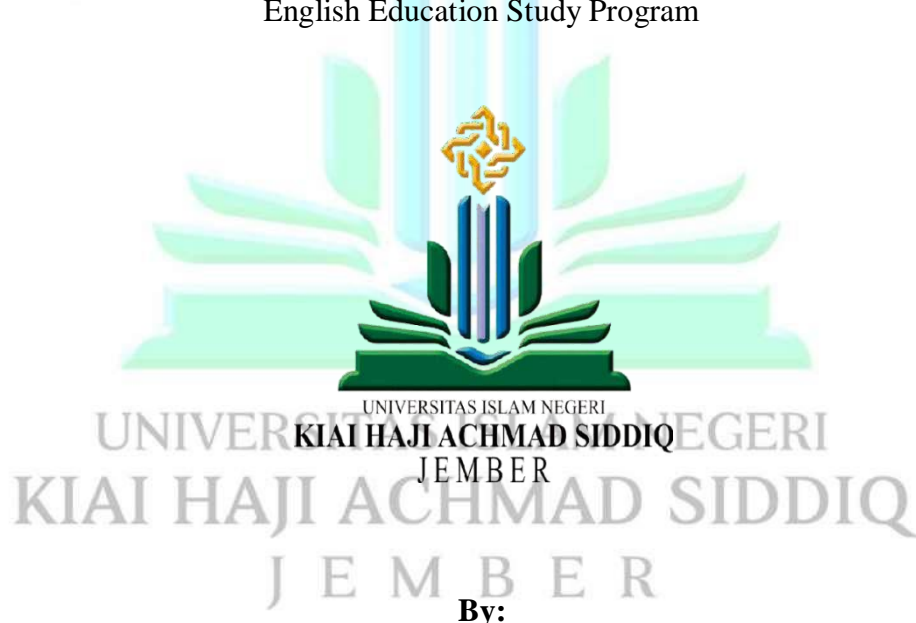


**AN ANALYSIS OF THE STUDENT'S DIFFICULTIES
IN READING COMPREHENSION AT THE SECOND GRADE
IN JUNIOR HIGH SCHOOL OF AL AZHAR AJUNG**

THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



DIGNA ARISSHIO RISMA MIRANDA
SRN. T20196083

**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DECEMBER 2023**

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Faculty of Tarbiyah and Teacher Training
English Education Study Program

By:

Digna Arisshio Risma Miranda
SRN. T20196083

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Had been approved by Advisor


Dr. Ninuk Indrayani, M.Pd
NIP. 197802102009122002

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THESIS

It has been examined and approved by the board examiners in partial fulfillments
of the requirement for the bachelor degree of education (S.Pd)
Education and Teacher Training Faculty
English Education Study Program

Day : Tuesday

Date : December 05th 2023

The Board Examiners

Chairperson



Dewi Nurul Qomariyah, S.S., M.Pd.
NIP. 197901272007102003

Secretary



Zahratul Maujudatul Mufidah, M.Pd.
NIP. 199201222019032009

Members:

1. Dr. Ninuk Indrayani, M.Pd.
NIP. 197802102009122002
2. Dr. Suparwoto Sapto Wahono, M.Pd.
NIP. 197406092007011020



Has been approved by
Dean of Education and Teacher Training



Dr. Abdul Muhsin, S.Ag., M.Si.
NIP. 197404242000031005

MOTTO

□ إِنْ أُلْغِ سِرٌّ سِرًّا نَا تَصِرْ وَإِذَا كُنْتَ عَسَى رِ ي ر ر
مَعْ يُؤْتِيكَ مِنْ لَدُنْهِ إِزْلَاجًا لِمَا كُنْتَ تَعْلَمُ

“Indeed, with difficulty there is ease. When you are finished (with a virtue),
keep working hard (for another virtue) and hope only in your Lord!”
(QS. AL-Insyirah: 6-8)¹



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¹ Qur'an online: <https://www.mushaf.id/surat/al-insyirah/6/8/>

DEDICATION

By giving thanks to God Allah SWT for all his grace and blessings. I dedicate this thesis to:

1. Completely to two great people in my life father & mother, Mr. Bambang Ratminto Hadi T and Mrs. Mintek Ismawati. Both of them tried their best so that I could reach the stage of completing this thesis. Thank you for all the sacrifices, advice and good prayers that you never stop giving me. I hope you are given health and a long life so you can see your first child succeed thanks to your prayers and support. I am forever grateful for your existence as my parents.
2. My youngest brother Rommy Yulianto, as well as my extended family, thank you for your love, support, prayers and motivation for me.

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Thanks and praises to Allah SWT who always gives me blessing to finished my thesis. Sholawat and Salam always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the brightness.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to following excellent people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., as a Rector of the state Islamic University of Kiai Haji Achmad Siddiq of Jember, who has allowed me to study at this university.
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7. All the Students' of eight grade MTs Al Azhar Ajung for being cooperative to be my research subject

I hope Allah SWT always gives blessing to all of you. I hope that this thesis will be useful for the readers. However, I realized that this thesis is far from being perfect. Therefore, any criticisms, ideas and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 05 December 2023

The Writer

Digna Arisshio Risma Miranda

SRN. T20196083

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ABSTRACT

Digna Arisshio Risma Miranda, 2023. An Analysis of the Student's Difficulties in Reading Comprehension at the Second Grade in Junior High School of Al Azhar Ajung

Keywords: *Reading Comprehension, Student Difficulties*

Difficulty in understanding reading was a crucial problem to solve because reading is considered a basic needed in aspects of life, especially in learning English. This research conducted at MTs Al Azhar Ajung and researcher made observations where students said that English reading comprehension was difficult. Reading comprehension is a fundamental skill necessary for academic success and overall development because it involves the ability to understand and interpret written texted, extract information, make inferences and analyze content critically. However, many students experience difficulties in reading comprehension, which could hinder their learned progress and achievement.

There were three research questions in this research, (1) what are student's difficulties in reading comprehension at MTs Al Azhar Ajung?, (2) how did the student's difficulties in reading occur at MTs Al Azhar Ajung?, and (3) why did the student's difficulties in reading comprehension occur in the way they do at MTs Al Azhar Ajung?.

This study used a qualitative method and the research was carried out at MTs Al Azhar Ajung. The population in this study was all Students' with totally 22 and English teachers. The sample in this study was 8th grade students, interviews with 3 students and one English teacher. The researcher used three kinds of instruments to collect the data, they were observation, interview and documentation. The researcher used interactive analysis model to analyze the qualitative of three stepped, such as: data reducing, data display, and conclusion drawing/verification.

The findings of the research were the student's difficulties reading comprehensions because there were many words that they had not previously known and students had not knew the meant of the sentence. Students' difficulties in reading comprehension occured due to aspects of difficulties to find the main idea in the reading texted, understand vocabulary, make conclusions from the reading and understand the entire reading or the implied meant of the reading texted. The Difficulties in reading comprehension occured when the students were able to worked on difficult questioned given by the teacher, students lacked of interested in reading English texted and lacked of understanding in vocabulary.

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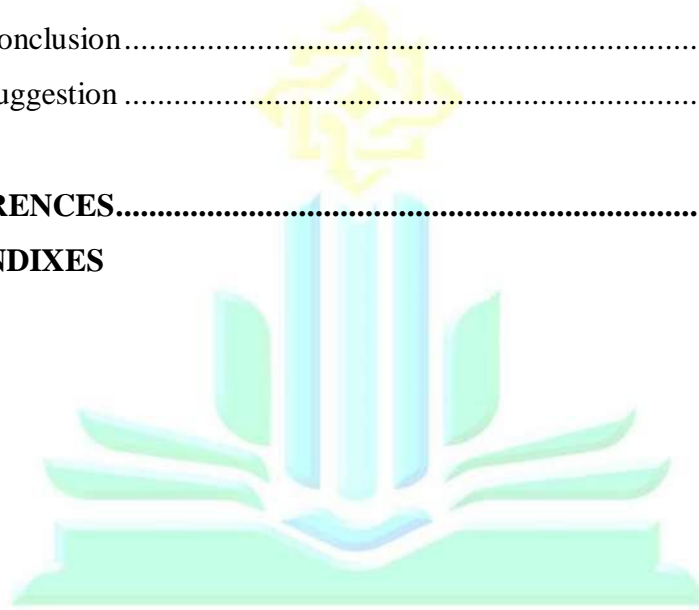
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CHAPTER I

INTRODUCTION

This chapter discusses about the background of the problem, the identification of the problem, the limitation of the problem, the research problem, the objective of the problem, and the significance of the study.

A. The Background of the Problem

Reading comprehension is one of the skills that should be mastered by the students of Junior High School because the objective of teaching reading comprehension is that the students are expected to be able to understand the meaning of the text. The students could also be able to make inferences from the text.

However, in reality, the student skills in reading are still low. This can be proved by the fact that the students are difficult to understand a text of a reading book because they have limited ability in reading comprehension. It is very difficult for them to find the main message of the text and making inferences about the text. Those problems happened because the level of the student's vocabulary knowledge is low. Reading text in a foreign language is different from reading in the first language. Perhaps students have a lot of reading experience in their first language. However, when they read English material, the students need to consider a number of elements of language proficiency. Specifically, in reading material of a foreign language, readers will find linguistic elements that are different from their first language.

Reading comprehension has a big element or scope to study such as the process of reading comprehension, strategy of reading comprehension, material of reading comprehension, media of reading comprehension and many more, which can be difficult for students in reading comprehension if the usage is incorrect.

Difficulties in reading comprehension are a crucial problem to be solved because reading is considered to be a basic need in aspects of life, especially in learning English. Difficulties in reading comprehension are urged to study because there are still many students who cannot understand the meaning of the text. This research was conducted in MTs Al Azhar Ajung. The researcher interviewed the students and the students who said that reading comprehension was difficult. The students had difficulty to find the main idea from the text and make inferences from the text. So the researcher wanted to know deeply about students' difficulties in comprehending English Reading text.

Reading comprehension is a fundamental skill necessary for academic success and overall development. It involves the ability to understand and interpret written text, extract information, make inferences and critically analyze the content. However, many students encounter difficulties in reading comprehension, which can hinder their learning progress and achievement. This analysis aims to explore the common challenges faced by students in this area, moving from a general overview to specific issues.

Based on the background of the problem above, reading comprehension has several sub-focuses to be researched, they can include a strategy of reading comprehension, process of reading comprehension, material of reading comprehension, media of reading comprehension, as well as difficulties in reading comprehension.

There are many difficulties related to reading comprehension: the students have difficulties to find the main idea from the text, the students have difficulties to making inferences from the text, the students have difficulties to inferring the meanings of particular words from context.

The reason the researcher choose difficulties in reading comprehension because there are many students who cannot understand what they red.

This research was conducted in MTs Al Azhar Ajung. The researcher interviewed the students and the students who said that reading comprehension was difficult. The students had difficulty to find the main idea from the text and make inferences from the text. The students had difficulty to vocabulary and word recognition; inference and critical thinking; text structure and organization; lack of background knowledge; reading rate and fluency; lack of active reading strategies on reading comprehension.

Therefore, the researcher wants to conduct a research entitled “An Analysis of The Student’s Difficulties in Reading Comprehension at Second Grade in Junior High School of Al Azhar Ajung”

B. The Research of The Problem

Based on the limitation of the problem above, the researcher formulated the research problems as follows:

1. What are the student's difficulties in reading comprehension at MTs Al Azhar Ajung?
2. How do the student's difficulties in reading occur at MTs Al Azhar Ajung?
3. Why do the student's difficulties in reading comprehension occur in the way they do at MTs Al Azhar Ajung?

C. The Objective of The Problem

The objectives of the research are to describe of the research:

1. The student's difficulties in reading comprehension at MTs Al Azhar Ajung.
2. How the student's difficulties in reading occur at MTs Al Azhar Ajung.
3. Why the student's difficulties in reading comprehension occur in the way they do at MTs Al Azhar Ajung

D. The Significance of The Study

Theoretically, this study is to enrich the theory of reading comprehension. Practically, the significances of this study are as follows: (1) For the students of MTs Al Azhar Ajung, the student can more understand about reading comprehending of texts. They can apply the skill of reading comprehending to decrease their difficulties in comprehending English reading texts, (2) For the English teachers in MTs Al Azhar Ajung, The

research is hoped to give information about the appropriate method to improve the teaching learning especially in reading comprehension, (3) For the principal of MTs Al Azhar Ajung, to improve the teachers' competence in teaching reading, (4) For other researchers, as references to do further research in the same subject in various topics in the different context.

E. The Limitation of The Study

Based on the identification of the problem, there are unlimited numbers of problem about difficulties in reading comprehension such as the students have difficulties to find the main idea from the text, the students have difficulties to making inferences from the text, the students have difficulties to inferring the meanings of particular words from context. Therefore, the researcher would like to limit this research only on the students' difficulties in reading comprehension.

F. Definition of Keyterms

1. Students' Difficulties

Difficulty is a condition in which the student can not learn naturally, due to threats, obstacles or distractions in the study.

2. Reading Comprehension

Reading comprehension is the ability to read a text, process it, and understand its meaning. When someone reads a text, they try to find the main idea. The term student reading comprehension in this study refers to students' ability in the form of reading test to understand words, sentences paragraphs and text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about reading comprehension and some possible difficulties in reading comprehension.

B. Previous Research Analysis

There have been many researchers about difficulties in reading comprehension. The first research is “Reading Comprehension Difficulties among EFL Learners in Higher Learning Institutions” written by Al-Jarrah & Ismail.² This research concludes that the reading comprehension difficulties faced by Arab EFL learners in the selected institutions could affect their English language proficiency and academic performance. To find solutions to these difficulties, there is a need for shared efforts of English language teachers, instruction policy makers, public and private bodies responsible for educational policy learning and implementation, and the EFL learners.

The second is research by Putrianti “Analysis on the Students Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan”³ The finding of this research is the second grade students of SMAS Islam Nur get difficulties on language problem in reading comprehension; they are vocabulary, structure and spelling. Based on the findings above, it is

² Hamza Al-Jarrah & Nur Salina Ismail, (2018), *Reading Comprehension Difficulties Among EFL Learners in Higher Learning Instutations*, International Journal English Linguistics, Vol.8, No 7.

³ Tukma Putrianti , (2018), *Analysis on the Students' Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan*, State Islamic University of North Sumatera.

suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling.

The third is “Reading comprehension difficulties encountered by English students of Universitas Islam Riau” by Satriani.⁴ Based on the results of analyzing data from the research, the researcher found most of students’ difficulties in reading comprehension because they have no motivation in reading habit; they read a little or nothing.

The fourth is research by Ratih Laily Nurjanah “The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test”.⁵ Based on the research can be concluded that all of the student’s difficulties in reading comprehension test is caused by vocabulary, especially the limited knowledge or mastery of vocabulary. In order to overcome the problems, students propose an interactive learning for reading activities, both in forms of audio visual and games. Although games are not proven to improve their ability in mastering vocabulary, it can help then enjoy the class better resulting a little improvement though it is not significant. Teachers as the provider of facilities should be aware of this needs and become more creative in term of providing and involving students in interactive techniques or methods or teaching activities.

⁴ Estika Satriani, (2018), *Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau*, Journal of English for Academic, Vol.5,No,2

⁵ Ratih Laily Nurjanah, (2018), *The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test*, METATHESIS: Journal Of English Language Literature and Teaching, Vol.2, No.2

The fifth last research by Neneng Widya Septia et al., “An Analysis Of Students’ Difficulties in Reading Comprehension”.⁶ Based on the results of analyzing data from the test in research was concluded that the students had difficulties in answering reading comprehension tests. From three types of reading comprehension questions, two types of them were categorized as difficult question types for the students and the results of analyzing data from the interview, four factors causing the students’ difficulties were found in reading comprehension. The factor was on learners’ background. The first one was students’ interest in learning reading because they did not have the desire to read English text and they were not interested in reading. The second factor was student’s difficulties in reading texts and translating the English words. The third factor was lack of facility in their school since it did not provide enough reading material for them. And the last one was house environment, the role of a parent at home to give child support was crucial.

Table. 2.1

Previous Researches of Similarities and Differences

No	Authors	Title	Similarities	Difference
1	Al-Jarrah & Ismail. ⁷	Reading Comprehension Difficulties Among EFL Learners in	The topic of discussion concerns difficulties in reading comprehension	The students in the research that the researcher will carry out are MTs AL Azhar Ajung students, while the

⁶ Neneng Widya Sari et al., (2022), *An Analysis Of Students’ Difficulties in Reading Comprehension*, EEdJ: English Education Journal, Vol.2, No.1

⁷ Hamza Al-Jarrah & Nur Salina Ismail, (2018), *Reading Comprehension Difficulties Among EFL Learners in Higher Learning Instutations*, International Journal English Linguistics, Vol.8, No 7.

		Higher Learning Institutions	among students and aims to find solutions and difficulties faced by students	previous researchers were Arabic EFL students
2	Putrianti ⁸	Analysis on the Students Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan	The topic of discussion concerns difficulties in reading comprehension among students	The students in the research that the researcher will carry out are MTs AL Azhar Ajung students, while the previous researchers were SMA Islam Nur Ihsan students
3	Satriani ⁹	Reading comprehension difficulties encountered by English students of Universitas Islam Riau	The topic of discussion concerns difficulties in reading comprehension among students	The students in the research that the researcher will carry out are MTs AL Azhar Ajung students, while the previous researchers were by English students of Universitas Islam Riau
4	Ratih Laily Nurjanah ¹⁰	The Analysis on Student's Difficulties in Doing Reading Comprehension on Final Test	The topic of discussion concerns difficulties in reading comprehension among students	The students in the research that the researcher will carry out are MTs AL Azhar Ajung students
5	Neneng Widya Septia et al ¹¹	An Analysis Of Students' Difficulties in Reading Comprehension	The topic of discussion concerns difficulties in reading	The students in the research that the researcher will carry out are MTs AL Azhar Ajung

⁸ Tukma Putrianti , (2018), *Analysis on the Students' Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan*, State Islamic University of North Sumatera.

⁹ Estika Satriani, (2018), *Reading Comprehension Difficulties Encountered by English Stuent's of Universitas Islam Riau*, Journal of English for Academic, Vol.5,No,2

¹⁰ Ratih Laily Nurjanah, (2018), *The Analysis on Student's Difficulties in Doing Reading Comprehension Final Test*, METATHESIS: Journal Of English Language Literature and Teaching, Vol.2, No.2

¹¹ Neneng Widya Sari et al., (2022), *An Analysis Of Students' Difficulties in Reading Comprehension*, EEdJ: English Education Journal, Vol.2, No.1

		on	comprehension among students and both use questioning and interview methods	students
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Based on the previous research above, it can be stated that this research can be used as a comparison and strengthen research that has the same research results and to analyze more deeply topics related to the same discussion, whether the reading comprehension difficulties faced will have the same factors or triggers. Meanwhile, the existing differences also become new findings for researchers and also provide knowledge regarding the reading comprehension difficulties faced by students.

B. Theoretical Framework

1. Difficulties in Reading Comprehension

According to Djamarah, difficulty is *"A condition where students cannot learn naturally, because of threats, obstacles or distractions in learning"*¹². It means that difficulty is a condition where students cannot learn naturally, due to threats, obstacles or disruptions in learning. From the statement, he is said that students who have learning difficulties will experience obstacles in the process of achieving the learning outcomes, so that student achievement decreases.

Westwood explained that difficulties at the word level are related to word decoding and identification skills, and involvins problems in understanding, using phonic knowledge and orthographic units in

¹² Syaiful Bahri Djamarah, (2002), *Psikologi Belajar*, Jakarta: PT. Rineka Cipta, p.201

words, and using analogies and contexts of sentences or paragraphs.¹³ From the explanation, difficulty is the problem in understanding words, sentences, or paragraphs.

Ahmadi said that the difficulty is "*Conditions where students cannot learn as they should.*" It means that difficulty is a condition where students cannot learn as they should.¹⁴ From the explanation of Ahmadi also said that the difficulty is a condition where students cannot learn naturally, because there are disturbances or obstacles in learning.

Based on the definition above, the researcher concludes that the difficulty is a certain situation or condition where the students cannot learn naturally, or something that is an obstacle, disruptions or the problem in understanding words, sentences, or paragraphs in learning.

Reading is very important for our life, because by reading we can enlarge and improve our knowledge. Nunan defines the reading comprehension is the process to get, to understand, and to catch the content of the reading. Its mean that reading comprehension is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Woolley states that reading comprehension is the process of

¹³ Westwood, P, (2008), what teachers need to know about reading and writing Difficulties, Camberwell: Australian Council for Educational Research Ltd (ACER Press).

¹⁴ Abu Ahmadi, (1999), Psikologi Sosial, Jakarta: Rineka Cipta, p.74

making meaning from text.¹⁵ So, from the statement reading comprehension is to get the meaning of a word or sentence. Students as readers can decode words and phrases and bring meaning to foreign vocabularies encountered.

Grabe and Stoller states that reading comprehension is the ability to draw meaning from the printed page and interpret this information appropriately.¹⁶ It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

Based on the definition above, the researcher concludes that reading comprehension is the ability to understand the meaning of the text or the process to get, to understand, to catch the content and to draw meaning from the printed page and interpret the information appropriately from the text.

In conclusion, difficulties in reading comprehension is a certain situation or condition where the students can not understand the meaning of the text, or something that is an obstacle to understand the meaning of the text, so the students do not get detailed information from the text.

¹⁵ G. Woolley, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science-Business Media B.V, p.11

¹⁶ Grabe William, and Fredricka L.Stoller, (2002), *Teaching and Researching Reading*. Great Britain: Pearson education, p. 9.

2. Type of Difficulties in Reading Comprehension

There are four aspects of reading comprehension that students should understand well based on Nuttal theory, such as determining main idea, understanding vocabulary, making inference and detail information.¹⁷ Which the students often have difficulty understanding these aspects.

a. Determining Main Idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. According to Longan said that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be in the middle or in the last sentence.

Therefore, it makes the student difficult to find the main idea. It's the causes the students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Understanding Vocabulary

The students are expected to understand every word in the text. When reading the students develop their knowledge in reading a text such as by looking for the meaning of new words in the dictionary and guessing the meaning of the context. The students make general predictions about its meaning, by making predictions from the context; it help the students understand the meaning of a

¹⁷ C. Nuttal, (1982), *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, p. 20.

passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material.

c. Making Inference

Making inference means that the students are expected to be able to understand the text to find conclusions from the statements in the text. The students as readers need to practice combining instructions from the text with their background knowledge to make conclusions from the text. This means that the instructions in the text help the students to build assumptions and draw conclusions from the text being read. So the students are able to answer questions in the text. But in its application, the students have difficulty finding conclusions in the text.

d. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym.

According to Melinda, Gina and Jeanne, there are two types of

reading difficulties. (1) Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. (2) Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.¹⁸

According to Oakhill, a common problem that students lack is the skill to understand or make conclusions from the text. These difficulties include: (1) finding the main idea in the text, (2) making inferences from the text, and (3) Inferring the meanings of particular words from the text.¹⁹

Joseph says that, difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulty understanding and deducing the meaning of words from the text.²⁰

3. Process of Difficulties in Reading Comprehension

The process here means that, how difficulties in understanding reading for students occur. The process of understanding involves how the author's message can be conveyed to students. If the students have difficulty learning to decode and recognize the words, the students

¹⁸Jacqueline Lopez, and Johnny Campoverde, (2018), *Development of Reading Comprehension with Graphic Organizers for Students With Dyslexia*. Journal of Technology and Science Education. ISSN: 2013-6374. P.2

¹⁹Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, *Educational psychology review*, Vol. 5, No.3 page: 227

²⁰Laurice M. Joseph, *Best practices on interventions for students with reading problems*, *The Ohio State University, Best practice in school psychology V*, page : 1172 , Chapter 71 volume 4

have difficulty with reading comprehension.

According to Patel and Jain, the process of reading comprehension can be divided into three stages.²¹ The first stage is 'the recognition stage'. At this stage, the student simply recognizes the graphic counterparts of the phonological items. For instance, the student recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

The second stage is the 'structuring stage'. The student sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. If the students have a problem with syntax, the students have difficulty understanding the text.

The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall of the text. If the students cannot interpret words in the text or sentences, then the student have difficulty understanding the text.

4. Reason of Difficulties in Reading Comprehension

According Westood, the difficulty in reading comprehension occurs for many reasons such as:²² (1) Learner's background, the

²¹ Dr. Patel, and M. Praveen Jain, (2008), *English Language Teaching: Methods, Tools, and Techniques*, Jaipur: Sunrise Publishers and Distributors, p.114-116

²² Westwood, P, (2001), *Reading and Learning Difficulties a Process to Teaching and Assessment*, Australia: Acer Press, p. 16

learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. (2) Teaching technique, the teacher is one of school environmental factors who has the important role to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also become the source of learning difficulties if the teacher does cannot choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students understanding of the material. (3) Learner's environment, the environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

According to Janetta, Sharoon and Alison, the reason of students having difficulty reading such as: (1) Vocabulary is essential to reading

comprehension. Vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. (2) Text structure refers to the way the text is organized to guide the reader or the students in identifying the main information in the text. When the structure of the text is different from what the reader expected, the students will have difficulty in understanding the text. Good readers are able to distinguish which structure is being used and determine which strategies should be applied to help reading comprehension. (3) Cultural variation, the students from diverse ethnic backgrounds who also may experience challenges when trying to understand different text structures.²³

Kennedy that the difficulties in reading comprehension are produced by a variety of factor, there are: (1) Inadequate instruction presented by teacher, it is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately. (2) Lack of pupil interest, it is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness. (3) Unsuitable material,

²³ Janette K Klingner, Sharon Vaughn, & Alison Boardman, (2007). *Teaching Reading Comprehension, to Students with Learning Difficulties*. New York: The Guilford Press, p.47

when reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to be pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all form of comprehension are discouraged. (4) Vocabularies difficulties, an excessive vocabularies burden focus the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.²⁴



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

²⁴ Eddy C Kennedy, (1981), *The Method of Teaching Development Reading*, Washington: Peacock Publisher, p.195-197

CHAPTER III

METHODOLOGY OF RESEARCH

This section consists of the research methods that be used by researchers discussing topics, research locations, research subjects, data collection techniques used up to the research stage so that data be obtained which can then be analyzed.

A. Approach and Type of Research

In this chapter, we discuss the approach and type of research employed in the analysis of student difficulty at Reading Understanding. Understanding the factors that contribute to students' challenges in reading comprehension is crucial for developing effective strategies to improve their reading skills. By examining the approach and type of research utilized, we can gain insights into the methods employed to gather data, analyze it, and draw meaningful conclusions about student difficulties.

Approach:

If the research approach used in a study is qualitative, it means that the study employed qualitative research methods and techniques to collect and analyze data. Qualitative research focuses on exploring and understanding phenomena from the perspective of the participants involved, aiming to capture their experiences, perceptions, and meanings they assign to their lived experiences.

Qualitative research typically involves gathering data through methods such as interviews, focus groups, observations, and document analysis. These

methods allow researchers to obtain rich, in-depth information about the research topic and explore nuances and contextual factors that may influence the phenomena under investigation.

In qualitative research, data analysis involves organizing, categorizing, and interpreting the collected data to identify patterns, themes, and relationships. Researchers often use techniques such as thematic analysis, content analysis, or grounded theory to derive meaningful insights from the qualitative data.

Qualitative research is particularly useful when the aim is to explore complex social phenomena, understand human behavior, or gain insights into subjective experiences. It allows researchers to delve into the perspectives of individuals and groups and provides a deeper understanding of the research topic beyond statistical measurements or numerical data.

B. Research Setting

The research was carried out at MTs Al Azhar Ajung. It is located in the Jl. Raung Gg. Al Azhar Gumuk Kerang Ajung Jember 085101841147. This location was chosen because apart from being a private school which can be said to be advanced, it also aims to find out more deeply whether its students experience difficulties in terms of reading comprehension, especially in English texts, so this research can also determine the abilities of the school's students in the context of reading comprehension of English texts.

C. Research Subject

Research subjects are the population and samples used to review information about existing problems.

1. Population

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions.²⁵ The population in this study was all students with totally 22 and English teachers of MTs Al Azhar Ajung.

2. Sample

The sample is the part of the number and characteristics possessed by that population.²⁶ The samples in this study were 8th grade students, totaling 3 students and one English teacher at MTs Al Azhar Ajung.

D. Technique of Collecting Data

The researcher used three kinds of instruments to collect the data, they are observation, interview and documentation.

1. Observation

Observation is a method of collecting data through the human senses, based on this statement, the human senses become the main tool in making observations. Of course, the senses involved are not only sight but taste, hearing and so on. The definition of observation in the context

²⁵ Sugiyono, (2017), *Quantitative Research Methods, Qualitative, and R&D*, Bandung: CV Alfabeta, p.80

²⁶ Sugiyono, (2017), *Quantitative Research Methods, Qualitative, and R&D*, Bandung: CV Alfabeta, p.80

of natural situations intended by Matthews and Ross above refers to “*The qualitative research scene, namely the process of observing research subjects and their environment and recording and photographing observed behavior without changing the natural conditions of subjects with their social environment*”.²⁷ So in this method researchers want to make observations about students' understanding in terms of reading, especially in reading comprehension of English texts. Reading comprehension that needs to be observed in student learning carried out by researchers includes understanding in making texts, inferring the meaning of texts, the media of understanding used, difficulties faced by students in understanding texts. Reading comprehension is also based on whether or not students understand vocabulary, inference, critical thinking, text structure and other.

2. Interviews

An interview is a conversation between two people where one of them aims to dig and get information for a specific purpose. The definition according to Gorden is too specific, which only includes interactions between two people, namely the interviewer (interviewer) and the interview (interviewer) where only one party has a purpose, while the other party seems to have no purpose other than answering questions. Before conducting an interview, researchers first prepare who be interviewed and what materials are related to students' understanding

²⁷ Umar Sidig and Moh. Miftachul Choiri, (2019), *Qualitative Research Methods in the Field Education*, Ponorogo: CV. Nata Karya, p. 66

in reading English texts. In this study, researchers conduct interviews with English teachers and several students who have become research samples that aim to examine more deeply the difficulties of students in reading comprehension and how to overcome or solutions that must be done so that students can understand reading well. This understanding includes making texts, inferring the meaning of texts, vocabulary, knowledge, critical thinking, text structure and others.²⁸

E. Technique of Analyzing Data

The researcher used interactive analysis model to analyze the qualitative data. According to Miles and Huberman the interactive analysis data was consisted of three steps, such as: data reducing, data display, and conclusion drawing/verification.²⁹

1. Data Reduction

The data obtained from the field quite a lot, so the researchers had to record data accurately and in detail. Data reduction means summarizing, choose the basic things, focus on the things that are important, look for themes and patterns. Reduced data provide a clearer picture, and facilitate researchers to conduct further data collection on what materials are related to students' understanding in reading English texts and for sorting data about of students difficulties in reading comprehension, how to overcome or solutions that must be done so that

²⁸ Umar Sidig and Moh. Miftachul Choiri, (2019), *Qualitative Research Methods in the Field Education*, Ponorogo: CV. Nata Karya, p. 59-60

²⁹ M Chairul Basrun Umanailo, (2019), *Overview of phenomenological research*, Frenxiv Papers, p. 5-6

students can understand reading well. This understanding includes making texts, inferring the meaning of texts, vocabulary, knowledge, critical thinking, text structure and others.

2. Data Display

Data display is an assembly of information that permits conclusion drawing and the action. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

The researcher describes the data obtained from observations, interviews and documentation. After that, the researcher interprets to answer the problem statement.

In this study aims to present data regarding difficulties of students in reading comprehension and how to overcome or solutions that must be done so that students can understand reading well. This understanding includes making texts, inferring the meaning of texts, vocabulary, knowledge, critical thinking, text structure and others.

3. Conclusion Drawing/Verification

Conclusion drawing/verification is the results of the research based on observation and interpretation. Its means that, drawing conclusions and verifying can illustrate the final results. Basically, drawing conclusions and verification need to be rechecked and

validated data to strengthen conclusions, so that they are stronger and more reliable. Then, the researcher draw the relationship between the data obtained with existing theories.

So that in this study from the results of the data obtained, conclusions be drawn about what difficulties students face in reading comprehension and solutions or ways to overcome that must be done by teachers so that student understanding is better.

F. Validity Data

To assess the validity of data in an analysis of students' difficulties in reading comprehension, several factors should be considered. Here are some key aspects to evaluate the validity of such data:

Data Collection Methods: Examine the methods used to collect the data. Was it obtained through reliable and recognized instruments such as standardized reading comprehension tests, teacher evaluations, or structured observations? Valid data collection methods are crucial for ensuring the accuracy and reliability of the findings.

Sample Representativeness: Consider the characteristics of the sample used in the analysis. Is it a representative sample of the target population? A valid analysis should include a diverse group of students that reflects the relevant demographics, such as age, grade level, cultural background, and academic ability.

Data Integrity: Evaluate the integrity of the data collected. Were proper procedures followed to ensure the data's accuracy and completeness?

Were there any biases, errors, or omissions in the data collection process?

Data integrity is crucial for drawing reliable conclusions.

Analysis Techniques: Assess the analytical techniques employed in the study. Were appropriate statistical methods or qualitative analysis approaches used to interpret the data? Valid analysis techniques should align with the research objectives and be appropriate for the type of data collected.

Reliability and Consistency: Examine the consistency of the data and the reliability of the analysis. Were similar results obtained when the analysis was conducted multiple times or when different analysts reviewed the data independently? Reproducibility and consistency indicate the reliability of the findings.

External Validation: Look for external validation of the analysis. Have other researchers or experts in the field reviewed or replicated the study? Independent verification of the findings enhances the validity and credibility of the analysis.

In this study, researchers used the source triangulation technique, which is to double-check information with the level of confidence from the source obtained. The triangulation technique usually refers to the process of utilizing diverse perceptions to clarify meaning and to verify possible repetition of observations or interpretations. The triangulation technique is carried out as follows:³⁰

³⁰ M Chairul Basrun Umanailo, (2019), *Overview of phenomenological research*, Frenxiv Papers, p. 4-5

1. Compare data with one another or data obtained from one interview with another interview in depth.
2. Compare what the informant said in the situation at hand with what was said personally during an in-depth interview
3. Compare what other subjects say about students' reading comprehension difficulties, solutions to do and things to note in reading comprehension.
4. Compare the state of the student's perspective in various views or views of other subjects such as the teacher
5. Compare interview results with the contents of documents or other reference sources used as data sources that have been obtained by researchers such as test results and others.

G. Research Stage

The stages in this research are guided by opinion Meleong consists of: pre-field stage, field activity stage, data analysis stage and research results reporting stage. The stages are following.³¹

1. Pre-field Stage

At this stage, researchers conducted a preliminary studied of researched location and then the researcher makes a researched proposal. After the research proposal is accepted, the next stepped was for the researcher entered into a research agreement.

2. Field Activity Stage

After obtained permission from the principal of MTs Al Azhar

³¹ Rulan Ahmad, (2005), *Understanding Qualitative Research Methods*, (Malang: Malang State University), p. 370-373

Ajung, the researcher then prepared to entered the researched location to obtained as much information as possible in data collection. Previously, in various activities, researchers went first establish close relationships with respondents. Then if familiarity had established with all parties then the researcher would started his researched according to the researcher's needed to obtain data about an analysis of the student's difficulties in read comprehension.

3. Data Analysis Stages

After obtained sufficient data from the field, researchers analyze the data obtained used techniques analysis described above to understood it, divide it, and found meant in his researched. Researched result summarized systematically and reported as a reported studied. At this stage, observations and interviews carried out continuously to obtained various data needed for research and to checked the validity of the data with used triangulation, namely triangulation of data sources, methods and timed.

4. Stage of Writing and Reporting Research Results

The findings and reported stage was the final stage acquisition, compilation, finalization, validation, and presentation of surveyed data in the formed of a surveyed reported.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented overview of the object, research findings and discussions. It was intended to answer the research problems that contained in the first chapter. In findings, the researcher described the process of collecting data and presented result of the data. Whereas in the discussion section, the researcher would analyze the finding.

A. School Profile

1. Madrasah Profile

Madrasah Name	: MTs Al-Azhar
N.I.S / NPSN	20581443
N.S.M	12123509194
Province	: East Java
Autonomy	: Jember Regency
District	: Ajung
Village	: Ajung
Street and Number	: Raung Gg. Al-Azhar
Postal Code	68175
Area	: Gumuk Kerang Hamlet
School Status	: B
Issuer of Decree	: Ministry of Religious Affairs
Year Established	2009

2. Vision and Mission

Vision: The realization of madrasah and the next generation who are qualified, accomplished, moral and Islamic.

Mission:

- 1) Fostering creativity and improving professionalism in carrying out duties
- 2) Develop an interest in learning and practicing to achieve superior achievements
- 3) Complete existing facilities and infrastructure
- 4) Instilling akhlakul karimah in an integrated manner and practicing in daily life
- 5) Creating an Islamic atmosphere in all aspects, both inside and outside the madrassa
- 6) Creating a clean, beautiful, orderly, safe, shady, comfortable environment in a family atmosphere
- 7) Implement the tutoring program effectively so that each student develops optimally
- 8) Fostering the development of habituation in reading the Qur'an, istigoshah, and dhuha prayers and congregational dhuhr prayers
- 9) Carry out madrasah management with participatory management by involving all madrasah residents
- 10) Carry out learning that can develop social care of madrasah residents

3. Management Structure of MTs Al-Azhar Ajung

Chairman of the foundation	: Hj. Nurul Hafila
Foundation caregiver	: Ali Hisyam, S. Pd. I
Committee	: H. Ahmad Fauzan
Head of madrasah	: Fatimatuz Zahro, S. Pd. I
Waka Curriculum	: Afidatur Rizqiyah, S. Pd
Waka Student	: Sa'idatul Mardliyah, S. Th. I
Waka Sarpras	: Sayamun
Sie. Health	: Maulidah Nurung, S. Pd
Sie. Library	: Dra. Syarofah
Student Council Supervisor	: Amita Fauziyah, S. Pd
Extra Coach	: Heri Supriadi, S. Pd

B. Research Findings

In this section, the researcher present some of the data that has been obtained during the research activities. The data that has been obtained are included in this chapter in accordance with the research procedures taken by the researcher and be presented in detail in accordance with the findings from the research location, both in the form of data observation and interviews. The research describe the actual conditions regarding an analysis of the student's difficulties in reading comprehension at MTs Al Azhar Ajung.

The data were displayed and analyzed based on research questions, such as: 1) What are the student's difficulties in reading comprehension at MTs

Al Azhar Ajung?, 2) How do the student's difficulties in reading occur at MTs Al Azhar Ajung?, 3) Why do the student's difficulties in reading comprehension occur in the way they do at MTs Al Azhar Ajung?, were obtained the data as follow:

1. The Student's Difficulties in Reading Comprehension

Difficulty is a certain situation or condition where the students cannot learn naturally, or something that is an obstacle, disruptions or the problem in understanding words, sentences, or paragraphs in learning. Reading is very important for our life because by reading we can enlarge and improve our knowledge. Nunan defines the reading comprehension is the process to get, to understand and to catch the content of the reading. Its mean that reading comprehension is a process to understand a written text which means extracting the required information from it as efficiently as possible.

In this context it can be said that a reader can experience difficulties when understanding reading. Difficulties comprehension is certain situation or condition where the students can not understand the meaning of the text, or something that is an obstacle to understand the meaning of the text, so the students do not get detailed information from the text. Then what is the understanding of MTs Al Azhar Ajung Student's. This was first explained by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kurang paham karena memang ada beberapa kata yang yang belum pernah saya dengar atau lihat sebelumnya. Jadi saya

tidak tahu apa maksud dari bacaan tersebut.

“I don't understand because there are some words that I have never heard or seen before. So I don't know what the reading means.”³²

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kurang memahami bacaan teks bahasa inggris dengan baik karena kurangnya pengetahuan saya seperti kosakata, artinya, membuat saya kesulitan untuk mengerti maksud dari bacaan yang saya baca.

“I do not understand the reading of English texts well because my lack of knowledge such as vocabulary, that is, makes it difficult for me to understand the meaning of the reading I read”³³

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Masih kurang kak, saya kesulitan jika diminta membaca teks bahasa inggris. Saya sangat kesulitan jika bacaannya panjang dan saya bisa dibilang kurang suka membaca apalagi teks bahasa inggris

“Still not sis, I have difficulty if asked to read English text. I really struggle if the reading is long and I arguably don't like to read especially English texts”³⁴

This statement is confirmed by MTs English Teacher MTs Al Azhar Ajung during an interview:

Menurut saya pemahaman siswa kurang terutama dalam kosakata. Mereka cenderung malas membaca teks bahasa inggris, terkadang jika tidak tahu artinya tidak ingin mencari artinya di kamus atau internet.

“I think students' understanding is lacking especially in vocabulary. They tend to be lazy to read English texts, sometimes if they don't know the meaning they don't want to look up the

³² Interview with the students 1, on September 25th, 2023

³³ Interview with the students 2, on September 25th, 2023

³⁴ Interview with the students 3, on September 25th, 2023

meaning in dictionaries or the internet.”³⁵

From the explanation above, it can be stated that students MTs Al Azhar Ajung still do not understand reading well. This is because there is still a lack of vocabulary, the meaning of sentences, reading, understanding the content of the text and also because they don't know the meaning of the words in the reading.

Tabel 4.1

Diagnostics Test for 8th grade student at MTs Al Azhar

Ajung

No	Name	Grade
1	Ahmad Asyraf mamduh	65
2	Ahmad Bai juli	75
3	Anas Tasya putri	65
4	Dewi Nafisah	70
5	Dita	77,5
6	Fera Wati nur fajrin	65
7	Eliza nazlatul Maulida	55
8	Faik kotus sa'adah	72,5
9	Muhammad firman Febriansyah	70
10	Keisya Nabila febriani	65
11	Muhammad Farhan	75
12	Muhammad Andika Pratama	80
13	Rara Febi Nafisah	57,5
14	Sita Dwi puji lestari	70
15	Safira hoivotul ummamah	72,5
16	Siti Nurhalizah	80
17	Siti Maisaroh	67,5
18	Uli Syafa j.n	75
19	Wildatul Ulya	80
20	Aira rahmaniati Latifah	67,5
21	Selvi tariza nur faizah	70

Source: Observation at MTs Al Azhar Ajung on September 23th.

2023

³⁵ Interview with the English Teachers, on September 23th, 2023

Table 4.1 above shows that there are still many students who get scores less than the standard value that has been determined, namely 75. This can be seen as the fact that students still lack understanding in reading English texts as evidenced by the scores that are below the standard starting from 55. is the lowest score on the diagnostic test results, a score of 57.5, a score of 65, a score of 67.5 and a score of 70. Meanwhile, the highest score was only obtained by 3 student's, namely with a score of 80.

Based on the results of the overall presentation, it can be stated that MTs Al Azhar Ajung students still lack understanding in reading texts and experience difficulties in reading comprehension. The results of the interview show that MTs Al Azhar Ajung students' difficulty in understanding vocabulary, finding the main idea or main ideas, concluding and understanding implied meanings is still lacking, while the students' lack of understanding and the need to increase their understanding further in order to get better grades is proven by the test results. Diagnostic where there are still many students whose scores are below standard.

2. The Difficulties in Reading Occur

In the results of research related to student understanding in reading texts, it was found that students' understanding was still lacking. This is due to minimal vocabulary, not knowing the meaning of words, not understanding sentences well. So that with this basis it can be

assessed that the difficulties experienced by students are due to certain aspects.

There are four aspects of reading comprehension that students should understand well based on Nuttal theory, such as determining main idea, understanding vocabulary, making inference and detail information. Which the students often have difficulty understanding these aspects.³⁶

a. Determining main idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. According to Longan said that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be in the middle or in the last sentence. Therefore, it makes the student difficult to find the main idea. It's the causes the students may get confused to see what the main idea of a passage is, and where the main idea is located. This was also experienced by MTs Al Azhar Ajung students in finding the core of the reading or the main idea in an English text reading. This was first explained by an 8th grade student at MTs Al Azhar Ajung during an interview:

Sejujurnya saya kurang baik dalam menemukan inti kalimat atau bacaan apalagi jika saya mencari inti dari bacaan yang panjang itu saya kesulitan. Untuk memahami itu saya membutuhkan waktu yang panjang.

³⁶ C. Nuttal, (1982), Teaching Reading Skill in a Foreign Language, (London: Heinemann Educational Books, p. 20.

“To be honest, I am not good at finding the gist of sentences or readings, especially if I find the gist of a long reading I have difficulty. To understand that it took me a long time”³⁷

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Masih kurang baik karena saya itu kesulitan dalam memahami arti maksud bacaan yang saya baca sehingga saya kurang mengerti ketika menemukan inti dari bacaan tersebut apalagi saya juga kurang tahu kosakata bahasa inggris.

“It's still not good because I have difficulty in understanding the meaning of the reading I read so I don't understand when I find the essence of the reading especially I also don't know English vocabulary”³⁸

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Belum, tetapi jika bacaan teks nya mudah dan sederhana saya masih bisa kak tetapi jika bacaannya sudah panjang untuk mencari intinya bacaan itu saya kesulitan apalagi pemahaman kosakata saya masih kurang. Jadinya saya bacanya diulang-ulang supaya paham.

“Not yet, but if the reading of the text is easy and simple I can still but if the reading is long to find the point of reading it I have difficulty especially understanding my vocabulary is still lacking. So I read it over and over again to understand”³⁹

This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Menurut saya kurang mampu, sejauh ini identifikasi siswa dalam pemahaman bacaan itu masih kurang. Siswa perlu belajar lagi kosakata, belajar lagi dalam menemukan ide ide pokok bacaan, gagasan utama atau poin penting dari bacaan.

“I think it is less capable, so far the identification of students in

³⁷ Interview with the students 1, on September 25th, 2023

³⁸ Interview with the students 2, on September 25th, 2023

³⁹ Interview with the students 3, on September 25th, 2023

reading comprehension is still lacking. Students need to learn vocabulary again, learn again in finding ideas of the main idea of the reading, main idea or important points of the reading”⁴⁰

From the explanation above, it can be stated that one aspect of MTS Al Azhar Ajung students' difficulties in reading comprehension is finding the main idea of reading. This is because the vocabulary students learn the length and shortness of sentences or reading also influence students' abilities and the meaning or intent of the reading.

b. Understanding Vocabulary

The students are expected to understand every word in the text. When reading the students develop their knowledge in reading a text such as by looking for the meaning of new words in the dictionary and guessing the meaning of the context. The students make general predictions about its meaning, by making predictions from the context; it help the students understand the meaning of a passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material. First, 8th grade student at MTs Al Azhar Ajung said that:

Saya kurang tahu kosakata bahasa inggris.

“I don't know English vocabulary”⁴¹

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

⁴⁰ Interview with the English Teachers, on September 23th, 2023

⁴¹ Interview with the students 1, on September 25th, 2023

Kosakata saya masih kurang. Jadi, saya membacanya berulang kali untuk memahaminya.

“My vocabulary is still lacking. So I read it over and over again to understand”⁴²

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kurang memahami bacaan teks bahasa Inggris dengan baik karena kurangnya pengetahuan saya seperti kosakata.

“I do not understand the reading of English texts well because my lack of knowledge such as vocabulary”⁴³

This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Menurut saya pemahaman siswa kurang dalam kosakata. Mereka cenderung malas membaca teks bahasa Inggris, terkadang jika tidak tahu artinya tidak ingin mencari artinya di kamus atau internet.

“I think students' understanding is lacking in vocabulary. They tend to be lazy to read English texts, sometimes if they don't know the meaning they don't want to look up the meaning in dictionaries or the internet.”⁴⁴

From the explanation above, it can be stated that students MTs Al Azhar Ajung do experience difficulties in understanding reading. This is due to students' lack of understanding or understanding vocabulary, and even teachers also assess that students tend to be lazy about reading English texts if they don't know what it means, they don't want to open a dictionary or the internet.

c. Making Inference

⁴² Interview with the students 2, on September 25th, 2023

⁴³ Interview with the students 3, on September 25th, 2023

⁴⁴ Interview with the English Teachers, on September 23th, 2023

Making inference means that the students are expected to be able to understand the text to find conclusions from the statements in the text. The students as readers need to practice combining instructions from the text with their background knowledge to make conclusions from the text. This means that the instructions in the text will help the students to build assumptions and draw conclusions from the text being read. So the students are able to answer questions in the text. But in its application, the students have difficulty finding conclusions in the text. This was first explained by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kurang baik jika bacaan yang harus disimpulkan itu berisi kalimat atau bacaan yang panjang. Jika masih berupa bacaan pendek atau kalimat pendek saya masih mampu menyimpulkannya tapi jika kalimat panjang saya masih cukup kesulitan.

“I am not good if the reading that must be concluded contains long sentences or readings. If it's still a short reading or a short sentence, I'm still able to conclude it, but if it's a long sentence, I'm still quite struggling”⁴⁵

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Itu tergantung bacaannya kak, kalau bacaannya masih sederhana dan tidak panjang saya sedikit-sedikit masih bisa menyimpulkan tapi jika sudah kalimat panjang disuruh menyimpulkan itu saya kesulitan.

“It depends on the reading, sis, if the reading is still simple and not long, I can still conclude a little bit, but if a long sentence is told to conclude it, I have difficulty”⁴⁶

⁴⁵ Interview with the students 1, on September 25th, 2023

⁴⁶ Interview with the students 2, on September 25th, 2023

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Kalau bacaan teksnya pendek dan singkat saya bisa mencari kesimpulan bacaan tetapi jika bacaannya sudah panjang saya harus membaca berulang kali dan itu menurut saya membutuhkan waktu yang panjang.

“if the reading of the text is short and short I can look for the conclusion of the reading but if the reading is long I have to read repeatedly and that in my opinion takes a long time”⁴⁷

This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Menurut saya masih sangat kurang karena pemahaman siswa dalam kosakata, menemukan ide pokok bacaan itu cenderung masih butuh banyak belajar sehingga dalam menyimpulkan apalagi menemukan makna tersirat masih kesusahan bahkan beberapa siswa masih ada yang tidak tahu arti dari bacaan teksnya.

“In my opinion it is still very lacking because of students' understanding in vocabulary, finding the main idea of the reading tends to still need a lot of learning so that in concluding let alone finding implied meanings it is still difficult even some students still do not know the meaning of reading the text”⁴⁸

From the explanation above, it can be stated that students MTs Al Azhar Ajung have difficulty understanding reading because they still have difficulty understanding the words, meaning of reading, let alone concluding a reading. Students assess that they tend to have difficulty concluding if they encounter long reading texts compared to short reading texts. Apart from that, if students encounter long reading, they tend to be lazy about reading it and interpreting it.

⁴⁷ Interview with the students 3, on September 25th, 2023

⁴⁸ Interview with the English Teachers, on September 23th, 2023

d. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym. The results of the interview showed that students were not able to understand the entire statement or meaning of the reading well. This was first explained by an 8th grade student at MTs Al Azhar Ajung during an interview:

Tidak, karena menurut saya mencari makna dalam bacaan itu harus memahami arti dan maksud teks tersebut sedangkan kemampuan saya dalam mengartikan teks bahasa inggris kurang bahkan saya masih kurang dalam pemahaman kosakata apalagi diminta untuk menemukan makna tersirat dalam bacaan pasti saya akan mengulang-ulang membacanya supaya paham.

“No, because in my opinion looking for meaning in the reading must understand the meaning and intent of the text while my ability to interpret English text is lacking even I still lack in understanding vocabulary let alone being asked to find the implied meaning in the reading I will definitely repeat reading it to understand”⁴⁹

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Kurang mampu kak, karena saya itukan kurang mengerti arti-arti bacaan yang saya baca apalagi itukan teks bahasa inggris. Saya

⁴⁹ Interview with the students 1, on September 25th, 2023

menyadari kemampuan saya masih kurang soal mengartikan bacaan, memahami maksud dan juga kosakata dari bacaan yang digunakan. Jadinya saya masih kesulitan jika diminta mencari makna bacaan.

“Less able sis, because I don't understand the meanings of the reading I read, let alone the English text. I realized that my ability was still lacking in interpreting the reading, understanding the meaning and also the vocabulary of the reading used. So I still have difficulty if asked to find the meaning of the reading”⁵⁰

Next is also third supported by an 8th grade student at MTs Al

Azhar Ajung during an interview:

Belum apalagi kalau bacaan teksnya itu menggunakan kosakata yang masih asing bagi saya itu saya jadi malas membacanya karena saya harus membutuhkan waktu yang lama untuk memahami apalagi diminta mencari makna tersirat bacaan

“Not especially if the reading of the text uses vocabulary that is still unfamiliar to me, I become lazy to read it because I have to take a long time to understand let alone be asked to look for the implied meaning of the reading”⁵¹

This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Siswa menemukan makna tersirat masih sulit dan sebagian siswa masih belum mengetahui makna dari bacaan tersebut.

“Students find implied meaning is still difficult and some students still don't know the meaning of reading the text”⁵²

From the explanation above, it can be stated that students MTs Al Azhar Ajung are less able to find meaning or understand the meaning of reading texts well because apart from their minimal ability, they also lack understanding of vocabulary and the lack of meanings of

⁵⁰ Interview with the students 2, on September 25th, 2023

⁵¹ Interview with the students 3, on September 25th, 2023

⁵² Interview with the English Teachers, on September 23th, 2023

words that students know. Students also lack interest in reading if the vocabulary used in reading is foreign to the student or the student does not understand the vocabulary used at all so it takes a long time to understand. This is also confirmed by the teacher that the student's ability to understand the overall meaning of the reading is still lacking.

Other results can also be explained regarding students' ability to answer English text questions given by the teacher through interviews. First, 8th grade student at MTs Al Azhar Ajung said that:

Iya beberapa, soal-soal dari guru ada yang mudah ada yang susah kalau yang mudah saya dapat mengerjakannya dengan baik seperti pilihan ganda dan soalnya pendek itu saya cukup memahami tetapi jika sudah pilihan ganda dan kalimatnya panjang saya harus membaca berulang-ulang dan membutuhkan waktu yang panjang. Kalau soal essay ada beberapa yang saya mengerti ada yang tidak tapi cenderung banyak tidak mengertinya karena pemahamannya dalam penggunaan kata masih kurang.

“Yes some, questions from the teacher are easy and some are difficult if the easy ones I can do well such as multiple choice and the short questions I understand enough but if it is multiple choice and the sentences are long I have to read repeatedly and it takes a long time. When it comes to essays, there are some that I understand, some don't, but tend to not understand a lot because their understanding in the use of words is still lacking”⁵³

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Kalau dibilang baik belum intinya standard karena kemampuan saya sendiri juga bukan tergolong siswa yang pintar kak. Tapi saya kesulitan itu ketika mengerjakan essay kalau pilihan ganda masih mampu walaupun ada beberapa yang belum saya

⁵³ Interview with the students 1, on September 25th, 2023

mengerti.

“if you say good, it's not the point of standard because my own ability is also not classified as a smart student, sis. But I had that difficulty when doing essays that multiple choice was still able even though there were some that I didn't understand”⁵⁴

Next is also third supported by an 8th grade student at MTs Al

Azhar Ajung during an interview:

Kurang baik kak, karena saya sendiri kemampuannya juga masih kurang dalam pemahaman. Saya juga mengakui kalau masih perlu belajar lagi tapi itu tadi jika bacaannya panjang saya cenderung malas membacanya karena pasti harus membaca ulang supaya paham dan membutuhkan waktu yang panjang

“Not good sis, because I myself still lack the ability to understand. I also admit that I still need to learn more, but that was if the reading was long, I tend to be lazy to read it because I definitely have to reread it to understand and it takes a long time”⁵⁵

This statement is confirmed by MTs English Teacher Al Azhar

Ajung during an interview:

Saya dalam memberikan soal itu ada tingkatannya dari yang mudah hingga yang sulit. Siswa cenderung baik dalam mengerjakan soal yang mudah tapi kesulitan jika siswa mengerjakan soal yang sulit. Contohnya soal yang berkalimat panjang dan harus mencari inti dari bacaan itu siswa kesulitan. Contohnya lagi soal essay, siswa harus melengkapi kalimat dengan penggunaan kata yang benar tetapi dengan minimnya kemampuan siswa menjadikan siswa kesulitan dalam mengerjakannya.

“I am in giving the question there are levels from easy to difficult. Students tend to be good at doing easy questions but have difficulty if students do difficult questions. For example, a question that has a long sentence and has to find the essence of the reading is difficult for students. For example, again essay questions, students must complete sentences with the correct use of words but with the lack of student ability makes it difficult for

⁵⁴ Interview with the students 2, on September 25th, 2023

⁵⁵ Interview with the students 3, on September 25th, 2023

students to do it”⁵⁶

Nilai baik itu kan diatas 75 tetapi dengan siswa nilai 70 saja sudah saya nilai pemahamannya masih perlu diasah lagi apalagi yang nilainya 55; 57,5, 65 masih perlu banyak peran guru bahasa inggris dan keluarga untuk meningkatkan kemampuan siswa dalam pemahaman teks bahasa inggris.

“The good score is above 75, but with students scoring 70, I have assessed that their understanding still needs to be honed again, especially those whose scores are 55; 57,5 ; 65 still need a lot of roles for English teachers and families to improve students' abilities in understanding English texts”⁵⁷

From the explanation above, it can be stated that students' MTs Al Azhar Ajung ability to work on the questions given by the teacher depends on whether the questions are easy or not because some of the questions given themselves are easy and some are difficult. if it is multiple choice and the questions are short, it is relatively easy, but if the text is long, students tend to read it at night. Students also tend to have difficulty in writing essays because in essays themselves students are trained to fill in questions without any choices so that students really understand and it tends to take longer to complete than just multiple choice ones. This was confirmed by the student's English teacher that the teacher gave the questions at levels from easy to difficult. Students tend to be good at doing easy questions but have difficulty with difficult questions.

The teacher assesses that there are still not many students MTs Al Azhar Ajung who get a score above 75 in working on English

⁵⁶ Interview with the English Teachers, on September 23th, 2023

⁵⁷ Interview with the students, on September 25th, 2023

questions. There are still students who get scores below 75, such as 55; 57,5 ; 65, even 70 is not a good score, so those who are still below the KKM indicate that they still need to hone their skills and improve their learning so that teachers and the role of the family is important to help improve students' understanding.

Based on the results of the overall presentation, it can be stated that MTs Al Azhar Ajung students' difficulties in reading comprehension occur due to aspects of finding the main idea in the reading text, understanding vocabulary, making conclusions from the reading and understanding the entire reading or the implied meaning of the reading text

3. The Difficulties in Reading Comprehension Occur in the way they do

The process here means that, how difficulties in understanding reading for students occur. The process of understanding involves how the author's message can be conveyed to students. If the students have difficulty learning to decode and recognize the words, the students will have difficulty with reading comprehension. Kennedy states that the difficulties in reading comprehension are produced by a variety of factor, there are: ⁵⁸

- 1) Inadequate instruction presented by teacher

It is practice includes selecting the wrong skill to emphasize,

⁵⁸Eddy C Kennedy, (1981), *The Method of Teaching Development Reading*, Washington: Peacock Publisher, p.195-197

presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

First, 8th grade student at MTs Al Azhar Ajung said that :

Guru bahasa Inggris saya mengajarkan materi dengan memberikan contoh sampai kita paham. Cara beliau menyampaikan materi juga sangat mudah dipahami dan sesuai dengan materi yang dibahas. Hanya saja kemampuan saya masih kurang untuk memahami bacaan ketika diminta mengerjakan soal.

“My English teachers the material by providing examples until we understand. The way she conveys the material is also very easy to understand and in accordanc with th material being discussed. It's just that I still lack the ability to understand reading when asked to do questions”⁵⁹

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Guru sudah mengajar dengan baik dan memberikan soal dengan baik, namun saya mengalami kesulitan ketika ada soal yang berada pada tingkat sulit.

“The teacher has taught well and given questions well, but I have difficulty when there are questions that are at a difficult level”⁶⁰

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Menurut saya, cara mengajar guru bahasa Inggris sudah tepat, hanya saja guru saya membuat soal pada tingkat sulit dan mudah. Saya cenderung mengalami kesulitan pada tingkat sulit misalnya soal essay, guru memberikan soal essay yang menurut saya sulit.

“In my opinion, the English teacher's way of teaching is appropriate, it's just that my teacher made questions at difficult and easy levels. I tend to have difficulty at difficult levels, for

⁵⁹ Interview with the students 1, on September 25th, 2023

⁶⁰ Interview with the students 2, on September 25th, 2023

example essay questions the teacher also gives essay questions that I think are difficult.”⁶¹

From the explanation above, it can be stated that the teacher MTs Al Azhar Ajung gives clear directions and teaches well regarding reading comprehension, but indeed the students' own basic abilities have points such as the ability to work on questions at a difficult level. This is one of the reasons for students' difficulties in understanding because of the difficulty level of the questions given by the teacher

2) Lack of pupil interest

It is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness. First, 8th grade student at MTs Al

Azhar Ajung said that :

Saya cenderung malas membaca teks bahasa Inggris, apalagi kalau bacaannya panjang pasti harus baca ulang supaya paham dan butuh waktu lama.

“I tend to be lazy about reading English texts, especially if the reading is long, I definitely have to reread it to understand and it takes a long time”⁶²

This second statement is supported by an 8th grade student at

⁶¹ Interview with the students 3, on September 25th, 2023

⁶² Interview with the students 1, on September 25th, 2023

MTs Al Azhar Ajung during an interview:

Saya tidak mengetahui arti atau isi setiap materi yang dipelajari di kelas dan bagi saya membaca bahasa Inggris itu membosankan.

“I do not know a meaning or content of each material studied in class and for me reading English is boring”⁶³

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya cenderung malas ketika diminta belajar bahasa Inggris. Terkadang di kelas saya mengerjakan pertanyaan dan tidak tahu apa maksudnya. Saya malas ketika harus melihat kamus atau mencari di internet.

“I tend to be lazy when asked to learn English. Sometimes in class I do questions and don't know what it means. I'm lazy when I have to look at a dictionary or search on the internet”⁶⁴

From the explanation above, it can be stated that students MTs Al Azhar Ajung are less interested in learning English texts, let alone understanding reading English texts. For them, learning English is boring and makes them lazy when they don't know the meaning and have to look at a dictionary or the internet. This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Pemahaman siswa terhadap bacaan bahasa Inggris masih kurang, namun siswa cenderung malas jika tidak mengetahui arti bacaan atau kalimatnya, mereka tidak ingin melihat kamus atau internet.

“Student’s understanding of English reading is still lacking, but students tend to be lazy if they don't know the meaning of the

⁶³ Interview with the students 2, on September 25th, 2023

⁶⁴ Interview with the students 3, on September 25th, 2023

reading or sentence, they don't want to look at a dictionary or the internet.”⁶⁵

These results can be explained that the difficulties that occur to them are due to a lack of interest in themselves. Students tend to be passive and not very interested in learning to understand reading English texts.

3) Vocabularies difficulties

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

First on interview by 8th grade student at MTs Al Azhar Ajung about vocabulary comprehension said that:

Saya masih kurang memahami kosakata. Ada beberapa yang saya tahu, ada juga kata-kata yang belum pernah saya dengar atau lihat sebelumnya. Saya selalu bertanya kepada guru bahasa Inggris saya tentang arti kata atau saya membuka kamus tetapi kamus membuat saya bosan.

“I still lack understanding of vocabulary. There are some that I know, there are also words that I have never heard or seen before. I always ask my English teachers about the meaning of word or I open dictionary but dictionary make me a bored”⁶⁶

This second statement is supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kurang memahami bacaannya karena kosakata saya masih kurang. Masih banyak kata kata yang saya tidak mengerti.

“I didn't understand the reading because my vocabulary was still

⁶⁵ Interview with the English Teachers, on September 23th, 2023

⁶⁶ Interview with the students 1, on September 23th, 2023

lacking. There are still many words that I don't understand"⁶⁷

Next is also third supported by an 8th grade student at MTs Al Azhar Ajung during an interview:

Saya kesulitan memahami teks bahasa Inggris karena kosakata saya kurang. Selain itu, saya juga kesulitan menghafal banyak kosakata.

"I have difficulty understanding English texts because my vocabulary is lacking. Apart from that, it is also difficult for me to memorize a lot of vocabulary"⁶⁸

From the explanation above, it can be stated that students have difficulty understanding reading due to students' lack of understanding of vocabulary. When students have difficulty understanding the meaning of what they are reading, students choose to ask the teacher or open a dictionary, but dictionaries also make students feel bored.

This statement is confirmed by MTs English Teacher Al Azhar Ajung during an interview:

Menurut saya pemahaman siswa kurang terutama dalam kosakata. Mereka cenderung malas membaca teks bahasa Inggris, terkadang jika tidak tahu artinya tidak ingin mencari artinya di kamus atau internet

"I think students' understanding is lacking especially in vocabulary. They tend to be lazy to read English texts, sometimes if they don't know the meaning they don't want to look up the meaning in dictionaries or the internet."⁶⁹

These results can be stated that students experience difficulties in reading comprehension due to a lack of understanding of vocabulary so

⁶⁷ Interview with the students 2, on September 23th, 2023

⁶⁸ Interview with the students 3, on September 25th, 2023

⁶⁹ Interview with the students, on September 25th, 2023

that students have not mastered vocabulary well.

Based on the results of the overall presentation, it can be stated that difficulties in MTs Al Azhar Ajung students' reading comprehension occur because students are less able to work on difficult questions given by the teacher, students lack interest or interest in reading English texts and lack of understanding of students' vocabulary.

C. Research Discussion

In the research discussion section, researchers describe and discuss the relationship between the data that researchers have obtained in the field and the theory that has been presented. The data that the researcher has obtained has been analyzed in the previous sub-chapter. The discussion is described in accordance with the previously determined research focus, so as to be able to answer the problem in the field. The discussion of the findings is as follow:

1. The Student's Difficulties in Reading Comprehension

According to Djamarah, difficulty is "*A condition where students cannot learn naturally, because of threats, obstacles or distractions in learning*".⁷⁰ It means that difficulty is a condition where students cannot learn naturally, due to threats, obstacles or disruptions in learning. From the statement, he is said that students who have learning difficulties will experience obstacles in the process of achieving the learning outcomes, so that student achievement decreases. Westwood explained that

⁷⁰Syaiful Bahri Djamarah, (2002), Psikologi Belajar, Jakarta: PT. Rineka Cipta, p.201

difficulties at the word level are related to word decoding and identification skills, and involvins problems in understanding, using phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.⁷¹ From the explanation, difficulty is the problem in understanding words, sentences, or paragraphs. This statement is in accordance with the results in the field that students MTs Al Azhar Ajung do not understand because there are some words that they have not previously known and students do not know the meaning of the sentence. Students still do not understand reading well. This is because there is still a lack of vocabulary, the meaning of sentences, reading, understanding the content of the text and also because they don't know the meaning of the words in the reading. Difficulties in reading comprehension is a certain situation or condition where the students can not understand the meaning of the text, or something that is an obstacle to understand the meaning of the text, so the students do not get detailed information from the text.

The results of this study are in line with research by Putrianti⁷² “Analysis on the Students” Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan”, the finding of this research is the second grade students of SMAS Islam Nur get difficulties on language problem in reading comprehension; they are vocabulary,

⁷¹Westwood, P, (2008), What teachers need to know about reading and writing Difficulties, Camberwell: Australian Council for Educational Research Ltd (ACER Press).

⁷²Tukma Putrianti, (2018), Analysis on the Students’ Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan, State Islamic University of North Sumatera.

structure and spelling. Based on the findings above, it is suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling. Research by Neneng Widya Septia et al.,⁷³ “An Analysis Of Students’ Difficulties in Reading Comprehension”, the finding in of this research is the second factor was student’s difficulties in reading texts and translating the English words.

2. The Difficulties in Reading Occur

There are four aspects of reading comprehension that students should understand well based on Nuttal theory, such as determining main idea, understanding vocabulary, making inference and detail information. Which the students often have difficulty understanding these aspects: determining main idea, understanding vocabulary, making inference and detail information.⁷⁴ This Theory is in accordance with the results in the field students' MTs Al Azhar Ajung difficulties in reading comprehension occur due to aspects of finding the main idea in the reading text, understanding vocabulary, making conclusions from the reading and understanding the entire reading or the implied meaning of the reading text. At determining main idea, students' MTs Al Azhar Ajung difficulties in reading comprehension are finding the main idea or main idea of the reading. This is because the vocabulary students learn, the length and shortness of sentences or reading also influence

⁷³Neneng Widya Sari et al., (2022), An Analysis Of Students’ Difficulties in Reading Comprehension, EEdJ: English Education Journal, Vol.2, No.1

⁷⁴C. Nuttal, (1982), Teaching Reading Skill in a Foreign Language, (London: Heinemann Educational Books, p. 20.

students' abilities and the meaning or intent of the reading. At understanding vocabulary, students' lack of understanding or understanding vocabulary, and even teachers also assess that students tend to be lazy about reading English texts if they don't know what it means, they don't want to open a dictionary or the internet. At making inference, still difficult to understand the words, the meaning of the reading, the main idea, let alone the conclusion of a reading. Students think that they tend to read long texts which make it difficult for students to conclude a reading rather than short or short readings because if they read long texts then students tend to be lazy about reading, especially as students also admit that they have minimal comprehension skills. At detail information, students are less able to find meaning or understand the meaning of reading texts well because apart from their minimal ability, they also lack understanding of vocabulary and the lack of meanings of words that students know. Students also lack interest in reading if the vocabulary used in reading is foreign to the student or the student does not understand the vocabulary used at all so it takes a long time to understand. This is also confirmed by the teacher MTs Al Azhar Ajung that the student's ability to understand the overall meaning of the reading is still lacking. This is also in accordance with Theory Melinda, Gina and Jeanne, there are two types of reading difficulties (1) Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters

and words (2) Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.⁷⁵ Then theory Oakhill, a common problem that students lack is the skill to understand or make conclusions from the text. These difficulties include (1) finding the main idea in the text, (2) making inferences from the text, and (3) Inferring the meanings of particular words from the text.⁷⁶

The results of this study are in line with research by Putrianti⁷⁷ “Analysis on the Students” Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan”, the finding of this research is the second grade students of SMAS Islam Nur get difficulties on language problem in reading comprehension; they are vocabulary, structure and spelling. Based on the findings above, it is suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling. Research by Neneng Widya Septia et al.,⁷⁸ “An Analysis Of Students’ Difficulties in Reading Comprehension”, the finding in of this research is the second factor was student’s difficulties in reading texts and translating the English words.

⁷⁵Jacqueline Lopez, and Johnny Campoverde, (2018), Development of Reading Comprehension with Graphic Organizers for Students With Dyslexia. Journal of Technology and Science Education. ISSN: 2013-6374. P.2

⁷⁶Oakhill, (1993), Children’s Difficulties in Reading Comprehension, Educational psychology review, Vol. 5, No.3 page: 227

⁷⁷ Tukma Putrianti, (2018), Analysis on the Students’ Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan, State Islamic University of North Sumatera.

⁷⁸Neneng Widya Sari et al., (2022), An Analysis Of Students’ Difficulties in Reading Comprehension, EEdJ: English Education Journal, Vol.2, No.1

Research by Ratih Laily Nurjanah⁷⁹ “The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test”. Based on the research can be concluded that all of the student’s difficulties in reading comprehension test is caused by vocabulary, especially the limited knowledge or mastery of vocabulary.

3. The Difficulties in Reading Comprehension Occur in the way they do

The process here means that, how difficulties in understanding reading for students occur. The process of understanding involves how the author's message can be conveyed to students. If the students MTs Al Azhar Ajung have difficulty learning to decode and recognize the words, the students MTs Al Azhar Ajung will have difficulty with reading comprehension. Kennedy states that the difficulties in reading comprehension are produced by a variety of factor, there are:⁸⁰ (1) Inadequate instruction presented by teacher, it is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately. (2) Lack of pupil interest, it is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will

⁷⁹Ratih Laily Nurjanah, (2018), The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test, METATHESIS: Journal Of English Language Literature and Teaching, Vol.2, No.2

⁸⁰Eddy C Kennedy, (1981), The Method of Teaching Development Reading, Washington: Peacock Publisher, p.195-197

be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness (3) Unsuitable material, when reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or too easy, stress the wrong skills, have little relationship to be pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all form of comprehension are discouraged. (4) Vocabularies difficulties, an excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer. But based on the field results which are in accordance with Kennedy's statement is students are less able to work on difficult questions given by the teacher, students lack interest or interest in reading English texts and lack of understanding of students' vocabulary. So, the appropriate factors with Kennedy's statement are inadequate instruction presented by teacher, lack of pupil interest and vocabularies difficulties.

The results of this study are in line with research by Putrianti⁸¹ "Analysis on the Students" Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan", the finding of this research

⁸¹ Tukma Putrianti, (2018), Analysis on the Students' Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan, State Islamic University of North Sumatera.

is the second grade students of SMAS Islam Nur get difficulties on language problem in reading comprehension; they are vocabulary, structure and spelling. Based on the findings above, it is suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling. Research by Ratih Laily Nurjanah⁸² “The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test”. Based on the research can be concluded that all of the student’s difficulties in reading comprehension test is caused by vocabulary, especially the limited knowledge or mastery of vocabulary.



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⁸² Ratih Laily Nurjanah, (2018), The Analysis on Student’s Difficulties in Doing Reading Comprehension Final Test, METATHESIS: Journal Of English Language Literature and Teaching, Vol.2, No.2

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts, the first part discusses the suggested findings, and the second deals with suggestions that include recommendations on classroom implications of the findings and for further related researchers.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can draw the following conclusions:

1. The student's difficulties reading comprehensions because there are some words that they have not previously known and students do not know the meaning of the sentence. Students still do not understand reading well. This is because there is still a lack of vocabulary, the meaning of sentences, reading, understanding the content of the text and also because they don't know the meaning of the words in the reading.
2. Students' difficulties in reading comprehension occur due to aspects of difficulties to finding the main idea in the reading text, understanding vocabulary, making conclusions from the reading and understanding the entire reading or the implied meaning of the reading text and this is in accordance with Nuttal's theory.
3. The Difficulties in Reading Comprehension Occur in the way they do accordance with Kennedy's statement is students are less able to work on difficult questions given by the teacher, students lack interest or interest in reading English texts and lack of understanding of students'

vocabulary. So, the appropriate factors with Kennedy's statement is inadequate instruction presented by teacher, lack of pupil interest and vocabularies difficulties.

B. Suggestion

Based on the above conclusions, the researcher provides some suggestions for the teachers and other researcher provides some suggestions for teachers and other reseachers who are interested in conducting related research.

1. For English Teachers, It is hoped that this research can be used as material for teacher evaluation in improving students' reading comprehension. It would be good if during learning to apply quizzes or games so that students don't feel bored when learning English in class
2. For Future researchers, it is hoped that this research can become a reference source and strengthen material for future researchers so that the results are more reliable. Then, it is hoped that further research can examine the research context more deeply with different objects so that the discussion can be broader

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Appendix 1 : Autnticity Statement of Writing

AUTNTICITY STATEMENT OF WRITING

The undersigned below:

Name : Digna Arisshio Risma Miranda

SRN : T20196083

Study Program/major : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : UIN KHAS Jember

Place, Date of Birth : Jember, March 11th 2001

Address : Puger- Jember

Hereby declares that the content of the thesis entitled “An Analysis of the Student's Difficulties in Reading Comprehension at the Second Grade in Junior High School of Al Azhar Ajung” is the result of my research, except in part referred by the source.

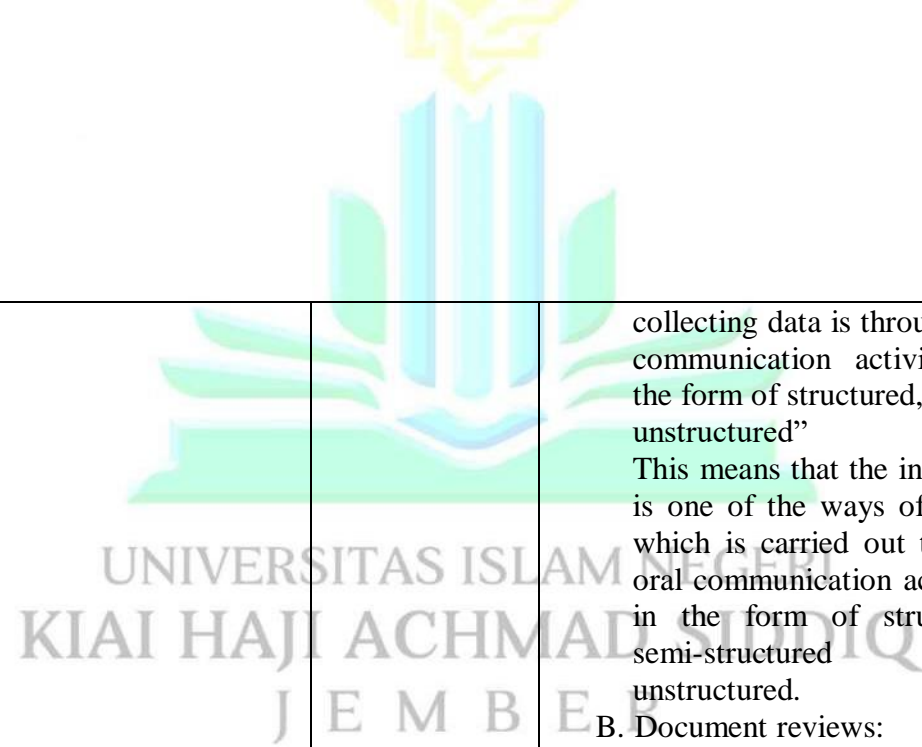
Jember, 21th November 2023



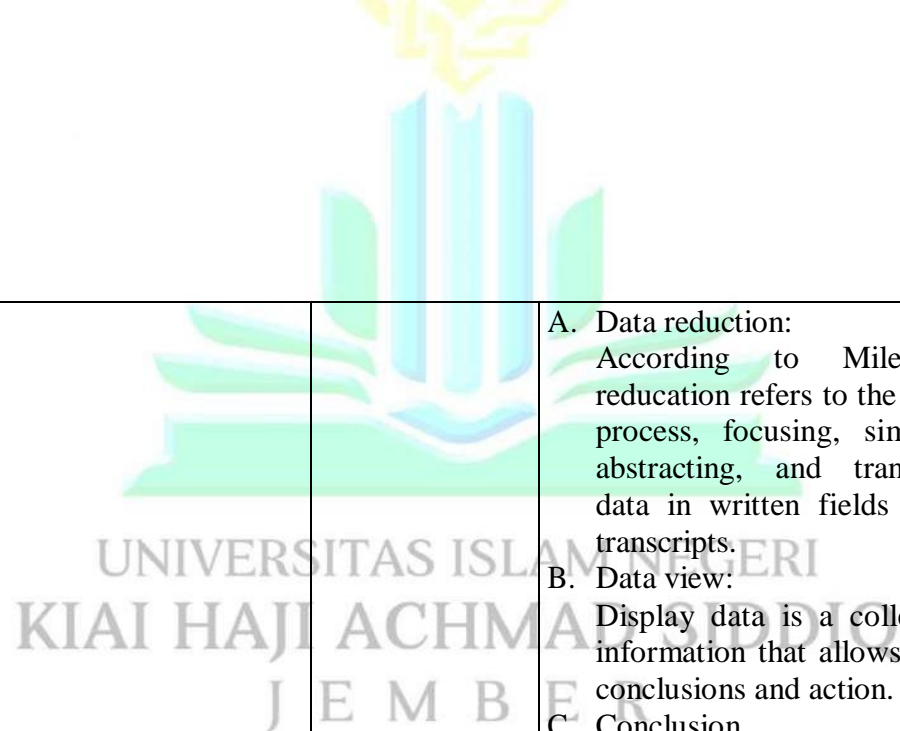
Digna Arisshio Risma Miranda
NIM. T20196083

Appendix 2 : Matrix of Research

Title	Variable	Indicators	Data source	Research Method	Research Problem
<p>An Analysis of the Student's Difficulties in Reading Comprehension at the Second Grade in Junior High School of Al Azhar Ajung</p>	<p>Students Difficulties In Reading Comprehension</p>	<p>Research using Nuttall theory to determine students' difficulties in understanding reading texts consisting of indicators:</p> <ol style="list-style-type: none"> 1. Determining main idea 2. Understanding vocabulary 3. Making inference 4. Detail information <p>This research also uses indicators stated by Kennedy, among others:</p> <ol style="list-style-type: none"> 1. Inadequate instruction presented by teacher 2. Lack of pupil interest 3. Vocabularies difficulties 	<ol style="list-style-type: none"> 4. Interview <ol style="list-style-type: none"> a. English teacher b. Student 5. Documentation 	<ol style="list-style-type: none"> 1. Approach and type of the research: <ol style="list-style-type: none"> A. Qualitative Research: used a qualitative research design to conduct this research. B. Descriptive Qualitative: According to Bogdan and Taylor explained that qualitative research is one of the research procedures that produce qualitative descriptive data in the form of written words or speech from people and observed behavior. 2. Data collection: <ol style="list-style-type: none"> A. Interview: According to Sutiyo interview is "One way of 	<ol style="list-style-type: none"> 1. What are the students difficulties in reading comprehension? 2. How do the difficulties in reading occur? 3. What do the students do to solve their problem on the difficulties in reading comprehension?



				<p>collecting data is through oral communication activities in the form of structured, 23 and unstructured”</p> <p>This means that the interview is one of the ways of taking which is carried out through oral communication activities in the form of structured, semi-structured and unstructured.</p> <p>B. Document reviews: According to herdiansyah documentation method is one of the methods of collecting qualitative data is by looking at or analyzing documents made by the researchers themselves or other people. It means that the documentation qualitative method is a method of collecting data by viewing or analyzing documents made by the reseacrhers themselves or by other people.</p> <p>6. Data analysis:</p>	
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				<p>A. Data reduction: According to Miles, data reduction refers to the selection process, focusing, simplifying, abstracting, and transforming data in written fields notes or transcripts.</p> <p>B. Data view: Display data is a collection of information that allows drawing conclusions and action.</p> <p>C. Conclusion drawing/verification: Is the result of research based on observation and interpretation</p> <p>D. Trust building techniques: This activity is carried out to see the truth of the data that the findings can be accounted for in all respects.</p>	
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Appendix 3 : Instrument Research

Diagnostics Test

Name :

Class :

Soal ini disusun untuk menganalisa kemampuan dan kesulitan adik-adik dalam memahami teks bahasa inggris dan sebagai informasi yang nantinya akan digunakan sebagai bahan penelitian. Penelitian tersebut berjudul “An Analysis Of The Student’s Difficulties In Reading Comprehension”. Informasi yang adik-adik berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi yang adik-adik berikan sama sekali tidak berpengaruh terhadap hal-hal lain diluar keperluan penelitian. Oleh karena itu, hasil test ini akan sangat membantu berjalannya penelitian ini.

Atas perhatian dan kerjasama adik-adik dalam mengisi angket ini, peneliti mengucapkan banyak terimakasih.

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Instrumen provide to soal

BERILAH TANDA SILANG (X) PADA PILIHAN GANDA UNTUK MENJAWAB SOAL DAN BERILAH PENJELASAN UNTUK SOAL ESSAY.

Read the passages and choose the correct options according to the readings.

Text for questions no 1 to 3

Last summer, we decided to spend our vacation at the beach because the weather was very hot in the mountains. The travel agent said that traveling by bus was the cheapest way, but we went by plane because it was faster. We wanted to have more time to spend at the beach. The weather was beautiful and we had a great time.

1. We decided to go to the beach because.....

- A. it was cheaper than going to the mountains
- B. the travel agent said that it was the cheapest
- C. of the hot weather in the mountains

D. we wanted to spend time at the beach

2. The bus was the....way to travel.

- A. best
- B. easiest
- C. cheapest
- D. slowest

3. Travelling by plane was....than by bus.

- A. more fun
- B. cheaper
- C. expensive

D. faster

4. We.....our vacation.

A. hated

B. didn't like

C. enjoyed

D. regretted

5. We had very.....weather during our vacation.

A. good

B. freezing

C. terrible

D. cold



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Read the passages and answer the follow-up questions according to the readings.

Text for questions no 6-8

Dear Melissa,

I hope you are well. Guess what! I am having a big party next week at my house and I am inviting all my close friends. The theme of the party is going to be Harry Potter, so all must dress accordingly. You would make a great witch! I need to let everyone know by Wednesday since I am throwing the party next Saturday. Sam is going to decorate the house and my mother is going to bake a cake and make lots of food. There is going to be music and dancing as well. John is going to be the DJ. You can stay over at my house. It's going to be great! I hope to see you then.

Love,

Sarah

6. What kind of an organization is it?

- A. It is a slumber party
- B. It is a costume party
- C. It is about making a cake
- D. It is a dance party

7. When is the party?

- A. It is a fancy dress party
- B. On Wednesday
- C. It is next Saturday
- D. There is going to be music and dancing

8. Whose party is it ?

- A. It is Sarah's Party
- B. It is Judy's Party
- C. It is Sarah's Mother's Party
- D. It is Harry Potter's Party

Text for questions no. 9 to 10

Ryu : Hi Ken. Are you free tonight?

Ken: I think so. Why?

Ryu: Because there's a new science-fiction movie at the theater. Would you like to see it?

Ken: No, thanks. I don't like science-fictions.

Ryu: Oh..What about a comedy then? There's one starring Adam Sandler.

Ken: I don't know. I don't really like his movies.

Ryu: What about a pop concert then?

Ken: Well, I am not into pop music.

Ryu: Oh, I understand now, it's Thursday today and your favorite sitcom is on TV!

Ken: You know me very well Ryu..You are welcome to watch it with me.

Ryu: That's a great idea! Let's meet at your place at 7:30 then!

9. Ken doesn't want to go to the movie theatre with Ryu, because.....

A. He wants to be alone

B. He wants to go to a soccer match

C. He doesn't like thrillers

D. He doesn't want to miss his favourite TV show

10. Ken's initial excuse not to go to the pop concert is that.....

A. His favourite sitcom is on tonight

B. He is very busy tonight

C. He is fond of classical music

D. He is not interested in pop music

Choose the correct answers to complete the following short passage.

My name is Hans. I (11).....a mechanic. I (12).....in London, I (13)....a brother and a sister. My sister is a university student. She (14)...medicine. She is going to be a doctor. My brother doesn't want (15).....to university. (16)....he wants to be a mechanic like me. He comes and (17).....me in my shop on Sundays. He hasn't finished his education yet. (18).... his education, he is thinking of (19).....with me. We will (20).....the business together.

11. A. is

B. are

C. am

D. do

12. A. believe

B. think

C. arrive

D. live

13. A. owns

B. learn

C. have

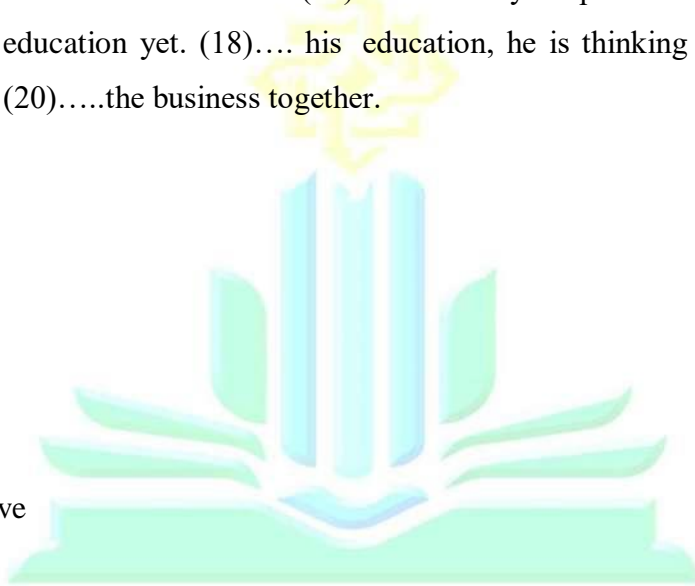
D. study

14. A. teach

B. to play

C. studies

D. uses



15. A. go

B. goes

C. went

D. to go

16. A. Because

B. Although

C. Behind

D. During

17. A. works

B. helps

C. is angry with

D. shouts at

18. A. For

B. Because

C. After

D. So

19. A. works

D. worked

C. to work

D. working

20. A. run



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B. depart

C. put

D. wear

Complete the sentence below correctly !

21. Ayu : “....the dictionary, please?”

Eka : “Sure, here it is”

22. Tono : “What are you feelings about the song?”

Toni : “....it is easy listening”

23. The queen....in the jungle

24. I really the concert.....last night.

25. Sarah...do her homework because she was lazy.

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Semi-Structured Interview

Form To : English Teacher

1. Bagaimana pemahaman siswa dalam memahami bacaan teks bahasa inggris ?
2. Apakah siswa mampu mengidentifikasi pemahaman bacaan dengan baik ?
3. Apakah siswa dapat menyimpulkan dan memahami makna tersirat dalam bacaan dengan baik ?
4. Bagaimana kosakata siswa dalam pemahaman teks bahasa inggris ?
5. Apakah siswa juga mampu mengerjakan soal-soal dengan baik ?

Form To : Student's

1. Bagaimanana pemahamanmu dalam membaca teks bahasa inggris
2. Apakah anda dapat mengidentifikasi inti bacaan dalam teks dengan baik
3. Apakah anda mampu menemukan makna tersirat dalam bacaan dengan mudah ?
4. Apakah anda dapat menyimpulkan bacaan teks dengan baik ?
5. Apakah anda dapat mengerjakan soal-soal yang diberikan guru dengan baik ?



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Appendix 4 : Interview Transcript

Interview Transcript 1

Interviewer : The Researcher (R)

Interviewee : English Teacher (T)

Location : MTs Al Azhar Ajung

1. Bagaimana pemahaman siswa dalam memahami bacaan teks bahasa inggris ?

T: Menurut saya pemahaman siswa kurang terutama dalam kosakata. Mereka cenderung malas membaca teks bahasa inggris, terkadang jika tidak tahu artinya tidak ingin mencari artinya di kamus atau internet.

2. Apakah siswa mampu mengidentifikasi pemahaman bacaan dengan baik ?

T: Menurut saya kurang mampu, sejauh ini identifikasi siswa dalam pemahaman bacaan itu masih kurang. Siswa perlu belajar lagi kosakata, belajar lagi dalam menemukan ide ide pokok bacaan, gagasan utama atau poin penting dari bacaan.

3. Apakah siswa dapat menyimpulkan dan memahami makna tersirat dalam bacaan dengan baik ?

T: Menurut saya masih sangat kurang karena pemahaman siswa dalam kosakata, menemukan ide pokok bacaan itu cenderung masih butuh banyak belajar sehingga dalam menyimpulkan apalagi menemukan makna tersirat masih kesusahan bahkan beberapa siswa masih ada yang tidak tahu arti dari bacaan teksnya.

T : Siswa menemukan makna tersirat masih sulit dan sebagian siswa masih belum mengetahui makna dari bacaan tersebut.

4. Bagaimana kosakata siswa dalam pemahaman teks bahasa inggris ?

T: Menurut saya pemahaman siswa kurang dalam kosakata. Mereka cenderung malas membaca teks bahasa inggris, terkadang jika tidak tahu artinya tidak ingin mencari artinya di kamus atau internet.

5. Apakah siswa juga mampu mengerjakan soal-soal dengan baik ?

T: Saya dalam memberikan soal itu ada tingkatanya dari yang mudah hingga yang sulit. Siswa cenderung baik dalam mengerjakan soal yang mudah tapi kesulitan jika siswa mengerjakan soal yang sulit. Contohnya soal yang berkalimat panjang dan harus mencari inti dari bacaan itu siswa kesulitan. Contohnya lagi soal essay, siswa harus melengkapi kalimat dengan penggunaan kata yang benar tetapi dengan minimnya kemampuan siswa menjadikan siswa kesulitan dalam mengerjakannya.

T: Nilai baik itu kan diatas 75 tetapi dengan siswa nilai 70 saja sudah saya nilai pemahamannya masih perlu diasah lagi apalagi yang nilainya 55; 57,5, 65 masih perlu banyak peran guru bahasa inggris dan keluarga untuk meningkatkan kemampuan siswa dalam pemahaman teks bahasa inggris.

Interview Transcript 2

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2) and Student 3 (S3)

Location : MTs Al Azhar Ajung

1. Bagaimanana pemahamanmu dalam membaca teks bahasa inggris ?

S1 : Saya kurang paham karena memang ada beberapa kata yang yang belum pernah saya dengar atau lihat sebelumnya. Jadi saya tidak tahu apa maksud dari bacaan tersebut.

S2 : Saya kurang memahami bacaan teks bahasa inggris dengan baik karena kurangnya pengetahuan saya seperti kosakata, artinya, membuat saya kesulitan untuk mengerti maksud dari bacaan yang saya baca.

S3 : Masih kurang kak, saya kesulitan jika diminta membaca teks bahasa inggris. Saya sangat kesulitan jika bacaannya panjang dan saya bisa dibilang kurang suka membaca apalagi teks bahasa inggris

2. Apakah anda dapat mengidentifikasi inti bacaan dalam teks dengan baik ?

S1: Sejujurnya saya kurang baik dalam menemukan inti kalimat atau bacaan apalagi jika saya mencari inti dari bacaan yang panjang itu saya kesulitan. Untuk memahami itu saya membutuhkan waktu yang panjang.

S2 : Masih kurang baik karena saya itu kesulitan dalam memahami arti maksud bacaan yang saya baca sehingga saya kurang mengerti ketika

menemukan inti dari bacaan tersebut apalagi saya juga kurang tahu kosakata bahasa inggris.

S3 : Belum, tetapi jika bacaan teks nya mudah dan sederhana saya masih bisa kak tetapi jika bacaannya sudah panjang untuk mencari intinya bacaan itu saya kesulitan apalagi pemahaman kosakata saya masih kurang. Jadinya saya bacanya diulang-ulang supaya paham.

3. Apakah anda mampu menemukan makna tersirat dalam bacaan dengan mudah ?\

S1 : Tidak, karena menurut saya mencari makna dalam bacaan itu harus memahami arti dan maksud teks tersebut sedangkan kemampuan saya dalam mengartikan teks bahasa inggris kurang bahkan saya masih kurang dalam pemahaman kosakata apalagi diminta untuk menemukan makna tersirat dalam bacaan pasti saya akan mengulang-ulang membacanya supaya paham.

S2 : Kurang mampu kak, karena saya itukan kurang mengerti arti-arti bacaan yang saya baca apalagi itukan teks bahasa inggris. Saya menyadari kemampuan saya masih kurang soal mengartikan bacaan, memahami maksud dan juga kosakata dari bacaan yang digunakan. Jadinya saya masih kesulitan jika diminta mencari makna bacaan.

S3 : Belum apalagi kalau bacaan teksnya itu menggunakan kosakata yang masih asing bagi saya itu saya jadi malas membacanya karena saya harus membutuhkan waktu yang lama untuk memahami apalagi diminta

mencari makna tersirat bacaan\

4. Apakah anda dapat menyimpulkan bacaan teks dengan baik ?

S1 : Saya kurang baik jika bacaan yang harus disimpulkan itu berisi kalimat atau bacaan yang panjang. Jika masih berupa bacaan pendek atau kalimat pendek saya masih mampu menyimpulkannya tapi jika kalimat panjang saya masih cukup kesulitan.

S2 : Itu tergantung bacaannya kak, kalau bacaannya masih sederhana dan tidak panjang saya sedikit-sedikit masih bisa menyimpulkan tapi jika sudah kalimat panjang disuruh menyimpulkan itu saya kesulitan.

S3 : Kalau bacaan teksnya pendek dan singkat saya bisa mencari kesimpulan bacaan tetapi jika bacaannya sudah panjang saya harus membaca berulang kali dan itu menurut saya membutuhkan waktu yang panjang.

5. Apakah anda dapat mengerjakan soal-soal yang diberikan guru dengan baik ?

S1 : Iya beberapa, soal-soal dari guru ada yang mudah ada yang susah kalau yang mudah saya dapat mengerjakannya dengan baik seperti pilihan ganda dan soalnya pendek itu saya cukup memahami tetapi jika sudah pilihan ganda dan kalimatnya panjang saya harus membaca berulang-ulang dan membutuhkan waktu yang panjang. Kalau soal essay ada beberapa yang saya mengerti ada yang tidak tapi cenderung banyak tidak mengertinya karena pemahamannya dalam penggunaan kata masih kurang.

S2 : Kalau dibilang baik belum intinya standard karena kemampuan saya sendiri juga bukan tergolong siswa yang pintar kak. Tapi saya kesulitan itu ketika mengerjakan essay kalau pilihan ganda masih mampu walaupun ada beberapa yang belum saya mengerti.

S3 : Kurang baik kak, karena saya sendiri kemampuannya juga masih kurang dalam pemahaman. Saya juga mengakui kalau masih perlu belajar lagi tapi itu tadi jika bacaannya panjang saya cenderung malas membacanya karena pasti harus membaca ulang supaya paham dan membutuhkan waktu yang panjang



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Appendix 5 : Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3691/In.20/3.a/PP.009/09/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Al Azhar

Jl. Raung Gg. Al Azhar Gumuk Kerang Ajung Jember 085101841147

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196083

Nama : DIGNA ARISSHIO RISMA MIRANDA

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN

READING COMPREHENSION" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Fatimatuz Zahro, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 September 2023

an, Selain
Wakil Depan Bidang Akademik,



MASHUDI

Appendix 6 : Research Reply Letter



SURAT KETERANGAN

Nomor : 006/SK/YA.A/MTs.A/01.04/010/IX/2023

Yang bertanda tangan di bawah ini :

N a m a : Fatimatuz Zahro, S. Pd. I
NIP : -
Unit Kerja : MTs Al Azhar
J a b a t a n : Kepala MTs Al Azhar

Menerangkan bahwa :

Nama : DIGNA ARISSHIO RISMA MIRANDA
NIM : T20190683
Semester : VIII
Prodi : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Dengan ini menyatakan bahwa Mahasiswa tersebut telah melaksanakan Penelitian di MTs Al Azhar Ajung dengan judul "An analysis of the students difficulties in reading comprehension at the second grade of junior high school of Al-Azhar Ajung".

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan digunakan sebagaimana mestinya.

Jember, 27 September 2023
Kepala MTs Al Azhar

Fatimatuz Zahro, S. Pd. I

CS Dipindai dengan CamScanner

Appendix 7 : Journal of Research

RESEARCH JOURNAL

AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN READING COMPREHENSION AT THE SECOND GRADE IF JUNIOR HIGH SCHOOL OF AL AZHAR AJUNG

No	Date/day	Activity	Signature
1.	21 st September 2023	The research do the preliminary study by conducting the observation and interview with english teacher	
2.	22 nd September 2023	The researcher confirm the research permission	
3.	23 rd September 2023	Observe An analysis of the students difficulties in reading comprehension at the second grade if junior high school of Al Azhar Ajung	
4.	23 rd September 2023	Interview with the english teacher about difficulties in reading comprehension	
5.	23 rd September 2023	Observe An analysis of the students difficulties in reading comprehension at the second grade if junior high school of Al Azhar Ajung	
7.	25 th September 2023	Interview with the sudents at the second of junior high school Al Azhar Ajung	
8.	26 th September 2023	Complete the research data and document review	
9.	27 th September 2023	The researcher ask a letter of research finishing. -	

Peneliti



Digna Afissho Risma Miranda



Appendix 8 : Validation Sheet

VALIDATION SHEET

INTERVIEW GUIDELINES

STUDENT DIFFICULTY TEST IN READING ENGLISH TEXTS

A. PURPOSE

This interview guide was carried out as a test of student's difficulties in reading comprehension of English texts orally and through questions and answers through multiple choice questions and essays after working in writing.

B. PETUNJUK

- Give a sign *checklist* (√) in the column that corresponds to your opinion according to the research indicators of student's ability tests in reading text comprehension
- If there is anything that needs to be revised, please write it on the revision suggestion sheet or write it directly on the manuscript
- There are 4 assessment scales with the following information:

1 = Less

2 = Fair

3 = Good

4 = Very Good

No	Aspects Studied	Score			
		1	2	3	4
A.	Format				
1.	Interview guidelines are clearly formulated			√	
2.	Limitations of interview answers can answer research objectives				
B.	Contents				

1.	Interview guidelines can explore students' abilities in understanding English reading text and find out the difficulties students face verbally and multiple choice			✓	
2.	Interview guidelines can explore information to describe students' abilities in understanding English texts and the difficulties students face orally ?			✓	
C. Language					
1.	Interview guide using language Indonesian in accordance with good and correct language rules				✓
2.	The formulation of interview guidelines uses communicative language				✓
3.	The interview guide uses language that is easy to understand and understand				✓
4.	Interview guide did not use word/sentence that give rise to multiple interpretations			✓	

C. Note/Suggestions

Please review your study objectives so that your research questions can address the study objective

Consider giving instructions below the heading such as: These are questions that the participants need to answer. The researcher will elaborate the response after each question is answered by the participant

D. Conclusion

In general, the interview guidelines that have been assessed are stated:

: Suitable for use without revision

: Suitable for use with revisions

: Not suitable for use

(Please tick (✓) in one of the boxes according to your conclusion)

Jember, September 2023

Validator



Sandi Ferdiansyah, M.Pd
NIP. 198503192019031004

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Table of Specification

	Questions	Level of Thinking Skill
Identifying Main Idea	1. We decided to go to the beach because ?	C3
	2. The bus was...way to travel	C2
	3. Travelling by plane was...than by bus	C1
	4. We...our vacation	C2
	5. We had very...weather during our vacation	C1
Identifying Supporting Idea	Questions	Level of Thinking Skill
	6. What kind of an organization is it ?	C3
	7. When is the party ?	C2
	8. Whose party is it ?	C1
	9. Ken doesn't want to go to the movie theatre with Ryu, because...	C2
	10. Ken's initial excuse not to go to the pop concert is that...	C1
	21. Ayu : "...the dictionary, please ?	C2
22. Toni : "...it is easy listening"	C2	
Implied Meaning	Questions	Level of Thinking Skill
	11. I... a mechanic	C3
	12. I...in London	C3
	13. I....a brother and a sister	C3
	14. She...medicine	C3
	15. My brother doesn't want...to university	C2
	16. ...he wants to be a mechanic like me	C2
	17. He comes and...me in my shop on Sundays	C2
	18.his education	C1
	19. He is thinking of...with me	C1
20. We will...the business together	C1	
Inferencing	Questions	Level of Thinking Skill
	23. The queen...in the jungle	C2
	24. I really the concert...last night	C3
	25. Sarah...do her homework because she was lazy	C1

VALIDATION SHEET

TABLE OF SPECIFICATION "DIAGNOSTICS TEST"

STUDENT DIFFICULTY TEST IN READING ENGLISH TEXTS

A. PURPOSE

Specification table regarding diagnostic tests related to several English language questions which are carried out to determine students' level of understanding in reading English texts through question and answer multiple choice questions and written essays.

B. INSTRUCTION

If there is anything that needs to be revised, please write it on the revision suggestion sheet or write it directly on the manuscript.

	Questions	Level of Thinking Skill	Points
Identifying Main Idea	1. We decided to go to the beach because ?	C3	2,5
	2. The bus was...way to travel	C2	2,5
	3. Travelling by plane was...than by bus	C1	2,5
	4. We...our vacation	C2	2,5
	5. We had very...weather during our vacation	C1	2,5
	Questions	Level of Thinking Skill	Points
Identifying Supporting Idea	6. What kind of an organization is it?	C3	2,5
	7. When is the party ?	C2	2,5
	8. Whose party is it ?	C1	2,5
	9. Ken doesn't want to go to the movie theatre with Ryu, because...	C2	2,5
	10. Ken's initial excuse not to go to the pop concert is that...	C1	2,5
	21. Ayu : "...the dictionary, please ?	C2	10
	22. Toni : "...it is easy listening"	C2	10

F. Conclusion

In general, the interview guidelines that have been assessed are stated:

: Suitable for use without revision

: Suitable for use with revisions

: Not suitable for use

(Please tick (✓) in one of the boxes according to your conclusion)

Jember, September 2023

Validator



Sandi Ferdiansyah, M.Pd
NIP. 198503192019031004

Appendix 9 : Documentation



KIAI HAJI ACHMAD SIDDIQ

The researcher gave a diagnostic test to students to determine the level of difficulty students had in understanding English text reading which consisted of 25 questions, namely 20 multiple choice questions and 5 essay questions.



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KIAI HAJI ACHMAD SIDDIQ
JEMBER

The researcher is interviewing with students about the difficulties experienced by students in understanding English reading text including vocabulary, conclusion words and understanding the gist of reading



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KIAI HAJI ACHMAD SIDDIQ
JEMBER

The researcher is interviewing with English teacher about the difficulties experienced by students in understanding English reading texts including vocabulary, concluding words and understanding the gist of reading.

Appendix 10 : Curriculum Vitae



Personal Information

Name : Digna Arisshio Risma Miranda
SRN : T20196083
Gender : Female
Place, Date of Birth : Jember, March 11th 2001
Address : Puger-Jember
Religion : Islam
Department/Major Courses : FTIK/English Department
Email Address : dignarisma11@gmail.com

Educational Background

2006-2007: TK EKO PROYO KASIYAN TIMUR
2007 - 2013: SDN KASIYAN TIMUR 01
2013- 2016: SMP NEGERI 03 BALUNG
2016 - 2019: SMK PUGER