

**AN ANALYSIS ON STUDENTS' DIFFICULTIES
IN LEARNING READING COMPREHENSION
AT THE SEVENTH GRADE OF MTs BUSTANUL ULUM KRAI
LUMAJANG**



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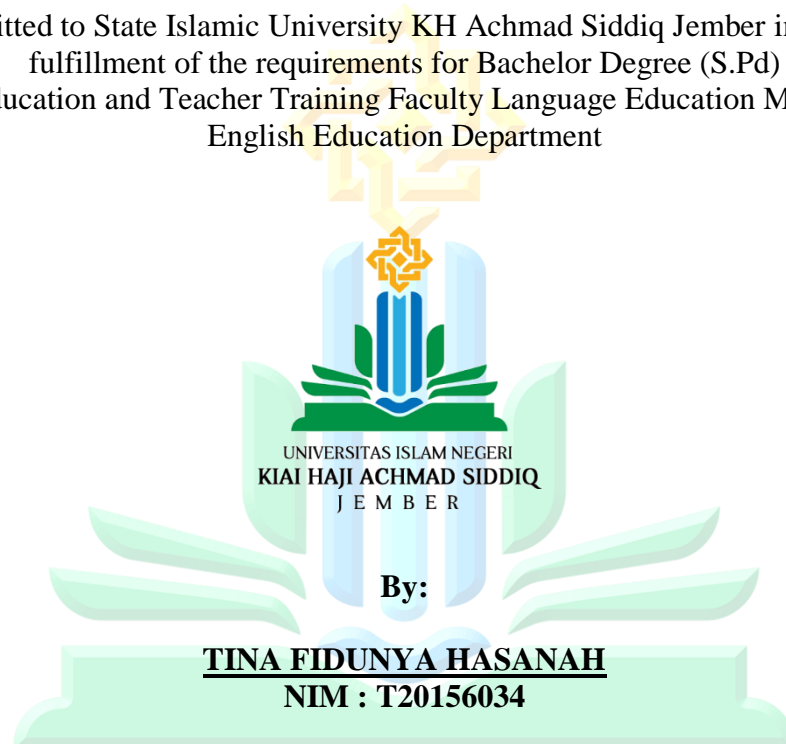
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**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2022**

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THESIS

Submitted to State Islamic University KH Achmad Siddiq Jember in partial
fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty Language Education Major
English Education Department



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By:

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Day : Friday


Date : 17th June 2022

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Meaning: “Hey you who believe , make patience and prayer as you helper , trully Allah is with those who are patience.” [Qs. Al- Baqarah {2}:153]¹



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¹ Khattab Dr. Mustafa, *The Nobel Qur'an*, (Qs. Al-Baqarah 2:153) , <https://quran.com/2>. Page 23

DEDICATION

This thesis is especially dedicated to:

*My beloved parent Mr. Salewo and Mrs. Juwarni for their never-ending love,
pray and support.*

*My best support system husband Mr. Feri Setiawan for his patience accompanies
me.*

My daughter Alesha Shakila Zahra.

Thanks for my big Families for support me to finish my this thesis.

Thanks for support all my Friends.



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ACKNOWLEDGEMENT

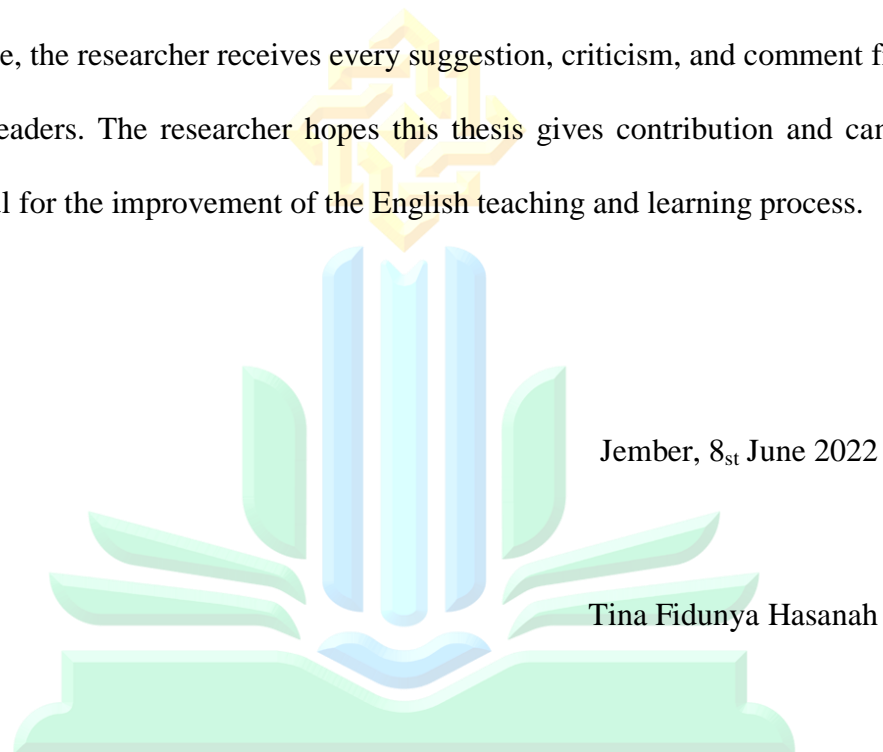
“Bismillahirrahmanirrahim” Firstly, all praises due to Allah SWT for giving me mercy, blessing, health, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness era.

The researcher would like to express her gratitude and appreciation to the honourable people who gave their help, encouragement, and countless contribution to the reseacher in the process of the study:

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2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as Dean of the Faculty of Tarbiyah and Teacher Training of UIN KHAS Jember who had given permission to do this reaseach.
3. Dr. Rif'an Humaidi, M.pd.I as the Dean of Language Department of UIN KHAS Jember.
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The writer realises that this thesis is still far from being perfect. Hence, the researcher receives every suggestion, criticism, and comment from the readers. The researcher hopes this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.



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ABSTRACT

Tina Fidunya Hasanah, 2022: *“An Analysis on Students’ Difficulties in Learning reading comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang in Academic Year 2021-2022”*

Key words: student’ difficulties, learning reading, reading comprehension

Reading is one of English skill that includes in curriculum 2013 (K-13) in form of descriptive text, recount text, narrative text or procedure text that should be learned by students of senior high school at the first year. Unfortunately, most of students are low in reading because students obtain several problems in reading text especially reading a descriptive text, such as difficult to understand and analyze the text. Beside that, students also have difficulty to comprehend reading text because students cannot make a picture of text that they read. Consequently, students are lazy and bored to read a text that impacts on students’ reading ability. In other words, the current study focuses on analyzing students’ difficulties in reading comprehension at the seventh grader of MTs Bustanul Ulum Krai.

The research focus are: 1) What are the students’ difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang? 2) How are the strategy of teaching students’ difficulties in learning reading comprehension of reading descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang? The research objective are: 1) To describe students’ difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang. 2) To describe the strategy of teaching students’ difficulties in learning reading comprehension of reading descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang.

In this research, the researcher was used descriptive with qualitative method of the study was conducted at MTs Bustanul Ulum Krai Lumajang, especially in the seventh grade, as the participants are English teacher and the students’ at seventh class. There were three types of data collection technique in this study, those were interview, observation and documentation. Result of interviewing English teacher and students obtained information about students’ difficulties in reading and teacher’s way to overcome students’ obstacles. Besides, the observation obtained data about school’s identity, organization structure reading class situation, etc. The data analysis used in research was there were three steps of analyzing the data, they were data condensation, data display and drawing and verification conclusion. For the validity of data, the researcher used triangulation and technical triangulation.

The research results are: 1) students at the seventh grade of MTs Bustanul Ulum find difficulties in learning reading. Their difficulties were understanding and analyzing reading text. 2) English teacher required the students to enrich vocabulary mastery and practice reading in order the reading skill is getting better.

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CHAPTER 1

INTRODUCTION

A. Research Background

Language is the most important thing in human life because language is a tool to communicate with other people. Language takes important role in human interaction by expressing feeling and taught to others. People use English as international language to interact with other people in the world. English is international language; therefore people are learning English, especially in formal school.

Furthermore, English consists of four skills; those are listening, speaking, reading and writing. Four English skills are important to be learned, especially reading because reading is able to inquire knowledge and information from some sources that improves readers' critical thinking¹.

Reading is a process of obtaining some information from several sources. Reading is also important language skill that should be learned by students because reading is a basic skill to obtain knowledge from understanding a text. Knowledge or information is able to be gotten from television, video, cassette, and radio. Unfortunately, oral information has limited and temporary because students have to be good listeners. While the written information is relatively more durable and accessible needed,

¹ Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 213-215

therefore, students need pen and book to write teacher's explanation in order students are able to read it one day.

Besides, Reading takes important role in teaching and learning process because reading influences students' development in English². Reading is important because reading is able to improve critical thinking. According to Day and Bamford, the background knowledge that is developed by reading can promote readers' critical thinking skills³. Reading is used for acquiring knowledge and collecting information for English as Second Language (ESL) students or English as Foreign Language (EFL) students; therefore, reading could improve readers' critical thinking.

The importance of learning to read is also contained in the Act 2003 National Education System in Chapter III article 4 paragraph concerning the principles of education implementation stated that education organized by developing a culture of reading, writing and count for all citizens. Broadly speaking, the were explained that reading for citizens is very important. Therefore learning to read must also be carried out in accordance with the principles of education administration.⁴

Beside of that, Islam also considers that reading is important for Muslims because Islam requires Muslim to read books and recite holy Qur'an

² Rika Susanti, Case Study on Studens' difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo

³ Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 213

⁴ Yuniati. *Peningkatan Keterampilan Membaca Pemulaan Melalui Media Big Books Siswa Kelas 1B SDN Mangiran Kecamatan Srandakan*. Universitas Negeri Yogyakarta. 2014.

in order Muslim know the rules of Islam. Therefore, Allah commands all Muslims to read, as written in Al-Alaq verses 1-5.

Al-alaq is the first surah that was revealed to Prophet Muhammad SAW.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾
(QS, Al-‘Alaq: 1-5)⁵

“Read: In the name of thy Lord who created (1) Created man from a clot. (2) Read: And thy Lord is the Most Bounteous (3) Who taught by the pen (4) Taught man that which he knew not (5)” (QS. Al-Alaq: 1-5)

The verses indicate that Allah commands Muslims to read in order that they know the obligation and prohibition from Allah. Reading in Islam is not only to know Islam’s rules but also to increase knowledge for Muslims. Moreover, Islam considers that knowledge is important.

Reading is one of English skill that includes in curriculum 2013 (K-13) in form of descriptive text, recount text, narrative text or procedure text that should be learned by students⁵ of senior high school at the first year. Every student is required to master reading in order students could fulfill school’s requirements, such as understanding material of learning reading. Most of schools in Indonesia apply curriculum 2013 (K-13) as guidance for the educational system.

⁵ Khattab Dr. Mustafa, *The Nobel Qur’an*, (Qs. Al-Alaq 30:1-5) , <https://quran.com/96> . Page 597

Besides, teacher may use systematic process in teaching reading to maximize the teaching and learning process. There are three phase to create systematic and efficient in teaching reading such as pre-reading, whilst reading and post reading. Moreover, those activities are able to be used in teaching reading all levels of students because the procedures are flexible that depend on teachers how to design.

Nowadays, most of students are low in reading because students obtain several problems in reading text especially reading a descriptive text, such as difficult to understand and analyze the text. Students face difficulties in understanding the message, answering questions and analyzing the generic structure of a text⁶. Beside of that, students also have difficulty to comprehend reading text because students cannot make a picture of text that they read⁷. Consequently, students are lazy and bored to read a text that impacts on students' reading ability.

The study is conducted in seventh grade at MTs Bustanul Ulum Krai. Based on the observation, MTs Bustanul Ulum Krai used curriculum 2013 (K-13) that required the students to learn genre of reading, such as reading descriptive text, narrative text or recount text. While the study focused on reading a descriptive text because mostly the material in seventh grade at MTs Bustanul Ulum was descriptive text.

⁶ Erwin Hari Kurniawan, "Teaching Reading Using Lectora Inspire", dalam *Inspiration and Innovations for English Classroom*, ed. Yusuf (Malang: State University of Malang Press, 2015), 17

⁷ Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategy* (New York: the guilford press, 2009), 115

Besides, researcher observed that there were some students obtained difficulties in reading a descriptive text such as difficult to comprehend and analyze the text. Those problems make students are lack in reading skill. Consequently, students obtain low score in reading which means the students cannot fulfill the school's requirement.⁸

A similar study was also conducted by Siska Muawanah that showed the problem of reading, such as students' understanding in determining the main idea of the paragraph. Consequently, the students were misunderstanding about the material. Besides, the current study shows reading difficulties, such as difficult to understand about reading text and difficult to analyze generic structure and language feature of a text.

From the phenomena above, the researcher conducted a study entitled "An Analysis on Students' Difficulties in Learning reading comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang".

B. Research Focus

Based on the background of the study above, the research focuses are formulated as follows:

- 1 What are the students' difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang?

⁸ Observations at MTs. Bustanul Ulum Krai Lumajang, 05st September 2021

- 2 How are the strategy of teaching students' difficulties in learning reading comprehension of reading descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang?

C. Research Objective

Based on the problems above, the objectives of this research are formulated as follows:

- 1 To describe students' difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang.
- 2 To describe the strategy of teaching students' difficulties in learning reading comprehension of reading descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang.

D. Research Significance

The benefits of research contain about what contributions will be made after completion of research. Usability can be theoretical and usability is practical. As is the use for writers, agencies and society as a whole, the usefulness of research should be realistic.

Based on the description, the benefits are arranged as follows:

1. Theoretical Benefits

The research is expected to the development of education science especially related to reading difficulties faced by students in reading comprehension in grade 7th Mts Bustanul Ulum.

2. Practical Benefits

a. For Further Researchers

This research can be used as a reference in conducting further research in order to help the further reserchers in doing a better research.

b. For MTs Bustanul Ulum Krai

The results of this study are expected to make new contributions and add to the literature related to reading difficulties faced by students in reading comprehension in grade 7th Mts Bustanul Ulum for all academic community.

c. For the Wider Community or Readers

This research is expected to help add reader insight, so it is useful for all levels of society as the development of knowledge insights as well as motivation for the community or readers.

E. Definition of Key Terms

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain the terms are as follows:

1. Student difficulties

Students' difficulties mean students' problems in reading text, such as difficult to comprehend and analyze the reading text.⁹ Commonly, students' obtain problems in reading that could impact students score in reading skill.

2. Reading comprehension

⁹ Dasrul Hidayati, *Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar*, (thesis) Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam- Banda Aceh, 2018

Reading comprehension is reading activity by understanding and analyzing reading text with a purpose to obtain information. Reading comprehension is able to develop students' mind since reading improves students' critical thinking. Reading a descriptive text means reading about descriptive text that describes place, person, animal and thing¹⁰. The descriptive texts are taught in seventh grade at MTs Bustanul Ulum Krai. Students Difficulties in Reading Comprehension mean students' have a problem to understand the process of learning from reading comprehension of descriptive text at MTs Bustanul Ulum Krai.

F. Systematic Discussion

The systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. Systematic discussion in this research as follows:

Chapter I contains the introduction of thesis, such as the background of the study, research focus, scope of the research, research objective, significance of research, and definition of key terms.

Chapter II contains a review of related literature, such as the previous research and theoretical framework related to the research was conducted by the researcher.

Chapter III contains a research method consisting of approaches and type of research, research location, research subjects, source of data, the technique

¹⁰ Pang et al. *Teaching Student with Reading Difficulties and Dissabilities: A Guide For Educator*. 2003

of collecting data, the technique of analyzing data, research instrument and validity of data.

Chapter IV contains finding and discussion, research result, data analysis, and the interpretation, discussion.

Chapter V contains conclusion and suggestion.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

After reviewing and reviewing previous theses, the author found several theses related to this research as follows:

1. Siska Muawanah. 2021. The title is "The Problems of Reading Comprehension in Class VIIC Students of SMP Negeri 2 Arjasa". Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Jember.⁹

Based on data analysis, it was found that the problematic reading comprehension of class VIIC students is related to determining the main idea of the paragraph and concluding the content, namely 41% of the number of students answering the difficulty due to the large number of foreign terms and vocabulary that are considered foreign in reading, the lack of mastery of the material by students is influenced by the teacher's explanation which is difficult to understand and as a result students misunderstand the material he conveys, students in determining the main idea are more focused on key words that contain the main idea of the paragraph. The factors that influence the emergence of reading comprehension problems are (1) internal factors include: students' reading interest is still lacking, students' reading interest is lacking,

⁹ Siska muawanah, Problematika Membaca Pemahaman Pada Siswa Kelas Viic SMP Negeri 2 Arjasa, (skripsi) Program Studi Pendidikan Bahasa Dan Sastra Indonesia Jurusan Pendidikan Bahasa Dan Seni Fakultas Keguruan Dan Ilmu Pendidikan Universitas Jember, 2021.

students' reading motivation is lacking, students' linguistic competence is still weak, students' vocabulary mastery is lacking, understanding of the use of punctuation marks students are still lacking, students' reading concentration is low, students' goals in reading are less structured, (2) external factors include: reading materials that are difficult to understand, less supportive facilities, lack of teacher professionalism, less parental attention. Efforts that will be made by the teacher in overcoming the problems of reading comprehension of students are the use of the KUMUAT method in learning reading comprehension, development of reading interest and motivation to students by maximizing the role of the library, conducting intensive special exercises, giving assignments to students related to the main idea of the paragraph and conclude the content of the reading.

2. Sulih Okta Prihatini (2020) entitled "An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan".

English Education Study Program, Faculty of Teacher Training and Education, Lamongan Islamic University.¹⁰

This research is descriptive qualitative research. The research was conducted in March 2020. The subject of research was the tenth-grade MIPA 5 of SMA Negeri 1 Sukodadi who were detected that they had difficulties in reading comprehension. The techniques for collecting the data were interviews and documents. The researcher collected the data

¹⁰ Sulih Okta Prihatini, "An Analysis of Students' Difficultie in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan", jurnal, Prodi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Lamongan, 2020.

such as students' worksheet. The second was data reduction. The researcher classified and reduced the data based on focus. The researcher deleted several data that did not relate to the difficulties in reading comprehension. The third was the data display; the researcher arranged the information to conclude. The researcher presented the data from the difficulties in reading comprehension, and the last is the conclusion. The result of the research showed that some students had difficulties in reading comprehension and they had difficulty in different levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. The most difficulties experienced by students were at the level of creative comprehension. The factor of the students' difficulties in comprehension at tenth grade, there was an inadequate instruction presented by the teacher, lack of pupils' interest, and the vocabulary difficulties

3. Huda Babu. 2020. entitled "An Analysis of Students' Difficulties In Reading Comprehension At Mts Darel Hikmah Pekanbaru". Faculty Of Education And Teacher Training State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru.¹¹

Reading is taught to the ninth grade students of junior high school. It means that they have to acquire the competence in reading monolog text. Thus, to reach that stage, they must have deeper understanding. Based on the preliminary research, it was found that the

¹¹ Huda babu, An Analysis Of Students' Difficulties In Reading Comprehension At Mts Darel Hikmah Pekanbaru, (Thesis) Faculty Of Education And Teacher Training State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru, 2020.

ninth grade students of MTs Darel Hikmah Pekanbaru had difficulties in reading comprehension. It can be seen that some of the students were not able to determine the generic structure, some of the students were not able to identify main idea, some of the students were not able to find the synonym of the word in reading text, and some of the students had lack vocabulary. The aim of the research was to find out what is the most difficult aspect in reading comprehension faced by the ninth grade students at MTs Darel Hikmah Pekanbaru. The design of this research is a descriptive research design. The population of the research was the ninth grade of MTs Darel Hikmah Pekanbaru from 10 classes, with the population were 254 students and the sample was 25% from each class. So the sample of the research was 64 students. The sample was selected by using simple random sampling technique. To get the data, the researcher gave documentation and then analyzed the data by using descriptive statistic calculated by Ms. Excel program. After analyzing the data, the result showed that the most difficult aspect in reading comprehension was the fourth indicator. It is "Students get difficulties in identifying reference" with percentage 90.63%.

4. Thabrani Aziz. 2019. The title is "Students' Difficulties In Reading Comprehension At The Second Grade Of Junior High School Satap 3 Betara". English Education Study Program Faculty Of Education And

Teacher Training State Islamic University Of Sultan Thaha Saifuddin Jambi.¹²

The aims of this research was to find out the students difficulties in comprehending reading texts. This research was used qualitative approach. The technique of collecting data used observation and interview. The interview with ten students who had lowers score in their reading assignment. The data was analyzed by using descriptive. The result of this research showed that the students lack of vocabulary mastery unable to understand the technique in reading comprehension, and also in the school lack of facilities. From the interview, the researcher found that the major of students difficulties influenced by their weaknesses in mastering a wide range of vocabulary. Therefore, the students become difficulties to comprehend reading texts. To help them, by giving awareness of vocabulary knowledge to the students can improves their reading comprehension.

5. Dwi Larasati. 2019. The title is "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan". Department Of English Education Faculty Of Tarbiyah And Teachers Training State Islamic University Of North Sumatera Medan.¹³

¹² Thabrani aziz, Students' Difficulties In Reading Comprehension At The Second Grade Of Junior High School Satap 3 Betara, (thesis) English Education Study Program Faculty Of Education And Teacher Training State Islamic University Of Sultan Thaha Saifuddin Jambi, 2019.

¹³ Dwi Larasati, An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan, (thesis) Department Of English

The researcher uses the technique of analyzing the data from Miles and Huberman. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the students, such as test of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data did not relate to the difficulties in comprehending English reading text. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in comprehending English reading text. The result of the research shows that there are 24.37% students who have difficulties in understanding to look for the main idea of the text with the total of incorrect is 29. Then, there are 18.49% students who have difficulties in understanding vocabulary of the text with the total of incorrect is 22. Then, there are 43.70% students who have difficulties in understanding making inference of the text with the total of incorrect is 52. Next there are 13.44% students who have difficulties in understanding to look for the detail information of the text with the total incorrect is 16. The factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.

6. Dasrul Hidayati. 2018. The title is “Students Difficulties In Reading Comprehension At The First Grade Of Sman 1 Darussalam Aceh Besar. Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam- Banda Aceh”.¹⁴

This study focuses on the difficulties faced by the first grade students of senior high school in reading comprehension. The purposes of the study were to find out the difficulties faced by the first grade students of SMAN 1 Darussalam, Aceh Besar and to find out the factors of difficulties in reading comprehension. The method applied was descriptive quantitative, where the test and questionnaire were used as the instrument data collection methods. The test consisted of 20 question items divided into five types of questions, which were main idea, detail information, making inferences, locating reference, and vocabulary. Index difficulty and percentage were used to analyze the data. The result of the test showed that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media

¹⁴ Dasrul Hidayati, Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar”, (thesis) Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam- Banda Aceh, 2018.

learning, less support from the family, lack of knowledge of strategies in reading comprehension.

Table 2.1
Previous Research and Current Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	A thesis written by Dasrul Hidayati (2018) entitled "Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar"	Both researchers research about students' difficulties in reading comprehension.	<ul style="list-style-type: none"> • The previous research used quantitative method, while the current research used qualitative method. • The previous research used questionnaire and test to collect the data, while this research uses observation and interview.
2.	A journal written by Sulih Okta Prihatini (2020) entitled "An Analysis of Students' Difficultie in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan"	Both researchers use descriptive qualitative method	<ul style="list-style-type: none"> • The previous research used interviews and documents the data, while this research uses observation and interview. • The subject of the previous research was students of Senior High School, while subject of this research were students of Junior High School.
3.	A thesis written by Siska Muawanah. 2021. entitled "The Problem of Reading Comprehension in Class Viic Students of SMP Negeri 2 Arjasa".	Both researchers research about reading comprehension	<ul style="list-style-type: none"> • The type of physical research is quantitative, while this type of research is qualitative. • The previous research used questionnaire and test to collect the data, while this research uses observation and interview.
4.	A thesis written by Huda Babu. 2020. entitled "An Analysis Of Students' Difficulties In Reading Comprehension At Mts Darel Hikmah Pekanbaru".	Both researchers research about students' difficulties in reading comprehension	<ul style="list-style-type: none"> • The previous research used quantitative method, while the current research used qualitative method.

5. A thesis written by Dwi Larasati (2019) entitled "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan"	Both researchers use descriptive qualitative method	<ul style="list-style-type: none"> • The previous research used interview and test the data, while this research uses observation and interview. • The subject of the previous research was students of Islamic Senior High School (MA), while subject of this research were students of Junior High School.
6. A thesis written by Thabrani Aziz. 2019. entitled "Students' Difficulties In Reading Comprehension At The Second Grade Of Junior High School Satap 3 Betara".	Both researchers use descriptive qualitative method	<ul style="list-style-type: none"> • research location

Source: data processed from previous research

Based on the previous research above, showed that the similarities with this research are focus on students' difficulties in reading comprehension. While the differences are focus on using quantitative method and using questionnaire and test to collect the data. Therefore, the researcher considers it necessary to examine the analysis on students' difficulties in learning reading comprehension.

B. Theoretical Framework

1. Language Teaching

Language teaching is concerned with language, one would expect it to be referable to ideas in linguistics. But since it is also a kind of teaching, one would expect it to be referable to ideas about education as well (H. G. Widdowson : 2003).

A language is part of the culture of a people and the chief means by which the members of a society communicate. A language, therefore, is

both a component of culture and a central network through which the other components are expressed (Robert Lado : 1964)

Language teaching can be conceived in many different ways-for example, as science, a technology, a craft, or an art. Different views of language teaching lead to different views to what the essential skill of teaching are, and to different approaches to the preparation of teachers (Richard : 2011)

One aspect of the weakness of Indonesian students in mastering English is the lack of vocabulary. Vocabulary or vocabulary is one of the important components in teaching English in addition to other components such as structure, pronunciation and intonation. Vocabulary has a very vital role, because if a student is weak in vocabulary mastery, he or she cannot communicate his thoughts and ideas as clearly as he wants, both orally and in writing. He cannot perfectly express what he wants to convey when he speaks or writes. Likewise, he cannot understand well the contents of the text he reads because he lacks the vocabulary that forms spoken and written sentences and to read and listen to news or conversations from various sources.

If language is a body, structure is the bones that make up the skeleton, while vocabulary is the flesh that gives the body shape. Thus, a person will not be able to communicate in the target language if his vocabulary mastery is inadequate. The results of teaching vocabulary in schools are not satisfactory. Many complaints from English teachers that

their hard work in teaching is not matched by satisfactory vocabulary mastery from students. One of the possible causes is an inappropriate teaching strategy

Actually, one of the problems in teaching vocabulary is choosing the right vocabulary to be taught at a certain level and for certain students. Therefore, the main problem in teaching vocabulary is how to identify vocabulary to be taught at each level of learning according to the needs and level of students' abilities. The general principle in choosing vocabulary is to consider the frequency factor (the frequency with which the vocabulary is used). To be able to master vocabulary, a student should have the following knowledge about one word, namely: meaning, word use, word formation and word grammar. Meaning or the meaning of words also need emphasis, that one word in English means not only one. For example, book can mean book or can also order. Therefore, a teacher should also practice determining the meaning based on the context and also introduce synonyms and antonyms.

There are three phases of learning because it consists of the teaching phase, namely:

- a. The first stage – Finding meaning

At this stage, students are given a list of new vocabulary. And they were asked to find the meaning of the word, either through a dictionary, or asking their friends in their group. The process of finding this meaning is carried out by the students

themselves without the help of the teacher. After that, the meanings of the words that the students have found are discussed in a class discussion led by the teacher.

b. Second stage – Choose vocabulary

At this stage, students are given vocabulary exercises. Students are given some incomplete sentences. And students choose the right vocabulary to complete the sentence.

c. Third stage – Using vocabulary

This stage is the practice of using the vocabulary that has been learned. This is a vocabulary mastery step. Students are asked to write at least half a page of the book using each new vocabulary they have learned. Then the students speak, about 30 seconds for each word then 30 seconds for the combination of the two vocabulary words. Speaking orally using this new vocabulary can be continued with one minute, two minutes, even if possible up to three minutes using one new vocabulary.

Vocabulary is a very important component in supporting students' ability to master the ability to communicate in English, so in teaching vocabulary it is recommended that learning activities be focused on student activities, those who learn are students, those who try to practice using vocabulary are students. For the first stage of vocabulary mastery is mastering knowing the meaning or meaning of the vocabulary. This can be

done in various ways, such as students looking up the meaning of a word in a dictionary, finding the equivalent or opposite, and etc.

The second stage is to use vocabulary that has known meaning in sentences. And this exercise must be made by the teacher for students to do. Every word that students have learned, should be used as often as possible. Orally, students should be able to use the vocabulary they have learned for a minute or two. While in writing, one word students should be able to make about 10 sentences. And all this should be done by the students themselves because the teacher is only a facilitator to guide students what to do.¹⁵

2. Teaching reading

a. Purpose of teaching reading

Reading improves students' critical thinking where it is acquiring knowledge and collecting information¹⁶. Knowledge and information obtained from reading makes students think critically because they have more reference to compare about something.

Besides, it improves production skills, such as writing, while something that is written comes from reading¹⁷.

According to Grant, the objectives in teaching reading are (1) to develop students' basic comprehension skills where they can read

¹⁵ Avra Augesty. *English Language Teaching*. Kompasiana.com. (Thursday, 23rd June 2022)

¹⁶ Jhon S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Routledge, 2009), 213

¹⁷ Hedgcock, 215

and understand the text, (2) to increase students' general knowledge, and (3) to develop their ability to read critically.

Based on Grant's statement above, the purpose of teaching is to help students in reading and understanding a text that they are going to read by developing basic comprehension skills. Besides, teaching reading is able to increase general knowledge where teacher may give them overview before doing reading activity. In addition, it also develop students ability to read critically because the training by the teacher.

b. The Procedures of Teaching Reading

There are three phase used to create systematic and efficient in teaching reading, those are pre-reading, whilst reading and post reading¹⁸. Those activities are suitable for teaching reading in all levels that depend on how teachers design it.

In pre-reading is preparing students for something that they are going to read. Activities that use in pre-reading are (1) introducing and arouse to the topic that will be used in reading class, (2) informing students about a reason for reading to motivate them in learning, (3) arranging a series of keywords for the text¹⁹.

Besides, whilst reading is focused on analyzing the text by scanning, skimming or reading for the main ideas (reading in detail

¹⁸ Lauren Stephenson, Barbara Harold, "Elements in the Teaching of Reading", *Teachers, Learners and Curriculum*, 4 (2009), 17.

¹⁹ Stephenson, 18.

to answer such as the true/false questions)²⁰. Teachers have to set the tasks before giving the students the text of reading because they need purpose in reading, so they have a purpose to search the answer of the tasks in the text.

Furthermore, post-reading provides students' opportunity to react what they have read based on their personality²¹. The activities in post-reading such as offering personal opinion or perspective about the text that is given by the teacher.

c Aspects Affect in Teaching Reading

According to H. Douglas Brown, some significant aspects that affect on teaching reading skill falls into three categories, those are: the process of bottom up and top down, the schema theory and background knowledge, teaching strategy of reading²².

The mean of those aspects that affect teaching reading according to Bown as follows: first is processing of bottom up and top down where both bottom up and top down become the cornerstone in methodology of reading, therefore, it can effect on teaching reading. More research in teaching reading figures out that the combination of bottom up and top down or interactive reading is

²⁰ Stephenson, 19

²¹ Stephenson, 19

²² H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, (Francisco: Pearson Longman, 2007), 357

primary ingredient to get successful teaching methodology because those processes are important²³

The second are schema theory and background knowledge, schema theory is how readers catch what is in the text and background knowledge is information, knowledge, and experience that is owned by readers. It means that readers bring their background knowledge in scheming text into simple words. Understanding reading requires readers to know two categories of schema, such as: content schema consists of what readers know about people, the universe and the world while formal schema includes knowledge about language and discourse structure²⁴

Third is teaching strategy of reading, a viable theory in language acquisition cannot run effectively without a solid strategic. Therefore, William Grabe emphasized the coordinated of using multiple strategies while students are reading²⁵.

d. Theory of Reading

1) Bottom up

Based on Brown's statement, bottom up requires readers to recognize linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical, and discourse markers²⁶. According to Saville Troike, reading by using bottom up theory needs prior

²³ Brown, 358

²⁴ Brown, 359

²⁵ Brown, 360

²⁶ H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, (Francisco: Pearson Longman, 2007), 358

knowledge of the language system, such as vocabulary, morphology, phonology, syntax, and discourse structure²⁷. Anderson also states that bottom up depends on the information provided in the text which emphasizes what is known as *lower-level* reading process²⁸. So, bottom up is reading based on information presented in the text by knowing the language system.

2) Top down

Top down is reading process of guessing meaning with background knowledge support that is obtained before the reading process²⁹. Top down theory utilizes the prior knowledge of readers; it is needed as the basic to understand the text.

3) Interactive

Interactive theory is the combination between both bottom up and top down theory, readers who are able to integrate both bottom up and top down theory in reading process are the best second

language readers³⁰. So, readers use top down to predict the meaning of the text while bottom up to ensure the readers prediction and writers mean in the text.

4) Skimming

²⁷ Saville-troike, *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2006), 14

²⁸ Anderson, Neil J, *Exploring Second Language Reading: Issues and Strategies*, (Canada: Heinle and Heinle Publisher, 1999),

²⁹ Lauren Stephenson, Barbara Haold, "Elements in The Teaching of Reading", *Teachers Learners and Curriculum*, 4 (2009), 15

³⁰ Mila Siti Masruroh, SQ3R Implementation in Teaching reading Comprehension A case study of Eigh Grade Students at One State MTs in Sumedang, *Journal of English and Education*, 2 (2015), 108

Skimming is reading quickly through a whole of the text, such as article³¹. It is used to get general information of the text quickly, as a result, readers do not need to spend too much time to know the text about.

5) Scanning

It is used when readers need some particular piece of information in a text³². By scanning, readers will find specific information quickly because they do not need to read whole of text. They may skip some words and pay attention on important words relate with what they need.

e. Strategy of Teaching Reading

1) Extensive

Extensive reading is commonly pleasure reading where readers may choose what they want to read that can stimulate reading for enjoyment³³. In other words, extensive reading is

reading without forcing the readers to read. Sometimes, it helps readers to avoid overanalyzing of text because the use of extensive reading is reading for understanding.

2) Intensive

Commonly, intensive reading utilizes to teach reading in the classroom where students will be focused on the linguistic or

³¹ Siti Masruroh, 368

³² Siti Masruroh, 368

³³ H. douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, (Francisco: Pearson Longman, 2007), 373

semantic details of the text³⁴. Most teacher use intensive theory in their reading class because it requires students to learn in detail about grammatical forms, discourse markers, and other structures. So, students will understand the literacy meaning and implication of text in which they have analyzed the text in detail.

3) Silent reading

Silent reading techniques, it used for intermediate to advanced level, so, students do not need pronounce each words in the text. Besides, readers can see more than a word at a time, skip unknown word and give the meaning based on the context³⁵.

f. Text type

1) Definition of Descriptive Text

Descriptive text is one of 12 genres text (Descriptive text, recount text, news item text, procedure text, narrative text, report text, analytical exposition, anecdote, hortatory exposition,

explanation text, discussion text, review text). According to Gerot and Wignell, descriptive text is a text that describes about person, place, animal and thing, besides, the generic structure of descriptive text are identification and description³⁶. Identification is called as general statement, it identifies general information about topic that is going to be described, besides, description is

³⁴ Brown, 373

³⁵ Brown, 366

³⁶ Mila Siti Masruroh, "SQ3R Implementation in Teaching Reading Comprehension a Case Study of Eight Grade Studnts at One State MTs in Sumedang", *Jurnal of English and Education*, 1 (2015), 108

describing about characteristics, qualities, or the unique side of phenomenon that will be described.

2) Purpose of Descriptive Text

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

3) The Characteristic of Descriptive Text

- Descriptive text is dominated by simple present tense. It is caused by the factual of descriptive text itself.
- Descriptive text uses more relational and material verb.
- The most important thing of descriptive text is to describe something or someone not someone who describes something.
- In descriptive text, there are conjunction such as firstly, secondly, etc. is only to arrange idea not show an order.
- In descriptive text, adjective shapes and characteristic³⁷.

4) Generic Structure of Descriptive Text

- Identification
Identification mentions phenomenon to be describe.

- Description

Description describes the parts, the qualities, and characteristic of what has been described³⁸.

3. Reading

³⁷ Wiranto, Drs. Tri. *Kiat Menulis Karya Ilmiah Dalam Bahasa Inggris*. Yogyakarta: Pustaka Belajar. 2003.

³⁸ Hartono, Rudi. *Genres of Text*. Semarang: Semarang State University. English Department Faculty of Language and Art. 2015.

According to Harmer, reading is useful for language acquisition: the more students read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.³⁹ Kustaryo states that reading is the instantaneous recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated.⁴⁰

Reading has different definition based on different people. According to Sutari "reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language that defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it." According to Mc Cradien and Walcutt, "reading is to get information of some words from turn the printed symbols into the sounds which are language. But since we get information in the same way from spoken language, this purposes does not define reading in a way that distinguishes it from talking."⁴¹ Meanly the reason we turn the print into sound is to get at the meaning. On the other hand, Harris said that "reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways."⁴²

a. The Importance of Reading

³⁹ Jeremy, Harmer, *How to Teach English*, (England: Pearson Longman,1998),p.100

⁴⁰ Sukiyah, Kustaryo, *Reading Technique for College Students*, (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988),p.2

⁴¹ McCradien and Walcutt, *Basic Reading*, California state Department of Education,1969.p.4

⁴² Albert. Harris, *Effective teaching and Reading* (New York: David Mckay company, 1962), p.9.

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure.⁴³

Reading and understanding are the important things that we need to use in our day life. Hudson explains that :

“Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read”.⁴⁴

b. Reading skills

Reading skills should be taught functionally. Therefore, as you as a middle or secondary school teacher must teach reading skill in your regular contents courses. Besides, learning to use these skills while reading material they must study anyway gives students a reason for trying them.⁴⁵ Reading skills contents of:

1) Vocabulary

a) Learning terms to English (e.g., apostrophe, adjective)

⁴³ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman,1998) p.68.

⁴⁴ As cited in M. Luthfi Ariyanto, *The Effect of Lexical Simplification in Reading Texts on Reading Ability of the Second Year Students of SMA Negeri 1 Krian* (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2011),p. 12.

⁴⁵Clark and Starr, *secondary and middle school teaching methods*,America, Macmillan,1986.p.271

- b) Learning English (literary or grammatical) meaning for common words (e.g., romantic, subject, act).
- c) Understanding words change in meaning and pronunciation (e.g., edelweiss, croissant).
- d) Understanding how new words are coined or how they enter our language (e.g., snafu, morpheme).⁴⁶

2) Comprehension

- a) Selecting significance details, classifying convergent, formulating main ideas.
- b) Following directions.
- c) Recognizing sequence
- d) Inferring time, place, mood, motive of characters
- e) Making comparisons
- f) Responding to imagery
- g) Recognizing semantic and literary devices
- h) Distinguishing between fact and literary devices
- i) Detecting fallacies of reasoning.

c. Types of Reading

Several types of reading may occur in a language classroom.

One way in which these may be categorized, as follows.⁴⁷

- 1) Oral
- 2) Silent

⁴⁶ H.D Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Longman,2001),p.68

⁴⁷ Inmon, and Lenier, *College Reading Book 2*, New York: Prentice Hall,1992.p.156-157

- a) Intensive
 - (1) Linguistic
 - (2) content
- b) Extensive
 - (1) Skimming
 - (2) Scanning
 - (3) global

4. Reading Comprehension

According to Woolley, reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.⁴⁸

According to Scoot, Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis. It is not enough to rely on context cues to predict the meaning of new words.⁴⁹

⁴⁸ G. Woolley, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*, Chapter 2

⁴⁹ Ruth McQuirter Scott, Ed.D. *Word Study and Reading Comprehension*, Brock University, Faculty of Education, page: 1

These comprehension skill categories are cumulative in that one is built on other. Based on the language assessment theory by Brown, especially in reading, these are some criteria that are commonly used in measuring students reading comprehension ability. They are Main idea (topic), Inference (implied detail), Grammatical Features, Detail (scanning for a specially stated detail), excluding facts not written, Supporting idea, Vocabulary in Context.

To satisfy the above criteria, there are some strategies for reading comprehension some that can be used by students, those are Identifying the purpose in reading, using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners), using efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels), skimming the text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalizing on discourse markers to process relationship.⁵⁰

Reading comprehension is a process whereby a message intended by the writer is recognized by the reader against, the background of information already stored in the reader's memory. Reading comprehension is the process of constructing meaning by coordinating a

⁵⁰ H.D Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Longman,2001),p. 306.

number of complex processes that include word reading, word and word knowledge and fluency.⁵¹

There are some factors affecting reading comprehension, those are: text Variables that consists of vocabulary, text type, coherence and cohesion, automaticity, syntax. Besides, some factors affecting reading comprehension also reader variables with purpose of reading, interest level in the text, the reader's language proficiency, culture, knowledge of the topic.

According to Cambridge dictionary, Comprehension is the ability to understand completely and be familiar with a situation, facts; etc.¹¹ meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Reading becomes an involving between a text and the readers background knowledge.⁵²

Here are the lists of skills of reading comprehension according to Brown, such as discriminate among the distinctive graphemes and orthographic patterns of English, retain chunks of language of different lengths in short-term memory, process writing at an efficient rate of speed to suit the purpose, recognize a core of words, and interpret word order patterns and their significance, recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement and pluralisation),

⁵¹ Brown, 306

⁵² Dictionary. Cambridge. Org/ dictionary/English/ comprehension, p.170. Accessed on Sunday, January 20, 2019, 02.21 pm

patterns, rules and elliptical forms, recognize that a particular meaning may be expressed in different grammatical forms, recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.⁵³

5. Concept of Difficulties in Reading Comprehension

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. It is the main factor which makes the students producing the error. According to Richards the source of errors or difficulty can be divided into two kinds.

a Interlingual Difficulty

The interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual difficulty from the native

language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

⁵³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 187-188

b Intralingual Difficulty

The intralingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply. This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students' mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.⁵⁴

6. The Difficulties in Reading Comprehension

According to Nuttal, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text.

a Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can

⁵⁴ J,C, Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman Group Ltd,1974),p.174

be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. 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 student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

c Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..”,

“It can be inferred from the passage...”,

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on 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. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,,,”.

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.⁵⁵

⁵⁵ Nuttal, C, Teaching Reading Skill in a Foreign Language, (London: Heinemann Educational Books, 1982)p. 20

CHAPTER III

RESEARCH METHODOLOGY

This chapter focused on the research method that would be performed in the research. the chapter consisted of research design, sampling technique, data source, data collecting technique, data analysis technique and approach.

A. Research Design

The research approach used qualitative that produced descriptive data in form of written or spoken language from people and their behavior that could be monitored. Qualitative research focused on analyzing data for description and themes using text analysis and interpreting the larger meaning of the findings. This study needed to explore the phenomenon from the perspective of distance education students. Unquestionably, using sign language in such courses was complex and may not have been examined in the prior literature. A central phenomenon was the key concept, idea, or process in qualitative. Thus, the research problem of the difficulty in teaching children who are deaf requires both an exploration and an understanding of the process of teaching and learning⁵⁵.

In this research, the researcher was used descriptive design with qualitative method. Descriptive design was used because in this research there was no treatment given to the students. Descriptive is a designed to obtain real information concerning to the current status of phenomenon⁵⁶.

⁵⁵ Cresswell, John. W. *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education Ltd. 2012)

⁵⁶ Yuhana. *The Difficulties of Students in Studying Reading Comprehension* at the First Class of Private Islamic Junior High School Sa'adatuddiniyah Sarolangun. Jambi. 2013.

The study was Qualitative in form of field qualitative that revealed phenomenon by describing using non-numeric language in scientific paradigm, it must be revealed the problems to be studied and the theory that will be used to dissect the problem⁵⁷.

B. Location of Research

The research location is the object of research for research activities conducted, with geographical considerations as well as the time, cost, and effort also need to be considered. The research location was determined because there was a uniqueness gap in terms of the activities carried out at that location, which determined as a place to look for various data as support study.

The study was conducted at MTs Bustanul Ulum Krai Lumajang, especially in the seventh grade. MTs Bustanul Ulum was a place to collect data for the current study to know the students difficulties and its solution.

Besides, the seventh grade students at MTs Bustanul Ulum Krai was becoming the location to conduct research because the seventh grade students had difficulties in reading comprehension, especially in reading a descriptive text that impact on students' reading scores.

C. Subject of Research

Research subject in determining the research subject using a purposive technique, namely determining the subject with certain considerations and goals. The description include what data you want to obtain, who wants to be

⁵⁷ Zuhairi, et al., *Pedoman Penulisan Skripsi Mahasiswa Institut Agama Islam Negeri (IAIN) Metro*, 2018

an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.

The researcher conducted interview some informants, such as the headmaster to know school condition, English teacher Mrs. Isti to know students' reading ability in the class and to know students' difficulties in reading. The students were selected from the female and male with the lowest score of reading, Lutfi, Anton, Ilham and Maesela with purpose in order the researcher got the constructive and cooperative informant.

D. Technique of Data Collection

Technique of data collection was about how the researcher collected the data. In this research the researcher used some techniques, they were:

1. Observation

Qualitative observations were required the researcher to take field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records with unstructured or semi-structured way (using some prior questions that the inquirer wants to know), and activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant.⁵⁸

This research used non-participant observation, which is the researcher did not participate in the activities of the research object, and the researcher only became an observer. The observation was conducted to

⁵⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition* (Los Angeles: SAGE Publication, Inc, 2009), 181.

obtain the data about reading difficulties and its solution in the seventh grade students at MTs Bustanul Ulum Krai Lumajang.

The researcher observed what happens during the teaching learning process, especially reading difficulties that were faced by the students in reading a descriptive text.

The data that researcher obtained with this method are:

- a. The students' difficulties in learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.
- b. The strategy of teaching students' difficulties in learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.

2. Interview

According to Kvale & Brinkman, interviews were guided question-answer conversations, or an "inter-change of views between two people conversing about a theme of mutual interest". Interview was different from other conversations by having a specific structure and purpose.⁵⁹ The researcher chose this types of research because it was very flexible, despite the researcher had prepared the question the researcher could add the other necessary question in the process of interview. The researcher conducted the interview by face to face and telephone with the informant.

⁵⁹ Sarah J. Tracy, *Qualitative Research Methods* (Chichester: Wiley-Blackwell, 2013), 131.

The data obtained from this interview was about the reading difficulties of students and teachers' solution in teaching reading.

The data that researcher obtained by using interviews are :

- a. The students' difficulties in learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.
- b. The strategy of teaching students' difficulties of learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.

3. Document Review

During the process of research, the investigator collected qualitative documents. According to Ary et al. the term document referred to a wide range or written, physical and visual materials.⁶⁰ These could be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).⁶¹

In this research, the documents needed by the researcher were:

- a. Identity of MTs Bustanul Ulum Krai Lumajang
- b. Vision and Mission of MTs Bustanul Ulum Krai Lumajang
- c. Organization structure of MTs Bustanul Ulum Krai Lumajang
- d. Facilities and Infrastructure data of MTs Bustanul Ulum Krai Lumajang
- e. Curriculum of MTs Bustanul Ulum Krai Lumajang

⁶⁰ Donald Ary, et al. *Introduction to Research in Education 8th Edition* (Canada: Wadsworth, 2010), 442.

⁶¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*, 181.

E. Analysis of Data

Analysis of Data in qualitative research was a time-consuming and difficult process because typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, real actions, or information from documents, all of which should be examined and interpreted.⁶² In fact, data analysis in qualitative research was an ongoing activity that occurred through out the investigative process rather than after process.⁶³ In this research, there were three steps of analyzing the data (Miles, Huberman and Saldana), they were data condensation, data display and drawing and verification conclusion.⁶⁴

1. Data Condensation

Data condensation referred to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of writer field notes, interview, transcript, document and other empirical materials.

In this research, the researcher focused on summarizing and selected the needed field notes of observation and interview. The researcher took the data about the students' difficulties and its solution in reading skill.

2. Data Display

⁶² Donald Ary, et al. *Introduction to Research in Education 8th Edition*, 442..

⁶³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 336-345.

⁶⁴ Matthew B Miles, et al. *Qualitative Data Analysis: A Methods Sourcebook, 3rd edition* (USA: Sage Ppublication, 2014), 8.

Data display was an organized, compressed assembly of information that allows conclusion drawing and action. Looking at display helped us understand what was happening and to do something, either analyse further or the action based on that understanding.

The researcher displayed the data then described it, after that the researcher made analysis of the data. The researchers presented the data from the students' reading skill.

3. Drawing and Verification Conclusion

The last step of analyzing the data was drawing and verifying conclusion. From the data collection the qualitative analyst interprets patterns, explanation, casual flows, and proposition. Then, verification was a fleeting second thought crossing analyst's mind during writing with the elaboration and argumentation to develop "inter-subjective consensus" to draw a conclusion.

The researcher collected and analyzed the data with valid, consistent, and enough the data. The researcher drew conclusion in the last research. In conclusion, the researcher gave the result of the analysis based on the problems' statement. The researcher drew conclusion after presenting the data and analysis the data.

F. Validity of Data

Qualitative validity was the researcher checks for the accuracy of the findings by employing certain procedures.⁶⁵ This research used triangulation technique to measure the credibility of data. In triangulation, researcher used multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Typically, this process involved corroborating evidence from different sources to shed light on a theme or perspective.⁶⁶

Technique triangulation be used in this were source and technique triangulation. The step used with source triangulation method was the researcher checked the data that had been obtained through several sources. While, technique of triangulation was the researcher would check the data to the same sources with different techniques.⁶⁷

In validating the data, the researcher observed the process of teaching learning process, especially in reading at seventh grade at MTs Bustanul Ulum Krai, while also observing the problems, the researcher did the crosschecking by comparing them to the data of interview (technique triangulation). The researcher used source triangulation in gathering the data such as interview with different informant.

G. Procedures of Research

⁶⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition*, 190.

⁶⁶ John W. Creswell, *Second Edition Qualitative Inquiry and Research Design* (Thousand Oaks: SAGE Publication, 2007), 208.

⁶⁷ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 373.

This part explained the plan of research done by the researcher, such as preface research, design development, the real research, and until report writing.⁶⁸ In this research consisted of three procedures, those were:

1. Stage of Pre-field Research

The first step that researcher did was looking for the problem and looking for the related references. The researcher took the problem of reading ability with six pre-field stages, they were :

- a. Arranging a research plan
- b. Selecting the research field
- c. Managing the license
- d. Exploring and evaluate the field of research
- e. Selecting the participant or the informants
- f. Prepare the research instrument

2. Stage of Fieldwork

The researcher entered the research object and collected the data with observation, interview and document review to get the information about reading difficulties.

3. Stage of Data Analysis

The next stage was analyzing the data that included of data condensation, data display and drawing and verification. Next, the data were analyzed, the last steps was making a research report

⁶⁸ Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, researcher presented two things, those were research finding and data analysis, and discussion on the result of data analysis. In the findings, researcher analyzed students' difficulties after collecting the data from seventh grade of MTs Bustanul Ulum Krai. In discussion section, the researcher discussed the findings of the study with the supporting concepts having been presented previously.

A. Research Findings

1. History of MTs Bustanul Ulum Krai Lumajang

In the 1980s, KH. Affan Abd Malik had a plan to emigrate and build a pesantren outside Mlokerejo. Then KH. Affan Abd. Malik was displeased with some of these lands. Until one night routine at PP. Bustanul Ulum Krai Mlokerejo and said his plan to emigrate and find land to build a pesantren. Then Kiai Ahmad Tajuddin (Mlokerejo Alumni) began to discuss the wishes of KH. Affan with KH. Hamid (one of the community leaders in the land of Krai).

A few days after the deliberation, KH. Hamid started telling the plan to Mr. Miska (one of the rich people in Krai). Finally, Mr. Miska also wanted to donate a piece of his land to build a boarding school. Around 1982, Kiai Ahmad Tajuddin, KH. Hmid, H. Abd.Latif and Mr. Miska met KH. Abdullah Yaqien and KH. Affan Abd Malik to ask for

his blessing regarding the construction of the pesantren. And he also approved the waqf of the land and the construction of the pesantren.

At first, the students of Bustanul Ulum Krai were PP. Kembang Kuning Madura and PP. Bustanul Ulum Krai Jember. The number of Islamic students residing had approximately 500 people and more than 100 non-resident students who attend school under the auspices of the Bustanul Ulum Krai Islamic Education Foundation, Bustanul Ulum Krai Awaliyah Islamic Education Foundation and Wustho, santri sorogan, RA (Raudhatul Atfal) Bustanul Ulum Krai, MA (madrasah alityah) Bustanul Ulum Krai, Bustanul Ulum Krai Islamic high school.

Besides, Bustanul Ulum Krai Islamic Boarding School was developed because Bustanul ulum had easy road to access and completed education levels from RA to tertiary institutions from TPA to madrassah diniyah have made the. Traces of the struggle of KH. Affan Abd. Malik as the founder and caretaker as well as some assistance from Kiai Mloko and Madura, the community, senior students and the committee made an impression. May all of his struggles be accepted by Allah and us as students of Bustanul Ulum Krai and follow in the footsteps of their struggle and continue their struggle.⁷²

MTs Bustanul Ulum was an institution under the auspices of the Bustanul Umul Islamic Boarding School that was located in Krai Village, Yosowilangun District, Lumajang City. It was the largest Islamic

⁷² Interview on June, 12th 2021

Boarding School in Yosowilangun District. KH. Affan Malik as the founder of the Islamic boarding school continues to develop education in the pesantren. In addition, KH. Affan Malik also conducted da'wah to the surrounding community. Islamic Boarding Schools was establishing non-formal institutions and formal education ranging from kindergarten or early childhood to high school institutions. One of the institution was MTs Bustanul Ulum which has 142 students, 12 teachers, and 6 classes. This was the spotlight for researchers related to learning English which was often an obstacle for students. From how to read and understand English lessons they were very difficult so that it has an impact on the weekly assignments scores. For students, English lessons were a lesson that was underestimated, even though English lessons are subjects that are included in the national exam subjects.⁷³

2. Geographical Location of MTs Bustanul Ulum Krai Lumajang

MTs Bustanul Ulum Krai Lumajang was an institution under the auspices of the Bustanul Ulum Islamic Boarding School that was located at the end of the southern coast near the Jember-Lumajang border, precisely on Jl. Doctrine, No. 26, Yosowilangun Krai, Sentono, Krai, Lumajang, Lumajang Regency. East Java. 67382

3. Vision and Mission of MTs Bustanul Ulum Krai Lumajang

⁷³ Interview with Mts Bustanul Ulum Krai on June, 12th 2021.

MTs Bustanul Ulum Krai had vision and mission to control and develop the Islamic junior high school. Those were vision and mission of MTs Bustanul Ulum Krai based on result of observation.

a. Vision

The realization of madrasah that produce intelligent, skilled students based on Faith and Taqwa and have good morals.

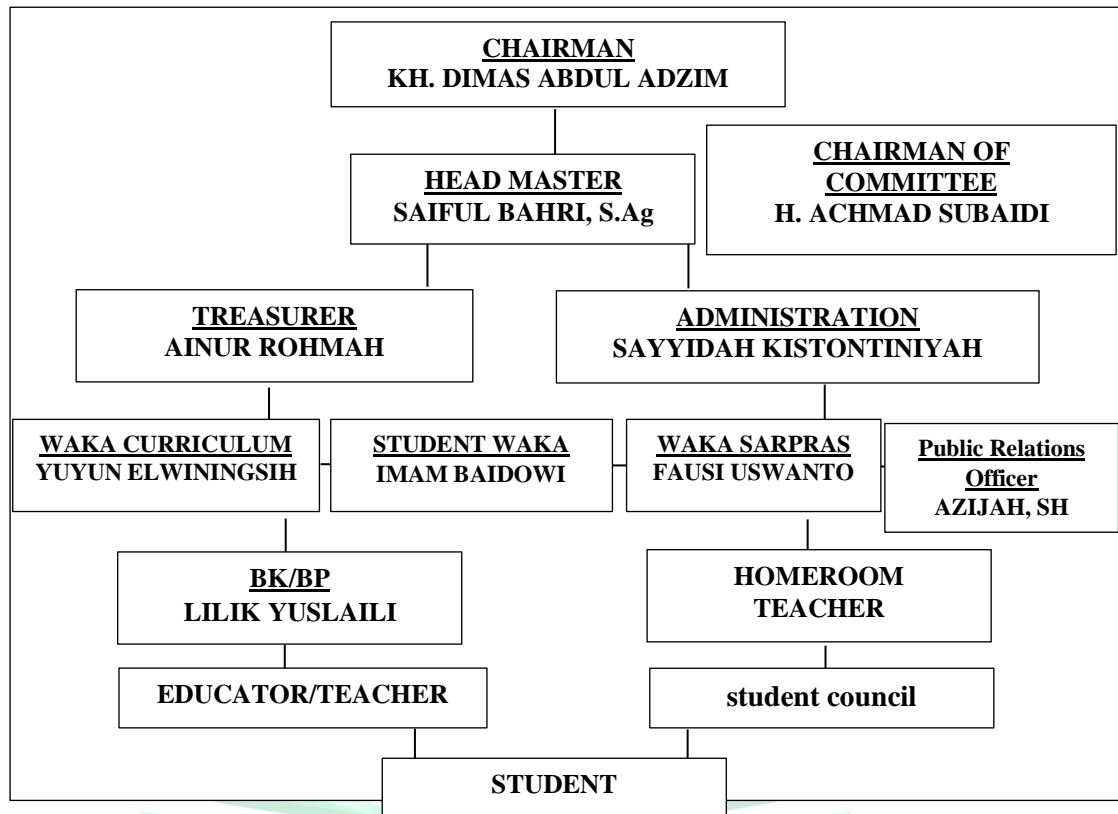
b. Mission

- 1) Improving students' religious insight
- 2) Train students' religious skills and add Islamic principles and values in daily life.
- 3) Get used to order to maintain harmony and brotherhood between students.
- 4) Helping students to maintain harmony and brotherhood among students.
- 5) Helping students to motivate and confident in learning, as well as work together.

4. Organizational Structure of MTs Bustanul Ulum Krai

The organizational structure was an arrangement and relationship between each part and the existing position in an organization or company in carrying out operational activities to achieve the expected goals. The following figure was organization structure of MTs bustanul Ulum Krai that was taken from researcher observation.

Picture 4.1
The structure of MTs Bustanul Ulum Krai



5. Academic Staff

The institution certainly selected educators who had human resources that could carry out the duties and authorities according to the SOP (Standard Operational Procedure) in Islamic boarding schools.

Based on result of observation, the academic staff of MTs Bustanul Ulum Krai Lumajang as follows;

a. Head of YPI Bustanul Ulum Krai Lumajang

- 1) Responsible for the course of the rules and activities of the Islamic Boarding School

- 2) Supervise, direct, and guide the program
- 3) Prevent and take action on all things that are not in accordance with the discipline of parenting and Islamic boarding schools
- 4) Supervising, coaching and mentoring all student activities
- 5) Together with the Security Unit (SATPAM) personnel carry out surprise inspections (SIDAK) to the dormitory and its surroundings at a certain time
- 6) Handling problems related to all forms of student life while in the dormitory
- 7) Cooperate with homeroom teachers and room administrators / foster siblings in solving problems faced by students
- 8) Conduct daily, weekly and monthly routine raids
- 9) Implement guidance and counseling programs
- 10) Requesting periodic reports on the development of the students to the dormitory management
- 11) Leading the parenting team's internal discussion
- 12) Presenting Friday night discussion material in the parenting meeting.

b. Headmaster

1) Develop a Work Program

- a) Formulate, define, and develop the school's vision.
- b) Formulate, define, and develop the school's mission.
- c) Formulating, setting, and developing school goals.
- d) Making School Work Plans (RKS) and School Activity Plans and Budgets (RKAS)
- e) Making an induction program plan

2) Implementation of the Work Plan

- a) Preparing work guidelines
- b) Develop the school organizational structure.
- c) Prepare a schedule for implementing school activities per semester and per year
- d) Develop student management which includes: implementing new student admissions, providing counseling services to students, carrying out extra-curricular activities for students

- e) Develop K.13, calendar of education and learning activities.
- f) Managing educators and education staff
- g) Managing infrastructure
- h) Guiding beginner teachers
- i) Manage financing finance
- j) Managing school culture and environment

- k) Empowering community participation and school partnerships
- l) Implement the induction program
- 3) Supervision and Evaluation
 - a) Develop a supervision program
 - b) Implementing a supervision program
 - c) Carry out school self-evaluation (EDS)
 - d) Carry out evaluation and development of C.13
 - e) Evaluating the utilization of educators and education personnel
 - f) Prepare the completeness of school accreditation.
- c. treasurer
 - 1) Plan and regulate and determine the policy of the overall financial mechanism.
 - 2) Regulate and determine the policy of fundraising.
 - 3) Keeping records of the overall financial circulation.
 - 4) Responsible for all financial mechanisms of MTs Bustanul Ulum Krai Lumajang.
- d. Secretary
 - 1) Complete and maintain ATK.
 - 2) Together with the chairman hold meetings and record the results of the meeting.

- 3) Complete the books of pesantren administration and management.
- 4) Meeting Book
- 5) Personal data book.
- 6) Student Parent Book.
- 7) Management work program manual
- 8) Create and complete an organizational chart board.
- 9) Schedule daily, monthly, and recitation of the Salaf pole.
- 10) the entry and exit of letters and record in the agenda book of the letter.
- 11) Drafting and making correspondence needed by the cottage.
- 12) Together with the Chairman of the outgoing letter.
- 13) Make an agenda book for outgoing and incoming letters.
- 14) Making a Notice Board
- 15) conduct a student census.
- 16) Making Student Identity Cards
- 17) Documenting the organization's archives and photos
- 18) Together with the Chairperson form a Committee for Admission of new students and complete the administration.
- 19) Make payment receipts for new students.
- 20) To record new students and enter them into the student master book.
- 21)

e. Curriculum Waka

- 1) Collect and store National Curriculum and Special Characteristics Curriculum documents.
- 2) Develop a semester and or annual learning program planning.
- 3) Develop remedial and enrichment programs.
- 4) Develop and describe the education calendar.
- 5) Arrange the division of teacher tasks.
- 6) Develop a lesson schedule.
- 7) Coordinating the preparation of learning tools made by each subject teacher.
- 8) Compile and record books used by subject teachers.
- 9) Collecting data on media, teaching aids and other tools that can be used in the process of teaching and learning activities.
- 10) Arrange and organize study group activities for students, such as English study groups, Science subject study groups, etc.
- 11) Regulate the implementation of MGMP activities in schools.
- 12) Regulating and coordinating the implementation of semester test activities, practical exams, and school final exams as well.
- 13) Regulate the implementation of MGMP activities in schools.
- 14) Regulating and coordinating the implementation of semester test activities, practical exams, and school final exams as well.

f. Waka Sarpras

- 1) Prepare a plan for the needs of pesantren facilities and infrastructure.
- 2) Develop programs for cleanliness, beauty, and security of the pesantren environment
- 3) Regulate the procurement of boarding school plans, organigrams, data boards, cohorts, attributes, labels, and others related to the needs of the pesantren.
- 4) Regulate and or coordinate the implementation of the construction and or rehabilitation of buildings, rooms, yards, gardens, furniture, other pesantren infrastructure facilities
- 5) Carry out routine inspections of pesantren facilities (consumables / non-consumable items) and improve administrative order
- 6) Coordinate the storage of pesantren inventory items
- 7) Coordinate the recording (inventory) and data administration of

inventory items, including:

- a) Class Inventory
- b) Science Laboratory Inventory
- c) Language Laboratory Inventory
- d) Computer Laboratory Inventory
- e) Library Inventory
- f) Teacher Room Inventory
- g) Principal's Room Inventory

- h) Administrative Room Inventory
 - i) Student Council Inventory
 - j) BP/BK Inventory
 - k) Garden and Cleaning Equipment Inventory
 - l) Inventory of Electronic Equipment and Sound System
 - m) Kitchen Appliance Inventory
 - n) Vehicle Inventory
 - o) Sporting Goods Inventory
 - p) Multipurpose Building Inventory
 - q) Inventory of lighting equipment
 - r) Inventory of Learning Tools and Media
 - s) Inventory of Tools and Facilities for Worship Activities
- 8) Make rules and regulate the use of infrastructure
 - 9) Together with other waka-waka to compile and plan the need for infrastructure to support the teaching and learning process
 - 10) Coordinate and prepare places and equipment for meetings organized by Islamic boarding schools or autonomous organizations
 - 11) Coordinate the preparation of equipment for the ceremony
 - 12) Make an inventory report of goods every three months in collaboration with the administrative staff of the boarding school.
 - 13) Coordinate the preparation of reports on the implementation of infrastructure facilities on a regular basis.

g. Teacher

- 1) Make teaching instrument well and complete
- 2) Carry out learning activities
- 3) Carry out assessment activities for the learning process, tests, and exams.
- 4) Carry out daily test results analysis
- 5) Develop and implement improvement and enrichment programs
- 6) Fill in the list of students' grades
- 7) Carry out guiding activities (knowledge sharing), to other teachers in the learning process
- 8) Making learning tools/props
- 9) Cultivate an attitude of appreciating the work of art
- 10) Participate in curriculum development and outreach activities
- 11) Carry out certain tasks at school
- 12) Conducting the development of learning programs
- 13) Make notes about the progress of students' learning outcomes
- 14) Fill out and examine the attendance list before starting the lesson
- 15) Regulate the cleanliness of the classroom and its surroundings
- 16) Collect and calculate credit points for promotion.

B. Data Presentation and Analysis

A study had to be accompanied by the presentation of data as reinforcement in the study because the data to be analyzed was in accordance with the analysis, so from the data would produce a conclusion. In this study, the data collection methods used observation and interviews. Based on the results of the study, the data about Student Difficulties in Reading Comprehension in the seventh grade at MTs Bustanul Ulum Krai Lumajang was described. For more details would be presented in the following data presentation:

1. The students' difficulties in learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.

English teacher taught some skills of English such as listening, speaking, reading and writing. The teacher taught the students' based on curriculum 2013(K-13) that is used by MTs Bustanul Ulum Krai. The following statement was the result of interviewing English teacher:

“saya mengajar e... semua skill ya...seperti listening, speaking, reading dan juga writing.

Tapi untuk saat ini masih focus di reading nya.

Ya.. sesuai dengan kurikulum.

Students memiliki kemampuan disetiap English skill terutama dalam writing tapi di reading kurang.

Kalau tantangan itu ada ya...

yang mana siswa kurang dapat memahami isi karena vocabnya kurang.

Selain itu juga siswa kurang dalam menentukan unsur kebahasaan dalam teks.

Saya akui memang sulit ya belajar English, terutama bagi siswa baru atau siswa kelas satu yang tidak terbiasa berlatih membaca karena dalam pelajaran bahasa Inggris terdapat banyak sekali kata-kata yang sangat sulit untuk dibaca dan dipahami.

Dari jumlah siswa di sekolah MTs Bustanul Ulum Krai untuk jumlah murid di kelas 7a ada 17 siswa dan 7b ada 33 siswa. Namun... guru bahasa Inggris hanya satu. Jadi untuk kondisi belajar mengajar mata pelajaran bahasa Inggris, kami merasa masih belum optimal, karena masih banyak siswa yang tidak bisa atau kesulitan dalam memahami bacaan.”⁷⁴

From the data obtained in teaching with several existing skills, it is in accordance with the opinion of (Robert Lado:1964) that in the teaching and learning process components are needed. While the components contained in this research data include speaking, reading, writing and listening. The priority component in the data is reading. This reading component is supported by the theory of (Walcutt and McCradien: 1969) which states that in the process of learning to read one must have basic skills, the basic skills in question are matters related to basic vocabulary mastery skills. So before teaching the teacher must prepare the components in learning to read. Seventh grade students at MTs Bustanul Ulum Krai need basic skills in learning to read English.

From these data, teaching and learning languages must have components, one of which is reading. In reading, you must have basic skills, especially mastering vocabulary. So that the rest can have the basics to learn to read. The students were difficult to understand and analyze a text because the lack of vocabulary mastery. In this case, vocabulary had to be mastered by students because understanding and analyzing English text needed vocabulary to know the meaning and

⁷⁴ Mrs. Isti, interview, 4st of September 2021

message of the text. Students' ability in every skill where most of students were low in reading a text with following sentence.

MTs Bustanul Ulum Krai needed more educators to teach English since English had a teacher where the number of English teacher effected in the teaching and learning process. The following was English teacher' statement about the teaching and learning process was not optimal because the teacher only one. Reading comprehension was a process whereby a message intended by the writer is recognized by the reader against, the background of information already stored in the reader's memory. Reading comprehension was the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.⁷⁵

The following statement was the result of interviewing the Students:

“In my opinion, reading sulit untuk dipelajari dari pada yang lainnya. Saya suka bahasa Inggris tapi kalau membaca kurang suka. Saya kesulitan dalam memahami text, sulitnya saat menganalisi juga. Menurut saya karena kurang baca dan vocab juga kurang (Marsela).”

“ Saya kurang suka bahasa Inggris apalagi reading karena saya nggak bisa. Ya... paling sulit menurut saya reading, terutama dalam membaca text descriptive, kesulitannya pemahaman teks, analisis text nya juga saya sedikit kesulitan, apalagi untuk answer question butuh analisis text dulu. Kurangnya latihan dalam membaca teks dan latihan menganalisis text juga” (Lutfi, Anton and Ilham)⁷⁶.

From the data obtained, the students had difficulty in reading and analyzing the text. This is due to lack of vocabulary mastery and lack

⁷⁵ Documentation, English Class, 05st September 2021

⁷⁶ Student Marsela and Lutfi, Anton and Ilham interview, 04st of September 2021

of reading practice so that students have difficulty in analyzing reading texts. In accordance with (Richards: 2006) opinion that, the difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. This is supported by (Nuttal:1982) theory which states that, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text.

From these data students have difficulty in reading and analyzing the text. Because students do not master vocabulary and practice reading. So that from this most basic component, students have difficulty understanding the text. Difficulties in understanding the text faced by students such as determining the main idea, understanding vocabulary, making inference and detail information. Students' found some obstacles in learning reading, such as difficult to understand the text because the lack of vocabulary and difficult to analyze the language feature of a text. The problem was also caused by lack of practice since learning English needed more practice.

The students in the seventh grade at MTs Bustanul Ulum did not like learning reading because reading was the most difficult lessons for them. Students considered that reading a text was difficult lesson in English because reading required students to understand and analyze the

text. Students found difficulties in reading such as understanding the mean of a text. In reading, students should read and comprehend in the same time. Students would be difficult when students did not understand about the text that was being read. Most of students were also difficult to analyze the generic structure and language feature of reading text. Student had to analyze the reading text to know the generic structure and language feature because students needed that in answering the question. Vocabulary and reading practice were the reasons why students found obstacles in reading. Most of students were lack in vocabularies mastery where understanding a text needed vocabularies usage. Besides, students were less in practicing reading.⁷⁷

Here, the researcher present the documentation during the learning reading comprehension of Descriptive Text.



Picture 4.2

The process of learning reading comprehension of descriptive text

The results of the above documentation are supported by observation result. The results of the observations are students read the text to find words that are difficult to understand from the existing text. by

⁷⁷ Documentation, English Class, 05st September 2021

writing and memorizing every difficult word the students are easier to understand the text.

2. The strategy of teaching students' difficulties in learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum Krai.

This was teacher's solution to overcome students' difficulties in reading:

“saya berusaha mendorong siswa untuk menghafal vocab sedikit demi sedikit. Dari hasil hafalan mereka diwajibkan menyetor hafalan. Ada beberapa cara yang saya pakai untuk siswa menghafal ya... menggunakan catatan atau lagu yang mudah diingat. e.. jumlah kosakata yang dihafal setiap minggu adalah 5 sampai 10 kosakata. Saya meminta siswa untuk membawa kamus Inggris juga, dengan tujuan mempermudah mereka mencari arti dari kata yang mereka belum tau. Saya juga membiasakan siswa membaca text agar mereka terbiasa membaca atau berhadapan dengan teks yang berbahasa Inggris.”⁷⁸

This is in accordance with the opinion of (Douglas Brown: 2004) in the intensive point, where vocabulary learning strategies are closely related to abilities in linguistic elements related to semantic scholarship. Semantic itself is how to understand the meaning of course we have to know about vocabulary. So that anyone who learns must understand linguistic science, especially on a micro level in order to understand semantics. This is also supported by (Nuttal: 1982) theory which states

⁷⁸ Mrs. Isti, interview, 4st of September 2021

that, the student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

From these data, learning must have a strategy to understand linguistic elements in the semantic section, from that we must know about vocabulary first. In this way, students have to increase their knowledge of new vocabularies. So that it can help students in understanding the text they read. Because the lack of vocabulary can make students have difficulty understanding the text

The students were difficult to understand and analyze reading text because the lack of vocabulary and practice. Teacher required students to memorize vocabulary as the solution in order students could understand the reading text. Teacher also asked students to practice by asking students to read a text. English teacher had provided the best solution for students by memorizing vocabulary to improve students' vocabulary mastery that effected in students' reading comprehension. Teacher also

trained students to read a text. In other words, teacher asked students to practice by reading a text in teaching and learning process.⁷⁹

sudah mulai di minta untuk hafalan vocab dan sering dilatih membaca” (Marsela)
“menghafal dan latihan membaca text dalam bahasa Inggris”
(Lutfi, Anton and Ilham)⁸⁰

This is in accordance with the opinion of (Douglas Brown:2004) in extensive, extensive reading is commonly pleasure reading where readers may choose what they want to read that can stimulate reading for enjoyment. Sometimes, it helps readers to avoid overanalyzing of text because the use of extensive reading is reading for understanding. From the data obtained, the students have implemented memorization of vocabulary and often evaluate their ability to read texts. This is supported by (Jeremy Harmer: 1998) theory which states that, the students should be trained in order to have good reading skill. Therefore, students must increase their reading practice so that students can have a lot of vocabulary and are able to understand reading and analyze texts.

In this data, students must increase their reading practice and add new vocabulary, so that students can analyze the reading text. Furthermore, teacher asked students to memorize vocabulary at the end of the class. Besides of that teacher also asked students to read a text to train students’ reading skill. In sum, students were difficult to comprehend and analyze reading text because students were lack of

⁷⁹ Documentation, English Class, 05st September 2021

⁸⁰ Student Marsela, Lutfi, Anton and Ilham, interview, 04st of September 2021

vocabulary and less in practicing reading. As the solution, teacher required students to practice and memorize vocabulary.⁸¹

Besides, the classroom situation was conducive where students followed the teacher's instruction. Unfortunately, students were not active during the teaching and learning process because students were focused on the teacher's explanation. In question section, students were confused to answer the question because students should look for the answer in the text. The phenomenon showed that students were difficult to comprehend and analyze the reading text for answering the question.

Table 4.1
Matrix of Research Finding

No	Research Focus	Research Finding
1	2	3
1.	What are the students' difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang?	The students' difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang was: a. Students had difficulties in reading comprehension, especially in reading a descriptive text that impact on students' reading scores. b. Students were difficult to understand message and analyze generic structure and language feature of reading text that were caused by the lack of vocabulary mastery and less in reading practice.
2.	How strategy of teaching students' difficulties in learning reading comprehension of reading	The strategy of teaching students' difficulties of learning reading comprehension of Descriptive Text at the seventh grade of MTs Bustanul Ulum

⁸¹ Observation, English Class, 05st September 2021

	descriptive text at the seventh grade of MTs Bustanul Ulum Krai Lumajang?	Krai was: <ol style="list-style-type: none"> a. The solution was applied with purpose students could translate the text automatically, so students could understand the message in the text. b. Teacher teaching reading , those were pre-reading, whilst reading and post reading
--	---------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

C. Discussion

1. Students' reading difficulties in seventh grade of MTs Bustanul Ulum Krai Lumajang.

MTs Bustanul Ulum Krai Lumajang used curriculum 2013 (K-13) that required the students to learn English, especially reading with some facilities that supported the teaching and learning process. Unfortunately, most of students found several obstacles in learning English, especially in learning reading.

Based on the data obtained from interview and observation, students were difficult to understand message and analyze generic structure and language feature of reading text that were caused by the lack of vocabulary mastery and less in reading practice.

- a. Difficult to comprehend reading text.

Unfortunately, Most of students at the seventh grade of MTs Bustanul Ulum Krai found obstacles in learning reading, whereas learning reading was included in the curriculum 2013 (K-13) used in the school.

One of students' difficulties was difficult to comprehend reading text, especially reading a descriptive text. Students had difficulty to comprehend reading text because they cannot make a picture of text that they read⁸². Moreover when students did not have prior knowledge, students would be difficult to create picture on their mind about the reading text.

Based on the interview, English teacher and students stated that understanding reading text was becoming students' problem in learning reading. Moreover, students should answer question after reading the text that required students to understand about the reading text. Consequently, most of students were difficult to answer the question.

Based on the observation, most of students were not active in the teaching and learning process because some students looked like students were bored and lazy in learning reading. Most of students did not pay attention but students still followed the teacher instruction.

b. Difficult to analyze reading text

There were advantages obtained in reading, moreover reading was one of subject that should be fulfilled by every students. Besides, students had to pass the reading subject by obtaining high score.

⁸² Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategy* (New York: the guilford press, 2009), 115

In contrast, students at the seventh grade of MTs Bustanul Ulum Krai found difficulty in analysing generic structure and language feature in reading text. According to Kurniawan, students commonly obtained difficulties in understanding the message, answering questions and analyzing the generic structure⁸³.

The problem above made students were not motivated in learning reading that made students were low in reading ability. Whereas, student not only mastered religious subject but also English subject.

c. Lack of Vocabulary Mastery

Vocabulary was an important aspect in understanding the reading text because a text consisted of some words. Vocabulary mastery could help students expressed ideas directly and translated the meaning of a text. The lack of vocabulary mastery made students confused in understanding the reading text, therefore students should own motivation to enrich the vocabulary in order students could understand the reading text easily.

Based on the result of interview, most of the students did not know the meaning of words, therefore students were difficult to comprehend and analyze the reading text. In other word, students had difficulty in recognizing words. So, vocabulary was very important for language learners because students were impossible to

⁸³ Erwin Hari Kurniawan, "Teaching Reading Using Lectora Inspire", dalam *Inspiration and Innovations for English Classroom*, ed. Yusuf (Malang: State University of Malang Press, 2015), 17

understand the content of the text correctly without recognizing the meaning of words.

Furthermore, students' difficulties in understanding the reading text were caused by the lack of vocabulary. Moreover,, most of students did not bring dictionary in the teaching and learning process. Consequent, students were difficult to translate difficult words in the text.

Besides, dictionaries were also very important for students in learning English because dictionary helped students to find the meaning of words.

Based the investigation, the lack of vocabulary affected on students reading skill because understanding reading text required students to understand the meaning of each word.

As a result, English teacher required students to memorize vocabulary every week to enrich students' vocabulary. The solution was applied with purpose students could translate the text automatically, so students could understand the message in the text.

d. Less in reading practice

Unfortunately, seventh grade students at MTs Bustanul Ulum Krai were less in practicing reading that made students were difficult to read a text. Students may use reading theory to master reading skill, such as bottom up, top down, skimming and scanning.

Most of students were difficult to analyze reading text because students seldom to practice in analyzing text. Learning English needed a practice, so did learning reading. Furthermore, English teacher of MTs Bustanul Ulum Krai asked students to read and analyze reading text train students skill in analyzing text. Students would read and analyze a text every English subject to train students' reading comprehension.

2. The strategy of teaching students' learning reading difficulties

Students found difficulties in reading because several factors, such as teaching reading strategy. Consequently, teacher should apply another way to teach reading that was suitable to be implemented in the seventh grade students of MTs Bustanul Ulum Krai.

English teacher tried to apply systematic and efficient in teaching reading, those were pre-reading, whilst reading and post reading⁸⁴. Those activities were suitable for teaching reading in all levels that depended on how teachers designed it.

Furthermore, post-reading provided students' opportunity to react what they had read based on their personality⁸⁵. The activities in post-reading such as offering personal opinion or perspective about the text that was given by the teacher.

⁸⁴ Lauren Stephenson, Barbara Harold, "Elements in the Teaching of Reading", *Teachers, Learners and Curriculum*, 4 (2009), 17.

⁸⁵ Stephenson, 19

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the students' difficulties and reading skill at seventh grade of MTs Bustanul Ulum Krai Lumajang. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the research data analysis presented in chapter IV, these are the conclusions obtained:

1. The students' difficulties in learning reading comprehension of Descriptive Text are: The result of data and analysis in the previous chapter, researcher finds that the students have difficulties in reading. There are two kinds of difficulties, those are understanding and analyzing reading text. Students difficulties in learning reading come from the lack of vocabulary mastery, less in reading practice and teaching reading strategy.
2. The strategy of teaching students' difficulties in learning reading comprehension of Descriptive Text are: English teacher find solution to overcome students' difficulties, such as memorizing vocabulary, practicing reading by analyzing and comprehending a text and applying three phases of teaching reading, those are pre-reading, whilst reading and post-reading. Those solution make students' reading skill is getting better because students' reading comprehension is developed.

B. Suggestions.

After conducting the research at MTs Bustanul Ulum Krai, here some suggestions that could be used for subsequent research:

1. For School

Learning English education is necessary supported by learning media that is integrated with information technology considering today's era of all-technology so it needs to be applied in learning so that students can operate technology that is useful in learning. In addition, learning to be more interesting and able to explore learning resources in enriching subject matter.

2. For Teacher

Result of the study figures out students' difficulties are understanding and analyzing the generic structure and language features of reading text. Researcher wants to give suggestion that teacher should train the students comprehension by practicing to read a text. Besides, teacher may enrich students' vocabulary by memorizing. Furthermore, teacher may apply suitable strategy or method in learning reading.

3. For the Next Reseacher

For the next researcher, to conduct a more the difficulties in learning reading comprehensive research, of course, with variety of more mature preparations in order to find something that has not been found in this research. This research also could be used as reference in doing related research in another object.

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J E M B E R

Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Research Question
An Analysis on Students' Difficulties in Learning reading comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang	Reading difficulties	1. Understanding	- Difficult in understanding reading text	Primary Data : - English teacher - Students	Approach and kinds of research: - Qualitative Research	1. What are the students' difficulties in reading comprehension of descriptive text at MTs Bustanul Ulum Krai? 2. How to solve students' difficulties in reading comprehension of reading descriptive text at MTs Bustanul Ulum Krai?
		2. Analysing	- Difficult in analysing generic structure and language features of reading text	Secondary Data : - Journal - Book - Observation - Documentation	Type of Research: - Descriptive Data Collection: - Observation - Interview - Documentation	
	Solution of reading difficulties	1. Vocabulary matery	- Memorizing vocabulary	Validation of data: - Source Triangulation - Technical Triangulation	Data Analysis: - Miles and Huberman Model Stages of Data Analysis: - Data Condensation - Data Display - Drawing and Verifying Conclusion	
		2. Reading practice	- Practice reading every English subject			

Appendix 2

RESEARCH INSTRUMENT

A. Observation Instruments

1. Geographical Location of MTs Bustanul Ulum Krai
2. Objective Condition of MTs Bustanul Ulum Krai
3. State of Facilities and infrastructure of MTs Bustanul Ulum Krai

B. Intervie Instruments


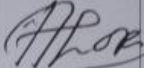

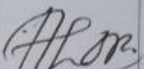
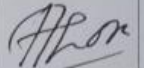
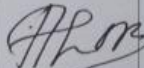
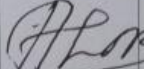
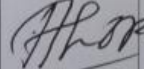
1. What do you think about the purpose of analysis difficulties in learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai?
2. What are the steps that used in learning reading comprehension of descriptive text at the seventh grade of MTs Rohmatul Umam?
3. What is your opinion before learning reading comprehension of descriptive text at the seventh grade of MTs Rohmatul Umam?
4. What is your opinion after learning reading comprehension of descriptive text at the seventh grade of MTs Rohmatul Umam?
5. What are the obstacles in learning reading comprehension of descriptive text at the seventh grade of MTs Rohmatul Umam?
6. How far the student's activeness and enthusiasm learning reading comprehension of descriptive text at the seventh grade of MTs Rohmatul Umam?
7. How is the evaluation of analysis difficulties learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai?
8. How did the students feel before and after learning reading comprehension of descriptive text at the seventh grade of MTs Bustanul Ulum Krai?

C. Document Review

1. The structure of MTs Bustanul Ulum Krai
2. Vision and mission of MTs Bustanul Ulum Krai
3. Documents review relevant to the research at MTs Bustanul Ulum Krai

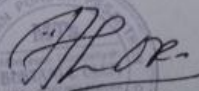
Appendix 3

RESEARCH JOURNAL
COLLECTING DATA FROM OBSERVATION AND INTERVIEW.

No	Date	Activity	Signature
1	August, 31th 2021	School observation at MTs Bustanul Ulum	
		Classroom observation	
		Documentation by taking picture about school's facilities, organization structure, vision and mission	
2	September, 04 2021	Interviewing headmaster, English teacher and students	
3	September, 05 2021	Analyzing data obtained from interview and observation	
4	September, 13 2021	Representating data (representating the finding and describing data)	
5	September, 18 2021	Checking and validating data	
6	September, 22 2021	Concluding data based on data analysis	

Lumajang, 22nd of September 2021

Headmaster


Saiful Bahri, S.Ag

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Bustanul Ulum Krai	Kelas/ Semester	: VII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 4 JP (4 x 40 Menit)
Materi Pokok	: I'm Proud of Indonesia; Memberi Dan Meminta Informasi Terkait Deskripsi Orang, Binatang, Dan Benda		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
- Mengidentifikasi struktur teks dari tindakan memberi dan meminta informasi terkait deskripsi orang, binatang, dan benda

Media Pembelajaran & Sumber Belajar

- ❖ Media : Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ Alat/Bahan : Spidol, Papan tulis, Laptop & LCD
- ❖ Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016
- ❖ Model Pembelajaran : Discovery Learning

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :

Pertemuan Ke-2

Pendahuluan (15 menit)

Struktur Teks

Ø Identifikasi (nama keseluruhan dan bagian)

Ø Sifat yang menjadi pencirinya.

Ø Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

**Kegiatan Inti
(50 Menit)**

KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Struktur Teks Ø Identifikasi (nama keseluruhan dan bagian) Ø Sifat yang menjadi pencirinya. Ø Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan..*

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan contoh descriptive text pada peserta didik untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Struktur Teks Ø Identifikasi (nama keseluruhan dan bagian) Ø Sifat yang menjadi pencirinya. Ø Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan..*

COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi dan saling bertukar informasi mengenai *Struktur Teks Ø Identifikasi (nama keseluruhan dan bagian) Ø Sifat yang menjadi pencirinya. Ø Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan..*

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Struktur Teks Ø Identifikasi (nama keseluruhan dan bagian) Ø Sifat yang menjadi pencirinya. Ø Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

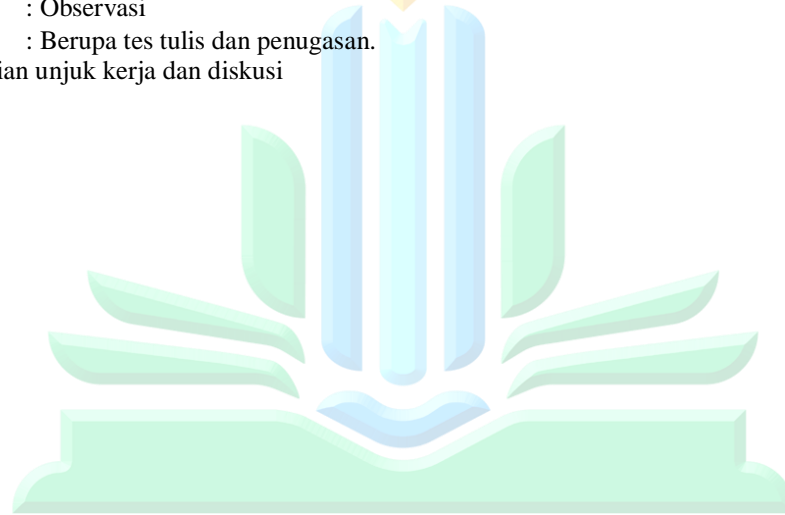
Penutup (15 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- Penilaian Sikap : Observasi
- Penilaian Pengetahuan : Berupa tes tulis dan penugasan.

Penilaian Keterampilan : Berupa penilaian unjuk kerja dan diskusi



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Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://fkip.iajnember.ac.id](http://fkip.iajnember.ac.id) e-mail : tarbiyah.iajnember@gmail.com

Nomor : B. 1779/In.20/3.a/PP.00.9/08/2021 25 Agustus 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs BUSTANUL ULUM KRAI
JI. DOKTREN 26 DESA KRAI KEC. YOSOWILANGUN KAB. LUMAJANG

Assalamualaikum Wr Wb.

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

Nama : TINA FIDUNYA HASANAH
NIM : T20156034
Semester : XIV
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION IN FIRST GRADE STUDENTS OF MTS BUSTANUL ULUM KRAI** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Bapak Saiful Bahri, S.Ag.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. KEPALA SEKOLAH
2. GURU BAHASA INGGRIS

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 25 Agustus 2021

Dekan
Nakil Dekan Bidang Akademik,



Appendix 6



**YAYASAN PENDIDIKAN ISLAM (YPI)
MADRASAH TSANAWIYAH
BUSTANUL ULUM
KRAI YOSOWILANGUN LUMAJANG**

Jl. Doktren 26 Telp. (0334) 390444

SURAT KETERANGAN
Nomor: MTs.BU/95/XVIII/IX/2021

Assalamualaikum Warahmatullah

Yang bertanda tangan dibawah ini Kepala Sekolah MTs. Bustanul Ulum Krai Yosowilangun Lumajang, menerangkan bahwa :

Nama : TINA FIDUNYA HASANAH
NIM : T20156034
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris
Instansi : UIN KH. Ahmad Siddiq Jember

Yang tersebut diatas benar-benar telah melakukan penelitian di MTs. Bustanul Ulum Krai Yosowilangun Lumajang, guna penyusunan skripsi mulai tanggal 31 Agustus 2021 sampai dengan tanggal 25 September 2021 dengan judul "ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION IN FIRST GRADE STUDENTS' OF MTs BUSTANUL ULUM KRAI"

Demikian Surat Keterangan ini disampaikan agar digunakan sebagaimana mestinya.
Wassalamualaikum Warahmatullah,

Lumajang, 20 September 2021

Kepala MTs Bustanul Ulum Krai



Appendix 7

DOCUMENTATION



Organization Structure of MTs Bustanul Ulum Krai

PROFIL DAN VISI, MISI SEKOLAH
 SEKOLAH : MTs BUSTANUL ULUM
 TAHUN PELAJARAN : 2021 / 2022

IDENTITAS SEKOLAH	
1. NAMA SEKOLAH	MTs BUSTANUL ULUM
2. NOMOR STATISTIK SEKOLAH (NSIS)	1111111111
3. NOMOR PENERJARAN NASIONAL (NPN)	00000000
4. NOMOR DAFTAR SEKOLAH (NS)	000000
5. TARIKH BERASAS	00/00/00
6. STATUS SEKOLAH	<input checked="" type="checkbox"/> NEGERI <input type="checkbox"/> SWASTA
7. TARIKH PERUBAHAN	00/00/00
8. ELAKS	0000000000
9. DESA / KECAMATAN	0000000000
10. KEMAMPUAN	0000000000
11. KEMAMPUAN BUKA	0000000000
12. PROFESI	0000000000
13. OTONOMI BAKAR	0000000000
14. KEMAS	0000000000
15. EMAIL	0000000000
16. BAKAR	<input type="checkbox"/> PERKOTAAN <input type="checkbox"/> PEDESAAN
17. TELEPON / BP	0000-0000000000
18. PANDUAN	0000-0000000000
19. KELAMPOK SEKOLAH	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
20. AKREDITASI	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
21. NAMA KEPERAWATAN	No. 0000.0000.0000 TGL. 00/00/0000
22. PENYAKIT SK	00000000000000000000
23. JUMLAH BANGUNAN BELAJAR / KELAS	00000000
24. LUBAS TANAH	0000 m ²
25. LUBAS BANGUNAN	0000 m ²
26. LUBAS KURVA BALAMAN	0000 m ²
27. SIKATIS TANAH	00000000000000000000
28. JUMLAH KEANGGOTAAN RAYON	00000000
29. ORGANISASI PENYELENGGARA	<input type="checkbox"/> PEMERINTAH <input type="checkbox"/> LEMBAGA SWASTA
30. PERJALANAN PERUBAHAN SEKOLAH	00000000000000000000

VISI DAN MISI SEKOLAH

VISI
 Visi Madrasah Stanawiyah Bustanul Ulum Krai
 Terwujudnya Madrasah Yang Menghasilkan Siswa-Cerdas
 Terampil Berlandaskan Iman Dan Taqwa Serta Berakhlakul Karimah

MISI
 Misi Madrasah Stanawiyah Bustanul Ulum Krai

- Meningkatkan wawasan keagamaan siswa
- Melatih keterampilan keagamaan siswa serta menanamkan prinsip-prinsip dan nilai-nilai keislaman dalam kehidupan sehari-hari
- Membiasakan terdidik untuk menjaga kebersihan dan persaudaraan antara siswa
- Membantu siswa untuk menjaga kerukunan dan persaudaraan antar siswa
- Membantu siswa untuk memotivasi dan percaya diri dalam belajar, sekaligus bekerjasama

KEPALA SEKOLAH,
 Saiful Bahri S.Ag

VISION AND MISSION OF MTs Bustanul Ulum Krai



Interviewing English teacher



Teaching and learning process at the seventh grade

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Appendix 8

Interviewing Headmaster

Interviewing headmaster

Place : Office

Date : September, 4th 2021

Researcher : Assalamu'alaikum bapak

Headmaster : Wa'alaikum salam....

Researcher : Saya Tina pak... dari UIN KHAS Jember ingin menanyakan beberapa hal terkait pembelajaran reading di MTs Bustanul Ulum ini untuk kepentingan penelitian saya pak.

Headmaster : iya... baik dipersilahkan.

Researcher : Bagaimana menurut bapak tentang pembelajaran bahasa Inggris terutama reading di sekolah ini?

Headmaster : Bahasa Inggris sangat penting untuk dipelajari oleh siswa madrasah, apalagi Bahasa Inggris merupakan bahasa dunia yang wajib dipelajari oleh semua orang.

Researcher : Baik, jadi selain belajar agama, siswa juga perlu mempelajari reading ya pak

Headmaster : ya.... apalagi bahasa inggris merupakan bahasa international yang memang patut untuk dipelajari.

Researcher : baik pak. Apakah ada keterkaitan antara pembelajaran bahasa Inggris dengan visi dan misi sekolah?

Headmaster : ya berhubungan, karena kami ingin mencetak siswa yang memiliki kemampuan dalam segala bidang termasuk bahasa inggris

Researcher : Baik saya kira cukup. Terimakasih atas informasinya pak

Headmaster : ya.. tidak apa-apa.

Appendix 9

Interviewing English Teacher

Interviewing English teacher

Place : Office

Date : September, 4th 2021

Researcher: Assalamu'alaikum bu

Teacher : Wa'alaikumsalam

Researcher : Saya Tina mahasiswa UIN KHAS Jember mewawancarai ibu untuk mengetahui kemampuan siswa dalam pembelajaran Bahasa Inggris.

Teacher : Iya....

Researcher : Apasajakah yang dipelajari siswa dalam pelajaran bahasa Inggris?

Teacher : saya mengajar e... semua skill ya... seperti listening, speaking, reading dan juga writing. Tapi untuk saat ini masih fokus di reading nya. Ya.. sesuai dengan kurikulum

Researcher : Bagaimana kemampuan siswa dalam skill-skill tersebut?

Teacher : Students memiliki kemampuan di setiap English skill terutama dalam writing tapi di reading kurang

Researcher : Apasaja tantangan guru dalam mengajar reading?

Teacher : Kalau tantangan itu ada ya... yang mana siswa kurang dapat memahami isi karena vocabnya kurang. Selain itu juga siswa kurang dalam menentukan unsur kebahasaan dalam teks

Researcher : Bagaimana menurut pendapat ibu tentang pembelajaran reading kepada siswa?

Teacher : saya akui memang sulit ya belajar English. Terutama bagi siswa baru atau siswa kelas satu yang tidak terbiasa berlatih membaca karena dalam pelajaran bahasa Inggris terdapat banyak sekali kata-kata yang sangat sulit untuk dibaca dan dipahami.

Researcher : Apakah pembelajaran reading di kelas 7 sudah sangat optimal menurut ibu?

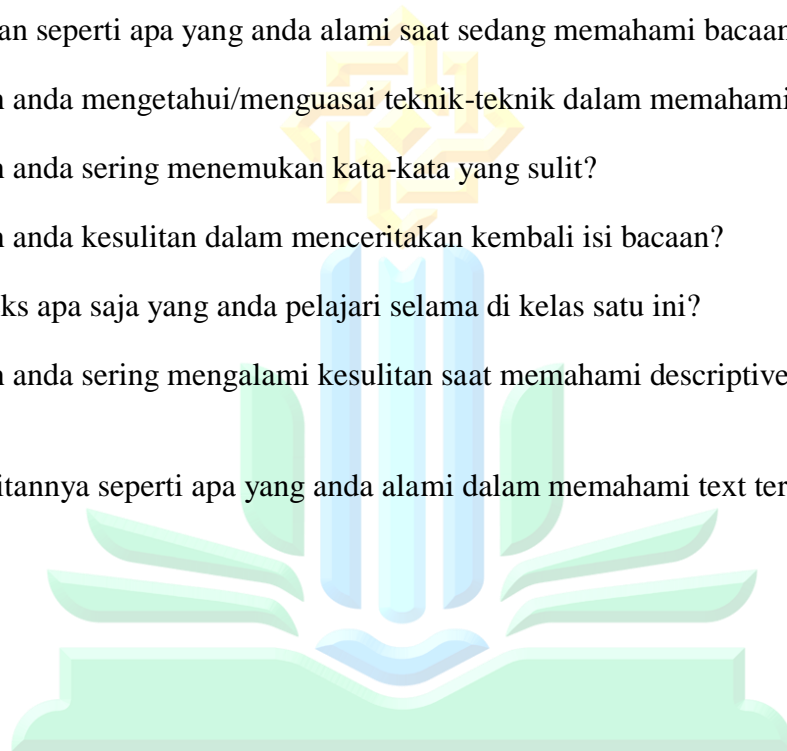
- Teacher : Dari jumlah siswa di sekolah MTs Bustanul Ulum Krai untuk jumlah murid di kelas 7a ada 17 siswa dan 7b ada 35 siswa. Namun... guru bahasa Inggris hanya satu. Jadi untuk kondisi belajar mengajar mata pelajaran bahasa Inggris, kami merasa masih belum optimal, karena masih banyak siswa yang tidak bisa atau kesulitan dalam memahami bacaan.
- Researcher : Apa solusi untuk mengatasi kesulitan-kesulitan siswa dalam belajar reading?
- Teacher : saya berusaha mendorong siswa untuk menghafal vocab sedikit demi sedikit. Dari hasil hafalan mereka diwajibkan menyeter hafalan.
- Researcher : Metode apa yang ibu pakai dalam menghafalan vocab?
- Teacher : ada beberapa cara yang saya pakai untuk siswa menghafal ya... menggunakan catatan atau lagu yang mudah diingat. e.. jumlah kosakata yang dihafal setiap minggu adalah 5 sampai 10 kosakata.
- Researcher : Apakah siswa juga di haruskan untuk membawa kamus?
- Teacher : saya meminta siswa untuk membawa kamus Inggris juga... dengan tujuan mempermudah mereka mencari arti dari kata yang mereka belum tau.
- Researcher : Selain itu, apakah ada solusi lain?
- Teacher : saya juga membiasakan siswa membaca text agar mereka terbiasa membaca atau berhadapan dengan teks yang berbahasa Inggris.

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Appendix 10

List of Interview with Student

1. Apakah anda suka membaca teks berbahasa inggris?
2. Apakah membaca teks berbahasa inggris itu sulit?
3. Apakah anda sering mengalami kesulitan saat sedang memahami bacaan?
4. Kesulitan seperti apa yang anda alami saat sedang memahami bacaan?
5. Apakah anda mengetahui/menguasai teknik-teknik dalam memahami bacaan?
6. Apakah anda sering menemukan kata-kata yang sulit?
7. Apakah anda kesulitan dalam menceritakan kembali isi bacaan?
8. Jenis teks apa saja yang anda pelajari selama di kelas satu ini?
9. Apakah anda sering mengalami kesulitan saat memahami descriptive text tersebut?
10. Kesulitannya seperti apa yang anda alami dalam memahami text tersebut



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J E M B E R

Appendix 11

Interviewing Students

Interviewing with Marsela

Place : in front of 7a

Date : September, 4th 2021

Researcher : Assalamu'alaikum.... my name is Tina, mohon bantuannya ya...

Student : Wa'alaikumsalam... nama saya Marsela

Researcher : Bagaimana menurut mu tentang pembelajaran reading?

Student : In my opinion, reading sulit untuk dipelajari dari pada yang lainnya

Researcher : Apakah kamu menyukai belajar reading?

Student : saya kurang suka bahasa Inggris apalagi reading karena saya nggak bisa

Researcher : Apa yang membuat kamu tidak menyukai reading?

Student : saya kesulitan dalam memahami text

Researcher : Adakah kesulitan lain yang kamu alami?

Student : sulitnya saat menganalisis juga

Researcher : Menurut mu, apa penyebab dari kesulitan-kesulitan belajar reading?

Student : menurut saya karena kurang baca dan vocab juga kurang

Researcher : Setelah mengalami kesulitan tersebut, apa yang gurumu lakukan?

Student : sudah mulai di minta intuk hafalan vocab dan sering dilatih membaca

Researcher : Okay.. thank you...

Student : sama-sama...

Interviewing with Lutfi

Place : in front of 7b

Date : September, 4th 2021

Researcher : Assalamu'alaikum.... my name is Tina.

Students : Wa'alaikum salam... my name is Lutfi

Researcher : Bagaimana menurut mu tentang pembelajaran reading?

Students : Ya... paling sulit menurut saya reading, terutama dalam membaca text descriptive

Researcher : Apakah kamu menyukai belajar reading?

Students : suka bahasa Inggris tapi kalau membaca kurang suka

Researcher : Apa yang membuat kamu tidak menyukai reading?

Students : kesulitannya pemahaman teks

Researcher : Adakah kesulitan lain yang kamu alami?

Students : Analisis text nya juga saya sedikit kesulitan, apalagi untuk answer question butuh analisis text dulu

Researcher : Menurut mu, apa penyebab dari kesulitan-kesulitan belajar reading?

Students : kurangnya latihan dalam membaca teks dan latihan menganalisis text juga

Researcher : Setelah mengalami kesulitan tersebut, apa yang gurumu lakukan?

Students : menghafal dan latihan membaca text dalam bahasa Inggris

Researcher : baik, terimakasih banyak atas informasinya...

Students : sama-sama

Interviewing with Anton

Place : in front of 7b

Date : September, 4th 2021

Researcher : Assalamu'alaikum.... my name is Tina.

Students : Wa'alaikum salam... my name is Anton

Researcher : Bagaimana menurut mu tentang pembelajaran reading?

Students : Saya kurang suka... karena saya rasa sulit

Researcher : Apakah kamu menyukai belajar reading?

Students : saya kurang suka

Researcher : Apa yang membuat kamu tidak menyukai reading?

Students : kesulitannya pemahaman teks

Researcher : Adakah kesulitan lain yang kamu alami?

Students : Analisis text nya juga saya sedikit kesulitan, apalagi untuk answer question butuh analisis text dulu

Researcher : Menurut mu, apa penyebab dari kesulitan-kesulitan belajar reading?

Students : kurangnya latihan dalam membaca teks dan latihan menganalisis text juga

Researcher : Setelah mengalami kesulitan tersebut, apa yang gurumu lakukan?

Students : menghafal dan latihan membaca text dalam bahasa Inggris

Researcher : baik, terimakasih banyak atas informasinya...

Students : sama-sama

Interviewing with Ilham

Place : in front of 7b

Date : September, 4th 2021

Researcher : Assalamu'alaikum.... my name is Tina.

Students : Wa'alaikum salam... my name is Ilham

Researcher : Bagaimana menurut mu tentang pembelajaran reading?

Students : Ya... paling sulit menurut saya reading

Researcher : Apakah kamu menyukai belajar reading?

Students : suka bahasa Inggris tapi kalau membaca kurang suka

Researcher : Apa yang membuat kamu tidak menyukai reading?

Students : kesulitannya pemahaman teks

Researcher : Adakah kesulitan lain yang kamu alami?

Students : Analisis text nya juga saya sedikit kesulitan, apalagi untuk answer question butuh analisis text dulu

Researcher : Menurut mu, apa penyebab dari kesulitan-kesulitan belajar reading?

Students : kurangnya latihan dalam membaca teks dan latihan menganalisis text juga

Researcher : Setelah mengalami kesulitan tersebut, apa yang gurumu lakukan?

Students : menghafal dan latihan membaca text dalam bahasa Inggris

Researcher : baik, terimakasih banyak atas informasinya...

Students : sama-sama

Appendix 12

Result of Observation

Results of Observation

Date :August, 31st 2021

Place: MTs Bustanul Ulum Krai Lumajang

MTs Bustanul Ulum had complete facilities that could support the teaching and learning process, such as wi-fi, computer laboratory and etc. Seventh grade at MTs Bustanul Ulum Krai was divided into two classes, those were 7a and 7b. Every classes were allowed to used the school's facilities for teaching and learning process.

Besides, the calssroom situation were conducive where students followed the teacher's instruction. Unfortunately, students were not active during the teaching and learning process because students were focused on the teacher's explanation. In question section, students were confused to answer the question because students should look for the answer in the text. The phenomenon showed that students were difficult to comprehend and analyse the reading text for answering the question.

Furthermore, teacher asked students to memorize vocabulary at the end of the class. Besides of that teacher also asked students to read a text to train students' reading skill.

Appendix 13

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Tina Fidunya Hasanah
NIM : T20156034
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

State that thesis entitle “ An Analysis on Students’ Difficulties in Learning Reading Comprehension at the Seventh Grade of MTs Bustanul Ulum Krai Lumajang” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

UNIVERSITAS ISLAM NEGERI
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JEMBER

Jember, 14 June 2022

Author



Tina Fidunya Hasanah
NIM. T20156034

Appendix 14

CURRICULUM VITAE



Name : Tina Fidunya Hasanah
NIM : T20156034
Place, Date of Birth : Lumajang, 18 November 1997
Address :Kraton Kec. Yosowilangun Kab. Lumajang
Faculty : Education and Teacher Training
Major : English Education Departement
Email : atinahasanah001@gmail.com

Educational Background

TK RA Muslimat NU (Graduated in 2003)

SDN Kraton 01 (Graduated in 2009)

MTS Bustanul Ulum Krai (Graduated in 2012)

MA Zainul Hasan 1 Genggong (Graduated in 2015)