



**AN ANALYSIS OF DIFFICULTIES IN COMPREHENDING ENGLISH
READING TEXT AT THE ELEVENTH GRADE STUDENTS OF MA LAB
UIN-SU MEDAN**

A THESIS

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

By :

DWI LARASATI

34.15.3.044

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
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Assalamualaikum Wr. Wb.

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

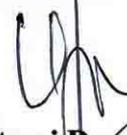
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ABSTRACT

Dwi Larasati. Registration Number: 34153044. An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2019-10-07.

The objective of this research is to identify the difficulties faced by the eleventh grade students of MA LAB UIN-SU Medan, to identify factors of causing the students difficulties in comprehending English reading text at the eleventh grade students of MA LAB UIN-SU Medan in Academic year 2019/2020. This research is a qualitative research. The subject of research was the eleventh grade students of MA LAB UIN-SU Medan in Academic Year 2019/2020. The techniques of collecting the data are interview and test. The researcher uses the technique of analyzing the data from Miles and Huberman. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the students, such as test of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data did not relate to the difficulties in comprehending English reading text. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in comprehending English reading text. The result of the research shows that there are 24.37% students who have difficulties in understanding to look for the main idea of the text with the total of incorrect is 29. Then, there are 18.49% students who have difficulties in understanding vocabulary of the text with the total of incorrect is 22. Then, there are 43.70% students who have difficulties in understanding making inference of the text with the total of incorrect is 52. Next there are 13.44% students who have difficulties in understanding to look for the detail information of the text with the total incorrect is 16. The factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.

Keywords: Comprehending, Reading Text, Reading Difficulties

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This is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan. In the process of completing this *thesis*, The researcher is sure that this *thesis* would not be completed without the help, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this *thesis*. This goes to:

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Medan, October 2019

DWI LARASATI
NIM.34.15.3.044

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CHAPTER I

INTRODUCTION

A. The Background of Study

Globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is much used by people of different mother tongues and countries of origin as language as contact in immediate interactions.¹ In Indonesia, English has become a compulsory subject taught at elementary school to university level. It's has been explicitly stating in several official documents released by the government especially those related to education. This language can become a tool to achieve the goal economy, the relationship among countries, social-cultural process, education career development for people.

Reading is one of the four language skills taught in English language learning process besides speaking, listening and writing. According to Grabe and Stoller, reading can be taught as a way to draw information from text and to form an interpretation of that information.² It means reading is also a gateway for students to get information and knowledge in educational process. Reading comprehension is the ability to understand the idea and information in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. The ability to read will stay with them longer than the other skills and it is the skill that will be most convenient starting from senior high school up to university.

¹ Fithriani, Rahmah, *Discrimination Behind Nest and Nnest Dichotomy in ELT Professionalism*, (State Islamic University of North Sumatra: Knowledge E, Volume 2018),p.741

² W Grabe. and Stoller F.L. *Teaching and Researching Reading*, (Harlow: Pearson EducationLtd. 2002, Retrieved August 19th, 2017),from <http://www.llas.ac.uk/resources/gpg/1420>

According to Kennedy reading comprehension is a thought process through which reader become aware of an idea, understand it in term of their experimental background and interpret in relation to their own needs and purposes.³

Based on the explanation above, reading comprehension is important in language because the student can get information, ideas and knowledge. It can explain that reading is the combination of word recognition, intellect and emotional interrelated with prior knowledge to understand the text.

Currently, implementation of curriculum 2013 for senior high school all ready to be applied, the curriculum 2013 is very much different with another curriculum. Curriculum 2013 for the senior high school began to be implemented from eleventh grade of senior high school. The purpose the study of the curriculum 2013 in the classroom is not only based on what students learned from the curriculum but also it is hoped to achieve certain value. The religious value and some character building value in the student's character are also taught in the classroom.

Teaching and learning method also comprehensively changed into students center. In the curriculum 2013 English skills become the main priority at teaching and learning English for students as the activities in curriculum 2013 are expected to make students exposed in using the english language as often as possible with various theme, context and topic. In this case, the students use of skill communication become the main priority for the curriculum 2013 in term of communication purpose.

³ Eddy C, Kennedy, *The Method of Teaching Development Reading*, (Washington: Peacock Publisher,1981),p.192

The research conducted this research in MA LAB UIN-SU Medan is one of school that already implemented curriculum 2013 in the academic year of 2019/2020. That in MA LAB UIN-SU Medan become important language besides Indonesia language. For students, English sometimes become the most dreadful subject, because the students have different intelligence, so for them to produce different comprehension especially reading comprehension in the text. They still have difficulties in reading comprehension of text, especially the reading material of English curriculum 2013. The researcher focuses on students difficulties in comprehending English reading text.

Based on the interview conducted with some students, the researcher found that the students agreed that reading comprehension is difficult. The students told that it happened because of some of the factors, like the teacher's strategy in teaching reading was not interesting and make them bored, the students were not motivated to know about the learning material. It was due to that they not familiar with the topic, then the students were still the lack of vocabulary and grammatical.

Ideally, nowadays students senior high school should be mastering English reading skill as well, this is because of the information will get more from reading. Every kinds of information can be found when the students read and they understand what they read. The researcher was want to know deeply about students difficulties in comprehending English Reading text which was the reading materials on the descriptive text faced by the eleventh grade students of MA LAB UIN-SU Medan. The research entitles *“An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB*

UIN-SU Medan.” with the expectation that the result of this research can be used by both the students and the teacher in improving the English teaching and learning process.

B. The Formulation of Study

Based on the background of study above, the researcher tries to answer the following questions:

1. What difficulties are faced by the Eleventh Grade Students at MA LAB UIN-SU Medan in comprehending English reading text ?
2. What factors are contributing to the difficulties in comprehending English reading text faced by the Eleventh Grade Students at MA LAB UIN-SU Medan ?

C. The Objective of Study

Derived from the questions of research problem, this study aims:

1. To find out the difficulties faced by the Eleventh Grade Students of MA LAB UIN-SU Medan in comprehending English reading text.
2. To know the factors of contributing to the students difficulties in comprehending English reading text.

D. The Significance of Study

There are two benefits of this of this research, namely theoretical and practical benefits. The expected results of this both theoretically and practically are:

1. Theoretical Significance

- a. Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.
- b. Giving the description of the factors of causing the students difficulties in comprehending English reading text at eleventh grade of MA LAB UIN-SU Medan.

2. Practical Significance

a. For Teacher

This research will be useful for the teachers to diagnose the students difficulties in reading comprehension.

b. For Students

This research will be applicable for students to help them to be active to do their reading and to motivate them in reading as often as possible.

c. For Future Researchers

This research will be useful for the future researcher who wants to conduct a reasearch in English teaching-learning process to get references.

E. The Limitation of Study

The researcher limits this research on the students difficulties in comprehending English reading text, especially the difficulties of students on reading text that the materials in the descriptive text. The researcher limits the problem only at the eleventh grade students of MA LAB UIN-SU Medan.

The researcher would like to analyze the difficulties that faced by students in comprehension English reading text in the descriptive text focuses to analyze: Determining main idea, Understanding Vocabulary, Making inference, Detail Information and the factors of contributing the students difficulties in comprehending English reading text at eleventh grade students of MA LAB UIN-SU Medan.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension As a Language Skill

a. Notion of Reading

According to Harmer, reading is useful for language acquisition: the more students read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing.⁴ Reading is a process to understand a written text which means extracting the required information from it as effeciently as possible.

Kustaryo states that reading is the instantenious recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated.⁵ From these definition it can be explained that reading is combination of word recognition and intellect emotional interrelated with prior knowledge to understand the text. By reading, students may get beneficial information that is not given by teachers in the classroom. It is important in language because the student can get information, ideas and knowledge. Reading is very crucial to be mastered by language learners, especially for the senior high school students because it will be useful for them when they decide to continue their study.

In addition, by reading the students open their mind and refresh their knowledge every time, every where and also not only the parents to teachers at

⁴ Jeremy, Harmer, *How to Teach English*, (England: Pearson Longman,1998),p.100

⁵ Sukiyah, Kustaryo, *Reading Technique for College Students*, (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988),p.2

school who asked the students to read Allah also tells to us to read says in Al-qur'an surah Al-Alaq verse 1-5 as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Translation:

“Read! In the name of thy Lord Who createth, Createth man from a clot, Read! And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not .⁶”

Of these verses we can see directly even the first word in the verse is “reading” so the word is not only aimed at students only but Allah told his people to reading not just reading but also to understand what was in it until Allah to us and understand the incredible creation for us as Muslims.

Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking or writing. It might be said that through speaking with others and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when she/he does reading. The reader can find the reason, example, explanation, summary and comments of the news that they read.

⁶ H.Andi Subarkah,dkk, *Cordova Al-Qur'an dan Terjemahan*, (Bandung Kiaracandong: Syaamil Qur'an, 2012),p.597

b. Notion of Reading Comprehension

Reading comprehension is a complex developmental process that calls on the coordination of cognitive, language, social and text-specific processes.⁷ Based on these statement reading comprehension is the ability to the read text, process it and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are to be improve reading comprehension, including improving ones vocabulary and reading strategies.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.⁸ In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.⁹ Thus, the activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are

⁷ Nicole, Sparapani, *Contemporary Educational Psychology*, (California: University of California, 2018),p.8

⁸ William Grabe, *Reading in a Second Language, (Moving from Theory to Practice)*, (New York: Cambridge University Press, 2009), p.5

⁹ M.A Spratt, Pulverness, and M Williams, *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p.21

reading. By doing this, sometimes the readers will get a new conclusion as a new knowledge for them.

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Lems, Miller and Soro stated that “Word recognition is a process of accessing and recognizing individual words.”¹⁰ Comprehension is a process to understand about meaning or information.

According to Cambridge dictionary, Comprehension is the ability to understand completely and be familiar with a situation, facts, etc.¹¹ Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Reading becomes an involving between a text and the readers background knowledge.¹²

Here are the lists of skills of reading comprehension according to Brown:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.

¹⁰ Kristin Lems, Miller, LD and Soro, TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010) p.65

¹¹ Dictionary. Cambridge. Org/ dictionary/English/ comprehension. Accessed on Sunday, January 20, 2019, 02.21 pm

¹² Ibid, p.170

- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement and pluralisation), patterns, rules and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.¹³

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

c. Levels of Reading Comprehension

According to Brassel, there are three levels taxonomy of reading comprehension, namely 1) literal comprehension, 2) inferential comprehension, and 3) critical comprehension

1. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself.

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 187-188

Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he/she can not.

2. Inferential Comprehension

Inferential comprehension, the next level refers to the ability of a reader to take in information that is inferred or implied within a text.

If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential Comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

3. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. were the characters reputable and honest in their action? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answer to such question require a high level of interaction between information from the text, the reader perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluation. Due to responses to inferential and critical level question are highly dependent on the reader's own

background, interest and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.¹⁴

d. The Difficulties in Reading Comprehension

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

1. Determining Main Idea

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

2. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every

¹⁴ Brassel Danny and Rasinski Timothy, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Shell Education: Huntington Beach, 2008), p17-18

new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

3. Making Inference

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

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

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

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

4. Detail Information

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

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

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

“A person, date, or place is,,,”.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym.¹⁵

e. Factors of Reading Comprehension

Difficulty is something complicated to analysis. It will be seen from students' mistakes or errors learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the students poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension.

According to Rahim, factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments.¹⁶ Rahim states, there are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.

1. Difficulty in understanding long sentence in the text

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty

¹⁵ Nuttal, C, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, 1982)p. 20

¹⁶ F. Rahim, *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: Bumi Aksara, 2006).p.7

in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

2. Inadequate Instruction Presented by Teacher

It is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

3. Difficulty in Understanding Vocabulary

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

4. House environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

5. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make

reading learning process become ineffective and will be impeding students in understanding the material.

f. Reading Comprehension of the Text

Oakhill, Cain and Elbro states that reading comprehension is important, not just for understanding text, but for broader learning, success in education and employment.¹⁷ Meanwhile, Grellet Francois also stated that reading comprehension is the understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled.¹⁸ That is the complex task, which requires the orchestration of many different cognitive skills and abilities. The requires comprehension of the individual words and the sentence.

Based on the explanation above, it means that comprehension the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future.

g. Concept of Difficulties in Reading Comprehension

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. It is the main factor which makes the students producing the

¹⁷ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (New York: Routledge.1988),p.1

¹⁸ Francois, Grellet, *Developing Reading Skills: A Practical Guided to Reading Comprehension Exercis*, (New York: Cambridge University Press,1981),p.3

error. According to Richards the source of errors or difficulty can be divided into two kinds:¹⁹

1. Interlingual Difficulty

The interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual difficulty from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the students native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

2. Intralingual Difficulty

The intralingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

This type of difficulty is these which reflect the grammar characteristic of rules of learning. Based on the explanation above, it can be concluded that difficulty is something that complicated to do. It will be seen from students mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.

¹⁹ J,C, Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman Group Ltd,1974),p.174

2. The Teaching of Reading Comprehension in Indonesian EFL Context

a. Reading Comprehension at Senior high school

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. *Vogel* as cited in *Chen and Chen* has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (*Grabe, Birch, Alyousef, Rahman, Fitriani*).

Those problems are found in several situations. For example, the EFL reader may have difficulty to differentiate between the various meanings of the same word, e.g. to differentiate between homonyms or homophones. The word “left” has more than one meaning and the word pronounced “rite” has four spellings, viz., rite, write, right and wright and a host of meanings. In this sense, the EFL reader who only knows one meaning of the word right may easily misunderstand the meaning of a sentence with right in it. On the other hand, knowledge about collocations, idioms and proverbs is also important to be learned by the EFL reader. The reader will not get the real meaning of an idiom or a proverb if they translate it literally. Nuttall has mentioned that complex noun

groups, nominalizations, co-ordinating conjunctions, participial phrases and prepositional phrases tend to be the cause of many problems in reading comprehension because those elements make texts more complex and harder to understand by EFL students. In other situations, a reader may not understand a text because she may lack background knowledge about what she is reading. Goodman has said that even the most excellent readers frequently have difficulty to connect what they already know before they read something. Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems.²⁰

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion and health. All of that information can be obtained by reading.

Nowadays, at senior high school, teaching reading intends to develop students' skill in reading comprehension. Based on the basic competence 2013 of the eleventh grade senior high school, the students are expected to comprehend social function, text structure and language features in reading descriptive, narrative, recount texts, expository texts and so on in oral and written form.

²⁰ Usman, Kasim and Siti, Raisa, *EFL studets' Reading Comprehension Problems: Linguistic ad Non-Linguistic Complexities*, Vol 8 No. 3, E-IISN:2085-3750, 2017

However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading.

b. Genres of English Reading

1. Definition of Genre

Saville Troike in Swales, states that genre is the type of communicative event and offers the example as follows: jokes, stories, lecture, getting and conversation. Kinds of the genre:

- | | |
|---------------------------------|-----------------------------------|
| a. Descriptive text | g. News item text |
| b. Recount text | h. Report text |
| c. Narrative text | i. Anecdote |
| d. Discussion text | j. Review text |
| e. Exposition (analytical) text | k. Procedure text |
| f. Exposition (hortatory) text | l. Explanation text ²¹ |

In Senior high school, especially in the eleventh grade students, based on syllabus there are two genres like descriptive text and report text. The researcher used the material only focus on descriptive text.

²¹ J.M, Swales, *Genre Analysis: English in Academic and Research Setting*. (Cambridge Univ. Press, 1990),p.39

2. Descriptive Text

English Curriculum for Senior high school at MA LAB UIN-SU Medan in eleventh grade students, descriptive text is defined as a text which describes something, someone or places more details. The purpose this text is to tell the reader what the writer feels. According to Hammond, the components of descriptive text are:

a. Generic Structure of Descriptive Text

The general structure is a system of arranging a written text. The generic structures of descriptive text are:

1. Identification: which identifies the person, place, or thing to be described.
2. Description: describe parts, qualities, and characteristic

b. Language Feature

1. Descriptive often use “be” and “have”.
2. Focus on specific participants for example: My English teacher, Andini’s cat, My favorite place etc.
3. Using specific nouns

The noun is something that will be described in the text.

For example: my home, teacher, cat etc.

4. Using simple present tense
5. Using detailed noun phrase

It is used to give detail information about the subject. For example: it has the large open rowboat, a very beautiful scenery, a sweet young lady, very thick fur etc.

6. Using many kinds of adjective

It is used to describe, number, and classify an object. For example: two strong hand, a smart girl, a handsome boy, strong legs, white fangs etc.

7. Using relating verbs

It is used to give information about the subject. For example: my sister is very beautiful, etc.

8. Using action verbs

It is used to tell the condition clearly. For example: my dog licks my foot, it eats grass, it runs fast etc.

9. Using thinking verbs and feeling verbs

They are used to express the writers personal view of the subject. For example: I think he is a kind boy.

10. Using figurative language

Descriptive used figurative speech such as simile, metaphor. For example: the young lady is white as a chalk.

11. Using adverbials

It is used to give additional information. For example: at the big house, fast, at tree house etc.²²

Based on the explanation of descriptive text such as drawing a picture for the reader because the researcher purpose is to paint a picture with words. Therefore, in reading the descriptive text, the reader should be able to imagine what the picture is described in the text, and what the pictures look like by reading

²² Jenny, Hammond, *English for Social Purposes*, (Sydney: National Centre for English Language Teaching and Research Macquarie University Sydney, 1992),p.78

the text. However, in reality it is very difficult to imagine something unreal. The students have to understand the entire contents of the text to earn points and be able to answer questions from the text. Therefore, there are many students who have difficulty in comprehending of the descriptive text.

c. Example of the descriptive text

Khatmah states the example of descriptive text such as:

My Cute Cat, Spot

I have a cat. Its name is Spot. A Spot is a one year old regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. A Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. A Spot usually sleeps on the sofa in the living room or sometimes under the table.²³

B. Related Study

In this research, the first entitled *An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among the eighth grade students at MTs Miftahul Ulum, Madura in the year of 2012/2013)*.²⁴

The research is coming to Mashula of English Education Department. Faculty of Education Department, Faculty of Educational and Teacher Training in State Islamic University of Sunan Ampel Surabaya. This result of this research showed

²³ Yuli R, Khatmah, dkk.,. *When English Ring a Bell kelas 7*, (Jakarta: Kemendikbud, 2014),p.194

²⁴ Mashula, (2012), *An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among the eighth grade students at MTs Miftahul Ulum, Madura)*.

that the majority of the students find difficulties in identifying the main idea of the text, more than half of the students made mistakes in identifying the specific word in the text and many cannot understand the structure of the text. While the factor causing the students difficulties in understanding English reading descriptive text.

The second research, Entitled *Student's Ability and Problem in Reading Comprehension at The Eighth Grade Students of MTs N 1 Surakarta in The Academic Years 2014/2015*.²⁵ The research conducted by Nurina Elvandari of English Education, Islamic Education And Teacher Training Faculty in The State Islamic Institute of Surakarta. The result of this research showed that the student problem in reading comprehension at the eighth grade students and difficulties in reading comprehension.

The third research, Entailed *A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research at eleven grade students of XI IPA SMA Model Kabila)*.²⁶ The research conducted by Sepdian Ningsih Paituntu 2009 of English Education, Letter and Culture Faculty in Gorontalo State University. This result of this research showed that the students difficulties in reading narrative text are categorized into the low level.

²⁵ Nurina, Elvandari, (2014), *Student's Ability and Problem in Reading Comprehension at The Eighth Grade Students of MTs N 1 Surakarta*.

²⁶ Sepdian Ningsih Paituntu, (2009), *A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research at eleven grade students of XI IPA SMA Model Kabila)*.

C. Conceptual Framework

From third studies reviewed above, the researcher can conclude that difficulties in understanding the reading text are very important to be known by the students and the teacher. Since every student probably has different difficulties in understanding the reading text, the researcher got an inspiration to do a research based on this topic.

However, the problems faced by the students in one school might be different from the other schools. This research will differ from all of those previous researches from some aspects. First, in this research the researcher emphasized on the difficulties in understanding reading text faced by senior high school students. This is important to help the teachers be aware of the problems and consequently try to solve the problems in the earlier level of study and improve the students' reading competence.

Second, this research will focus on the students' difficulties in understanding descriptive text. This was based on the preliminary study result that there are many students who still face difficulty in understanding the descriptive text. Moreover, the differences are also about data collection technique and the data analysis used in this research. Teaching or learning English must be fun, enjoyable, and entertaining for both teacher and students. Because teaching reading comprehension should use interesting, amusing and entertaining material to attract the students in teaching learning process. The teacher and the students must be cohesive in the learning process, in order to get the expected goals.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the descriptive qualitative research. Miles and Huberman, states that qualitative analysis use word that is arranged in the text that is expanded.²⁷ In other words, a qualitative research is a collection, analysis and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief.

Thus, in this research descriptive is a conducted in the purpose to describe systematically about the fact and characteristics of the subject (the students of MA LAB UIN-SU Medan). The researcher used descriptive design in this research is focused on a certain phenomenon in the school environment about the students difficulties in comprehension English reading text.

B. Research Subject

The source of the data is the important thing in this research and it is included:

1. Population

Population is all of subject of this research is the 11st grade students at MA LAB UIN-SU Medan in Academic Year 2019/2020 because based on the

²⁷ Matthew B, Miles, and A Michael, Huberman, *Qualitative Data Analysis*, (California: SAGE Publication, 1994),p.16

preliminary research there is a tendency that they have difficulties in comprehension of the reading text.

2. Sample

There are three classes of eleventh grade students in MA LAB UIN-SU Medan and the researcher choose one class, that is XI IPS class. There are 30 students in the classrom, with the details of 14 male students and 16 female students. The researcher was chosen this class because this class in English subject has studied about descriptive text.

C. Research Setting

1. Place of the Research

This study took place in MA LAB UIN-SU Medan. It is located on JL. Williem Iskandar No. V Medan Estate North Sumatera. In this school English on the 3rd class was hold three times a week, Tuesday, Thursday and Friday. There is one English teacher in the school. Every meeting is hold for 70 minutes (2x35 minutes/ meeting).

2. Time of the Research

The research is conducted at eleventh grade students of MA LAB UIN-SU Medan in the academic year of 2019/2020. It is carried out from August-September 2019.

D. Technique of Collecting Data

In this research, the writer collected data by using reading comprehension test and interview as the instrument to collect the data.

a. Test

The researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. In order to get the data, the researcher adopted text from the English magazine "HighEndTeen". The researcher conducted a test which consists of 10 multiple choice questions. The researcher also used four aspects of reading comprehension in this test. The four aspects of reading comprehension are determining main idea, understanding vocabulary, making inference and detail information.

b. Interview

Interview is verbal communication between researcher and the informant to get the information. The researcher has made the interview to the students to get more concrete data students' factors difficulty in reading comprehension. Interview one of the ways to know the factor difficulties faced by students in reading comprehension. In this case, the form of questionnaire close with the alternative answer that would be chosen by the students.

E. Technique of Analyzing Data

Miles and Huberman state that qualitative analysis used the word that is arranged in the text. They are data reducing, data displayed and conclusion.²⁸

1. Data Reducing

It is the process of choosing, focus on simplifications, abstracting and transformation of hard data is written notes that are found in the field. Reducing the data is type analysis that made sharpen, categorize, direct, eliminated the data and organize the data to get the conclusion and verification. It means the researcher chose the important data that had been collected. Then, researcher categorizes the data related to the difficulties faced by students and factors causing the students difficulties in comprehension English reading text at Eleventh grade of MA LAB UIN-SU Medan in Academic Year 2019/2020. The data gets from interview and text. In this, the researcher made an abstracting the data.

2. Data Displayed

After reducing the data into the most important, the data are then displayed. The data are displayed in narrative style. The narration of the data allows talking conclusion of the study. In presenting the data, the researcher describes the data in the form of description or narration.

The researcher categories the student comprehension of the reading text with getting the appropriate percentage from the student comprehension of the reading text. To get the percentage the researcher use the following formula:

²⁸ Ibid, p.20

$$P = \frac{F}{N} \times 100$$

(Sudijono, 1987: 20)

Notes:

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)²⁹

Table 3.1 The Result of Students' Test

No.	Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Detail Information
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total of each difficulties					
Total of all difficulties					

²⁹ Anas, Sudijono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 1987), p.20

Table 3.2 The Result Types of Difficulties, Frequency, Percentage

No.	Types of Difficultues	Frequency	Percentage
1.	Determining Main Idea		
2.	Understanding Vocabulary		
3.	Making Inference		
4.	Detail Information		

F. Trustworthiness

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To ensure that all researcher is not being misinformed, the researcher use triangulation technique in research. Moleong states that tringulation triangulation is a technical analysis of data which is benefitted something out of data itself in order to check the result of data or as a data comparer and there are four kinds of triangulations, namely triangulation source, method, researcher, and theory.³⁰

The researcher can recheck the result by comparing them with several sources, method, researcher and theory. The first triangulation of source, that is the useful sources of multiple data source to help in understanding a phenomenon. The second triangulation method, that is the use of multiple research methods to study a phenomenon. The third triangulation of researcher, that is the use of multiple researchers in collecting and interpreting the data. The last triangulation of theory, that is the use of multiple theories and perspectives to help to interpret and explain the data.

³⁰ Lexy J, Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya,2014),p.330

In this research, the researcher used the triangulation of method to get validity of the data. It is comparing and checking the validity of the data collected in different time and technique of data collection. The researcher evaluated the data which were collected by test and interview. The test was collected from HighEndTeen Magazine that has given to the students. The researcher interviewed the students in that school about the students difficulties in comprehension of the reading text. The researcher uses the data from interview and test are taken from the students test as the implementation of method triangulation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher classified the findings into some points that consist of students difficulties in comprehending English reading, the difficulties faced by students and factors of causing the students difficulties in comprehending English reading. Obtaining the data, the researcher used the test to analyze students difficulties in comprehending English reading. The researcher took the “HighEndTeen” magazine for the test. Reading the descriptive text that had been received before. The process of collecting data was held on September 20th, 2019. The researcher also used the interview to know the factors of causing the students difficulties in comprehending English reading. The subject of the research is limited to the eleventh grade students of MA LAB UIN-SU Medan.

The data were taken from 30 students from eleventh grade students of MA LAB UIN-SU Medan and written by 30 students in readings descriptive text genre. The researcher has identified the students’ difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting them into percentages. Below is the table of difficulties in reading comprehending made by each students of class XI- IPS in MA LAB UIN-SU Medan.

Table 4.1
The Classification of Students' Difficulties

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Detail Information
1.	AIBH	1	1	2	1
2.	AKAN	1	0	1	1
3.	DRM	1	0	2	1
4.	FJ	0	1	1	1
5.	HA	1	0	1	1
6.	JK	2	2	2	1
7.	K	2	1	2	0
8.	KRP	1	1	2	1
9.	MA	2	1	2	0
10.	MFP	2	1	2	0
11.	MHFS	1	2	1	0
12.	MR	1	0	2	0
13.	MRR	2	1	2	0
14.	MRAR	1	1	2	1
15.	NAW	1	1	2	1
16.	N	0	0	1	1
17.	NAY	0	1	2	0
18.	RA	0	1	2	0
19.	RRBM	0	0	2	1
20.	RK	1	1	1	0
21.	SNH	1	1	2	1
22.	SAL	1	2	2	0
23.	SS	0	1	2	1
24.	SDP	1	1	2	1
25.	SAP	0	0	1	0
26.	SA	1	1	2	1
27.	TAT	2	0	2	0
28.	YAAHH	1	0	1	1
29.	YAAH	1	0	2	0
30.	YT	1	0	2	0
Total of each difficulties		29	22	52	16
Total of all difficulties		119			

After collecting and analyzing the data, there were 119 difficulties from students' reading descriptive text. Those 119 difficulties were classified into these following:

- a. Determining Main Idea = 29
- b. Understanding Vocabulary = 22
- c. Making Inference = 52
- d. Detail Information = 16

A.1 The Students Difficulties in Comprehending English Reading Text

The research finding, the researcher presented the result of analyzing the data. The subjects are the eleventh grade students of XI-IPS class at MA LAB UIN-SU Medan. There are thirty data collected by the researcher. The type of the test which was done by the students was multiple choices with four options such as a, b, c and d. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of Difficulties in Reading. The researcher calculates the frequency of difficulties by using Sudijono's formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1. Determining Main Idea

From 119 difficulties, the students' made 29 incorrect answer of determining main idea, therefore frequency of difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{29}{119} \times 100\%$$

$$P = 24.37\%$$

2. Understanding Vocabulary

From 119 difficulties, the students' made 22 incorrect answer of understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{22}{119} \times 100\%$$

$$P = 18.49\%$$

3. Making Inference

From 119 difficulties, the students' made 52 incorrect answer of making inference, therefore frequency of difficulties of making inference is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{52}{119} \times 100\%$$

$$P = 43.70\%$$

4. Detail Information

From 119 difficulties, the students' made 16 incorrect answer of detail information, therefore frequency of difficulties of detail information is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{16}{119} \times 100\%$$

$$P = 13.44\%$$

4.2 Types of Difficulties, Frequency and Percentage

No.	Types of Difficulties	Frequency	Percentage
1.	Determining Main Idea	29	24.37%
2.	Understanding Vocabulary	22	18.49%
3.	Making Inference	52	43.70%
4.	Detail Information	16	13.44%
Total		119	100%

The percentages above based on the students' data explains the varieties of difficulties that students made.

1. Determining Main Idea

Based on the data above the researcher described that most of students had difficulties in order to determining main idea of the text. The mean of students in percentage is 24.37%. The model of questions to find out the main idea of the students test can be seen below:

- a. What is the main idea of the second paragraph?

(Multiple choice number 1). Most of students made incorrect answer to analyse this questions, such as: “**Kecak and Fire dance are colossal acapella group**” this sentence is incorrect, the correct answer should be “**The Performance of Kecak and Fire dance**”.

- b. What is the main idea of the third paragraph?

(Multiple choice number 4). Most of students made incorrect answer to analyse this questions, such as: “**The story comes to its climax**” this sentence is incorrect, the correct answer should be “**The ending of Kecak and Fire dance**”.

The model question to find out the main idea from the students test can be seen in the appendix.

2. Understanding Vocabulary

Based on the data above the researcher described that most of students had difficulties in understanding vocabulary of the text. The mean of students in percentage is 18.49%. The model of understanding vocabulary question of the student’s test can be seen below:

- a. The word “culture” in the last paragraph could be replaced by....

(Multiple choice number 3). Most of students made incorrect answer to analyse this questions, such as: “**The visitors**” this sentence is incorrect, the correct answer should be “**Ethnic**”.

- b. The word “good” in line 1 could be replaced by....

(Multiple choice number 5). Most of students to answer this question is correct. Their are understand to answer this question, because most of them know the answer the word “**good**” could be replaced by “**Great**”.

- c. The word “Spectacular” in line 14 could be replaced by....

(Multiple choice number 8). Most of students to answer this question is correct. Their are understand to answer this question, because most of them know the answer the word “**Spectacular**” could be replaced by “**Amazing**”.

- d. The word “evil” in line 16 could be replaced by...

(Multiple choice number 10). Most of students made incorrect answer to analyse this questions, such as: “**Hideous**” this sentence is incorrect, the correct answer should be “**Iniquitous**”.

The model of questions for understanding vocabulary in the students test can be seen in the appendix.

3. Making Inference

Based on the data above the researcher described that most of students had difficulties in order to understanding making inference of the text. The mean of students in percentage is 43.70%. The model of understanding making inference question of the students test can be seen below:

- a. What can be inferred from the third paragraph?

(Multiple choice number 6). Most of students made incorrect answer to analyse this questions, such as: “**Hanoman is escapes a ring of fire set the evil characters in the story**” this sentence is incorrect, the correct

answer should be “**The lesson which can be taken that good always prevail againts evil**”.

- b. What does the last paragraph infer?

(Multiple choice number 9). Most of students made incorrect answer to analyse this questions, such as: “**Sanggar Karang Bomang isn’t a dancer club**” this sentence is incorrect, the correct answer should be “**The dancers and visitors are part of the show**”.

The model question to find out making inference from the students test can be seen in the appendix.

4. Detail Information

Based on the data above the researcher described that most of students had difficulties in understanding vocabulary of the text. The mean of students in percentage is 13.44%. The model of understanding vocabulary question of the students test can be seen below:

- a. How many times to reach the Pura Uluwatu from the airport?

(Multiple choice number 2). Most of students made incorrect answer to analyse this questions, such as: “**1.5- hour**” this sentence is incorrect, the correct answer should be “**1 hour**”.

- b. Kecak and Fire Dance are the traditional dance from?

(Multiple choice number 7). Most of students made incorrect answer to analyse this questions, such as: “**Aceh**” this sentence is incorrect, the correct answer should be “**Lombok**”.

The model question to find out the detail information from the students test can be seen in the appendix.

A.2 The Factors of Causing the Students Difficulties

Based on the research findings, it can be concluded that there are 24.37% students who are incorrect in answering questions items to look for the main idea, There are 18.49% students who are incorrect in answering questions items for understanding vocabulary. There are 43.70% students who are incorrect in answering question items for understanding making inference and there are 13.44% students who are incorrect in answering question items to look for the detail information.

Based on the research findings of students in comprehending English reading from test and interview on 12nd-19th September 2019 with eleventh grade students in MA LAB UIN-SU Medan, the researcher found several difficulties faced by the students in comprehending english reading. There are some problems of difficulties faced by the students such as:

- a. Difficulty in understanding long sentence in the text

The first problem was understanding long sentence in the text, based on the interview with he students in the XI-IPS her name is SAL.

The Researcher : Apakah ketika membaca sebuah teks yang panjang, kamu mengalami kesulitan dalam memahami maksud teks tersebut?

Interviewee : Ia mengalami kesulitan kak, karena tidak semua ngerti, ada kata-kata yang sulit dipahami didalam teks tersebut.

Based on the interview above, understanding long sentence in the text in reading, the student understanding is less and do not understand the meaning of material. The student can not understand all of the content of the material or the

sentence make the student need more time to find the meaning of the word and the correct answer. They use dictionaries to search for their meaning.

The model of interview from the student can be seen in the appendix.

b. Inadequate Instruction Presented by Teacher

The second problem was lack inadequate instruction presented by teacher, based on the interview with the student in XI-IPS his name is MHFS.

The Researcher : Bagaimana cara Sir R mengajarnya, jelas tidak ketika menerangkan kepada kalian?

Interviewee : Jelas kok kak, biasanya sebelum menerangkan materi yang akan diajarkan hari ini, Sir R selalu menanyakan materi sebelumnya kepada kami apakah kami masih belum mengerti apakah sudah, kalau sudah pasti kami akan melanjutkan pelajaran kami, kalau belum ya pasti Sir R akan menjelaskan kembali sebentar. Dan ketika selesai menjelaskan materi biasanya Sir R selalu memberi pertanyaan kepada kami dan memberi soal-soal tertulis yang ada di buku LKS.

From the interview above, the teacher is a key factor in teaching. Without the teacher, the learners will not gain and gather information. In this problem, the teacher is the most affected person. If the teacher is a resourceful person, then this problem will be solved. It is important that a teacher must make an alternate solution or ways on how to sustain needs in teaching. Through this ways, teaching learning process will become productive and conducive. The researcher found

eleventh grade students in MA LAB UIN-SU Medan are bored when teaching learning process was happening.

The model of interview from the student can be seen in the appendix.

c. Difficulty in Understanding Vocabulary

The third problem was student difficulty in understanding vocabulary, based on the interview with the student in XI-IPS her name is SAP.

The Researcher : Kalau dalam membaca teks bahasa inggris apakah adik mengalami kesulitan untuk memahami arti kata yang terdapat didalam teks reading?

Interviewee : Ia kak memahami teksnya susah. Saya kira-kira saja kak biasanyakan jawabannya ada didalam teksnya tapi kadang-kadang cuma asal jawab yang penting dijawab.

From the interview above, Reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the authors purpose, evaluating the context and making judgments. Learning to read written texts is not the same as learning to understand written texts. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found eleventh grade students in MA LAB UIN-SU Medan knowledge about vocabulary is less.

The model of interview from the student can be seen in the appendix.

d. House Environment

The fourth problem of causing the students difficulties in reading was house environment, based on the interview with the student in the XI-IPS his name is MFP.

The Researcher : Bagaimana cara kamu belajar bahasa inggris? Apakah keluarga dirumah memberi dukungan kepada kamu untuk belajar bahasa Inggris? Misalnya ikut les atau beli buku-buku bacaan bahasa Inggris gitu? Dan dirumah ada gak keluarga yang bisa berbahasa Inggris?

Interviewee : Saya dirumah jarang kak belajar pelajaran bahasa Inggris paling melihat-lihat materi yang sudah dipelajari. Tidak kak, tidak ikut les. Kalau buku-buku paling buku pelajaran bahasa Inggris lah kak, sama kamus-kamusnya. Tapi kalau belajar ya otodidak kak, belajar sendiri, kadang juga sedikit-sedikit mamak yang ngajarin. Dirumah juga gak ada yang bisa bahasa Inggris kak.

From the interview above, the researcher found that the factors of causing students difficulties were related to their house environment. It was because most of the students are lack of interest in learning reading. They did not have any desires to read English text and they were lazy and afraid to read the English text. Another factor are the students lack of motivation to learn reading and moreover, the students also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

The model of interview from the student can be seen in the appendix.

e. School Environment

The last factor of causing the students difficulties in reading comprehending was school environment, based on the interview with the student in the XI-IPS her name is TA.

The Researcher : Pernahkah kamu membaca buku bahasa Inggris yang berkaitan dengan teks Reading yang berada di perpustakaan sekolah? Selain buku pelajaran misalnya.

Interviewee : Kalau dipergustakaan sekolah sih belum pernah kak, setau saya juga disekolah gak ada buku teks bacaan bahasa inggris gitu kak selain buku pelajaran.

From the interview above, the last factor causing the students difficulties in comprehending English reading is because of their school environment. Their school did not provide enough reading material for them, so they cannot learn reading well. They said that reading is boring. Mostly, the students in MA LAB UIN-SU had a lack of prior knowledge in reading English text.

The model of interview from the student can be seen in the appendix.

B. Discussion

In this research, the researcher discussed the research finding covering the difficulties faced by the students and the factors of causing the students difficulties in comprehending English reading. The researcher took 30 students at eleventh grade students of MA LAB UIN-SU Medan as the subject of the study. Then, the researcher found that there are 24.37% the students who are difficulties in answering to look for the main idea of the question items, There are 18.49% students who are difficulties in answering questions items for understanding vocabulary, There are 43.70% students who are difficulties in answering question items for understanding making inference and there are 13.44% students who are difficulties in answering question items to look for the detail information.

After categorizing the students score, the researcher concluded that in MA LAB UIN-SU Medan, the students faced difficulty in comprehending English reading text. In this research, the researcher tried to identify the difficulties faced by the students in comprehending English reading thoroughly the mistaken that they had done on their test. The researcher also tried to identify the difficulties faced by the students in comprehending English reading thoroughly the result of the interview from the students.

To identify causing the students difficulty in comprehending English reading text, the researcher used Rahim's theory. Rahim said that the difficulties in reading comprehension are produced by a variety of factor, there are: Difficulty in understanding long sentence in the text, Inadequate instruction presented by the teacher, Difficulty in understanding vocabulary, House environment and School environment.

First, the students had difficulty in understanding long sentence in the text. It made the students in MA LAB UIN-SU Medan did not understand the meaning of the material or sentence, when they read the text. The students need more times to look for the correct answer. They used the dictionary to search the meaning. The students in MA LAB UIN-SU Medan said that reading English is difficult. They were not familiar with the vocabulary. When the students did not interest with the materials, it caused the students having difficulty in absorbing the materials.

Second, the students had difficulty because inadequate instruction presented by the teacher. It can be explained as selecting the wrong skill to emphasize. Because the teacher selected the wrong skill to emphasize, it made the students in MA LAB UIN-SU Medan bored when teaching learning process was happening.

Third, the students had difficulty in understanding vocabulary. The students cannot understand what the text is about because they do not know the meaning of the word. The researcher found eleventh grade students in MA LAB UIN-SU Medan knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary. And sometimes, they ignored the keyword of the text, so that students reading comprehending English text is less.

Fourth, the factor of causing difficulty in MA LAB UIN-SU Medan is house environment. Rahim said that the house environment related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. In MA LAB UIN-SU Medan most of the students are lack of interest in learning reading. They did not have any

desires to read English text and they were lazy and afraid to read the English text. Another factor is the students lack of motivation to learn reading. They said that reading is boring. Mostly, the students in MA LAB UIN-SU Medan had a lack of prior knowledge in reading English text.

The last factor of causing the students difficulty in comprehending English reading is school environment. Their school did not provide enough reading material for them, so they cannot learn reading well. Moreover, the students in MA LAB UIN-SU Medan also have the problem in their home. They said that they are lack of parental control in learning. Most of them did not have enough motivation from their parents to learn English.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the students difficulties and the factors of causing the students difficulties in comprehendig English Reading Text at the Eleventh grade students of MA LAB UIN-SU Medan in Academic year 2019/2020, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestions for teaching learning process in reading sessions.

A. Conclusion

Based on analyzed data there are the students get problem to look for the Determining Main Idea, Understanding Vocabulary, Making Inference and Detail Information. Then many students have difficulty in understanding the structure of the text. They have limited vocabulary. The students cannot understand the material. They do not understand when finding a long text. The students have the problem to visualize the text or material.

From the result of data analysis of interview, the researcher found five factors causing the students difficulties in comprehending English reading text. There are: Difficulty in Understanding Long Sentence in the Text, Inadequate Instruction presenteted by the Teacher, Difficulty in Understanding Vocabulary, House Environment and School Environment.

The first factor is learners background that causes their difficulties. There are students are lack of interest in learning reading because they do not have the desire to read English text and they are lazy and afraid to read the English text.

The students are lack of motivation to learn reading because reading is boring for them. And from the grammar, the vocabulary or English text. Mostly, the students said that their teachers technique is not interesting, the teacher does not give clear instruction in teaching reading, the teacher rarely uses media in teaching and she/he cannot create interesting activity in learning.

The last factor comes from the learners environment. There are two kinds of environment that cause difficulties. They are home and school environment. The majority of the students experienced lack of facilities in their school since it did not provide enough reading material for them. They are said that lack of parental control in learning because they do not have enough motivation from the parent and lack of parents attention.

B. Suggestion

1. To the Teacher

These suggestions are very useful for the English teachers, especially for the English teacher at the Eleventh grade students in MA LAB UIN-SU Medan.

- a. The teachers should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students difficulties in comprehending the reading text.
- b. The teacher should identify and teach the vocabulary that related to the text to be learned before the students read the text. It will make the students easy to understand the text.

2. To School

- a. The school library should provide the collection of English book.
- b. The school should facilitate the teaching learning process.

3. To Students

- a. The students have to increase their vocabulary, by reading English textbook, find the meaning and memorize a lot of vocabulary.
- b. The students must be able to understand the reading of the descriptive text in their English practice.

4. To Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students difficulties in reading comprehension, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give a new inspiration to the next researcher. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students' difficulties in reading comprehension.

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Appendix I

The Classification of Students' Difficulties

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Detail Information
1.	AIBH	1	1	2	1
2.	AKAN	1	0	1	1
3.	DRM	1	0	2	1
4.	FJ	0	1	1	1
5.	HA	1	0	1	1
6.	JK	2	2	2	1
7.	K	2	1	2	0
8.	KRP	1	1	2	1
9.	MA	2	1	2	0
10.	MFP	2	1	2	0
11.	MHFS	1	2	1	0
12.	MR	1	0	2	0
13.	MRR	2	1	2	0
14.	MRAR	1	1	2	1
15.	NAW	1	1	2	1
16.	N	0	0	1	1
17.	NAY	0	1	2	0
18.	RA	0	1	2	0
19.	RRBM	0	0	2	1
20.	RK	1	1	1	0
21.	SNH	1	1	2	1
22.	SAL	1	2	2	0
23.	SS	0	1	2	1
24.	SDP	1	1	2	1
25.	SAP	0	0	1	0
26.	SA	1	1	2	1
27.	TAT	2	0	2	0
28.	YAAHH	1	0	1	1
29.	YAAH	1	0	2	0
30.	YT	1	0	2	0
Total of each difficulties		29	22	52	16
Total of all difficulties		119			

Appendix II

Types of Difficulties, Frequency and Percentage

No.	Types of Difficulties	Frequency	Percentage
1.	Determining Main Idea	29	24.37%
2.	Understanding Vocabulary	22	18.49%
3.	Making Inference	52	43.70%
4.	Detail Information	16	13.44%
Total		119	100%

Appendix III

The Question Items

No.	Question Items	Reading Aspects
1.	1	Main Idea
2.	2	Detail Information
3.	3	Vocabulary
4.	4	Main Idea
5.	5	Vocabulary
6.	6	Making Inference
7.	7	Detail Information
8.	8	Vocabulary
9.	9	Making Inference
10.	10	Vocabulary

Appendix IV

Test

Kecak and Fire Dance

It's always good when your flight on holiday is on time. After a 1,5-hour flight from Jakarta to Denpasar, the first thing in mind was trying to catch up the Kecak and Fire Dance at the Pura (Balinese Hindu Temple) Uluwatu. Located at the southwest tip of Bali, Uluwatu takes about an hour drive from Ngura Rai Airport.

As the sun sets in the majestic background of the arena, show starts. A group men made around formation and began to chant “cak...cak...cak...” and made other sounds. This must be the world's most colossal acapella group. The Kecak in Uluwatu adopt the Hindu epic, Rama and Sinta – a story of love, friendship, and courage. The dialogues use Balinese. To keep up with the story, the visitors receive handouts in their own languages from English Japanese, Russian, Korean and Chinese.

As the breathtaking background of the sun meets the horizon and its magical colors appear, the story comes to its climax. The mystical aura provided by the chants is topped off with a spectacular scene as Hanoman, the monkey god and the guy in this story, escapes a ring of fire set the evil characters. At the end of the day, good always prevails against evil.

The dancer from Sanggar Karang Boma were spectacular and entertaining, with several comical acts interaction to entertain the audience, to make them as part of the show too, “I made Leper, the dancer club's spokesman explained.

Made added that by doing so, they have done their part of preserving the culture, and promoting tourism at the same time.

(Adopted from HighEndTeen Magazine, May 2011: 124, Jakarta, PT. Media Nusantara Citra)

Choose one the correct answer based on the text!

1. What is the main idea of the second paragraph?
 - a. The performance of Kecak and Fire dance
 - b. The dancer made around formation
 - c. The visitor receive the handouts
 - d. Kecak and Fire dance are colossal acapella group

2. How many times to reach the Pura Uluwatu from the airport?
 - a. 1.5- hour
 - b. 2 hours
 - c. 1 hour
 - d. 3 hours

3. The word “culture” in the last paragraph could be replaced by....
 - a. Rama and Sinta
 - b. The visitors
 - c. Ethnic
 - d. Hanoman

4. What is the main idea of the third paragraph?
 - a. The story comes to its climax
 - b. The mystical aura was providing
 - c. The sun meets the horizon
 - d. The ending of Kecak and Fire dance

5. The word “good” in line 1 could be replaced by....
 - a. Bad
 - b. Great
 - c. Amazing
 - d. Spectacular

6. What can be inferred from the third paragraph?
- The lesson which can be taken that Hanoman is a monkey god
 - Hanoman is escapes a ring of fire set the evil characters in the story
 - The lesson which can be taken that good always prevail against evil
 - The monkey god and the guys with sa spectacular scene
7. Kecak and Fire Dance are the traditional dance from?
- Lombok
 - Padang
 - Aceh
 - Bali
8. The word “Spectacular” in line 14 could be replaced by...
- Amazing
 - Magic
 - Big
 - Legendary
9. What does the last paragraph infer?
- The dancer presented the traditional dance from Bali
 - Sanggar Karang Bomang isn’t a dancer club
 - I made Leper entertained the visitors
 - The dancers and visitors are part of the show
10. The word “evil” in line 16 could be replaced by...
- Iniquitous
 - Ugly
 - Good
 - Hideous

Appendix V

The Answer Key

Text

1. A
2. C
3. C
4. D
5. B
6. C
7. A
8. A
9. D
10. A

Appendix VI

Interview with The Students

The researcher comes to the 11st IPS class and wanted some students to look for the difficulties faced in comprehending English reading text by the eleventh grade students of MA LAB UIN-SU Medan. The researcher interviews the students who have the good score and low score. There are 3 students who have the good score and 3 students low score to interview. Below some interview with some eleventh grade students of MA LAB UIN-SU Medan.

a. Interview with the first student (good score)

Researcher : Assalamualaikum, selamat pagi dek.

Student : Waalaikumusalam kak, selamat pagi.

Researcher : Kamu namanya siapa?

Student : Nama saya Shafirza kak.

Researcher : Menurut kamu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?

Student : Ya lumayan kak kadang menyenangkan, kadang tidak terus saya juga tidak terlalu suka dengan pelajarannya.

Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?

Student : Sepertinya jelas kak tapi saya yang kurang paham karena tidak tahu artinya.

Researcher : Apa yang kamu ketahui tentang reading comprehension?

Student : Yang saya tau reading comprehension itu pemahaman tentang membaca teks kak.

Researcher : Bagaimana cara kamu menentukan ide pokok dalam teks reading?

Student : Dengan cara ya membaca teksnya itu dari awal sampai akhir kak.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : Sedikit-sedikit lah kak, karena kan kadang ada vocabularynya yang gak dipahami gitu kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Iya kak, misalnya kata-kata yang tidak tahu itu mesti dicari dulu dikamus kak, baru bisa buat kesimpulan.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Dengan cara menterjemahkan maksud teks bacaan tersebut kak, lalu saya baca ulang dan menarik kesimpulan untuk disampaikan secara detail.

Researcher : Apakah kamu tahu tentang teks deskriptif?

Student : Iya kak tahu.

Researcher : Kamu sudah mempelajari tentang teks deskriptif?

Student : Iya kak sudah dipelajari di kelas.

Researcher : Suka membaca teks deskriptif?

Student : Iya kak saya suka, tapi sukanya itu karena mendeskripsikan sesuatu.

Researcher : Ada masalah tidak dalam mempelajari bahasa Inggris?.

Student : Cara membacanya kak kadang-kadang ada yang susah dan nulisnya juga.

Researcher : Kalau dalam membaca teks biasanya menemui kesulitan apa?

Student : Kalau saya susah dalam memahami isi teks bahasa Inggris kak, karena susah tidak tahu artinya.

Researcher : Terus biasanya ada soal bagaimana mengerjakannya jika isi teksnya saja tidak tahu?

Student : Saya kira-kira saja kak kalau tidak ya tanya sama teman jawabannya.

Researcher : Pernah ke perpustakaan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Ya pernah kak, kalau buku bacaan bahasa Inggris saya kurang tahu kak, setahu saya hanya ada buku pelajaran bahasa Inggris.

Researcher : Cara belajarnya kamu bagaimana kalau pelajaran bahasa Inggris?

Student : Saya dirumah jarang kak belajar pelajaran bahasa Inggris soalnya hanya itu saja kak jadi mau belajar apa paling cuma lihat-lihat LKS.

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris?

Student : Saya punya kakak juga, kadang saya minta bantuannya jika ada PR kak.

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Ia kak sama-sama.

b. Interview with the second student (good score)

Researcher : Selamat pagi dek.

Student : Ia selamat pagi kak.

Researcher : Kamu namanya siapa?

Student : Nama saya Habib kak

Researcher : Baiklah kamu suka pelajaran bahasa Inggris?.

Student : Suka kak.

Researcher : Apa yang kamu ketahui tentang reading comprehension?

Student : Reading comprehension itu pemahaman tentang membaca teks kak.

Researcher : Bagaimana cara kamu menentukan ide pokok dalam teks reading?

Student : Dengan cara ya membaca teksnya itu dari awal sampai akhir kak baru bisa tau ide pokoknya.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : Tidak semua kata yang ada di teks itu saya tau kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Ia kak pernah, kalau kalimatya panjang susah kak, makanya harus diterjemahin dulu semuanya.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Dengan cara menterjemahkan teks bacaan dulu kak, baru saya baca ulang dan disitu baru bisa nyampein pesan secara singkat.

Researcher : Kamu sudah mempelajari tentang teks deskriptif?

Student : Ia kak udah dipelajari di kelas sama Sir Rudi

Researcher : Kamu tahu tentang teks deskriptif?

Student : Ia kak tahu.

Researcher : Suka membaca teks deskriptif?

Student : Kadang-kadang kak soalnya berbahasa Inggris.

Researcher : Menurut kamu bagaimana cara guru mengajar di kelas apakah sudah jelas?

Student : Biasa saja sih kak tapi kadang-kadang kurang menyenangkan kak.

Researcher : Kenapa? ada masalah tidak dalam mempelajarinya menurut kamu dek?

Student : Sedikit sulit memahami kata-katanya kak.

Researcher : Kalau dalam membaca teks bahasa Inggris biasanya menemui kesulitan apa?

Student : Memahami teksnya kak.

Researcher : Terus biasanya ada soal bagaimana mengerjakannya

jika isi teksnya saja tidak tahu?

Student : Kadang-kadang cuma asal jawab yang penting dijawab dan saya kira-kira saja kak biasanyakan jawabannya ada didalam teksnya.

Researcher : Kenapa tidak membuka kamus saja?

Student : Kadang-kadang kata Inggrisnya tidak ada kak terus belum nanti waktunya habis untuk membuka kamus.

Researcher : Menurut pendapat kamu, apa yang menyebabkan kamu sulit dalam mempelajari teks deskriptif?

Student : Sepertinya karena tidak tahu artinya kak.

Researcher : Pernah pergi ke perpustakaan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Ia pernah kak, kalau buku bacaan saya tidak tahu kak di perpustakaan setahu saya hanya ada buku pelajaran kak.

Researcher : Cara belajarnya kamu bagaimana kalau misalnya ada ulangan?

Student : Paling saya mempelajari materi-materi yang sudah pernah dibahas sama pak guru kak.

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris atau kalau ada PR bahasa Inggris ada yang mengajari?

Student : Ada kak, abang saya, lumayan pandai jadi saya sering minta bantuan dia.

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Ia kak sama-sama.

c. Interview with the third student (good score)

Researcher : Hai, kamu namanya siapa dek?

Student : Fanny kak

Researcher : Menurut kamu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?.

Student : Ya lumayan kak kadang menyenangkan, kadang tidak terus saya juga tidak terlalu suka dengan pelajarannya.

Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?

Student : Kurang paham karena tidak tahu artinya.

Researcher : Apa yang kamu ketahui tentang reading comprehension?

Student : pemahaman tentang membaca teks kak.

Researcher : Bagaimana cara kamu menentukan ide pokok dalam teks reading?

Student : Membaca teksnya itu dari awal sampai akhir kak.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : Sedikit-sedikit lah kak, kadang ada vocabularynya yang gak dipahami gitu kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Iya kak, misalnya kata-kata yang tidak tahu itu mesti dicari dulu dikamus kak, baru buat kesimpulan.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Saya baca ulang teksnya kak, baru buat kesimpulan gitu kak.

Researcher : Kamu tahu tentang teks deskriptif?

Student : Ia kak tahu.

Researcher : Kamu sudah mempelajari tentang teks deskriptif?

Student : Ia kak sudah dipelajari di kelas.

Researcher : Ada masalah tidak dalam mempelajari bahasa Inggris?.

Student : Cara membacanya kak kadang-kadang ada yang susah.

Researcher : Kalau dalam membaca teks biasanya menemui kesulitan apa?

Student : Membaca ya kak bahasa Inggris?

Researcher : Ia membaca.

Student : Kalau saya susah dalam memahami isi teks bahasa Inggris kak.

Researcher : Biasanya kan ada soal, bagaimana mengerjakannya jika isi teksnya saja tidak tahu?

Student : Saya nebak saja kak kalau tidak ya tanya sama teman jawabannya tapi lebih banyak tanya teman.

Researcher : Pernah ke perpustakaan kan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Tidak tahu kak.

Researcher : Cara belajarnya kamu bagaimana kalau pelajaran bahasa Inggris?

Student : Saya dirumah jarang kak belajar pelajaran bahasa Inggris.

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris?

Student : Tidak ada kak.

Researcher : Kalau belajar bagaimana?

Student : Belajar sendiri saya kak.

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Ia kak sama-sama.

d. Interview with the fourth student (low score)

Researcher : Assalamualaikum dek, selamat pagi.

Student : Waalaikumussalam kak, pagi kak.

Researcher : Nama kamu siapa?

Student : Nama saya Ade kak.

Researcher : Kamu suka membaca teks bahasa Inggris?

Student : Tidak suka kak.

Researcher : Menurut kamu pelajaran bahasa Inggris disini menyenangkan tidak?

Student : Ya lumayan kak kadang menyenangkan kadang tidak.

Researcher : Sir Rudi kan gurunya?

Student : Ia kak Sir Rudi gurunya.

Researcher : Bagaimana cara mengajarnya jelas tidak ketika menerangkan?

Student : Jelas sih kak tapi setelah menerangkan selalu diberi soal-soal.

Researcher : Apa yang kamu ketahui tentang reading comprehension?

Student : pemahaman tentang membaca sebuah teks kak.

Researcher : Bagaimana cara kamu menentukan ide pokok dalam teks reading?

Student : Ya membaca teksnya itu dari awal sampai akhir kak.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : Sedikit-sedikit lah kak, kadang ada vocabularynya yang gak dipahami gitu kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Iya kak, misalnya kata-kata yang tidak tahu itu mesti dicari dulu dikamus kak, baru buat kesimpulan.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Saya baca ulang teksnya kak, baru buat kesimpulan gitu kak.

Researcher : Kamu sudah mempelajari tentang teks deskriptif ?

Student : Iya kak sudah.

Researcher : Kamu tahu tentang teks deskriptif?

Student : Iya kak tahu.

Researcher : Suka membaca teks deskriptif?

Student : Kurang suka kak karena harus memahami artinya.

Researcher : Ada masalah tidak dalam mempelajari bahasa Inggris?.

Student : Sulit memahami maksudnya kadang-kadang cari dikamus tidak ada kak.

Researcher : Biasanya ada soal bagaimana mengerjakannya jika isi teksnya saja tidak tahu?

Student : Saya kira-kira saja kak yang sesuai dengan pertanyannya.

Researcher : Pernah ke perpustakaan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Pernah kak, tapi saya tidak tahu kak saya juga jarang ke perpustakaan.

Researcher : Cara belajarnya di rumah bagaimana kalau pelajaran bahasa Inggris kamu?

Student : Mengulang materi dan soal-soal yang pernah dibahas dan dikerjakan kak.

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris?

Student : Tidak ada kak.

Researcher : Kalau belajar bagaimana?

Student : Saya ikut bimbel kak khusus bahasa Inggris.

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Iya kak sama-sama.

e. Interview with the fifth student (low score)

Researcher : Selamat pagi dek.

Student : Selamat pagi kak.

Researcher : Nama kamu siapa dek?

Student : Nama saya Jihan kak.

Researcher : Kamu suka pelajaran bahasa Inggris?

Student : Tidak terlalu suka sih kak.

Researcher : Apa yang kamu ketahui tentang reading comprehension?

Student : Reading comprehension itu pemahaman tentang membaca dalam sebuah teks bacaan kan kak.

Researcher : Ia. Bagaimana cara kamu menentukan ide pokok dalam teks reading?

Student : Dengan cara ya membaca teksnya kak.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : tidak kak, karena kan kadang ada vocabularynya yang gak dipahami gitu kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Ia kak, saya mesti cari tau dulu kosa kata yang tidak saya tau dikamus kak baru bisa buat kesimpulan.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Dengan cara menterjemahkan teks bacaan kak, lalu saya baca ulang dan buat kesimpulan untuk disampaikan secara detail.

Researcher : Kamu sudah mempelajari tentang teks deskriptif?

Student : Ia kak udah dipelajari di kelas dijelasin sama Sir Rudi

Researcher : Kamu tahu tentang teks deskriptif?

Student : Ia kak tahu.

Researcher : Suka membaca teks deskriptif?

Student : Tidak suka kak.

Researcher : Guru bahasa Inggrisnya Sir Rudi kan? Menurut kamu bagaimana cara mengajarnya apakah sudah jelas?

Student : Biasa saja sih kak tapi kadang-kadang pelajarannya membosankan karena setelah dijelasin materi selalu diberi soal-soal terus.

Researcher : Ada masalah tidak dalam mempelajarinya menurut kamu?

Student : Sulit memahami kata-katanya kak.

Researcher : Kalau dalam membaca teks bahasa Inggris biasanya menemui kesulitan apa?

Student : Membaca itu susahnyanya memahami isi teksnya kak.

Researcher : Kalau ada soal bagaimana mengerjakannya jika isi teksnya saja tidak tahu?

Student : Saya kira-kira saja kak biasanyakan jawabannya ada didalam teksnya.

Researcher : Kenapa tidak membuka kamus saja kalau tidak ulangan boleh buka kamuskan?.

Student : Boleh buka kamus kak, tapi kadang-kadang kata Inggrisnya tidak ada kak.

Researcher : Menurut pendapatmu sendiri, apa yang menyebabkan kamu sulit dalam mempelajari teks deskriptif?

Student : Sepertinya karena tidak tahu maksud dan kata-katanya kak.

Researcher : Pernah ke perpustakaan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Kalau buku bacaan saya tidak tahu kak setahu saya hanya ada buku pelajaran.

Researcher : Cara belajar di rumah kamu bagaimana?

Student : Paling saya mempelajari materi-materi yang sudah pernah dijelaskan sama Sir Rudi mbak.

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris atau kalau ada PR bahasa Inggris ada yang mengajari?

Student : Tidak ada kak saya kerjakan sendiri.

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Ia kak sama-sama.

f. Interview with the sixth student (low score)

- Researcher : Assalamualaikum, pagi dek
- Student : Waalaikumussalam kak.
- Researcher : Kamu namanya siapa?
- Student : Nama saya Farhan kak.
- Researcher : Menurutmu pelajaran bahasa Inggris di kelas menyenangkan tidak, suka dengan pelajarannya?.
- Student : Ya lumayan kak kadang menyenangkan terus saya juga tidak terlalu suka dengan pelajarannya.
- Researcher : Menurut kamu ketika pelajaran berlangsung apakah gurunya menjelaskan materi dengan jelas?
- Student : Saya kurang paham kak
- Researcher : Kalau kurang paham kenapa tidak tanya?
- Student : Takut dimarahi kak
- Researcher : Apa yang kamu ketahui tentang reading comprehension?
- Student : Comprehension itu apa kak? Saya gak tau, reading itu kan membaca, comprehension gak tau apa itu kak.
- Researcher : Jadi reading comprehension itu adalah pemahaman dalam membaca, membaca apa? Membaca sebuah teks bacaan yang terdapat didalam teks bahasa inggris, gitu dek.
- Student : Oh ia..ia.. kak.
- Researcher : Ia. Bagaimana cara kamu menentukan ide pokok dalam teks reading?
- Student : Dengan cara ya membaca teksnya kak.

Researcher : Apakah kamu memahami arti kata yang terdapat didalam teks reading?

Student : Tidak semua kak, karena kan kadang ada kosa kata yang gak dipahami gitu kak.

Researcher : Apakah kamu pernah mengalami kesulitan dalam menentukan kesimpulan didalam teks reading?

Student : Ia kak pernah, saya mesti cari tau dulu kosa kata yang tidak saya tau dikamus kak baru bisa buat kesimpulan.

Researcher : Bagaimana cara kamu menyampaikan informasi secara detail berdasarkan teks yang kamu baca.

Student : Dengan cara menterjemahkan teks bacaan kak, gitu.

Researcher : Kamu tahu tentang teks deskriptif?

Student : Ia kak tahu.

Researcher : Kamu sudah mempelajari tentang teks deskriptif?

Student : Ia kak sudah mempelajari.

Researcher : Suka membaca teks deskriptif?

Student : Kurang suka kak.

Researcher : Ada masalah tidak dalam mempelajari bahasa Inggris?

Student : Cara membacanya kak sama gatau artinya kak.

Researcher : Kalau dalam membaca teks biasanya menemui kesulitan apa?

Student : Kalau saya susah dalam membahami isi teks bahasa Inggris kak karna susah juga tidak tau semua artinya.

Researcher : Biasanya ada soal bagaimana mengerjakannya jika isi teksnya saja tidak tahu?

Student: Saya kira-kira saja kak kalau tidak ya tanya sama teman jawabannya.

Researcher : Pernah ke perpustakaan, apakah disana ada buku bacaan bahasa Inggris selain buku pelajaran?

Student : Tidak tahu kak.

Researcher : Cara belajarnya kamu bagaimana kalau pelajaran bahasa Inggris?.

Student : Belajar sendiri di rumah kak

Researcher : Dirumah apa ada keluarga yang bisa bahasa Inggris?

Student : Tidak ada kak

Researcher : Baiklah terimakasih ya atas waktunya.

Student : Iya kak sama-sama.

Appendix VII

DOCUMENTATION



The students listen the instruction from the researcher



The researcher ask the students about their opinion about English



The researcher distributed the test for the students



Some of students ask the researcher about the test of reading



The students do test of reading



The students do test of reading



The students listen the instruction from the researcher to do interview



The researcher do interview with students after implementing the test



The researcher do interview with students after implementing the test



the researcher do interview with students afer implementing the test



The students interview took a photo together with resercher



The students took a photo with researcher after finishing the test

BIOGRAPHY

The writer's name is Dwi Larasati. She was born on July 20th 1997 in Tanjung Morawa, North Sumatera. She is 22 years old. She is Indonesian and a Muslim. She is the second daughter of Mr. Legiman and Mrs. Pariatik. She has a sister, her name is Defita Ayu Frinanti and she has two younger sisters their name are Dinda Ayumi and Vita Lingga Sari.

Her formal education started from 2003-2009 in SD Negeri 106180 Tanjung Baru, North Sumatera. Then she continued her education from 2009-2012 in SMP Swasta Wira Jaya Tanjung Morawa, North Sumatera. After that, She continued her education from 2012-2015 in SMK Swasta Nusantara Lubuk Pakam, North Sumatera and then in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, October 2019

The writer

Dwi Larasati
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