on the data, then the researcher obtained the following results.

3.Data Analysis

In this research, test is used by the researcher to know the students' difficulties in understanding English descriptive text. The researcher conducted three times tests to ensure that students can answer correctly. The test was given to the students on 20th of May. In the test the students were asked to answer several questions based on their understanding about the text. There are six questions in each test. The questions are about identifying main idea, identifying specific name, identifying word, identifying specific items, finding the reference and understanding the structure of the text. The participants worked on the test under the supervision of the researcher herself and the English teacher.

Detail analysis of the data about the students' difficulties in understanding English descriptive text is explained below.

1) Identifying Main Idea

The first question of each test asked the participants to identify the main idea of the text. The result of the test can be seen in the following table:

Table 4.1 The Result of test in Identifying Main Idea

Step of test	Question	N	F	Percentage(%)
1	What does the text tell about?	25	15	60%

The table shows that there were fifteen (60%) of participants made mistakes in identifying main idea in the first test. Most of them identified that the main idea of the text was "*Dinda's friend*" which is not included all the discussion in the text. It was wrong answer because the right answer of this question "*my best friend*" which included all the discussion in the text. Since almost half of participant who cannot give appropriate answer to this question it indicated that the students have difficulties in identifying main idea

2) Identifying Name

In the question number two, the participants were asked to identify specific name in the text. The result of the test is shown in the table.

Table 4.2 The Result of Test in Identifying Name

Step of test	Question	N	F	Percentage(%)
1	What is the name of writer's best friend?	25	5	20%

The table shows that there were five (20%) of participants made mistake in identifying name in the test. The students said that the name of the writer's best friend is "Siska". The right answer of name of writer's best friend is "Dinda" as explained in the first paragraph "... but Dinda has been my best friend since junior high school".

3) Identifying Specific Word

The third question of the test asked the participants to identify specific word related to the text. The result of the test can be seen in the table below.

Table 4.3 The Result of Test in Identifying Specific Word

Step of test	Question	N	F	Percentage (%)
1	What does Dinda look like ?	25	22	88 %

The table shows there were twenty two (88%) of participants cannot identify the specific word of the text in the test. It proved that the participants have difficulty in identify specific word. Therefore, they cannot find the word show the characteristic of Dinda in the text. There were fourteen participant identified that the word showed the relation is *“she acts like and stamp her”* and the eight participant answered *“ofer than she likes 1 feres”*. Their answer was wrong because the right answer of the word to show the characteristic of Dinda is *“good looking, not too tall, fair skin, and wavy black hair”*.

1) Identifying Specific Items

In the fourth question the students asked to identify specific items in the text. The result of the test is shown in the table below.

Table 4.4 The Result of Test in Identifying Specific Items

Step of test	Question	N	F	Percentage (%)
1	How many writer’s best friends are mentioned in the text?	25	25	100%

The table shows there were twenty two (88%) of participants cannot identify the specific word of the text in the test. It proved that the participants have difficulty in identify specific word. Therefore, they cannot find the word show the characteristic of Dinda in the text. There were fourteen participant identified that the word showed the relation is *“she acts like and stamp her”* and the eight participant answered *“after than she likes 1 feres”*. Their answer was wrong because the right answer of the word to show the characteristic of Dinda is *“good looking, not too tall, fair skin, and wavy black hair”*.

2) Identifying Specific Items

In the fourth question the students asked to identify specific items in the text. The result of the test is shown in the table below.

Table 4.4 The Result of Test in Identifying Specific Items

Step of test	Question	N	F	Percentage (%)
1	How many writer’s best friends are mentioned in the text?	25	25	100%

The table shows there were twenty five (100%) of participants made the same answers in identifying specific items in the test. They answered *“one”* in the text. Therefore, all of them answered the question correctly.

3) Finding Reference

The fifth question of the test asked the students to find the reference from word in the text. The result of test can be seen in the table below.

Table 4.5 The Result of the First test in Finding Reference

Step of test	Question	N	F	Percentage %
1	“I first ,et her at junior high school orientation and we’ve been friends ever since” what does the word “ her ” refer to?	25	7	28%

The table shows there were seven (28%) of participants who cannot find the reference of pronoun in the text in the test. The word *“her”* in the text refers to *“Dinda”* but the participant answered that *her* refers to *“he”*.

4) Understanding the Structure of the Text

The last question in the test measured the participants’ understanding about the structure of the text. The result of the test shows in the table.

Table 4.6 The Result of Test in Understanding the Structure of the Text

Step of test	Question	N	F	Percentage(%)
1	Why do many friends enjoy Dinda’s company?	25	22	88%

The table shows there were twenty two (88%) of participants who cannot understand the structure especially the question word of the text in the test. The question asked the participant to find the reason why many friends enjoy Dinda’s company. Twenty two students answered *“Dinda”* their answer was incorrect because the best reason is *“she is always cheerfull she is also very friendly, and likes to make friends with anyone, like many other girls, she is also talkative, she likes to share her thoughts and feelings to her friends”*

The Research Finding

Based on the result of the data analysis, the researcher found that the students have difficulties in five points. They are identifying main idea, identifying name, identifying specific word, finding reference, and understanding the structure of the text.

1) Identifying Main Idea

The result of the test shows the high percentage of the participants who cannot identify the main idea of the text appropriately. There were fifteen (60%) of participants made mistakes identifying main idea in the first test. It means that they have difficulties in identifying main idea. Vener states that identifying main idea is important because it is included the overall idea of the paragraph. Furthermore, the main idea provides the message of a given paragraph or the argument that is being made about the topic. So, if they cannot identify the main idea they will not be able to understand the whole content of the text.

2) Identifying Name

The result of the test shows the low percentage of the participants who cannot identify name of the text appropriately. There were five (20%) of participants made mistakes in identifying main idea in the test. It means that they have difficulties in identifying name.

3) Identifying Specific Word

A written text may be difficult to understand because it contains many words that are unknown to understand because it contains many words that are unknown to the student. Therefore, sometimes the students experienced difficulties in identifying specific word in the text. It may be because they are lack of vocabulary or background knowledge about the word. Data from their test shows this problem. There were twenty two (88%) of participants cannot identify the specific word of the associated with different signal words. It was indicated that the students still confuse with the vocabulary in the text that they have read. So, they made mistake in identifying specific word in the text. Therefore, the researcher takes conclusion that the students have difficulties in identifying specific word.

4) Finding Reference

The result of the test shows the low percentage of the participants who cannot find reference of the text appropriately. There were seven (28%) of participants made mistakes in finding reference in the test. It means that they have difficulties in finding reference.

5) Understanding the Structure of the Text.

The result of the test shows that the students have difficulty in understanding the structure of the text. There were twenty two (88%) of participants who cannot understand the structure of the text in the text.

The result of their answer revealed that the students cannot find the signal word in every text. Consequently, they made mistake in understanding the structure of text.

This chapter presents the conclusion and suggestions related to the research findings of this study.

4. Conclusion

After analyzing the data, the researcher takes conclusion that from 25 students as the sample, there are 15 students have difficulties in identifying main idea, 5 students have difficulties in identifying name, 22 students have difficulties in identifying specific word, 7 students have difficulties in finding reference, and 22 students have

difficulties in understanding the structure of the text. It can be seen from the high number of percentage of participants who answered wrong on every question of the test.

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