

REFERENCES

- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2019). the Analysis of Skimming and Scanning Technique To Improve Students in Teaching Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 1(2), 101. <https://doi.org/10.22460/project.v1i2.p101-106>
- Catts, H. W., Herrera, S., Nielsen, D. C., & Bridges, M. S. (2015). Early prediction of reading comprehension within the simple view framework. *Reading and Writing*, 28(9), 1407–1425. <https://doi.org/10.1007/s11145-015-9576-x>
- Catts, H. W., Nielsen, D. C., Bridges, M. S., & Liu, Y. S. (2016). Early Identification of Reading Comprehension Difficulties. *Journal of Learning Disabilities*, 49(5), 451–465. <https://doi.org/10.1177/0022219414556121>
- Ciesielska, M., & Jemielniak, D. (2017). Qualitative methodologies in organization studies. *Qualitative Methodologies in Organization Studies*, 2(December), 1–264. <https://doi.org/10.1007/978-3-319-65442-3>
- Clemens, N. H., Simmons, D., Simmons, L. E., Wang, H., & Kwok, O. M. (2017). The Prevalence of Reading Fluency and Vocabulary Difficulties Among Adolescents Struggling With Reading Comprehension. *Journal of Psychoeducational Assessment*, 35(8), 785–798. <https://doi.org/10.1177/0734282916662120>
- Collins, A. A., Lindström, E. R., & Compton, D. L. (2018). Comparing Students With and Without Reading Difficulties on Reading Comprehension Assessments: A Meta-Analysis. *Journal of Learning Disabilities*, 51(2), 108–123. <https://doi.org/10.1177/0022219417704636>
- Deveci, T. (2018). *Increasing Students' Interest in Reading in a Foreign Language: A Focus on Skimming and Scanning*. 1–7. <https://doi.org/10.17758/uruae1.uh0518204>
- Eriksson, P., & Kovalainen, A. (2016). Introduction To Qualitative Data. *Qualitative Methods in Business Research (2nd Ed.)*, 81–90.
- Grabe, W., & Stoller, F. L. (2013). Teaching and researching reading, second edition. In *Teaching and Researching Reading, Second Edition*. <https://doi.org/10.4324/9781315833743>
- Hassan, S. (2016). Islamic religious terms in English - Translation vs. Transliteration in Ezzeddin Ibrahim and Denys Johnson-Davies' translation of An-Nawawis Forty Hadiths. *Translation and Interpreting*, 8(1), 117–132. <https://doi.org/10.12807/ti.108201.2016.a08>
- Itani, T. (2016). *Easy to Read Modern English Pure*.
- Kendeou, P., Van Den Broek, P., Helder, A., & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for reading difficulties.

- Learning Disabilities Research and Practice*, 29(1), 10–16.
<https://doi.org/10.1111/ldrp.12025>
- Long-Sutthall, T., Sque, M., & Addington-Hall, J. (2011). Secondary analysis of qualitative data: A valuable method for exploring sensitive issues with an elusive population? *Journal of Research in Nursing*, 16(4), 335–344.
<https://doi.org/10.1177/1744987110381553>
- Lopez, J., & Campoverde, J. (2018). Development of reading comprehension with graphic organizers for students with dyslexia. *Journal of Technology and Science Education*, 8(2), 105–114. <https://doi.org/10.3926/jotse.414>
- Moje, E. B., Afflerbach, P. P., Enciso, P., & Lesaux, N. K. (2020). Handbook of Reading Research, Volume V. In *Handbook of Reading Research, Volume V*. <https://doi.org/10.4324/9781315676302>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132.
<https://doi.org/10.1177/1362168815572747>
- Oakhill, J., Cain, K., & Elbro, C. (2014). Understanding and teaching reading comprehension: A handbook. In *Understanding and Teaching Reading Comprehension: A handbook*. <https://doi.org/10.4324/9781315756042>
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, 6(5), 180.
<https://doi.org/10.5539/ijel.v6n5p180>
- Qrgez, M., & Ab Rashid, R. (2017). Reading Comprehension Difficulties Among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. *SSRN Electronic Journal*, 8(September), 421–431.
<https://doi.org/10.2139/ssrn.3053577>
- Rashid, Wang Hui, J. I. (2021). Discuss the Different Types of Reading Techniques and Develop Its Skills. *Joell*, 8(August).
https://www.researchgate.net/publication/353717340_DISCUSS_THE_DIFFERENT_TYPES_OF_READING_TECHNIQUES_AND_DEVELOP_ITS_SKILLS
- Rayner, K., Schotter, E. R., Masson, M. E. J., Potter, M. C., & Treiman, R. (2016). So much to read, so little time: How do we read, and can speed reading help? In *Psychological Science in the Public Interest, Supplement* (Vol. 17, Issue 1). <https://doi.org/10.1177/1529100615623267>
- Robinson, M. F., Meisinger, E. B., & Joyner, R. E. (2019). The Influence of Oral Versus Silent Reading on Reading Comprehension in Students With Reading Disabilities. *Learning Disability Quarterly*, 42(2), 105–116.
<https://doi.org/10.1177/0731948718806665>
- Showkat, N., & Parveen, H. (2017). *Quadrant-I (e-Text). August*.

- Sinaga, Y. K. (2003). The effect of scanning technique on students' reading comprehension in narrative text at grade ten of SMA Negeri 2 Pematangsiantar. *JETAFL (Journal of English Teaching as a Foreign Language)*, 5(10), 1–11.
<https://ejournal.uhn.ac.id/index.php/jetafl/article/view/119>
- Torppa, M., Vasalampi, K., Eklund, K., Sulkunen, S., & Niemi, P. (2020). Reading comprehension difficulty is often distinct from difficulty in reading fluency and accompanied with problems in motivation and school well-being. *Educational Psychology*, 40(1), 62–81.
<https://doi.org/10.1080/01443410.2019.1670334>
- W. Creswell, J., & N. Poth, C. (2018). Qualitative Inquiry Research Design: Choosing Among Five Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Yulianti, D. (2014). *Improving the English reading comprehension ability of grade 8 students at SMPN 3 Gedangsari in the academic year of 2013/2014 through extensive reading activities*. 1–227.
http://eprints.uny.ac.id/18507/1/Dita_Yulianti_09202244046.pdf
- Zhang, J., McBride-Chang, C., Wong, A. M. Y., Tardif, T., Shu, H., & Zhang, Y. (2014). Longitudinal correlates of reading comprehension difficulties in Chinese children. *Reading and Writing*, 27(3), 481–501.
<https://doi.org/10.1007/s11145-013-9453-4>
- Zhao, X., & Zhu, L. (2012). Schema theory and college English reading teaching. *English Language Teaching*, 5(11), 111–117.
<https://doi.org/10.5539/elt.v5n11p111>

APPENDIXES

Appendix I : List of Students and Teacher Interview

➤ Questions for Student

1. Do you like English? Why?
2. How is your English teacher teach in the class?
3. Do you easy understand of what teacher has explained?
4. Do you like reading English texts? Why?
5. Is it difficult to read English text? Could you tell me please why you think like that?
6. Could you tell me your experience when comprehend English text?
7. Do you have found difficulty comprehend English text frequently? Could you tell me some examples?
8. How you overcome your matter in comprehend English reading text?
9. Do you know the reading comprehension techniques? Could you explain it?
10. Do you often find difficult words in English texts? How you solve it?
11. Do you find it difficult to tell/find the main idea in the reading text?
12. What is your way to comprehend English reading text easier?

➤ Questions for Teacher

1. As a teacher, what media do you usually use to teach?
2. Why did you choose this medium?
3. How do you check student readiness and class attendance?
4. What method do you usually use when explaining the material/teaching?
5. Why did you choose this method?
6. Did you ask questions about the previous lesson and how do students usually respond to your questions?
7. What do you do if no one responds to your questions about previous lessons?
8. What are the obstacles you face when teaching in class?
9. Regarding reading comprehension, are students able to read the text well?
10. How do you make or invite students who are not interested in English to join the learning process?
11. What is the factor in their difficulty in reading and understanding English texts using skimming and scanning methods?
12. How do you give students an understanding of how to understand English texts?
13. How do you motivate students to read diligently?

Appendix II : Students' Interview Transcript

Hari/Tgl : Kamis, 9 Juni 2022
 Lokasi : Ruang Kelas VIII
 Informan : Siswa (DL)

- Peneliti : “Assalamualaikum selamat siang”
- Informan 1 : “Waalaikumsalam selamat siang juga miSS”
- Peneliti : “Eee bole saya bagi waktunya sebentar untuk wawancara?”
- Informan 1 : “Eee.. iya boleh miss.”
- Peneliti : “Sebelumnya ee.. bolehnih kamu perkenalin diri kamu.”
- Informan 1 : “Nama saya DL miss”
- Peneliti : “Ee DL harini miss mau tanya nih tentang bahasa Inggris pembelajaran sebelumnya, miss mau tanya nih kamu suka gak sih bahasa Inggris?”
- Informan 1 : “Suka miss, cumin yang gak suka-suka kali tapi ee suka kek mana yah bilangny biasajalah miss.”
- Peneliti : “Nah selanjutnya miss mau tanya nih, kamu bilangkan kamu biasa aja nih ee suka bahasa Inggris. Nah emang kalo dikelas belajar bahasa Inggrisnya gimana sih sama gurunya kalo gurunya ngajar?”
- Informan 1 : “Shheek.. pelajarannya sebenarnya seru trust uh ee sir nya juga ee pandai dalam apa namanya menjelaskan sama kami. Cuman sirnya itu banyak menggunakan bahasa Inggris, lebih dominan basa Inggrisnya jadi saya kadang kurang paham, karena beberapa bahasa Inggris saya gak tau artinya mm gitu miss.”
- Peneliti : “Hmm jadi begituya, nah selanjutnya saya mau tanya nih kalo misalnya sir nya jelasin di papan tulis gitu nah kamu ee mudah gak

sihdengerin penjelasan dari sirnya?”

Informan 1 : “Tergantung sih kalo mislanya jelasinnya full pake bahasa Inggris susah juga dimengerti tapi kalo misalnya dicampur-campur bahasa Indonesia ee.. lebih enaklah dimengerti daripada full basa Inggris gitu miss.”

Peneliti : “Nah berarti tergantungnya, nah selanjutnya saya mau nanya nih kamu sulit gak sih kalo misalnya kamu disuruh baca teks bahasa Inggris?”

Informan 1 : “Sulit miss, karena pengucapannya kadang apa yang sering saya denger sama apa yang kadang tulisannya tuhkan beda jadi kadang saya bacanya, apa yang saya bacatu kadang artinya yang saya mengerti artinya kadang beda sama arti sebenarnya miss kek gitu, jadi kadang kalo misalnya lagi belajar sama temen-temenkan tuhkan saya baca, saya bilang ini artinya tuh temen-temen bilang engga itu salah gitu miss jadi susah.”

Peneliti : “Nah berarti karena bedanya tulisan ee dan juga pengucapan ya. Nah selanjutnya ee boleh dong diceritain pengalamannya gimanasih kamu melakukan mungkin reading comprehension dirumah, kayak belajar membaca tapi kamu sambal bener-bener memahami nih, boleh dong diceritain.”

Informan 1 : “Kalo misalnya disekolah baca-baca jurnal atau ada kami tugas bahasa Inggris disuruh baca buku bahasa Inggris biasanya kalo saya gatau artinya saya tanya sama temen-temen karena kalo disekolah tuhkan gabole bawa hp jadi saya tanya temen, tapi kalo misalnya temen-temen yang saya tanyai gak tau saya tanyak gurunya kayak tanyak sir. Kalo misalnya gaboleh tanya sirnya saya tandai saya cariklah dirumah. Nanti diruman say acari di google translate gitu miss.”

- Peneliti : “Nah selanjutnya saya mau tanya nih kamu sering gak sih nemuin kata-kata sulit yang ada diteks seperti itu?”
- Informan 1 : “Sering miss kayak misalnya ee contoh kalimatnya tuh kek mengulang sama membalas itukan kalo dalam bahasa Inggrisnya tulisannya hamper mirip trus pengucapannyakan tapi berbeda, itu jadi agak sulit disitunya.”
- Peneliti : “Nah contoh katanya kan kamu bilang membalas dan mengulang nah contoh katanya apa yang kamu maksud?”
- Informan 1 : “Ee replay itu miss.”
- Peneliti : “Ooo karena itu, tapi memang seringya kamu nemuin kata yang sulit pas baca.”
- Informan 1 : “Sering miss.”
- Peneliti : “Nah gimana sih eek amu ngatasin ee kalo kamu kesulitan atau kamu gak tau kata-kata itu apayang kamu lakuin biasanya?”
- Informan 1 : “Yaa gitu miss kalo misalnya gak tau cara penyebutannya tanya sama teme-temen dulu nanti kalok misalnya ngerasa kurang pas nih sama temen-temen nanya lagi sama sirnya. Nanti kalo mislanya kan kalo dirumah tuh sendiri gitu belajarnya jadi pake google translate gitu miss.”
- Peneliti : “Nah selanjutnya ee saya mau tanya nih sama kamu, kamu ee pernah denger atau tau gak sih tehnik-tehnik untuk reading comprehension miungkin pernah dikasih tau sama sirnya.”
- Informan 1 : “Pernah miss kalo ga salah Namanya skimming yaah miss.”
- Peneliti : ” Iyaa bener.”
- Informan 1 : “Nah kalo skimming itu dalam bahasa Indonesianya kalok gak salah dia tuh mencari ide pokok atau dari sebuah cerita gitu, iya gak ya miss.”
- Peneliti : “Iyaaak itu bener, cuman sebenarnya tuh ada dua yak sebenarnya

yang satu lagi scanning. Nah selanjutnya tad ikan kamu ada sebut skimming nih,. Nah skimming itu kek cari ide pokok nah kamu sendiri kesulitan apasih yang kamu alami waktu disuruh cari ide pokok misalnya diparagraf satu atau paragraf dua. Apasih kesulitan yang biasa kamu alami?”

Informan 1 : “Kesulitan itu ya kayak saya harus mengartikan semuanya, semua kalimatnya dulu miss semua ceritanya baru saya bisa menyimpulkan cerita tersebut gitu.”

Peneliti : “Ooohh seperti ituuu.. yaah”

Informan 1 : “Ee syaa mau tanya nih sama kamu ee gimana sih caranya ee itukan kalo misalnya mian idea nah kalok misalnya kayak antonym, sinonim di teks atau mungkin kek mislanya ada pertanyaannya kayak ee mungkin ditanya waktu kapansih cerita ini dibuat. Nah itu biasanya kamu carinya gimana diteks itu?”

Informan 1 : “Biasanya miss kalok untuk tanggal-tanggal gitu seharusnya sih udah adaya di dalem ceritanya, tapi kalok kayak ee sinonim antonym itu biasanya saya nyariknya didalam kamus gitu kek ditengah-tengahnya itukan ada tapi kalo gak saya artikan dulu gitu miss.”

Peneliti : “Nah pertanyaan terakhirnih gimana sih trik atau cara kamu gampang paham sama teks bahasa Inggris?”

Informan 1 : “Biasanya saya untuk memahaminya itu kayak pertama say abaca dulu, kalok misalnya diawal kalimat aja saya sudah paham saya langsung kerjai tapi kalo misalnya gak paham saya tanya temen saya dijelasin ulang sama dia biar saya lebih mengerti gitu miss.”

Peneliti : “oo berarti bantuan dari temennya gituyaa.”

Informan 1 : “Iyaa miss soalnya kan kamibanyak yang gak tau vocabulary gitu miss vo..cabulary gitu.”

- Peneliti : “Sebelumnya makasih ya DL atas waktunya miss ucapin terima kasih banyakn. Assalamualaikum warahmatullahi wabarakatuh.”
- Informan 1 : ‘Iyaa miss sama-sama, waalaikumsalam warahmatullahi wabarakatuh.’”



Hari/Tgl : Kamis, 9 Juni 2022
Lokasi : Ruang Kelas VIII
Informan : Siswa (AA)

Peneliti : “Assalamualaikum selamat siang”
Informan 2 : “Waalaikumsalam siang miss”
Peneliti : “Boleh saya meminta waktunya sebentar untuk wawancara?”
Informan 2 : “Ohhiyaiya miss bole aja”
Peneliti : “Sebelumnya bole perkenalin diri kamu dulu nih”
Informan 2 : “Ohhiya miss saya AA, dari kelas VIII-3 miss”
Peneliti : “Nah, kali ini saya mau tanya-tanya sedikit nih mengenai pelajaran bahasa Inggris tentunya”
Informan 2 : “Okee miss”
Peneliti : “Saya mau tanya nih pertama-tama kamu suka belajar Bahasa Inggris gak?”
Informan 2 : “Biasa aja sih miss”
Peneliti : “Hmm... kalo dikelas guru Bahasa Inggrisnya ngajarnya gimana?”
Informan 2 : “Ya kek gitula eee.. ya gitula kek guru lain ngajar gitu miss”
Peneliti : “Biasanya gurunya ngajarinnya pake media atau langsung nulis atau mungkin dijelasin secara langsung gitu?”
Informan 2 : “Eee.. eee.. apaya kalo itu biasanya sir ngajarinnya langsung gitu miss di papan tulis biasanya”
Peneliti : “Kamu mudah gak mengerti yang dijelaskan sama gurunya tadi?”
Informan 2 : “Kalau sir nya bahasanya Indonesia saya bisa miss walau sedikit-sedikit tapi kalau semua dijelasin bahasa Inggris saya kadang gak bisa ngerti”

- Peneliti : “Ohh, berarti sirnya sering mix ya bahasanya, ohya Miss mau tanya nih kamu suka gak baca teks bacaan dalam bahasa Inggris?”
- Informan 2 : “Eee.. gak terlalu gimana yaa eee.. miss”
- Peneliti : “Alasannya kalau miss boleh tau kenapa ya? Mungkin kamu bisa ceritakan sedikit mengapa”
- Informan 2 : “Karena ini eee.. kadang eee...*(tertawa sebentar) saya gatau artinya miss, suka bingung gitu apalagi kalo gak ada artinya gitu”
- Peneliti : “Ohh begitu, menurut kamu sendiri membaca atau melafalkan teks bahasa Inggris itu sulit gak sih? Trus alasannya kamu bilang itu sulit atau enggak kenapa?”
- Informan 2 : “Eee.. lumayan sulitsih miss, karena kadang yang ditulis agak beda pas diucapin. Trus kadang pun ada yang mirip tapi artinya beda-beda gitu kadang bingungin gitulah miss kek kek gitu”
- Peneliti : “Memang benersih tapi tidak semuanya seperti yang kamu bayangin, ohya next saya mau tau nih pengalaman kamu mungkin dikelas atau dirumah lagi baca teks bacaan berbahasa Inggris, gimanasih cara kamu memahami teks itu?”
- Informan 2 : “Kadang kalo baca-baca gitu saya baca teksnya semua kalo gak ngerti ya pakai bantuan gitusih miss kek kamus kayak misalnya pas lagi dirumah saya pake google translate sama aplikasi kek ngartikan gitu, tapi kalo disekolah saya tanya guru saya langsunglah miss”
- Peneliti : “Hmm berarti kamu bagus jugaya langsung tanggap kalo ada yang gak ngerti gitu”
- Informan 2 : “Hehe.. gajuga sih miss”
- Peneliti : “Ohya tapi apakah sesering itu kamu nemuin kata-kata sulit di teks atau hanya beberapa kata saja?”
- Informan 2 : “Macem-macemlah miss, kadang saya sendiri pun yang sering

diucapin dikelas sama sir nya lupa, tapi untungnyakan ada kamus trus kalo gak ya tanya-tanya sama kawanlah liat apa jawaban mereka”

- Peneliti : “Hmm, bagus memang bawa kamus sendiri, ohya kamu sendiri pernah dikasih tau atau mungkin guru dikelas pernah ngajarin cara memahami teks Bahasa Inggris dengan cepat?”
- Informan 2 : “Iyaa ada eee... ada yang baca cepatkan miss kek yang baca mindai gitu, yang kek dibilang sir gaperlu semua dibaca itu kan miss baca intinya aja, tapi saya juga kurang paham sih miss heheh...”
- Peneliti : “Nah bener cuma kalo di Bahasa Inggris skimming dan scanning namanya”
- Informan 2 : “Hah itula miss sir pernah bilang yang skim itu eee.. apa skimming itu untuk cari topik gitu”
- Peneliti : “Hah itu bener berarti masih ingetnih baguslah, nah selanjutnya kalo kamu sendiri punya cara sendiri gak sih untuk memahami atau mungkin menjawab soal teks bahasa Inggris mengenai topik paragraph atau ide pokok?”
- Informan 2 : “Kalo saya biasanya baca semuanya miss dari awal sampek akhir, tapi saya keseringan nulis yang bagian awal kata-katanya di paragrafnya itula sama kek kesimpulan”
- Peneliti : “Hmm padahal seharusnya tidak perlu yakan hehe, next pertanyaannya kalo mencari persamaan kata atau informasi spesifik seperti tanggal atau kata penting kamu gimana caranya?”
- Informan 2 : “Kalo kek tanggal itukan biasa ada miss di ceritanya, tapi kalo kek persamaan cek kamus, tapi kalo gak tau lagi ya kadang hitung kancing baju miss hehe.. *(tertawa sebentar)”
- Peneliti : “Nah kalau kamu sendiri punya cara sendiri gak supaya cepat

memahami teks Bahasa Inggris?”

Informan 2 : “Kalo sayakan miss ya gitu kek saya bilang sebelumnya baca semua pelan-pelan kadang perkata saya artikan, tapi kalo ada soal gitukan miss kek pilihan ganda saya cari jawaban yang mendekati kek kata yang sama yang ditulis di bacaan itula.”

Peneliti : “Wah jawaban kamu memuaskan ya, mungkin sekian pertanyaan dari saya, terima kasih atas waktunya ya”

Informan 2 : “Sama-sama miss, makasih juga miss”

Peneliti : “Assalamualaikum”

Informan 2 : “Walaikumsalam miss”



Hari/Tgl : Kamis, 9 Juni 2022
Lokasi : Ruang Kelas VIII
Informan : Siswa (UA)

- Peneliti : “Assalamualaikum selamat siang”
- Informan 3 : “Waalaikumsalam siang juga mi”
- Peneliti : “Saya izin minta waktunya sebentar ya, bolehkan?”
- Informan 3 : “Boleh mi”
- Peneliti : “Nah pada kesempatan kali ini saya ingin mewawancarai kamu, sebelumnya kamu boleh perkenalin diri terlebih dahulunya.”
- Informan 3 : “Baik, nama saya UA saya di kelas VIII sekarang.”
- Peneliti : “Ohya sebelum lebih jauh saya, oh mungkin lebih enak umi ya, umi mau tanya ke kamu nih, kamu suka belajar bahasa Inggris gak?”
- Informan 3 : “Gak pala suka sih.”
- Peneliti : “Kenapa?”
- Informan 3 : “Susah diikuti harus diulang-ulang dulu baru inget kadang.”
- Peneliti : “Bagus dong seharusnya jadi semakin lancar, ohya kalo dengan guru bahasa Inggris yang sekarang mengajar di kelas kamu suka gak cara belajarnya?”
- Informan 3 : “Lumayan, karena sir ngajarnya dikasih contoh langsung uda gitukan diulang kalo misalnya gapala ngerti gitu.”
- Peneliti : “Hmm berarti bagusnya ngajarnya, selain itu biasanya sir ngajarnya gimana sih kalau dikelas apakah pakai media seperti kertas atau speaker atau hanya buku teks aja?”
- Informan 3 : “Kalo sir biasanya jelasin materi gitukan ada juga kertas yang dibagikan untuk tambahan materi tapi kadang juga untuk latihan

- gitu dibuat sama teman sebangku kita, nanti kalo uda mau habis jam pelajaran barula kertasnya dibalikin ke sir lagi.”
- Peneliti : “Berarti pakai mediaya belajarnya, ohya selanjutnya saya mau tanya nih kalo sir jelasin materi kami mudah ngerti gak sama apa yang dijelasin sirnya?”
- Informan 3 : “Lumayan mi, dikarenakan sir kebanyakan bahasa Indonesia dan jelasinnya juga cukup lengkap.”
- Peneliti : “Waah enakya, kalo kamu sendiri suka gak baca buku apapun tapi berbahasa Inggris?”
- Informan 3 : “Gak terlalu sih mi tapi kadang mau juga baca-baca, karena kadang pengen juga belajar biar kek orang-orang bule itu mi.”
- Peneliti : “Boleh dong diceritain gimana pengalamannya selama ini kalo lagi baca teks bahasa Inggris gitu.”
- Informan 3 : “Eee... ya gitulah mi pernah baca-baca buku tapi kek buku sekolah sama baca kek komik gitu tapi dua bahasa, gitu-gitulah mi pokoknya.”
- Peneliti : “Wahh seruya, kamu sendiri kesusahan gak sih baca teks bahasa Inggris?”
- Informan 3 : “Ada susahnya juga sih tapi kadang-kadang saya pake google yang bisa bersuara itu mi jadi tau bacanya.”
- Peneliti : “Wah bagus dong itu, oke next saya mau tany kamu sering gak sih nemuin kata-kata yang sulit mungkin diucapin atau jarang didengar? Boleh jugaya diceritain gimana contohnya gitu.”
- Informan 3 : “Sering banyak pun mi malah kadang kalo baca angka gitu bukan bahasa Inggris tapi bahasa Indonesia seringnya.”
- Peneliti : “Bukannya angka cukup mudahya dalam penyebutannya?”
- Informan 3 : “Iyasih tapi suka bingung kalo ratusan ribuan gitu.”
- Peneliti : “Ohhh begituya, lanjut ummi mau tanya nih kalo misalnya kamu

gak tau nih cara bacanya atau mungkin disuruh buat kesimpulan
gak tau artinya, apa yang akan kamu lakuin biasanya?”

Informan 3 : “Pake kamuslah kalo gak tanya kawannya yang disebelah aja mi.
tapi kalo gak dikasih Taunya ya tanya sir ajalah mi kecuali kalo di
rumah baru bis acari di internet gitu yakan.”

Peneliti : “Hmm boleh juga, ohya kamu sendiri tau gak sih atau mungkin
pernah denger nih teknik untuk memahami bacaan dalam bahasa
Inggris? Mungkin boleh dijelasin sedikit dong.”

Informan 3 : “Pernah mi yang kayak dibilang sir kemaren itukan mi yang
scanning sama skim gitu kan mi, yang untuk mencari kesimpulan
secara garis besar trus bacanya gausa semua gitu.”

Peneliti : “Wahh bagus yaa, next saya mau tanya biasanya kalau ada
soal nih di buku mencari ide pokok atau kesimpulan dari suatu teks,
apasih kendala atau kesulitan yang kamu alami waktu ngerjain soal
tersebut?”

Informan 3 : “Susahnya itu karena gatau artinya mi apalgi kalo isian gitu
soalnya, biasanya saya nulisnya kalimat pertama atau kalimat
terakhir di cerita itu mi. Tapi biasanya say abaca semua teksnya
kadang mi sampek habis. Tapi juga pernah saya artikan per kata
tapi lama kali sampek mau bel dah mau habis pelajarannya. Kek
gitu sih mi.”

Peneliti : “Hmm berarti masih banyak yang kosa kata nya maish dikit yaa.”

Informan 3 : “Iyalah mi susah soalnya.”

Peneliti : “Kalo kamu sendiri ada gak trik supaya bisa cepet paham teksnya?”

Informan 3 : “Pake google translate lah mi heheh.”

Peneliti : “Kalo lagi disekolah gimana kan gabole bawa hp?”

Informan 3 : “Ya gitulah mi baca pelan-pelan cari kata-kata yang mirip sama
soalnya, tapi biasanya ya gitu nulis kalimat pertamanya atau yang

terakhir-akhir.”

Peneliti : “Hmmm berarti kamu menganggap ide pokok itu kalau gak di awal diakhir yaa, nah memang bisa jadi kebetulan bener tapi gak seterusnya dengan feeling gituyaa hehe. Ohya makasih ya atas waktunya mau diwawancarai oleh saya. Assalamualaikum..

Informan 3 : “Waalaikumsalam, sama-sama makasih juga mi.”



Appendix III : Teachers' Interview Transcript

Hari/Tgl : Kamis, 10 Juni 2022
Lokasi : Musholla Sekolah
Informan : Guru Bahasa Inggris (APA)
Durasi : 10 menit 45 detik

Peneliti : “Assalamualaikum warahmatullahi wabarakatuh”
Teacher : “Waalaikumsalam warahmatullahi wabarakatuh”
Peneliti : “Good morning, Sir”
Teacher : “Morning”
Peneliti : “Ee.. saya AF disini saya ingin melakukan sedikit wawancara mengenai ee.. proses pembelajaran di kelas khususnya di kelas VIII SMP Al-Farabi. Nah pertama kali yang ingin saya tanyakan ee.. Sir sendiri sebagai guru bahasa Inggris di kelas VIII, nah ee.. sebagai seorang guru di kelas VIII tentukan sebelum pembelajaran adanya persiapan dari guru itu sendiri”
Teacher : “He’eh”
Peneliti : “Ada gak sih Sir media yang sir siapkan ee.. untuk pembelajaran setiap masuk pembelajaran gitu?”
Teacher : “Selama saya disini di Al-Farabi satu tahun ini medianya paper pernah dalam bentuk portofolio kertas itu tapi kalo media yang lain gak belum pernah karena fasilitas juga.”
Peneliti : “Ooh jadi semua karena fasilitas yang terbatas.”
Teacher : “Iyaa, jadi saya lebih pakai bentuk fisik gak kek media laptop atau apa gitu infokus.”
Peneliti : “Untuk metode pembelajaran sendiri sir gunain metode yang sama disetiap materi pembelajaran atau di hanya materi-materi tertentu,

ohh metode yang seperti ini atau metode yang berbeda-beda bervariasi gitu.”

Teacher : “Tergantung materinya, kalo materinya bisa pair to pair, grouping, atau individual ya disesuaikan aja tergantung materinya kalo saya. Tapi sejauh ini ee.. kayanya hamper setengah pertemuan itu by Individual.”

Peneliti : “By individual?”

Teacher : “Iyaa baru setelah itu udah mau diujung pembelajaran grouping, pair kemudian team.”

Peneliti : “Kenapa lebih milih metode ee.. yang lebih memilih untuk individual? Apakah karena lebih akurat untuk siswa atau gimana?”

Teacher : “Kenapa pilih individual pertama karena situasi dan kondisi muridnya, yang kedua kemudian suasana kelas itu mempengaruhi jadi kalo individual kita bisa lebih apaya paham kemampuan siswanya secara mandiri-mandiri. Kalo biasanya groupingkan ada beberapa orang yang kerja ada beberapa orang yang gak kerja gitu jadi gak bisa sepenuhnya bisa grouping atau team gitu jadi lebih enak individual.”

Peneliti : “Trus ee.. setelah kan tadi media udah metode udah, kemudiannya pada saat memasuki kelas tentukan ada persiapan dan kesiapan pada saat proses pembelajaran, nah sir gimana sih tau ohh murid ini belum siap gitu, cara sir mengontrol siswa supaya siap mereka dalam memasuki pembelajaran?”

Teacher : “Pertama yaa ini dulu ee.. apa namanya ee kita kasih pengarahan kita tanya dulu sudah siap belajar harini apa belum, ya pertanyaan standar ketika orang mau ngajak belajar kalau memang dia belum siap kita tunggu dia sampai prepare, ketika sudah siap ya kita mulai.”

- Peneliti : “Ee trus biasanya kalo misalnya ni kita mau mulai pembelajaran biasakan ada tuh biasa guru kayak mengulang kembali previous lessonnya. Nah biasanya sir nanyanya itu dengan kata kunci atau sir langsung kayak to the point ‘hmm kemarin kita belajar apaya?’ masih adakah yang ingat atau kayak ohh descriptive text sapa yang masih ingat seperti itu?”
- Teacher : “Okee kalo pembelajaran previousnya sendiri pakai kata kunci aja, karena kalo keseluruhan diulang biasanya waktunya juga termakan gacukup gitu, jadi biasanya kata kunci aja hanya beberapa pertanyaan dilontarkan kemudian dia bisa jawab apa enggak, sedikit diulangi seperti itu aja.”
- Peneliti : “Kalo misalnya sir, kadang inikan siswa nih kita nanya nih ke siswa kadang memang ntah kenapa ada momennya kayak siswa itu gadak respon jadi gimana itu sir, atau sir langsung nunjuk orangnya?”
- Teacher : “Kalo saya langsung strike to point, tunjuk orangnya, kalo dia gak bisa jawab saya minta temennya bantu, kalo temennya juga ga bantu saya kembali jelaskan ulang. Musti banyak pengayaan dan penjelasan yang berulang-ulang yah kalo disini yahh.”
- Peneliti : “Selanjutnya apasih biasanya kendala yang sangat sering sir temui di kelas itu yang berhubungan dengan siswa langsung, kendalanya?”
- Teacher : “Secara yang terlihat buku tulis, buku pelajaran, alat-alat tulis kemudian ee.. minat itu yang paling kelihatan.”
- Peneliti : “Trus mengenai ee.. pemahaman bacaan yang materi yang kemaren mengenai reading comprehension. Kira-kira di kelas VIII-3 sendiri ee.. seberapa banyakkah siswa yang menurut sir mampu membaca bahasa Inggris dengan baik? Berapa persen atau mungkin jumlah

- setengah dari kelasnya atau gimana?”
- Teacher : “Kalo dihitung seluruhnya yang comprehension kemarin kayanya dari 40 atau 50% laa, ee.. setengahlah dari kelas itu.”
- Peneliti : “Sebenernyakan ee dari ee yang kemaren tuh reading comprehension itu cuma dikit yang memahami, ada gak sih sir cara-cara sir sendiri kayak ee.. ngajak mereka itu untuk kayak ee..yoklah kita belajar bahasa Inggris baca-baca gitu kek lebih memotivasi gitulah sir untuk lebih banyak membaca gitu.”
- Teacher : “Kalo tidak salah saya di pertemuan pertama di bulan 1 atau 2 pernah juga saya suruh baca karena saya pengen tahu mereka bisa baca bahasa Inggris atau tidak gitu. Tapi pemenuhan kriteria nilainya gak begitu detail, karena saya hanya pengen tahu sampai dimana bisa baca bukan seberapa baik bacaannya gitu, gitu sih.”
- Peneliti : “Jadi hanya sekedar untuk mereka bisa baca gak nya.”
- Teacher : “Iya saya pengen tahu mereka bis abaca gak, karenakan di teks bahasa Inggris textbooknya itukan banyak bacaan yaa kalau gabisa baca gimana cara jawabnya gitu.”
- Peneliti : “Biasanya kesulitan yang paling sering terjadi kalo misalnya mereka lagi baca atau disuruh kek memahami bacaan itu apa sih sir kesulitan alami?”
- Teacher : “Pronunciationnya masih besalahan, kemudian ada beberapa kata yang salah penyebutannya secara sederhana misalnya mungkin kayak “house (/hous/) itu jadi *haus*. Ee.. kata-kata sederhana tingkat SMP gitulah yang paling ee itu yang mendasar ya. Kemudian lebih dalam lagi alphabet bunyi alphabetnya masih tidak duduk dari a (*ei*) sampai z (*zed*).”
- Peneliti : “Kalo menurut sir sendiri ee.. faktor orang itu gabisa atau sedikit kurang mampu itu factor dari diri mereka sendiri atau faktor dari

- ee.. kayak misalnya mungkin ohh mereka kurang belajar atau memang dari backgroundnya.”
- Teacher : “Saya gak tau apa backgroundnya karena juga saya belum paham daerah sini gitulo, ini menyangkut regional kerja ya gitu karena kalo yang saya lihat keknya gatau background SD nya gimana maksudnya, background dirumahnya gimana gitu, tapi yang saya lihat y aitu tadi kekurangannya masih banyak, minatnya juga maish kurang gitu apalagi termasuk cara bacanya. Yang paling sederhana mungkin memahami teks bahasa Indonesia ajala gitu.”
- Peneliti : “Ee.. jadikan memang kemampuan siswa disini agak kurang pemahaman khususnya di bahasa Inggris. Nah sir ada gak sih ngasih kayak tips-tips atau kayak metode gimana sih cara jawab teks bacaan yang panjang kalo misalnya ditanya ide pokok itukan paling sering ya (*main idea*) itu ada gak kata-kata kunci tersendiri.”
- Teacher : “Terakhir kemarin sebelum ujian saya masuk, saya bilang ada beberapa trik menjawab ee.. soal bahasa Inggris yang mengenai teks ee.. but I don't know bavck to the students balik lagi ke muridnya gitu, saya sudah ajarkan bagaimana menjawab teksnya, bagaimana memecahkan masalah di teksnya gitu hanya gambaran itu tapi kembali ke muridnya saya gak tahu 100% kah diterima atau hanya setengahnya gitu. Tapi sudah saya berikan hal yang seperti itu.”
- Peneliti : “Jadi ee sir juga ngasih pembelajaran juga ngasih kek evaluasi juga ke siswa gitu setiap pembelajarn.”
- Teacher : “Iyess.. iya.”
- Peneliti : “Biasanya evaluasinya sir tertulis atau dari kek materi-materi kek LKS segala macem gitu atau dari sir sendiri gitu tugasnya biasanya.”

Teacher : “Yang paling sering dari LKS karena menurut saya semakin banyak Latihan semakin Bisaya harusnya.. harusnya.. tapi ya itu semakin sering saya kasih LKS ee.. resikoanya hambatannya LKS nya jarang dibawa, buku tulisnya jarang dibawa.”

Peneliti : “Jadi semua itu karena fasilitas dan juga karena memang dari siswanya.”

Teacher : “Karenakan yang belajar siswanya, saya cuma mengajari mana yang tidak paham dikasih tau diberi tahu gitu konsepnya mendidik.”

Peneliti : “Mungkin itu saja sir hmm yang bisa saya tanyakan, makasih juga atas waktunya saya ucapkan terima kasih, Assalamualaikum warahmatullahi wabarakatuh.”

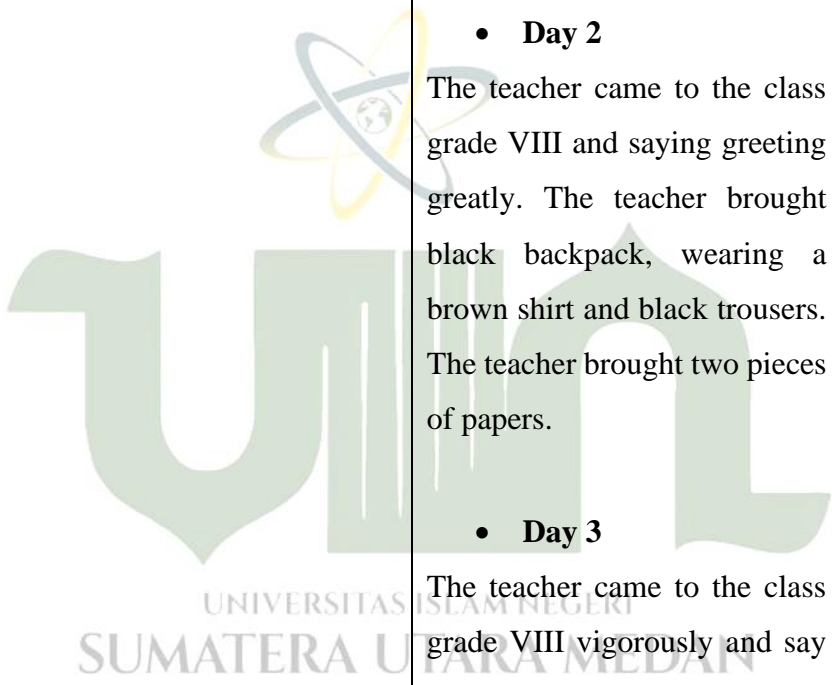
Teacher : “Thank you, waalaikumsalam warahmatullahi wabarakatuh.”



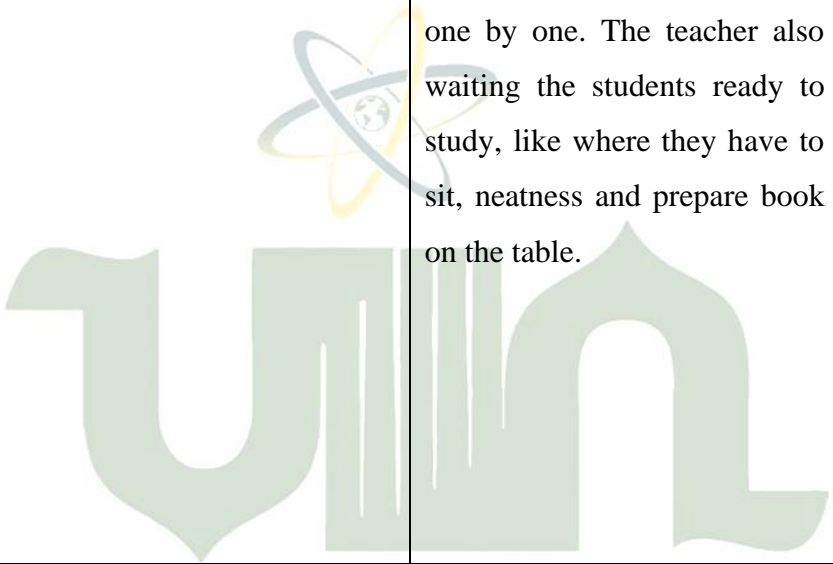
Appendix IV : Observation Sheet

Date : 7, 9, 14 June 2022
 Location : SMP Al-Farabi
 Object of Research : Grade VIII
 Focus of Research : Proses Pembelajaran Reading Comprehension
 Time : 3 x 35 minutes

THE PROCESS OF LEARNING READING COMPREHENSION IN ENGLISH SUBJECT			
INDICATOR	SUB INDICATOR	FACT	OPINION
Preparation	Media	<ul style="list-style-type: none"> • Day 1 The teacher, Sir. A came to the class grade VIII with great greeting. The teacher in that day wearing black glasses classy and happy face. Sir. A brought black backpack, wearing a white striped shirt and black trousers.	<ul style="list-style-type: none"> • Day 1 The teacher was smiling maybe he was happy in that day and it was the good greeting to others. The teacher brought text book maybe as the media to teach and give the excercises to students.

		<p>The teacher brought text book and exercise book.</p> <ul style="list-style-type: none"> • Day 2 The teacher came to the class grade VIII and saying greeting greatly. The teacher brought black backpack, wearing a brown shirt and black trousers. The teacher brought two pieces of papers. • Day 3 The teacher came to the class grade VIII vigorously and say hello, good morning to students. The teacher is wearing a black shirt and black 	<ul style="list-style-type: none"> • Day 2 As usual the teacher came to the same class and maybe the teacher brought the papers to test the students in reading. • Day 3 The teacher enter the class with full of spirit, same as the previous day the teacher still brought the papers maybe to continue the test that not over yet.
--	---	--	---

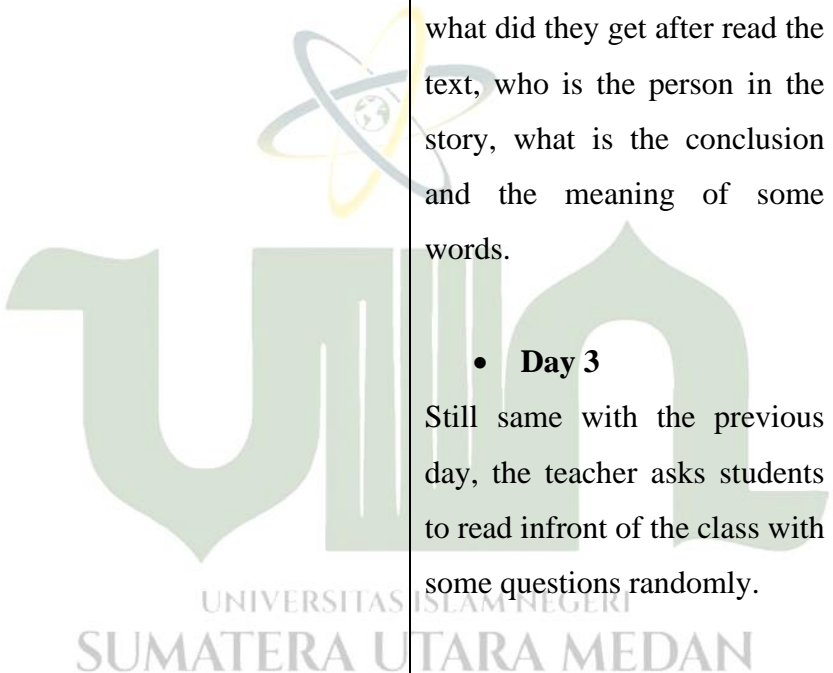
		trousers. The teacher brought exercise book and papers.	
Introduction	Checking the Readiness	<ul style="list-style-type: none"> • Day 1 The teacher check the attendance list and waiting the students ready to study, like where they have to sit, neatness and prepare book on the table. • Day 2 Teacher asks to class monitor who does not come in that day. The teacher ask students to stay on their chairs and prepare their self to start the lesson. 	<ul style="list-style-type: none"> • Day 1 Checking attendance list by teacher is make sure that no one students truant and does not come in the day. Prepare their safe its maybe to make the lesson comfort and enjoy. • Day 2 The teacher asks class monitor to manage time well in checking attendance list. The purpose of preparing their self its maybe to make them able to enjoy the class well, silence but full of spirit.

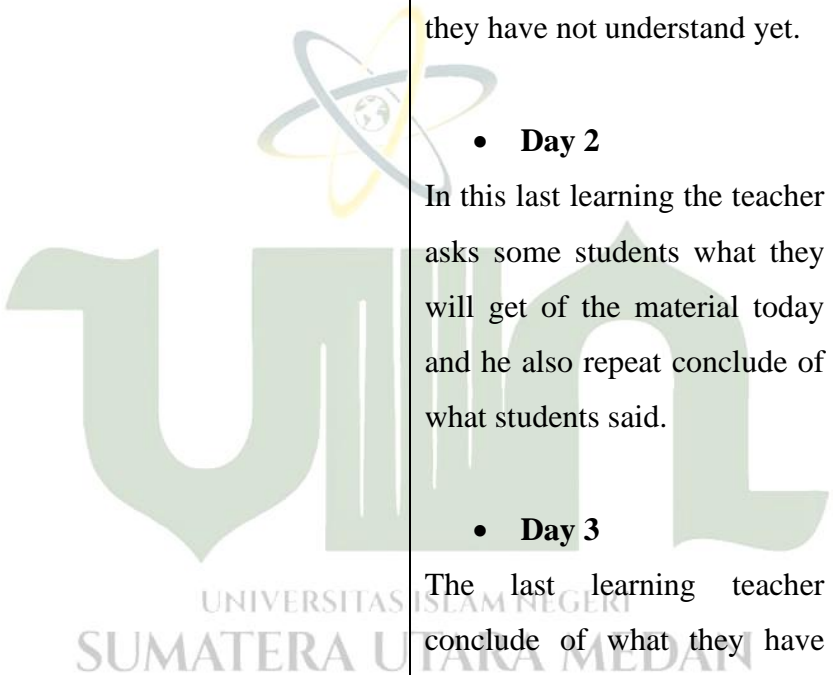
		<ul style="list-style-type: none"> • Day 3 <p>The teacher checks the attendance list and call students one by one. The teacher also waiting the students ready to study, like where they have to sit, neatness and prepare book on the table.</p>	<ul style="list-style-type: none"> • Day 3 <p>The teacher asks students one by one maybe make sure that all of students that present is there in the class. The purpose of preparing their self its maybe to make them able to enjoy the class well. Maybe a teacher asks students to put the book on the table because previous day many students not bring their books.</p>
	<p>Apperception</p>	<ul style="list-style-type: none"> • Day 1 <p>The teacher strikes to point of one students and asks what will be learn for today and what the previous material.</p>	<ul style="list-style-type: none"> • Day 1 <p>The teacher asks them aim that students still remember or not about previous material and make sure they learn before today.</p>

		<ul style="list-style-type: none"> • Day 2 The teachers asks to some students what they have learn yesterday and what they known about reading in previous day. • Day 3 The teacher asks about previous material and what they know about it. 	<ul style="list-style-type: none"> • Day 2 Maybe the teacher aims to students understand well or not and if not he will give the chance to ask back and repeat the explanation about it. • Day 3 The teacher will be makes sure that students understand well abou last explanation.
Core of Learning	Material	<ul style="list-style-type: none"> • Day 1 The teacher explains about reading material, in this case students listen carefully and focus on the whiteboard. 	<ul style="list-style-type: none"> • Day 1 The teacher explain the material to make sure students understand and useful for them in the next agenda in lesson.

		<p>Students write the important material on the book.</p> <ul style="list-style-type: none"> • Day 2 The teacher explains about technique of reading, how to read clearly and how get information of the text rapidly and clearly. All of students listen to the teacher about the trick in answering of reading comprehension task. • Day 3 The teacher gives the example how to get information by story, invitation, etc. Students focus on whiteboard and write after explanation. 	<p>Students asked to write in their book as important lesson.</p> <ul style="list-style-type: none"> • Day 2 The explanation by the teacher it will be useful for the students to answering the excercises rapidly. The teacher maybe gives the trick to make the students can manage the time in answering the task. • Day 3 This material will be useful in answering specific information and to know the location of information each of the text for students. Students focus maybe to make sure they will not lost
--	--	--	--

			each of important in this reading material. They also write in the book to remember.
Closing	Evaluation (Reading Focus of Nature of Reading, Schema, and Interpretation)	<ul style="list-style-type: none"> • Day 1 Next, teacher asks students to open text book and try them to read continuously one by one. The teacher also asks students to listen the friend carefully. • Day 2 After that, the teacher calls students one by one to infront of the class to choose the two pieces of paper that fill of the different reading text. After choosing the text, the teacher asks students read one paragraph by silent reading and 	<ul style="list-style-type: none"> • Day 1 The teacher asks them to pay attention so that them can continue the reading text well and still focus on learning process. • Day 2 Maybe teacher give they chance to choose to make them easier of what text they will be easier to understand. Some students given the questions randomly maybe its based on students' knowledge.

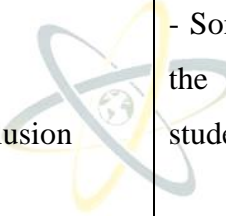
		<p>one more by loud reading. The teacher also asks student randomly each of students, like what did they get after read the text, who is the person in the story, what is the conclusion and the meaning of some words.</p> <ul style="list-style-type: none"> • Day 3 Still same with the previous day, the teacher asks students to read in front of the class with some questions randomly. 	<ul style="list-style-type: none"> • Day 3 Maybe teacher give they chance to choose to make them easier of what text they will be easier to understand. Some students given the questions randomly maybe its based on students' knowledge.
	<p>Conclusion</p>	<ul style="list-style-type: none"> • Day 1 In the last of the learning activities, the teacher tells some mistakes that did of the 	<ul style="list-style-type: none"> • Day 1 This case is useful for students to read better. The Q&A section to know their

		<p>students that have read and also gives the question and answer section to any students of what they have not understand yet.</p> <ul style="list-style-type: none"> • Day 2 In this last learning the teacher asks some students what they will get of the material today and he also repeat conclude of what students said. • Day 3 The last learning teacher conclude of what they have learn today. 	<p>understanding of the material and making the conclusion the material in that day.</p> <ul style="list-style-type: none"> • Day 2 The teacher asks students representative to make sure they know about the material and make sure they still focus on learning. • Day 3 The conclusion it will be useful for students as adding information of the material in that day.
--	---	---	---

Date : 7, 9, 14 June 2022
 Location : SMP Al-Farabi
 Object of Research : Grade VIII
 Focus of Research : Kesulitan Siswa Melakukan Skimming dalam Reading Comprehension
 Time : 3 x 35 minutes



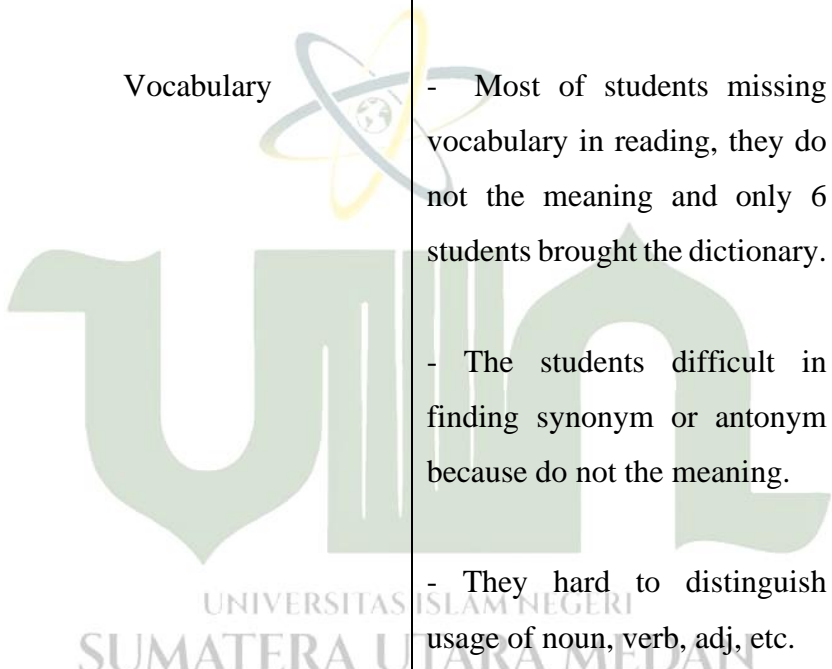
THE DIFFICULTIES IN SKIMMING OF READING COMPREHENSION			
INDICATOR	SUB INDICATOR	FACT	OPINION
Difficulties in Skimming	Finding General Idea	<ul style="list-style-type: none"> - Many students can not check the organization of the reading text in paragraph. - In this case the students get some difficulties where the location of main idea in each of paragraph, and some students said that main paragraph in the first sentence. 	Most of students cannot organize the text because many words that they not the meaning, and it makes them answer randomly. Students think the main idea in the first paragraph its cause in the first word in some sentence its draw the name, time, place, etc. so

			that is why they think it will be the idea of the text they have read.
	<p>Drawing Conclusion</p> 	<ul style="list-style-type: none"> - Some students confuse when the text too long and many students read all of the text. - The conclusion that their interpret only some words in each of paragraph. 	<p>Students feel bored when see many written text and do not know some vocabularies. So that, the students just interpret of conclusion of the text by using each words that they familiar and know the meaning.</p>

Date : 7, 9, 14 June 2022
 Location : SMP Al-Farabi
 Object of Research : Grade VIII
 Focus of Research : Kesulitan Siswa Melakukan Scanning dalam Reading Comprehension
 Time : 3 x 35 minutes



THE DIFFICULTIES IN SCANNING OF READING COMPREHENSION			
INDICATOR	SUB INDICATOR	FACT	OPINION
Difficulties in Scanning	Finding Specific Word	<ul style="list-style-type: none"> - Most of students can not find the key word and the concrete source such as dictionary, they just follow their friend that has answered the text. - Students just looking for organizers like strong prints of number, date, location/place. 	The strong prints also help them to easier answer some of question in specific words. But, in other side students be confused and think that what they friend have said is it true, because some of them maybe lazy or does not have the dictionary as the source to find the meaning.

	<p>Vocabulary</p> 	<ul style="list-style-type: none"> - Some of them read numbers in bahasa like (1978) not spell one by one each of numbers. - Most of students missing vocabulary in reading, they do not the meaning and only 6 students brought the dictionary. - The students difficult in finding synonym or antonym because do not the meaning. - They hard to distinguish usage of noun, verb, adj, etc. 	<p>The students low in vocabulary maybe they not remember or practice in part time. So that make them hard to answer it and school also not complete facilitate their needs like dictionary. Just because that it will add their problem to distinguish each word in part of speech. They only think that name of location is place, name of person is subject like that.</p>
--	---	---	---

Data of The Students' Ability in Reading Comprehension at SMP Al-Farabi

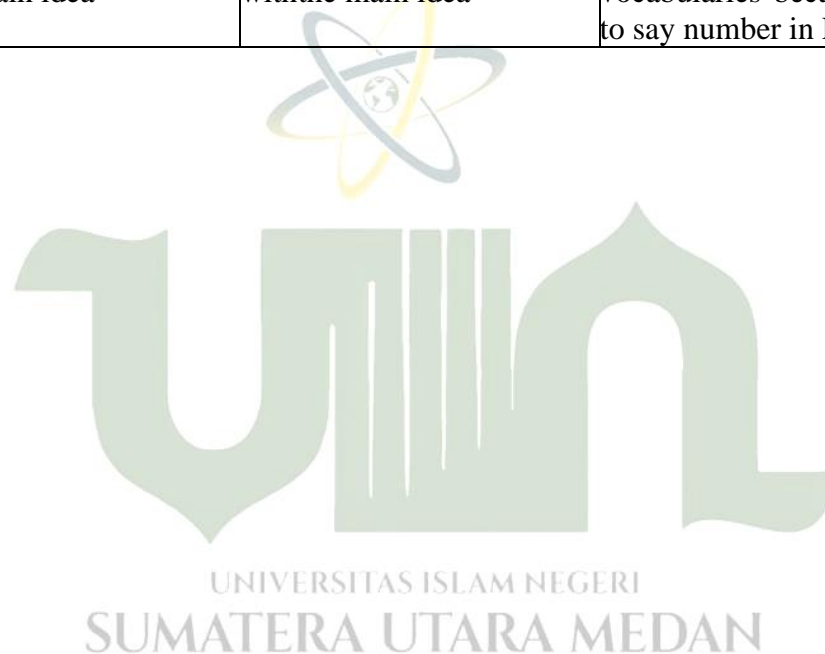
No.	Name	Finding Main Idea	Drawing Conclusion	Vocabulary	Finding Specific Information
1.	Abdurrahim Tarigan	The student can answer the mainidea well	The student can organize whole of paragraph	The student has many vocabularies	The student can find specific information easily
2.	Afzal Annais	The student can answer the mainidea well	The students combine each of main idea be the one conclusion	The student has many vocabularies	The students can answer rapidly and correctly in finding specifi information
3.	Agung Irfansyah	The student answer by three tillfour words	The student answer same withthe main idea	The student just knows few ofvocabularies	The student can answer by the bold orsign words
4.	Aisah Putri Rambe	The student answer slowly in finding main idea	The student answer same withthe main idea	The student lacks of vocabularies, like antonym or synonym	The student confuse in finding specificinformation
5.	Amsyar Arifin	The students has good answer ofthe main idea	The student use the own words in answering the question	The student has many vocabularies	The student can answer by the bold orsign words
6.	Anggun Diana Kasih	The student can answer the mainidea well	The student use the own words in answering the question	The student has many vocabularies	The student can answer by the bold orsign words
7.	Ardiansyah Manurung	The student can answer the mainidea well	The student use the own words in answering the question	The student has many vocabularies	The student can find specific information easily
8.	Azril Al-Amin	The student answer slowly in finding main idea	The student answer same withthe main idea	The student lacks of vocabularies, like antonym or synonym	The student feels confused in finding specificinformation

9.	Dela Natasya Barus	The student has good answer of the main idea	The student uses the own words in answering the question	The student has many vocabularies	The student can find specific information easily
10.	Diana	The student can answer the main idea well	The student combines each of main idea be the one conclusion	The student has many vocabularies	The student can answer by the bold or sign words
11.	Dimas Atmo Rambe	The student has good answer of the main idea	The student uses the own words in answering the question	The student has many vocabularies	The student can find specific information easily
12.	Dimas Juniansyah	The student can answer the main idea well	The student answers same with the main idea	The student lacks of vocabularies	The student feels confused in finding specific information
13.	Diswi Novita Sadewi	The student answer slowly in finding main idea	The student answers same with the main idea	The student lacks of vocabularies	The student can answer by the bold or sign words
14.	Dyren Ghasaufi Haryono	The student has good answer of the main idea	The student combined each of main idea be the one conclusion	The student has many vocabularies	The student can answer rapidly and correctly in finding specific information
15.	Faiz Hadi Pratama	The student can answer the main idea well	The student combined each of main idea be the one conclusion	The student has many vocabularies	The student can answer rapidly and correctly in finding specific information
16.	Frecica Kumala Dewi	The student answer slowly in finding main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student feels confused in finding specific information
17.	Icha Amelia	The student can answer the main idea well	The student answers same with the main idea	The student has many vocabularies	The student can answer by the bold or sign words

18	Indrawan	The student answers slowly in finding main idea	The student answers same with the main idea	The student lacks of vocabularies, like antonym or synonym	The student feels confused in finding specific information
19.	Keysa Nabila Putri	The student can answer the main idea well	The student answers same with the main idea	The student has many vocabularies	The student feels confused in finding specific information
20.	Azizah	The student answers slowly in finding main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student can answer by the bold or sign words
21.	M. Arifuddin	The student answers slowly in finding main idea	The student answers same with the main idea	The student has many vocabularies	The student can answer by the bold or sign words
22.	Khairiah Awalia T	The student has good answer of the main idea	The student combined each of main idea be the one conclusion	The student has many vocabularies	The student can find specific information easily
23.	Lutfi Maulana	The student can answer the main idea well	The student combined each of main idea be the one conclusion	The student has many vocabularies	The student can answer by the bold or sign words
24.	M. Fathir Al Maulidin	The student answer slowly in finding main idea	The student answers same with the main idea	The student has many vocabularies	The student can answer by the bold or sign words
25.	M. Prayoga	The student can answer the main idea well	The student combined each of main idea be the one conclusion	The student has many vocabularies	The student can find specific information easily
26.	Mayadi Ginting	The student answers slowly in finding main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student can answer by the bold or sign words

27.	Nefa Ade Rivana	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student can answer by the bold or sign words
28.	Nurul Aisyah	The student can answer the main idea well	The student can organize whole of paragraph	The student has many vocabularies	The student can find specific information easily
29.	Rafli Ardiansyah	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies, like antonym or synonym	The student feels confused in finding information
30.	Rino Prastio	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student feels confused in finding specific information
31.	Rizky Syahputra Daulay	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student feels confused in finding specific information
32.	Spakus Sadewo	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies	The student feels confused in finding specific information
33.	Tiara Zenita Azarha	The student slowly in answering main idea	The student answers same with the main idea	The student lacks of vocabularies because hard to say number in English	The student can answer by the bold or sign words
34.	Umayro Azzahra	The student has good answer of the main idea	The student can organize whole of paragraph	The student has many vocabularies	The student can answer rapidly and correctly in finding specific information
35.	Wan Mhd Alfarizy	The student can answer the main idea well	The student just answers same with the main idea	The student has many vocabularies	The student feels confused in finding specific information

36.	Wira Prabaswara	The student can answer the mainidea well	The student can organize whole of paragraph	The student has many vocabularies	The student can find specific information easily
37.	Zakaria	The student answers slowly infinding main idea	The student answers same withthe main idea	The student lacks of vocabularies because hard to say number in English	The student hard in finding specific information



Appendix V : Documentation

School Area



Source: Researcher

Learning process



Source: Researcher

Reading process



Source: Researcher

Interview with The Teacher



Soucre: Researcher

Interview with Student



Source: Researcher

Interview with Student



Source: Researcher

Interview with Student





Source: Researcher



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Letter of Permit Research

	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-6892/ITK/ITK.V.3/PP.00.9/05/2022	27 Mei 2022
Lampiran : -	
Hal : Izin Riset	
Yth. Bapak/Ibu Kepala SMP Al-Farabi	
<i>Assalamualaikum Wr. Wb.</i>	
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	: Nur Aiffah Nabila Putri
NIM	: 0304183169
Tempat/Tanggal Lahir	: Medan, 25 Agustus 2000
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: DUSUN II-B JL. PERJUANGAN NO.177 TANJUNG SELAMAT Kelurahan TANJUNG SELAMAT Kecamatan SUNGGAL
untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Dusun II B Jl. Perjuangan Tanjung Selamat No.177, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:	
<i>Students' Difficulties in Reading Comprehension at SMP Al - Farabi</i>	
Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.	
	Medan, 27 Mei 2022 a.n. DEKAN Ketua Program Studi Pendidikan Bahasa Inggris
	
	<i>Digitally Signed</i> Yani Lubis, M.Hum NIP. 197006062000031006
Tembusan: - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan	
<small>Info - Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat</small>	

Source: Dean Faculty of Tarbiyah and Teachers Training,
State Islamic University of North Sumatera, Medan

Response Letter



SMP TERPADU AL-FARABI

MENYELENGGARAKAN PENDIDIKAN BEBAS UANG SEKOLAH

Akta Pendirian Yayasan Nomor : 06 Tanggal 16 Februari 2012

Keputusan MENKUMHAM-RI Nomor : AHU-2525.AH.01.04 Tahun 2012

Surat Izin Operasional : 421/452/PDM/2020

NSS : 212070103076 NPSN : 69911233 Akreditasi : B

Alamat : Jl. Perjuangan No. 177 Tanjung Selamat Sunggal - Deli Serdang - Sumut - 20352 - Email: smpterpadualfarabi@gmail.com - Tlp. 081362232237

SURAT KETERANGAN

Nomor: 1171/YPMA/SMP/2022

Yang bertanda tangan di bawah ini

Nama : Devi Safitri, S.Pd.
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Nur Afifah Nabila Putri
NIM : 0304183169
Program Studi : Tadris Bahasa Inggris
Strata : Strata Satu (S-1)

Benar telah melaksanakan pengambilan data untuk keperluan penyusunan skripsi di SMP Al-Farabi pada tanggal 30 Mei sampai 17 Juni 2022 dengan judul skripsi "*Students' Difficulties in Reading Comprehension at SMP Al-Farabi*"

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya, terima kasih.

Deli Serdang, 16 Juli 2022

Kepala Sekolah,

Devi Safitri, S.Pd.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Source: SMP Al-Farabi

CURRICULUM VITAE

Full Name : Nur Afifah Nabila Putri

NIM : 0304183169

Place/Date of Birth : Medan/ August 25th, 2000

Father's Name : Maulana

Mothers' Name : Nur Aisah

Father's Job : Teacher

Mother's Job : Teacher

Address : Dusun II-B Jl. Perjuangan No.177 Tanjung Selamat

Education :

- SD Namira Islamic School Medan
- SMP Muhammadiyah 03 Medan
- MAN 2 Model Medan

Achievement:

- Selected Writer of Free Themed National Poetry Writing Competition by Fustamedia

