AN ANALYSIS OFSTUDENTS' DIFFICULTIES IN UNDERSTANDING READING ANECDOTE TEXT AT SMP NEGERI 1 LANGSA

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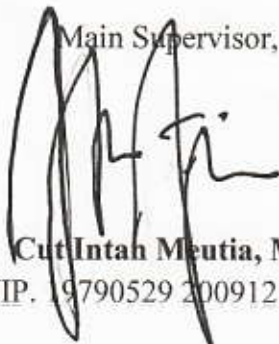As a partial Fulfillment of the Requirement for Sarjana
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STATEMENT OF CERTIFICATION

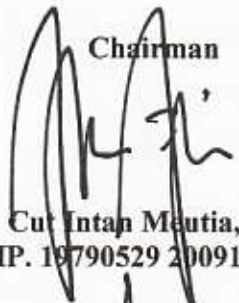## AN ANALYSIS OF STUDENTS' DIFFICULTIES IN UNDERSTANDING READING ANECDOTE TEXT AT SMP NEGERI 1 LANGSA

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Has been defended in *Sidang Munaqasah* by the Board of Examiners and has been accepted as a Partial Fulfillment of Requirements fo *Sarjana Pendidikan (S.Pd)* in English Education Tarbiyah and Teacher Training Faculty on:

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ABSTRACT

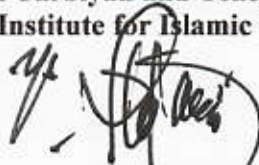**Nurhayati, 2018.** An Analysis of Students' Difficulties in Understanding Reading Anecdote Text at SMP negeri 1 Langsa. Script English Department Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Reading is one of an important skills taught in English learning process besides listening, speaking and writing. They usually have many problems in mastering English words. They have limited vocabulary and difficult transmit their ideas in understanding the meaning of the text; they do not know the context of word used in text; they cannot recognize the meaning of each words; they are not able to hear English words from the speakers; they cannot compose their writing task successfully and they get difficulties to states some sentences in English. Because of that, they must improve their vocabulary. Interactive model is useful for describing their difficulties in understanding reading anecdote text. They are normally used in field experience, but can also be use more informally. Anecdote text is a text which retells funny stories or unusual accidents based on someone's experience, imagination or satire. Anecdote is not only jokes but also exquisite literally devices as well. The major purpose are to stir up laughter, to disclose a truth in general way, or to describe a feature of a character in such a way that is becomes humorous and at the same time give us better understanding of the character.

This research identified students' difficulties in understanding reading anecdote text, also investigated the factors that make the students difficulties in understanding reading anecdote text from external and internal factors.The purposes of this research are to identify kinds of difficulties faced by the students and to investigate the factors that make the students' difficulties in understanding reading anecdote text. The researcher conducted research at SMP Negeri 1 Langsa which is located at Jl. Cut NyakDhienLangsa. The population of the research is the students of eighth grade SMP Negeri 1 Langsa. The subject of the study is VIII-G which is consisted 31 students. The study used here is qualitative approach by using interactive model to describe the students' difficulties in understanding reading anecdote text and the method used here is descriptive to describe the fact systematically. It is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provide by linguistics. The researcher executed questionnaire and interview to collect the data. The result of the data analysis is using data reduction, data display and making a conclusion. The researcher encountered that the most outcome of difficulties in understanding reading anecdote text was developmental difficulties in vocabulary acquisition and proper understanding reading. Moreover, the researcher obtained 51,53% students were internal factors and 47,23% students

were external factors.It means that most of students are caused by internal factors than external factors.

Keywords: *analysis, reading* and *anecdote text.*

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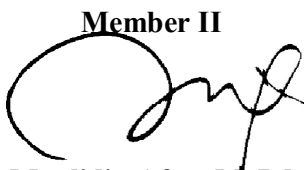
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CHAPTER I

INTRODUCTION

A. Background of Study

Language cannot be separated from people in this world. By language, we can express anything about our feelings, ideas and desire. Moreover, we can build relation with the other people by language. Many people know that English is International language and has important role in our society. Mastering it is absolutely needed, especially for Indonesians who live in developing country. People cannot interact with the other people in the other countries, if they cannot speak English well. That is why learning English is very important for the people. It makes people easy to communicate with other people in this world.[1]It makes people take English into account for the learning. Therefore, some people take English course to realize it.

When we learn a language, there are four skills that we should master it. They are listening, speaking, reading and writing. We call it language skills. The first is listening skill. In listening skill, we need to understand what we hear, to avoid the misunderstanding in communication. The second skill is speaking. This skill is more complicated than the first. In this case, we learn how to know many words and how to pronounce it. The third is reading skill. In reading, the students will find the kinds of words, which are enriching their vocabulary mastery. In teaching reading, the students in the class learn how to understand and

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[1] David Cristal, *English as a Global Language* (Cambridge: New York Cambridge University Press, 1997), 56.

comprehend some texts. The last is writing skill. Writing is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structure way.[2]Through writing, we can express what we want to share and the people who read the texts could get some information from the text they are reading. Unfortunately, mastering all those skills is not easy for Indonesian students because English is absolutely different from Indonesian. They are different in words, spelling, pronunciation, grammar and meaning. It makes students have to learn deeply about English to master it.

Language elements such as grammar, vocabulary, pronunciation and spelling which is supporting the four skills are important in teaching learning process. The more English vocabulary students have, the easier students master the language. In this book, *how to teach Vocabulary*, Scott Thornburry stated that… you can say very little with grammar, but you can say almost anything with words.[3] Even if our grammar excellent, we just will not be able to communicate our meaning without a wide vocabulary. Susanti's thesis entitled "Puzzles as a Means of Increasing the Senior High School Students' Vocabulary" said that it is clear that students who master language largely will improve their knowledge and

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[2] Siti Halijah, *The Effectiveness of Using Authentic Materials to Improve Students'Vocabularyto Develop Descriptive Paragraphs,* (JurnalSastra Tammadun, Vol 7 No. 2, 2010), 91.
[3] Scott Thornburry, *how to Teach Vocabulary*, (Longman, 2003), 13.

are able to distinguish word by word accurately.[4] It shows how vital to know a lot of words if we want to make progress in foreign language learning.

Reading is an important skill for English language learners. It supports the development of overall proficiency and provides access to crucial information at work and school.[5] Reading is essential to get successfulness in our society. The ability to read is highly valued and important for social and educational advancement.[6] It means that reading has the important role for the students because almost students studied in their class activities, and most of the scientific books are written in English. In order to improve students' motivation in reading, teacher should give the appropriate reading text to them. Teachers have to provide reading materials which have interesting topics, fun and easy for them to avoid students' boredom. Which make their attention will be elsewhere and they will not learn.

Dealing the statement above, anecdote is chosen to avoid students' difficulty and boredom in reading English text. Anecdote is one of the kinds of text which retells funny and unusual factual or imaginative incidents, and its purpose to entertain the readers. It serves a lot of fun and pleasure. So, the students will enjoy the teaching and learning process. As we know, students like a joke in teaching learning process. It would be much more fun if teacher could

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[4] SusantiIkasari, *Puzzles as a Means of Increasing the Senior High School Students' Vocabulary*, (Unesa, 2004), 2.
[5] Reiko Komiyama, *CAR: a Means for Motivating Students to Read*, (English Teaching Forum, 2009), 32.
[6] Chaterine Snow, *Preventing Reading Difficulties in Young Children*, (Online)(www.Etananewsletter.com).

create the situation become alive by telling and learning fun stories.[7] Therefore, it is appropriate for us to use anecdote text as a media to analyze the students' difficulties in understanding reading text. So we can find out many factors can influence their difficulties.

Furthermore, the writer conducted her research in SMP Negeri 1 Langsa. This school is chosen because it is favorite school. Based on preliminary study that was conducted by the writer, the students in this school have difficulty to enrich their understanding I learning a text, because there was a few of facilities. The writer focused at the eighth grade students, especially VII-G. The reason why writer chosen the class is because in this class have lack of interest in reading English text. It is shown from the result of preliminary study observation that conducted by the writer. When the writer used English words to communicate in class activity, the students did not understand what the researcher means. Also, they have difficulty to translate and understand English text. These problems happened because their limitation in vocabulary mastery.

Regarding to the explanation above and the strong desire of finding the solution of these cases, the writer has motivation to conduct a research about how the analysis of difficulties in understanding reading anecdote text. Moreover, to improve students understanding in reading anecdote and give the student interest in reading process. Based on writer's observation when teacher teaching of reading, the writer views that students at SMPN 1 Langsa are still unwilling in mastering of reading. As a result, the writer is interested in creating a research

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[7] Pertiwi Ambarningrum, *Enriching Your Vocabulary through Anecdotes*, (Jakarta: LingkaranPustaka, 1997), iii.

with the appointed title is **"An Analysis of Difficulties in Understanding Reading Anecdote Text at SMP Negeri1 Langsa"**.

B. Problem of Study

Based on the background of study above, the writer is interested to observe some problems based on the background of study, they are:

1. What kind of difficulties faced by theeighth grade students of SMP Negeri 1 Langsa in understanding reading anecdote text?

2. What are the factors that make of theeighth grade students of SMP Negeri 1 Langsa find many difficulties in understanding reading anecdote text?

C. Purpose of Study

Based on the statement of problems above, the purpose that will be achieved in this research are:

1. To identify kinds of difficulties faced by the eighth grade students of SMP Negeri 1 Langsain understanding reading anecdote text.

2. To investigate the factors that makes the eighth grade students of SMP Negeri 1 Langsadifficulties in understanding reading anecdote text.

D. Significance of Study

Significance of study is the impacts of objectives which are approached. Significance of the study was divided into two kinds. They are theoretically and practically.[8] The writer wishes that the research can be significant not only for the writer but also for teachers and students. Absolutely the research has certain purpose that can be useful, either from theoretically and practically.

a) Theoretically

1. For researchers to increase knowledge about the cause of difficultiesin understanding reading anecdote text.

2. For readers to increase knowledge about the students difficulties in reading anecdote text. This research also can become input or a reference for next researchers.

b) Practically

1. For students to provide knowledge and create intrinsic motivation of students to learn reading a text (anecdote text).

2. For teachers to develop teachers creativity in teaching of reading. Teachers can use some methods in teaching of reading to minimize these difficulties.

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[8] Buchari Alma, *Metode&TeknikMenyusun Proposal Penelitian* (Bandung: Alfabeta, 2009), 11.

E. Terminology

To make clear in understanding the terms, the writer explains the meaning of the terms as follows:

1. Analysis

The word of analysis is (e.g., of book, a character, a situation) separation into parts of possibility with comment and judgments. Analysis also can be understood as detailed examination of elements or structure of something. The word of analysis is an adaption of the English word which means the description of analysis, elaboration, separation, examination in detail. Likewise, Hassan Shadily the Encyclopedia defined analysis as "The word analysis means an examination of something by making all the basic elements and relationship between the elements concerned. The analysis also canbe interpreted as an investigation of an event, essays, deeds and so on to find out the real situation, causes and so the case sits".[9]

2. Reading

According to Oxford Dictionary, reading is the action of a person who read.[10] Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skill, but often develop along with them especially in societies with a highly-develop literacy tradition. Reading can helpto

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[9] Hassan Shadily, *Ensiklopedia,* (Jakarta: IchtiarBaru Van Hoeve, 1980), 206.
[10] Hornby, 968.

build vocabulary that helps listening comprehension at the later stages, particularly.

Reading is a basic skill that learners of English need to acquire. Reading skill enables to turn writing into meaning and achieve the goals of independence, comprehension and fluency. Zintz argues that the reading is the product of explanation in writing word orally. On the other hand, reading the knowing process from the reader of the printed passages, besides reading is a changing process from graphics symbols to meaning full sounds symbols by the reader.[11]Nuttalsaid reading as a meaningful interpretation of printed or written verbal symbols.[12]

3. Anecdote Text

Anecdote is a short, interestingor amusing story about a real person or event.[13] On the other hand, anecdote is a text which retell funny and unusual incident in fact or imagination.[14]An anecdote is a short little scene or story taken from a personal experience. Anecdotes can be usefulfor setting the stage for a speech or personal essay. An anecdote often relays a story that can be used as a theme or lesson.

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[11] Miles V. Zintz, *The Reading Process: The Teacher and The Learner's*, 3rd ed.(University of Mexico: W.C.Brown Co, 1980), 5.

[12]Nuttal Christine, *Teaching Skills in Foreign Languge* (London: Heineman Education Books, 1982), 14.

[13]Hornby, *Oxford Advanced Learner's Dictionary*, 7th ed. (New York: University Press, 2005), 50.

[14]TutiAlawiyahLubis, "Improving students' Reading Comprehension in Anecdote Text Through Pairs Read Strategy", (English Department Faculty of Language & Arts: Bachelor's Thesis University of Medan, 2012), 3.

CHAPTER II

REVIEWOF LITERATURE

A. Reading

1. Definition of Reading

Reading is an activity to understand the content of the text that we read. By reading, we can get any messages and information which can add our knowledge. According to Deborah and Nancy "Reading knowledge is broadened and well-informed by reading. Reading is really crucial for our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Reading is an active process that depends on both an author's ability to create the meaning from them".[15]

As we know, the aim of reading is to understand and get ideas or information from the reading text. In reading, the reader gets new knowledge from the interaction between the text and their own knowledge. So that, easier for them to understand the content and meaning of the reading text that they had read. The main purposes of reading are to look for, get the information from the content, and understand the meaning of reading.[16] Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words,

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[15] DaiekDeborah&AnterNancy, *Critical Reading for College and Beyond* (New York: McGraw-Hill, 2004), 5.

[16] Bokingo, *Improving the Students Reading Skill through Direct Instruction Model*, (Gorontalo: Bachelor's Thesis of University Negeri Gorontalo, 2005), 9.

sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and others strategies to help them understand written text.[17]

Based on definition from the experts above, the writer concluded that to get information or meaning from a text, which is reading. Reading is one of the language skills that need concentration from reader to understand the language structure of a grammar; the reader can get the meaning of information from the text.

2.Purpose of Reading

The purpose of reading is one of the factors to comprehend the text. The basic purpose of reading is to look for the information about the world. The information will enrich knowledge and insight or the reader. Not all of the readers have the same purpose in reading. It depends on the reader needs. According to Zintz, the objective of reading is to make each person as literate, in the broadest sense, as possible. Four levels of mastery are necessary;

1. Mastering the skill necessary to decode the written word so that it is immediately pronounce able and meaningful.

2. Mastering the skills necessary to comprehend so that the reader demands meaning from the passage being read.

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[17]Elizabeth S, et.al., *Teaching Reading Education practices Series*, (International Bureau of Education: Switzerland, 2003), 6.NetLibrary e-book.

3. Developing the abilities necessary to think about and evaluate the validity or usefulness of what one reads.

4. Developing lifelong habit of relying on reading to gather information, to substantiate one's thinking, to solve new problems or to entertain oneself.

The objectives of reading as same as the main objective reading are to look for and get information, including the content and understand the meaning of the reading. Reading is way of mastering the knowledge and providesus many advantages; by reading we can get much information from article or literature also gives us comprehension about what the writer wrote.[18]

3. Elements of Reading

The National Reading Panel (NRP) issued a report that identified five areas that they found critical for effective reading instruction:

1. Phonemic Awareness Instruction

Phonemic Awareness is the ability of notice, think about, and work with the discrete sounds in spoken words. Phonemic awareness training involves helping children recognize, isolate and manipulate phonemes, sometimes in connection with letters. Children do activities and paly games that involve connecting, sorting and manipulating sounds and rhymes and learn t associate discrete sounds with letters. Students practice

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[18] Miles V.Zintz, *The Reading Process: The Teacher and The Learner* (Dubugue: W.C. Brown Co, 1980), 15.

listening to poems, rhymes and stories with repetitive refrains, rhymes and language pattern. When writing, the students learn to say words slowly to hear discrete sounds at the beginning, middle and the end of words.

2. Phonics Instruction

Phonics instruction involves teaching children the relationship between letters and individual sounds (phonemes) and teaching them that there are systematic and predictable relationships between letters and spoken words. Phonics is taught in Literacy Collaborative classrooms explicitly with sounds, letters and words in isolation, and through the use of meaningful text. The alphabet is considered to be a basic tool of the reader and writer, and many children have incomplete knowledge of letter sound correspondences. The teacher first assesses the letter-sound correspondencesthe children do know, and works to increase their knowledge. The teacher starts with simple words and letter-sounds associations familiar to the children and progresses to less predictable sound patterns and their spelling. Through explicit lessons, the children learn to identify letters, to associate phonemes with letters and to use phonics principles when reading and writing. Children do exercise with individual words, which they sort by sounds and letters. They create the personalized alphabet books, write letters on a variety of surface and work extensively with magnetic letters, which children enjoy manipulating. The teacher keeps careful records of the children's progress to determine the

sequence of instruction. Before, during and after reading selected texts, the teacher brings children's attention to sound-spelling patterns using magnetic letters or white erase boards. Teacher demonstrates phonics principles when teaching the children how to spell words. The children use their phonics knowledge when reading aloud and when writing words, sentences and longer texts.

3. Fluency

Fluency is the ability to read a text quickly and accurately. Fluent readers recognize words automatically and group words as they read. Fluent oral reading sounds effortless and expressive. Researcher studying reading have comprehension difficulties because they read slowly and halting. Automaticity develops with practice. Children become more fluent readers the more they read.

Fluency is taught both at the word level and at the next level. Students practice reading a core of high frequency words to increase rapid word recognition. Students learn to use phonics principles to decode new words quickly and to use their knowledge of the meaning of word parts to rapidly decipher new words. The students repeatedly read familiar books, which helps them develop fluency, phrasing and rapid word recognition. The teacher demonstrates fluent reading and the use of intonation when reading aloud to the students. When the children read aloud, the teacher prompts them to read fluently with intonation. Children are provided

opportunities everyday for independent reading which helps them becoming faster at silent reading.

4. Vocabulary

Vocabulary refers to the words. We must know how to communicate effectively and applies to speaking, listening, reading and writing. Vocabulary knowledge is an important predictor of reading comprehension ability. Vocabulary instruction refers to both direct and indirect teaching of words and word meaning. Working with words in isolation, in sentences or in meaningful text, students in Literacy Collaborative classroom learn the meaning of words, sort words by meaning and learn about homonyms, synonyms, and antonyms. They learn part of meaning words, such as "un", "dis", or "bi" and learn to use this knowledge to decipher meaning of new words. Before the teacher introduces a new book to the students, she/he familiarizes to them new n difficult words that will appear in the book. Students also learn how to use content to figure out word meanings while reading. They are encouraged to use new vocabulary in their writing to make it more precise and descriptive.

5. Comprehension Instruction

Comprehension refers to understanding ability what one is reading or to relate a text to what one already knows, also constructing new knowledge and understanding. There are many different types and aspects of comprehension literal meaning, comprehending figurative or symbolic meaning, appreciating, evaluating, responding emotionally to a text, understanding the significance of a text and understanding to it text with another. [19]

6. **Concept of Difficulties**

The difficulty is the basic from error. It occurs because the students are confused or do not know or understand about the material what the teacher explained. The result, they produce error. On seminar words, it is the main factor which makes the students producing the error.

Richard stated that the source of errors of difficulty can be divided in two kinds:

1. Interlingua Difficulty

This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly from the knowledge of differences between first language and second language.

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[19] John Nandzo, "*How Does Literacy Collaborative Emphasize the Five Essential Elements of Reading Instruction?*, (USA: Tennessee State University, 2006), 26.NetLibrary e-book.

2. Intralingua Difficulty

This type of difficulty is these which reflect the grammar characteristic of rules by learning.

Based on 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 of error and mistakes which are made by the students in teaching and learning process. The mistake can be known from two factors that caused it, they are Interlingua and Intralingua.

4. Kinds of Reading Text

Types of reading text are divided into two, they are: a) Short Functional Text and b) Monologue Text.[20] Short functional text is types of informational texts to help the information receiversor readers grasp the information quickly. Since, short functional texts are intended to make the readers understand the text quickly, they are usually characterized by: The use of clear, simple, and concise sentences, pictures or symbols, the use of particular words or letters. Short functional text can be the form of notice, announcement, prohibition, invitation,

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[20]Fetrisia, "Teaching Reading Comprehension Conveyed in Anecdote Text through Self-Questioning Strategy" (English Depatrment of Lampung: Bachelor's Thesis University of Bandar Lampung, 2012), 5.

memo, advertisement, etc.[21] While, Monologue text is a long speech by one actor in a play or a scene in a drama in which only one actor speaks. It is a generally uninterrupted speech narrative that tells a complete story or expresses a complete line of thought. More importantly, the monologue is either literally or figuratively delivered to another character or characters, whether this characterare onstage at the time or simply part of the drama as a whole.[22]

From the definition above, the text that will be used in this research is monologue text. In the study, there are some types that are learned textbooks and studied in general. Each of reading text has special traits that can be learned by students and teachers. In this study, the writer would like to explain several monologue reading text, such as descriptive text, report text, procedure text, recount text, news item text, explanation text, spoof text, narrative text, and anecdote text.

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[21] AryatiPrasetyarini, Short Functional Text, (Http:www.elf.stuba.sk/katedry/KCAZ/E4PC/Resources/Letter.pdf), 203. (Accessed on February 5th, 2016).

[22] James Davis, "Dialogue, Monologue and Soliloquy in the Large Lecture Class: International Journal of Teaching and Learning in Higher Education", Fredonia 19, No. 2 (Fall 2007), Http://www.org.isetl./ijtlhe/, 179. (Accessed on February, 5th, 2016).

B. Anecdote Text

1. Definition of Anecdote Text

An anecdote is a text which retells funny and unusual incidents based on the fact or imagination.[23] It is defined as a short and interesting story about a real incident to supportor demonstrate some points and make readers and listeners laugh. An anecdote is always presented as based on a real incident involving actual person, whether famous or not, usually in an identifiable place.

However, overtime, modification in reusing may convert a particular anecdote to a fictional piece, one that is retold "too good to be true". Sometimes humorous, anecdotes are not jokes, because their primary purpose is not simply to evoke laughter, but to reveal a truth more than general than the brief tale itself or to delineate a character trait in such a light that is strikes in aflash of insight to its very essence.

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[23] RirinOctaviandary, "*AnecdoteText as Instructional Material to Teach Reading*" (English DepartmentUniversity of Muhammadiyah: Bachelor's Thesis of Muhammadiyah Surakarta, 2009), 4.

2. Concept of Anecdote

Anecdote is a short tale narrative which is very brief retelling of a true account which can be humorous or interesting. In addition, that anecdote is prone to the same weakness that gossip suffers from: lack of objectivity, exaggeration, distortion through repetition, lying, one-sidedness, etc. [24]

Nainggolan Daniels said, "In writing, anecdote is known as a narration text which narrates a series of events. It introduces a number of characters andtherelationships among the characters. The punch line in the events is unpredictable action done by a character(s) for a response to another character(s)".

Short story has its origin in the prose anecdote, a fast situation that comes rapidly to its point, with similarities in oral story telling tradition. Stories are the oldest form of education. Stories capture the imagination engaging the emotion and opening the minds of the readers. The plot are in the middle of the story with open-ended or without resolution.

As we know, anecdote is a quite similar to jokes or funny story, it describes from people's experiences or imagination of something happened. Anecdote is a usually short narrative of an interesting, amusing or biographical incident. In other words, an anecdote is a short account of an interesting or amusing incident, often intended to illustrator support some points.

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[24]DanelNainggolan, *The Value of the Anecdote: The Official Guide to Public Speaking* (retrieved on Mei 9th, 2016).

There are five structures in anecdote text. They are abstract, orientation, crisis, reaction and coda.[25] The details explanation will be discussed below:

1. Abstract (It is signals in retelling of unusual incident. Also, this part consists of the resume of the story which happens in the text).

2. Orientation (this part is set of the scene in the story, which consists of the introduction about the actor or the actress, time and place of the story).

3. Crisis/Incident (it provides the details of the unusual incident in the story).

4. Reaction (it is the effect or reaction of the actor from the crisis).

5. Coda (the reflection or evaluation about the actors' problem of the incident from the story. Also, this part tells about the message which contained from the story, usually unpredictable statement).

There are several language features of anecdote. They use exclamation words, use rhetoric question, and use past verb, use conjunction of time and use adverbs or adverb phrases.[26]

1. Exclamation word: It is a word or phrase that expresses strong emotion such as surprise, pleasure, or anger. Exclamation often stands on their own and in writing. They are usually followed by an exclamation mark rather than a full stop. The examples of this words are *it's wonderful, so this;*

[25]Gerot, L. and Wignell, P., *Making Sense of Functional Grammar* (Sydney: Antipodian Educational InterpriseInc, 1995), 202.
[26]Fetrisia, 23.

2. Use rhetoric question: It is a figure of speech in the form of a question to express something important and stress it, without the expectation to reply. The examples are *do you know what?It is funny, isn't it?*

3. Using action verb: Mostly, the verb in this storyusing past verb. The examples are *stayed, climbed, killed, etc.*

4. Using conjunction of time: the purpose of these words is to connect the time of the story. The examples are *after, before, then, etc.*

5. Using adverbs or adverb phrases: this words show the time, place and way of the story. The examples are *yesterday, last week, at home, carefully, slowly, etc.*

3. Function of Anecdote Text

Anecdotes and humorous pieces are not only jokes, but exquisite literary devices as well. Their major purposes are to stir up laughter, to disclose a truth in a general way, or to describe a feature of a character in such a way that it becomes humorous and at the same time gives us a better understanding of the character.Anecdotes also serve as cautions which tell to their readers about the possibilities of future happenings.[27]

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[27]RirinOctaviandari, 6.

This is another function of anecdote text:

a. **To Bring Cheer**

Sometimes telling a story just makes people laugh or brightens the mood. In the example about favorite recipes, the woman is sharing a tale with her friends or coworkers about a time that she experienced a disaster in the kitchen. Whether she tried to boil an egg without water or made fudge that turned as hard s a rock. The people are sure to have a good laugh.

b. **To Reminisce**

In several of these examples, the parents on Christmas morning and the elderly couple. People are talking about their pasts. They are looking back favorably on moments in their lives and sharing the joy of that time with others.

c. **To Caution**

In the fire safety case, the speaker is trying to show the audience what can happen if they do not follow proper procedures. Sometimes just laying out rules for individuals is not effective, and they need to hear the frightening stories of dangers that can be avoided by following these regulations.

d. To Persuade or Inspire

Returning to the examples about tutors and tutoring sessions, the speakers want the students to know they are there to help and that they have faced similar struggles. They want the students to know that there is the possibility or a brighter future if they put the work in. Of course, anecdotes do not have to serve such specific purposes all the time. They can just be part of a natural conversation with other people.

Anecdotes and humorous pieces are not only jokes, but exquisite literally devices are well. Their major purposes are to stir up laughter, to disclose a truth in a general way, or to describe a feature of a character in such way that it becomes humorous and at the same time gives us a better understanding of the character. Anecdotes may also serve as cautions. Writer tells their readers about the possibilities of future happenings in case they do not follow the particular processes and techniques.

4. How to Write an Anecdote

Anecdotes are often used in speeches not only to entertain with a simple story but also reveal a greater truth. An anecdote is a narrated story that is biographical in nature and must be about a real person. Often it called "modern day parables". Anecdotes are short narratives that makes the listeners both laugh and think. As long as the story illustrates the point that the narrator is trying to make, it can be considered an anecdote. Many people use anecdote in speeches.

Church sermons and wedding toast, so learning how to write an anecdote will certainly come in handy over the course of a lifetime.

a. It Must Be True

An anecdote must be a true story about someone. It might be you and therefore the anecdote would be written in the first person. If you witnessed the event, you would write the anecdote in third person. As with any good story or essay, an anecdote must relay the: who, what, where, when, why and how of the "plot". While there is no need to go overboard in details, these essential elements frame the story.

b. It Must Be Short

An anecdote is simply a slice of life that illustrates a point, often with wit and humor. By connecting the point to a memorable story, narrators can ensure that listeners will be more likely to remember it. An anecdote should not contain any information that is not essential to the understanding of the story and as the ultimate in short story writing, every word counts. When writing an anecdote, reveal only the details that matter and leave the rest behind.

c. Strong Tie-In

The anecdote must have a strong ending where the meaning of the story is clear. Do not rely or veiled references or hints at the outcomes of the

tale. The points should also tie into the rest of the story of speech if you are using it to lead into another thought. Many speechwriters or magazine articles use an anecdote to begin an exposition on a much longer and more detailed theme. No matter the purpose, an anecdote that does not deliver the point is not a successful one.

Here is the sample of anecdotes:

Amusing Election Joke

The Vicar spoke to his curate. "I am going away today, but I will be back on Saturday evening in time to conduct matins on Sunday morning. You will make sure the hymn numbers are put up on Saturday afternoon so that everything is ready when the service begins? They are all written on this pieces of paper apart from the first hymn".

"Yes, certainly Vicar, but what are you doing about the first hymn?' asked the curate.

"It depends", said the Vicar. "It is Polling Day for the General Election on Thursday. The first hymn will depend on the result. If the conservatives have a sufficient majority to form a government, it will be 283, "Now thank us all to our God. However, if labor has most seats and are going to form the next government. Then put up number 587. "Go labor on. Spend and be spent".

"Yes, right", said the curate. I will see you on Sunday morning.

"Oh, in that circumstance, it will be 482. God moves in mysterious way His wonders to perform".

"Contraception leads to more babies being born out of wedlock. The exact same way that fire extinguishers cause fires", said Stephen Colbert.

"If this going to be a Christian nation that does not help the poor. Either we have to pretend that Jesus was just as selfish as we are, or we have got to acknowledge that He commanded us to love the poor and serve the needy without condition and then admit that we just do not want to do it", said Stephen Colbert.

"If you ignore something long enough, it will go away. Just look at Sarah Palin", said Stephen Colbert.

"Why would we go to war on women? They do not have any oil", said Stephen Colbert

"Agnostics are just atheists without balls", said Stephen Colbert.

"Contrary to what people may say, there is no upper limit to stupidity", said Stephen Colbert.

"The truthiness is, anyone can read the news to you. I promise to feel the news…at you", said Stephen Colbert.

Like Father Like Son

Little Johnny return from school and tells he got an F in arithmetic. "Why...?" asked her father, in that oh-so familiar warning tone of voice.

"The teacher asked 'how much is 2x3?', and I said '6'," answer Johnny.

The father frowns: "But that is right."

So then she asks me, "how much is 3x2?'"

The father's frown deepens: "what is the confusing difference?"

"That is exactly what I said to my teacher! That is why I failed the math test."

Uhm… Is there something you are not telling me?

A distraught patient phoned her doctor's office. "The woman wanted to know, "that the medication you prescribed has to be taken for the rest of my life?"

"Yes, I am afraid so," the doctor told her.

There was a moment of silence before the woman continued, "I am wondering, then, just how serious my condition is. This prescription is marked '**no refills**'."

Blessing Behind Tragedy

There was a black family in Scotland years ago. They were Clark family with nine children. They had a dream to go to America. The family worked and saved. They were making plan to travel with their children to America. It had taken several years but finally they had saved enough money. They had gotten passport. They had booked seats for the whole family member in a new liner to America.

The entire family was full of anticipation and excitement with their new life in America. However few days before their departure, the youngest son was bitten by a dog. The doctor sewed up the boy. Because of the possibility of getting rabies, there were being quarantined for long days. They were in quarantine when the departure time came. The family dreams were dashed. They could not make the trip to America as they planned.

The father was full of disappointed and anger. He stomped the dock to watch the ship leaved without him and his family. He shed tears of disappointment. He cursed both his son and God for the misfortune. Five days later, the tragic news spread throughout the Scotland. The ship, the mighty Titanic, had shank. It took hundreds of passenger and crew with it. Titanic which had been called the unsinkable ship was had sunk. It was unbelievable but it was.

The Clark family should have been onthat ship, but because of the bitten son by a dog, they were left behind. When the father heard the news, he hugged the son and thanked him for saving the family. He thanked God for saving their lives. It was blessing behind a tragedy.[28]

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[28]Dianita AinurRahmasari, "The Text Structure of Monologue Text in "Let's Talk" for Grade VIII High School" (English Department Faculty Language and Arts: Bachelor's Thesis of Semarang State University, 2009), 68.

Generic structure analysis:

1. Abstract: Everybody has a dream. You have and so do I. When the dream will come true, there is something wrong last minute before it. What will we feel?

2. Orientation: The Clark family lived in Scotland. They had dream to travel to America. They prepared well for their plan.

3. Crisis: Few days before they went to America, his youngest son was bitten by a dog. It made they were quarantined. They had to forget their plan.

4. Incident: The family was full of disappointment and anger. The father was angry his son and God. The family failed to travel to America and the father could not accept it.

5. Coda: The father thank to his son when he hear the ship sank. He thank to God because of saving the family from sinking. He thought leaving behind the ship was not a tragedy but a blessing.

Pictures or caricatures also can be developing to write anecdote. Here are some   possible
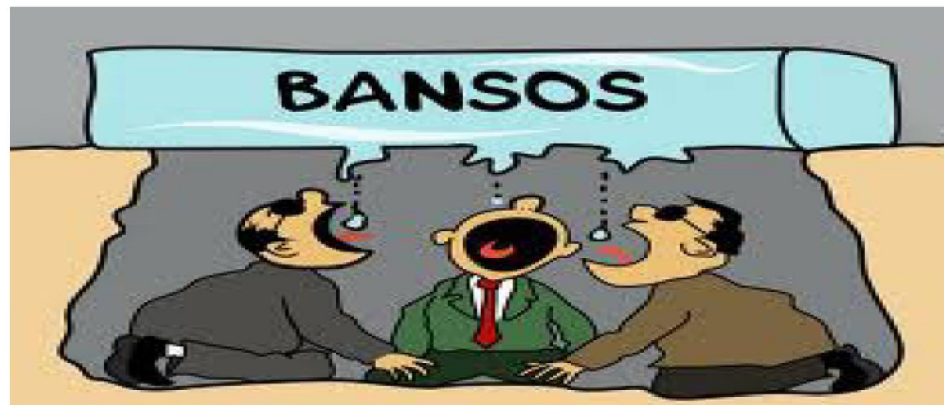
CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a way to systematically solving the research problem. It is a science of studying how research is conducted scientifically.[29]The research is all searching activity, inquiry and scientific experiments in a particular field to get the facts or newer principles that has aim to get newer information and increase the level of science and technology.[30] It means research is a process look for new information particular thing in increase knowledge and useable for everyone and everything.

This chapter presents the description of the research method used in this research, population and sample, method of the research, technique of collecting data and instrument, technique of data analysis and step of the research.

A. Location and Time of Research

The writer conducted research at SMP Negeri 1 Langsa. It is located at Jl. Cut NyakDhienLangsa. SMP Negeri 1 Langsa is one of school that has complete infrastructure. The writer researched this school for one week; it started on November 1st to 6th, 2016.

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[29]Kathory, *Methodology Methods and Techniques*, (New Delhi: New Aq International, 2004), 6.

[30]Margono, *MetodePenelitianPendidikan*, (Jakarta: RinekaCipta, 2007), 1.

The reason why the writer chose this school as the location of the research is because the writer thought it has English teachers who are highly qualified. In addition, this place provided easy access for the writer to gather requires information from the sample.

B. Population and Sample

1. Population

A population is "a set (or collection) of all elements possessing one or more attributes of interest".[31]The population of this research took the eighth grade students of SMPN 1 Langsa. There were seven classes on the eighth (VIII) grade. The total of population was 211 students. It was a large number of populations and the writer did sampling.

Table.3.1. The population at the eighth grade students' of SMPN 1 Langsa:

No	Classes	Population
1	VIII-A	28
2	VIII-B	30
3	VIII-C	30
4	VIII-D	30
5	VIII-E	30
6	VIII-F	32
7	VIII-G	31
Total		**211 students**

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[31] SuharmisiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: RinekaCipta, 2007), 106.

2. Sample

Sample is some of the population selected for the data source.[32] In this study the researcher did purposive sampling, because this sample more suitable to used in qualitative research. According to Sugiyono, purposive sampling is the technique that determines the sample by the thought.[33] Here, the writer only took one class of seven classes at the school, especially to the eighth grade students of VIII (g) which consisted of 31 students. The reason writer took this class because she found the research problem in this class. It believed that the problem also found in other class, but according to the writer's observation about the condition of the VIII (g) students at the school, the writer found that the student at this class more need attention and easier asked themthan students on the other class. So, the writer easier and fast made the research.

C. Method of Research

Method is an important thing in a study because its function is to make the process of investigation easier. [34] In this research, the writer usedqualitative approach and the method was descriptive. It means that the writer saw the subject of the research as holistic. Based on this approach, qualitative is a certain tradition in society knowledge that as fundamentally depends on collecting data of subject research in their own environment and on their interaction with another and using

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[32] Sukardi, *MetodologiPendidikan: KompetensidanPraktiknya* (Yogyakarta: PT. BumiAksara, 2003), 54.

[33] Sugiyono, *MetodologiPenelitianPendidikan*, (Bandung: Alfabeta, 2010), 124.

[34] AnisaturRohman, *Style & Tone of Lewis Caroll's* (Malang: UIN-Maliki Press, 2010), 7.

language and own meaning.[35]Bogdan and Taylor define that qualitative research is the research that produces descriptive data in the form of written or spoken words of the people whose behavior can be observed.[36]

Qualitative research carried out in reasonable circumstance (natural setting) and data collected are generally qualitative. More qualitative research are based on phenomena of the subject in which the researcher uses instill and try to interpret the meaning of an event of interaction behavior specific situation according to the researcher's perspective. In other words this research is used to search the natural object condition. Therefore, descriptive method is used to describe the fact systematically.[37] It means the writer wanted to seek the real theory of problem that found in the students' difficulties especially in understanding reading anecdote text.

The variable in this research is: students' difficulties in understanding reading anecdote text.

D. Technique of Collecting Data and Instrument

Collecting data is one the main things done to gather the output of this study. The technique of collecting data has the important role in every research. In qualitative research can influence the quality of the research, the research must

[35] Bambang Setiadi, *MetodePenelitianUntukPengajaranBahasaAsing; PendekatanKualitatifdanKuantitatif*, (Jakarta: Grahailmu, 2006), 220

[36]Steven J. Taylor, Robert Bogdan and Marjorie DeVault,*Introduction to Qualitative Research Methods: A Guidebook and Resource*, (John Willey & Sons: Canada, 2015), 7. NetLibrary E-book.

[37] M. IqbalHasan, *Pokok – PokokMateriMetodologiPenelitiandanAplikasinya*, (Bandung: GhaliaIndonesia, 2006), 2002.

concern to decide the appropriate technique which used to get information for respondents.

1. **Questionnaire**

To find out the students' difficulties in understanding reading anecdote text, the writer delivered questionnaire to the subject to identify the problem which are faced by the students in understanding reading anecdote text. Questionnaire technique is used to find the data needed. This technique also used to convince the writer about the data gained through other technique. The writer gave some instructions how to answer the question in the questionnaire correctly. The time was set when the respondents have to understood about the instructions; they had 45 minutes answered the questions and these items used strongly agree, agree, disagree and strongly disagree.

2. **Interview**

After delivered questionnaire, the writer interviewed some chose students to obtain the more accurate data. Interview is conversation which is done by two people, interviewer and interviewee which has a purpose.[38]To get the empirical data, the interview was done by giving 7 questions and found out the students' difficulties in understanding reading anecdote text, thus explored the reason why they faced difficulties in understanding reading anecdote text.

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[38] Lexy J.Moleong, *MetodologyPenelitianKualitatif*, (Bandung: RemajaRosdakarya, 2005), 186.

3. **Instrument of Study**

To know the students' difficulties in understanding anecdote text, the writer distributed questionnaire to the sample. The writer prepared checklist which cover about students' difficulties in understanding reading anecdote text. In addition, to obtain the more accurate data, the writer chose some students who like reading English text and interviewed them. The writer organized the interview.

E. Technique of Data Analysis

In qualitative approach, the data analysis began since the researcher formulated and explain the problem before and after the researcher complete the research.

Bunginexplains the technique of analyze the data as follows;

1. Data reduction is a process to select the data and simply the data and explanation have been collected. The data that have been collected are selected and grouped based on similar data together. Then, the data is organized to get the conclusion of data as raw of data presentation.

2. Data display is that is organizing the result of reduction by using arrange information that have been collected, the information here means the process and the effect of the act. After the data is organized, then the data is presented in narrative descriptions are accompanied by tables to clarify data presentation.

3. Making a conclusion is concluding the findings, which include searching for the meaning and explanation. After the data is presented, then the researcher withdrawal of the conclusions and verification.[39]

After that, for questionnaire the writer showed percentage of students' difficulties in understanding reading anecdote text. To analyze questionnaire, the writer used formula from Sudjana;

$$P = \frac{f}{n} \times 100\%$$

Ket : P = Percentage

f = Frequency

n = Number of Samples

100% = Constants Value[40]

[39] Burhan Bungin, *Analisa Data PenelitianKualitatif*, (Jakarta: Raja GrafindoPersada, 2008), 69.

[40]Sudjana, *MetodeStatistika*, (Bandung: Tarsito, 2002), 50.

Figure .3.2. Integrated model of data analysis

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         ┌─────────┐
         │  Data   │ ──────→ ┌─────────┐
         │Collection│        │  Data   │
         └─────────┘         │ Display │
                             └─────────┘
              ┌─────────┐        ↕
              │  Data   │ ←──→ ┌──────────────┐
              │Reduction│      │ Conclusion:  │
              └─────────┘ ←──→ │Drawing/Verifying/i│
                               │ nterpreting  │
                               └──────────────┘
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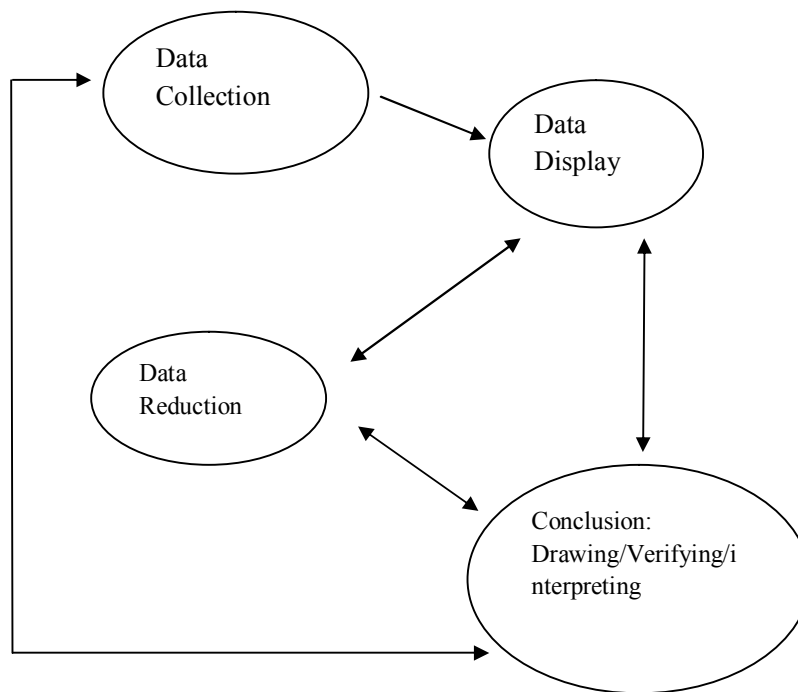
(Adopted from: BurhanBungin, *Analisis Data PenelitianKualitatif,* RajaGrafindoPersada: Jakarta, 2008),71.

F. Step of Research

This research was done by figured it out the difficulties faced by the students in understanding reading anecdote text, hence the writer arranged some steps which are used in this research, and the steps are as follow;

1. Delivered questionnaire the students of the chosen class in order to identify the students' difficulties in understanding reading anecdote text. The writer asked the students to answer checklist that had gave.

2. Collected the students work and analyzed them to describe the result.

3. Interviewed some chose students to obtain more accurate data.

4. Interpreted and discussedthe result.

5. Made conclusions based on analysis research.

G. Data Validity

In qualitative research findings data considered valid if there was no difference between the reports of the researcher with what actually occured on the object being studied. The truth of reality in qualitative research depends on the ability of researcher to construct the observed phenomena.[41]

In this study, the writer used the reference to obtain the data validity. The writer brought some supporting things such as camera and tape recorder. The writer used camera and took some pictures to make the data can more believed. The writer also used tape recorder and interviewed some students to support the data collected from the eighth grade students of SMP Negeri 1 Langsa.

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[41] DepartemenPendidikanNasional, *PengolahandanAnalisis Data Penelitian*, Jakarta, 2008, 17.

CHAPTER IV

FINDING AND DISCUSSION

The researcher conducted the data in SMP Negeri 1 Langsa. Beforethe writer started the research at that school, she had collected some information from several sources such as headmaster, teachers and students. It started from the staff administration, the writer obtained such information, the total number of students, and number of classes. Then, the writer asked the English teacher for things that related to learning, especially in learning anecdote text. Not only that, the writer also got the information that the teachers' difficulties when teaching reading anecdote text. It was the lack of media owned by the school and it was lack of students' interest in learning reading. Thus, only a few students who have English dictionary in that class. When the writer asked what the constraints experienced by the students in learning reading, they said that the method taught by the teacher was very boring. They were not interested in pay attention the lesson.

A. Finding

The research started by giving questionnaire andinterviewed the students' eighth grade SMPN 1 Langsa based on the problem study to analyze the students' difficulties in understanding reading anecdote text. The data collected on two days for class VIII of (G) in the case of giving questionnaire and interview. The

researcher concluded students' difficulties and that caused their difficulties based on the result.

The first data obtained from the result of checklist questionnairegiven to the students that consisted of 17 questions which was about the difficulties faced in understanding reading anecdote text. The second data obtained from the result of the interview asked to the studentsthat consisted of 7 questions which was about the factor caused the students' difficulties in understanding reading anecdote text. Besides, itused in supporting the data obtained through the questionnaire. Afterwards, the data collected by using questionnaire, it could be seen from the students who answered per item of questions. Here, the data from questionnaire filled by sample and the total scored for it;

Table.4.1.The result of students responds percentage

No	Statement	Respond Opinions								Total
		Strongly Agree		Agree		Disagree		Strongly Disagree		
		F	%	F	%	F	%	F	%	
1.	I love study English especially in reading.	8	25,8%	21	67,7%	2	6,5%	0	0,00%	100%
2.	I always focus when teacher teaches reading.	7	22,6%	19	61,3%	5	16,1%	0	0,00%	100%
3.	I can understand the text correctly.	3	9,7%	16	51,6%	12	38,7%	0	0,00%	100%
4.	I find difficulty when reading a text.	3	9,7%	18	58%	10	32,3%	0	0,00%	100%
5	I did not master English vocabulary.	2	6,5%	23	74,1%	6	19,4%	0	0,00%	100%
6.	I am prefer watch Television at home than practice reading a text.	2	6,5%	15	48,5%	14	45%	0	0,00%	100%
7.	I seldom read a text because I am too busy to do the other homework.	2	6,5%	24	77,4%	5	16,1%	0	0,00%	100%

8.	I get bored when teacher teaches anecdote text so serious.	14	45,2%	17	54,8%	0	0,00%	0	0,00%	100%
9.	Anecdote text can improve my English well.	6	19,4%	16	51,6%	9	29%	0	0,00%	100%
10.	After read anecdote text, I cannot explain what the literature tells about.	1	3,1%	21	67,8%	8	25,8%	1	3,1%	100%
11.	I find difficulty in understanding reading anecdote text because the teacher explains the lesson unclearly.	3	9,7%	19	61,3%	9	29%	0	0,00%	100%
12.	I find difficulty in understanding reading anecdote text because of limited time at school.	3	9,7%	15	48,4%	13	41,9%	0	0,00%	100%
13.	Lacks of practice in reading anecdote text makes me do not understand the text well.	6	19,4%	19	61,3%	6	19,4%	0	0,00	100%
14.	There is no motivation from my family in understanding reading anecdote text.	0	0,00%	5	16,1%	24	77,4%	2	6,5%	100%
15.	I find difficulty in grammatical meaning of language difference.	5	16,1%	22	71%	4	12,9%	0	0,00%	100%
16.	I always need the dictionary to help me translate the vocabulary in a text.	1	3,1%	27	87,1%	3	9,7%	0	0,00%	100%
17.	Teacher always help and solves my problem when I get trouble in understanding reading anecdote text.	3	9,7%	13	41,9%	15	48,4%	0	0,00%	100%
	Average Score	22,1%		46,1%		28,3%		3,5%		100%

From the scores of questionnaire above, the writer gained the result that were 22,1% respondents who answered that "strongly agree", 46,1% respondents

who answered "agree", 28,3% respondents answered "disagree", and 3,5% respondents answered "strongly disagree". The questionnaire made by the writer based on the theory of some factors that caused students' difficulties in understanding, where there were seven questions of external factors, which were question 6, 7, 8, 11, 12, 14, and 17. There were ten questions of internal factors, that were question 1, 2, 3, 4, 5, 9, 10, 13, 15, and 16 with the average score of the answer "strongly agree, agree, disagree and strongly disagree" of the external factors is 47, 23% and 51,31% for the internal factors. It showed that many factors which caused the students' difficulties in understanding reading anecdote text. To make it clear, it could be seen in the diagram below;

Figure.4.2. The number of students that influenced by the factors of difficulty
        learning.
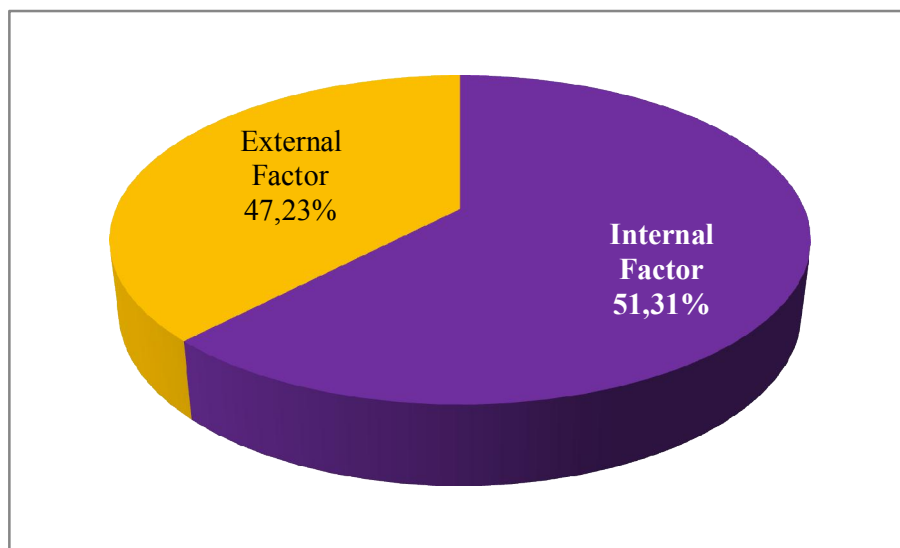
As the second technique in collecting data, the writer interviewed the eighth grade students of SMP Negeri 1 Langsa, in order to support the result of questionnaire data. The interview conducted on Friday, November 4th, 2016.

To know students' difficulties mostly faced by the eighth grade students of SMP Negeri 1 Langsa in understanding reading anecdote text, the writer used interview. Some students selected to answer sevenquestions; the writer described the result of interview as follow:

Table.4.3.the result of interview

No	Questions	Answer
1	Do you like learn English especially in reading? (ApakahkamumenyukaipelajaranbahasaInggriskhususnya Reading?)	Most of the respondents did not like to learn English especially reading, only some of them like to learn it, even there were some of them

		did not know what they pronounce was.
2	Have you ever learned anecdote text? (Apakahandapernahmempelajariteksanekdot?)	All of the students said that they have ever learned anecdote text.
3	Did you understand what the teacher explains about? (Apakahandabisamengikuti dan memahamipenjelasan guru tentangteksanekdot?)	Many of them did notunderstand the material that taught by the teacher. They cannot follow the lesson well.
4	Did you find the problem in understanding reading anecdote text? (Apakahandamengalamikesulitandalammemahami (reading) teksanekdot?)	Almost of studentshave difficulties in reading

		especially in understanding anecdote text.
5	Which problem did you findin understanding reading anecdote text? (Dimanakahletakkesulitanandadalammemahami (reading) teks anecdote?)	The main difficulty that they faced in reading anecdote text was they did not read well because they were unfamiliar with the vocabulary, hence they got difficult to read because the text wasnot similar with their mother tongue. Thus, most of them said, their difficulties in

	understanding reading anecdote text that they often made mistake by got information from the text, so they difficult transmitted their ideas to someone, they did not explain what the story was telling about and cannot understand what they have read. The last difficulties they faced bythem, they were

		confused with grammatical meaning and did not understand the text.
6	What causes did the students find in understanding reading anecdote text? (Apa yang menyebabkanandamengalamikesulitandalammemahami (reading) anekdotteks?)	The writer found out the causes of students' difficulties in understanding reading anecdote. Some of respondents said that they faced many causes of difficulties because they were lazy learning and

		never study the material at home. Then most of them said the cause of their difficulties in understanding reading anecdote text beside it was difficult to master the vocabulary, they were bored in reading, the teacher explainedthe lesson unclearly, the other said that they lack in practice

		reading. The other respondent said that she unwilling to read because she was afraid and shy when she read, her condition appeared that she was not mastering many vocabularies.
7	What did you do when you did not understand about anecdote text? (Apakah yang andalakukanketikaandatidakmengertitentengteksanekdot?)	Some respondents said that when they did not understand about the reading or anecdote text, they looked at

		the dictionary before they translate it words. If they still confused they asked the teacher. The other said that they more like asked their friends who knew the material or also we called like "copy paste". The other one searched the material from internet.

From the result of interviewed above, the writer concluded that almost students have difficulties in understanding anecdote text. It occurred because many of them did not know the vocabulary in English, especially anecdote text. It was possible that they did not know how read well and understanding the text was telling about. The students must have interest in reading the text and understand what the teacher taught about anecdote text. When the students cannot understand reading of the anecdote text, they confused inreveal their ideas.

B. Discussion

This section presenting the discussion based on the finding of study. It concerned about kind students' difficulties and the factor causing the difficulties in understanding reading anecdote text.

1. Students' difficulties in understanding reading anecdote text

Kuswidyastutik said that "someone's understanding of a thing could be measured by whether or not he was in answering question related to it and the difficulty could be seen from the mistake he did while working on the questions".[42] Therefore, the students' difficulties in understanding reading text could be seen from the high number of percentage of participants who answered every questions of the questionnaire. Based on the result of data analysis, the writer found out that the students have difficulties in two points. They were internal factors and external factors.

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[42] Kuswidyastutik, IdentifikasiKesulitanBelajarMatematikaSiswa Kelas IV SDN Keduringin I.

a. Internal Factors

1). Identify the main idea, grammatical meaning and literature of a text

The result of questionnaire showed the high percentage of the participants who cannot explain what the literature was telling about and the difficulty in grammatical meaning. There were twenty (70,9%) of respondents made mistake in answering the literature was telling about andtwenty seven (87,1%) respondents found difficulty in grammatical meaning. It meant that they had difficulties delivered their idea and identified the main idea of anecdote text. Vener states that identifying main idea is important because it is included the overall idea of paragraph; the main idea provides the message of a given paragraph or the argument that is being made about the topic.[43] So, if they cannot identify the main idea they did not understand the whole content of the text.

2). Master English Vocabulary

A written text may be difficult to understand because it contains many words that are unknown to the students.[44] Therefore, sometimes the students experienced difficulties in identifying specific word on the text. It happened because they were lack of vocabulary or background knowledge about the word. The data from their questionnaire showed this problem. There were

[43] Diane Vener, *Study Skill: A Landmark School Student Guide*, (Landmark Outreach Program, 2002), 43.
[44] Paul Shoebottom, *Helping ESLStudents Understand Written Text: A Guide to Learn English*, (Frankfurt International School, 1996), (retrieved on February 3rd, 2017).

twenty five (80, 6%) respondents who did not master English vocabulary. It indicated that the students were still confused with the vocabulary in the texts that they have read. Moreover, having enough understanding about the vocabulary is very important because it wouldsupport them in understanding the texts.

3). Understanding the structure of the text

The result of the questionnaire showed that the students have difficulty in understanding the structure of the text. Barber said that structure refers to the way that authors organize information in text.[45] For example, some texts are organized as a chronological sequence of events, while others compare two or more things. He continues that students can learn to understand and identify a text's structure by paying attention to signal word. Each text structure is associated with different signal word. The signal word link ideas together, show relationship, and indicate transition from one idea to the next. For example, the first text of the test contained of cause-effect structure with signal word of this structure is "however". The student could found it in the eighth line of the second paragraph (however, few days before the departure, the youngest son bitten by a dog). The second text also showed about cause-effect structure, it could be seen from the signal word that "because". The student could found it in the ninth line of the second paragraph (because of the

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[45] Jackqueline Barber, *Teaching Text Structure*, (The Regents of The University of California, 2010), 2.

possibility of getting rabies, there were being quarantined for long days). The result of their answer revealed that the student cannot find the signal word in every text. Consequently, they made mistake in understanding the structure of the text.

Fetrisia states that there are several language features of anecdote text. They are exclamation words, use rhetoric questions, use past verb, use action verb, use conjunction of time and use adverbs or adverbs phrases.[46] Anecdote text use past tense verb, when they looked at the dictionary, they were confused with the infinitive and past verb; it influenced them difficult in translating the text.

From the explanation above about the internal factors that made students' understanding reading anecdote was clearly that they were lack in grammatical meaning, lack in master vocabulary and still confused with the structure of a text. Another difficulty that made students difficult in understanding reading anecdote text from internal factors were lack of practice in reading anecdote text, so it made them did not understand the text well. From analyzed all of the internal questionnaire, it obtained there were **51,31%** students were influenced by the internal factors.

b. External factors

1). Lack of motivation and not suitable of the lesson.

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[46] Ibid, 5.

In this section, the result of external questionnaire divided into seven questions. The first was about the students' motivation in practice reading anecdote text, evidently they liked watching Television at home. There were seventeen (55%) respondents answered that question. The second was about the students seldom read anecdote text, there were twenty six (83,9%) respondents were busy did the other homework. While, all of students answered "strongly agree and agree" about the students were bored because the teacher always teaches seriously.In addition, most of students have problem with motivation in understanding reading anecdote text. The fourth was they difficult in understanding reading anecdote text because the teacher explained the lesson unclearly or limited time at school, it made them difficult understood the lesson. Besides, another external questionnaire was lack of motivation from their family in reading anecdote text.

The last question was about how the teacher solve their problem when they got trouble in understanding reading anecdote text, there were sixteen (51,6%) respondents who answered "strongly agree and agree". It meant that the role of family and teacher most important to motivate students. Based on the data above, it obtained that **47,23%**students were influenced by the external factors.

2. The factors causing the difficulties

Westwood mentioned three factors contribute as the cause of students' difficulties in understanding the text. They are located within the learner's background, the teaching technique, and the learner's environment.[47] Therefore, the writer used those three factors as indicator to make the questions in interview.

From interview the writer categorized them into three matters: the questions number 1 and 2 asked about the students' responded of English lesson especially in reading. The question number 3 asked about the teacher's teaching technique of what caused their difficulties. The question number 4 until 6 asked about whether or not the learner's background caused their difficulties.

Based on the result of data analyses that writer conducted, it found that caused of students' difficulties was related to their background. It happened because most of students were lack interest of learning reading English; they experienced no desire to read English text. They were lazy and afraidread the English text. Consequently, many students did not read well.

Another causethey got that they were lack of motivation to learn reading. They said that reading is boring; they have to read the text then answer the question on and on without doing another activity whereas the students did not understand the text clearly. It happened because of the way of teaching was so serious about the grammatical meaning or generic structure of anecdote text. So, the students were less interested in learning English.

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[47] Peter S. Westwood, *Reading and Learning Difficulties A Process to Teaching and Assessment*, (ACER of Australia Council, 2001), 26. Net Library E-book.

The other factor causing the difficulties that the students were lack of knowledge about reading. The result showed that most of the students were lack of knowledge about main idea of the text and difficult in differencing the main idea. Also lack of knowledge about English text; did not know the generic structure of anecdote text and specific characteristics of anecdote text, such as using past verb. When they looked at the dictionary, they confused with the infinitive and past verb. Finally, they were lack of grammar knowledge, lack of English vocabulary.

It also, most of students still have difficulties in translating English anecdote text into Indonesian. Sometimes, certain words were easily found and what it defined in the dictionaries washelpful. However, it also occurred that some words or combination words did not find in the dictionaries.

From students' interviewed, that causing the difficulties because they were lack in memorizing vocabulary, translating unfamiliar words and also got problem when they did not know the meaning of the word Indonesian language and the meaning of the word was not find in the dictionary. Because of that the students used the dictionary such as *LengkapPraktis CBSA 10 Juta Inggris- Indonesia Indonesia- Inggris*. So, the words in the dictionary were limited. But unfortunately, only a few students who have the dictionary in that class, so they have difficult in answering the question and translate the text without dictionary.

The writer found that most dominant causes of students' difficulties in understanding English reading text was related with the teaching technique.

Freeman and long stated that teacher is a subject in education who has duty to transfer the knowledge to the students.[48] Furthermore, the English should be careful when choosing the technique because it related to the students' understanding of the material.According to the interviewed, most of students answered, their teacher's technique was not interesting, he gaveunclear instruction in teaching reading, he rarely use media in teaching, and cannot create interesting activity in learning.

The last factor caused the students' difficulties in understanding English reading anecdote text because their environment. It supported by Finocchiaro's statement:

"Someone who lives environmental with the society that has high educational and has good attitude toward reading will support her ability to master reading that has been learned at school can be applied functionally outside school".[49]

The result of the interview showed that students experienced lack of facilities in their school. Their school not provides enough reading material for them, so they cannot learn reading well. Moreover, the students also got problem in their home. They said that they were lack of parental control in learning. Most of them experienced no motivation from the parents to learn English especially in reading and were lack of parents' attention. The parents' attention here meant that

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[48] Diane Larsen-Freeman and Michael H. Long, *an Introduction to Second Language Acquisition Research*, (New York: Longman, 1990), 220.

[49] Ahmad Sokhbirin, "A Study On The Technique of Teaching English Speaking in MAN Bangil", (English Departement, UMM: Bachelor's Thesis University of Malang, 2002), 42.

their parents seldom gave those supports, advices and help to them to learn reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research students' difficulties in understanding reading anecdote text of the eighth grade students SMP Negeri 1 Langsa, the writer concluded that:

1. The students' difficulties in understanding reading anecdote text such as they found difficulty in grammatical meaning; the students did not understand the text clearly. The way of teaching was so serious about the grammatical meaning or it generic structure, so the students were less interested in learning English. Add more, anecdote text is using past tense verb, when they looked at their dictionary, they were confused with the infinitive and past tense verb. Also, a few of students who have the dictionary, they have difficulty in answering the questions. Most of them still have limited understanding because in their opinion, sometimes the teacher explains the lesson unclearly. It made them lazy to learn.

2. The main difficulty faced by the eighth grade students of SMP Negeri 1 Langsa were lack of master vocabulary and difficult to them to transmit their ideas to someone and finally they cannot understand what they have read. It occurred because many factors that influenced them in learn the English well.

Based on questionnaire done by the writer, it obtained there were 47,23% students influencedby the external factors of difficulty in understanding reading anecdote text and there were 51,31% students influenced by the internal factors.

B. Suggestion

1. The writer's suggestion for the students to more and more read about a text because that are the most basic in reading, they must improve their memorized and often practice to read a text. They must diligent ask the teacher when they face difficulties. The most important that they should not be lazy to study at home.

2. The writer's suggestion to the teacher is she or he must work hard to find the appropriate way to teach English. The teacher must know the interesting or good way to make the students interest in learning reading text. It is expected that the students no longer face many difficulties in learning reading text.

3. Teacher should not teach English to their students monotonously or so serious, because it made them bored. Sometimes, as a teacher is needed sense of humor when teaching. So, the students feel happy and want to pay attention high concentration in their subject when their teacher explains the subject.

4. In understanding reading text, dictionaries are needed to facilitate the search for the meaning of words is needed. So, parents are expected to pay more attention to the need of their children in their studies such as buying a dictionary, because it is very important when learning vocabulary.