

**THE ANALYSIS OF THE STUDENTS' DIFFICULTIES IN READING
COMPREHENSION**

(Case Study at 7th Grade of MTs Sapa Timur)

THESIS

**Submitted as a Partial Requirement for the Degree of Education (S.Pd) in
Teaching English**



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THESIS RATIFICATION

The thesis entitled "The Analysis of the Students Difficulties in Reading Comprehension (Case Study at Seventh grade of MTs Sapa Timur)". Compiled by Fitria Ningsi Mamonto with students registration number 15.2.6.022, a student of English Education Study Program, has been examined and defined in the Munaqasah session held on 13th January 2023 and has been declared acceptable as one the requirement to obtain Sarjanah Pendidikan (S.Pd) degree with several improvement.

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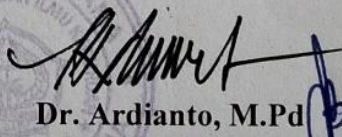
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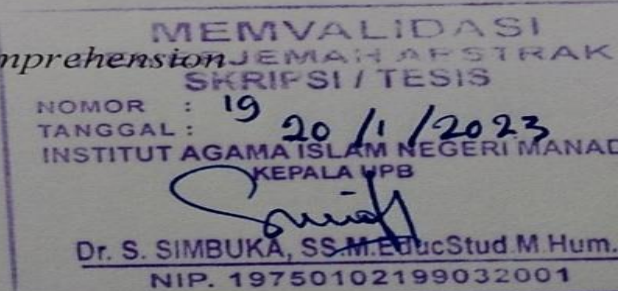

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ABSTRACT

Fitria Ningsi Mamonto. (2023). The Analysis of the Students' Difficulties in Reading Comprehension (A Case Study at Seventh Grade of MTs Sapa Timur). A Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies. Advisors; Dr. Andi Mukarramah Nagauleng, M.Pd and Lies Kryati, M.Ed.

The purpose of this research was to find out what factors that cause students' difficult to comprehend the reading comprehension of their English texts. This research employed a qualitative approach with a case study design. Data collection techniques were going through participatory observation, structured interviews, and documentation. From the results of interviews with 25 students and teachers who taught in grade 7 MTs Sapa Timur, it was found that there were several factors that caused students experienced difficulties in reading comprehension of English Texts. The first causative factor was the lack of interest of students in learning English, because grade 7 students were just learning English, while at Elementary School, there were no English subjects. In this case, it made grade 7 students tried to adapt to English subjects at the Junior High School level. Second, the lack of reading comprehension strategies. Reading comprehension strategies are very important in the process of teaching and learning English. In grade 7, reading comprehension strategies were still not implemented properly due to teacher competency factors which were not in accordance with their profession. Hence, students did not know the good reading comprehension strategies, and made students experienced difficulties in reading comprehension of texts. The third was the lack of vocabulary that students had, so that they experienced problems in reading comprehension such as determining the main ideas in a reading, looking for detailed information, retelling the contents of the reading, and making conclusions from what they read. This was because they lacked of vocabulary knowledge which made them get bored in learning English. Also, they did not know the meaning of the words they read. At the last causal factor was the lack of school facilities that support the teaching and learning process of English. Meanwhile, school facilities in the form of learning media such as English textbooks, English dictionaries, and also from the point of view of teachers in school were still not related with their teaching competence.

Key words: *Students' Difficulties, Reading Comprehension*



ABSTRAK

Fitria Ningsi Mamonto (2023) Analisis Kesulitan Siswa Dalam Pemahaman bacaan Teks Bahasa Inggris Studi Kasus di Kelas VII MTs Sapa Timur. Sebuah tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado. Pembimbing: Dr. Andi Mukarramah Nagauleng, M.Pd dan Lies Kryati, M.Ed.

Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor apa yang menyebabkan kesulitan siswa dalam pemahaman bacaan teks bahasa Inggris mereka. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data menggunakan observasi partisipasi, wawancara terstruktur, dan dokumentasi. Dari hasil wawancara dengan 25 siswa dan guru yang mengajar di kelas 7 MTs Sapa Timur, ditemukan ada beberapa faktor yang menyebabkan siswa mengalami kesulitan dalam pemahaman bacaan teks bahasa Inggris, Faktor penyebab yang pertama adalah kurangnya minat siswa dalam belajar bahasa Inggris, dikarenakan siswa kelas 7 baru belajar bahasa Inggris, sedangkan waktu di Sekolah Dasar belum ada mata pelajaran bahasa Inggris, oleh karena itu siswa kelas 7 baru beradaptasi dengan mata pelajaran bahasa Inggris pada jenjang SMP. Kedua, kurangnya strategi pemahaman bacaan. Strategi pemahaman bacaan sangat penting dalam proses belajar mengajar bahasa Inggris di kelas 7 strategi pemahaman bacaan masih belum terlaksana dengan baik karena faktor kompetensi guru yang tidak sesuai dengan profesinya sehingga siswa tidak mengetahui strategi pemahaman bacaan yang baik, dan membuat siswa mengalami kesulitan dalam pemahaman bacaan teks bahasa Inggris mereka. Ketiga kurangnya kosa kata yang dimiliki siswa sehingga mereka mengalami masalah dalam pemahaman bacaan seperti menentukan gagasan utama dalam sebuah bacaan, mencari informasi detail, menceritakan kembali isi bacaan, dan membuat kesimpulan dari apa yang mereka baca. Hal ini dikarenakan pengetahuan kosa kata yang mereka miliki masih kurang sehingga mereka menjadi bosan dalam belajar bahasa Inggris karena tidak mengetahui arti dari kata-kata yang mereka baca. Dan faktor penyebab terakhir adalah kurangnya fasilitas sekolah yang mendukung proses belajar mengajar Bahasa Inggris di sekolah seperti media pembelajaran seperti buku pelajaran Bahasa Inggris, Kamus Bahasa Inggris, dan juga tenaga pendidik yang mengajar tidak sesuai dengan kompetensi yang dimiliki guru tersebut.

Kata Kunci: Kesulitan Siswa, Pemahaman Bacaan

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This thesis entitled “The Analysis of Students Difficulties in Reading Comprehension” is presented to the English Education Department of Tarbiyah and Teacher Training as a compulsory fulfillment of the requirement for *strata I* degree. In the process of completing this thesis, the researcher obtained a lot of help from many people.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher or for readers in general.

Manado, 16 November 2022

The Researcher

A handwritten signature in black ink, appearing to read 'Fitria Ningsi Mamonto', with a horizontal line underneath and small marks below the line.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 13 Januari 2023

Penulis



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CHAPTER I INTRODUCTION

This Chapter presented and discusses the Research Background, Research Questions, Objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Research Background

Reading is very important in human life, Allah SWT mention command reading in Qur'an surah Al-Alaq verse 1-5 which read:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

لَمْ يَعْلَمْ

It means: 1. Reading in the name of your Lord who created, 2. He who created. Man, from a clot of blood, 3. Read and your Lord the Highest, 4. Who teaches man with a pen, 5. He teaches man what he does not know. The purpose of this verse is that Allah urges people to read a lot and deepen their knowledge of both religious knowledge and other general sciences, including English. Because Allah has promised to raise the number of people who know.¹

Read in the name of your Lord Who created, created man from a clinging clot.

Read, and your Lord is the Most Generous, Who taught by the pen, taught man what he did not know.²

¹ Kementrian Agama RI, Al-Quran 20 Baris Terjemah, (Bandung: CV Mikraj Khazanah Ilmu, 2011), p.302

² Tafsir AL-Mukhtash ar / Markaz Tafsir Riyadh. Accessed on 18 January 2023 at 18.39. http://quranenc.com/id/browse/persian_mokhtasar/50#11.

Qur'an Surah Al-Alaq verses 1-5 contains instructions to read a lot and deepen knowledge, both general knowledge and other knowledge such as English. because Allah has promised to elevate those who believe and have knowledge. To gain a lot of knowledge, you need to read a lot.

In general, reading is also important. Reading is a window of knowledge because reading can affect individual development, reading in general can make us obtain a lot of information, broaden our knowledge of science, and know technological developments.³ In addition, reading is also beneficial for health, which can improve brain function, train memory, and concentration, and can reduce stress.⁴

Reading is one of the important elements also in the process of learning English in addition to speaking, listening, and writing. Reading is also an important part because reading can help in the development of grammar skills, vocabulary formation, and intensive writing, and reading can also strengthen our analytical skills.

Reading is a skill that involves understanding and obtaining the meaning of written words⁵. Reading skills also are the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. Comprehension is the process of analyzing the meaning contained in a reading whose purpose is to obtain the information that the reader needs. Reading comprehension is

³ Ebru Kaya, "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students," *ÜNİVERSİTEPARK Bülten* 4, no. 1–2 (2015): 37–51.

⁴ Medically reviewed by Heidi Moawad, M.D. — Written by Rebecca Joy Stanborough, MFA on October 15, 2019 <https://www.healthline.com/health/benefits-of-reading-books#prevents-cognitive-decline>

⁵ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching, Language*, vol. 57, 2003.

very important for students in learning English but in understanding English reading students have difficulty.

Student difficulty is a condition where students experience a problem or obstacle in a learning process. Students' difficulties in learning reading comprehension at school include students not being able to find the main idea in reading, having difficulty retelling the contents of the reading, and summarizing the contents of the reading, because they do not know the meaning of the words in the text they read, causing them to have difficulty understanding their reading text.

In MTs Sapa, especially grade 7 students, most of the students have difficulty understanding the readings which cause them not to understand what they are reading, causing their KKM scores to be low for that. Students in Reading Comprehension of English Text Case Study at MTs Sapa Timur”.

From the explanation of the problem above, the writer took the initiative to write a research title titled "The Analysis of the Student's Difficulties in Reading Comprehension" Case Study at Seventh Grade in MTs Sapa Timur.

B. Research Question

Based on the Research background above, the researcher's question is “What factors cause students to have difficulties in reading comprehension”?

C. Objectives of the study

The objective of this study according to the research questions above is to know what factors cause students difficulties in Reading Comprehension.

D. Significance of the study

The result of this research is expected to give some significance go to:

1. For Teacher

This research can be used by teachers to know students' difficulties in Reading comprehension and change the learning strategy to be better.

2. For Student

This research can make students motivated in Reading comprehension so that students do not difficulties again in Reading comprehension.

3. For Next Researcher

This research for the next researcher hopefully can help them get the references that they need.

E. Scope and limitation of the study

Based on the research title above, then the limitations of the problem in this study only focused on students' difficulties in reading comprehension of English texts in student's 7th grade in MTs Sapa Timur.

F. Definition of key terms

1. Student's Difficulties in Learning

The difficulty is a condition in which students cannot progress normally, because of dangers, obstacles or disturbances in learning. From the statement, is that

students who have learning difficulties will experience obstacles during the time spent to achieve learning outcomes so that student achievement decreases.⁶

2. Reading Comprehension

Reading comprehension is a process of understanding text which includes vocabulary, and concepts, making conclusions, and relating key ideas, so that readers will get the idea or meaning of a written text.⁷

3. MTs Sapa Timur

MTs (Madrasah Tsanawiyah Swasta) East Sapa is an Islamic educational institution equivalent to a Junior High School located in Sapa Timur village, Tenga sub-district, South Minahasa district.

⁶ Sugiyanto, "Psikologi Pendidikan Diagnostik Kesulitan Belajar," *Psikologi Pendidikan Diagnostik Kesulitan Belajar 2* (n.d.): 116, https://www.google.com/url?sa=t&source=web&rct=j&url=http://staff.uny.ac.id/sites/default/files/pendidikan/sugiyanto-mpd/26-bab-6.pdf&ved=2ahUKEwj459XA7_73AhUxH7cAHfn_BkYQFnoECA4QAQ&usg=AOvVaw3X06B7Io0nNjiUfytOU_hM.

⁷ Rizki Amelia Nurdiana, *Interpretive Reading, Pekanbaru*, vol. 7, 2017, https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE STUDY

A. Review of Related Literature

1. Students' difficulties in Learning Reading Comprehension

a. Definition Learning Difficult

According to the Big Indonesian Dictionary, Difficulty comes from the word difficulty, which means a difficult situation/something difficult. While learning means trying to acquire knowledge or knowledge, practice, change behavior or response caused by experience⁸.

The notion of learning difficulties has a very broad understanding and in-depth, including the terms: "learning disorder", "learning disabilities", "learning dysfunction", "underachiever", and "slow learners".⁹

- 1) Learning disorder or learning disorder is a condition in which the learning process of a person is disturbed by the emergence of conflicting responses.
- 2) Learning Disabilities or learning disabilities refer to symptoms in which children are unable to learn or avoid learning so that the learning outcomes are achieved under their intellectual potential.
- 3) Learning dysfunction refers to symptoms where the learning process does not function properly, even though the child is not indicates the presence of mental subnormal ties, motor dysfunction, or other psychological disorders.

⁸ <https://typoonline.com/kbbi/kesulitan>

⁹ Sugiyanto, "Psikol. Pendidik. Diagnostik Kesulitan Belajar."

- 4) Underachiever is referring to children who have a level of intellectual potential that is classified as above normal, but achievement learning is low.
- 5) slow learners (slow learning) are children who are slow in the learning process, so the child needs longer time than the other group of children who had the same intellectual level. Individuals belonging to the notions mentioned above will experience learning difficulties which are characterized by the presence of obstacles in the learning process.

From the explanation above, it can be concluded that students are difficult learning or Learning Disorder, learning disabilities, learning dysfunctions, or under achievers, and/or slow learners”. Is an event or condition where students have difficulties that hinder their learning process.

According to Mulyadi Setiawan in his book *Diagnosis of Learning Difficulties and Guidance for Special Learning Difficulties* 2010 Page 6 that difficulties are a condition that is characterized by obstacles in the activities of achieving goals that it requires even more active effort while learning difficulties is a condition in the learning process that is characterized by certain obstacles in achieving learning outcomes.¹⁰

From the explanation above it can be concluded that learning difficulties are a situation where students are unable to understand the subjects well, causing students to fail in achieving learning outcomes.

¹⁰¹⁰ Mulyadi Setiawan “Diagnosis Kesulitan Belajar dan Bimbingan terhaap kesulitan Belajar Khusus” Yogyakarta 2010 page 6.

b. Students' difficulties in Reading Comprehension

Students' difficulties in reading comprehension According to Petter Westwood problems occurred at the level of words related to word decoding, word identification skills, and understanding word use knowledge of phonics and orthographic units in words. From that explanation, the writer concludes that the difficulty in reading comprehension is problems understanding words, sentences, or paragraphs.¹¹

c. Difficulties in Reading Comprehension

There are five aspects of difficulties of reading comprehension in which the students should comprehend a text well, such as determining the main idea, locating references, making inferences, detailing the information, and understanding vocabulary.¹²

1. Determining Main Idea

The main idea is the overall picture of a paragraph. In reading comprehension students are required to be able to determine the main idea of reading. In determining the main idea, it is at the beginning of the sentence or is called a deductive paragraph, in the middle of the paragraph and at the end of the paragraph or commonly called an inductive paragraph.

¹¹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties [Book Review]*, *Literacy Learning: The Middle Years*, vol. 17, 2009.

¹² C. Nuttal, (1982), *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, p. 20.

2. Making Inference

The inference is an activity to summarize or shorten a discussion that was originally long to be shorter, dense, and clear so that it is easy to understand. In reading comprehension text students are expected to be able to make conclusions from a text they read. In making conclusions several ways must be considered, namely:

- a) Read Writing Carefully
- b) Mark Key Topics and Key Points
- c) Divide the discussion into several subs
- d) Selection of Relevant Information for Each Topic
- e) Write Conclusions in Your Language
- f) Use Transition Words to Connect Important Points. and the last
- g) Evaluate the Conclusion.

3. Detail information

Detailed information is information that explains a topic in-depth and is arranged in more detail, logically, and densely in the material. The things that must be done to find information logically are 1. Reading the title of the text Read the text carefully 2. Determine the main idea of each paragraph 3. Mark the keywords and 4. Make a list of questions for each paragraph.

4. Understanding vocabulary

Vocabulary is knowledge of the meaning of words in reading comprehension, students are expected to be able to translate every word in a sentence or the entire reading text.

d. Factors of Student's Difficulties in Learning

Factors causing learning difficulties can be categorized into two, namely: internal factors and external factors.¹³

- 1) Internal factors, namely factors originating within the students themselves. This is, among other things, caused by:
 - a) Physical weakness, five senses, nerves, disability due to illness, and so on.
 - b) Mental weakness: intelligence factors, such as intelligence and talent that can be identified by psychological tests.
 - c) Disorders of an emotional nature
 - d) The attitude of wrong habits in studying the subject matter.
 - e) Do not have the basic knowledge and skills needed to understand the subject matter further.

¹³ Erlidawati, "Students' Difficulties in Learning Reading Comprehension," *Students' Difficulties in Learning ITQAN* 9, no. 1 (2018): 107–119.

- 2) External factors, namely factors that come from outside of students, as the cause of learning difficulties include:
 - a) Situations or teaching and learning processes that do not stimulate students to active anticipatory (less enable students to learn actively "student active learning").
 - b) The nature of the curriculum is less flexible.
 - c) The study load is too heavy.
 - d) Unattractive teaching methods
 - e) Lack of tools and resources for learning activities
 - f) The unfavorable home situation for learning.

e. Factors Difficulties in Reading Comprehension

Dian and her friends say that students' difficulties in reading comprehension include:

- a) Vocabulary knowledge is a problem for students in reading texts because students do not master vocabulary, and unusual words from the text make it difficult for students to read, then lack of vocabulary is the reason students have problems in reading.
- b) The length of the text becomes a problem in reading because the long text of text has made students not interested and less careful in understanding the text.

- c) Reading strategies are students' problems in reading comprehension. When students do not have strategies for reading then they do not understand what they are reading.

Based on the 3 indicators above, the dominant factor in students' difficulty in reading comprehension is knowledge is vocabulary.¹⁴

According to Sulih Okta Prihatini in her research, students' difficulties in understanding their English reading are influenced by several causative factors, including:

- 1) The lack of teacher instructions in getting students to read and the teacher often explains topics outside of the discussion.
- 2) The lack of interest of students in reading some students is less interested in reading because students are less accustomed to reading.
- 3) Lack of vocabulary

Lack of vocabulary is a factor causing the third student difficulty because students have difficulty translating the text they read while they do not bring a dictionary.¹⁵

¹⁴ Dian Mega Putri Desita Syafutri Lisiana, Yelliza, "Jurnal Horizon Pendidikan," *The Students' Difficulties In Reading Comprehension At Vocational High School In Padang* 1, No. 4 (2021): 601–613, File:///C:/Users/Eto/Downloads/5078-19481-1-Pb (1).Pdf.

¹⁵ Sulih Okta Prihatini, "An Analysis of Students' Difficulties in Reading Comprehension At Sma Negeri 1 Sukodadi Lamongan," *E-Link Journal* 7, no. 1 (2020): 21.

According to Shehu (2015), their square measure four reasons causing reading comprehension difficulties:

a) Vocabulary.

The new words are knowledge within the text and become their obstacle in understanding the text. Students' agency has insufficient vocabulary information and ought to improve their vocabulary information to understand the text.

b) Memory

The scholars have an issue with the method of the knowledge in the text they simply browse. They can't recall the knowledge as a result of their working memory working slowly.

c) Absence of intensive reading

Students have less interest in reading which affects their reading comprehension ability. Students agency browse little or no or almost none won't be ready to perceive a text and this might lead them to failure in understanding the text.

d) Varieties of text

Varieties of text influence students' reading ability as a result of there square measure some texts that square measure easier to be understood et al that are troublesome. ¹⁶

¹⁶ Iren Shehu, "Reading Comprehension Problems Encountered," *Academic Journal of Interdisciplinary Studies* 4, no. 1 (2015): 91–96.

According to Peter Westwood (2001), reading comprehension is difficult for many reasons, such as:

- a) **Learner Context** The learner context is something that comes from the learner himself. It is related to the learner's attitude towards reading, such as interest and motivation to read and the prior knowledge that the learner has previously known.
- b) **Teaching strategy**, teachers are one of the environmental factors in schools and play an important role in improving students' academic performance. Teachers are the main idea of education and have the responsibility to impart knowledge to students. The teacher is an important figure in the teaching process, especially reading teaching because the teacher also determines whether his students are good readers. If the teacher cannot choose the right strategy to teach the material, he can also become a source of learning difficulties. Therefore, teachers should be cautious in choosing the strategy to teach as it relates to students' understanding of the material.
- c) The learner's environment and environmental factors will also affect students' mastery and learning of English. Thus, a person living with a reading habit is indirectly supported by his environment. Environmental factors .1. Home environment it cannot be ignored that Parents play an important role in the household. Freeman and Long (1990) stated that every student needs attention from their parents to achieve their learning performance. Because learning English is not the same as learning Indonesian, children need the attention of

parents or family to learn English. Learning to read without family attention will make students feel difficult in learning. They can feel down if no one supports them to learn English text. 2. School environment the school environment can also cause students to have difficulty learning to read understanding, such as schools that lack facilities such as learning media. Lack of learning media such as English books, magazines, or newspapers makes the process of learning to read easily ineffective and will hinder students from understanding the material.¹⁷

f. How to overcome learning difficulties:

Mulyadi also suggested ways to overcome students learning difficult, namely:

- 1) Examine the test scores listed in the academic record
- 2) Analyze the exam results
- 3) observation during teaching and learning activities
- 4) perform sociometry to see the social psychological relationships found in students.
- 5) Set student status
- 6) Estimating the causes of learning character.¹⁸

¹⁷ Westwood, *What Teachers Need to Know about Reading and Writing Difficulties [Book Review]*, vol. 17, p. .

¹⁸ Mulyadi Setiawan "Diagnosis Kesulitan Belajar dan Bimbingan terhadap kesulitan Belajar Khusus" Yogyakarta 2010 page 8

2. Reading skill

Reading skill is a person's cognitive ability that can be used when interacting with written text. According to Davies in Milevica Bojovic, reading skills include Identifying the meaning of words, drawing conclusions, identifying the writer's technique, recognizing the mood part, find answers to questions reading skills.¹⁹

According to Ety Pratiwi in her book “Strategy of Reading skill for English language class”, reading skills are the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The possession of a good reading skills will enable the individual to be able to assimilate a written work within a short period while reading.²⁰

From the statement above, winter concludes reading skill is the ability of a person or individual to read and not just read but to can understand every meaning of the writing they read.

a. Definition of Reading

Reading is a form of communication, using written language or symbols (text).

Reading is two-way communication between an author and a reader. Reading is

¹⁹ M Bojovic, “Reading Skills and Reading Comprehension in English for Specific Purposes,” *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010*, 1, no. September 2010 (2010): 1 - 5, https://www.researchgate.net/publication/261213403_Reading_Skills_and_Reading_Comprehension_in_English_for_Specific_Purposes.

²⁰ Ety Pratiwi and M Pd, “By :,” *Strategies of Reading Skill For English Lamnguage Class* (n.d.): 1–8.

interpretation and understanding. All of these responses are correct. Written words are meaningless if you do not understand, or think about, what an author is saying.²¹

Reading is a process of understanding meaning. Reading text that is read will not be useful if we do not know the meaning of a word in a sentence.²²

Reading is a language-based skill that involves cognitive processes. This is the most important skill to ensure the success of learning. Reading is a process that requires the reader to work hard if they want to understand what they read.²³

Reading is a tool for written language communication in the form of text. This is the most effective way to obtain information on all aspects of life, including science and technology. Through reading, people can absorb a lot of information. Reading plays a very important role become a daily necessity for everyone who wants to get any information required. Reading is a basic skill for learners of English as a foreign language.²⁴

Reading according to Farida Rahim is a basic skill consisting of three bases namely recording (associating sounds according to the writing system), decoding (a

²¹ Deborah Daiek Nancy Anter, *Critical Reading for College and Beyond*, (McGraw-Hill : Newyork, 2004), p. 5

²² Elfira., Mahrum. Mochtar, and Mashuri., "Improving Reading Comprehension of The Grade VIII Students Through Directed Reading Thinking Activity (Drta) Strategy," *English Language Teaching Society (ELTS)* 3, no. 1 (2019): 1–11.

²³ Leila Anjomshoa, "The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University MostafaZamanian," *International Journal on Studies in English Language and Literature (IJSELL)* 2, no. 5 (2014): 90–95, www.arcjournals.org.

²⁴ Hijril Ismail, Juang Kurniawan Syahruzah, and B. Basuki, "Improving the Students' Reading Skill Through Translation Method," *Journal of English Education* 2, no. 2 (2017): 124–131.

process of translating words that are read), and meaning (understanding words interpretive, evaluative, and creative).²⁵

From the definition above researchers conclude that reading is the process of understanding writing so that one can know the meaning of what has been written.

b. The Purpose of Reading

The purpose of reading according to Hendry Guntur Tarigan 2008 is as a way to get facts, and ideas, know knowledge/stories, be able to simulate reading content, be able to group or classify, to be able to assess, and evaluate, and be able to make comparisons or contrasts.²⁶

From the opinion above it can be concluded that the purpose of reading is as a way to get information, or knowledge of what is read.

The purpose of reading according to Faridah Rahim (2008) is:

- 1) for fun,
- 2) perfecting reading aloud,
- 3) using certain strategies,
- 4) update their knowledge about a topic,
- 5) linking new information with existing information know,
- 6) obtain information for oral or written reports,

²⁵ Faridah Rahim “*Pengajaran Membaca di Sekolah Dasar*” edisi kedua ,(Jakarta, Bumi Aksara 2008) page 2

²⁶ Hendry Guntur Tarigan “*Membaca sebagai suatu Keterampilan Berbahasa* (Bandung : Angkas) 2008 p. 7

- 7) confirm or reject predictions,
- 8) performing an experiment or applying information derived from a text in some other way and learning about the structure of the text, and
- 9) Try to answer specific questions.²⁷

Rohib Andrianto Sangia (2018) also states that the purpose of reading is not just ordinary reading but must be able to capture the material conveyed by the author through the text that is read so that what the author conveys can be understood by the reader.²⁸

Thomas in Squires 2014 states that there are 4 general purposes of reading, namely: 1. for entertainment, 2. to understand life, 3. to understand oneself, and 4. To understand others. Adetoro also stated that there are three purposes of reading, namely 1. To find a solution to the problem 2. To survive in difficult circumstances, and 3. To promote personal growth.²⁹

From some of the explanations above, the writer concludes that the purpose of reading is not only to get the message conveyed by the author in the text but also to please oneself, increase scientific knowledge, study life, and find solutions to various life problems.

²⁷ Faridah Rahim “*Pengajaran Membaca di Sekolah Dasar*” edisi kedua ,(Jakarta, Bumi Aksara 2008) page 11

²⁸ Rohib Adrianto Sangia, “The Process and Purpose of Reading,” no. May 2014 (2018): 1–8.

²⁹ Scot Squires, “The Effect of Reading Intrest Reading Purose and Reading Maturity on Reading Comprehension of Highscholl Students,” *Statistical Field Theory* (2014): 1–105.

c. Types of Reading

According to Brown in Joni Iskandar, reading is divided into the following three types.

1) Perceptual reading

Perceptual readings involve paying attention to the components of the larger stretch utterance: letters, words, punctuation marks, and other grammatical symbols. Bottom-up processing is implicit.

2) Selective reading in this category is mainly a product of the evaluation format.

To confirm a person's reading recognition of the lexical, grammatical, or discourse characteristics of a language within a short time.

3) Interactive reading type is a language extension from several paragraphs to one paragraph pages or more pages that readers must interact with in a psycholinguistic sense text. You can use bottom-up processing.

4) Extensive reading is longer extensive reading, for example, a long article, and books that are usually read outside of class.³⁰

³⁰ Joni Iskandar, "Teaching and Learning Reading Comprehension Through Herringbone to the First Semester of the Eleventh Grade Students of Man 1 Pesisir Barat in the Academic Year of 2016/2017 Teaching and Learning Reading Comprehension Through Herringbone To the First Seme" (2017).

d. Kinds of Reading

There are two kinds of reading:

1. Extensive Reading

Tarigan (2008: 32) reveals that extensive reading is reading the entire contents of the text of the reading in the shortest time possible with the aim of understanding the important content in the reading so that efficient reading is possible. This is one of the tools used by foreigners who want to learn something without having to go to the language country.

2. Intensive Reading

Intensive reading is a reading activity that is carried out regularly and carefully which aims to grow and hone skills in critical reading to lead to high understanding. The appropriate reading texts must be chosen by the teacher, in terms of form as well as in terms of reading content. Students or students who succeed in this stage will have quality and harmony in the choice of reading.³¹

e. The Important of reading

Reading is important for students to develop their knowledge and to develop their way of thinking related to the development of their moral, emotional, and verbal intelligence.³²

³¹ Nurdiana, *Interpretive Reading*, vol. 7, p. .

³² Yuli Susanti Prihastuti, *Improving the Reading Comprehension of the Eighth Grade Students of Smp N 1 Wonosari By Using the Visualization Strategy in the Academic Year of 2012/2013*, 2013.

Reading is important because reading is a process carried out to get messages or information. In addition to getting information, we can also understand the information contained in the reading and can become knowledge for the readers' future. Reading can also stimulate mental, reduce stress, increase vocabulary, and expand thinking. Reading is a physical and psychological process. We observe writing visually and think in processing the information contained in reading.³³

From the opinions above, the conclusion is that reading is very important because by reading we can find out everything that we did not know before.

f. Techniques of Reading

There are many readings technique that we can apply including: According to Ayu Soniah Habibah there are six reading techniques, namely as follows³⁴ :

1) Skimming

Skimming is one of the tools you can use for efficient reading. Skimming refers to finding general or key ideas and works best with fact-based (or fact-based) material. Skimming reduces the overall understanding because the reader does not read everything. Readers only read what is relevant to their purpose.

2) Scanning

Scanning means reading slowly and carefully and selecting a specific keyword or phrase. This allows you to extract specific information from the text.

³³ Anindhita Pradani, "The Importance Of Reading To Expand Lecturer : Ratna Rintaningrum , S . S . , M . Ed . , Ph . D By : Faculty Of Science And Data Analytics," No. June (2021).

³⁴ Ayu Sonia And Habibah Fisher, "Students Reading Techniques Difficulties Recount Text," *Journal Of English And Education* 2016, No. 2 (2016): 1–12.

It does not mean reading word by word, but simply reading carefully. For a successful scan, you need to understand how the material is structured and what is being read so that the reader can find the specific information they need.

3) Prediction

Prediction is the basis of understanding. According to Duffy (2003), prediction is the most reliable strategy when we start reading. Good readers expect to mean. They do this by predicting what they think will happen at the time of selection and modifying the predictions as they read. Students make informed guesses about what to read, based on previous research and experience.

4) Preview

Preview is a reading skill that tries to collect as much information as possible about the text before the reader reads the text. The purpose of the preview is to find out what the reader will read before actually reading. The preview before reading is to understand what the text contains. By previewing the text, the reader is ready to receive information from the written material. This collection of information helps the reader to shape the big picture of the text.

5) Inference

Is often described as logical guesswork or "reading between lines". To conclude is very similar to the chemical process that forms a compound-when two elements combine to form a new substance. Readers take their experience and draw conclusions when they can combine it with the information, they gather from what they read.

6) Summary

Summarization is a reading technique for retelling stories and passages in a summary version by rearranging information and paraphrasing ideas.

3. Reading Comprehension

a. Reading comprehension Definition

Reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text, and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.³⁵

Reading comprehension is reading by understanding the meaning and drawing conclusions from information contained in a text. Understanding in reading is important for a reader to conclude. In addition, the reader also performs the thought process by connecting the reading with the reader's schema. After going through a series of processes understanding of reading can be achieved.³⁶

³⁵ Prihastuti, *Improving the Reading Comprehension of the Eighth Grade Students of Smp N 1 Wonosari By Using the Visualization Strategy in the Academic Year of 2012/2013.*

³⁶ Ahmad Arif, "THE EFFECTIVENESS OF TEACHING READING COMPREHENSION ON NARRATIVE TEXTS USING SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE (SQP2RS) STRATEGY THESIS," 2019.

Reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is best viewed as a multifaceted process affected by several thinking and language ability.³⁷

According to Woolley, reading comprehension is the process of obtaining meaning from text. So, based on this understanding, reading comprehension is the process of understanding a word or sentence. By the reader, the reader can decipher words, and sentences to get the meaning of the vocabulary.³⁸

From the statement above, winter concludes reading comprehension is the ability to process information that we have read and to understand its meaning.

b. Purpose of Reading Comprehension

According to Samsu Sumadayo, the main purpose of reading understanding is to gain understanding. Someone who already understands reading well will have the following abilities:

- 1) The ability to capture the meaning of words and expressions used by the author
- 2) The ability to capture the meaning
- 3) Ability to make conclusions.

³⁷ Athur W. Heilman, Principle and Practice of Teaching Reading, fifth edition. (Ohio: Merrill, 1981), p. 242

³⁸ G. Woolley, (2011), Reading Comprehension: Assisting Children with Learning Difficulties, Springer Science-Business Media B.V, p.11

Samsu Sumadayo also added that the purpose of reading understanding is also to find answers to questions provided by the reader based on the reading text.³⁹

From the explanation above it can be concluded that the purpose of understanding reading in addition to gaining understanding is also to answer the questions the reader wants to find in the writing he reads.

c. Level in Reading Comprehension

The three levels of comprehension are:

1) Literal Comprehension

Literal comprehension is the maximum apparent comprehension at this stage and entails floor meaning. At this stage, the instructor can ask college students to locate statistics and concepts that they're explicitly said inside the text. The readers can generally outline, paraphrase, or summarize the thoughts expressed with the aid of using the author.

2) Inferential Comprehension

Inferential analyzing entails analyzing the traces or making interferences. It is a method of deriving thoughts that might be implied instead of at once said.

³⁹ Samsu Sumadayo "Strategi dan Teknik Pelajaran Membaca" (Ed. 1, Cet 1) Yogyakarta Graha Ilmu, Chicago style 2011 page 11

- 3) Critical Comprehension Critical analyzing is comparing inside the cloth, evaluating the thoughts determined inside the cloth with recognized requirements, and drawing ends approximately the accuracy suitable and timelines.⁴⁰

B. Previous Study

The previous study is one of the researcher's references for research so that the researcher can enrich the theory that can be used in the study. The following are previous studies in the form of several theses related to research that has been researched by previous researchers.

No	Research Identity	Similarity	Difference	Research originality
1.	Ikah Atikah with the title "Analysis of Linguistic Problems of Students in Reading Comprehension" 2009.	The similarity is that they both examine the object of reading comprehension, the research method is the same, namely	found in the subject under study, this study using the research subject of grade 2 students Baiturrahma Sukabumi and	In the Data Analysis Technique, this study uses a statistical test to process the test data in the form of multiple choice 30

⁴⁰ khotimatus sangadah and Jesslyn Kartawidjaja, "Level of Reading Comprehension of Dominican EFL College Students," *Orphanet Journal of Rare Diseases* 21, no. 1 (2020): 1–9.

		using descriptive qualitative research, the type of case study	the purpose of the study was only to determine students' linguistic difficulties in reading comprehension.	questions to find out students' errors in understanding reading texts.
2.	Winda Putri with the title "Difficulty in Reading Comprehension of Class VIII Students at MTs Nurul Islam Banjarmasin 2013/2014"	Lies in the object under study, the research method used, and the research objectives are twofold, namely to find out students' difficulties in reading comprehension,	The sample used is 8th-grade students with 37 students. And the population used is all students of MTs Nurul Islam Banjarmasin.	

		and the factors that influence it.		
3.	Wahyu Tanoto with the title "Analysis of Student Difficulties in Reading Comprehension for Sixth Semester Students of Muhammadiyah University Purworejo Academic Year 2015/2016"	Both use descriptive qualitative research methods and examine the object is still about Reading Comprehension,	The aim is to find out students' expertise in reading comprehension skills, and to find out what dominates students' difficulties in reading comprehension, the sample with the population and research location is also different, namely using a sample of 28	

			seventh-semester students and the population is all Purworejo University students.	
4.	Dewi Larasati with the title "Analysis of Difficulties in Understanding English Reading Texts in Class XI MA LAB UIN Sumedan Students."	The research method used is descriptive qualitative, the object under study, and the purpose of this research. This study is to identify the difficulties faced by class XI MA LAB UIN-SU Medan students and to	found in the sample and research locations studied, namely in Class XI MA LAB UIN-SU Medan Academic Year 2019/2020 There are only two data collection techniques,	Researchers use data analysis techniques from Miles and Huberman.

		identify the factors that cause students to have difficulty understanding English reading texts.	interviews, and tests	
5.	Susanti, Rika "with the title "A Case Study of Students' Difficulties in Understanding Narrative Texts at SMPN 1 Siman Ponorogo" 2018	The purpose of this study is to answer 1. what are the difficulties faced by class VIII students of SMP N 1 Siman Ponorogo in the 2017/2018 academic year in understanding narrative texts?,	The research was conducted in class VIII of SMPN 1 Siman Ponorogo. The data sources of this study were class VIII students and English teachers at SMPN 1 Siman Ponorogo.	

		<p>2) What are the factors that cause students to experience difficulties?</p> <p>The approach used in this research is qualitative and the method used is descriptive with a case study design</p> <p>Also</p>		
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CHAPTER III

RESEARCH METHOD

A. Approach and research design

The research approach is the whole way or activity in research that start from the formulation of the problems to concluding. There are two kinds of research approaches, namely quantitative approaches, and qualitative approaches. While research design is a plan or structure of an investigation that is made in such a way, as to answer the questions that exist in a study.⁴¹

This research method uses in this research is a qualitative approach with a case study design. As we know that qualitative research is research that does not use numbers but only uses words, and understands and interpret an event. This research media is used to explore and understand the social problems of individuals or groups in society.⁴² Case studies are a type of qualitative research design used to investigate in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are limited by time and activity, and the researcher uses various data collection procedures to collect detailed information over some time.

⁴¹ C.R Kothari, *Research Methodology Methods and Techniques (Second Revised Edition)*, vol. 1999, 2004.

⁴² Jhon W. Cresswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition, Journal of Chemical Information and Modeling*, vol. 53, 2013.

The research used this design in this research because this study aims to provide an overview of what factors cause Students difficult in Reading Comprehension in the seventh grade of MTs Sapa Timur.

B. Research location

This research will be carried out at MTs Sapa Timur which is located in Sapa Timur village, Tenga District, and South Minahasa regency. The population that will be used in this study is 70 students taken from all classes and will determine the sample in the seventh grade with 25 students.

C. Data and Source data

The data used in this study is qualitative research data expressed in the form of sentences or narratives relating to facts or information in the object of research, in this case, MTs Sapa Timur to answer the questions in this study. Qualitative research data usually use various types of in-depth interviews, whether structured or not. What is certain about this type of research is that it is very small to use numeric numbers (numbers) in explaining the results of their research. While the data sources used in this study according to Sugiyono are primary data sources and secondary data sources.⁴³

1. Primary data is a data source that directly provides data to data collectors or in this case researchers, primary data is obtained from observations and interviews

⁴³ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, RD* (Bandung: Albeta, cv, 2013), file:///C:/Users/eto/Downloads/Metode Penelitian Kuantitatif, Kualitatif, dan RD by Prof. Dr. Sugiyono (z-lib.org).pdf.

with teachers and students of MTs Sapa Timur who became respondents in this study.

2. Secondary data is data that does not directly provide data to researchers but through other people or documents such as a list of students' English subject scores at MTs Sapa Timur.

D. Research instrument

A research instrument is a tool used at the time of data collection in research. In qualitative research, the main tool or instrument of data collection is the human or the researcher himself by observing, asking, listening, asking, and taking research data. Researchers must obtain valid data so that not just any interview. In this study, the authors used research instruments in the form of:⁴⁴

In this study, the authors used research instruments in the form of structured observation sheets and a list of interview questions for teachers and students at MTs Sapa Timur.

E. Data Collection Techniques

Data collection technique is a method used by a researcher to be able to collect data and information that will later be useful as supporting facts in explaining his research.

Data collection techniques used in this study were participating observation, structured interviews, and documentation.

⁴⁴ Ibid.

1. Observation

Observation is the process of obtaining first-hand data by observing people and places at the time of research.⁴⁵ In terms of the implementation process of data collection, observations can be divided into participant observation (participant observation) and non-participant observation.

a. Participating Observation (Participant Observation)

In this observation. The researcher is involved with the daily activities of the person being observed or used as a source of research data. While making observations, the researcher participates in doing what the data sources do and shares the joys and sorrows. With this participant observation, the data obtained will be more complete, sharp, and to the point of knowing the level of meaning of each behavior that appears.

b. Nonparticipant Observation

If in participant observation the researcher is directly involved with the activities of the people being observed, then in non-participant observation the researcher is not involved and is only an independent observer. For example, in a polling station (TPS), researchers can observe how people behave in terms of using their voting rights, in their interactions with the committee and other voters. Researchers record, analyze, and then can make conclusions about people's behavior in general elections.

⁴⁵ John W. Creswell, "Third Edition Research Design Qualitative, Quantitative, and Mixed Methods Approaches," *Intercultural Education* 20, no. 2 (2009): 1–270.

2. Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, and also if the researcher wants to know things from respondents who are more in-depth and the number of respondents is small.

Interviews can be conducted in a structured or unstructured manner and can be conducted face-to-face or by telephone.

a. Structured Interviews

Structured interviews are used as a data collection technique when the researcher or data collector already knows with certainty what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of questions written, and the alternative answer has already been prepared.

b. Unstructured Interview

An unstructured Interview is a free interview in which the researcher does not use interview guidelines that have been arranged in a systematic and complete for the collection of the data. Interview guidelines used just lines big problem which will be asked.

3. Documentation

Documentation. According to Sugiyono, documentation is a method used to obtain data and information in the form of books, archives, documents, written

numbers, and pictures in the form of reports and information that can support research.⁴⁶

F. Data analysis technique

Moleong said that qualitative data analysis techniques are efforts or techniques carried out by working with data, sorting it into manageable units, synthesizing, searching, and finding what can be told to others.⁴⁷

Sugiyono stated data analysis technique is an analysis based on the data obtained, then a certain relationship pattern is developed or a hypothesis is developed, then based on the hypothesis, the data is then searched again and again until it can be accepted, then the hypothesis develops into a theory.⁴⁸

Sugiyono also explained that there are 3 stages of data analysis techniques, namely:

1. Data reduction

Data obtained from the field is not quite as much as in quantitative data, therefore data reduction can be carried out which means summarizing, selecting main things, focusing on important things, looking for themes and patterns, and discarding unnecessary ones.

2. Data presentation

After reduction, then the next stage is to display or present the data to have clearer visibility. The presentation of the data referred to here can be as simple as a table with a neat format, graphs, charts, pictograms, and the like. Through the

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, RD.* (Bandung: Alfabeta, 2018: 482)

⁴⁷ Lexy J.Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2011-247)

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, RD.*(Bandung : Alfabeta, 2018:page -249)

presentation of the data, the data is organized, and arranged in a pattern of relationships, making it easier to understand.

3. Conclusion drawing/Verification.

The third step after presenting the data is drawing conclusions and verification. The initial conclusions put forward are temporary and will change if strong evidence is found that supports the next stage of data collection. But if the evidence is valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible.⁴⁹

G. Checking the validity of findings

Validity comes from the word validity which means the extent to which the accuracy and the accuracy of a measuring instrument (test) in performing a function measure it.⁵⁰ To check the validation of the findings of this research, the researcher used the Triangulation technique. This technique was also used to check the validation of the conclusion of this research. The researcher used a triangulation data source to check the validation of this research. Triangulation data source means comparing and cross-checking the consistency of information derived at different times and by different means within the qualitative method.⁵¹

In this technique the researcher compares the data sources as follows:

⁴⁹ Ibid.

⁵⁰ Zulkifli Matondang, "VALIDITAS DAN RELIABILITAS SUATU INSTRUMEN PENELITIAN," *Applied Mechanics and Materials* 6, no. 1 (2009): 87:97.

⁵¹ DTM dr. Siswanto, MHP, *Panduan Penulisan Naskah Ilmiah, Syria Studies*, vol. 7, 2015, https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civil

1. Comparing the results of preliminary research with the results of interviews
2. Comparing the results of preliminary research data from observations after that, the researchers compared the preliminary results of research with observational data. This step is done to support the data, whether the two are also related to check the validation of this study.
3. Comparing the data from the observations the final step, with the results of observations and whether the two are connected is more valid for this research.

H. Research Stages

1. Formulate problems or research questions that focus on analyzing students' difficulties in reading comprehension
2. Researchers submit proposals to schools to be observed
3. The researcher asked the principal of MTs Sapa Timur for permission to conduct research.
4. The researcher asked permission from one of the English teachers to conduct observations and interviews related to the students' difficulties in reading comprehension
5. Determine the research subjects are 7th-grade students of MTs Sapa Timur
6. Researchers conducted interviews with teachers and students in seventh grade in MTs Sapa.
7. Researchers write answers to interview questions.
8. The researcher categorizes the factors that cause students' difficulties in their reading comprehension

9. The researcher analyzes all the answers to the factors that cause students difficulties in students' reading comprehension of English Text.
10. Researchers evaluate and report the results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses a brief description of the research site, research findings, and findings discussion. Research findings report the facts faced by researchers and the discussion represented in the theory of experts.

A. Research Findings

Based on data obtained from field observations, and interviews between teachers who teach English in schools and 7th-grade students at MTs Sapa, Timur, the researchers found several factors causing students' difficulties in reading comprehension of English texts, including:

1. Lack of Interest in learning English

During interviews with the English teacher, Maam Ratni Mokoagow she said that one of the factors causing students' difficulty in reading comprehension happened caused by the lack of students' interest in learning English.⁵² And a continued interview with all student's 7th grade in MTs Sapa Timur students 1, students 6, students 12, students 19, students 21, students 23, and students 24 mentioned that their difficulty in understanding reading texts was caused by their lack of interest in English lessons. And one of the students Aira also added that the reason for not liking English was because during elementary school there was no English subject and they were still adjusting to English subjects.⁵³

⁵² Interview with Ratni Ade Mokoagow date (15 Juni 2022) on MTs Sapa Timur

⁵³ Interview with students at seventh grade date (15 July 2022) on MTs Sapa Timur

Table 4.1 List of Students who like, don't like, don't really like, and a little likes English subject.

Suka	Tidak	Tidak terlalu	Sedikit suka
Aira Rum, Fauzia, Hafiza, Kasi, Musdalifa umar, Resti Matiro	Absyi, Alifan, Marwa, Repi, Ridho, Alfaiz, Nurhayati, Alfatir, Nurliana, Raditya, Reifan, Alfais,	Ade Firania, Aqsan,	Aura, Faiza, Jundika, Nuriansa, Siti Komaria

From the table above the author concluded that 6 students like English lessons, 5 students who are a little like it, 2 students don't like it, and 12 students don't like at all English.

From the results of the observations that the author saw when learning English in the classroom, the teacher explained the learning material but many students were not interested, they just kept quiet and did not pay attention to the delivery of the material presented by the teacher.

From documentation evidence at the time of teaching and learning process in the class 7 grade in MTs Sapa Timur, the author sees students not interested in the material that the teacher told, some students look silent and don't pay attention to what the teacher says, even others students seem only playing.

2. Lack of reading comprehension strategy

Reading strategy is very important in the teaching and learning process in school. Teachers and Students must be knowing the reading comprehension strategy, there are many strategies in the teaching strategy. The teacher should use the right strategy of reading comprehension in teaching English in the class so that students do not have difficulty understanding the English text that they read. Teachers must teach students a good reading comprehension strategy so that students become to know the strategy in reading comprehension so that they don't have distress in studying.

But in English teaching not all teachers apply a good reading comprehension strategy for a certain reason, for example, in grade 7 MTs Sapa Timur during an interview with an English teacher in the office, when asked about what strategies he had implemented in helping students learn reading comprehension and she answered that she only advised students to increase their vocabulary to make it easier for them reading comprehension, and after the writer asked whether the strategy had helped students in understanding their English text reading and Mrs. Ratni replied that not yet because there were still many students who were lazy to study.

At the time of observation of learning in class, the author saw that when the teacher was teaching in class there was no other strategy that she applied. She only explains the subject topic and didn't use any media.

From the evidence of documentation, the winter looks that the teacher only explains the lesson using the preaching method, and only checks students writing and which make students bored studying and not interested in learning.

3. Lack Vocabulary

The difficulty of 7th graders of MTs Sapa Timur in their reading comprehension was caused by a lack of vocabulary as evidenced during interviews with a teacher and students of 7th grade the teacher maam Ratni Mokoagow say that student's difficulties in Reading Comprehension happened because the student's vocabulary knowledge is lack.⁵⁴ And when the researcher interviewed with the student some students like students 2, students 3, students 4, students 5, students 7 students 8, students 9, students 10, students 11, students 13, students 14, students 15, students 16, students 17, students 18, students 20, students 22, and students 25 said the same thing that the factor that caused them difficulty in reading comprehension of English texts was due to their lack of vocabulary. They lack vocabulary, and it becomes difficult to translate, causing them to be unable to determine the main idea, seek detailed information, and conclude and retell the contents of the reading.⁵⁵

From the observations, the authors also saw that when learning English in class when the teacher taught and asked questions, many students were confused and asked their teacher the meaning of words they did not know so that the teacher had to translate the words in the text because apart from not to know the meaning of students, it seems that no one has brought a dictionary.

From the results of the documentation, it can be seen that there are students who are just silent and the others are just playing.

⁵⁴ Interview with teacher English date (15 July 2022) in MTs Sapa Timur

⁵⁵ Interview with students at seventh gradedate (15 July 2022) in MTs Sapa Timur

4. Lack facility

During an interview with teachers and grade 7 students at MTs Sapa Timur, the author asked whether the school facilities at MTs Sapa had supported teaching and learning activities at school and they all answered that no, and Mrs. Ratni had not even said that their school was still in the process of development so there were still many deficiencies⁵⁶.

Based on this, the authors conclude that one of the factors causing students' difficulties in learning Reading Comprehension text English at the MTs Sapa school is one of them caused by the lack of school facilities owned by the school.

From the results of observations, the author sees that the MTs Sapa school does not have complete school facilities in terms of infrastructure such as library rooms and English language labs that do not exist, supporting facilities such as limited English reading books and dictionaries are not available.

Table 4.2 List the Facilities that have MTs Sapa Timur

No	Types of the School Facility	Number of Room	Room category			
			Good	Floaty damage	Medium damage	Formidable damage
1	Classroom	3	✓	-	-	-
2	Library	1	-	-	✓	-

⁵⁶ Interview with teacher English date (15 July 2022) in MTs Sapa

3	The Lab of Biology	-	-	-	-	-
4	The Lab of physic	-	-	-	-	-
5	Computer Laboratory	-	-	-	-	-
6	Headmaster's officer	1	-	-	✓	-
7	Teacher's Office	1	-	-	✓	-
8	Administration	1	-	-	✓	-
9	Concealing Guidance	-	-	-	-	-
10	Mosque	-	-	-	-	-
11	UKS	-	-	-	-	-
12	Toilet	1	-	-	✓	-
13	Store Room	-	-	-	-	-
14	Sports Venues	-	-	-	-	-
15	OSIS	1	-	-	✓	-
16	Students Activity	-	-	-	-	-
17	Others Rooms	-	-	-	-	-

From the table above it can be seen that MTs Sapa Timur does not have a language laboratory, and even learning media such as English textbooks and English dictionaries are still lacking.

B. Discussions

From the results of the research found in the field, it was found that four factors caused students to have difficulty in reading comprehension of English texts, namely:

1. Lack of student interest in learning English

The lack of students' interest in learning English is a factor causing students' difficulties in reading comprehension of English texts for students in grade 7 MTs Sapa Timur. The difficulty factor of students in their English reading comprehension occurs because of their lack of interest in English subjects. Lack of interest is the most influential factor because without students' interest in learning English, learning English will become boring for students. Interest is very important in supporting success in learning English in this case the authors agree that without the interest of students in learning English, it will not support the success of learning in class. Interest is an inhibiting factor that comes from the student himself and indeed if interest is gone then the desire to learn will not exist.

Sulih Okta Prihartini (2020) also mentions that one of the factors causing students' difficulties in reading comprehension of English is the lack of student interest in learning which occurs because students are less accustomed to using English.⁵⁷ Similarly, at MTs

⁵⁷ Sulih Okta Prihartini, An Analysis of Students' Difficulties in Reading Comprehension At Sma Negeri 1 Sukodadi Lamongan,"E-Link Journal 7, no. 1 (2020):21

Sapa Timur they also said that the reason they were not interested in learning English was that they were not used to using English because apart from the environment in which their residence who does not speak English, is encroached on while in elementary school, they just entered their junior high school they are distress and still adjust to learning English.

2. Lack of Reading comprehension strategy

The lack of reading comprehension strategy is a factor causing students difficulties in reading comprehension for students at MTs Sapa Timur. This happens because the teacher who teaches English at the school is not following the expertise of the teacher, as a result, the teacher only explains the material without using strategies. Certain strategies such as using the media or other strategies. Thus, causing students not to know the strategy in their reading comprehension.

Dian Megan Putri and her friend in their journal (2021) That one of the factors causing students' difficulties in their reading comprehension occurs because they do not know the appropriate reading comprehension strategy.⁵⁸

Peter Westwood (2001) also mentioned that one of the factors causing students' difficulties in their reading comprehension was caused by the teacher's lack of strategy in teaching students' Reading Comprehension in class. Teacher education is important in the learning process because it must be accountable and instilled in students. The teacher

⁵⁸ Dian Mega Putri Desita Syafutri Lisiana, Yelliza, "Journal Horizon Pendidikan,"The Students Difficulties in Reading Comprehension at Vocational High School in Padang 1, no.4 (2021):601-613,file:///C:/Users/eto/Downloads/5078-19481-1-PB (1).pdf.

is an important figure in the learning process, especially in learning reading comprehension because the teacher can make students become good readers.⁵⁹

Sulih Okta Prihartini (2020) also explained that students' difficulty in reading comprehension also occurs due to the lack of instructions given by the teacher during teaching so that students have difficulty in reading comprehension.⁶⁰ Instruction from the teacher is very important because can make students more directed in learning English so that students do not lose their way in learning and can success in the lesson.

3. Lack of vocabulary

Lack of vocabulary is a factor causing students' difficulties in learning reading comprehension of students in grade 7 MTs Sapa Timur because almost all students say that. Lack of vocabulary is the most influential factor because reading comprehension without knowing the meaning of words is a problem that can make students have difficulty in reading comprehension. Lack of vocabulary is the most dominant factor causing student difficulties and often occurs in schools.

The lack of vocabulary is the cause of students' difficulties in reading comprehension, which is mentioned again by Dian Megan Putri and her friends, namely that knowledge of vocabulary can be a problem for students when they do not know what they are reading. And vocabularies are reasons for students to have problems in reading.⁶¹

⁵⁹ Westwood, What Teacher Need to know about Reading and Writing Difficulties (Book Review), vol. 17, p.

⁶⁰ Sulih Okta Prihatini, "An Analysis of students' Difficulties in Reading Comprehension At Sma Negeri 1 Sukodadi Lamongan," E-Link Journal 7, no. 1 (2020) : 21

⁶¹ Dian Mega Putri Desita Syafutri Lisiana, Yelliza, "Journal Horizon Pendidikan, "The Students Difficulties in Reading Comprehension at Vocational High School in Padang 1, no. 4 (2021) : 601-613, [file:///C:/Users/eto/Downloads/5078-19481-1-Pb \(1\).pdf](file:///C:/Users/eto/Downloads/5078-19481-1-Pb (1).pdf).

Shehu (2015) also mentions that one of the factors that influence students' difficulties in their reading comprehension is the lack of vocabulary. Knowledge of words is very important in understanding the information contained in a text and knowledge of vocabulary can help students understand the text they read.⁶²

4. Lack of school facilities.

Lack of facilities is a factor that causes students' difficulties in reading comprehension of English texts at MTs Sapa Timur because the existing facilities at the school have not been able to provide learning media such as sufficient English books, dictionaries, language labs, and education staff.

Peter (2001) also said in his journal that the cause of students' difficulties in understanding English texts part of the external factor, there are two, namely the home environment factor which is learning support from parents, and the school environment such as the completeness of the facilities owned by the school that must be provided to support the language learning English process at school.⁶³

⁶² Iren Shehu, Reading Comprehension Problems Encountered,"Academic Journal of Interdisciplinary Studies 4, no. 1 (2015) : 91-96

⁶³ Westwood, What Teacher Need to know about Reading and Writing Difficulties (Book Review), vol. 17, p.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on research results obtained from interviews and observations with students in seventh grade in MTs Sapa Timur the factors cause students difficulty in reading comprehension namely: 1). lack of student interest in learning English because seventh-grade students are still relatively new to learning English and are still foreign to learning, they only accustomed to using their mother tongue. 2). Lack of Reading Comprehension strategy in teaching and learning English subjects because the teacher who teaches English at MTs Sapa Timur is not by the teacher's major so students not knowing the strategy in Reading. 3). Lack of vocabulary that students are still lacking so that they have difficulty understanding the meaning of the text they read, cannot determine the main ideas in reading, give conclusions, and retell the contents of the reading. 4). The factor is the lack of facilities that support the learning process at MTs Sapa Timur where there are still many shortcomings in terms of facilities, books, and more competent teachers.

B. Suggestions

Based on the results of the research that was found, the researcher gave some suggestions 1). For teachers who teach English subjects, it is better to provide good reading comprehension strategies for students so that students know what strategies they should use in understanding reading, motivate students to like English by preparing various learning methods so that students do not get bored in learning English, as well as

giving orders to students to memorize vocabulary at home. 2). For students should revive their interest in learning English because English is an international language and all schools have made English subjects mandatory students should increase their vocabulary by memorizing at home words that are not known so that they are ready to learn when learning begins. 4). Schools should be able to facilitate the needs of students in learning such as preparing English books, dictionaries, language laboratories, and teachers according to their professions so that they can support the learning process in schools because school facilities can also affect the success of teachers and students in the teaching and learning process.

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APPENDIX

Appendix I

List of Interview

A. Teacher

1. How is the reading comprehension of grade 7 students in English?
2. Does the student's reading comprehension ability meet expectations?
3. Can grade 7 students understand the reading?
4. Do students have difficulty reading comprehension texts?
5. What difficulties do students experience in reading comprehension of their English texts?
6. What factors cause students difficulty in reading comprehension of English texts?
7. What strategies are used in teaching reading comprehension to students in class?
8. Have the strategies that have been taught helped students in their reading comprehension in class?
9. Do students ask the teacher when they have difficulty understanding the text?
10. Do the school facilities meet the standards for learning English at school?

B. Students

1. Do you like learning English?
2. Can you understand the English text you read?
3. In your opinion, is it difficult to understand reading English texts?
4. What difficulties do you experience in reading comprehension?
5. What factors cause you to experience difficulties in reading comprehension of English texts?
6. Can you find the main idea of a passage?
7. Can you retell the content of the English text you read?
8. Can you conclude from a passage?
9. Can you find detailed information in a passage?
10. In your opinion, school facilities have helped in the learning process in class?

Appendix II
Observation Checklist Sheet

Grade : VII

Date : 13 June 2022

No	Focus	Observed points	Yes	No
1	Teacher	A teacher comes to class on Time	✓	
		Teacher greets students	✓	
		The Teacher Explains the Lesson	✓	
		The Teacher uses the media when explaining the material		✓
		The teacher asks students about difficulties in understanding the lesson	✓	
		The teacher always asks students to memorize the vocabulary in the learning material	✓	

		The Teacher concludes the material and reminds students to study at home	✓	
		The teacher gives assignments to students	✓	
2	Students	Students come to the class on time	✓	
		Students answer greetings from the teacher	✓	
		Students excited listen to the teacher who explains the material		✓
		Students take learning seriously		✓
		Students answer questions from the teacher		✓
		Students do the assignments given by the teacher	✓	
3	Facilities	Comfortable classroom	✓	
		Clean classroom	✓	
		Classrooms have the facilities needed by teachers in teaching and learning activities		✓

		The school has a language laboratory		✓
		The school has an adequate and comfortable library		✓

Interview Teacher sheet

Name : **Ratni Mokoagow, S.HI**

Date : **15 Juli 2022**

1. Bagaimana pemahaman bacaan Bahasa Inggris siswa kelas 7?

Jawaban : Pemahaman bacaan siswa kelas 7 masih kurang

2. Apakah kemampuan pemahaman membaca siswa sudah memenuhi harapan?

Jawaban : Belum masih perlu banyak belajar

3. Bisakah siswa kelas 7 memahami bacaan?

Jawaban : Kebanyakan sih masih belum bisa

4. Apakah siswa kesulitan membaca teks pemahaman?

Jawaban : Iyaa kebanyakan siswa kelas 1 masih banyak yang kesulitan dalam pemahaman bacaan mereka

5. Kesulitan apa saja yang di alami siswa dalam pemahaman bacaan teks Bahasa Inggris mereka?

Jawaban : kesulitan dalam menentukan gagasan pokok dari sebuah bacaan, kesulitan mencari informasi, kesulitan menceritakan kembali, kesulitan memahami isi bacaan dan kesulitan membuat kesimpulan.

6. Faktor apa yang menyebabkan siswa kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Ada banyak factor yang diantaranya factor kurangnya

minat siswa, kurang perbendaharaan kata yang mereka miliki sehingga mereka kesulitan dalam menerjemahkan, strategi pengajaran Reading Comprehension, yang belum sesuai, dan kurangnya fasilitas sekolah yang mendukung proses pembelajaran di sekolah.

7. Strategi apa yang digunakan dalam pengajaran pemahaman membaca siswa di kelas?

Jawaban : strategi pembelajaran yang saya terapkan di kelas hanya sekedar menjelaskan materi pembelajaran dan memberikan tugas-tugas kepada siswa agar mereka bisa lebih belajar di lagi rumah.

8. Apakah strategi yang telah diajarkan telah membantu siswa dalam pemahaman bacaan mereka di kelas?

Jawaban : saya rasa belum karna saya kompetensi saya bukan Bahasa Inggris saya hanya mengisi kekosongan pengajar saja.

9. Apakah siswa bertanya kepada guru ketika mereka mengalami kesulitan dalam memahami bacaan?

Jawaban : kadang-kadang

10. Apakah Fasilitas Sekolah sudah memenuhi standar pembelajaran Bahasa Inggris di sekolah?

Jawaban : Belum masih banyak kekurangan dari segi materi pembelajaran seperti buku Bahasa Inggris yang sangat

kurang Lab Bahasa yang tidak ada, serta tenaga pengajar yang belum sesuai kompetensi di bidangnya.

Interview student 1

Name : Absyi Khiraf Palamolo

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : Tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : Tidak

3. Menurut kamu susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : ya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Tidak tertarik dengan Bahasa Inggris

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : sedikit bisa

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : Tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : Belum

Interview student 2

Name : Ade Firania Mooduto

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : Tidak terlalu

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah teks bacaan?

Jawaban : belum bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : sedikit

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 3

Name : Aira Rum

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah susah gampang

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : Menerjemahkan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : bisa

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 4

Name : Alifan Putra Pomalingo

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan mencari gagasan utama

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 5

Name : **Aqsan Alif Lakoro**

Class : **VII**

Date Interview : **15 Juli 2022**

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak terlalu

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesusahan menceritakan kembali isi bacaan, menentukan gagasan utama, dan membuat kesimpulan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 6

Name : **Aura Yusuf**

Class : **VII**

Date Interview : **15 Juli 2022**

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : sedikit suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : ada susahnya

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Tidak suka Bahasa Inggris

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : belum bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : belum bisa juga

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : belum bisa

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : belum bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 7

Name : Faiza Mamonto

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : sedikit suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : belum

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi teks

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : belum

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : belum

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : belum bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 8

Name : Fauzia Az Zahra Hambali

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : iya suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak terlalu

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah juga

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan membuat kesimpulan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : bisa

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : belum

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 9

Name : Hafiza Tabuan

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya sedikit susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menemukan main idea

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 10

Name : **Jundika Leong**

Class : **VII**

Date Interview : **15 Juli 2022**

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : sedikit suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : sedikit

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : sedikit

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : belum

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 11

Name : Kasi Paputungan

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : iya suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : kadang bisa kadang tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : sedikit

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : sedikit

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit bisa

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 12

Name : Marwa Oktavia Makalalag

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami isi bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Tidak suka Bahasa Inggris

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 13

Name : Muhamad Repi

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menerjemahkan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kekurangan kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 14

Name : Muhamad Ridho Monoarfa

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : sedikit

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 15

Name : Muhammad Alfaiz

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : iya suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : sedikit

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan mencari gagasan utama dalam cerita

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : sedikit

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 16

Name : **Muhammad Alfatir Tabuan**

Class : **VII**

Date Interview : **15 Juli 2022**

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menerjemahkan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak terlalu

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 17

Name : Musdalifa Umar

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : suka sih

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menentukan gagasan utama, menceritakan kembali isi bacaan, membuat kesimpulan.

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : sedikit

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : sedikit

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 18

Name : Nurhayati Rania Monoarfa

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah sekali

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menerjemahkan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : Kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 19

Name : **Nurliana Fanda Ottay**

Class : **VII**

Date Interview : **15 Juli 2022**

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : belum

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan dalam menentukan ide pokok

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang minat

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 20

Name : Raditya Lagolu

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan dalam mengartikan kata

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang perbendaharaan kata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 21

Name : Reifan Malik Parajow

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah sekali

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menceritakan kembali

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang suka belajar Bahasa Inggris

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 22

Name : Resti Matiro

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : sedikit

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan memahami bacaan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : Bisa

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : sedikit

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : sedikit

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 23

Name : Richi Alfais Maramis

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : tidak

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah sekali

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan semua

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang suka mata pelajarannya

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : tidak

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 24

Name : Ricki Nuriansa

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : sedikit suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : susah yaa

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan mengartikan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : factor kurang minat

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : sedikit

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Interview student 25

Name : Siti Komaria Pangalima

Class : VII

Date Interview : 15 Juli 2022

1. Apakah kamu suka belajar bahasa Inggris?

Jawaban : sedikit suka

2. Bisakah kamu memahami teks Bahasa Inggris yang kamu baca?

Jawaban : sedikit bisa

3. Menurut kamu Susah ngak dalam memahami bacaan teks Bahasa Inggris?

Jawaban : iya susah

4. Kesulitan apa yang kamu alami dalam pemahaman bacaan?

Jawaban : kesulitan menerjemahkan

5. Faktor-faktor apa yang menyebabkan kamu mengalami kesulitan dalam pemahaman bacaan teks Bahasa Inggris?

Jawaban : kurang kosakata

6. Bisakah kamu menemukan ide utama dari sebuah bacaan?

Jawaban : belum

7. Bisakah kamu menceritakan kembali isi bacaan dari teks Bahasa Inggris yang kamu baca?

Jawaban : tidak bisa

8. Bisakah kamu membuat kesimpulan dari sebuah bacaan?

Jawaban : tidak

9. Bisakah kamu menemukan informasi detail dalam sebuah bacaan?

Jawaban : tidak

10. Menurut kamu fasilitas sekolah sudah membantu dalam proses pembelajaran di kelas?

Jawaban : belum

Attendance List
Students Seventh Grade MTs Sapa Timur

No	NIS	Name	Male/Female
1	210169	Absyi Khiraf Palamolo	Male
2	210170	Ade Firania Mooduto	Female
3	210171	Aira Rum	Female
4	210172	Alifan Putra Pomalingo	Male
5	210173	Aqsan Alif Lakoro	Male
6	210174	Aura Yusuf	Female
7	210175	Faiza Mamonto	Female
8	210176	Fauzia Az Zahra Hambali	Male
9	210177	Hafiza Tabuan	Female
10	210178	Jundika Leong	Male
11	210179	Kasi Paputungan	Female
12	210180	Marwa Oktavia Makalalag	Female
13	210181	Muhamad Repi	Male
14	210182	Muhamad Ridho Monoarfa	Male
15	210183	Muhammad Alfaiz	Male
16	210184	Muhammad Alfatir Tabuan	Male
17	210185	Musdalifa Umar	Female
18	210186	Nurhayati Rania Monoarfa	Female

19	210187	Nurliana Fanda Ottay	Female
20	210188	Raditya Lagolu	Male
21	210189	Reifan Malik Parajow	Male
22	210190	Resti Matiro	Female
23	210191	Richi Alfais Maramis	Male
24	210192	Ricki Nuriansa	Male
25	210193	Siti Komaria Pangalima	Female

RESEARCHER BIOGRAPHY

Name : Fitria Ningsi Mamonto

Place and Date of Birth : Kotamobagu, 24 February 1995

Address : East Sapa village, Jaga I, Tenga District, South
Minahasa Regency, North Sulawesi, Indonesia.

Phone Number : 081244276913

Father : Alm Saman Mamonto

Mather : Warni Darise

Education Background

Elementary School : SDN 2 Bongkudai

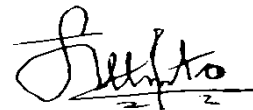
Junior High School : MTs Negeri Boltim

Senior High School : SMK Muhammadiyah Kotamobagu

Organization Experience : IPM (Ikatan Pelajar Muhammadiyah) 2010,

Manado, 20 Desember 2022

The Researcher



Fitria Ningsi Mamonto



Nomor : B-1295/In. 25/F.II/TL.00.1/06/2022
Sifat : Penting
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 08 Juni 2022

Kepada Yth :
Kepala MTs Sapa Timur
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Fitria Ningsi Mamonto
N I M : 15.2.6.002
Semester : XIV (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Analysis Of The Factors That Cause Students Difficult In Reading Compehension"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

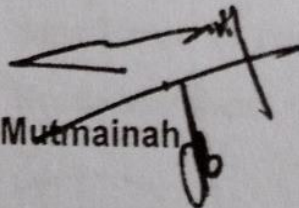
1. Dr. Andi Mukarramah Nagauleng, M.Pd
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d Juli 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,


Mutmainah

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip



**KEMENTERIAN AGAMA
KABUPATEN MINAHASA SELATAN
MADRASAH TSANAWIYAH SAPA**



Alamat : Jl. KH. Ramli Jaga 3 Desa Sapa Timur, Kec. Tenga, Kode Pos 95355

Nomor : 359 / MTs_Sapa / VII / 2022
Lampiran : -
Perihal : **Surat Keterangan Selesai Penelitian**

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Swasta Sapa :

Nama : Julman Todano, S.Pd.I
Jabatan : Kepala Madrasah Tsanawiyah Swasta Sapa
Alamat : Sapa Timur Jaga IV, Kec. Tenga, Kab. Minahasa Selatan

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Fitria Ningsi Mamonto
NIM : 15.2.6.002
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)
Universitas : IAIN Manado

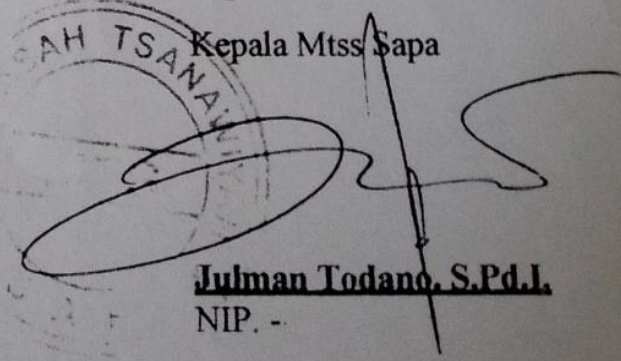
Telah selesai melakukan penelitian di Madrasah Tsanawiyah Swasta Sapa Kec. Tenga, Kab. Minahasa Selatan selama 1 (Satu) bulan, terhitung mulai tanggal 09 Juni 2022 sampai dengan 09 Juli 2022 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul:

**ANALYSIS OF THE FACTORS THAT CAUSE STUDENTS DIFFICULT IN READING
COMPEHENSION**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Sapa Timur, 11 Juli 2022

Kepala Mtss Sapa


Julman Todano, S.Pd.I.
NIP. -

DOCUMENTATION

Observation Teaching and Learning English Activity at Students Seventh Grade in MTs Sapa Timur



Teacher prepare for learning



The teacher writes down the learning material



Teacher Explain the materials



Teacher ask question to Student



Teacher ask question again



Learning is Finish