STUDENTS’ READING COMPREHENSION PROBLEMS IN UNDERSTANDING REPORT TEXTS: A CASE STUDY AT SMP NEGERI 1 BANYUBIRU

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Shabrina Tara Ernanda
112013109

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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STUDENTS’ READING COMPREHENSION PROBLEMS IN UNDERSTANDING REPORT TEXTS: A CASE STUDY AT SMP NEGERI 1 BANYUBIRU

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ABSTRACT

This study aimed to find out the problems in understanding report texts faced by (49 Ninth Grade Students of SMP Negeri 1 Banyubiru in Academic Years 2019/2020). Quantitative and qualitative data used in this study were collected through the use of tests and interviews. The tests were used to discover students’ reading problems and the interviews as a triangulation instrument to get the qualitative data. The findings of the study were classified into two categories; organization and language. The language consisted of two categories; grammar and vocabulary. The results of the tests showed that there were 33 of 49 students (67.3%) got low scores (<7) and the rest of the students (32%) got higher scores (>7). The mean score of all students was 6.38 which means that most students had difficulties in understanding report texts. The results of the tests showed that there were three main problems underlying students’ reading comprehension difficulties: Organization problems (49.6%), Vocabulary problems (33.4%) and Grammar problems (12.2%). It is expected that this study would be useful for teachers in improving their reading in teaching and learning process in order to overcome the students’ problems in understanding reading texts.

Keywords : reading comprehension, reading difficulties, report text.

INTRODUCTION

Reading is a combined process between the text and the readers’ knowledge to construct meaning (Anderson et al. 1985 in Gilakjani, 2016). By reading, students will get a lot of information and knowledge provided in the text.
Similarly, Gilakjani (2016) stated that reading is a process to convey the meaning from texts where the readers need to use appropriate reading strategies. There are many texts for students with different levels of knowledge. Therefore, students should get the reading materials that are suitable for them according to their level of proficiency (Gilakjani, 2016). However, not every student fully understands what they are reading. The roles of the teachers are needed in facilitating the students to have an effective and comprehensive reading skill.

It is important to have reading comprehension skill (Underwood, 1994 as cited in Grace & Novotny 2011). As we know that the purpose of reading is to understand the text, students who read a particular text are expected to know the content of the text. Duke (2003) as cited in Gilakjani (2016) stated that comprehension is a process to get the meaning from the text by combining readers’ previous knowledge, information in the text and readers’ point of view. In other words, students who possess a good reading comprehension skill are affected by their prior knowledge and experiences.

Reading comprehension supports students’ learning activity because they can filter the information needed to meet their learning goals. However, the ability to comprehend a text is different for one student to another. When I was doing my teaching practicum in SMP Negeri 1 Banyubiru, I found that most students had difficulties in understanding English reading texts. There were only a few of them who had better understanding of the reading texts.

Unfortunately, most students in SMP Negeri 1 Banyubiru experienced the same problems in understanding English reading texts especially the report texts.
This study aims to find out the problems faced by the students of SMP Negeri 1 Banyubiru in understanding report texts. Hopefully, this study will be useful for readers especially teachers as an overview to improve their performances in teaching and learning process to help the students improve their reading comprehension skill.

**LITERATURE REVIEW**

In this section, there are four different topics that will be reviewed, namely: reading comprehension, reading difficulties, report texts and other relevant studies related to reading comprehension problems.

**Reading Comprehension**

According to Anderson et. al. (1985), “Reading, comprehending and thinking with language and the printed word are cultural phenomena.” In Indonesia, reading comprehension is a crucial skill for students in learning English as their foreign language. Students need to acquire this skill to assist them in comprehending the texts easily. Similarly, Novotny & Grace (2011) explained that reading comprehension is the process of getting the meaning and information in the text. In addition, Anderson et al. (1985) mentioned that to become a skilled reader, some efforts need to be taken. To become good readers, students need to read as many books as they can to enrich their knowledge. However, students with lack of comprehension skill will not find the true meaning of reading itself (Whitbeck, 2010). Here, the teacher’s role is important to help his/her students to enhance their reading comprehension skills.
Anderson et. al. (1985) further explained that comprehension constructed by the students through their prior knowledge with the information in the text. Whitbeck (2010) emphasized the importance of comprehension as a central of learning to connect to the text. The more knowledge the students have, the easier it will be for them to comprehend the text and vice versa. Moreover, Duke & Pearson (2002) stated that the quality in each text requires different level of understanding. The more knowledge they have, the easier the text can be understood.

**Report Texts**

According to Jasuli (2017:122), a report text is a text which contains of general information and its purpose is to inform the readers about one specific thing. Jasuli (2017) further explained that report texts have two generic structures: general classification and description. In addition, to comprehend report texts, students need to know which part belongs to general classification and which part belongs to description (Jasuli, 2017).

**Reading Difficulties**

Reading difficulties occur when the students do not have enough background knowledge, sufficient vocabulary and knowledge of grammar (Arlina, Jufrizal and Rozimela, 2014:48). Thus, the students need to manage their ability in mastering vocabulary. Based on Liu and Nation (1985) and Laufer (1989) as cited in Arlina, Jufrizal and Rozimela (2014), students need to master at least 95% of the words in a text to be able to comprehend the text and guess the meaning of the unfamiliar words. Students with limited vocabulary will have difficulties in
both understanding the text and answering the questions about the text. Cowell (2012) found out that there are several reasons why students have problems when they try to understand a text: lack of prior knowledge, fluency and vocabulary and their innability to connect to the text.

According to the study done by Shehu (2015), there are four reasons causing reading difficulties:

1. Vocabulary. The students find new words in the text and become their obstacle in understanding the text. Students who have insufficient vocabulary knowledge need to improve their vocabulary knowledge in order to comprehend the text.

2. Working memory. The students have difficulty to process the information in the text they just read. They cannot recall the information because their working memory works slowly.

3. Absence of extensive reading. Students have less interest in reading that affect their reading comprehension ability. Students who read very little or almost none will not be able to understand a text and this may lead them to failure in understanding the text.

4. Types of text. Types of text influence students’ reading ability because there are some texts which are easier to be understood and others which are difficult.

**Previous Relevant Studies**

There are some previous relevant studies that have been done by a number of researchers that are reviewed below:
Cowell (2012) in Alabama tried to investigate the use of pre-instruction of vocabulary in order to improve students’ reading comprehension of narrative texts. This study showed that instruction was used to determine the unfamiliar words to possess the meaning of the words. This study also found some students’ problems in comprehending the text. The problems were students’ lack of background knowledge, inability to connect to the text, limited vocabulary knowledge, lack of fluency and word knowledge. The results of this study showed that pre-instruction could help the students to overcome their problems in comprehending narrative texts. Pre-instruction also supported the vocabulary knowledge and reading comprehension relationship. By the help of pre-instruction, students’ post test scores increased.

Shehu (2015) tried to find students’ reading comprehension problems in Albania. In this study, there were four general problems on reading comprehension: vocabulary (students found unfamiliar words), working memory (students could not recall the information they just read), absence of extensive reading (students only read a little, failed to decode a text or analyzed the meaning) and types of texts (some texts were easy while others were difficult).

Mehjahdi (2015) did a research (to identify reading comprehension difficulties among foreign language students) in Algeria. The result of the study showed that the main problem faced by the students in reading was in understanding vocabulary. For example, the words that had similar lexical forms and the existence of various meanings for the same words when they were put in different contexts. Besides, foreign language students may not know English idioms and proverbs because they tended to translate word by word. Other than
that, students did not have habitual reading which caused them find lots of ambiguous words and had difficulty in pronouncing the words.

The research from Hanifah (2014) found that based on her observation during her research, she found that students had some problems in understanding report text: students’ difficulty in identifying the generic structures, students’ difficulty in the language features, and students’ lack of vocabulary. Moreover, students are also failed to discover the implicit meaning and the conclusion.

The research did by Sarwo (2013) analyzed students’ problems in comprehending narrative texts in Pontianak. Based on the research finding, students had difficulties in understanding the generic structures of narrative texts and they were lack of vocabulary. The result of this study revealed that students were failed to answer most of the questions because they were lack of knowledge in both the generic structures of the texts and vocabulary.

Another research done by Ismaya (2017) aimed to find students’ difficulties in understanding narrative texts. According to the results, there were three main problems and three factors underlying the students’ difficulties. The problems were students could not find the information, understood the context, and were lack of reading fluency. The factors which caused those problems were learners’ background knowledge, teachers’ teaching techniques, and learners’ environments.

**THE STUDY**

This study aimed at finding out the problems faced by the students in comprehending report texts. The research question was formulated as follows:
“What are the problems faced by the students of SMP Negeri 1 Banyubiru in understanding report texts?” This section explains the context of the study, the participants, the instruments used for this study, data collection procedures, and data analysis procedures.

**Context of the Study**

This study was conducted in SMP Negeri 1 Banyubiru, Central Java. The researcher chose SMP Negeri 1 Banyubiru because it was the researcher’s teaching practicum site. In order to get the data, the researcher chose the third grade students who had been familiar and were learning report texts.

**Participants**

The participants of this study were forty nine students of grade nine from class A to F who did the test, and ten students were chosen to be interviewed. The participants for the test were chosen by using a purposive sampling based on the teacher’s judgement. Forty nine students were selected based on their level of proficiency: high, average and low proficiency. The number of students participating in the test from each class are: IX A: 10, IX B: 6, IX C: 10, IX D: 10, IX E: 5 and IX F: 8. Ten students with low test scores were selected to do the interviews.

**Data Collection Instruments**

This study tried to answer the research question “What are the problems faced by the students of SMP Negeri 1 Banyubiru in understanding report texts?” The research instruments used to answer the research question were test and
interview. The test results were used as quantitative data. The test was adapted from Kumpulan Soal Bahasa Inggris SMP SMA and EnglishAhkam and were combined into one reading material. Meanwhile, multiple choices and open-ended questions were made by the researcher by referring to the reading material. The tests consisted of ten questions of multiple choices and four open-ended questions.

The second instrument was a semi-structured interview to collect the qualitative data. There are five questions asked in the interview. The data collected from the interview is also used to triangulate the quantitative data. The use of interview was to obtain deeper information related to students’ problems in comprehending report texts. The interview was conducted in Bahasa Indonesia to make the students easier in answering the questions and to get as reliable answers as possible.

**Data Collection Procedures**

This study is a case study which according to Johansson (2003) is expected to find out the complex answer of a case to be used in the social sciences. This study used both quantitative data and qualitative data. The quantitative data were collected by using a test. According to Brown (2004:3 in UK Essays, 2018), a test is used as a tool to know students’ ability. By doing the test, students were expected to know their own performances in learning some specific fields. After the test was done, the next step was collecting qualitative data by using semi-structured interview as a follow up procedure. Interview is a conversation between an interviewer and an interviewee to collect the information
behind the interviewee’s experiences (McNamara, 1999 as cited in Roshan & Deeptee, 2009).

The data from the tests were collected on Wednesday, November 6th, 2019. Before the tests began, the researcher asked for permission from the teacher to do the tests for 40 minutes. After that, the tests were handed to 49 students from IXA to IXF. After the tests were done, the researcher checked and scored the test papers and then chose 10 students with the lowest scores. The researcher invited the ten students to the interview in the following day. The entire interview was done in Bahasa Indonesia to make the students felt more comfortable and recorded using a smartphone. The interviews were used to dig further information related to the students’ problems in understanding report texts. Then, the interview results were transcribed to get clear information from the participants. The students’ answers from both the tests and interviews were grouped based on the problems into three categories of organization problems, vocabulary problems and grammar problems.

**Data Analysis Procedures**

In brief, the results of the tests were calculated to know the students’ mean scores of the tests. Then, the data from the interviews were transcribed to analyze the students' problems. Both data from the tests and interviews were grouped and categorized into organization problems, vocabulary problems and grammar problems. The next step was that each category was calculated to know the percentage of each problem.
FINDINGS AND DISCUSSION

This part presents the findings and discussion of the research about students’ reading comprehension problems in understanding report texts. The data from the tests were classified into three categories; namely: organization, grammar and vocabulary. The data from the interviews as the qualitative data were used to support the data from the tests. The results of the tests are presented in the table below:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Type of Questions</th>
<th>Test Item Number</th>
<th>Number of Students with Wrong Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Multiple choice</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Open-ended</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Language (Grammar)</td>
<td>Multiple choice</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>(Vocabulary)</td>
<td>Multiple choice</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
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<td>5</td>
<td>20</td>
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<td></td>
<td></td>
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<td></td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Open-ended</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 1. Participants’ Test Results

Question number 1 & 9 (multiple choice) and 5 (open-ended) are related to Organization, question number 10 (multiple choice) is related to Grammar and question number 2, 3, 4, 5, 6, 7, 8 (multiple choice) and number 1, 2, 3, 4 (open-ended) are related to Vocabulary.
The percentages of students’ wrong answers for each category in the test are presented in the following chart:

The data from the test showed that the students’ ability in understanding report texts can be categorized as low. There were 33 students or 67.5% of them who got low scores (<7) for this test. The rest, 16 students, got higher scores which varied from 7 to 9. From the results of the tests, the researcher calculated the mean scores for the test for each class from IXA to IXF to see the difference: IXA (6.13), IXB (8.42), IXC (5.65), IXD (6.26), IXE (7.54), and IXF (5.32). The students in IXB and IXE got better scores than the rest of all classes which indicates that the students had better understanding of report texts. In total, the mean score of all classes was 6.38.

The results from the test and interview showed that there are three main problems in understanding report texts, they are:

1. **Organization Problems**

   Organization is used to organized the text to help the readers understand the information put in the text. The organization of report texts
includes the type of text, the purpose, and the generic structure. Text organization knowledge is tested through question number 1 & 9 (multiple choice) and 5 (open-ended). For question number 1 (multiple choice), 24 out of 49 students chose the wrong answers, 13 out of 49 students chose the wrong answers for question number 9 (multiple choice), and 47 of 49 students answered question number 5 (open-ended) incorrectly. There were only 2 students who could answer question number 5 (open-ended) correctly when they were asked: What are the generic structure of the text? Many students failed to answer this question correctly because they could not answer it properly or just wrote unnecessary answers. The questions in part 2 of the test are worth 2 points for each number. Therefore, once they answered it wrong, their points would decrease a lot.

The results of the tests revealed that 49.6% students have difficulties in understanding organization of report text. It means that most students were weak at identifying what are the organization of report texts. This results in line with the results of the research did by Sarwo (2013). Most students in this study could not understand the generic structure of the texts. The research did by Hanifah (2014) also found that generic structure is one of the three main problems in understanding report texts. Based on my interview with the participants, they could not mention the generic structure of report texts by saying:

“No, I don’t know the generic structures” (Student G).

“I don’t know the generic structures” (Student I).

“Hmm..I don’t know the generic structures” (Student J).
The statements above show that students had difficulties in identifying the generic structure of report texts. Most of them could not even mention a single correct answer related to that topic. The researcher concludes that the students may have forgotten some of the learning materials especially the materials related to report texts since they did not learn it intensively.

To be able to do the test well, students need to at least be aware of the kind of text they have. Although they have learned and are familiar with report texts, they cannot remember most of the information they have forgotten from the learning activity. This result is similar to the result of the research done by Shehu (2015). According to him, students are lack in their working memories as they cannot process the information they got. It is proven from the results of the tests where many students cannot answer the questions related to organization of report texts. Thus, most students wrote unnecessary answers and some of them did not answer the question at all for question number 5 (open-ended). This happens because the students could not recall the information they got in the previous time. Mostly, students were not aware that understanding the organization of the text was important and could help them to follow and understand the information in the text.

2. Vocabulary Problems

Vocabulary is a set of words that is used to communicate effectively in both oral and written (Ali, 2010). Good mastery of vocabulary will help students to learn the language used in listening, speaking, reading and writing well. However, the results of the test
conducted in this study showed that some students did not have sufficient vocabulary as they could not answer the questions related to this category (33.4%). The list of students with incorrect answers in each question item can be seen in Table 1 on page 11. For this category, question number 7 got the biggest number of incorrect answers. When the students were asked: “The antonym word of ‘strong’ is... ,” 31 out of 49 students chose the wrong answers. This shows that their vocabulary knowledge is still very limited. One student said:

“ I like it. But I get confused when I do not know the meaning” (Student B).

“The problem is... I do not know the meaning” (Student B).

As shown by the above statements, students mostly had difficulties in understanding and doing the test of report texts because they did not know the meaning of the words. Most students failed to answer the questions which are related to vocabulary because they were lack of vocabulary knowledge. Cowell (2012) stated the same findings that students’ lack of background knowledge and vocabulary affect their performances in doing the pre-test. Accordingly, the result of the research done by Mehjahdi (2015) showed that most students find it difficult to understand vocabulary especially, the words that have similar lexical form.

Some students also have difficulties in understanding the open-ended questions related to defining a word. Students tended to give unrelated answers because of their inability to understand the questions. The researcher found that some of the students could not make their own sentences as shown in their answers for question number 2 and 3 (open-
ended). For example, in question number 2 (open-ended) where the students were asked to mention the characteristics of elephant. Instead of mentioning the characteristics, they wrote the whole sentences in paragraph 2 on their answer sheets. One student wrote down:

“Elephants are the strange looking animal with their thick legs, huge sides and backs, large hanging ears, small tails, little eyes, long white tusks and above all they have noses called trunks” (Student of IXA).

“Their trunks are strong enough to pick up trees but sensitive enough to pick up flowers” (Student of IXA).

Based on the above answers, the students preferred to copy the exact sentences in the text because they could not sort out unnecessary words which were not related to the answers. Supporting this finding, Arlina, Jufrizal and Rozimela (2014) stated that students with lack of vocabulary knowledge will not be able to deduce the idea between sentences and paragraphs.

The results of the interview also showed that the factor underlying students’ difficulties in comprehending report texts is vocabulary. The same findings were found in Ismaya’s (2017) research where most of the students in her study could not find the information and the context which were implied in the texts because of their lack of vocabulary.

In addition, the researcher found that students with lack of vocabulary tended to pass the question or just guess the answer when they were doing the test, as stated in below statements:

“Usually, I pass that question and jump to another question. After I finished, I will come back to that question” (Student B).

“I pass the question and find the easier one” (Student C).
“I try to guess the answer” (Student D).

“I try to answer the easy questions first” (Student F).

Beside that, student A, C, D and E had a similar problem of not knowing or understanding the words used in the text when they tried to understand report texts, as shown in the following statements:

“When I don’t know the meaning” (Student A).

“The meaning” (Student C).

“I don’t understand the language” (Student D).

“I don’t know the meaning” (Student E).

Based on the students’ statements, several of them mentioned that they had less interest in learning report texts or even just English in general because it was quite difficult for them to understand. This may be the reason why they got low scores in their tests. Some of them said:

“Yeah, kind of” (Learning report text) (Student C).

“It is difficult” (Learning report text) (Students C).

“Just so-so” (Learning report text) (Student D).

“I don’t really like it” (Learning English) (Student G).

“Yeah sometimes I like it” (Learning English) (Student H).

“Sometimes I just don’t like learning that lesson” (Learning texts in general) (Student H).

The students’ statements varied according to their opinions. Some students were not interested in learning report texts or any other texts and some of them just did not like learning English in general.
3. Grammar Problems

Grammar needs to be learned especially for foreign language students to master the language. Students with poor grammar mastery will have many difficulties especially in the writing skill. As shown in Figure 1, grammar is the third main problem in understanding report texts (12.2%). The percentage is not as high as the other two problems which means that most students had enough grammatical knowledge to understand the grammar rules of report texts. Hanifah’s (2014) research also discovered that grammar (language features) became one of the problems in comprehending report texts. In my study, based on the results of the test, 6 students failed to identify the tenses used in the text (question number 10, a multiple choice question). One student said:

“It is difficult to like identify it and sometimes I also forgot the tenses” (Student G).

“I do. It is about the to be” (“to be’ used in the tenses) (Student H).

Besides, from the interview with the participants, some students stated that they faced difficulties in spelling the words correctly. The researcher asked them to spell some words to test their ability in spelling the words. However, some of them did not know how to spell the words given by the researcher as shown in their statements below:

“I don’t know how to spell it” (Student H was asked to spell the word ‘description’).

“No, I can’t” (Student J was asked to spell the word ‘trash’). 
There were also some students whose answers on the test had misspelled words. Some misspelled words found in their answers are shown in the following table:

<table>
<thead>
<tr>
<th>Misspelling words</th>
<th>Correct Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanging</td>
<td>Hanging</td>
</tr>
<tr>
<td>sensitive, sentive</td>
<td>Sensitive</td>
</tr>
<tr>
<td>flower, flowr</td>
<td>Flower</td>
</tr>
<tr>
<td>description, deskription, discripsen</td>
<td>Description</td>
</tr>
<tr>
<td>mouth, mouts</td>
<td>Mouth</td>
</tr>
<tr>
<td>Enough</td>
<td>Enough</td>
</tr>
<tr>
<td>ellephant, elephant</td>
<td>Elephant</td>
</tr>
<tr>
<td>Buck</td>
<td>Back</td>
</tr>
<tr>
<td>Clasification</td>
<td>Classification</td>
</tr>
<tr>
<td>Identivication</td>
<td>Identification</td>
</tr>
<tr>
<td>Informasion</td>
<td>Information</td>
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<tr>
<td>Mamal</td>
<td>Mammal</td>
</tr>
<tr>
<td>Different</td>
<td>Different</td>
</tr>
<tr>
<td>Tress</td>
<td>Trees</td>
</tr>
<tr>
<td>Nuses</td>
<td>Noses</td>
</tr>
<tr>
<td>Onther</td>
<td>Other</td>
</tr>
</tbody>
</table>

Table 2. Students’ Misspelling Words

Based on the table above, students need to be more aware of misspelling the words especially when they are doing written tests. Although the answer is correct, but if they misspell their words then the answer will be considered as invalid.

CONCLUSION

Reading comprehension is needed especially for students in order to understand the texts easily. Not only that, it is also expected that students can perform their reading ability, for example in doing a reading test. This study aims to find the students’ problems in understanding report texts in SMP Negeri 1.
Banyubiru. The results of this study revealed that most students had poor comprehension of report texts based on their test scores. The mean score of the tests was 6.38 which showed that they had some problems related to reading comprehension of report texts. Based on the results of this study, most of the students got low scores (<7) for their test.

Moreover, as shown in the findings and discussion, there are three most common problems related to reading comprehension of report texts, namely: organization problems, vocabulary problems and grammar problems. Organization problem has the highest percentage among the two other problems. Commonly, students were not aware of the importance of understanding the organization of report texts that includes the type of text, the purpose, and generic structure of the text. The second most common problem is vocabulary that is shown from the number of students who got wrong answers related to vocabulary understanding. In addition, their limited and insufficient vocabulary burden their ability in doing the test. Meanwhile, compare to the other two problems above, the percentage of grammar problems is not as high as the two others which means that most students have a better grammar understanding.

This study may help the teachers to know students’ problems in comprehending report text. Therefore, this study can be useful for teachers to anticipate the students’ difficulties so that the teachers can help them to overcome their problems. Teachers can also facilitate the students to enrich their knowledge related to reading comprehension.

Nevertheless, this study is limited by the lack of information on the students’ problems in understanding report texts. Eventhough, both instruments
were used to get as accurate data as possible, no one can guarantee whether or not they answer to some questions honestly. Some things can possibly happen during the test and interview such as the students’ dishonesty in answering the given questions.

Therefore, the researcher recommends the future research to investigate deeper information related to the problems in understanding report texts or any other texts. Hence, further information can be collected by using other methods. It is also suggested for other researchers to conduct a study which can find some help for the students to overcome their reading comprehension problems.
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REFERENCES


Appendix 1

Choose the correct answer!

Elephants

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other.

Elephants are the strange looking animal with their thick legs, huge sides and backs, large hanging ears, small tails, little eyes, long white tusks and above all they have long noses called trunks.

Their trunks are strong enough to pick up trees but sensitive enough to pick up flowers. They use them as tools to sweep paths, to draw up water and to lift up leaves to their mouths. They are good swimmers and use their trunks like snorkels.

They live together in family groups. They help each other when in trouble. They take care of each other to protect themselves from the enemy.

1. What is the purpose of the text above?
   A. To give information about something.
   B. To describe a person.
   C. To tell the readers how to make something.
   D. To entertain the readers with a story.

2. What is the main idea of the first paragraph?
   A. Elephants have the strong trunks.
   B. Elephants are the largest land animals.
   C. Elephants live together in family groups.
   D. Elephants are good swimmers.

3. What does the second paragraph tell us about?
   It tells us about...
   A. the way elephants communicate
   B. the way elephants swim
   C. the characteristics of trunks
   D. the characteristics of elephants

4. What is the elephants’ body part that is described in paragraph 3?
   A. Head.                  C. Tail.
B. Ears.  D. Trunks.

5. Which of the following statement that is NOT CORRECT?
A. Elephants have the largest brains among any mammal.
B. Elephants are sensitive to flowers.
C. Elephants cannot talk to each other.
D. Elephants protect themselves from the enemy.

6. Elephants talk to each other. (paragraph 1)
The synonym of the underlined word “talk” is...
A. communicate    C. use
B. help     D. live

7. Their trunks are strong enough to pick up trees... (paragraph 3)
The antonym word of “strong” is...
A. powerful      C. weak
B. tough     D. energetic

8. “They use them...” (paragraph 3). The word “them” refers to...
A. elephants    C. mouths
B. trunks     D. trees

9. What is the type of the text above?
A. Narrative.     C. Procedure.

10. What tenses is used in the text?
A. Present tense.    C. Future tense.

Answer the following questions!

1. What does the text tell us about?

2. What are the characteristics of elephants?

3. What are the functions of the trunks in paragraph 3?

4. Why do elephants take care of each other? (paragraph 4)

5. What are the generic structures of the text?
Appendix 2

Interview 1

Murid A : Saya Yunita, dari IXA.
Pewawancara : Mau tanya boleh ya? Suka bahasa Inggris ga?
Murid A : Suka.
Pewawancara : Suka? Yang paling suka apa? Pas apa?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Suka.
Pewawancara : Suka? Yang suka gitu?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gitu suka ga? Kalau bahas teks, misal teks report, teks naratif, gitu suka ga?
Murid A : Hmm...
Pewawancara : Kalau teks gi...
Interview 3

Pewawancara : Namanya siapa?
Murid C : Nama saya Laura dari kelas IXD.
Pewawancara : IXE?
Murid C : D.
Pewawancara : Oh. D. Sama kaya tadi yang pertanyaannya. Suka ga bahasa Inggris?
Murid C : Hmm..lumayan.
Pewawancara : Biasanya paling suka pelajaran apa? Maksudnya pas bahas apa?
Murid C : Hmm...
Pewawancara : Teks gitu suka ga? Misal teks naratif, teks report?
Murid C : Ya lumayan.
Pewawancara : Lumayan? Biasanya susah ga? Ada kesulitan ga?
Murid C : Susah.
Pewawancara : Masalah apa?
Murid C : Artinya.
Pewawancara : Artinya? Vocabnya?
Murid C : Iya.
Pewawancara : Banyak yang ga tau?
Murid C : Banyak.
Pewawancara : Kalau itu biasanya ngapain?
Murid C : Nyari dikamus.
Pewawancara : Susah ga nyarinya?
Murid C : Susah.
Pewawancara : Kalau pas bikin tes nih, ada teks report, itu biasanya nilai kamu banyak yang bagus apa yang biasa aja, apa banyak yang kurang?
Murid C : Biasa aja.
Pewawancara : Kalau misal bikin tes, kamu ga tau itu artinya, terus kamu ga ngerti, misal nomor 1 ga ngerti, nomor 2 ga ngerti, itu biasanya ngapain?
Dilewatin dulu-kah?
Murid C : Dilewatin dulu, cari yang lebih mudah.
Pewawancara : Oh, baru bikin yang tadi?
Murid C : Iya.
Pewawancara : Berarti kesulitannya di vocabnya?
Murid C : Iya.
Pewawancara : Selain itu ada ga?
Murid C : Engga.
Pewawancara : Vocabnya doang?
Murid C : Iya.
Pewawancara : Makasih ya dek ya.

Interview 4

Pewawancara : Namanya dulu siapa?
Murid D : Khoirunnisa.
Pewawancara : Dari kelas?
Murid D : IXF.
Pewawancara : Hmm mau tanya nih, kamu suka nbahasa Inggris ga?
Murid D : Hmm lumayan sih kak.
Pewawancara : Paling suka pas materi apa?
Murid D : Materi..ah tentang apa itu, membuat kartu itu lho kak.
Pewawancara : Oh iya.. Kalau teks itu suka ga? Teks naratif, teks report, teks-teks yang lain suka ga?
Murid D : Ya..Cuma suka-suka biasa aja kak.
Pewawancara : Ya aja? Susah ga?
Murid D : Kalau dipahami ga susah sih kak.
Pewawancara : Tapi kadang susah ya?
Murid D : Iya.
Pewawancara : Nah, kamu ada kesulitan ga? Misal ada teks report nih, ada kesulitan ga bikinnya atau mengerti teksnya?
Murid D : Ada sih kak.
Pewawancara : Masalah apa?
Murid D : Ga mudeng bahasanya.
Pewawancara : Ga tau artinya?
Murid D : Iya.
Pewawancara : Oh iya. Kalau ada tes nih, tentang teks report. Kamu biasanya yang paling susah ga mengerti vocabnya berarti ya?
Murid D : Iya.
Pewawancara : Kalau misal ga tau jawabannya nih, kamu biasanya ngapain? Dilewatin dulu-kah atau mikir terus, apa ngapain?
Murid D : Ahh dikira-kira aja kak.
Pewawancara : Dikira-kira aja? Kalau ga tau artinya cara dikamus ya biasanya?
Murid D : Iya dikamus.
Pewawancara : Berarti yang paling susah mengerti vocabnya? Karna ga tau artinya ya?
Murid D : Iya.
Pewawancara : Selain itu ada lagi ga?
Murid D : Engga.
Pewawancara : Yaudah, makasih ya dek ya.

Interview 5

Pewawancara : Namanya siapa?
Murid E : Nama saya Yesi.
Pewawancara : Kelas?
Murid E : Kelas IXF.
Pewawancara : Sama pertanyaannya ya. Suka bahasa Inggris ga?
Murid E : Lumayan sih.
Pewawancara : Biasanya nilainya banyak yang bagus, apa biasa aja, apa... .
Murid E : Kadang ada yang jelek, ada yang bagus.
Pewawancara : Kamu paling suka bahasa Inggris pas bahas apa?
Murid E : Pas bahas sayur-sayuran, buah-buahan gitu.
Pewawancara : Yang gampang-gampang?
Murid E : Iya.
Pewawancara : Kalau teks suka ga? Teks report, teks naratif?
Murid E : Lumayan suka.
Pewawancara : Kalau paling susah itu pas apa? Pas mengerti teks nya itu apa yang paling susah?
Murid E : Pas ga tau artinya.
Pewawancara : Kalau ada tes, kamu ga bisa ngerjain, tentang teks report, itu biasanya ngapain?
Murid E : Dilewatin dulu, yang mudah dulu. Nanti yang itu...
Pewawancara : Iya.
Pewawancara : Nah misalnya kamu ga ngerti artinya nih ngapain biasanya?
Murid E : Ya dikarang aja haha diarang.
Pewawancara : Yang paling susah berarti pas ga tau artinya? Masalah vocabnya?
Murid E : Iya.
Pewawancara : Vocabnya kurang ya?
Murid E : Iya.
Pewawancara : Ada yang lain selain itu?
Murid E : Engga.
Pewawancara : Makaih ya dek ya.

Interview 6

Pewawancara : Namanya siapa?
Murid F : Najwa.
Pewawancara : Najwa kelas?
Murid F : IX F.
Pewawancara : Najwa suka bahasa Inggris ga?
Murid F : Lumayan.
Pewawancara : Paling suka materi apa?
Murid F : Yang congratulation itu.
Pewawancara : Kalau teks itu suka ga? Teks report, udah pernah diajarin?
Murid F : Pernah.
Pewawancara : Itu suka ga?
Murid F : Ya dicoba memahami, hehe.
Pewawancara : Susah ga memahaminya?
Murid F : Hmm.. ga tau kak haha.
Pewawancara : Kira-kira susah ga?
Murid F : Ya lumayan.
Pewawancara : Lumayan susah? Nah susahnya itu karna apasih? Kok bisa susah? Gangerti maksudnya apa itu karna apa?
Murid F : Hmm..
Pewawancara : Vocabnya-kah, ga tau artinya-kah?
Murid F : Ga tau artinya.
Pewawancara : Gatau artinya? Makanya susah buat mengerti?
Murid F : Hehe.
Pewawancara : Kalau ada tes nih, tentang teks report, kalau kamu ga tau jawabannya biasanya ngapain?
Murid F : Di..apa ya. Ah...
Pewawancara : Apa? Dilewatin dulu? Apa ngarang? Apa...
Murid F : Cari yang mudah dulu.
Pewawancara : Oh, baru dibikin lagi?
Murid F : He’em.
Pewawancara : Berarti yang paling susah mengerti teks report itu gara-gara masalah vocabnya? Ga tau artinya ya?
Murid F : Iya.
Pewawancara : Selain itu ada lagi ga?
Murid F : Engga.
Pewawancara : Yang penting vocabnya itu?
Murid F : Iya.
Pewawancara : Makasih ya dek ya.

Interview 7

Pewawancara : Namanya dulu siapa?
Murid G : Bagas.
Pewawancara : Dari kelas?
Murid G : IX A.
Pewawancara : Kamu suka bahasa Inggris ga?
Murid G : Ga terlalu.
Pewawancara : Kalau bahas tentang teks gitu suka ga?
Murid G : Suka.
Pewawancara : Teks report suka?
Murid G : Suka.
Pewawancara : Susah ga menurut kamu?
Murid G : Agak lumayan susah.
Pewawancara : Kalau kamu kan bahas teks report nih, tau ga generic structure-nya apa?
Murid G : Engga, ga tau.
Pewawancara : Kalau teks report itu ada general classification sama description. Jadi ga tau ya?
Murid G : Engga.
Pewawancara : Yang kedua masalah grammar. Kamu tau grammar kan?
Murid G : Grammar?
Pewawancara : Heem, grammar kaya past tense, simple tense.
Murid G : Oh iya tau.
Pewawancara : Bisa ga?
Murid G : Sebagian bisa sebagian engga.
Pewawancara : Tapi susah ga buat ngerti tenses-nya? Mengidentifikasinya?
Murid G : Ah kalau secara..ya..bisa dibilang susah bisa dibilang engga.
Pewawancara : Hmm..Kalau soal pengejaan kata, misal kamu disuruh nulis “animal” kamu tau ga cara nulisnya gimana?
Pewawancara : Kalau itu gampang? Yang lain? Masalah grammar yang lain ada yang susah lagi ya?
Murid G : Kalau misalkan yang susah kaya, kadang suka beda-bedain kalau suka lupa gitu kak.
Pewawancara : Suka lupa tenses-nya?
Murid G : Heeh.
Pewawancara : Udah itu aja?
Murid G : Udah
Pewawancara : Makasih ya dek ya.
Interview 8

Murid H : Nama saya Riki, kelas IX A.
Pewawancara : Hmm sama ya. Kamu suka bahasa Inggris ga?
Murid H : Ya..kadang-kadang suka.
Pewawancara : Kadang-kadang?
Murid H : Iya haha.
Pewawancara : Kalau teks itu suka ga?
Murid H : Teks..kalau ceritanya suka. Tapi..kalau pelajarannya kadang-kadang ga suka haha.
Pewawancara : Kalau teks report suka ga?
Murid H : Teks report?
Pewawancara : Udah pernah kan?
Murid H : Sudah.
Pewawancara : Suka ga?
Murid H : Lumayan.
Pewawancara : Lumayan?
Murid H : Iya.
Pewawancara : Ada kesulitan ga?
Murid H : Ada.
Pewawancara : Ada?
Pewawancara : Ada kesulitan dalam teks report?
Murid H : Iya.
Pewawancara : Kalau teks report itu kan ada generic structure. Kamu tau ga generic structure dari teks report apa?
Murid H : Ya ada yang tau ada yang tidak.
Murid H : (Tanya ke temennya)
Pewawancara : Kalau ga tau aku kasih tau ya.
Murid H : Iya.
Pewawancara : Itu ada general classification sama description.
Murid H : Ohh..iya description.
Pewawancara : Kalau yang kedua grammar. Kamu tau grammar kan?
Murid H : Apa? Grammar itu apa?
Pewawancara : Bahas tenses misal simple present tense, simple past tense.
Murid H : Oh..iya.
Pewawancara : Ada kesulitan ga?
Murid H : Ada, to be nya kak.
Pewawancara : Masalah to be?
Murid H : Sama verb verb.
Pewawancara : Kalau pengejaan katanya. Misal disuruh nulis description. Kamu tau ga gimana nulisnya?
Murid H : (Diam, bingung)
Pewawancara : d-e-s..dalam bahasa Inggris.
Murid H : Gak tau kak haha.
Pewawancara : Susahnya itu?
Murid H : Iya, susah.
Pewawancara : Ada lagi selain itu kesulitan dalam teks report?
Murid H : Ya..ga ada kak.
Pewawancara : Udah itu doang?
Murid H : Iya, udah.
Pewawancara : Makasih ya dek.

Interview 9

Pewawancara : Nama sama kelas?
Murid I : Nama saya Ade dari kelas IX A.
Pewawancara : Sama ya, kamu suka bahasa Inggris ga?
Murid I : Engga.
Pewawancara : Ga suka?
Murid I : Engga.
Pewawancara : Kalau teks report suka ga? Bahas teks report?
Murid I : Hmm...
Pewawancara : Teks report tau?
Murid I : Laporan?
Pewawancara : Heem.
Murid I : Kalau dibahas Inggris engga.
Pewawancara : Pokoknya bahasa Inggris engga?
Murid I : Ga suka.
Pewawancara : Jadi kamu ga tau generic structure dari teks report apa?
Murid I : (Bingung)
Pewawancara : Grammarnya? Misal kamu suruh nulis “flower”, gitu bisa ga?
Murid I : Biasa ya..
Pewawancara : f-l-o-w-e-r, bisa ga?
Murid I : Bisa..
Pewawancara : Coba. Flower..apa?
Murid I : Ya..f-l-o-w-e-r, biasa kayanya..
Pewawancara : Iya. Selain itu ada masalah lagi ga sama teks report?
Murid I : (Diam, mikir)
Pewawancara : Kamu mudeng ga bahasanya. Misal vocabnya kamu banyak yang mudeng apa banyak yang engga?
Murid I : Banyak yang engga. Ga suka.
Pewawancara : Pokoknya ga suka ya?
Murid I : Engga..
Pewawancara : Yaudah makasih ya dek ya.

Interview 10

Murid J : Nama saya Raka dari IX A.
Pewawancara : Kamu suka bahasa Inggris ga?
Murid J : Lumayan.
Pewawancara : Kalau bahas teks report udah pernah?
Murid J : Udah.
Pewawancara : Suka ga?
Murid J : Ya lumayan suka.
Pewawancara : Ada kesulitan waktu ngerjain, misal ada soal teks report suruh ngerjain ada kesulitan ga?
Murid J : Ya..ada..
Pewawancara : Biasanya masalah apa?
Murid J : Ya yang to be to be itu.
Pewawancara : To be nya. Kalau vocabnya gitu kamu kesulitan ga?
Murid J : Ya..agak.
Pewawancara : Banyak yang ga tau artinya apa banyak yang tau?
Murid J : Ya..banyak yang ga tau artinya.
Pewawancara : Kalau teks report itu kan ada generic structure. Kamu tau ga generic structure dari teks report apa?
Murid J : Hmm ga..
Pewawancara : Ga tau? Itu ada general classification sama description. Kalau misalnya grammar nih, kamu bisa ga ngebedain tenses antara simple past tense sama present tense?
Murid J : Ya lumayan bisa.
Pewawancara : Terus kalau masalah pengejaan kata, misal kamu disuruh nulis “trash” bisa ga?
Murid J : Hmm..
Pewawancara : Coba bisa ga? Ngejanya gimana?
Murid J : Ga bisa..haha.
Pewawancara : Kesulitannya apa lagi selain itu? Selain to be sama..
Murid J : Ya banyak..
Pewawancara : Pokoknya vocabnya, generic structure nya sama grammar nya.
Murid J : Heem..
Pewawancara : Makasih ya dek ya.