

Students Ability to Read English at Caritas Catholic Senior High School in Tomohon

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Abstract--- *The main problem in this study is the weak ability to read English students. There is also the purpose of this research is to find out: (1). What is the process of learning English at Caritas Catholic High School in Tomohon? (2). What are the factors of difficulty in the ability to read English students of Catholic Caritas Tomohon Catholic High School? (3). How is the solution implemented by the teacher in overcoming the difficulty factors of English reading ability of Caritas Catholic High School students in Tomohon? Qualitative study method was chosen in this research because the problem to be studied occurred in certain places and situations. The results of this study can be concluded as follows: (1). The process of learning English in Caritas Catholic Senior High School in Tomohon has been going well; this is evidenced by the availability of learning tools owned by the teachers, (2). The most dominant factors of English pronunciation difficulty in Caritas Catholic Senior High School are: Mother Language, Teaching Material, Social Interaction, Learning Media, Family Background, (3). Solutions implemented by English teachers to overcome the difficulty of English pronunciation of students at Caritas Catholic Senior High School by using the classroom language model. This study recommends further research on students' English proficiency.*

Keywords--- *Ability, Read English, Senior High School, Tomohon, Indonesia.*

I. INTRODUCTION

Language is not just a string of words, but a composition of words that is arranged neatly and systematically and has meaning. Therefore, the string of words that are strung together into a sentence must meet the rules of language, so that the meaning that is intended by the language used can be conveyed perfectly. In interacting and communicating, humans use the language both verbally and in writing. In written language, a language user is expected to have more adequate skills than when using spoken language. This is intended so that the meaning or meanings to be conveyed to the reader can be understood and understood without ignoring the rules of language[1].

English today is recognised for its existence and role as a means of communication between nations. Many benefits can be obtained in relations between nations so that many countries including Indonesia include English as an international language in the school curriculum. Some necessary English language skills that must be possessed are examples of conversational, letter writing, reporting, negotiating, presentation skills of the things mentioned conversation is the basis of the use of English where conversation in English will be widely used in daily business activities such as in the form of telephoning, or face to face conversations with business partners, apart from conversations in English letter writing is also an activity that is often used in business activities such as writing letters, making email is a business activity that occurs daily, because English is an international communication tool that has been recognized by the world so there is no choice for someone who will enter the business world to be able

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and must master English, so start learning English in order to survive and exist in the business world. In business communication is very important for the continuity of a business.

Anticipating the demands of the modern age that require mastery of English, in Indonesia English lessons are included in subjects taught at all levels of education. Unfortunately, the problems in learning English, especially at the high school level, are still found. For example, students still experience difficulties in the pronunciation of English words. There are many factors that influence the problem of reading difficulties in English, one of which is the mother tongue factor which is very strongly affecting students. "The primary aim of reading is to take ideas from what has been read, and interpret the meaning based on readers' background." [2]

Caritas Catholic Senior High School in Tomohon is an educational institution that has a high commitment to improving the quality of students. This commitment is manifested through quality learning planning and in line with the mission as follows: (1). Improving the achievements of students who have morality and noble character, (2). Increase academic achievement of graduates, (3). Increase extra-curricular achievements, (4). Foster interest in reading, (5). Improve English language skills, (6). Increase environmental insight.

Based on the above mission, it is clear that one aspect that is intended to be improved by the Caritas Catholic Senior High School in Tomohon in maintaining the existence and quality of their students is to improve the students' English proficiency.

Based on this background, then the main problem in this study is about "mastery of English reading skills of Caritas Catholic Senior High School Students." Based on the above problems, the problem identified in this study is to analyse the mastery of English reading skills of Catholic Caritas High Senior School Students in Tomohon. Based on the problem above, the following research questions are formulated: (1). What is the process of learning English at Caritas Catholic High School in Tomohon? (2). What are the factors of difficulty in the ability to read English students of Catholic Caritas Tomohon Catholic High School. (3). How is the solution implemented by the teacher in overcoming the difficulty factors of English reading ability of Caritas Catholic High School students in Tomohon?

II. LITERATURE REVIEW

Definition of Learning English

Learning strategies can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. In connection with learning English, the English learning strategy means that it contains plans prepared by the English teacher in delivering learning material and how students are able to digest what they are teaching.

Because learning is a process of activity, of course there will be gradual changes in it. These changes occur through stages which are related to one another in a sequential and functional manner. According to Burner, one of the opponents of the S-R Bond theory that is fairly vocal (Barlow, 1985), in the learning process students take three episodes / stages, namely:

First, the information stage (the stage of receiving material) is the process of explanation, decomposition or direction of the principles, structure of knowledge, skills and attitudes. In the information stage, a student who is

learning gets some information about the material being studied. Among the information obtained there are completely new and independent, some are functioning to add, refine, and deepen knowledge that previously had.

Second, the stage of transformation (the stage of changing the material) is the process of transitioning or transferring the principles of the structure of knowledge into learners themselves. In the transformation stage, the information that has been obtained is analyzed, changed, or transformed into an abstract or conceptual form so that in turn it can be utilized for broader matters. For beginner students, this stage will be difficult if it is not accompanied by your guidance as a teacher who is expected to be competent in transferring appropriate cognitive strategies to conduct certain learning.

Third, the evaluation stage (the stage of researching the material) is the Transformation Process carried out through information, however, the information must be analyzed, changed or transformed into a more abstract or conceptual form so that it can be used in a broader context. In the evaluation phase, a student self-assesses the extent to which the information that has been transformed can be used to understand the symptoms or solve the problem at hand. There is no detailed explanation of this evaluation, but it seems analogous to the retrieval event in response to the environment being faced.

According to Patrisius Istiarto Djiwandono in his book English Language Learning Strategy Guidelines said that in the context of learning English in schools, the strategies that can be applied are as follows:

- a. get to know English learning strategies
- b. tactical listening
- c. strategies for reading scientific papers
- d. English writing learning strategies
- e. speech strategy
- f. set a target

Based on some of the above meanings, the English learning strategy briefly is any effort even the method used by the teacher in conveying the contents of the material he has prepared.

Factors of Difficulty in Reading English

According to Kasihani K. E. Suyanto in his book English for Young Learner, explained that there are several factors that influence learning English. These factors are:

1. Mother tongue

Not infrequently the mother tongue or first language is an obstacle in learning a foreign language. Spelling, pronunciation, intonation, sentence structure or different vocabulary between the first language and second language sometimes make children feel difficult to learn it. Like the pronunciation of a long letter sound like in the word roof; diphthong / au /, / ou / as in the words now [nau] and road [roud]. And also noun patterns that are combined with adjectives for example:

Beautiful woman

Adj N

In Indonesian the location is different:

Beautiful woman

N Adj

2. *Teaching Materials*

The selection of materials as teaching materials with learning techniques that are appropriate to the age and interests of children will provide their own interest for children in learning. Teaching materials should be able to encourage students to learn actively, which have clear and meaningful goals. Adjust also the choice of words and the level of difficulty. Arrange neatly from the easy to the more difficult.

3. *Social interaction*

Communication between students and teachers or between students and students who are warm will provide a sense of security in learners and increase self-confidence. Social interaction also helps children to use language and make them learn from each other. This relationship can be established through games, songs, and learning activities carried out in pairs or groups.

4. *Learning Media*

Foreign language learning in children will be more effective if supported by the media to support teaching and learning activities because children like things that are visual. Such as finger puppets, pictures, miniatures or even objects around us such as photos, pens, story books, wall clocks and others.

5. *Family Background*

Family or social background factors can also support or hinder a child's success in learning a foreign language. Like the availability of dictionaries, books, foreign television channels and even parental support are factors that can influence the way they learn. Even objects around the child can add vocabulary. And reading books that parents buy will also help children to learn foreign languages, especially foreign languages.

III. METHODOLOGY / MATERIALS

Research is a scientific way to get data with specific purposes and uses. Based on this there are four keywords that need to be considered, namely, the scientific method, data, purpose and usability (Sugiyono, 2012: 3). Based on the explanation above, the scientific method used by researchers in obtaining data and achieving research objectives and uses is a qualitative approach with descriptive data presentation.

Cresweel (1998: 15) defines qualitative research as follows: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explorer a social or human problem. The researcher builds a complex, holistic picture, thought worlds, reports detailed views of informants and conducts the study in a natural setting.

Qualitative research is a method for exploring and understanding the meaning of several individuals or groups of people ascribed to social or humanitarian problems. This qualitative research process involves essential efforts, such

as asking questions and procedures, gathering specific data from participants, analysing data inductively starting from specific themes to general themes, and interpreting the meaning of data.

According to Bogdan and Taylor (1975: 50 as quoted by Maleong (2011: 4) defining qualitative methods as research procedures that produce descriptive data in the form of written or oral words from people and observable behaviour. According to them, this approach is directed in the background and individual holistically (intact) So, in this case, it should not isolate individuals or organizations into variables or hypotheses, but need to see it as part of something needs.

The qualitative study method was chosen in this research because the problem to be studied occurred in certain places and situations. Qualitative research with a case study method is intended to reveal and understand the facts that occur in the field as they are. According to S. Nasution (1993: 55), case studies or case studies are "for mandatory research on an aspect of the social environment including humans in it." So this case study can be carried out on an individual, group or group of people, the human environment or community social institutions.

According to Masyhuri and M. Zainuddin (2008: 35) Case and field studies (case study and field study research) are: (i) research on the status of research subjects regarding a specific phase or is typical of the overall personality; (ii) research that emphasizes social research; and (iii) the tendency for the approach to be inductive; and (iv) research is identical to qualitative research.

The subject can also be individuals, groups, institutions or institutions, or the community. The purpose of a case study is to provide a detailed description of the background, characteristics and characteristics of a particular case, individual, group, institution, or community.

According to Quinn Patton (2009: 2009), case studies become useful especially when people need to understand a particular problem or situation very deeply, and where people can identify cases that are rich with information-rich in the sense that a significant problem can be learned from several Examples of phenomena in the form of questions.

According to Sugiono (2008: 224), data collection techniques are the most strategic step in research because the primary purpose of the research is to obtain data. Without knowing data collection techniques, the researcher will not get data that meets the established data standards. In this regard, the data collection techniques that will be used by researchers in this study are: Observation, Interview, Documentation, and literature study.

The location of this research is Caritas Catholic High School in Tomohon. As for the subjects of the study are students, teachers, principals, and education practitioners who are in Caritas Catholic Senior High School.

IV. RESULTS AND FINDINGS

The English learning planning process is carried out through the English teacher strategy in preparing the learning plan. Before the new school year, the principal held a work meeting with activities to make plans for learning activities for the next year, namely compiling syllabus, subject analysis, annual programs, semester programs and learning program plans. All teachers try to plan well, and there is even an atmosphere of competition to make good teaching programs and try to finish first. In essence, if an activity is planned, then the purpose of the activity will be more directed and more successful.

That is why a teacher must have the ability to plan to teach. In connection with this David Johnson (1979: 9), said the teacher is expected to plan and deliver teaching because it all makes it easier for students to learn. Teaching is a series of events planned to be conveyed, to encourage and encourage student learning which is the process of assembling learning situations (consisting of classrooms, students and curriculum material) to make learning easier.

The English language teacher at Caritas Catholic High School has a teacher strategy in collaborating with students in teaching and learning activities, the teacher at the beginning of teaching and learning activities seeks to establish good relations with all students by utilizing a little time to attend students, also holding approaches with students from bench to another bench when students work on assignments while looking at the results of student work. From the results of research and research findings it can be seen that the classroom management approach is a socio-emotional climate approach based on clinical psychology and counselling by assuming that effective teaching and learning activities require right socio-emotional meaning that there is an excellent interpersonal relationship between the teacher and students also between students and students. For the main task of teachers in classroom management is to build or create interpersonal relationships and develop a positive socio-emotional climate.

Likewise in teaching and learning activities, the teacher tries to convey the subject matter in a clear voice, using simple language that is easily understood by students so that it is able to attract students' attention, also each subject is always associated with daily life, for example: the benefits of Indonesian language lessons in order to speak the correct Indonesian, the chemical benefits for the industry and so on.

The learning model applied by the teacher is a group assignment model, a peer tutoring model. Every time a class enters a student's activity doing a task or practicum, students are grouped, each group consists of 6-8 students and for children who are cleverly distributed, which can later be utilized as peer tutors, here the teacher functions as a facilitator and the results will be informed of his fellow friends with the help of smart students who had previously been grouped.

To increase students' interest in learning English, the teacher provides learning motivation for students. The results showed that the learning motivation of Caritas Catholic Senior High School was grown or developed through practice exercises, learning outside the classroom, involving students in scientific activities, communicating the results of tests, using learning media, giving reinforcement and paying attention to the development of student achievement and behaviour.

1. Factors of English pronunciation difficulty of Caritas Catholic Senior High School students

Based on the research findings, the following are some of the factors affecting the difficulty of English pronunciation of students at Caritas Catholic Senior High School:

1. Mother tongue

The mother tongue or first language is a barrier in learning a foreign language. Spelling, pronunciation, intonation, sentence structure or different vocabulary between the first language and second language sometimes make children feel challenging to learn it. Like the pronunciation of a long letter sound like in the word roof;

diphthong / au /, / ou / as in words now [nau] and road [roud]. Furthermore, noun patterns that are combined with adjectives for example:

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2. Teaching Materials

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4. Learning media

Foreign language learning in children will be more effective if supported by the media to support teaching and learning activities because children like visual things. Such as finger puppets, pictures, miniatures or even objects around us such as photos, pens, storybooks, wall clocks and others.

5. Family Background

Family or social background factors can also support or hinder a child's success in learning a foreign language. As the availability of dictionaries, books, foreign television channels and even parental support are factors that can influence the way they learn. Even objects around the child can add vocabulary. Moreover, reading books that parents buy will also help children to learn foreign languages, especially foreign languages.

2. The solution implemented by the teacher in overcoming the difficulties of English pronunciation by students of the Caritas Catholic High School

In overcoming the factors of English pronunciation difficulties, the teacher has done many things and ways. One that is used by English teachers at Caritas Catholic High School is by implementing classroom language. Classroom language is a language used to communicate and survive in class without using mother tongue. All activities and activities in the class must be spoken in English. Thus, the classroom language that is applied by the teacher is teaching English using English as a whole.

In applying this model/method of learning English, the teacher gradually provides words, phrases, sentences and expressions that are usually used in teaching and learning in the classroom.

The following are the stages of learning English at Caritas Catholic High School by using the classroom language model as adopted by teachers from Chaudron (Richards and Lockhart, 2004: 183):

a. Speak more slowly.

The teacher uses English in class, and the teacher speaks slower than when the teacher speaks in different situations. This is done by the teacher so that students find it easier to understand the words spoken.

b. Use pauses.

The teacher uses pauses in using English to provide opportunities for students to understand and digest the meaning that is spoken. Location of the pauses used by the teacher between words, between phrases and between sentences. The teacher pauses longer when connecting two sentences.

c. Change the pronunciation.

When teaching, teachers often use non-standard pronunciation. Because when teachers use standard pronunciation, many students cannot understand the meaning spoken. In this case, the teacher follows the Minahasa dialect because the majority of students in this school are the Minahasa tribe. However, to give the correct pronunciation, the teacher also interjects the correct pronunciation by repeating the spoken word.

d. Modifying vocabulary.

In this step, the teacher chooses vocabulary that is easy for students to understand and is related to students' daily activities. This is done to make English more meaningful and can be used in their daily lives.

e. Simplify grammar.

At this step, the teacher does not always use the correct grammar. Teachers simplify grammar more often, so students do not focus on grammar. This is done by the teacher because students do not dare to speak because they are afraid of using grammar incorrectly.

f. Using context.

In this step, the teacher uses objects that are in class or at school to help students understand the language spoken. Then the teacher also repeats or sometimes answers his questions with the aim of getting students used to getting students to hear and speak English. Besides, the teacher also designs English texts that are suitable for the student environment.

The things above are some of the ways used by English teachers at Caritas Catholic Senior High School to overcome the factors of difficulty in English pronunciation among students.

V. CONCLUSION

Based on the description and discussion in the previous chapters, the results of this study can be concluded as follows:

1. The process of learning English in Caritas Catholic Senior High School in Tomohon has been going well, this is evidenced by the availability of learning tools owned by the teachers.
2. The most dominant factors of English pronunciation difficulty in Caritas Catholic Senior High School are Mother Language, Teaching Material, Social Interaction, Learning Media, Family Background.
3. Solutions implemented by English teachers to overcome the difficulty of English pronunciation of students at Caritas Catholic Senior High School by using the classroom language model.

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