



**AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN
READING COMPREHENSION AT MTs AL MAHRUS MEDAN**

A SKRIPSI

*Submitted to the Faculty of Tarbiya and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan*

By:

SUCI SINTIA PUTRI

NIM: 03.04.16.10.06

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 22 Oktober 2020

Yang membuat pernyataan

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This *skripsi* entitled An Analysis of the Student's Difficulties In Reading Comprehension at MTs Al-Mahrus Medan was created by researcher to fulfill the assignment and to complete the requirement for degree S.Pd at English Education Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan.

The researcher is fully aware that this *skripsi* can't be finished without other people help, support, and prayers. Therefore, in this opportunity the researcher would like to express the deep gratitude to the following people:

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The researcher realizes that this *skripsi* haven't been perfect. Therefore, the constructive suggestion is needed for the progress of the next study. The researcher hopes that this research will give an important contribution to the English Education Department and would be useful for the readers. May Allah SWT always guide and give us the all happiness.

Medan, 30 October 2020

The Researcher,

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ABSTRACT

SUCI SINTIA PUTRI (0304161006). AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN READING COMPREHENSION AT MTs AL MAHRUS MEDAN.

Skripsi: English Educational Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2020.

Keywords : Difficulties in Reading Comprehension

The purpose of this study is to analysed the student's difficulties in reading comprehension, process of difficulties, and the student's reason have difficult in reading comprehension, which had analysed from one of student at ninth grade of MTs Al Mahrus Medan.

The reaserch use qualitative descriptive method to describe the detail about the student's difficulties in reading comprehension. To find out the result of analysed that had conducted and to describe the student's difficulties, the instrument the researcher used in this research are observation, interview, and documentation. After that the student analysing the data, the difficult by the student in reading comprehension namely: the difficulties to understand the word, the difficulties to understand long sentence, not undertand the main idea, not understand the grammar, the difficulty in inferencing.

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CHAPTER I

INTRODUCTION

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

A. The Background of the Problem

Reading comprehension is one of the skills that should be mastered by the students of Junior High School because the objective of teaching reading comprehension is that the students are expected to be able to understand the meaning of the text.¹ The students also could be able to making inferences from the text.

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

¹ Estika Satriani, (2018), *Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau*, Journal of English for Academic, Volume 5, p.16

language, readers will find linguistic elements that are different from their first language.

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

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

Therefore, the researcher wants to conduct a research entitled "AN ANALYSIS OF THE STUDENT'S DIFFICULTIES IN READING COMPREHENSION AT MTs AL MAHRUS MEDAN"

B. The Identification of the Problem

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

comprehension, media of reading comprehension, as well as difficulties in reading comprehension.

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

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

C. The Limitation of the Problem

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

D. The Research Problem

Based on the limitation of the problem above, the researcher formulated the research problems as follows: (1) What are the students' difficulties in reading comprehension at MTs Al Mahrus Medan?, (2) How do the difficulties in reading occur?, (3) Why do the difficulties in reading comprehension occur in the way they do?

E. The Objective of the Problem

The objectives of the research is to know the answer of the problems as mentioned above as follows: (1) To know the students' difficulties in reading comprehension at MTs Al Mahrus Medan, (2) To know how do the difficulties in reading occur, (3) To know why do the difficulties in reading comprehension occur in the way they do.

F. The Significance of the Study

Theoretically, this study is to enrich the theory of reading comprehension. Practically, the significances of this study are as follows: (1) For the students of MTs Al Mahrus Medan, the student can more understand about reading comprehending of texts. They can apply the skill of reading comprehending to decrease their difficulties in comprehending English reading texts, (2) For the English teachers in MTs Al Mahrus Medan, The research is hoped to give information about the appropriate method to improve the teaching learning especially in reading comprehension, (3) For the principal of MTs Al Mahrus Medan, to improve the teachers' competence in teaching reading, (4) For other researchers, as references to do further research in the same subject in various topics in the different context.

CHAPTER II

THEORETICAL ORIENTATION

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

A. Difficulties in Reading Comprehension

1. Difficulty

According to Djamarah, difficulty is '*Suatu kondisi dimana siswa tidak dapat belajar secara alami, karena adanya ancaman, hambatan atau gangguan dalam belajar*'.² It's mean that difficulty is a condition where students cannot learn naturally, due to threats, obstacles or disruptions in learning. From the statement, he is said that students who have learning difficulties will experience obstacles in the process of achieving the learning outcomes, so that student achievement decreases.

Westwood explained that difficulties at the word level are related to word decoding and identification skills, and involve problems in understanding, using phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.³ From the explanation, difficulty is the problem in understanding words, sentences, or paragraphs.

Ahmadi said that the difficulty is '*Kondisi dimana siswa tidak dapat belajar sebagaimana mestinya*'. It's mean that difficulty is a condition where students

² Syaiful Bahri Djamarah, (2002), *Psikologi Belajar*, Jakarta: PT. Rineka Cipta, p.201

³ Westwood, P, (2008), *What teachers need to know about reading and writing Difficulties*, Camberwell: Australian Council for Educational Research Ltd (ACER Press).

cannot learn as they should.⁴ From the explanation of Ahmadi also said that the difficulty is a condition where students cannot learn naturally, because there are disturbances or obstacles in learning.

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

2. Reading Comprehension

Reading is very important for our life, because by reading we can enlarge and improve our knowledge. The reading command is mentioned in the Al-Quran in Surah Al ‘Alaq: 1-5.⁵

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

Which means:

“Read! In the name of your Lord who has created (all the exists). He has created man from a clot (a piece of thickconglated blood). Read! And your Lord is the most Honorable. Who was taught (the writing) by pen. He has taught man that which he knew not”

From that verse, we are ordered to read. By reading we can get new information, so we get broader knowledge. The purpose of reading is to broaden our horizons about what we do not know yet, besides that we can also gain an

⁴ Abu Ahmadi, (1999), *Psikologi Sosial*, Jakarta: Rineka Cipta, p.74

⁵ Abdullah Yusuf Ali, (1946), *The Holy Qur'an Translation in English with Arabic Text*, Islamic Propagation Centre International: Durban, South Africa.

understanding of what we have read. By reading God's commands and prohibitions can be known. So humans are not just created in the world, but they are also ruled and forbidden.

Nunan defines the reading comprehension is the process to get, to understand, and to catch the content of the reading. Its mean that reading comprehension is a process to understand a written text which means extracting the required information from it as efficiently as possible.⁶

Woolley states that reading comprehension is the process of making meaning from text.⁷ So, from the statement reading comprehension is to get the meaning of a word or sentence. Students as readers can decode words and phrases and bring meaning to foreign vocabularies encountered.

Grabe and Stoller states that reading comprehension is the ability to draw meaning from the printed page and interpret this information appropriately.⁸ It means that when a reader interacts with printed pages, their prior knowledge combine with the visual or written information result in his comprehending the message.

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

⁶ David Nunan, (1991), *Language Teaching Methodology*, Sydney: Prentice Hall International English Language Teaching, p.72

⁷ G. Woolley, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science-Business Media B.V, p.11

⁸ Grabe William, and Fredricka L.Stoller, (2002), *Teaching and Researching Reading*. Great Britain : Pearson education, p. 9.

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

B. Type of Difficulties in Reading Comprehension

There are four aspects of reading comprehension that students should understand well based on Nuttal theory, such as determining main idea, understanding vocabulary, making inference and detail information.⁹ Which the students often have difficulty understanding these aspects.

1. Determining Main Idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. According to Longan said that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be in the middle or in the last sentence. Therefore, it's make the student difficult to find the main idea. It's the causes the students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Understanding Vocabulary

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

⁹ C. Nuttal, (1982), *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, p. 20.

predictions from the context, it will help the students understand the meaning of a passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material.

3. Making Inference

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

4. Detail Information

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

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

According to Melinda, Gina and Jeanne, there are two types of reading difficulties. (1) Basic reading problems occur when there is difficulty

understanding the relationship between sounds, letters and words. (2) Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.¹⁰

According to Oakhill, a common problem that students lack is the skill to understand or make conclusions from the text. These difficulties include: (1) finding the main idea in the text, (2) making inferences from the text, And (3) Inferring the meanings of particular words from the text.¹¹

Joseph says that, difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulty understanding and deducing the meaning of words from the text.¹²

C. Process of Difficulties in Reading Comprehension

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

¹⁰ Jacqueline Lopez, and Johnny Campoverde, (2018), *Development of Reading Comprehension with Graphic Organizers for Students With Dyslexia*. Journal of Technology and Science Education. ISSN: 2013-6374. P.2

¹¹Jane Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, *Educational psychology review*, Vol. 5, No.3 page: 227

¹² Laurice M. Joseph, *Best practices on interventions for students with reading problems*, *The Ohio State University, Best practicein school psychology V*, page : 1172 , Chapter 71 volume 4

According to Patel and M.Jain, the process of reading comprehension can be divided into three stages.¹³ The first stage is 'the recognition stage'. At this stage, the student simply recognizes the graphic counterparts of the phonological items. For instance the students recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

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

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

D. Reason of Difficulties in Reading Comprehension

According Westood, the difficulty in reading comprehension occurs for many reasons such as:¹⁴ (1) Learner's background, the learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. (2) Teaching technique, the teacher is one of school environmental factors who has the important role to increase students

¹³Dr. Patel, and M. Praveen Jain, (2008), *English Language Teaching: Methods, Tools, and Techniques*, Jaipur: Sunrise Publishers and Distributors, p.114-116

¹⁴ Westwood, P, (2001), *Reading and Learning Difficulties a Process to Teaching and Assessment*, Australia: Acer Press, p. 16

learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material. (3) Learner's environment, the environment factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

According to Janetta, Sharon and Alison, the reason of students having difficulty reading such as: (1) Vocabulary is essential to reading comprehension. Vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. (2) Text structure refers to the way the text is organized to guide the reader or the students in identifying the main information in the text. When the structure of the text is different from what the reader expected, the students will have difficulty in understanding the text. Good readers are able to distinguish which structure is being used and determine which strategies should be applied to help reading comprehension. (3) Cultural variation, the students from diverse ethnic

backgrounds who also may experience challenges when trying to understand different text structures.¹⁵

Kennedy (1981) states that the difficulties in reading comprehension are produced by a variety of factor, there are: (1) Inadequate instruction presented by teacher, it is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately. (2) Lack of pupil interest, it is difficult to any but the most thoroughly disciplines readers to concentrate on material they dislike or that related to their personal interest. Without thoughtful attention to the content comprehension of such materials will be negligible. Lack of interest causes the mind to wander eliminates any desire to excel encourage a dislike for the task and reduces consciousness. (3) Unsuitable material, when reading materials are used or whether they are used to whether they are appropriate for pupils in a particular classroom, difficulties in comprehension can result. Such required materials may be too difficult or to easy, stress the wrong skills, have little relationship to be pupil interest, or generally be of poor quality. If unsuitable materials are used exclusively, interest lags, skill development is unbalanced and all form of comprehension are discouraged. (4) Vocabularies difficulties, an excessive vocabularies burden focuses the reader to rely on the dictionary or to

¹⁵ Janette K Klingner, Sharon Vaughn, & Alison Boardman, (2007). *Teaching Reading Comprehension, to Students with Learning Difficulties*. New York: The Guilford Press, p.47

bypass many important words. When any appreciable number of words is left out understanding must suffer.¹⁶

E. Related Study

There have been many researchers about difficulties in reading comprehension. The first research is “Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions” written by Al-Jarrah & Ismail.¹⁷ This research concludes that the reading comprehension difficulties faced by Arab EFL learners in the selected institutions could affect their English language proficiency and academic performance. To find solutions to these difficulties, there is a need for shared efforts of English language teachers, instruction policy makers, public and private bodies responsible for educational policy learning and implementation, and the EFL learners.

Another research is by Putrianti “Analysis on the Students’ Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan”¹⁸ The finding of this research is the second grade students of SMAS Islam Nur get difficulties on language problem in reading comprehension; they are vocabulary, structure and spelling. Based on the findings above, it is suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling.

¹⁶ Eddy C Kennedy, (1981), *The Method of Teaching Development Reading*, Washington: Peacock Publisher, p.195-197

¹⁷ Hamza Al-Jarrah & Nur Salina Ismail, (2018), *Reading Comprehension Difficulties Among EFL Learners in Higher Learning Instutations*, International Journal English Linguistics, Vol.8, No 7.

¹⁸ Tukma Putrianti , (2018), *Analysis on the Students’ Language Problems in Reading Comprehension of SMAS Islam Nur Ihsan*, State Islamic University of North Sumatera.

And the last is “Reading comprehension difficulties encountered by English students of Universitas Islam Riau” by Satriani.¹⁹ Based on the results of analyzing data from the research, the reseacher found most of students’ difficulties in reading comprehension because they have no motivation in reading habit, they read a little or nothing.

¹⁹ Estika Satriani, (2018), *Reading Comprehension Difficulties Encountered by English Stuenths of Universitas Islam Riau*, Journal of English for Academic, Vol.5, No,2

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discusses about research on methodology which consists of a research design, data and data source, the technique of collecting data, technique of analyzing data, and technique of establishing the trustworthiness

A. Research Setting

The research was carried out at MTs Al Mahrus Medan. It is located in the Jalan Rumah Potong Hewan Link IV Mabar, Mabar Hilir, Kecamatan Medan Deli, 20242. This research was conducted from July – August, 2020.

B. Data and Data Source

The data of the research can be extracted and collected through various data sources, including: documents, sources (informants), events or activities, places or locations, and objects.²⁰ The data of the research are from the results of observation, interview, and documentation. The data sources obtained from the ninth grade student of MTs Al Mahrus Medan, specifically one student, several student's classmates, and a teacher.

C. Research Method

The researcher used qualitative research designs to conduct this research. According to Bogdan and Taylor explains that qualitative research is one of the

²⁰ Farida Nugrahani, (2014), *Qualitative Research Methods in Language Education Research*, Surakarta, p.211

research procedures that produces qualitative descriptive data in the form of written or oral words from people and the observed behavior.²¹

This research focuses on the exploratory-qualitative design, a method used to find out more about the research object to be investigated. This research is then interpreted in a qualitative descriptive form.

D. Technique of Collecting Data

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

1. Observation

Observation is to observe the object under study. Syauckani said that '*Peneliti dapat mengamati perilaku siswa dalam proses pembelajaran*'. It's mean that the researcher can observe student behavior in the learning process.²² In this research, the researcher observe the activities of the learning process in the class about reading comprehension in the class. After that, the student responses during the teaching and learning activities of reading.

2. Interviews

According to Suyitno Interview is '*Salah satu cara pengambilan data yang dilakukan melalui kegiatan komunikasi lisan berupa terstruktur, semi terstruktur, dan tidak terstruktur*'.²³ It's mean that interview is one way of data retrieval which is carried out through oral communication activities in the form of

²¹ Steven J. Taylor & Robert Bogdan, (2016), *Introduction to Qualitative Research Methods*, Canada: Published by John Wiley & Sons, p.7

²²Syauckani, (2018), *Metodologi Penelitian Pendidikan*, Medan: Perdana Publishing, p. 62

²³Suyitno, (2018), *Metode Penelitian Kualitatif: Konsep, Prinsip dan Operasionalnya*. Malang: Academia Pustaka, p. 113

structured, semi-structured, and unstructured. A structured interview is a form of interview that has been directed by a number of questions strictly. Semi-structured interviews, even though the interview has been directed by a number of questionnaires, it is also possible to raise new questions whose ideas arise spontaneously in accordance with the context of the conversation. Unstructured (open) interviews are interviews in which the researcher focuses only on the problem centers which appear to be bound by certain formats strictly.

In this study researcher used semi-structured interview. In this case the researcher interviewing students, teachers, principals and parents of students. In this interview the researcher proposed several questions surrounding reading comprehension, tailored to whom the researcher will ask.

3. Documentation

According to Herdiansyah documentation method is '*Salah satu metode pengumpulan data kualitatif dengan melihat atau menganalisis dokumen yang dibuat oleh peneliti sendiri atau orang lain*'. It's mean that the documentation method is one of the qualitative data collection methods by viewing or analyzing documents created by researchers themselves or by others.²⁴

With this method, the researcher collects data from existing documents, so that the writer can obtain notes relating to the research such as: a general description of the school, the state of the teacher and students, notes, photographs and so on. This documentation method is carried out to obtain data that has not been obtained through observation and interview methods.

²⁴Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika, 2010), p.143

E. Technique of Analyzing Data

The researcher used interactive analysis model to analyze the qualitative data. According to Miles and Huberman the interactive analysis data was consisted of three steps, such as: data reducing, data display, and conclusion drawing/verification.²⁵

1. Data Reduction

According to Miles, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The first step, the researcher analyzed the data that contain summarize, choose the main things, focus on the things that are important, look for themes and patterns and get rid of unnecessary.

The data that has been collected from the field, then immediately recorded carefully and in detail. Data that has been collected from the field is then reduced. This reduction activity is carried out by selecting the main points, focusing on the important things and eliminating unnecessary.

2. Data Display

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

²⁵ Miles, MB. & Huberman, AM. (1994). *Qualitative Data Analysis (2nd edition)*. Thousand Oaks, CA: Sage Publications. P.10

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

3. Conclusion Drawing/Verification

Conclusion drawing/verification is the results of the research based on observation and interpretation. Its means that, drawing conclusions and verifying can illustrate the final results. Basically, drawing conclusions and verification need to be rechecked and validated data to strengthen conclusions, so that they are stronger and more reliable. Then, the researcher draw the relationship between the data obtained with existing theories.

F. Technique of Establishing the Trustworthiness

This activity is carried out to see the truth of data that has been collected and so that the findings can be accounted for in all respects. Data validity test in qualitative research according to Sugiyono '*Uji kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas*'²⁶ or in English such as tests of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

There are various ways of testing the credibility of the data or trust in the data of qualitative research results, among others, carried out by the extension of observation, increased perseverance in research, triangulation, discussion with colleagues, analysis of negative cases, and member check. In testing data credibility, researchers will use credibility testing (internal validity) using

²⁶ Sugiyono, (2012), *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfabeta, p.458.

triangulation techniques. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedures. In testing the credibility of the data in this research conducted using triangulation of method. The method consist of observation, interview, and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The report is divided into two parts. They are research finding and discussion. Research finding reports the fact faced by the researcher and discussion represented in the theories from the expert compared with the fact in the field.

A. Research Finding

After analyzing the data about the student's difficulties in reading comprehension, there are five findings in this study, namely: the difficulties to understand the meaning of the word, the difficulties to understand the long sentence in the text, not understand the main idea, not understand the grammar, and difficult to make the inferences.

1. The Difficulties to Understand the Word.

Difficult to understand the word means that the student felt difficulties in deciding the meaning of the word in the text. So the student difficult to catch the content of the reading text. This can interpreted that the student found difficulties when she read the text. The difficulties here can be seen from her inability to answer the question about the information from the text. The student tends to guess the answer, when she did not understand the word in the text.

This finding can be seen in the following data based on the student's observation: *'Siswa sering membuka dan menutup kamusnya untuk menemukan makna kata yang tidak dia pahami dari teks yang dia baca. Dia juga sering*

bertanya kepada temannya untuk menanyakan arti kata apa yang tidak dia ketahui'.

From the quote above, it can be seen that the student difficult to understand the word. The student often opened the dictionary to look for the meaning of the words that she did not understand. And she often asked for her friends to ask the word she did not understand.

The situation can be seen when she read the text and answered the question, she has difficult understood the word in the text, so she has to open the dictionary frequently to find the meaning of the word. Every time she stopped reading the text, the student opened her dictionary, and when she haven't found the meaning the word in the dictionary, she asked her friend.

It happened because the student often found the word she did not understand. The student knowledge about the word is little. If the student difficult to understand the word, the student also gets difficult to understand a text, the student is able to interpret the words, and be able to understand every sentence. It's related how the author's message can be conveyed to the student as a reader. If the student gets difficult to decode and recognize the words, so the student have difficult to get the content of the text.

Other data showed that the student did not understand the word in the text based on the student's interview: *'Nggak ngerti artinya, kadang saya tebak-tebak aja, mungkin karna kosa-kata saya kurang kali ya kak, soalnya banyak kata-kata yang saya gak tau artinya'.*

From the statement above, the student can't understand the text because she didn't know the meaning of the word. Sometime the student only guess the answered, if she had no other choice. The student realized that her vocabulary was low, so she met words that she didn't understand.

The difficulties here happened when the student reads a text. She got the difficult and she stopped to find the meaning of the word and sometime she just ignored the word she didn't understand.

It happened because the student did not improve her vocabulary abilities and she rarely practices reading English texts. The student reads solely because of the demands of her teacher. The student did not consider reading English as her need. The student reads only when there were exercises in the school and exam that required her to read. So that the reading activities was not a routine for the student, which in the end it will have an impact on the student minimal knowledge of vocabulary, and it will have an impact on the student's understanding the text. So the student difficult to understand the meaning of the word in the text.

Another date of the student's interview to support the data above: *'Saya jarang membaca buku atau teks bahasa inggris, makannya kosa-kata saya sedikit kak, jadi kosa kata saya gak nambah, mungkin karna itu saya susah ngerti teks bahasa inggris, makannya saya jadi malas membaca buku bahasa Inggris'*.

From the quotation above, it can be seen that the student rarely read English books. It made the student not familiar with the word, and the student vocabulary didn't increase. The student lazy to read English books because she founded, the words that she didn't understand, so she did not get the information from the text.

In this case the student seem to have difficulty understanding every word in the sentence. When she reads, she often found words she did not understand, it can also be seen from the way she reads the text, the student stammered. The student tends to ignore words she did not understand, so as a result, the student cannot understand the message of the text.

The cause is the student rarely read and she did not interested in reading English text. If the student's interest in reading was low, and the student rarely familiar with the word, so the student understanding also disturbed, because there were many words that she did not understand, and the student will need more time to find the meaning of the words and to find the correct answers. Without the student's interest in reading, the student will find it difficult to understand the content of the reading. Conversely, when the student has a high interest in reading, the understanding the reading will not experience difficulties because interest plays an important role in moving someone to do an activity.

In conclusion, the proposition of this finding is that the student's difficulties in reading comprehension showed that the student difficult to understand the word in the text.

2. The Difficulties to Understand Long Sentence.

The difficulties to understand long sentence means that the student difficult in understanding the long sentence because complicated structure and in the text so many words the student did not understand. Therefore, the effect of this problem is the student cannot comprehending long sentences, she fails to understand the main idea presented in the text. This can interpreted that the

student finds difficulties when she read the text. She needs a lot of time to read and to understand each sentence. The difficulties here can be seen from the student understanding in the text and her ability to answer the question about the information from the text.

This finding can be seen in the following data based on the student's interview: *'Saya susah memahami teks kak, apalagi kalau teksnya panjang, banyak kata-kata yang gak saya pahami selain itu kalo teksnya panjang perlu butuh waktu lama untuk bacanya'*.

Based on the interview above, the student said that she difficult to understanding the text, especially when the text was long. There were many words she did not know yet. And beside it the student needs more time to read and to understand the text.

When the student reads a text. She gets difficult because the understanding of the student's words was less. The student cannot understand some of part the content in the text. The student needs more time to find the meaning of the word and the correct answer. She need to open dictionaries for the search for the meaning of the word.

It happened because the student took a lot of time to understand each sentence. Another obstacle was that student often encounter words that she didn't understand. In the sentences there tends to be many words and phrases, where the student cannot interpret a sentence with word by word. The student has to know how was to relate one word to another word so that the meaning is good and

understandable. The student difficult to understand a text if the text is long. The student needs a lot of time to understand the text.

Another data to support the data above based on the student's classmate: *'Dia paling gak suka baca kalau teksnya itu panjang kak, makannya dia malas baca. Taulah kakak, udah baca panjang-panjang baca eh artinya gak tau, taupun sikit-sikitnya, dia paling gak betah sering-sering buka kamus. Kami pun juga gitu sih kak hehe'.*

Based on the data above, the student has difficulty understanding the reading if the text is long. The student tends to be lazy, to read because she often has difficulty understanding every word in the text, and the student was also lazy to open the dictionary. If the student was lazy to read and open the dictionary, the ability to increase students' knowledge of vocab will not increase.

It can be seen when the student read the text, she reads, but she also talked to her friends. Sometimes she opened the dictionary and sometimes she talked to her friends. The student only reads in low voices. When she read, there is no difficulty, but when the teacher asked, the student tends to be silent.

It happened because the student did not understand the text. The student difficult to understand long sentence because she often found the word she did not understand. In addition, the student did not understand the purpose of reading itself, this can be seen in her activities during the learning process, the student only read, but she did not get information from reading the text. Another cause was also due to lack of mastery vocabulary, the student was not familiar with the basic structure of writing (sentences, paragraphs, grammar) with the text.

Another data to support the data above based on the teacher interview: *‘Dia memahami bacaan bahasa Inggris memang susah, terlebih lagi jika teksnya panjang. Ketika disuruh baca aja, dia masih susah, harus dikasih tau dulu, hayo baca halaman ini, seperti itu. Di tambah lagi pengetahuan vocabnya yang kurang, menyebabkan dia tidak tahu artinya, jadi menambah kesulitan dalam memahami bacaan’.*

From the result of the interview above, the teacher said that the student has difficulty in understanding English text, especially if the text was long. The teacher also has a difficult creating student interest in reading. For reading activities the student must be asked to read. The students' knowledge of the word was low, the reason was the student failed to understand long text.

When learning English, the student waited for instructions from her teacher. When the student was asked to read a textbook, the student just starts reading activities. Several times the student was opened the dictionary, until the reading activity is over.

The student has difficulty in reading long text or sentence, because there were many words in the sentence that she did not understand. It was due to her lack of understanding of the terms and lack of vocabulary that she should be good at. By expanding vocabulary and strengthening the vocabulary mastery, the student's understanding of sentences will increase. The student difficult to understand each sentence in the text. How to connected sentence by sentence, to get the information all the text. It's because the student's knowledge about the word is lacking.

In conclusion, the proposition of this finding was that the student's difficulties in reading comprehension showed that the student difficult to understand long sentence.

3. Not Understand the Main Idea

Not understand the main idea was that the student difficult to get a statement that tells the author's point about the topic. This can interpreted that the student finds difficulties when she read the text to get the main idea from the text. The difficulties here can be seen from her inability to answer the question, especially if the text is long. Therefore, this can make the main idea more difficult to find. The student may get confused to see what the main idea of a passage was, and where the main idea is located. The student sometime asked her friend the answer of the text.

This finding can be seen in the following data based on the student's interview: *'Saya kurang paham si kak tentang ide pokok teks, saya kesulitan menemukan ide pokok sebuah teks kalo teksnya itu panjang kak, saya jadi bingung yang mana ide pokoknya, semuanya penting nampak gitu'*

From the statement above, the student had difficulty in identifying the main idea, especially if the text is very long. The student confused which is the main idea of the text.

The students' lack of understanding in determining main ideas, namely the student cannot distinguish between main ideas and supporting ideas, the student does not know the location of main ideas, and the student does not know how to determine main ideas. Because the student's understanding that the main idea lies

at the beginning of a paragraph, sentence, the way the student determines the main idea is to directly look for the initial sentence of the paragraph without reading and understanding the reading text first even though the main idea.

When she found the main idea, the student need to consider anything that appeared in the print, so the longer the sentence, the more difficult it would be, and the relationship of the various parts of the text would be difficult to sort out. This was also the reason for the student to get difficult to find the main idea.

Another reason because the student do not focus on the reading, when reading she was busy chatting with her friends, so she only read, but do not appreciate what she read, so that the main points in the text cannot be understood. Lack of the student's understanding of the main idea material was also the reason the student does not understand the questions and the answers.

The student did not know what the main idea is based on the result of the interview it turns out that, the student find it difficult to distinguish which are the main ideas and which are the supporting sentences. And from the results of the student's worksheet, the student writes a supporting sentence even though what was asked is to write down the main idea.

Another data to support the data above based on observation: '*Siswa kesulitan menemukan ide pokok sebuah teks pada beberapa paragraf, ketika dia diminta menyebutkan ide pokok paragraf, jawaban siswa masih kurang tepat, dia terlihat ragu dan bingung menjawabnya*'.

From the statement above, the student was confused about the main idea of a text, when the teacher asks her to mention the main idea, the student is still

wrong to mention the main idea, even she looks confused and hesitate to tell the answer.

The student does not know which one the main idea of each paragraph and which won the main sentence of each paragraph and which one the supporting sentences in each paragraph. The student only writes down the main idea in one paragraph either the first paragraph or the second paragraph.

This happened because the student cannot distinguish between main ideas and supporting ideas. It can be seen from the student's answers to the questions that she only determine the main idea, but the student answered the main ideas and the supporting ideas, from this it can be seen that the student was still not sure of the answer, even the student mention the supporting sentences instead of the main sentence of the paragraph.

In conclusion, the proposition of this finding was that the student's difficulties in reading comprehension showed that the student difficult to understand the main idea.

4. Not Understand the Grammar

Not understand the grammar was the student did not understand the grammar of the text, the student have difficulty identifying information from the text because she did not understand the structure or arrangement of a sentence. When the text is different from what the readers expect, the student found it difficult to understand the text. This can interpreted that the student finds difficulties when she read the text. The difficulties here can be seen from her inability to translate, and to tell the text.

This finding can be seen in the following data based on the student's interview: *'Itu kak tulisan sama bacaannya beda, trus artinya suka tebalik-tebalik'*.

From the statement above, the student said that she had difficulty understanding the text because the writing and the reading were different. In interpreting English sentences, the student cannot interpret them in word by word. Without understanding the sentence patterns or grammatical confusion, it will make reading difficult and the overall meaning of the text seems impossible for the student.

It can be seen, when the student was asked to interpret the sentence she read into Indonesian. The student interprets word by word. And sometimes the student did not know the meaning of some words and she chose to ask her friends. The student looked confused. She only smiled at her teacher when she had trouble interpreting the sentence.

This happened because the student interpret the sentences in words. The student have difficult to connect the word by word so that it becomes a good sentence if interpreted. It can be seen that the knowledge about grammar greatly influences the students' reading ability because the text structure was different from what the readers expect, students will have difficulty understanding the text. Good readers are able to discern which structures are used and which strategies to adopt to aid reading comprehension.

Another data to suport the data above: *'Kalo hanya disuruh baca gapapa sih kak, tapi kalo udah disuruh menyimpulkan atau mengartikan nah itu lagi*

masalahnya kak, kakak taulah susunan kalimat dalam bahasa inggris beda sama susunan kalimat dalam bahasa indonesia, saya gak bisa ngartikan perkata, artinya gak nyambung'.

From the quote above, the student got a problem in grammar. The student difficult to make a conclusion and interprets the text because the sentence structure in English was different from in Indonesian. When reading, the student cannot interpret sentences with word by word, each word must be related so that the meaning can be understood.

This situation can be seen when the student explains the conclusion of the text in the class, the student tell with her own word, she explained what she remembered. She explained in English, but the sentence structure is like Indonesian.

It happened because the student doesn't understand the grammar yet. In addition, the student lack vocabulary, so that she did not consider the correct meaning of the sentence. When the student understands the meaning of each word, the student can interpret the word into a good sentence. So that when the student read, the student can consider the meaning of each word in a sentence that was good and easy to understand.

In conclusion, the proposition of this finding was that the student's difficulties in reading comprehension show that the student does not understand the grammar.

5. The Difficulty In Inferencing

Difficulty to make inference means that the student difficulties to understand the text to find the conclusion of the text. In making inferences, the student is expected to be able to understand the text to find conclusion from the statement in the text. But in reality, the student has not been able to find the conclusion about the text well. This can interpret that the student found difficulties when she read the text to make the conclusion of the text. The difficulties here can be seen from her inability to answer and to explain the conclusion of the text.

This finding can be seen in the following data based on the student's observation: *'Pada waktu observasi, setelah siswa membaca teks, siswa diminta menyimpulkan teks dan menjelaskannya kepada temannya, tetapi siswa kesulitan menyampaikan kesimpulan teks, dia hanya menyebutkan beberapa point dalam teks'*.

When the student made conclusion the text, the student only mentioned the things she remembered. The student less able to tell the stories well. She did not tells the points in the story, the student only tell some characters and the place where the story takes place. The student didn't describe what she read. The student experiences a lot of forgetfulness and tells only as much as she can..

This happened because the student did not understand the contents of the text. She read, but she did not understand the contents, so even when she was ordered to make a conclusion from the text, she would have difficulty.

Other data that reveal the student have difficulty in making conclusion from the text that was read by the teacher is: *'Siswa bisa membuat kesimpulan teks yang dibacanya tapi hanya sedikit yang disebutkannya dan itu pun sering dalam bahasa indonesia, tetapi ketika ditanya dalam bahasa inggris dia mulai kesulitan'*.

Based on the interview with the teacher, the student was able to make a conclusion, but she just tells some of point in the text. It was because the student did not understand the text well. Sometime the student is told in her own language not in English.

When the student was ordered to tell the conclusion of the story and the student founded difficult. And one proof that the student have been able to understand the reading text is the ability of student to retell the contents of the story of the reading in her own language or words.

The student has difficulty to tell the conclusion of the text, because she did not understand the text. The student needs a long time to interpret the text. It's due to a lack of understanding of terms and a lack of mastery of vocabulary that she should master because by expanding and strengthening vocabulary mastery, the students' understanding in reading improved and the student can convey what she read. When working on the questions the student looked confused and returned to remembering the reading she had read before.

In conclusion, the proposition of this finding is that the student's difficulties in reading comprehension showed that the student difficult to make inferences.

B. Discussion

There are five findings in this study, namely: difficult to understand the meaning the word, difficult to understand long sentences in the text, not understand the main idea, not understand the grammar, difficult to make inferences. This finding was suitable with the theory of Nuttal, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, understanding vocabulary, made inference and detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text. But in this study, the researcher found three difficulties experienced by the student, namely difficult for determining main ideas, difficulty in understanding vocabulary, and difficult to make inferences. Then these findings are also supported by Oakhill's theory, these difficulties include: finding the main idea in the text, making inferences from the text, and Inferring the meanings of particular words from the text. Furthermore, these findings are supported again by Joseph's theory. Joseph says that, difficulties understanding text can be derived from not knowing the meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in the text and not understanding the grammar.

CHAPTER V

CLOSING

After analyzing the result of the student's difficulties in reading comprehension from one of the students at the ninth grade student of MTs Al-Mahrus Medan, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some recommendation for teaching learning process in reading sessions.

A. Conclusion

Based on analyzing data, the researcher finds that there are some difficult by the student in reading comprehension. And in this study there were five findings, namely: the student difficult to understand the meaning the word, the student difficult to understand long sentence, the student did not understand the main idea, the student did not understand the grammar, and the student difficult to make inferences.

B. Recommendation

1. The student should enrich vocabulary, and memorize vocabularies to improve the student's knowledge.
2. The students are expected to practice diligently and read English books.
3. For the teacher, the teacher should give various practices to the students in reading a text, so the students will be more adept in reading text.
4. The teacher should search more information about the strategies or method how to teach reading text. It can make the student's interest in reading the text and it will overcome the problem of the students face in reading text.

5. Teachers must be aware of students' problems in understanding English reading and provide motivation in learning English.
6. The researcher suggest other researchers to dig deeper about students' difficulties in understanding the text and how to solve it.

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APPENDIX 1

Interview with student (NS)

Interview 1

Place: Classroom

Date/time: 14-July-2020/ 10.00

Researcher : Bagaimana kabarnya dek, sehat?

Student : Alhamdulillah sehat kak?

Researcher :Kakak mau tanya hari apa kamu belajar bahasa inggris di sekolah?

Student : Selasa dan Kamis kak

Researcher : Suka gak sama pelajaran bahasa inggris?

Student : Gak pala kak hehe

Researcher : Suka baca buku gak?

Student : Kadang suka kadang gak, tergantung bacaannya dulu apa gitu.

Researcher : Kalo baca buku bahasa inggris suka gak?

Student : Gak suka.

Researcher : Kenapa?

Student : Gak ngerti artinya kak

Researcher : Tapi pernah baca bukunya kan?

Student :Ya pernahlah kak, kan di sekolah ada pelajaran bahasa Inggrisnya.

Reseacher : Kapan kamu belajar reading comprehension?

Student : Dari kelas VII udah belajar kak

Researcher : Apa yang kamu lakukan ketika belajar reading comprehension?

Student : Baca teks yang disuruh gurunya lah kak

- Researcher : Sering gak baca buku bahasa inggris tanpa disuruh gurunya?
- Student : Jarang sih kak
- Researcher : Berarti harus disuruh dulu baru dibaca gitu?
- Student : Haha iya kak
- Researcher : Apa saja hambatan yang kamu alami ketika belajar reading?
- Student : Cara bacanya, maksudnya mengenal kata-kata atau kalimat yang ada dalam bacaan dan mengetahui maknanya kak, trus menerjemahkan bacaan tersebut secara benar ke dalam Bahasa Indonesia.
- Researcher : Bisa nggak memahami arti teksnya kalo lagi ada pelajaran reading?
- Student : Susah kak memahami bacaan bahasa Inggrisnya. Kadang bisa kadang gak kak, cari dikamuspun kadang gak sesuai artinya.
- Researcher : Apa bila kamu mengalami kesulitan membaca, apa yang kamu lakukan?
- Student : Kalo saya sih kak awalnya tanya kawan dulu kalo gak tau cara bacanya, habis itu kalo mereka gak tau baru cari dikamus
- Researcher : Masalah apa yang kamu alami dalam membaca?
- Student : Banyak sih kak, salah satu penyebabnya itu ya saya jarang membaca buku atau teks bahasa inggris, makannya kosa-kata saya sedikit kak, jadi kosa kata saya gak nambah, mungkin karna itu saya susah ngerti teks bahasa inggris, makannya saya jadi malas membaca buku bahasa Inggris.

Researcher :Ketika kamu udah tau penyebabnya, apa kamu tidak berusaha memperbaiki permasalahanmu?

Student : Haaa itu dia kak, rasa malas itu kak hehe

Researcher :Apa lagi permasalahan yang kamu alami ketika memahami bacaan?

Student :Saya kurang paham si kak tentang ide pokok teks, saya kesulitan menemukan ide pokok sebuah teks kalo teksnya itu panjang kak, saya jadi bingung yang mana ide pokoknya, semuanya penting nampak gitu.

Interview 2

Place: classroom

Data/time : 21-July-2020 / 11.15

Researcher : Gimana kabarnya dek?

Student : Sehat kak

Researcher : Kakak mau tanya-tanya lagi boleh?

Student : Iya kak silahkan

Researcher : Gimana perasaaanya setelah belajar bahasa inggris hari ini?

Student : Biasa aja sih kak, masih kek gitu juga.

Researcher : Apakah kamu hanya belajar bahasa inggris disekolah dek?

Student : Iya kak

Researcher : Kalo dirumah gak belajar lagi?

Student : Jarang kak, itupun kalo PR baru belajar.

- Researcher : Masih susah gak belajar reading comprehension?
- Student : Masih kak
- Researcher : Kapan belajar Reading terakhir kali?
- Student : Hari inilah.
- Researcher : Apa yang kamu lakukan ketika belajar reading comprehension tadi?
- Student : Baca teksnya lalu cari artinya
- Researcher : Apa kamu masih membaca buku bahasa inggris ketika disuruh gurunya?
- Student : Iya kak, tunggu instruksi dari gurunya dulu baru baca. Jarang kali kalo baca sendiri gitu, banyak nggak ngerti artinya.
- Researcher : Knapa gak coba inisitif baca sendiri setelah belajar, baca teks bahasa inggris lain biar lancar?
- Student : Males kak, suka sih baca kak, tapi gak bahasa inggris gitu
- Researcher : Apakah kamu masih mengalami hambatan yang sama seperti minggu lalu ketika belajar reading?
- Student : Sama aja kak
- Researcher : Ada hambatan lain gak ketika belajar reading comprehension?
- Student : Itu kak tulisan sama bacaannya beda, trus artinya suka tebalik-tebalik.
- Researcher : Terbalik-balik bagaimana maksudnya dek?
- Student : Gini kak, Kalo hanya disuruh baca gapapa sih kak, tapi kalo udah disuruh menyimpulkan atau mengartikan nah itu lagi masalahnya kak, kakak taulah susunan kalimat dalam bahasa inggris beda sama

susunan kalimat dalam bahasa indonesia, saya gak bisa ngartikan perkata, artinya gak nyambung.

Researcher : Terus apa lagi?

Student : Saya susah kali buat kesimpulan bacaan kak, kembali dengan kata-kata sendiri isinya bacaannya kak.

Researcher : Bagaimana belajar reading hari ini bisa gak memahami arti teksnya?

Student : Sama aja kak, nggak ngerti artinya, kadang saya tebak-tebak aja, mungkin karna kosa-kata saya kurang kali ya kak, soalnya banyak kata-kata yang saya gak tau artinya

Researcher :Apa yang kamu lakukan ketika kamu mengalami kesulitan memahami bacaan tadi?

Student :Saya tebak-tebak aja artinya, atau gak saya tanya kawan saya kak, kalo mereka gak tau saya tebak-tebak aja.

Researcher :Masalah apa yang kamu alami dalam membaca tadi dikelas?

Student :Paling utama itu gak ngerti arti teks seluruhnya, udah tu disuruh membuat kesimpulan dari teks yang telah dibaca.

Interview 3

Place : classroom

Data/time: 28-July-2020 / 10.15

Researcher : Hari apa kamu belajar bahasa inggris?

Student : Ya masih hari Selasa dan Kamis kak.

- Researcher : Apakah masih belajar bahasa inggris hanya ketika disekolah?
- Student : Masih kak, kadang-kadang aja dirumah.
- Researcher : Kapan kamu belajar reading comprehension terakhir kali?
- Student : Minggu ini lah kak di sekolah
- Researcher : Apa yang kamu lakukan ketika belajar reading comprehension hari ini? Apakah masih sama seperti sebelumnya?
- Student : Ya masih kek gitu kak, baca teks yang disuruh gurunya kak
- Researcher : Apa kamu pernah membaca bukunya tanpa disuruh gurunya?
- Student :Ada kak tapi jarang kak, skali-skali aja. Itupun pas blajar dikelas karna blajar bahasa inggris.
- Researcher : Kamu gak belajar lagi dirumah gitu supaya kamu terbiasa?
- Student :Pernah kak, tapi jarang kali, bawaannya malas aja
- Researcher : Apa saja hambatan yang kamu alami ketika belajar reading sampe sekarang?
- Student : Saya susah memahami teks kak, apalagi kalau teksnya panjang, banyak kata-kata yang gak saya pahami selain itu kalo teksnya panjang perlu butuh waktu lama untuk bacanya
- Researcher :Bagaimana menurut kamu belajar reading sejauh ini mudah gak memahami arti teksnya?
- Student :Gak mudah sih kak, yang susah susah juga, kalo gak tau artinya susah juga.
- Researcher :Apa yang kamu lakukan sejauh ini ketika kamu mengalami kesulitan membaca?
- Student : Cari dikamus cara bacanya, trus tau juga artinya tu.

Researcher : Masalah apa yang kamu alami dalam pemahaman membaca sejauh ini?

Student :Saya susah bacanya kak, menentukan gagasan utama teks, menemukan informasi khusus dalam teks.

APPENDIX II

Interview with teacher

Place: Teacher's House

Date/time: 16 July 2020

Researcher : Mohon maaf Ibu mengganggu sebentar, nama saya Suci Sintia Putri dari UINSU, saya ingin bertanya beberapa hal tentang Nadin Safika Azemi sama ibuk, apakah Ibuk bersedia?

Teacher : Iya silahkan dek.

Researcher : Bagaimana cara belajar Nadin di kelas dalam pembelajaran bahasa inggris yang ibuk ketahui?

Teacher : Kalo berbicara cara belajar sih kurang gitu ya. Sama seperti siswa yang lain banyak yang tidak mengerti bahasa inggris. Dia memahami bacaan bahasa inggris memang susah, terlebih lagi jika teksnya panjang. Di tambah lagi pengetahuan vocabnya yang kurang, menyebabkan dia tidak tahu artinya, jadi menambah kesulitan dalam memahami bacaan.

Researcher : Bagaimana kemampuan pemahaman membaca bahasa inggris Nadin yang ibu ketahui sejauh ini?

Teacher : Nadin membaca bahasa inggris memang susah, banyak malunya, bilang gak pande, bacanya masih belepotan, apalagi disuruh ngartikan teks, masih banyak yang gak bener. harus dipaksa hayoo kerjakan, baca teks ini, barulah dia mau. Di tambah lagi

pegetahuan vocab dia yang kurang banyak, menyebabkan dia tidak tahu artinya, jadi menambah kesulitan dalam memahami bacaan.

Researcher : Apakah siswa mengalami hambatan dalam membaca bahasa inggris buk?

Teacher :Kalo certia hambatan mungkin banyak ya, minat dia yang kurang dalam bahasa inggris, kurang mau berusaha, hanya mengharapkan pembalajaran dari sekolah.

Researcher :Kesulitan apa saja yang dialami Nadin ketika pembalajaran reading yang ibuk ketahui?

Teacher :Membaca susah ya dek trus, mengenal kata-kata atau kalimat yang ada dalam bacaan dan mengetahui maknanya, menterjemahkan teks belum pas, masih banyak sih dek. Anak ini bisa berubah asalkan dia mau berusaha dan bersemangat belajar dek.

Researcher : Masalah apa saja yang dialami siswa dalam membaca buk?

Teacher :Seperti yang ibuk bilang tadi, minatnya kurang, kurang berlatih dalam membaca teks bahasa inggris. Ketika disuruh membaca, kadang dia malah ngerjakan yang lain. Banyak-banyak sabar ajalah kita sebgai guru dek.

Researcher :Terimakasih ya buk sudah meluangkan waktunya untuk saya wawancarai

Teacher : Sama-sama dek.

APPENDIX III

Interview with Student's Classmates

1. Interview with Fani Erawanti

Place: Teacher's office

Date/Time: 4 Agustus 2020 / 11.45

Researcher : Kakak mau tanya tentang Nadin Safika Azemi sama adek boleh gak?

Student : Boleh kak, knapa emangnya kak?

Researcher : Bagaimana cara dia membaca b.inggris yang kamu ketahui?

Student : Ya gimana ya kak, gak lancar-lancar kali.

Researcher :Apakah selama belajar reading dia ikut membaca juga gak? Atau dia membaca dengan inisiatifnya sendiri?

Student :Kalo disuruh membaca ya baca kak, tapi kalo dia baca sendiri kadang-kadang kak.

Researcher : Apa yang dia lakukan ketika belajar reading?

Student : Ya bacalah kak

Researcher : Apa hambatan yang kamu lihat ketika dia belajar reading?

Student : Apa ya kak, keknya gak tau cara bacanyalah ya kak

Researcher :Kalo dia mengalami kesulitan dalam membaca, apa yang dia lakukan?

Student :Paling sering dia nanya saya dulu kak, kalo saya gak tau baru dia liat kamus, kalo gak yaudah dilewat aja gitu.

Researcher :Masalah apa saja yang dia alami ketika memahami bacaan?

Student : Dia paling gak suka baca kalau teksnya itu panjang kak, makannya dia malas baca. Taulah kakak, udah baca panjang-panjang baca eh artinya gak tau, taupun sikit-sikitnya, dia paling gak betah sering-sering buka kamus. Kami pun juga gitu sih kak hehe.

Researcher : Terimakasih ya dek

Student : Sama-sama kak.

2. Interview with Feni Junindar

Place: Teacher's office

Date/Time: 4 Agustus 2020 / 12.05

Researcher :Boleh gak kakak tanya-tanya tentang Nadin Safika Azemi sama adek?

Student : Knapa kak, boleh-boleh aja sih?

Researcher : Bagaimana cara dia membaca b.inggris yang kamu ketahui?

Student : Gak lancar-lancar kali kak, samanya kami hehe.

Researcher :Apakah selama belajar reading dia ikut membaca juga gak? Atau dia membaca dengan inisiatifnya sendiri?

Student : Bacalah kak, tapi kalo dia baca sendiri jarang keknya.

Researcher : Apa yang dia lakukan ketika belajar reading?

Student : Saya gak perhatikan kali sii kak, tapi kalo disuruh baca ya baca.

Researcher : Apa hambatan yang kamu lihat ketika dia belajar reading?

- Student : Keknya gak tau cara bacanya kak, soalnya kalo disuruh baca sama guru suka gak mau.
- Researcher : Kalo dia mengalami kesulitan dalam membaca, apa yang dia lakukan?
- Student : Tanya-tanya kawan kak, liat kamus atau gak dia baca-baca aja gitu sih biasanya.
- Researcher : Masalah apa saja yang dia alami ketika membaca?
- Student : Ya cara bacanya itu tadi, trus susah ngartikannya kak.
- Researcher : Terimakasih ya dek sudah mau kakak tanya
- Student : Sama-sama kak.

3. Interview with Triana Tasya

Place: Teacher's office

Date/Time: 4 Agustus 2020 / 12.15

- Researcher : Maaf ya dek kakak ganggu sebentar boleh gak kakak tanya-tanya tentang Nadin Safika Azemi sama adek?
- Student : boleh kak, tapi nanya apa ya kak?
- Researcher : Bagaimana cara dia membaca b.inggris yang kamu ketahui?
- Student : Biasanya sih gak lancar-lancar kali kak, tapi dia bisa.
- Researcher : Apakah selama belajar reading dia ikut membaca juga gak? Atau dia membaca dengan inisiatifnya sendiri?
- Student : Setahu saya baca kak, tapi kalo dia baca dengan inisiatif sendiri gak tau.

- Researcher : Apa yang dia lakukan ketika belajar reading?
- Student : Kalo disuruh baca ya baca kak, kalo gak crita-crita sama kami.
- Researcher : Apa hambatan yang kamu lihat ketika dia belajar reading?
- Student : Susah bacanya dengan benar si kak, kan bahasa inggris gitu bacaan sama tulisan beda
- Researcher : Kalo dia mengalami kesulitan dalam membaca, apa yang dia lakukan?
- Student : Tanya kawan dulu sih kak gimana cara bacanya, kalo gak liat kamus.
- Researcher : Masalah apa saja yang dia alami ketika membaca?
- Student : Ya cara bacanya itu tadi, trus susah ngartikannya juga kak.
- Researcher : Terimakasih ya dek jawabanya
- Student : Sama-sama kak.

APPENDIX IV

Observation 1

Catatan Lapangan Hasil Observasi 1

Setting : Classroom (IX-A)

Date : 14th July 2020

Time : 09.00-10.00

Interviewee : Student 1

Deskripsi
<p>Ketika guru dan peneliti masuk dan mengucapkan salam, siswa bersama-sama menjawab salam “Wa’alaikumsalam” dan sapaan “good morning” dari guru. Siswa mengatakan “I’m fine” ketika ditanya kabarnya. Siswa tersebut tampak tersenyum. Kemudian peneliti duduk dibelakang mengamati siswa tersebut. Siswa tersebut duduk di bangku nomor dua dari depan. Kemudian siswa mengeluarkan buku LKS dan buku catatan dan sebuah pulpen diatas mejanya. Kemudian siswa membuka bukunya sesuai intruksi dari gurunya. Siswa mendengarkan penjelasan dari gurunya tentang narrative teks</p> <p>Siswa tersebut memperhatikan pembelajaran namun sesekali dia bercerita dengan teman sebangkunya. Saat siswa diminta untuk menjelaskan materi yang dia baca didalam buku tersebut, siswa tersebut terlihat kaget dan dia mulai diam. Kemudian dia melanjutkan membaca buku tersebut. Karena ditegur tersebut siswa tersebut sering membuk dan menutup kamusnya untuk menemukan arti kata dalam teks yang belum dia pahami. Kadang-kadang siswa tersebut berusaha untuk bertanya kepada temannya untuk meminta jawaban yang tak diketahuinya.</p>

Kemudian siswa diminta membaca teks tersebut dengan membaca bersuara agar didengar oleh teman-temannya. Setiap siswa mendapat beberapa kalimat untuk dibaca, kemudian ketika giliran siswa tersebut diminta membaca, siswa tersebut mulai membaca dengan tenang. Kemudian siswa diminta menjelaskan maksud dari kalimat yang dia baca. Awalnya siswa tersebut tersenyum kepada gurunya, lalu dia mulai menjelaskan dengan bahasa Indonesia, dia mengartikan kata tersebut satu-persatu. Kemudian siswa membacakan kalimat terjemahannya. Terjemahan siswa tersebut tidak terlalu bagus. Penggunaan katanya belum sesuai seperti yang diharapkan, karena ada beberapa kata yang dihilangkan siswa, karena siswa tidak tahu arti dari kata tersebut.

Siswa diberi beberapa pertanyaan terkait teks tersebut. Pada saat sesi tanya jawab siswa tersebut lebih banyak diam. Siswa tersebut sering membuka dan menutup kamusnya untuk menemukan arti kata yang tidak dapat ia mengerti dari teks yang dia baca. Dia juga sering bertanya kepada temannya untuk menanyakan kata-kata yang tidak ia mengerti dari teks. Ketika siswa ditanya kesimpulan dari teks, siswa tersebut memilih diam, tidak seperti teman-temannya yang lain yang berusaha menyampaikan kesimpulan dari teks tersebut.

Setelah itu siswa diminta menterjemahkan teks yang ditulis kedalam bahasa Indonesia. Siswa tersebut mulai mengerjakan terjemahannya kedalam bukunya dan membuka kamusnya dan sesekali berdiskusi dengan teman sebangkunya. Siswa tersebut terlihat bingung membaca teks dan sering bertanya kepada teman sebangkunya.

Ketika waktu pembelajaran berakhir siswa diminta untuk membaca pembelajaran selanjutnya mengenai tema pada waktu itu juga. Dan pada saat itu bertepatan bel berbunyi, siswa tersebut terlihat antusias karena pembelajaran berakhir. Suasana berakhir dengan ribut.

Observation 2

Catatan Lapangan Hasil Observasi 2

Setting : Classroom (IX-A)

Date : 21th July 2020

Time : 09.00-10.00

Interviewee : Student 1

Deskripsi
<p>Ketika guru dan peneliti masuk dan mengucapkan salam, siswa bersama-sama menjawab salam “Wa’alaikumsalam” dan sapaan “good morning” dari guru. Siswa mengatakan “I’m fine” ketika ditanya kabarnya. Kemudian peneliti duduk dibelakang sambil mengamati.</p> <p>Siswa mendengarkan gurunya mengingatkan dan menjelaskan materi minggu lalu. Gurunya kembali mengingatkan siswa dengan memberikan beberapa pertanyaan sebelum memulai pembelajaran. Siswa tersebut terlihat berusaha menyampaikan pendapatnya, ketika semua siswa juga ikut menyampaikan jawabannya. Ketika menjawab bersama-sama siswa tersebut tidak terlihat takut dan tidak malu menyatakan pendapatnya. Namun ketika sendiri, dia tidak berani menyampaikan pendapatnya hal ini terlihat ketika siswa ditanyai beberapa hal terkait teks minggu lalu, siswa diminta untuk menunjukkan tangan jika ingin menjawab, tetapi siswa tersebut diam. Berbeda hal dengan ketika memberikan jawaban bersama-sama, siswa tersebut bersuara.</p> <p>Kemudia siswa diminta membuka bukunya dan diminta membaca teks yang telah diberikan gurunya. Siswa diperintahkan untuk membaca, dan menjawab beberapa</p>

pertanyaan yang telah disediakan. Siswa tersebut tampak bekerja sama dengan teman-temannya yang lain. Ketika selesai mengerjakan dan menjawab pertanyaan tersebut. Satu persatu siswa diminta membaca dan menjelaskan makna dari teks tersebut. Ketika giliran siswa tersebut, dia mulai membaca dan menjawab pertanyaannya. Pada saat itu siswa menjawab dengan benar, kemudian gurunya bertanya, alasan siswa tersebut menjawab hal tersebut. Gurunya meminta penjelasan dari jawabannya, siswa tersebut menjawab asal. Sepertinya siswa tersebut mencontek jawaban temannya. Artinya siswa tersebut tidak begitu paham dengan teks yang dia baca. Kemudian gurunya meminta siswa memberikan kesimpulan dari teks yang dia baca dan menjelaskannya kepada siswa yang lain, tetapi siswa tersebut terlihat kebingungan, dia hanya menceritakan beberapa point dalam teks. Siswa tidak begitu paham dengan apa yang dia baca. Sehingga guru memberikan ceramah kepada siswa, agar berusaha sendiri, tidak mencontek.

Setelah itu siswa mendengarkan gurunya menjelaskan untuk pertemuan selanjutnya, bahwa akan diadakan quis terkait materi saat itu. Siswa tersebut terlihat tidak suka dan kecewa. Siswa tersebut tampak ribut dengan temannya-temannya. Kemudian peneliti bertanya alasan siswa tersebut tidak suka dengan test. Menurutnya, test bahasa inggris itu sulit, waktunya terbatas, sementara teksnya yang dibaca gak semua tau artinya, terus tidak boleh buka kamus, sehingga itu membuat susah menjawab soal-soalnya.

Observation 3

Catatan Lapangan Hasil Observasi 3

Setting : Classroom (IX-A)

Date : 28th July 2020

Time : 09.00-10.00

Interviewee : Student 1

Deskripsi
<p>Ketika guru dan peneliti masuk dan mengucapkan salam, siswa bersama-sama menjawab salam “Wa’alaikumsalam” dan sapaan “good morning” dari guru. Siswa mengatakan “I’m fine” ketika ditanya kabarnya. Kemudian peneliti duduk dibelakang sambil mengamati. Kemudian peneliti duduk di belakang mengamati siswa tersebut. Guru menginstruksikan kepada siswa bahwasannya nanti akan diadakan quis, siswa diharapkan untuk memperhatikan dan serius dalam pembelajaran pada hari itu.</p> <p>Pada saat itu siswa diberi motivasi agar siswa lebih semangat belajar. Siswa dihaparkan mampu memahami teks yang dia baca, sehingga gurunya memberikan pencerahan kepada siswa.</p> <p>Kemudian siswa diberikan text yang mana teks tersebut lebih panjang dari teks sebelumnya. Siswa diminta membaca teks tersebut terlebih dahulu. Setelah siswa membaca, satu persatu siswa membaca beberapa kalimat dari teks, kemudian siswa akan ditanyai beberapa hal dari teks tersebut. Ketika giliran siswa tersebut diminta membaca, siswa tersebut mulai membaca sampai selesai sesuai instruksi dari gurunya, kemudian siswa diminta menyebutkan ide pokok dari kalimat tersebut, namun siswa kebingungan, dia menjelaskan beberapa kalimat pada awal paragraf. Pada saat menjawab nya siswa terlihat ragu, dan dia berkata “betul gak sih hehe” siswa tersebut malah tersenyum. Siswa kesulitan membedakan antara</p>

kalimat utama dengan kalimat pendukung. Untuk menjawab ide pokok keseluruhan teks siswa masih bisa menjawabnya benar, namun ketika menentukan ide pokok setiap paragraf siswa masih kebingungan, sepertinya siswa beranggapan bahwa ide pokok selalu berada pada awal kalimat.

Pada saat menjelaskan kepada teman-temannya tentang apa yang telah dia baca. Siswa tersebut tampak kesulitan menjelaskan teks tersebut. Siswa tersebut terhalang karena siswa tidak terlalu paham dengan apa yang dia baca, sehingga siswa kesulitan menjelaskan teks, menemukan ide pokok dan membuat kesimpulan teks. Ketika siswa diminta dalam bahasa inggris, dia hanya mengatakan beberapa kalimat pertama dari teks tersebut. Siswa tersebut tampak kesulitan dalam menyampaikan isi teks tersebut. Hingga pada akhirnya waktu pelajaran habis, siswa terlihat lega karena dia menghirup udara sangat dalam lalu dia tersenyum.

APPENDIX V

Documentation Picture



Interview with English Teacher



Interview With Student



Photo when Observation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Williem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7503/ITK/ITK.V.3/PP.00.9/07/2020

11 Juli 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Madrasah Sanawiyah Yayasan Al Mahrus

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Suci Sintia Putri
NIM : 0304161006
Tempat/Tanggal Lahir : Kp.pisang, 30 September 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : PASAMAN BARAT Kecamatan KINALI

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Sanawiyah Yayasan Al Mahrus, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

An Analysis of the Student's Difficulties in Reading Comprehension at Madrasah Sanawiyah Yayasan Al Mahrus

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 11 Juli 2020

a.n. DEKAN

Wakil Dekan Bidang Akademik dan Kelembagaan



Digitaly Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

Tembusan:

• Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN AL MAHRUS

MDTA - MADRASAH TSANAWIYAH

Jl. Rumah Potong Hewan Lingkungan IV
Kelurahan Mabar Hilir Kecamatan Medan Deli
Kota Medan



SK. MENKUMHAM
No : C - 208. HT. 03. 01 - TH - 2007
Tgl. 15 Agustus 2017

SK. Kepala Badan Pertahanan Nasional
No : 9 - XVII. PPAT - 2008
Tgl. 01 September 2008

No : 238 /Srt BIsn/MTs AM/VII/2020

Hal : Surat Balasan

Lamp : -

Kepada Yth :
Bapak Pimpinan
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Di -
 Tempat

Yang bertanda tangan dibawah ini Kepala Madrasah MTs Al Mahrus bahwa :

Nama : Baharuddin, S.Ag
 Jabatan : Kepala Madrasah
 Alamat : Jln Rumah Potong Hewan Lingk.IV Mabar

Dengan ini menerangkan :

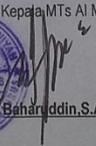
Nama : **Suci Sintia Putri**
 NPM : 0304161006
 Program Studi : Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)

Menerima mahasiswa Bapak untuk mengadakan Penelitian di MTs Tsanawiyah Al Mahrus.
 Untuk mengikuti kegiatan penulisan skripsi berjudul **"An Analysis of the Student's Difficulties in Reading Comprehension at Madrasah Tsanawiyah Yayasan Al Mahrus.**

Demikian surat diperbuat ini untuk dapat dipergunakan sebagaimana mestinya.

Medan Agustus 2020

Kepala MTs Al Mahrus



Baharuddin, S.Ag

BIOGRAPHY

- Name : Suci Sintia Putri
- NIM : 0304161006
- Place/Date of Birth : Kp. Pisang, 30th September 1997
- Religion : Islam
- Address : Kp. Pisang Jorong IV Koto, Kabupaten Pasaman Barat, Sumatera Barat.
- Title : An Analysis of the Student's Difficulties In Reading Comprehension at MTs Al Mahrus Medan
- Advisor I : Prof. Dr. Didik Santoso, M.Pd.
- Advisor II : Drs. H.A. Ramadhan, M.A.
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- Mother's Name : Indra Yuliana
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 - b. SMP Negeri 2 Kinali, Pasaman Barat, West Sumatera, graduated on 2013
 - c. SMA Negeri 1 Kinali, Pasaman Barat, West Sumatera, graduated on 2016
 - d. State Islamic University of North Sumatera, Departement of English Education, Faculty of Tarbiyah and Teacher Training.

