ANALYSIS ON THE STUDENTS' LANGUAGE PROBLEMS IN READING COMPREHENSION OF SMAS ISLAM NUR IHSAN

A THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan

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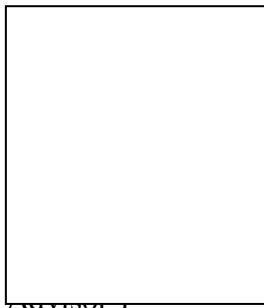**Dr.H.Amiruddin,MS,MA,MBA,Ph.D**   **Dr.H.Syaukani,M.Ed.Adm**
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Thesis title   :*"Analysis on the students' language problems in reading comprehension",* (Case study in the SMAS Islam Nur Ihsan).

This study tries to describe the students' difficulties in reading comprehension at second grade students of SMAS Islam Nur Ihsan. The aim of this research is to find out some difficulties in language problems in reading comprehension on second grade students in SMAS Islam Nur Ihsan. In doing the research the writer applies qualitative method. The objects of this research are the second grade students of SMAS Islam Nur Ihsan. The techniques used to collect the data are documentation, and interview. 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 which is called as language problems to make easier in learning reading comprehension. For language teachers, they may make modification of their methods in teaching English especially in teaching reading comprehension.

Keywords: Reading comprehension and language problems

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Finally, the writer realizes that this 'Thesis' is not perfect yet, it is a pleasure for her to receive criticism and suggestion from the readers.

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Medan,July 25,2019

The writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, formulation of the problem, objective of the study, and significance of the study.

A. Background of Study

As one of the International languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine student's graduation. English in the Junior High School (SMP) and Senior High School (SMA) or Vocational School (SMK) it compulsory subject. This is in accordance with Minister of National Education Regulation No. 22 of 2006 regarding content standards for primary and secondary education units which explain that English subjects at the junior to senior high school levels are subjects that must be followed.

Language is expression and communication to and from humans. As Cook says in his book; "Language is a means of communication" it is with the help of language people can communicate through spoken and written language.[1] It also makes people be able to solve a number of their problems, make many achievements in life and express their thoughts and feelings. And the principle of language as a language is a system, language is a system of systems, language is a system of symbols, language

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[1] Albert B. Cook III,(1969), *Introduction to the English Language* ,New York: The Ronald Press Company, p. 6

is for communication.[2] However, it is not easy to learn languages. Every language is a complex phenomenon, and everyone must devote several years to learning languages. Especially if they want to learn more than one language, it takes a long time to learn it. In Indonesia, the government has considered English language as the most important foreign language and the compulsory foreign language subject must be learnt by students at school in Indonesia. In studying English, there are four basic language skills. One of them is reading skill. The other ones are listening, speaking, and writing .

In the reading skills, the students' are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students' are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text. Reading is not an easy process because it involves the work eye and brain almost to get information or message from the text so that to make the students be able to read effectively, efficiently and correctly, the teachers should to prepare good material in teaching English, especially in reading as mentioned in Holy Qur'an An-Nahl verse 125.It says:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُم بِالَّتِي هِىَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

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² Sholihatul Hamidah Daulay,(2011),*Introduction to General Linguistics*, Medan: La Tansa Press,p.14-16

Meaning:"Calluntothe wayof thy lord with wisdom and fair exhortation, and reason with them in the better way. Lo! Thy lord is the best aware of him who strayed from his way, and he is best aware of those who go aright.

From the verse above, we know that the teachers should use the good method when they are teaching: in order the students will be easy to understand the subject.

Reading ability is a very useful and important skill. With this skill they can also expand their knowledge by reading many types of English text. Reading is also very important for students. They can develop their knowledge and get various types of information related to their studies through reading academic books, newspapers, magazines, advertisements even though there are many types of languages written on the internet.

Reading is the most complex and difficult for most students in Indonesia, especially for students in SMAS Islam Nur Ihsan. All those students who study reading would agree that reading comprehension is not a simple process. Because English is a second language or a foreign language, they still find problems in comprehending English texts. In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as possible. But in fact, many students have some problems in reading. They still have low ability in reading, such as difficulties in understood the meaning of the text.

Based on preliminary observations, the researcher found data that of SMAS Islam Nur Ihsan some language problems under students' comprehension in reading as in vocabulary, structure and spelling. This can be seen from the following phenomena: (1) the students have no interest in learning English, (2) the students have no vocabulary mastery (3) the students have difficulty understanding reading texts, (4) the students have no confidence in using English, (5) unfamiliar pronunciation.

The researcher found the problems above when doing observation in SMAS Islam Nur Ihsan. The students were only facilitated by their teacher for practicing their reading skill. They used to listen directly what their teacher said. When the teacher read the text, the students had difficulties to identify and to catch the meaning of the words that the teacher said. And then, the students only have their teacher as a main resource in practicing their reading skill. The teacher might try to do another way but sometimes the facility in the school did not support their activity.

Based on the problems above, in this opportunity the researcher wants to know more about some of the problems in learning reading comprehension faced by SMAS Islam Nur Ihsan.

B. Formulation of the Problems

Based on the background above, the researcher limits this study to students' language problems in reading comprehension faced by SMAS Islam Nur Ihsan. The researcher also formulated the research problems as follows:

1. What kind of language problems are face the students' understanding in reading in the SMAS Islam Nur Ihsan?

2. What factors influence students' difficulties in reading in the SMAS Islam Nur Ihsan?

C. Research Objectives

In connection with the formulation of the problem above, the researcher have the objectives to be achieved in this study. The purposes of this study are to find out:

1. Types of language problems under students' understanding of reading in the SMAS Islam Nur Ihsan.

2. Factors that affect students' difficulties in reading in the SMAS Islam Nur Ihsan.

D. Significance of the Study

The researcher hopes that this research will be useful for students, teachers and also writers. For students, this can improve their skills in reading comprehension and can make them understand the reading text with less difficulty. Although as a foreign language they always find difficulties, they can solve the problems they have especially in understanding English reading texts. In addition, the result of this research is expected to be an input for the English teachers in developing their professionalism in teaching reading comprehension as one of their career. And the researcher hopes that this research will be useful for him to enrich and improve his

knowledge and skills, especially in comprehending English reading texts as candidate

English teacher.

CHAPTER II
THEORETICAL FRAMEWORK

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

A. Reading Comprehension
1.Definition of Reading Comprehension

Reading in learning English is one of 4 skills that must be mastered, although reading only reads text, but students also need to be able to understand, read at a glance, and even filter the core of the reading they have read. They are expected to understand well the new vocabulary they are familiar with, so that they really master reading in English.

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[3] Carnie says that reading is the ability to get information from the text. According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[4] Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

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[3] Carnie.(1990), Instruction Reading, (Columbus Ohio: Meril Publishing Company), p. 30

[4] Anter Nancy, (2004), Critical Reading for College and Beyond, (New York: Mc Graw Hill), p. 5.

Reading is a process that is carried out and used by readers to get the message to be conveyed by the author through the medium of words / written language. Reading is a process that requires that groups of words which are a unity will be seen in a glance. If the meaning of the words is not fulfilled, then the written and implied message will not be caught and the reading process will not be carried out properly.

According to Heillman, reading is interacting with language that has been coded into print. The product for interacting with printed language should be comprehension. Heading ability is closely related to oral language ability. Reading is an active and ongoing process that is individualized interaction with his environment.[5]

Reading as one of the basic language skills has an important role in widening one's knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. According to curriculum the objective of learning reading is to improve the students' ability to understand a text, to help them organize their ideas, to consist and create meaning, to communicate information and ideas of text and to develop their knowledge in reading text over time, and to make progress their learning purpose in reading. In other words, the students are expected to get knowledge and understand the context that has been explained in the text. It means

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[5] Arthur W. Heillman,(1967), *Principles and Practices of Teaching Reading* 2nd ed., Columbus: Charles E. Merill Publishing Company, p. 3-14

that the students need to learn a considerable amount of information from a text. Therefore, the students require abilities to understand and remember main ideas as well as number of details that elaborate the main idea and supporting ideas in the text.

There are many types of definitions about reading. Because many people use the term reading in different ways. Nuttall classified the readings in short definitions into these groups:[6]

a. Understand interpret meaning sense, etc.

b. Decode decipher identify, etc.

c. Articulate speak pronounce, etc.

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherdare:[7]

a. Reading requires purpose and motivation (interested, need).

b. Reading requires the meaning for the learner.

c. The teacher must bring much background information to any reading task.

d. Reading is an active process that requires the learner to be active in his

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[6] Cristine Nuttall,(1982), *Teaching Reading Skill in a Foreign Language* ,London: Heinemann,p. 2

[7] EdithiaGloria Simanjuntak. (1988). Developing Reading Skills for EFL Students. (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), p.18

learning to read.

e. Reading skills to need the forming of habits.

f. Knowledge of syntactic structure and vocabulary is important.

g. Reading requires practice-time on task.

h. Favorable attitudes are important for effective reading.

i. Reading capabilities are different for each student.

j. Reason for reading is important to be an effective reader. It is important to apply these principles of learning to the students' mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost unconsciously in most cases.[8]For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper. Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately. [9] They mention seven purposes of reading:

a. Reading to search for simple information.

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[8] Grabe William, and Fredricka L Stoller,(2002), Teaching and Researching Reading.(New York: Longman), p. 11

[9] Grabe William, and Fredricka L Stoller,(2002), Teaching and Researching Reading.(New York: Longman), p. 13

b. Reading to skim quickly.

c. Reading to learn from text.

d. Reading to integrate the information.

e. Reading to write (search information needed for writing).

f. Reading to critique texts.

g. Reading for general comprehension.

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it.

Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.[10]On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

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[10] Dorothy Frant Hennings, (2003), Reading with Meaning, (Edinburg: Education Limited), p.2

In terms of linguistics, reading is a process of encoding and decoding (a recording and decoding process), in contrast to speaking and writing that actually involves encoding. An aspect of decoding is connecting written word the meaning of oral language (oral language meaning) which includes the conversion of writing / printing into meaningful sounds. Linguistic terms of decoding and encoding will be easier to understand if you can understand the language of the password. Listening and reading are closely related because both are tools for receiving communication. Talking and writing are closely related because they are tools to express meaning, express opinion ,express message.[11] In addition to the understanding or limitations that have been stated above, reading can also be interpreted as a method used to communicate with oneself and sometimes with other people, namely communicating the meaning contained in the written symbols. There are even some writers as if assuming that reading is an ability to see written symbols and change the written symbols through phonics (phonics).

Reading can also be regarded as a process to understand the implicit in the express, see the thoughts contained in written words. The level of the relationship between the meaning to be expressed by the author and the interpretation or interpretation of the reader also determines the accuracy of reading. Meaning the reading does not lie on the written page but is on the reader's mind. Thus the meaning will change, because every reader has experience is different which is used as a tool to interpret these words .Briefly it can be said that reading is "bringing meaning to

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[11] J. Charles Alderson, (2000),*Assesing Reading* ,Cambridge: Cambridge University Press,p. 3

and getting meaning from printed or written material", picking and understanding meaning or meaning contained in written material .Thus it is clear that reading is a process that deals with language. Listening and speaking must always precede reading. When read makes a noise in the esophagus. Reading is faster if you know how to say and classifies these sounds and if you don't do it, it is very important to remember that every difficulty with sound, sequence of sounds, intonation or pause must be explained before the students are told to read in heart or oral reading. The conclusion that can be drawn is that reading is understanding the patterns of language from the written picture.[12] Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose. Comprehension is as the process by which a person understand the meaning of the written or spoken language.[13] It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language. Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension.[14]It means it is dependent

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[12] Robert Lado, Ph. D.,(1961), *Language Testing* ,London: Longman Group Limited, p.223.

[13] Jack Richards, John Platt, and Heidi Weber. (1998), Longman Dictionary of Applied Linguistics. Harlow, essex, (England: Longman), p.558

[14] Sukirah Kustaryo. (2000). Reading Technique for College Students. (Jakarta: Publication Ltd), P.67

on several cognitive processes, including decoding, word recognition, and knowledge.

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. Goodman states reading comprehension is as an interaction between thought and language.[15] It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language. A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material Otto:[16]

    a. Oral language development related to real objects, experiences, and pictures.

    b. Ability to listen with understanding to stories read aloud.

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[15] Otto, Wayne, (1979). How to Teach Reading. (Philippines: Addison-Wesley Publishing Company, Inc). p. 70

[16] Otto, Wayne, (1979). How to Teach Reading. (Philippines: Addison-Wesley Publishing Company, Inc). p. 70

c. Firsthand experiences with people, object, and place.

d. Continuous development of syntactic and semantic features of our language.

e. Oral language development of syntactic and semantic features of our language.

Furthermore, Shepherd states some principles of learning that must be applied to reading comprehension, they are:

1. A background knowledge of experience and knowledge is necessary for learning. A reader's background knowledge influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetoritically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background knowledge. If students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information.

2. Learning must have meaning for the learner. The goal of reading is to enable the reader to get meaning from the printed material it means that he reader must be able to understand the information and to determine its significance.

3. The students must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development. So, if the students do not read because of lack of a purpose and a motivation, he does not get the practice he needs in reading skills. As a result, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in comprehending.

4. The learner must be active in his learning. Learning to read is not a passive process. It is nearly impossible to teach skills to a student if he puts forth little or no effort. The teacher can tech techniques, but the students must practice and apply them.

5. Learning requires the forming of habits. When a student learns how to use reading skills and how to attack a reading assignment he is learning techniques habits that will insure success and efficiency in his effort. For the student to become an efficient reader, many of the skill must be so well development that they function smoothly and simply.

6. Much learning is by association. Learning to read is no exception. The students learns first to use and understand language through listening and speaking. Reading is one additional from the form of using language. When he reads he recognizes the words and attaches meanings to them from his oral knowledge about them. In addition, a new meaning for a word is easier to remember if the students already knows the word another meaning.

7. Learning requires practice. This is particularly true of learning to read. The student does not learn an effective reading technique merely by being

shown.

8. Favorable attitudes toward learning foster toward learning foster effective learning. Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading an effective learning tool. Their whole mental set will oppose this avenue of learning.

9. Students learn at different rates and in different modes. Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, the teacher cannot expect all students to have the same abilities, needs, and levels of reading.

10. Learning is more effective if the learner knows the reason for what he is learning. In reading skill development the students need to understand the importance and usefulness of each skill. He needs to understand how he skills can increase his reading competence. Such realizations will not only help his improvement in reading, but his motivation will also improve.

The main purpose in reading is to find and obtain information, including content, understanding the meaning of reading, and meaning very closely related to purpose, or intensive reading. Reading to find or know what happens in each part of the story, what which occurs first, second, third and so on every stage is made to solve a problem, scenes and events, events for dramatization. This is called reading to find out the order or arrangement, organization of the story (reading for sequence or

organization).This is also confirmed by the Qur'an verse which explains the importance of reading, according to the verse:[17]

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِىْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۚ

Read by (mentioning) the name of your Lord who created. He who created man from a lump of blood. Read, and your God is glorious. Which teaches (humans) with a pen. He taught people what he did not know.(QS. Al-Alaq: 1-5).

Surah Al-Alaq verse 1-5 has an interpretation that we as Muslims are encouraged to read in order to be able to read. This first word of the verses is IQRA! That means Read. This has a big meaning for us as Allah creature, firstly however, we are the human come to this world cannot read everything at all, but with our ability be permit from Allah finally we can read everything what we want. Read many kinds. We can read anything. There are many things we can read. Reading means not only reading what has been written, but also reading what is implied.

The purpose of reading that is clear at the beginning of reading will help the reader decide whether to do skimming, or scanning, or reading responsively, reading for entertainment, and so on. Skimming is a way to read quickly to find the essence of reading. Scanning is to read quickly to find certain information from the target script.

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[17] http;//www.ahadees.com/Arabic-surah-96-19.html.Accesses on March 26,2019.8p.m

Reading activities divides into three: before reading, during reading, and after reading. In the initial phase it is recommended that a series of questions be asked about the topic to be answered in the phase during reading. The phase after reading is used to find out what questions are asked the phase before reading can be answered well. This method is very useful for students or students who are trying to enrich their knowledge of certain theories from textbooks or other scientific article .The following are some basic aspects of reading recorded from the book "Principles and Reading Teaching Practices" with which most authorities in this agreement:[18]

a. Reading is interacting with the language that has been coded into print.

b. The product of interacting with the print language should be comprehension.

c. Reading ability is closely related to oral language ability.

d. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.

The following are some assumptions about the nature of reading recorded from the "Language Teaching Course" book:

a. Need to understand and decode letters to read words.

b. Need to understand all words to understand the meaning of a text.

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[18] Arthur W. Heilman,(1981), *Principles and Practices of Teaching Reading* ,Columbus: Charles E Merill Publishing Co.,p. 4

c. The more symbols (letters or words) in the text the longer it takes to read them.

d. Gather meaning from what of read or understanding a text comes from understanding the words of which it is composed.[19]

From the reading assumptions above, we know that reading is an activity of reading letter and words to get some information from printed languages. There are 14 principles of teaching reading which are still recorded from the book "Teaching Principles and Practices" by Arthur W. Heilman. They are:[20]

a. Learning to read is a complicated process and is sensitive to a variety of pressures.

b. Learning to read is an individual process.

c. Differences in students must be the main consideration in teaching reading.

d. Reading instructions should be thought of as an organized and systematic growth-producing activity.

e. Proper reading instruction depends on the diagnosis of each child's weakness and needs.

f. The best diagnosis is useless unless it is used as a blueprint for instruction.

g. No child should be expected or forced to attempt to read material which at

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[19] Penny Ur, (1996),*A Course in Language Teaching: Practice and Theory* ,England: Cambridge University Press, p. 138

[20] Arthur W. Heilman,(1967), *Principles and Practices of Teaching Reading* 2nd ed., Columbus: Charles E. Merill Publishing Company, p. 3-14

the moment he is incapable of reading.

h. Reading is a process of getting meaning from printed word symbols.

i. Every technique, exercise, or procedure given tends to work better with some children than others. Therefore, reading teachers must have various approaches.

j. Learning to read is a long-term development process extending over a period of years.

k. The concept of readiness must be extended to all levels.

l. At the beginning of the learning process, the child must obtain a way to gain independence in identifying words whose meaning is known to him but which he does not recognize as words of vision.

m. Children should not be in classroom in they have emotional problems sufficiently serious enough to make them uneducable at the moment or if they interfere with or disrupt the learning process.

n. Emphasis must be on prevention rather than healing. Reading problems must be detected early and corrected before they deteriorate into failure-frustration-reaction cases.

While in reading instruction, John F. Svge and Jean F. Mooney in their book "Teaching Reading for Children with Special Needs" explaining the important dimensions of reading comprehension are as follows:[21]

     a. Mastery of basic word skills.

     b. The nature of the reading material

     c. The reader's background and experience.

     d. The reader's understand language.

     e. The reader's purpose or motivation.

     f. The reader's thinking ability.

In reading, students must acquire reading skills. They must be able to do a number of things with the reading text. Harmer said that students must be able to scan and skim the text. In scanning text, they do not have to read every word and line to find detailed information.[22] This means glancing quickly through the text both to find certain information. Whereas in passing, they will get a general idea of what the text is by pointing their eyes to the surface.

Reading can also be considered to consist of two components of skills, word recognition and understanding. A skilled reader needs to identify individual words from a text and integrate the meaning of these words and sentences to understand what is being read. Word recognition is a skill that allows readers to instantly identify

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[21] John F. Svge, Jean F. Mooney, (1979),*Teaching Reading to Children with Special Needs,*Boston: Allyna and Bacon, p. 30-31

[22] Arthur W. Heilman, *Principles and…*, p. 238

words for visual contact for good readers, word recognition becomes almost automatic. Meanwhile, John F. Svge and Jean F Mooney define understanding as the ability to get meaning and understanding from printed language.[23]Understanding of reading is determined by decoding and language comprehension skills. Each of these components is considered necessary but not sufficient, for success in reading. The ability to recognize words printed from text is very important to understand what is written, but good decomposition is not enough to read, understanding is also needed, the ultimate goal of reading is extraction of meaning. Understanding is also a diverse process that can be influenced by various skills. There are five understanding skills:

    a. Recalling word meaning (vocabulary knowledge).

    b. Drawing inferences from content.

    c. Following the structure of a passage.

    d. Recognizing a writer's purpose, attitude, tone, and mood.

    e. Finding answers to questions answered explicitly or in paraphrase.

    Meanwhile Gerald Wallace and James M. Kauffman stated basic understanding skills in their book 'Teaching Children in Learning Problems', they are:[24]

    a. Reading to get the main idea.

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[23] John F. Svge, Jean F. Mooney, (1979),*Teaching Reading to Children with Special Needs,*Boston: Allyna and Bacon, p. 30-31

[24] Gerald Wallace and James M. Kauffman, *Teaching Children with Learning Problems* 2nd ed. London: Charles E. Merril Publishing Company,p. 189

b. Remembering specific details.

c. Evaluating and making judgments.

Reading is one of the basic skills in learning languages. It is an active process that is following by physical activities such as an eye movement when the reader reads that passage. During that process, many things are happening, like the reader looking at print material, deciphering the mark on the page in some sense, deciding what they mean and how they relate to each other. The reader is also thinking about what he read. In other words we called it comprehension. Comprehension is a mental process which will be found in the mind of the reader who reads the written material. Comprehension is the reader's understanding of the meaning of the printed language. The reading process is relates to the language form, while comprehension is related to the language content as the end of product.

Based on the above definition, it can be concluded that reading is not only looking at word in the form of graphic symbols but also get meaning from word to word ,or line to line to understand what we read. Reading is also a process of thinking. It can be seen that reading comprehension is the process of making sense of written ideas through recognition of written materials, meaningful interpretation, and interaction with language.

2. Level of Reading Comprehension

Reading is an essential skill for English as second or foreign language students. They will be able to read and to gain the comprehension of the written text with the strengthened of reading skill. They learn to read gradually from the

easiest to the most difficult one. With the strengthened reading skills, they will make greater progress and attain greater development in all academic areas.

The development of abilities to react the written language with meaning and thought is factors affecting of language comprehension. Specific abilities in this area include the continuous development of word meaning, the ability to recognize the structure of written language and ability to understand sentence structure. The student's ability to comprehend the written language depends on their ability to understand what a writer says. And comprehending depends on the ability as follows which is stated by Dorothy Piercey in his book "Reading Activities in Content Areas:[25]

a. To evaluate and make a judgment

b. To distinguish between what an author offers as facts and the author's opinions about those facts

c. To recognize the difference between what is fact and what is assumed to be fact

d. To compare

e. To categorize

f. To grasp the explanation of a process

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[25] Dorothy Piercey,(1982), *Reading Activities in Content Areas* ,Boston: Allyn and Bacon, Inc., p. 26

g. To identify an author's theme

h. To know characters

i. To recognize a main idea and the data that support it

j. To distinguish between cause and effect.

And comprehending requires the reader:

a. To interpret

b. To problem solve

c. To visualize

d. To hypothesize

e. To observe and report

f. To gather and organize data

g. To follow directions

h. To draw conclusions

i. To predict outcomes[26]

   In an elaboration below there are three levels of comprehension are identified and only those abilities at the core of understanding and reacting to information at different levels of thinking are presented:

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[26] Dorothy Piercey,(1982), *Reading Activities in Content Areas* ,Boston: Allyn and Bacon, Inc., p. 26

a. Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea.

b. Inferential Comprehension

Inferential comprehension refers to understanding of ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material he read between the lines. Inferences are some ideas that a reader receives when he goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization. In this level, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

c. Critical comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making of a personal judgment on the accuracy, value of what is being

read. It means questioning, comparing and evaluating.[27]

3. Problem in Reading Skill

There are four problem are identified from the students reading :

a. Word attack

Some of the students had obvious word-attack problems; either the examiner had to supply words or the children mispronounced words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows:

1) It is too abstract, requiring sophisticated prerequisite abilities.

2) It spends time on tasks that do not contribute to reading.

3) It omits components needed for successful decoding.

b. Fluency

Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

c. Syntactic structure

The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability

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[27] Arthur W. Heilman, *Principles and…*, p. 246

to understand syntactic structures when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

    d. Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem.

Some problem in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.[28]

    1.Language

In the case of written text some researchers look at word and sentence length, on the premise that texts with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

    2. Topic and Genre

The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

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[28] Jeremy Harmer,(2002), *The Practice of English Language Teaching 3rd ed,*Malaysia: Longman,, p. 203-208

3. Comprehension Task

When the teacher wants to give the task and choose the comprehension tasks to do it, sometimes that the kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way of accomplishing the student's improvement in this skill.

4. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and de-motivating.

4. Factors which Influence Reading Comprehension

Here are factors that influence student's reading process in L2/F and of course the teachers of reading a foreign language should understand it,there are:

a. *Cognitive development and cognitive style orientation*

The age and level cognitive development of L2/FL learners at the time they begin language study shapes their ability to grasp concepts, their willingness to use a variety of strategies, and their basic ways of approaching the text.

b. *Reading performance and competence in the L1.*

Although the research is not yet definitive, there is agreement that those with higher levels of proficiency in the L2 are more able to transfer from their L1 to the L2, thus enhancing their L2 reading proficiency.

c. *Metacognitive knowledge.*

Learners who are able to describe and discuss the features and rules of their own language appear to be more proficient at improving their L2 reading processes.

d. *L2/FL language proficiency.*

The student's proficiency in the L2/FL is, perhaps, the greatest factor in L2 reading. Without certain threshold levels of L2 proficiency, reading does not improve. In addition, a careful assessment of the students' level is the teacher's first step in selecting reading materials for the class.

e. *Degree of difference between the L1 and the L2/FL.*

It is generally true that the greater the differences between the native language and the target language (in writing systems, rhetorical conventions, and purpose for reading), the more difficult it is to acquire the target language and to become a proficient reader in it.

f. *Cultural orientation.*

The most far-reaching and influential factors in L2/FL reading are those of cultural orientation. The student's attitudes toward text and purpose for reading, the types of reading skills and strategies they use in the L2, their beliefs about the reading process, their knowledge of text types in their L1(formal schema), and their accumulated background knowledge (content schema) in the L2 are all

major influences in their L2/FL reading.[29]

Reading is a complex and difficult skill to master, because reading involves the comprehension and interpretation of written ideas. Reading comprehension thus involves progressive focusing and reinforcement of a complete, plausible and coherent model of the meaning of the text. MC Murcia said : "Of all skill that the child must acquire in school, reading is the most complex and difficult. The child who accurately and efficiently translates a string of printed letters into meaningful communication may appear to be accomplishing that task with little mental effort. In fact, however, the child is engaging in complex interactive processes that are dependent on multiple sub skills and enormous amount of coded information." [30]

It means that quality of the students' reading skills depends on the other sub skills. On the other words, the readers need other aspects that can help them to comprehend the written material they read. Those aspects which influence the readers' comprehension are the knowledge that the reader have experienced, reading interest, reading purpose, and word mastery. The readers could comprehend the text easily if they have those aspects which are related to what they read.

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[29] Jo Ann Aebersold and Mary Lee Field, *Teaching Reading…*, p. 34
[30] Marriane Celce-Murcia,(1991), *Teaching English as Second or Foreign Language,* Boston: Heinle and Heinle, p. 169

B. Difficulties in learning reading comprehension

Difficulties can be defined as something difficult, or a thing hard to do or to understand, that which occasions labor or perplexity, and requires skill and perseverance to overcome, solve, or achieve. [31]

In teaching learning activity we often find some students have difficulty in their learning. It can be show by their low score or achievement in several subjects for example in English. In English matter, some students may have language problems under the students' comprehension in reading.

A disability in reading comprehension, defined as the inability to make sense of text, often is associated with delays in language comprehension. Comprehension difficulties can be prevented by actively building comprehension skills which focused on concept, spelling, vocabulary growth and rhetorical structures of written language, and direct instruction about comprehension strategies such as summarizing, predicting, and monitoring.

Students gradually develop knowledge at the following levels:

a. Word level

b. Sentence level

c. Conceptual level

d. Topic level

e. Dispositional level

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[31] *http://ardictionary.com/Difficulty/4800*

At each level student:

a. Gradually build a knowledge of structural text features

b. Gradually learn reading strategies that they can use to link the ideas in the text and match it with what they know.

c. Become aware of the value of working at each level. [32]

In one site, it is stated that many students still have language problems under the students' comprehension in reading. Generally, they find some language problems because they are not familiar with the code in which it has been expressed, they do not know anything about science, the difficulty lies in the complexity of the concepts expressed and vocabulary.

Based on the description above, the authors conclude there are several language problems under students' understanding in reading, they are: difficulties in words of vocabulary, difficulties in structure and difficulty in spelling. The difficulties experienced by students can be overcome by paying attention to the factors that influence it. Difficulties in pronunciation, building vocabulary, meaning, translation, paragraphs of topics will be easily overcome by learning right so that it can help in learning to read. In summary, in developing and improving the reading skills of educators they have a large responsibility, at least six main things, namely:

a. Extending the experience of the students so that they will discuss the problem of the ins and outs of agriculture

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[32] www.nap.edu/html/reading/-56k-

b. Teaching sounds (language) and meanings of new words

c. Teach the relationship between the sound of language and symbols or symbols

d. Helps understand structures (including easy-to-use sentence structures for students)

e. Teaching understanding skills (understanding skills) for students,

f. Helps increase reading speed.

Reading Learning will be more effective if all parties are involved in all not learning methods, materials, tools, goals, teachers and students. Thus, the learning difficulties experienced in learning to read English texts and carry out treatments to find solutions to their solutions will make English more popular for those who want to really learn it.

CHAPTER III
METHODOLOGY OF RESEARCH

This chapter discusses about research methodology which consists of research design, place and time of research, subject of the study, data collection procedure, data analysis and data validity test.

A. Research design
In the study, researchers must have a design to make it easier to analyze data. Research design is a plan or strategy for conducting research. Required to obtain reliable and useful information. To find out what designs should be taken by researchers, researchers must first look at the research problem. As stated in the research problem, this research was conducted to describe the vocabulary learning strategies used by students.

Based on data sources, the type of research in writing this essay is field research that uses a qualitative descriptive approach. According to Lexy J. Moleong qualitative research is research that aims to understand the phenomena experienced by the subject of research such as behavior, perception, motivation, actions, etc., holistically and by means of descriptions in the form of words and language in certain natural contexts and by utilizing various natural methods. The procedure of this study will produce descriptive data, in the form of written or oral words from people and observable behavior.

This study uses a qualitative research design, researchers chose subjects based on subject knowledge who were able to answer questions. In qualitative research, the basic methods that qualitative researchers rely on to gather information are

participation in regulation, direct observation, in-depth interviews, and documentation reviews. In this study, researchers used interviews that were supported by documentation.

B. Place and time of research

1. Research Place

This research was conducted at SMAS Islam Nur Ihsan, the address is at Jl. Bersama No.83A Medan, Bandar Selamat, Kec Medan Tembung, Medan City North Sumatra Province.

2. Research Time

This research was conducted from May to August 2019.

C. Subject of the study

This research was conducted at the SMAS Islam Nur Ihsan located on Jl. Bersama No.83A Medan, Bandar Selamat, Kec Medan Tembung, Medan City North Sumatra Province. The subjects of this study were second grade students of SMAS Islam Nur Ihsan, while the research informant was an English teacher at the SMAS Islam Nur Ihsan.

D. Data collection procedure

The purpose of this study is to obtain data. Data is an important tool in research in the form of phenomena in the field and numbers. From these data, researchers will find out the results of the study. Data collection must be relevant to

the research problem. The data in this study will be descriptive qualitative data and use qualitative data procedures for data analysis.

In retrieving data, researchers need resources to obtain available data. Data in this study will be obtained from conducting interviews with students (about language problems in reading comprehension) which are supported by dividing documentation. The author uses several techniques to obtain valid data needed by the author by doing several things:

1. Documentation

Documents study is a complement to the use of observation and interview methods in qualitative research.[33] Data in qualitative research are mostly obtained from human resources, through observation and interviews. However, there are also non-human, non-human resources sources, including student worksheets, student exam answer sheets, photos, etc.

2. Interview

According to Bogdan and Biklen, interviews are purposeful conversations, usually between two or more people directed by one with the intention of obtaining information.[34] In other words, interviews are conducted to construct about people, events, activities, organizations, feelings, motivations, demands, concerns and others.

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[33] Sugiyono, (2013), *Metode Penelitian Kuantitatif,* Bandung : Alfabeta, p. 231-240

[34] Salim dan Syahrum, (2015), *Metode Penelitian Kualitatif,* Bandung: Citapustaka Media, p. 119

Data interviewed are data on language problems in reading comprehension that students face.

E. Data analysis

According to Bogdan and Biklen, data analysis is the process of systematically searching for and organizing interview transcripts, field notes and other materials that have been collected to add to their own understanding of these materials so that the findings are reported to other parties.[35]

Data analysis in qualitative research is the process of categorization, description, and synthesis. In short, data analysis is a systematic process for analyzing data that has been collected. To analyze data, researchers used descriptive qualitative analysis of data. In qualitative research, the characteristics of conclusions are temporary. That can change if researchers do not find strong evidence to support the next data collection. However, if conclusions in the previous data can be proven by validity and consistency when the researcher returns to the field, the conclusions can be trusted. In this study, researchers concluded from the data display. In short, the steps in analyzing data are: (1) the researcher collects data through interviews. Then, the researcher selects, identifies, and focuses on the data by referring to the formulation of the research problem. (2) After selecting data, the researcher displays the data in a good sentence. (3) After displaying the data, conclusions are taken. In addition, to obtain data validity, interviews are supported by documentation.

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[35] Salim dan Syahrum, *Metodologi Penelitian Kualitatif,* Bandung: Citapustaka Media p. 145-146

F. Data validity test

The validity test of the data is used to prove that the data obtained is accurate data. The validity of the data is also very important because it will have no meaning if the research data does not get recognition. So from that the researcher describes the validity of the data in the study as follows:

1. Credibility, this criterion serves to carry out inquiry in such a way that the level of trust in its findings can be achieved, demonstrating the degree of trust in the results of the discovery by way of evidence by researchers on the double reality being studied.[36]

2. Transferability, paying attention to the suitability of the meaning of the functions contained in the study phenomena and other phenomena outside the scope of the study. The way to ensure this transfer is to do a detailed description of the data to the theory or from case to case.

3. Dependability, in this study dependability was built from the data collection and analysis of field data and when presenting research report data. In the development of design the validity of the data is built from case selection and focus, conducting field orientation and developing conceptual frameworks.[37]

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[36] Lexy J. Meleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya p. 324.
[37] Salim dan Syahrum, *Metodologi Penelitian Kualitatif,* Bandung: Citapustaka Media p. 168.

4. Confirmation, identical to descriptive and interpretative validity. The validity of the research data and reports is compared with using techniques, namely: consult each step of the activity to the promoter or consultant since the development of the design, rearrange the focus, determine the context and sources, determine the technique of data collection and analysis of data and presentation of research data.[38]

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[38] Salim dan Syahrum, *Metodologi Penelitian Kualitatif,* Bandung: Citapustaka Media p. 169.

CHAPTER IV
RESEARCH FINDINGS

This chapter presented data description about general research findings and findings of research that was collected through the interview, and documentation. The data of this research were taken from SMAS Islam Nur Ihsan. The finding figures out To what extent the students' language problems in reading comprehension of SMAS Islam Nur Ihsan.

A. General Research Findings

1. A Brief History of SMAS Islam Nur Ihsan

SMAS Islam Nur Ihsan is an Islamic education institution that aims to participate in the intellectual life of the nation by implementing an Islamic-based education program. SMAS Islam Nur Ihsan has a program that refers to the curriculum of the Ministry of Religion, Ministry of Education and Culture, by combining a number of supporting programs and reinforce giving birth to students who excel in achievement, are strong in competing, religious, skilled, cultured and love the environment.

2. Profile of SMAS Islam Nur Ihsan

The Madrasah profile is a brief description that aims to introduce an institution or organization. Profiles are considered as a picture or reflection of the conditions related to the physical school and various activities carried out by the school as a form of value more than other institutions. The profile of SMAS Islam Nur Ihsan as follows:

Table 1: Profil SMAS Islam Nur Ihsan

No	Madrasah Identity	Information
1	The name of Madrasah	SMAS Islam Nur Ihsan
2	Adress of the Madrasah	Jl.Bersama No.83A,Bandar Selamat , Medan Tembung,Sumatera Utara.
3	Postal code	20222
4	No. Telp/Hp	061-7341704/0823 6803 2403
5	Website	www.nurihsan.sch.id
6	NSS	304.076 017 307
7	NPSN	69822701
8	Madrasah status	Swasta
9	Level of Accreditation	B
10	Number Certificate of Establishment	420/8885.PPMP/2013
11	Date of certificate establishment	18 June 2013
12	Certificate of	189 in 2016

	operational permit	
13	Land status	Owned by the foundation
14	Surface area	4.250 m2
15	Building area	2.830 m2

Data source:Administrative document of SMAS Islam Nur Ihsan.

3. Vision and Mission of the Purpose of the SMAS Islam Nur Ihsan

a. The Vision of the SMAS Islam Nur Ihsan

The vision of the SMAS Islam Nur Ihsan is to form a soul leader who is a knowledgeable entrepreneur, acts scientifically and always seeks his pleasure.

b. Mission of SMAS Islam Nur Ihsan

    a. Fostering human resources to become leaders who are entrepreneurial, professional, pious and pious.

    b. Implement Islamic based education with an approach to real life (down to earth education)

    c. Carry out Islamic education by implementing it in daily life.

    d. Establish a competency-based education system in order to form a whole human being.

4. The purpose of SMAS Islam Nur Ihsan

a. Providing advice and infrastructure to foster the ummah (human resources) to study, do good deeds, in order to serve Allah and always try to be a devoted servant.

b. Establish prospective soul-minded entrepreneurs who work based on the Muslim work ethic (Al Saleh, Al Itqan, Al Muhajadah, Tannafus, Ta'awun)

c. Building a culture of charity, based on Shiddiq,Istiqomah,Fathonah,A manah, and Tabligh

d. Carry out activities that provide benefits to the ummah, the preservation of their creation in the form of construction of houses of worship, nursing homes, and hospitals, environmental improvements and sustainable development.

5. Teacher Data at SMAS Islam Nur Ihsan

Learning activities will not run well and succeed without the teachers as instructors at SMAS Islam Nur Ihsan a learning resource center and empowerment center, has educators and educators who have sufficient criteria for both civil servants and non-civil servants / honorariums. As illustrated in the following table:

Table 2: State of Educators and Education SMAS Islam Nur Ihsan

NO	Teacher type	Man	Women
1	Government employees	-	-
2	Auxiliary teacher/ contract teacher	-	-
3	The teacher is still the foundation	1	3
4	Non-permanent teacher	3	7
	Total	4	10

Data source:Administrative document of SMAS Islam Nur Ihsan.

6. Data on the Situation of Students of SMAS Islam Nur Ihsan

Students become the main object in an educational institution, the more students in an educational institution, the more the image of the educational institution will be better. The total number of students in SMAS Islam Nur Ihsan can be seen in the table below:

Table 3: Data on Student Conditions at SMAS Islam Nur Ihsan

No	Class	The number of students			Class
		M	W	Total	
1	**X**	8	3	11	1
2	**XI**	1	9	10	1
3	**XII**	8	6	14	1
4	**Total**	17	18	35	3

Data source:Administrative document of SMAS Islam Nur Ihsan.

7. Condition of Facilities and Infrastructure in SMAS Islam Nur Ihsan

Education facilities are all equipment, materials, and furniture that are directly used in the education process in schools. Whereas educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools. One of the most important elements in supporting the achievement of learning objectives is the availability of adequate facilities 47 infrastructure which are elements that support the effectiveness of the teacher's work. With the availability of adequate facilities and infrastructure will improve the quality of learning. SMAS Islam Nur Ihsan has the following facilities and infrastructure:[39]

a) facilities

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[39]Administrative document of SMAS Islam Nur Ihsan

Table 4: Number of Building Conditions at SMAS Islam Nur Ihsan

No	Building Type	Number of rooms according to conditions			
		Total	Well	Broken lightly	Heavily damaged
1	Classroom	3		-	-
2	Madrasah Head Room	1		-	-
3	Teacher's room	1		-	-
4	Administration room	1		-	-
5	Science Laboratory	1		-	-
6	Computer lab	1		-	-
7	Language laboratory	1		-	-
9	Library room	1		-	-
10	Student health unit room	1		-	-
11	Teacher's toilet	3		-	-
12	Male Student Toilet	3		-	-
13	Female student toilet	2		-	-
14	Mosque	1		-	-
15	Field ceremony	1		-	-
16	Rear fence	1		-	-
17	Side fence	1		-	-
18	Front fence	1		-	-
19	Flagpole	1		-	-
20	Trash bin	8		-	-
21	Clean water channels	1		-	-
22	Parking lot	2		-	-

Data Source: Administrative document of SMAS Islam Nur Ihsan

Table 5: Learning Support Facilities at the SMAS Islam Nur Ihsan

No	Types of infrastructure facilities	Number of infrastructure facilities according to conditions	Total

		Well	Damage	
1	Teacher's desk / bench		-	3/3
2	Student desk / bench		-	45
3	Cupboard		-	3
4	White board		-	3
5	Computer		-	5
6	Telephone		-	1
7	Intercom		-	2
8	Sound system		-	1
9	Fan		-	3
10	Filing Cabinet		-	1
11	Machine printer		-	2
12	Photocopy machine		-	1
13	Laptop		-	2

Data Source: Administrative document of SMAS Islam Nur Ihsan

Table 6: Other supporting facilities and infrastructure

No	Type of Props	Number of infrastructure facilities according to conditions	
		Well	Damage
1	Indonesian	3	-
2	Science	3	-
3	Social Sciences	3	-
4	ICT	3	-
5	Health physical education	3	-
6	SBK	2	-

Data Source: Administrative document of SMAS Islam Nur Ihsan

From each table above, it can be seen that the facilities and infrastructure in SMAS Islam Nur Ihsan has fulfilled the requirements and can be used according to their respective functions.

B. Findings of Research

The description related to the results of this study is based on the results of observations made by researchers at SMAS Islam Nur Ihsan, and then based on the questions in the form of interviews conducted with related parties, namely: SMAS Islam Nur Ihsan students. In addition, this finding was also obtained from some of the documentation obtained during observation at SMAS Islam Nur Ihsan.

In this step, the writer uses two techniques to get the results data, the first results are the results of interviews with teacher and students, the second in the form of documentation. To get the data, the author has interviewed several students in the SMAS Islam Nur Ihsan to find out some information about students and to find out what difficulties experienced by students in reading English in SMAS Islam Nur Ihsan. Here are some result of interview. (see appendix).

From the interview above, the writer can still learn about reading, because students are still low in vocabulary and grammar lessons. This is not a serious study of vocabulary and grammar in class. Based on the interview above, the author ʂ several points, namely:

a. To overcome the difficulties students use grammar especially in reading. Teachers often repeat and emphasize the importance of teaching materials, such as tense, verbs, and vocabulary, so students will not understand grammar in the report text than before.

b. The teacher teaches by the demonstration method. For example, using cooperative learning as we know that is very helpful for building students 'character in groups and can also increase students' emotions in working together.

c. And finally, English teachers always teach them about using vocabulary and grammar in reading. The teacher also makes improvements for students who have not studied the material and also asks them to study hard at their home about using vocabulary and grammar especially in reading.

To analyze students' abilities. The following are the writers interviewed on the field that prove the students' ability to read. And the bellows analyze interviews from informants.[40]

1. Alfian Syah Nasution

Alfian Syah Nasution is a student at SMAS Islam Nur Ihsan. From interviews that the author took in SMAS Islam Nur Ihsan, Alfi said about his opinion about English, especially reading. Bellows were taken by the author from Alfian Syah

Nasution.

He felt English was a difficult subject, but he liked English. He found it difficult for vocabulary and grammar in English, especially in listening. He said that he hardly knew the meaning of the text. He did not understand the meaning of a text in English.

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[40] The results of interviews with students SMAS Islam Nur Ihsan

Of all the data taken from Alfi, the author concluded that actually, Alfi did not fully like English. He also said that he did not know about how to read English words. But from his statement, he could understand the material even though it was not total. But Alfi enjoys it in English, if he reads the text he only finds difficulties in vocabulary and grammar. Overall, Alfi argues that reading is difficult. Finally he said that he must bring a dictionary to find good vocabulary and grammar in reading.

2. Aliyah

Aliyah is a student at SMAS Islam Nur Ihsan. From the interview the author took in SMAS Islam Nur Ihsan, Aliyah said about his opinion about English, especially reading. Bellows are data taken by authors from Aliyah.

After the interview, it was found the writer that Aliyah felt English was a favorite lesson. He likes to read, but he feels difficult for vocabulary. And he found it difficult for grammar, he did not understand tense, especially in reading texts.

Based on the data, the author concluded Aliyah was like English, and he liked to read, but, he found it difficult for vocabulary and grammar, especially for tense.

3. Mela Agustina

Mela Agustina is a student at SMAS Islam Nur Ihsan. From interviews that the author took in SMAS Islam Nur Ihsan, Mela said about his opinion about English, especially reading. Below is the data taken by the author from Mela Agustina.

Mela says English is difficult, especially in reading. He has the same opinion as Alfi, he does not understand how to read good English vocabulary. He said that reading text was difficult. He also did not know the terms about genre, vocabulary, and grammar.

Based on the interview, the author concluded that Mela did not like English, because he really did not understand what the meaning of an English text was.

4. Fitria Sahri

Fitria Sahri is a student at SMAS Islam Nur Ihsan. After the interview, she felt English was a difficult lesson, especially writing, because it was very difficult to translate from Indonesian to English. Fitria doesn't know about the genre. He also doesn't know how to read a word. He said that the problem was knowing grammar patterns in a text.

Of all the data taken from Fitria Sahra, the authors concluded that in fact, Fitria did not understand the genre completely. The author can see from the way she explained that she did not like English. She said that, she did not know about the genre and reported the text.

5. Lidya Windari

Lidya Windari is a student at SMAS Islam Nur Ihsan. After the interview the author found that Lidya liked English. She likes to read texts, because she feels reading is their life. She likes to read texts, but she feels difficult for vocabulary and

grammar. Lidya feels that using grammar is difficult, using no tense, not she likes to read.

Based on the data, the author concludes Lidya like English, and she likes to read. But, she found it difficult for vocabulary and grammar, especially for tense.

6. M. Bayu Saputra

Bayu is a student at SMAS Islam Nur Ihsan. After the interview, there were found writers who might feel English was a favorite lesson. He likes to read texts in English, but he feels difficult for vocabulary. So May can read text. And he found it difficult for grammar, he understood tense, especially in reading report texts, then May used the present tense, and rather than several times.

Based on the data, the authors conclude that Bayu likes English and realizes how important the role of English is in the competitive world of work now, and he likes to read report texts, but, he feels difficult in grammar, especially he can use tense. Then after interviewing the author, now the writer use documentation to get information is accurate.

Documentation is a data collection technique. Not only image documentation, but also documentation of charts, tables, instruments, files, etc. He can see the documentation in the Appendix. In the appendix the author shows the results of the interview, and the last attachment, the author shows the picture, the results of the study to students in SMAS Islam Nur Ihsan.

1. Trustworthiness

The researcher took 6 students as informants. The informants were divided into 2 groups. the first group gave 3 high ability students, the second group with sufficient or moderate ability, and the last low ability.

a. Credibility

In credibility, the writer observed the student ability in English and especially in reading comprehension, because of that, the writer had interview the teacher. The writer had question abuot background knowledge of the informants. This interview the writer with teacher of SMAS Islam Nur Ihsan in below.

Writer   : What books is used by the teacher in English teaching?
Teacher   : Headlight and look a head book.
Writer   : How is the students result in reading english?
Teacher   : The students result in reading is less, because they are not always reading in this class.
Writer   : What are the students difficulties in reading english?
Teacher   : I think my students difficult to vocabulary and grammar.
Writer   : What is the students difficulties used grammar in reading?
Teacher   : I think they are difficult in using tense, part of speech, and soon

b. Transferability

In transferability, researchers asked students about English, how far students like English, some students have a lot of knowledge about English because when students use technology they find English words in it and the school also implements a system of memorizing vocabulary every day as they are " *Password* ". Then, the author asks about reading, students only give short answers. This means that students must have a little vocabulary. As the results of interviews conducted by researchers with students in SMAS Islam Nur Ihsan who said that:

"I like English, because English is an international language, *tapi bahasa Inggris adalah pelajaran yang sangat sulit. Dan tau betul pentingnya kedudukan bahasa inggris buat kita,dan disini saya sering salah dalam* vocabulary. "I think reading one part of an English lesson is interesting, because by reading we can have a lot of knowledge."(Alfin)

"I like English, this is my favorite subject. I know how important reading is in our lives, one of which gives information about something. *Buat saya belajar bahasa inggris adalah tantangan karna disini saya harus bisa memahami structures dan spelling tiap kata dan ini bagian yang sangat sulit bagi saya.(* Aliyah)

"I don't like it, but I want to study. Because I do not understand English. I have a little vocabulary, *saya tau betul bagaimana pentingnya bahasa inggris di era sekarang, hampir semua pekerjaan di Institusi Pemerintahan membutuhkan nilai Toefl.* This is the reason why I still want to learn English even though I don't like this lesson."(Mela)

"I like English, but I can't speak English fluently, *tapi saya sedikit mengerti tentang bahasa inggris termasuk reading,saya bisa memahami dari kata kata dikalimat itu walaupun tidak begitu banyak kosakata yang saya kuasai.* Even though I have vocabulary constraints I still try to learn English."(Fitria)

"I like English, and I know the importance of English for the future of my career. I have many obstacles in English but it is the most difficult for me in grammar."(Lidya)

"I like this is my favorite subject. I have a little vocabulary, so I have a problem with vocabulary, *tetapi tantangan ini tidak mengurangi niat saya untuk terus belajar dan belajar untuk masa depan karier saya dan kemampuan saya akan terus diasah dan dikembangkan*. (Bayu)

The interview found that students still had difficulty finding the main ideas in the reading text. That is shown from the results of interviews with English teachers as follows: "They feel interested in learning English, but students are still low especially in reading. They find it very difficult to find ideas in the text, they are also difficult to know the meaning of the words (Interview teacher). From the results of interviews

with English teachers showed that students are still low in understanding reading texts and translating words.

Interview results show that students are still difficult to know the pronunciation and meaning of words because they do not have good skills for pronunciation and their tongue is stiff and they are not practicing and are lazy to open a dictionary.

From the opinions above, it can be concluded that the reading ability of students is not good, so the reading test is still low. Students cannot understand the text as a whole. From the data above, it can be proven that when researchers see that students still survive in the classroom even though they are not interested in learning English.

c. Depanbility

Based on observations and interviews, the author can say that the interest of informants in learning English is still low, thus affecting students' reading ability. So, the author wants to find a solution. Then, the researchers found some information in their schools which was a daily activity specifically to support their skills. To support students to improve their reading comprehension, there are programs in schools, using the "*Password*" method by giving several words that must be memorized every day.

Based on the school program, support for students is sufficient. Students can use the program to improve their reading skills. So, the researchers suggested that the program be continued and improved by the school. The author can say that schools provide high support to their students.

Furthermore, the author always gives motivation to students to improve their reading skills and to be more interested in English. The author also provides information about English, especially in reading.

2. Discussion

In this study, the authors used interviews, and documentation to obtain data. The author uses interviews to find out how far students are able to read. Based on the results related to the English teacher, the author gets students with low grammar and vocabulary, and students feel difficulty in reading English texts, tense, and vocabulary

After the author interviewed several students to find out the difficulties of students in reading. Based on student interviews, the authors concluded that he had difficulties in grammar, spelling and vocabulary, because they did not understand tense, besides they lacked vocabulary, especially in reading texts.

As for student difficulties, covering 8 things commonly learned in grammar are:

1. Pronoun
2. Noun
3. Verb
4. Adjective
5. Adverb
6. Determiner
7. Preposition

8. Conjunction

There are some points why spelling is included in the difficult part for students, namely:

1.The difference is that the words in Indonesian are read according to what is written on the word, whereas in English there are many words that are pronounced differently from what is written on the word.

2.Lack of practice reciting words in English.

3.Rarely hear how native English speakers speak

4.Not accustomed to using English as part of everyday language.

5.The education system is less concerned about spelling.

There are several factors that affect the difficulty of students in understanding vocabulary, namely:

1. The vocabulary learning methods and techniques used by the teacher are not appropriate or do not attract students' attention.

2. The unavailability of effective and attractive vocabulary learning media for students.

3. Some students lack great interest in learning English because they find it difficult.

The factors that cause difficulties experienced by students are (1) lack of knowing the selection of appropriate vocabulary according to its use (context) in making sentences, expressions or short conversations, (2) indiscipline in practice, (3) lack of motivation both intrinsic and extrinsic so the desired expectations do not match reality. Based on this research it is recommended for students, so that the practice time is set with a regular schedule. Then the vocabulary assignments given should be adjusted to the current learning topic so students do not study the vocabulary topics and assignments separately. Then, the teacher gives many examples of the use of vocabulary in the use of sentences that will be used a week before they practice because reading is not only knowing words and sentences as text, but the way of pronunciation that involves performance, indexicality, and indiscipline, other friends who have not yet started, and are ashamed if wrong in pronunciation.

To anticipate the learning process for English teachers must repeat the lesson. Then the English teacher asks students to study hard in their home especially about vocabulary and grammar in reading texts. English teachers also always motivate students to try and use new methods in the learning process. This is done by the teacher to guide students who are slow and the teacher to overcome learning difficulties can be improved through improvement.

CHAPTER V
CONCLUSION AND SUGESSTIONS

A.CONCLUSION

Based on the findings of the data in this study, the ability of students to read text reports needs more attention. From the results, we can see the students' ability to read the report text is still lacking. There are many ways to improve it. Such as giving students learning before learning and the learning process, providing reading exercises to students, making students more willing to take courses to increase their knowledge especially in reading report texts. And then from the results of interviews we can see students' difficulties in vocabulary and grammar in reading the report text. Finally, the authors are advised to improve their ability to read, students learn more about genres, vocabulary and grammar, and spelling.

Based on the data finding in this research, students ability in reading needs to be more attention. From the result we can be seen the ability of students in reading are still less. There are so many ways to make it increase. Such as give motivation to the students before start teaching and learning process, gives reading excercise to the students, making quiz in the last learning process and also the students should take course to add their knowledge especially in reading . And then from the result interview we can be seen that the difficulties students to vocabulary and grammar in reading . The last, the writer recommanded to all of the students to increase their ability in reading , the students more study about genre, vocabulary and grammar, especially to reading .

B.SUGGESTION

Based on the conclusions and implications above, the author gives five suggestions. Initially, advice related to students in SMAS Islam Nur Ihsan and English teachers about students' difficulties in reading, such as the following statement.

1. For teachers at SMAS Islam Nur Ihsan especially for students are expected to know in depth what are the difficulties of students in reading. By knowing this, students can improve their reading skills.

2. Students must understand what they need to do based on their difficulties in reading.

3. The teacher must provide motivation and inspiration to students as often as possible so students are confident and interested in learning English.

4. For readers, this research can increase the knowledge of students' difficulties in reading.

5. The last for the next or another researcher, this study will be used as a reference for difficulties in reading.

The Result Of Interview

Interview 1
Principal's office
P : Principal
R : Researcher

R : "Selamat siang Pak, mohon maaf mengganggu waktu Bapak sebentar.

P : "O iya, silakan masuk Nak. Ada yang bisa saya bantu?"

R : "Begini Pak, saya Tukma Putri Anti dari UINSU. Saya bermaksud memohon ijin

　　Bapak untuk mengadakan penelitian skripsi di sini.

P : "Oh iya, surat ijin dari kampus ada ya Nak?"

R : "Iya, ada Pak, sudah saya serahkan di TU."

P　 : "Kapan ya Nak penelitiannya, kalau saya gak masalah, tapi saya mohon agar

sekolah

　　diberi satu bendel hasil skripsinya ya."

R : "Terima kasih Pak, pasti saya akan berikan begitu skripsi saya selesai."

P : "Sukses ya Nak Putri."

R : "Terima kasih Bapak."

Interview 2
Teacher's office
ET : English Teacher
R : Researcher

R : " Mohon maaf Ibu, mengganggu sebentar, bagaimana kabar Ibu?"

ET : "Baik dek, gimana sudah mau penelitian disini ya?"

R : "Iya Bu, saya mohon bantuannya ya. Ibu mengajar hari apa saja dan kelas mana

yang mungkin saya teliti ya Bu?

ET : "Saya usulkan kelas XI IS 2 saja karena kemampuan siswa saya nilai yang

paling kurang jadi butuh treatment. Kalau hari saya mengajar di IS 2 Senin

dan Kamis.

R : "O begitu ya Bu, saya boleh minta absensi siswa nya ya Bu. Berarti besok saya

boleh observasi ya Bu?

ET : "Iya boleh. Absensi di TU ya dek. Kira-kira mau sampai kapan dek? Ini awal

Juni sudah semesteran jadi saya diberi waktu untuk review ya."

R : "Baik Bu, saya usahakan sebelum itu sudah selesai. Baik Bu, saya pamit dulu.

Terima kasih Ibu."

Interview 3
R : Researcher
A : Alfian

R : "Alfi, Kakak tanya-tanya sebentar ya?"

A : "Iya, boleh kak."

R : Is every night or after school you prepare material (study) for subjects the next

day?

A : I usually prepare it, tanpa mengulangi dan mempelajari materi besok nya kak,hehe..

R : "Menurut kamu gimana proses pembelajaran Bahasa Inggris selama ini, terutama saat "reading" ?"

A : "Gimana ya kak, menurutku membosankan sih. Pelajarannya monoton cuma disuruh membaca terus.Jadinya kurang variasi".

R : If you don't understand the material delivered by the teacher, what do you do?

A : Saya coba mengajukan pertanyaan kak

R : How do you feel when teaching and learning activities take place?

A : Sejujurnya kak saya kadang ngantuk apalagi belajar di akhir mata pelajaran,hehe..

R : Do you often ask questions when the teacher is teaching in the classroom?

A : Jarang sih kak,tergantung mood saya belajar

R : Have you ever been directed by your teacher to study groups?

A : Ever,kadang disuruh mengaplikasikan "password" yang dihapal tiap hari

R : Apakah kamu pernah diajak oleh guru mu belajar di luar kelas ?

A : gak pernah kak…

R : What are your linguistic problems or difficulties in reading comprehension?

A : I often make mistakes in the vocabulary."

R : "In reading your opinion there is something interesting or not? Why?

A : I think reading one part of English lessons is interesting, because by reading we can have a lot of knowledge.

R : "Makasih, ya."

Interview 4
R : Researcher
A : Aliyah

R : "Do you like English?

A : Yes, I like English, this is my favorite lesson and Because English is an international language.

R : In reading your opinion there is something interesting or not?

A : "Menarik sih kak, cuman karena vocab yang ga kita tahu tu banyak, jadi pembahasannya lama dan bikin ngantuk,hehe"

R : Is every night or after school you prepare material (study) for subjects the next day?

A : Saya menyiapkannya kak, Cuma terkadang sekedar menyiapkan tanpa mengulanginya lagi.

R : Do you understand the material delivered by the teacher?

A : Tergantung materi nya kak.

R : "Menurut kamu gimana proses pembelajaran Bahasa Inggris selama ini, terutama saat "reading" ?"

A : Sebenarnya membaca sedikit enak kak Cuma ya terkadang harus focus ama teks nya kak karna kan kalo teks bahasa inggris beda tulisan dan cara pengucapannya

R : "What are your linguistic problems or difficulties in reading comprehension?

A : "For me it's difficult in structure and spelling

R : What do you know that using vocabulary is effective in improving reading skills?

A   : yes, it's important to read, especially reading a text.

Interview 5
R : Researcher
M : Mela

R   : "Gimana dek kabarnya hari ini?"

M   : "Baik-baik kak"

R   : "Kakak mau tanya-tanya bentar ya?"

M   : "Boleh kak"

R   : Do you like English? Why?

M   : No, I don't like it, but I want to study. Because I don't understand English.

R   : Is every night or after school you prepare material (study) for subjects the next

        day?

M   : Saya menyiapkannya kak.

R   : If you don't understand the material delivered by the teacher, what do you do?

A   : Saya terkadang diam aja kak,

R   : "In reading your opinion there is something interesting or not? Why?

A   : Tertarik kak

R   : "What are your linguistic problems or difficulties in reading comprehension?

M   : "Saya sulit di bagian vocabulary nya kak, karna saya hanya sedikit tau

vocabulary."

R   : In reading your opinion there is something interesting or not? Why?

M : Menarik sih kak walaupun terkadang agak malas membaca, tapi saya tau dengan membaca dapat pengetahuan yang banyak.

R   : What do you know that using vocabulary is not important in reading?

M   : yes, it's important to read.

Interview 6
R : Researcher
F : Fitria

R   : Do you like English? Why?

F : Saya sebenarnya suka bahasa inggris,tapi saya gak bisa bahasa inggris dengan lancar kak…terkadang disini saya merasa sedih,Hehe.

R   : Is every night or after school you prepare material (study) for subjects the next day?

F   : Saya siapkan kak.

R   : If you don't understand the material delivered by the teacher, what do you do?

F   : Saya terkadang lagi fokus belajar saya ajukan pertanyaan.

R   : In reading your opinion there is something interesting or not? Why?

F   : Menarik sih kak walaupun terkadang agak malas membaca.

R   : What do you know about reading?

F   : Yes, I know, we can to know informasi tentang dunia ini dengan membaca.

R   : "What are your linguistic problems or difficulties in reading comprehension?

F   : " Saya sedikit vocabulary kak, jadi kendalanya di bagian vocabulary."

Interview 7
R : Researcher
L : Lidya

R   : Do you like English? Why?

L : Yes, I like English, ini pelajaran favorit ku kak dan termasuk bahasa internasional

   juga kan kak.

R   : Is every night or after school you prepare material (study) for subjects the next

   day?

L   : Saya siapkan kak.

R   : What do you know about reading?

L   : Yes, I know dengan reading memberikan kita informasi tentang sesuatu.

R   : In reading your opinion there is something interesting or not? Why?

L   : Menarik sih kak walaupun terkadang susah melalukannya karna malas,hehe

R   : "What are your linguistic problems or difficulties in reading comprehension?

L   : For me it's difficult in grammar.

Interview 8

R : Researcher

B: Bayu

R : Do you like English? Why?

B : I like it, this is my favorite lesson..

R : Is every night or after school you prepare material (study) for subjects the next

   day?

B : Saya siapkan kak,dan kalo lagi mood saya baca materi besoknya..

R : In reading your opinion there is something interesting or not? Why?

B : Menarik sih kak apalagi kalo mudah materi nya,hehe

R : "What are your linguistic problems or difficulties in reading comprehension?

B : Sebenernya saya itu termasuk murid yang dikit vocabularynya, jadi kadang terkandala dibagian ini kak, tapi waktu kakak tadi bacain teksnya trus dengan berbagai gaya, saya jadi bisa ngerti apa maknanya,hehe"

Appendix 2

Documentation picture

Photo when conducting interviews with students

Photo with homeroom teacher and student

BIOGRAPHY

TUKMA PUTRI ANTI, name given by parents to me. I was born in the small town of Angin Barat, Mandailing Natal, North Sumatera . I was the fifth of Nine children of Bapak Makrum Nasution,A.Md and Ibu Dahlia Harahap. I grew up in the small village, named Panyabungan in Mandailing Natal. I graduated from SDN 142596 Panyabungan Jae and graduation 2009. Later I continued my study in SMPN 1 Panyabungan Kota and graduation 2012. Then I continued my study to MAN Panyabungan. In 2015, I finished my study in MAN Panyabungan. After that, I decided to move to Medan and to continue my study in English Department of Tarbiyah and Teachers' Training Faculty "University State Islamic of North Sumatera. Finally, I finished my study in the University by writing a 'skripsi' entitled "Analysis on the Students' language problems in Reading Comprehension. Alhamdulillah…………

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