

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT THE TENTH GRADE OF SMK AL-ISLAM
SURAKARTA IN THE ACADEMIC YEAR 2021/2022**

THESIS

Submitted as a Partial Requirements

For the undergraduate degree



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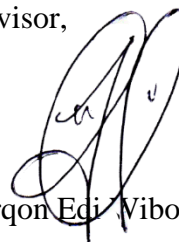
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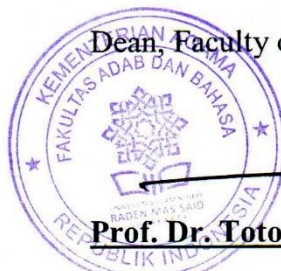
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Rahmat Purwanto, S.Pd.SD and Mrs. Sri Hastuti, S.Pd.SD who always give love support and pray for the fluency of finishing my education till the end skripsi.
2. My beloved brother Ridwan Abid Nur Hidayat and my big family always give support and pray the best for me.
3. My self Hanifah Aulia Kusuma who always do strong and never give up until now.
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MOTTO

“Don’t compare yourself to others. That’s when you start to lose confidence in yourself”

-Will Smith-

“All our dreams can come true, if we have the courage to pursue them”

-Walt Disney-

“Success is not about how much money you make, it is about the difference you make in people’s lives”

-Michelle Obama-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“An Analysis of Students’ Difficulties in Reading Comprehension at the Tenth Grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022” is my own original work. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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

Sukoharjo, 13 Desember 2022

The researcher

Hanifah Aulia Kusuma

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ABSTRACT

Hanifah Aulia Kusuma. 2022. An Analysis of Students' Difficulties in Reading Comprehension at the Tenth Grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022. Thesis, English Language Education, Cultures and Languages Faculty.

Advisor : Furqon Edi Wibowo, M.Pd.

Reading is the fundamental skills that is closely related to other skills like speaking, listening, and writing. This study aims to find out the students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta in the academic year 2021/2022. The subject of this study 10 students X TKJ 1 and 10 TKJ 2 SMK Al-Islam Surakarta. The objective of this research are: (1) to determine the difficulties faced by the tenth grade students of SMK Al-Islam Surakarta when reading comprehension of English texts, and (2) to find out the factors that caused students difficulties in reading comprehension at the tenth grade students of SMK Al-Islam Surakarta in the Academic Year 2021/2022.

The researcher used descriptive qualitative research. The data was collected from observation, interview, questionnaire, and test. The trustworthiness of the data that was used by the researcher was triangulation of method. The researcher used the technique of collecting data from Miles and Huberman.

Based on the research, it shows that students difficulties in reading comprehension. *First*, there were 23,4% students have literal reading comprehension level, 11,2% students have inferential reading comprehension level, and 5,8 have critical reading comprehension level. Difficulties experienced by students include determining main idea, making inference, detail information, and understanding vocabulary. From questionnaire, most of students chose neutral in answering statements about determining main idea. In the statement regarding difficulties in making inference, many students answered that they agreed with the statement. Meanwhile, in the questionnaire about detail information, many students chose the agree statement. Regarding the statement about difficulty understanding vocabulary, many students answered either agree and neutral. *Second*, the factors of causing the students difficulties in reading comprehension, such as students' background knowledge, teacher's technique, and students' environment. The most dominant factors in class X TKJ 1 are students' background knowledge and students' environment. While, the factors of causing the students difficulties in class X TKJ 2 such as teachers' technique and students' environment. Based on the explanation above, it can be concluded that the difficulties experienced by tenth students of SMK Al-Islam Surakarta namely determining main idea, making inference, detail information, and understanding vocabulary.

Keywords: Students Difficulties, Reading Comprehension

CHAPTER I INTRODUCTION

A. Background of Study

Reading is a fundamental skill that is closely related to other skills like speaking, listening, and writing. Reading serves as a window of knowledge for acquiring information, such as reading books, magazines, newspaper, etc. Reading is a crucial component of language skills in everyone's life, whether in school or university. Through reading, the readers will get a lot of meaningful knowledge that readers can take in reading. Reading comprehension is a complex task which requires the arrangement of many different cognitive skills and abilities (Oakhill, J., Cain, K., & Elbro, 2015). An individual's capacity to read a text, analyze it, and comprehend its content is the meaning of reading comprehension. Reading habits also help readers to discover new vocabulary and phrases that they may not be familiar. This is a great habit to develop, so that readers gain new knowledge after with each reading.

Reading comprehension according to Grabe and Stoller, is the ability to comprehend information from a text and interpret it precisely according to the text meaning (Grabe, W., & Stoller, 2019). An individual's ability to understand a text is influenced by their natures and skills. Reading comprehension is an important skill in language since it helps people understand what they read.

Moreover, according to Yusuf & Enesi reading is a serious skill for students. Without reading the text, students cannot get function effectively and succesfully in the world. From reading, the students learn many things about what they need and should know (Lisiana, D. S., Yelliza, & Putri, 2021).

All of the basic English skills are equally important in supporting the students' English mastery. However, reading has always been the main skill that every student must have (Fuchs, L. S., & Fuchs, 2006). Through reading, students can add new vocabulary about English. Reading comprehension is a process of how the reader can find the exact meaning of the text. Harmer argues that reading is very important because it has various benefits. Students will gain a lot of information from a various of sources by reading, that are useful for adding insight and knowledge (Maulana, 2021).

English is the second language in Indonesia, there is possibility that students who learn English have difficulties in understanding about text. Therefore, students must know and understand what they read. Each English skill has a different level in understanding and mastering the material. Especially in reading skills, students have difficulty in mastering the content of the reading. (Westwood, P., 2001) defines the difficulty for most readers due to the fact that they do not have and are not aware of effective strategies to assist them in understanding the meaning of the text.

Meanwhile, according to (Supiah, 2021) there are several main problems faced by students when they have difficulty reading comprehension, namely vocabulary knowledge, the length of sentences they read, and reading strategies that are not appropriate. The effect of this problem is that students cannot understand the contents of the text correctly. According to Nuttall (1983:78) state that there are five problems faced by students when reading and understanding about English text, such as alphabet symbol, vocabulary and

sentence structure, cohesive devices and discourse markers, the problem beyond plain sense and the concepts (Pais, 2020).

Joseph and Rohmatillah state that students whose first language is not English have some problems when reading English text. These problems include difficulties in understanding the meaning of the text, making conclusions, identifying and understanding vocabulary, understanding sentence structure, and understanding the context of words in the text (Saraswati, N.K.R., Dambayana, P.E., & Pratiwi, 2021). Problems like this are often the main problems because Indonesian has a different sentence structure, form, sound, and spelling of vocabulary when compared to English.

There have been a lot of studies that focused on students' difficulties in reading texts, such as the research conducted by Albader. In his research, he mentions some of the difficulties that students face in reading foreign languages. These difficulties include several linguistic aspects such as grammar, pronunciation, and the meaning of words. In Indonesia, there is also research on students' difficulties in reading texts conducted by Fakhrudin. In his study, he stated that several factors cause students difficulty in understanding English reading texts. These factors are vocabulary, grammar knowledge, and interest in reading (Satriani, 2018).

Based on the interview conducted in pre-research with the teacher and students, the researcher obtained information about students in SMK Al-Islam Surakarta having difficulties in reading comprehension. The difficulties consisted of determining main idea, difficulty in making inference, difficulty in

detail information, and difficulty understanding vocabulary. Main idea is the primary point that the author wants to communicate to the reader about some topic. They have difficulty in making inference the text. In addition, students also have in detail information because the students do not understand about the text.. Lack of vocabulary makes it difficult for students to read and understand English texts.

The reasons why the writer interested in doing this research is that the researcher wants to know the students' difficulties in reading comprehension and the factors that cause it. In addition, the resarcher choose this school as a place of research because the students of SMK Al-Islam Surakarta are very active during learning process and this school has a good vision and mission.

Based on the problem that the researcher found on the pre-research, the research has been conducted by some other researchers. The first researcher is research conducted by Sri Wahyuni (2019) and the title is "The Students Difficulties in Reading Comprehension at Second Grade at Islamic Senior High School Laboratorium Jambi". She found the difficulties experienced by students in reading comprehension texts in second grade students of Senior High School Laboratorium Jambi, namely students did not understand the content of the text and lack of vocabulary mastery. The second researcher is research conducted by Nur Safitri (2020) and the title is "An Analysis of Student's Difficulties in Comprehending Reading Text at SMA Negeri 6 Palopo". She found that the students of class XII IIS 2 at SMAN 6 Palopo had difficulty in understanding reading English. Difficulties in reading comprehension are caused by various

things, namely difficulty in understanding long sentences in the text, difficulty understanding vocabulary, lack of vocabulary and lazy to read.

There are some difference between this study and two previous studies. In this study, the researcher will find the difficulties faced by students and the factors that caused the students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta. They are difficulty in determining main idea, difficulty in making inference from the text, difficulty in detail information, and difficulty understanding vocabulary.

Based on the explanation above, the researcher are interested to conduct the research with the title “An Analysis of Students’ Difficulties In Reading Comprehension At The Tenth Grade of SMK Al-Islam Surakarta In The Academic Year 2021/2022”.

B. Identification of The Problems

Based on the background of the study, this research is mainly concerned with the students difficulties in reading comprehension in the tenth grade of SMK Al-Islam Surakarta. Therefore, the problem can be formulated as follow:

1. Students have difficulty to find the main idea from the text.
2. Students have difficulty to making inferences from the text.
3. Students have difficulty in understanding a long sentence in the text because they do not know the meaning of text.
4. Students have difficulty in understanding reading text due their lack vocabularies.
5. Student interest in learning English is low.

C. Limitation of The Problems

In this research, the writer focused on investigating difficulties in reading comprehension and factors of students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta. The participants is students in SMK Al-Islam Surakarta. The researcher limits the problem only at the tenth grade students of SMK Al-Islam Surakarta and the researcher want to limits the narrative text.

The researcher would like to analyze the difficulties that faced by students in reading comprehension and the factors of causing the students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022.

D. Formulation of the Problems

Based on the background of the study, the researcher formulated the problem as follows :

1. What are the difficulties faced by the students at the tenth grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022 in reading comprehension?
2. What are the factors of causing the students difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022?

E. Objective of the Study

The general objective of this research is students' difficulties in reading comprehension. In relation to the problem above, objective of the study are :

1. To determine the difficulties faced by students at the tenth grade of SMK Al-Islam Surakarta in reading comprehension.
2. To identify the factors of causing the students difficulties in reading comprehension.

F. Benefits of the Study

1. Theoritically Benefit

- a) The findings of the study will help students difficulties in reading comprehension and to know about the factors.
- b) Students who desire to do research about difficulties in reading comprehension can used this study as a references.

2. Practically Benefits

- a) For the students

This research is expected to be useful to make the students more interested and motivated in learning reading comprehension. They can apply the skill of reading comprehension to decrease their difficulties in reading comprehension.

- b) For the teachers

This research is expected to be useful for English teachers as one of the alternative technique to teach reading comprehension.

c) For the other researcher

This research is expected to be useful for those who are interested in conducting relevant studies with this various research objects.

G. Definition of Key Terms

1) Difficulties

Difficulties are the problem faced by the students in following the teaching and learning process (Hidayati, 2018). It happens because the students are confused or do not know the material which explained by the teacher, especially the English reading text.

2) Students Difficulties

According to Snow, Burns and Griffin (1998: p.93) state that individuals who have difficulty in reading are those whose level of achievement is lower than other students in the class.

3) Reading Comprehension

Reading comprehension is a process of building and extracting meaning simultaneously through interaction with written language (Snow, 2010). Reading without comprehension is useless and ineffective. Reading comprehension can be defined as the process of reading from a text to determine the meaning of the text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Difficulties

a. Definition of Difficulties

According to Cambridge Advanced Learners Dictionary Third Edition, difficulty is condition where students find something but it is not easy to understand. Reading difficulty is problems faced by the students when they find new vocabulary and do not understand the content of the reading text (Oberholzer, 2015). Oxford dictionary stated that difficulty is something that is difficult to achieve or comprehend. Difficulties occur when students experience several obstacles in learning. Most of the difficulties in learning are caused by several things, namely when students do not understand the learning material and students are pasive in the learning process.

Hawas (1990) stated that difficulties are a condition where students do not know the meaning of some words contained in the passage and can not answer questions from the appropriate reading comprehension text.

According to Richards (1975: 174) the difficulty is the basis of error. It happens because students are confused or do not understand the meaning of the text they read. As a result, they will find fault. It is the

main factor that causes students to experience errors in understanding the contents of the reading text.

Based on the experts above, it can be concluded that difficulty is a situation where students find something that is difficult for them to understand. Difficulty in reading is an obstacle for students when they find new vocabulary and do not understand the meaning of the text they read. As a result, they will find errors when translating the content of the text.

b. Kinds of Difficulties

Richards (1975: 174) stated that the source of errors or difficulty can be divided in to two kinds, there are:

1) Interlingual Difficulty

Interlingual difficulty is a significant source of difficulty for students. The early stages of learning a second language are particularly prone to experiencing difficulties between languages from the mother tongue or interference. At this stage, before the second language system was familiar to many people, the mother tongue was the only linguistic system that various students could use. This type of difficulty is influenced by interference that comes from the student's first language (mother tongue). Possible interference can predicate in part on knowledge of the differences between the first and second languages.

2) Intralingual Difficulty

The intralingual difficulty is a difficulty that reflects general characteristics of learning rules, such as factually generalizations, incomplete application of instruction, and failure to learn the conditions under which the instruction applies. This type of difficulty reflects the grammatical characteristics of the learning instruction. Based on the explanation above, the difficulty is very complicated to implement. It will see in the mistakes or errors of students in the learning process in class. The difficulty is the basic form of errors and mistakes made by students during the teaching and learning process in class.

2. Students' Difficulty

a. Definition of Students' Difficulty

Difficulty is a situation where a person is difficult to understand about something (Hornby, 2001). Students' difficulty is a condition where students cannot understand a material in the learning process in class, so that students get poor results in a lesson. Difficulty is a situation faced by the students during teaching and learning process in the class. This is caused students are confused or do not know about the material explained by the teacher when learning process. In this case, difficulty is a situation where students find it difficult to understand the content of the English text.

Reading difficulties are the lower half of the population from the normal distribution of reading ability. Individuals with reading difficulties are those whose achievement levels are lower than others in the population (Snow, Burns and Griffin, 1995, p.107).

Longman Dictionary (2009, p. 279) stated that difficulty is a problem or something that causes difficulty. Students' difficulty is a condition where students face difficulties when understanding the learning material. It can be seen from the mistakes and errors of students in understanding the learning material.

Based on the experts above, it can be concluded that students' difficulties are conditions when students cannot understand a material when learning in the class, so they get poor results in a lesson. It happens because students do not understand the material explained by the teacher during the learning process in the class.

b. Factors Students' Difficulty

There are 2 factors that cause students difficulties in understanding the content of the English text, such as internal and external factors. Internal factors are factors that are inside students. According to (Rahim, 2006) the internal factors are physical, psychological, and intellectual. While the external factors are factors that come from outside. The external factors are factors from the family environment and school environment (Hidayati, 2018). There are several internal factors that influence students in reading English text,

these factors are difficulties in understanding sentences in long text, difficulties caused by students' limitation in vocabulary, inappropriate reading strategies and lack of concentration of students in reading Fajar, 2009 as cited by (Aziz, 2019).

1) Difficulty in Understanding Long Sentence

A common problem faced by students is difficulty in understanding long sentence with complex sentence structure This is supported by research from Barfield (1999) which show almost 12 percent of students have difficulty in understanding long sentences contained in graded story and 20 percent in academic text. This result of this problem is that students who do not understand long sentences in the text will have difficulty understanding main ideas contained in the text.

2) Difficulty in Using Reading Strategies

Students who lack reading strategies often find it difficult to understand about reading text. Students who are not familiar with skimming and scanning reading strategies will feel down and frustrated because they do not have the strategies needed in reading comprehension tests (Duarte,2005). There are several characteristics of students who are less in using reading strategies. First, students read word for word contained in the text, then they rely on visual information which greatly hinders their understanding in the reading comprehension text. Second, students spend a lot of time on certain

reading, so they often miss the main ideas contained in the text. Third, they focus too much on the meaning of the text. Then, students who do not have strategies in reading will have difficulty facing the reading comprehension tests (Mei-yu, 1998 as cited by Fajar, 2009).

3) Difficulty in Concentration

Concentration in reading can be influenced by psychological factors. Poor concentration will cause students to fail to understand the content of the text. This can be made worse when students take reading comprehension test. Shaw (1959) states that understanding of a text is obtained from reading a text with concentration. In many cases, students cannot concentrate well while reading.

According to Westwood (2001 : 16), external factors that influence students' reading comprehension come from the own reader's environment. The environment factors also affect students in learning and understanding about English. According to Westwood theory's, there are several external factors that cause students' difficulty in reading comprehension, namely learners' background knowledge, teachers technique, and the students' environment.

a) Learners' Background Knowledge

The background knowledge is very crucial in achieving the reading comprehension skills. Background knowledge comes from the learners themselves. The learners' background

knowledge was related to the learners' interest, motivation, and the learners attitude toward reading.

b) Teachers Technique

The teacher is one aspect of the educational environmental factors who has the important role to increase students achievement. According to Westwood (2001), teacher is a subject in education who has a responsibility to transfer their knowledge to the students. The teacher should be careful in choosing the technique in teaching. It will be challenging for students to understand the material if the teacher is unable to select the appropriate techniques in teaching.

c) Learners' Environment

The learners' environmental factors can also cause the students to learn and understand English. Someone who lives in an environment that has good reading habits, will be supported by their surroundings environment. There are two types of learners' environmental that can cause students in learning reading achievement. They are :

(1) House Environment

The role of parents is necessary for the home. Freeman and Long (1990) stated that every student needs attention from their parents to support and achieve their learning achievement in school. Learning English is not the same as

learning Indonesian, so children need parent or family assistance to learn English. Learning reading without accompaniment from the family will make it difficult for students to learn. They will find it difficult if there is no family to support and accompany them to learn English.

(2) School Environment

The school environment can also cause students' difficulties in comprehending English texts because of the school's lack of learning media. The limitation of learning media in schools makes the learning process ineffective and will hinder student understanding of the learning material.

c. Kinds of Students' Difficulty

According to (Hartney, 2011) there are several kinds of difficulties faced by students in reading comprehension texts, namely:

1) Spelling

According to Staden (2010), spelling is the most complex language skill in the field of writing. Students need some of the most basic language skills. There are phonology, morphology, visual memory skills, and equal knowledge of spelling rules.

2) Context clues

According to Ekwall and Shanker (1993), context clues are clues to the meaning or pronunciation of an unknown word derived from the words preceding or following that word. For

example, one could use context clues to determine that the missing word in the following sentence is “rooster”; “The is a crow in the morning”.

3) Decoding

According to Ekwall and Shanker (1993), decoding is the process of talking words in print into spoken words. When the reader uses one or more of the following word recognition strategies: such as phonics, structural analysis, and context clues.

4) Fluency

Ekwall and Shanker (1993) stated that fluency is the individual’s ability to read orally with speed, accuracy, and vocal expression. The ability to read fluently is one of the significant factors required for reading comprehension text.

d. Indicators of Students’ Difficulty

According to Nuttal (1982), there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and the understanding vocabulary. These four aspects are considered as difficulties that students often face when reading comprehension texts.

1) Determining Main Idea

Main idea is the author’s statement that becomes the core of a paragraph and explains about a certain topic. According to Longan (2002) found the main idea of the text is a key to understanding a

paragraph. Each paragraph must have a main idea, so that the reader knows what the author is trying to convey in his writing. The main idea of a sentence is usually located at the beginning of the paragraph. However, it can also be located in the middle or at the end of the paragraph. It depends on how the author arranges it. Students may be confused about what the main idea of a paragraph is, and where the main idea is located.

2) Making Inference

Making inference is a way of making conclusion from a text by combining several clues, such as from what you read, see or hear with your background knowledge. In making inferences, students are expected to comprehend the text to find conclusions that exist in a text. Kopitski (2007) states that readers need to practice combining clues from the text with their background knowledge to conclude. It can be concluded that the clues in the text will help students to build assumptions and draw conclusions from the reading text.

3) Detail Information

Detail information is information that is written in detail, so that the reader knows the meaning of the information. This detailed information is designed to assess students' ability to read and understand the implied of the text.

4) Understanding Vocabulary

Vocabulary is one of the important aspects that can affect students' understanding in reading texts. While reading the paragraph, the student develops their vocabulary by looking up new words in the dictionary and estimating the meaning from context. Context aids pupils in creating a broad interpretation of the message (Sharpe, 2005). It means that pupils will be able to understand the content of a piece by forming predictions based on the context rather than pausing to look up each new word in a dictionary. However, many students are still limited in understanding vocabulary. As a result, they do not understand the content of reading.

3. Reading

a. Definition of Reading

In general, reading is an important language skill in learning English. Reading is an active process of identifying words that involves the writer and reader. Christine Simanjuntak stated that reading is a meaningful interpretation of the interaction between the writer and the reader (Risma, 2019). According to (Asmawati, 2015) reading is an activity that is often done and cannot be found in our life. It aims to search information and knowledge from articles, books, news, and magazines written in English. Reading skills is very necessary for many students. Teaching of reading is very necessary, it aims to help students

have more skills in understanding English texts (Mardianti, V., Ohoiwutun, J. E., 2014). It can be concluded that reading is an important activity for everyone. By reading, students can increase their knowledge and obtain information from reading a text.

Reading is a fantastic way to learn a new language. According to Teresa Walated, reading is an efficient activity in which children examine, reason, and use abilities to generate meaning (Hasanah, 2019). According to some expert definitions, reading is an active action or process of interpreting written text that requires extracting as much information as possible from it as rapidly as possible. Both Deborah Daiek and Nancy Anter agree with the previous statement, arguing that there is some definition of reading (Febrianti, 2014). Then it is claimed that reading is an active process that requires two means of communication between an author and a reader through writer language or symbol (text). It requires interpretation and comprehending.

So, it can be concluded that reading is the activity of understanding and interpreting the meaning of the text to obtain information and knowledge. By reading, students will get new information and knowledge about some new things that they did not know.

b. The Purpose of Reading

Each reader has a different purpose of reading. Depending on the involvement of the reader itself. As the National Council of

Teachers of English (NCTE) Commission on Reading states, “reader competence continues to develop through engagement with various types of texts and extensive reading for various purposes throughout life.” Therefore, the purpose of reading from one person to another is different according to their respective goals (Tikaningsih, 2020). Rivers and Temperley show various points of general purposes of reading, such as:

- 1) To obtain information about some topic.
- 2) To get instructions on how to perform some of the tasks for our jobs.
- 3) To stay in touch with friends through correspondence and to understand business letters.
- 4) To know when and where something will happen and be available.
- 5) To understand what is happening or has happened, as reported in the news, magazine, and newspaper.
- 6) For enjoyment or excitement.

c. The Importance of Reading

Reading skills are very important in our life. By reading, students may get a lot of information that is not given in the school. Harmer argues that, reading is helpful for language acquisition, because it is needed in a career, for the learning process, or just for fun (Harmer, 1998). It be concluded that reading skills are very useful to be understood by students, especially for senior high school students

because it is very necessary when they will continue their study at the college.

4. Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of four language skills that must be learned and mastered by the students. Reading is process for the reader to understand the meaning contained in the text. According to Namara (2007:3) reading is an extraordinary achievement when viewed from the number of levels and components that must be mustered by the students. Comprehension is the ability to understand something with full knowledge and meaning. It means that comprehension is an activity of extracting meaning from written material with complete understanding . According to Collins English Learner's Dictionary, reading comprehension is a text used by the students to help them improve their reading skills and answer questions related to the text (Meylana, 2019).

According to Mayer reading comprehension is a technique to increase students' success in extracting beneficial knowledge from a text (Mayer, 2003). Reading comprehension means understanding the content of the text and pronounce it. Reading comprehension is a complex skills that must be mustered by the students (Erlindawati, 2018). Reading comprehension is taught at all levels of education from kindergarten to university. The type of reading task that student must

complete is reading comprehension. Reading comprehension is a process to gain knowledge about the information contained in the text (Tarchi, 2017).

It can be concluded that reading comprehension is the ability of the reader to process, understand the meaning of the text and integrate it with what the reader knows.

b. Reading Comprehension Aspects

According to Nuttal (1982), there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and the understanding vocabulary. These four aspects are considered as difficulties that students often face when reading comprehension texts (Qurniawan, 2020).

1) Determining Main Idea

Main idea is the author's statement that becomes the core of a paragraph and explains about a certain topic. According to Longan (2002) found the main idea of the text is a key to understanding a paragraph. Each paragraph must have a main idea, so that the reader knows what the author is trying to convey in his writing. The main idea of a sentence is usually located at the beginning of the paragraph. However, it can also be located in the middle or at the end of the paragraph. It depends on how the author arranges it.

Students may be confused about what the main idea of a paragraph is, and where the main idea is located.

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Making inference is a way of making conclusion from a text by combining several clues, such as from what you read, see or hear with your background knowledge. In making inferences, students are expected to comprehend the text to find conclusions that exist in a text. Kopitski (2007) states that readers need to practice combining clues from the text with their background knowledge to conclude. It can be concluded that the clues in the text will help students to build assumptions and draw conclusions from the reading text.

3) Detail Information

Detail information is information that is written in detail, so that the reader knows the meaning of the information. This detailed information is designed to assess students' ability to read and understand the implied of the text.

4) Understanding Vocabulary

Vocabulary is one of the important aspects that can affect students' understanding in reading texts. While reading the paragraph, the student develops their vocabulary by looking up new words in the dictionary and estimating the meaning from context. Context aids pupils in creating a broad interpretation of the message

(Sharpe, 2005). It means that pupils will be able to understand the content of a piece by forming predictions based on the context rather than pausing to look up each new word in a dictionary. However, many students are still limited in understanding vocabulary. As a result, they do not understand the content of reading.

c. Level of Reading Comprehension

According to Brassel (Brassel, 2008), there are three levels taxonomy of reading comprehension, such as:

1) Literal Comprehension

The lowest of the three levels of comprehension is literal comprehension, which requires a reader to be able to repeat or retain the facts or information offered in a text. Literal comprehension includes things like character names and setting specifics. Most of the information needed for literal comprehension comes from the text itself. It is simple to assess recall understanding. When responding to a literal question, the reader can either recall or not recall the information from the text.

2) Inferential Comprehension

Inferential comprehension is the next level, which refers to the ability of a reader to take in information that is inferred or implied within a text. If a text shows that a character is strolling along a street on a cloudy day with an umbrella, you can assume

that the figure is expecting rain. Inferential comprehension is more complex than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information from the readers' background knowledge.

3) Critical Comprehension

Critical comprehension is the third and highest level in taxonomy, which involves making critical judgments about the information contained in the text. Making proper judgments and evaluations requires in-depth analysis and critical thinking. Responses to inferential questions are crucial, depending on the background knowledge and interest of the reader itself. It is not easy to improve the quality of readers' inferential and critical understanding.

5. Kind of The Text

According to (Siahaan, S., & Shinoda, 2008) text is a meaningful linguistic unit in a context. Based on the generic structure and language feature used. According to Mark and Kathy (1997:45), the types of text in English are divided into several types, they are narrative, recount, report, descriptive, procedure, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, spoof, and news item. This variations are known as genre. The researcher choose Narrative Text.

a. Narrative

Narrative text is a text that has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative text contains with problematic events that lead to a crisis or turning point in a story, which ultimately finds a resolution. The generic structure of narrative text are orientation, evaluation, complication, and resolution.

b. Recount

Recount text is a text that has social function is to retell events for the purpose of informing or entertaining. The generic structure of recount text are orientation, events, reorientation, and conclusion (coda).

c. Descriptive

Descriptive text is a text that its social function to describe a particular person, place or thing. The generic structure of descriptive text identification and description.

d. Report

Report text is a text that has the social function to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

e. Explanation

Explanation text is a text that has social function to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

f. Analytical Exposition

Analytical exposition text is a text that has a function to persuade the reader or listener that something is the case.

g. Hortatory Exposition

Hortatory exposition text is a text that has social function to persuade the reader or listener that something should or should not be the case.

h. Procedure

Procedure text is a text that has social function to describe how something is accomplished through a sequence of actions or steps.

i. Discussion

Discussion text is a text that has function to present two points of view about an issue.

j. Review

Review text is a text that has social function to critique an art work or event for a public audience.

k. Anecdote

Anecdote text is a text that has social function to share with others an account of an unusual or amusing incident.

l. Spoof

Spoof text is a text to retell an event with a humorous twist.

m. News Item

News item text is a text that its social function to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Narrative Text

Narrative text is a text that tells a story and has the purpose of entertaining or informing the reader or listener (Anderson, M., & Anderson, 1997). Narrative text is a text that contains a description of a series of events, both real or fiction, written or told with the aim of entertaining the readers or listeners. Narrative text is divided into several kinds, namely: fairy tales, mysteries, science fiction, romances, horror stories, adventure stories, fables, and folklores. The components of narrative text are:

a. Generic Structure of Narrative Text

1) Orientation

Orientation also known as the introduction is the initial stage of the narrative text structure. In this section the author tells the reader about the time, place, and characters in the story.

2) Complication

The complication is the second step in a narrative, it tells about the beginning of the problem until it reaches the climax. It usually involves a main character and one or more the minor characters.

3) Resolution

It the third step in a narrative text, in this step the problem can be solved and any problem that have the solution of the paragraph can be closed with the happy or sad ending.

4) Re-orientation/Coda

The last part of the narrative text structure usually contains conclusions and moral value of the story. Re-orientation is optional of structure of narrative text.

b. Language Feature

1) The use of simple past tense

The narrative text is a text that tells a story in the past, so the tenses used are simple past tense. Example: a long time ago.

2) Action verb

The action verb is a type of verbs to express an action or activity that is visible and can be seen by others. Action verb commonly used in narrative texts are useful for telling the chronology of events in the story. Example: sent, killed, etc.

3) Saying and Thinking verb

Saying verb is a verb to indicate speaking actions such as tell, say, etc. While thinking verbs is a verb that useful to inform the reader about what the character thinks about an event in the story. Examples of thinking verbs: though.

4) Conjunction of time

The conjunction of time is a conjunction in English that shows the adverb of time. Example: as soon as, before, until, till, after, etc.

5) Adjective

The adjective in a narrative text serves to describe or explain the characteristics of each character in the story specifically. Example: Cinderella is a beautiful girl, Aladdin is a poor man.

6) Noun

In reading the narrative text, we will find nouns as pronouns for certain people, animals, or objects. For example, a narrative text that tells about Prince William. The word Prince William was replaced with “The King”.

c. Example of the Narrative Text

The Rabbit and The Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit’s surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short

nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

B. Previous Related Studies

This chapter covers definitions and theories which are related to the research objects in this proposal, the writer uses several the other previous studies which can be found in the following paragraphs.

The first review related to this study and the title is “*The Difficulties in Reading Comprehension of Thailand Students of English Department at IAIN Surakarta in Academic Year 2016/2017*”. Which has been researched by Rizki Amilia Permatasari (2018), the student of the State Islamic Institute of Surakarta (IAIN Surakarta). The researcher used descriptive design with qualitative method in his research. In his thesis, she has analyzed about factors cause reading difficulties and strategies are used by Thai students. According to him, the factors cause reading difficulties are identifying the main idea, spelling, recognizing plot and generic structure, word analysis, and translation. Then, the strategies are used by Thai students are preparation followed by relaxation, positive thinking, peer speaking, and resignation.

The second review related to this study and the title is “*Students’ Difficulties in Comprehending the English Reading Text at the Second Semester of the Eighth Grade of SMP Darul Falah Bandar Lampung in the Academic*

Year of 2018/2019". Which has been researched by Yolanda Melandita (2019), the student of the State Islamic University Raden Intan Lampung. The writer used quantitative method in his research. In his thesis, she has analyzed about students' difficulties in comprehending the English reading text. According to him, the students' difficulties about reading comprehension include : difficulty in language knowledge, learner's background knowledge, motivation, lack of reading strategies, and reading process.

The third review related to this study and the title is "*An Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru*". Which has been researched by Huda Babu (2020), the student of the State Islamic University of Sultan Syarif Kasim Riau. The writer used descriptive quantitative method in his research. In his thesis, she has analyzed about students' difficulties in reading comprehension. According to him, the students' difficulties about reading comprehension include : difficulty in determining main idea, finding specific information, making reference, identifying reference, and understanding the meaning of word. Based on this research, the highest score which contribute students' difficulties in reading comprehension is "difficulties in identifying reference".

The fourth review related to this study and the title is "*An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan*". Which has been researched by Dwi Larasati (2019), the student of the State Islamic University of North Sumatera Medan. The writer used descriptive qualitative method in his research. In his

thesis, she has analyzed about students' difficulties and the factors causing the students difficulties in comprehending reading English text. According to him, the students' get problem to look for the determining main idea, understanding vocabulary, making inference and detail information.

All of the research above had similarities with this research. This research is relevant with four researchers that had been conducted previously. However, the study has the same object but has a different problem. It can be seen from several previous theses above. The context of the researcher is the same that talk about students' difficulties in reading comprehension, but in this case, the problem and the subject are different. The student from four types of research is from university, junior high school, and senior high school. In this research, the student from vocational high school.

Table 2.1

The Table of Comparative Previous Study

Num ber	Name	Institute	Title	Similarities	Differences
1	Rizki Amilia Permatasari	State Islamic Institute of Surakarta	<i>The Difficultie s in Reading Comprehe nsion of Thailand Students of English Departme nt at IAIN Surakarta in Academic</i>	In his thesis, she has analyzed about factors cause reading difficulties and strategies are used by Thai students.	- The researcher used descriptive design with qualitative method in his research. - According to him, the factors cause reading

			<i>Year 2016/2017</i>		difficulties are identifying the main idea, spelling, recognizing plot and generic structure, word analysis, and translation .
2	Yolanda Melandita	State Islamic University Raden Intan Lampung	<i>Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eighth Grade of SMP Darul Falah Bandar Lampung in the Academic Year of 2018/2019</i>	In his thesis, she has analyzed about students' difficulties in comprehending the English reading text.	<ul style="list-style-type: none"> - The writer used quantitative method in his research. - According to him, the students' difficulties about reading comprehension include : difficulty in language knowledge, learner's background knowledge, motivation

					n, lack of reading strategies, and reading process.
3	Huda Babu	State Islamic University of Sultan Syarif Kasim Riau	<i>An Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru</i>	In his thesis, she has analyzed about students' difficulties in reading comprehension.	<ul style="list-style-type: none"> - The writer used descriptive quantitative method in his research. - According to him, the students' difficulties about reading comprehension include : difficulty in determining main idea, finding specific information, making reference, identifying reference, and understanding the meaning of word.

4	Dwi Larasati	State Islamic University of North Sumatera Medan	<i>An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan</i>	In his thesis, she has analyzed about students' difficulties and the factors causing the students' difficulties in comprehending reading English text.	<ul style="list-style-type: none"> - The writer used descriptive qualitative method in his research. - According to him, the students' get problem to look for the determining main idea, understanding vocabulary, making inference and detail information.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a descriptive design with a qualitative method. Descriptive qualitative was used because in this research, the researcher want to analyze students' difficulties in reading comprehension. A qualitative approach is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focused and multi-method, natural and holistic, and explained in a narrative manner (Choiri, U. S., & Miftachul, 2019). According to Gays, Mills, and Airasian (2006:399) state that qualitative research is the collection, analysis, and interpretation of data that has a comprehensive narrative and visual data in order to gain insight into a particular phenomenon that is interesting (Gay, L. R., Mills, G. E., & Airasian, 2012). According to Sugiyono (2016), qualitative research method is research method used to assess the condition of natural project (Sugiyono, 2016). It means that the students' difficulties in reading comprehension text is only described as it. In this study, the researcher used a descriptive qualitative method because it only analyzed the facts found during the research.

B. Research Setting

1. Place of Research

This research was conducted at SMK Al-Islam Surakarta. The research was conducted in this place because the students in the tenth grade

of SMK Al-Islam Surakarta have difficulties in reading comprehension. It is located in the Jl. Honggowongso No. 28 A Surakarta. Time and subject became the primary research setting. Time is needed to reach the target of finishing the thesis. Doing the research, the researcher needs a long time to analyze Students' Difficulties in Reading Comprehension.

2. Time of Research

Table 3.1

Time of Research

No	Activities	Nov 2021	Dec 2021 – Jan 2022	Feb - May 2022	June – July 2022	Aug – Oct 2022	Nov 2022
1	Title Accepted						
2	Pre-research						
3	Writing Proposal						
4	Consultation and Guidance						
5	Proposal Seminar						
6	Revise Proposal						
7	Collecting and Analyzing Data of Thesis						
8	Finish Writing Chapter IV – V						
9	Consultation and Guidance						
10	Report the Research / Munaqasyah						

C. Research Subject

The subject of this research was conducted at the students' difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta in the Academic Year of 2021/2022. The subjects of this research is the students X TKJ-1 and X TKJ-2 class. The researcher choose X TKJ-1 and X TKJ-2 because in this school the tenth grade there are only 2 classes. The tenth grade of SMK Al-Islam Surakarta there are two classes, namely X TKJ-1 and X TKJ-2. There are consist of 47 students.

D. Data and Source of the Data

In this research, the data was collected by using qualitative data. The qualitative data was analyzed from the questionnaire, test, observation, and interview. The qualitative data that was used to describe data was not enabled to be counted or measured objectively and subjective.

Source of the data is the significant thing in this research. The source of the data is :

The tenth grade Students of SMK Al-Islam Surakarta in the Academic Year of 2021/2022. The students are primary source of data from which the researcher observed their difficulties and the factors of causing the students difficulties in reading comprehension. Also, the researcher interviewed them to get some information.

E. Research Instrument

The instrument of this research is the researcher herself because the researchers used descriptive qualitative data. She serves as a researcher's planner, data collector, analyzer, and reporter of research findings. According to Moleong (2017:168), the research instrument is the most important tool in qualitative research (Moleong, 2017). Because the researcher is the primary source of data, the researcher will employ a non-test instrument to gather information. Interview is one of the non-testing instruments used. The researcher focused on teaching–learning activities that the researcher focused on.

1. Blueprint Questionnaire

Table 3.2

Blueprint of Students' Difficulties in Reading Comprehension

Indicator	No	Description	Statements	The Item Number	The Number of Questions
Determining Main Idea	1	Students with lazy reading habits tend to have low learning motivation and difficulty in determining main idea.	Positive	14, 16, 19	5
			Negative	5, 6	

Making Inference	2	Students with less background knowledge tend to have difficulty in making inference.	Positive	20	5
			Negative	1, 9, 12, 15	
Detail Information	3	Students with limited language knowledge tend to lack mastery of material described in the text.	Positive	2, 7, 13, 17,	5
			Negative	11	
Understanding Vocabulary	4	Students with poor reading strategies will have difficulty understanding the vocabulary contained in the text.	Positive	8, 10	5
			Negative	3, 4, 18	

2. Blueprint Test

Table 3.3

Blueprint of Reading Comprehension Test

Theory	No	Indicators	Material / Topic	Kind of Test	The Item Number
According to (Nuttal, 1982),	1	The students are able to find the	Narrative Text	Multiple Choice	2, 14, 20

there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and understanding vocabulary.		main idea of narrative text			
	2	Students are able to making inference of narrative text			1, 3, 8, 9, 15, 16, 19
	3	Students are able to understand detail information of narrative text			5, 6, 10, 11, 12, 13, 17, 18
	4	Students are able to understanding vocabulary of narrative text			4, 7

3. Observation Sheet

Table 3.4

Observation Sheet about Factors of Causing Students Difficulties in Reading Comprehension

Theory	No	Indicators
According to Westwood (2001 : 16), the several factors that cause students' difficulty in	1	Background knowledge
	2	Teachers' technique

reading comprehension, namely students' background knowledge, teachers' technique, and students' environment.	3	Students' environment
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4. Interview Blueprint

Table 3.5

Blueprint of Interview Guide about Factors of Causing Students

Difficulties in Reading Comprehension

Theory	No	Aspect	Indicators
According to Westwood (2001 : 16), the several factors that cause students' difficulty in reading comprehension, namely students' background knowledge, teachers' technique, and students' environment.	1	Background knowledge	To know the student's background knowledge.
	2	Teachers' technique	To know the Teachers' technique.
	3	Students' environment	To know the students' environment.

F. Techniques of Collecting Data

The techniques of data collections will be used by the researcher is data:

1. Observation

Observation is one of the fundamental methods in obtaining data in a research (Ary et al., 2009). Observation is a method of collecting data by observing an object directly and in detail to find information about a particular object. In this study, the researchers conducted observations in grades X TKJ 1 and X TKJ 2 SMK Al-Islam Surakarta in the academic year 2021/2022.

2. Interview

Interview is the most crucial data collection method possessed by a qualitative researcher. Fraenkel, Wallen and Hyun (2011:450) explain that interviews are an important way for a researcher to check the accuracy of the data obtained through previous data collection.

The interview is an instrument of collecting data that provide direct communication between researcher and respondent. In the interview, there will be question and answer section between the researcher and the subject. This research was conducted to get the information to form the knowledge about students' personal opinions, experiences, and ideas related to this research. In this research, the researcher interview with ten students in X TKJ-1 class and ten students in X TKJ-2 class.

According to Morris (2015:9), there are three kinds of interviews, namely:

a) Unstructured Interview

An unstructured interview is an independent interview where the researcher does not use interview guidelines that are arranged systematically and completely for data collection.

b) Structured Interview

An interview is a question and answer session to obtain information from the informant. A structured interview is an interview that has a systematic procedure to dig up information about a topic. The questions are prepared by the interviewer in sequence.

c) Semi-Structured Interview

Semi-structured interviews are interviews that take place with reference to the questions that have been prepared. Semi-structured interviews allow new questions to arise because of the answers given the interviewee. So that during the interview, information can be carried out in-depth.

Based on the explanation above, this research used semi structural interviews. The application of the semi-structured interview technique is to create a relaxed interview situation to obtain in-depth information about the factors of causing students' difficulties in reading comprehension.

3. Questionnaire

The research instrument consisted of several questions with the aim of obtaining information from respondents. Questionnaires are used to

determine students who have difficulty in reading comprehension. According to More (1992: 24), a questionnaire is a method of data collection in which a researcher asks students to evaluate themselves and respond to a series of statements concerning their attitudes, feeling, and opinion. A questionnaire is a tool that consist of a series of questions used to collect data for a study.

According to Sugiyono (2018 : 93), the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group about the social phenomenon that is the object of research. The Likert scale is a psychometric scale in survey research. With a Likert scale, the measured variables are translated into indicator variables. Then these indicators are used as benchmarks for compiling instrument items in the form of statements or questions. The Likert is used as a guideline for submitting statements or questions with alternative answers, namely “Strongly Agree”, “Agree”, “Neutral”, Disagree”, and “Strongly Disagree”. The form of the scale varies greatly depending on the objectives to be obtained by the researcher.

4. Test

The researcher conducted a test to gather the data. The reading comprehension test is an objective test in the form of a multiple choice test consisting of twenty questions. There are four option in each question, namely A, B, C, or D. The author give five points for questions answered correctly, and zero point for questions answered incorrectly. The test is used

to find out what the difficulties faced by students when reading comprehension texts.

G. Trustworthiness of the Data

In analyzing the data, the researcher needs to analyze the validity of data source to get the valid data. It is necessary to establish the trustworthiness of the study. The data that has been collected, is then analyzed using descriptive analysis techniques, such as analysis techniques by determining, interpreting, clarifying and comparing phenomena. In checking the validity of the data, the researcher used triangulation technique. (Patton, 1999) divides data validity techniques into four categories. There are triangulation using the method, triangulation of data sources, triangulation through multiple analysis, and triangulation of theory. The explanation of some of these techniques are as follows:

1. Triangulation using the method

Triangulation using method is done by collecting data using several methods. To obtain accurate information about an event, the researcher can combine interview and observation methods.

2. Triangulation of data sources

In triangulation of data sources, the researcher compares and checks the credibility obtained during research through several sources. The data that has been analyzed by researcher results in a conclusion, the researcher will asks the subject to review the data (member checking).

3. Triangulation through multiple analysis

Triangulation analysis means that the researcher will check the information of the data with their own research or other researchers.

4. Triangulation of theory

Triangulation of theory means that the researchers use various perspectives or theories to interpret the data in order to obtain valid research results.

In this study, the researcher will check the credibility of the data by using a triangulation method that aims to obtain the validity of the data. It's comparing and checking the validity of the data collected at different times and data collection techniques. The researcher evaluated the data collected through the questionnaire and test to answer the first formulation of the problems. The researcher distributes the questionnaire text to students to find out the difficulties experienced by students in understanding the reading text. The test contains several questions regarding the narrative text material that has been given to the students. The researcher used data from questionnaires and tests taken from student tests as the implementation of the triangulation method. The tests here serve as a comparison between the questionnaires so that the resulting data is accurate.

The researcher evaluated the data collected through the observation and interview to answer the second formulation of the problems. The researcher interviewed the students' in the class about the factors of causing the difficulties in reading comprehension. The researcher uses the data from

observation and interview from the students' worksheet as the implementation of triangulation method.

H. Techniques of Analyzing the Data

Techniques of analyzing data is the process of collecting data systematically to facilitate researchers in obtaining conclusions. According to Sugiyono (2010) data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be understood easily and the findings can be informed to others (Notia, 2021). Qualitative data analysis is inductive that is analysis based on the data obtained.

To analyze data, the researcher used interactive analysis from Milles and Huberman. Activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. Data analysis was carried out with the aim that the information collected would be clear and explicit (Sugiyono, 2019). The data analysis technique in a study is carried out using descriptive qualitative so that the researcher describes the situation or phenomenon obtained and then analyzes it in the form of words to obtain conclusions. Based on (Miles, M. B., & Huberman, 1992) the interactive analysis data consisted of three steps, there are: reducing the data, presenting the data, and drawing the conclusions.

1. Data Reduction

According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting and

transforming data that appears in field notes or written transcriptions (Miles, M. B., & Huberman, 1994). Data reduction means summarizing the important data that has been collected. Then, the researcher categorizes the data related to the difficulties faced by students and factors that cause students difficulties in reading comprehension at the Tenth Grade of SMK Al-Islam Surakarta in the Academic Year of 2021/2022.

2. Data Display

Miles and Huberman (1994) the second type of data analysis activity is data display. Display generally means an organized and compress collection of information that supports drawing conclusions and actions. Data display is the second form of the data analysis after the process of selecting, simplifying, and organizing the raw data. The researcher will describing data through narrative. The researcher describe data from interview that have been recorded in audio recording.

.To get the percentage, the researcher calculates the frequency of difficulties by using Sudijono's formula (Sudijono, 2005). The formula is:

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

Notes :

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

3. Drawing the Conclusion

Based on the data above, the researcher takes the conclusions simply the process of the data analysis can be described as follow:

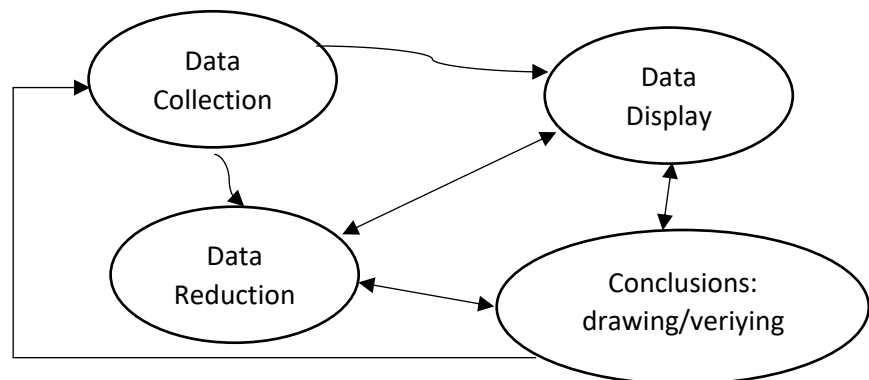


Figure 3.1. Miles and Huberman 1992

The last step, the researcher drawing the conclusion and verification from the result of observation and interview data. The purpose of this section is to find out what are students difficulties in reading comprehension at the tenth grade students of SMK Al-Islam Surakarta in the Academic Year of 2021/2022.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the result of the research finding and discussion of the researcher that has been done in SMK Al-Islam Surakarta. From the research finding and discussion the previous chapter and referring to the problem statements, it could be drawn the conclusion as follows:

A. Research Findings

In this research, the researcher conducted the research at X TKJ 1 and X TKJ 2. There are 23 students in the classroom at X TKJ 1, 23 male students. Then they are 24 students in the classroom at X TKJ 2, 6 female students and 18 male students. The researcher collected the data from questionnaire, test, observation and interview. The researcher used questionnaire and test to get the data about the difficulties faced by students at the tenth grade of SMK Al-Islam Surakarta in reading comprehension. While, the researcher used observation and interview to get data about the factors of causing the students difficulties in reading comprehension.

1. The Difficulties Faced By Students at the Tenth Grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022 in Reading Comprehension

The data were taken from 23 students from X TKJ 1 and 24 students from X TKJ 2 of SMK Al-Islam Surakarta. The data contained 20 item of test contained four option in each question such as a, b, c, or d. While, 20 items of questionnaire contained the statement favorable or positive and

unfavorable or negative. The researcher has identified the students' difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting into percentages.

Below is table of students difficulties in reading comprehension made by each students of class X TKJ 1 and X TKJ 2 in SMK Al-Islam Surakarta.

Table 4.1

**The Classification of Students' Difficulties in Reading
Comprehension X TKJ 1**

No	Name	Determining Main Idea	Making Inference	Detail Information	Understanding Vocabulary
1	AHN	1	5	6	1
2	AF	1	5	6	1
3	AJJ	2	6	7	1
4	AI	2	6	6	1
5	ADO	3	5	8	2
6	AMR	1	5	5	1
7	AADU	2	6	6	2
8	AJ	2	5	5	2
9	BTS	1	5	6	1
10	DF	2	6	6	2
11	HAA	2	5	4	1
12	HAR	2	5	4	1
13	JS	1	5	5	2
14	JLR	0	5	6	1
15	KQ	1	5	6	1
16	KH	0	5	5	1
17	MAHAF	1	4	6	1
18	MHAS	0	6	4	1
19	MRU	1	6	8	1
20	MRH	1	5	6	1
21	MSA	1	5	5	1
22	MTK	2	5	7	1
23	YAM	2	5	4	1
Total of each difficulties		31	120	131	28
Total of all difficulties		310			

Table 4.2
The Classification of Students' Difficulties in Reading
Comprehension X TKJ 2

No	Name	Determining Main Idea	Making Inference	Detail Information	Understanding Vocabulary
1	ANM	0	2	1	0
2	BANI	1	2	2	0
3	DFR	1	3	3	1
4	FD	1	2	1	0
5	FSR	1	1	2	0
6	HAAM	1	3	1	0
7	IFD	0	2	1	0
8	IEC	1	3	5	0
9	MAT	1	4	3	1
10	MPPI	1	0	1	1
11	MFAS	1	3	1	0
12	MFAR	1	2	1	0
13	MFAR	2	0	0	2
14	NHA	0	2	1	0
15	SAR	1	1	2	0
16	AAZ	1	4	1	0
17	KLPS	1	4	2	0
18	LUS	1	4	1	0
19	PRD	1	4	1	0
20	UZ	1	5	1	0
21	YM	1	5	2	0
22	KAA	2	1	0	1
23	NAR	0	2	1	0
24	YAN	1	1	1	0
Total of each difficulties		22	60	35	6
Total of all difficulties		123			

The researcher calculates the frequency of difficulties by using Sudijono's formula (Sudijono, 2005):

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

Notes :

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

a. Level of Reading Comprehension

1) Literal Comprehension

The lowest of the three levels of comprehension is literal comprehension, which requires a reader to be able to repeat or retain the facts or information offered in a text. Literal comprehension includes things like character names and setting specifics. Most of the information needed for literal comprehension comes from the text itself. It is simple to assess recall understanding. When responding to a literal question, the reader can either recall or not recall the information from the text. Literal comprehension is the basic understanding of the text, often answered by questions such as who, what, when, and where.

Percentage of Literal Comprehension in X TKJ 1

YAM	KH	KQ	AJJ	MRU	AADU	AI	AMR	JLR	HAR
0,4%	1%	0,8%	0,6%	0,4%	0,8%	0,8%	1%	0,8%	1,2%

Percentage of Literal Comprehension in X TKJ 2

BANI	YM	NHA	ANM	KLPS	AAZ	KAA	UZ	PRD	MFAS
1,6%	1,4%	1,8%	1,8%	1,4%	1,6%	1,4%	1,6%	1,6%	1,4%

Based on the data above, it can be concluded that in class X TKJ 1 student who has the lowest level of literal reading comprehension is 2 students with a percentage score of 0,4%. Whereas in class X TKJ 2, there were 4 students who has the lowest percentage of literal reading comprehension level, namely 1,4%. There is 1 student in class X TKJ 1 get the highest percentage of literal reading comprehension level, namely 1,2%. In class X TKJ 2 there are 2 students got the highest literal reading comprehension level with a score of 1,8%. From these data, the researcher concluded that class X TKJ 2 had a higher percentage in reading comprehension at the literal level compared to class X TKJ 1.

2) Inferential Comprehension

Inferential comprehension is the next level, which refers to the ability of a reader to take in information that is inferred or implied within a text. If a text shows that a character is strolling along a street on a cloudy day with an umbrella, you can assume that the figure is expecting rain. Inferential comprehension is more complex than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information from the readers' background knowledge.

Percentage of Inferential Comprehension in X TKJ 1

YAM	KH	KQ	AJJ	MRU	AADU	AI	AMR	JLR	HAR
0,4%	0,4%	0,4%	0,2%	0,2%	0%	0,2%	0,4%	0,4%	0,4%

Percentage of Inferential Comprehension in X TKJ 2

BANI	YM	NHA	ANM	KLPS	AAZ	KAA	UZ	PRD	MFAS
0,8%	0,8%	0,8%	0,8%	1%	1%	0,6%	0,8%	1%	0,6%

Based on the data above, it can be concluded that in class X TKJ 1 student who got the lowest percentage of inferential comprehension was only 1 student with a percentage 0%. Whereas in class X TKJ 2, there were 2 students who got the lowest percentage of inferential comprehension with a score of 0,6%. From these results, class X TKJ 2 has a higher percentage than class X TKJ 1. As many as 6 students get the highest percentage score in class X TKJ 1, which is 0,4%. While, in class X TKJ 2 the highest score was 1% which was obtained by 3 students. It can be concluded that, X TKJ 2 has a higher percentage than class X TKJ 1.

3) Critical Comprehension

Critical comprehension is the third and highest level in taxonomy, which involves making critical judgments about the information contained in the text. Making proper judgments and evaluations requires in-depth analysis and critical thinking. Responses to inferential questions are crucial, depending on the background knowledge and interest of the reader itself. It is not easy

to improve the quality of readers' inferential and critical understanding.

Percentage of Critical Comprehension in X TKJ 1

YAM	KH	KQ	AJJ	MRU	AADU	AI	AMR	JLR	HAR
0,2%	0,4%	0,2%	0%	0,2%	0%	0%	0,2%	0,4%	0%

Percentage of Critical Comprehension in X TKJ 2

BANI	YM	NHA	ANM	KLPS	AAZ	KAA	UZ	PRD	MFAS
0,6%	0,2%	0,8%	0,8%	0,2%	0,2%	0,4%	0,2%	0,2%	0,6%

Based on the data it can be concluded that, at the critical comprehension level of class X TKJ 1 there were 4 students with the lowest score percentage of 0%. Whereas, in class X TKJ 2 there were 5 students who got the lowest percentage score, namely 0,2%. From this explanation it can be concluded that class X TKJ 2 is excellent than class X TKJ 1. The highest percentage of critical comprehension level obtained by students in class X TKJ 1 is 0,4% for 2 students. Meanwhile, 2 students in class X TKJ 2 got the highest percentage with a percentage value of 0,8%. Based on the lowest and highest score, class X TKJ 2 is excellent in obtaining score from the reading comprehension test.

b. Determining Main Idea

The first type of problem is determining main idea in the text. The main idea is the basic problem of the text. In the main idea contains the basic ideas of the author. The main idea usually located at the beginning or end of the paragraph, but can be in the middle of paragraph. Therefore frequency of difficulties of determining main idea are:

X TKJ 1 :

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

$$P = \frac{31}{310} \times 100\%$$

$$P = 10\%$$

X TKJ 2 :

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

$$P = \frac{22}{123} \times 100\%$$

$$P = 17.89\%$$

Based on the data above the researcher described that most students had difficulties in order to determining main idea of the text. From X TKJ 1 310 difficulties that have been analyzed, 10% of students have difficulty in determining main idea.

In addition, in the X TKJ 2 there are 123 difficulties that have been analyzed, 17,89% of students have difficulty in determining main

idea. The model of questions to find out the main idea of the students can be seen below:

1) What is the main idea of paragraph 2?

(Multiple choice number 2). Some of students answer correct on this questions, such as **“Fishing is the man’s hobby”** this sentence is incorrect, the correct answer is **“The man caught a goldfish”**.

2) According to the text, before she ran away into the woods, why did snow white live with her uncle and aunt?

(Multiple choice number 14). Most of students answer incorrect on this questions, such as **“To persuade readers to accept his/her opinions”** or **“To denote or propose something as the case”** this sentence is incorrect, the correct answer is **“To entertain the readers with fairy tales”**.

3) At the end of the story, how was the elephant’s herd?

(Multiple choice number 20). Most of students answer incorrect on this questions, such as **“Sad”** this sentence is incorrect, the correct answer is **“Happy”**.

In addition, the students’ difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta were determined by the result of questionnaire. The researcher dispensed the questionnaire to the students of X TKJ 1 and X TKJ 2 through distributed printed questionnaire in the classroom. The questionnaire contains of 20 statements. Then the students answered the questionnaire by made

checklist on the option that they preferred. After the researcher get the data from questionnaire, the researcher categorized and made percentage the students' difficulties in reading comprehension based on their score from each statement.

Based on the explanation above, below is the result of a questionnaire analysis regarding students' difficulties in reading comprehension about determining main idea of the narrative text.

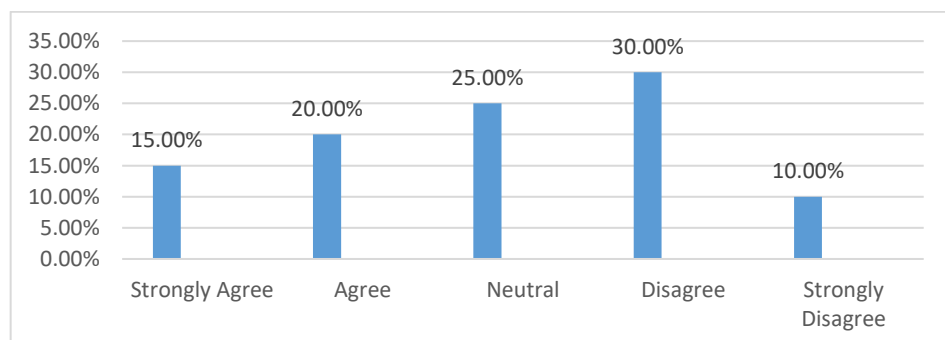
Table 4.3.

The Result of Students Difficulties in Determining Main Idea

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	20	3	4	5	6	2

Graphic 4.3.1

The Result of Students Difficulties in Determining Main Idea



Based on the data from questionnaire above, the dominant score generated with item disagree. There are 6 or 30% students answered disagree; 5 or 25% students choose neutral; 4 or 20% students choose agree; 3 or 15% students choose strongly agree; and 2 or 10% students choose strongly disagree. It means that amount of 30% have disagree reactions about this item.

Based on the results of the questionnaire number 6, the researcher found that:

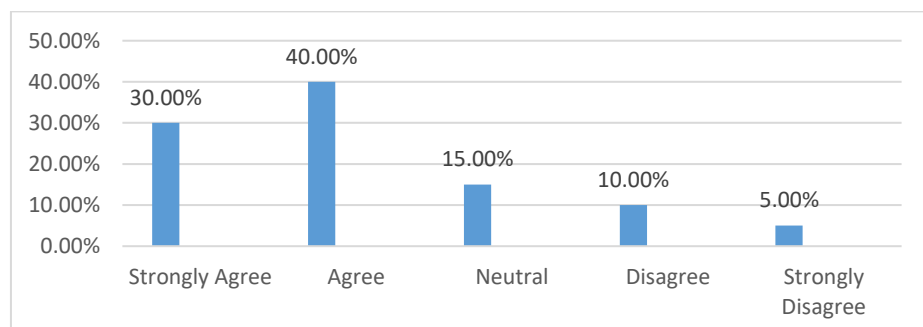
Table 4.4

The Result of Determining Main Idea

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	20	6	8	3	2	1

Graphic 4.4.1

The Result of Determining Main Idea



Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 6 or 30% students choose strongly agree; 3 or 15% students choose neutral; 2 or 10% students choose disagree; and 1 or 5% students choose strongly disagree. It means that some students agree with this statement.

Based on the result of the questionnaire number 14, the researcher found that :

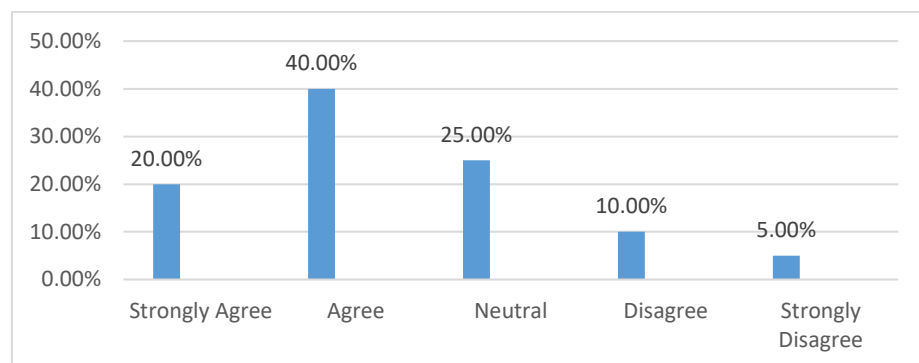
Table 4.5

The Result of Determining Main Idea

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14	20	4	8	5	2	1

Graphic 4.5.1

The Result of Determining Main Idea



Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree;

5 or 25% students choose neutral; 4 or 20% students choose strongly agree; 2 or 10% students choose disagree; and 1 or 5% students choose strongly disagree. It means that half of 40% of students agree with this item.

Based on the results of the questionnaire number 16, the researcher found that :

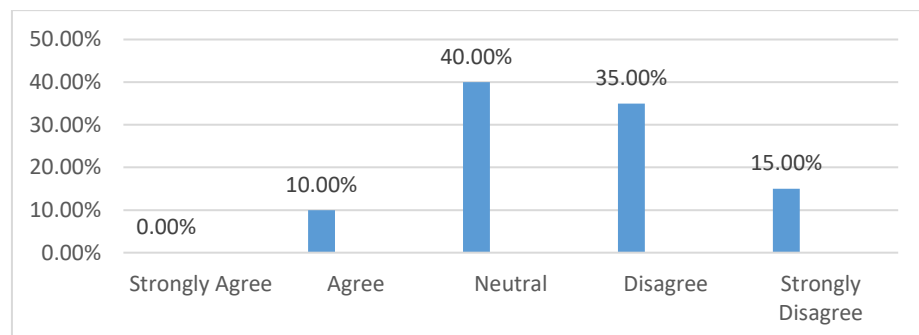
Table 4.6

The Result of Determining Main Idea

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	20	0	2	8	7	3

Graphic 4.6.1

The Result of Determining Main Idea



Based on the data from questionnaire above, the dominant score generated with item neutral. There are 8 or 40% students answered neutral; 7 or 35% students answer disagree; 3 or 15% students answer

strongly disagree; 2 or 10% students answer agree; and 0 or 0% students answer strongly agree. It means that amount of 40% have neutral reactions about this item.

Based on the results of the questionnaire number 19, the researcher found that :

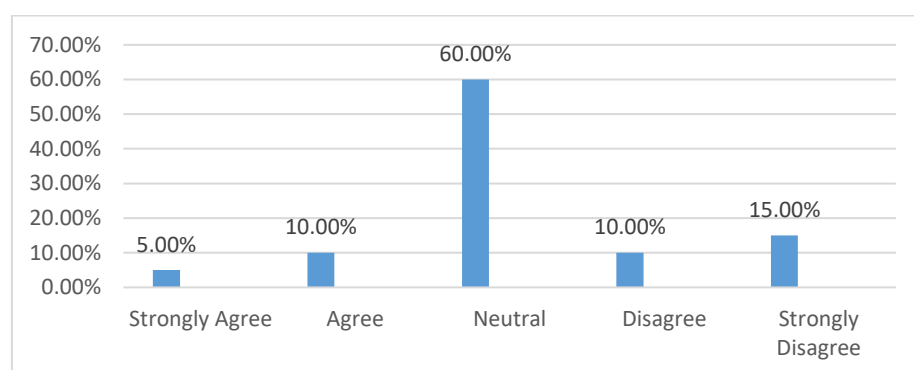
Table 4.7

The Result of Determining Main Idea

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19	20	1	2	12	2	3

Graphic 4.7.1

The Result of Determining Main Idea



Based on the data from questionnaire above, the dominant score generated with item neutral. There are 12 or 60% students answered neutral; 3 or 15% students answer strongly disagree; 2 or 10% students

answered agree; 2 or 10% students answer disagree; and 1 or 5% students answer strongly agree. It means that amount of 60% have neutral reactions about this item.

c. Making Inference

The second type of problem is making inference in the text. Making inference is a students activity in understanding and drawing conclusions from the statements in the text. Students as readers should practice in the instructions of the text, so that students can understand and draw conclusions from the text. Therefore frequency of difficulties of making inference are:

X TKJ 1:

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

$$P = \frac{120}{310} \times 100\%$$

$$P = 38.71\%$$

X TKJ 2:

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

$$P = \frac{60}{123} \times 100\%$$

$$P = 48.78\%$$

Based on the data above the researcher described that most students had difficulties in order to making inference of the text. From X TKJ 1, 310 difficulties that have been analyzed, 38,71% of students have difficulty in making inference.

Therefore, in X TKJ 2 from 123 difficulties that have been analyzed, 48,78% of students have difficulty in making inference. The model of understanding making inference question of the students can be seen below:

1) From the text above we know that....

(Multiple choice number 1). Some of the students answer incorrect on this questions, such as **“Samosir is not son of fish”** this statement is incorrect, the correct answer **“The goldfish turns into a beautiful woman”**.

2) What is the moral lesson of the story?

(Multiple choice number 3). Most of the students answer incorrect on this questions, such as **“We must not marry a goldfish”** this statements is incorrect, the correct answer is **“We have to keep our promise”**.

3) After reading the text, we may conclude that the mouse deer was....

(Multiple choice number 8). Most of the students answer incorrect on this questions, such as **“Dumb animal”** this statements is incorrect, the correct answer is **“Cunning animal”**.

4) What types of the text is used by the writer?

(Multiple choice number 9). Most of students answer incorrect on this questions, such as “**News item**” or “**Comparative**” this statements is incorrect, the correct answer is “**Narrative**”.

5) The organization of the text above is...

(Multiple choice number 15). Most of students made incorrect answer to analyse this questions, such as “**orientation, crisis, incident, event, resolution, coda**” this sentence is incorrect, the correct answer is “**Orientation, major complication, resolution, complication, resolution, complication, major complication**”.

6) What type of text is the above text?

(Multiple choice number 16). Most of students answer incorrect on this questions, such as “**Descriptive text**” or “**Recount text**” this statements is incorrect, the correct answer is “**Narrative text**”.

7) What is generic structure of “once upon a time there lived a group of mice under a tree in peace”?

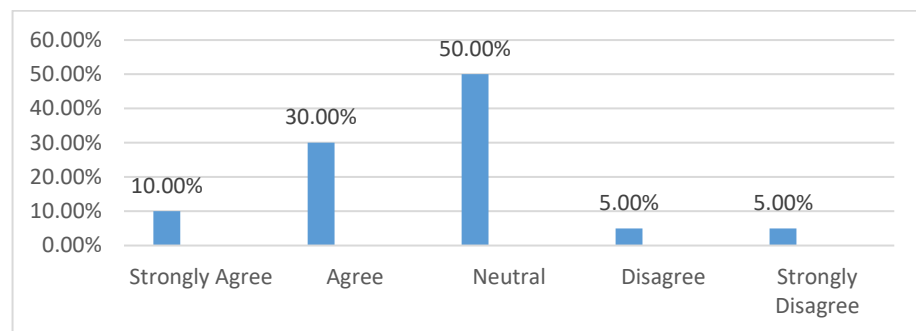
(Multiple choice number 19). Most of students answer incorrect on this questions, such as “**Description**” or “**Identification**” this statements is incorrect, the correct answer is “**Orientation**”.

Below is the result of a questionnaire analysis regarding students’ difficulties in reading comprehension about making inference of the narrative text.

Based on the results of the questionnaire number 1, the researcher found that

Table 4.8**The Result of Students Difficulties in Making Inference**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	20	2	6	10	1	1

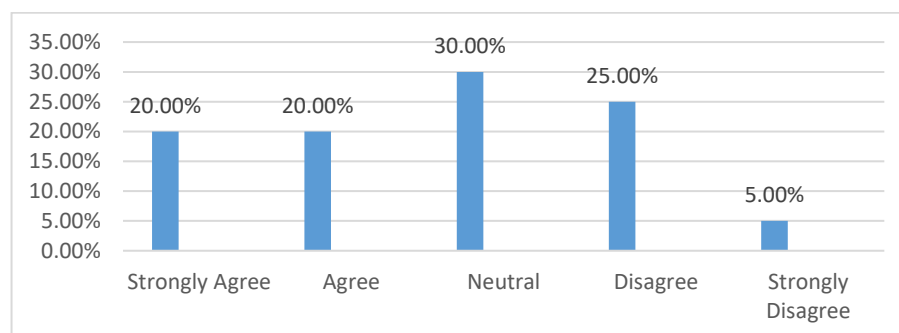
Graphic 4.8.1**The Result of Students Difficulties in Making Inference**

Based on the data from questionnaire above, the dominant score generated with item neutral. There are 10 or 50% students answered neutral; 6 or 30% students choose agree; 2 or 10% students choose strongly agree; 1 or 5% students choose disagree; and 1 or 5% students choose strongly disagree. It means that half of 50% of students neutral with this statement.

Based on the results of the questionnair number 9, the researcher found that:

Table 4.9**The Result of Students Difficulties in Making Inference**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	20	4	4	6	5	1

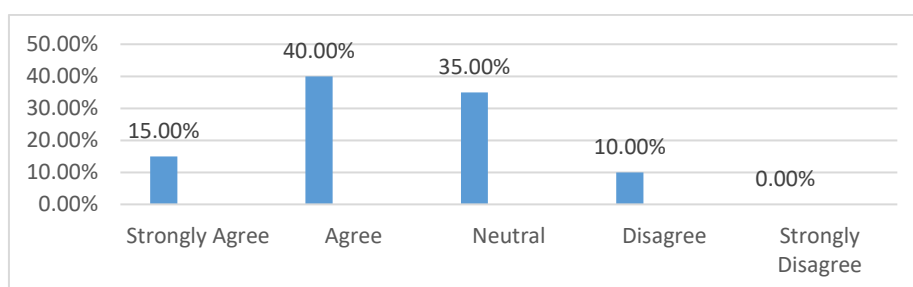
Graphic 4.9.1**The Result of Students Difficulties in Making Inference**

Based on the data from questionnaire above, the dominant score generated with item neutral. There are 6 or 30% students answered neutral; 5 or 25% students choose disagree; 4 or 20% students choose strongly agree; 4 or 20% students choose agree; and 1 or 5% students choose strongly disagree. It means that dominant of 30% of students neutral with this statement.

Based on the results of the questionnaire number 12, the researcher found that :

Table 4.10**The Result of Students Difficulties in Making Inference**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	20	3	8	7	2	0

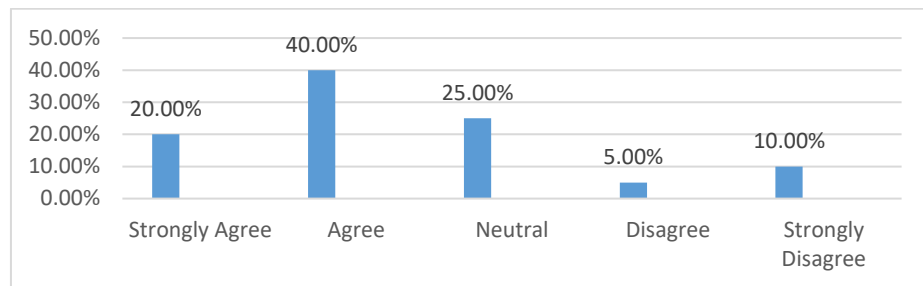
Graphic 4.10.1**The Result of Students Difficulties in Making Inference**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 7 or 35% students answered neutral; 3 or 15% students answered strongly agree; 2 or 10% students answered disagree; and 0 or 0% students answered strongly disagree. It means that dominant of 40% of students agree with this statement.

Based on the results of the questionnaire number 15, the researcher found that :

Table 4.11**The Result of Students Difficulties in Making Inference**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	20	4	8	5	1	2

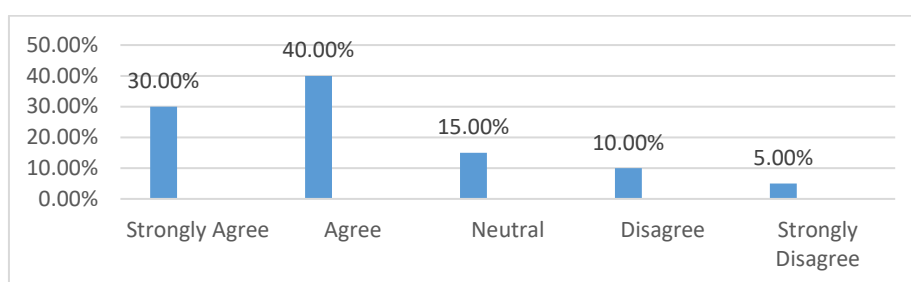
Table 4.11.1**The Result of Students Difficulties in Making Inference**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 5 or 25% students answered neutral; 4 or 20% students answered strongly agree; 2 or 10% students answered strongly disagree; and 1 or 5% students answered disagree. It means that dominant of 40% of students agree with this statement.

Based on the results of the questionnaire number 20, the researcher found that :

Table 4.12**The Result of Students Difficulties in Making Inference**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20	20	6	8	3	2	1

Graphic 4.12.1**The Result of Students Difficulties in Making Inference**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 6 or 30% students answered strongly agree; 3 or 15% students answered neutral; 2 or 10% students answered disagree; and 1 or 5% students answered strongly disagree. It means that dominant of 40% of students agree with this statement.

d. Detail Information

The third type of problem is a problem that is often found in reading texts, namely detail information. The question is used to check

students' understanding of the material in the text. Therefore frequency of difficulties of detail information is:

X TKJ 1:

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

$$P = \frac{131}{310} \times 100\%$$

$$P = 42.26\%$$

X TKJ 2:

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

$$P = \frac{35}{123} \times 100\%$$

$$P = 28.45\%$$

Based on the data above the researcher described that most students had difficulties in order to understanding detail information of the text. In the X TKJ 1, from 310 difficulties that have been analyzed, 42,26% of students have difficulty in understanding detail information.

While, in X TKJ 2 123 difficulties that have been analyzed, 28,45% of students have difficulty in understanding detail information. The model of understanding detail information question of the students can be seen below:

- 1) Why did mouse deer want to go across the river?

(Multiple choice number 5). Most of students answer incorrect on this questions, such as **“He was afraid of the current of the river”** or **“He wanted to eat some dying trees”** this statements is incorrect, the correct answer is **“Because he was very hungry”**.

2) How many crocodiles were there in the story above?

(Multiple choice number 6). Some of students answer incorrect on this questions, such as **“Three crocodiles”** this statements is incorrect, the correct answer is **“Ten crocodiles”**.

3) To tell the plot, the writers uses....

(Multiple choice number 10). Most of students answer incorrect on this questions, such as **“Simple present tense”** or **“Past continues tense”** this sentence is incorrect, the correct answer is **“Simple past tense”**.

4) Why Snow White ran away to the woods?

(Multiple choice number 11). Some of students answer incorrect on this questions, such as **“Her uncle was angry with her”** this sentence is incorrect, the correct answer is **“Her uncle and aunt would go to America”**.

5) When did Snow White run away to the woods?

(Multiple choice number 12). Some of students answer incorrect on this questions, such as **“In the evening”** or **“In the middle of night”** this statements is incorrect, the correct answer is **“In the morning”**.

6) Where did Snow White live after she ran away to the woods?

(Multiple choice number 13). Some of students answer incorrect on this questions, such as **“She lived in the lion nest”** this statements is incorrect, the correct answer is **“She lived in the dwarfs’ cottage”**.

7) What destroyed the homes of all rats?

(Multiple choice number 17). Most of students answer incorrect on this questions, such as **“The hunter did”** this statements is incorrect, the correct answer is **“A group of elephant did”**.

8) What helped the elephant’s herd free?

(Multiple choice number 18). Most of students answer incorrect on this questions, such as **“The trapped elephants did”** this statements is incorrect, the correct answer is **“Entire group of rats did”**.

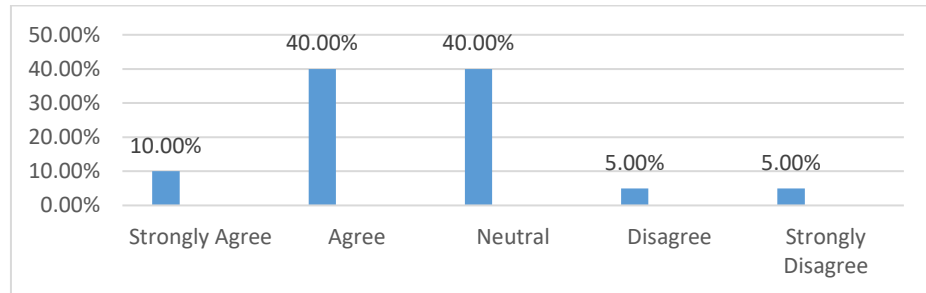
Below is the result of a questionnaire analysis regarding students’ difficulties in reading comprehension about detail information of the narrative text.

Based on the results of the questionnaire number 2, the researcher found that :

Table 4.13

The Result of Students Difficulties in Detail Information

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	20	2	8	8	1	1

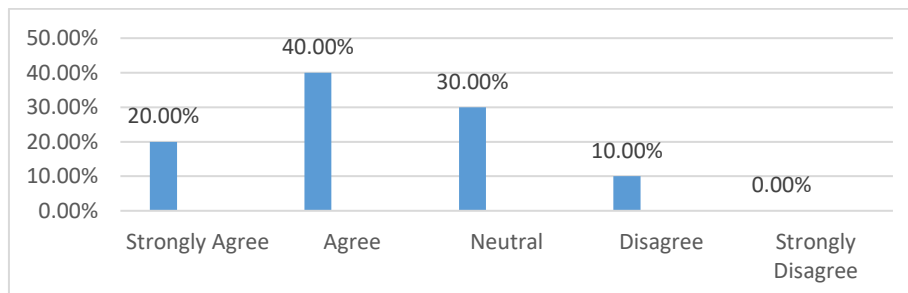
Graphic 4.13.1**The Result of Students Difficulties in Detail Information**

Based on the data from questionnaire above, the dominant score generated with item agree and neutral. There are 8 or 40% students answered agree; 8 or 40% students answered neutral; 2 or 10% students answered strongly disagree; 1 or 5% students answered disagree; and 1 or 5% students answered strongly disagree. It means that dominant score are 40% of students agree and neutral with this statement.

Based on the results of the questionnaire number 7, the researcher found that :

Table 4.14**The Result of Students Difficulties in Detail Information**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	20	4	8	6	2	0

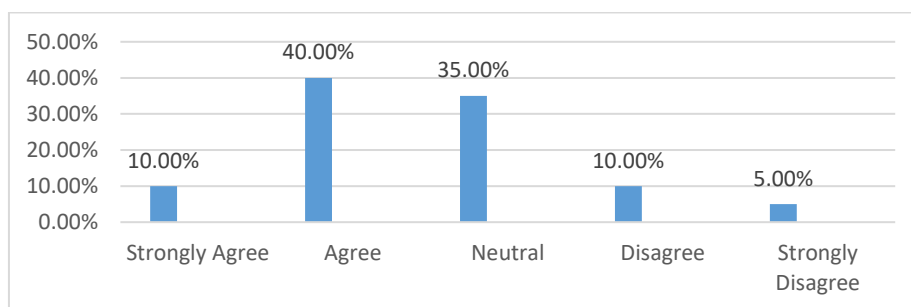
Graphic 4.14.1**The Result of Students Difficulties in Detail Information**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 6 or 30% students answered neutral; 4 or 20% students answered strongly agree; 2 or 10% students answered disagree; and 0 or 0% students answered strongly disagree. It means that dominant of 40% of students agree with this statement.

Based on the results of questionnaire number 11, the researcher found that :

Table 4.15**The Result of Students Difficulties in Detail Information**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	20	2	8	7	2	1

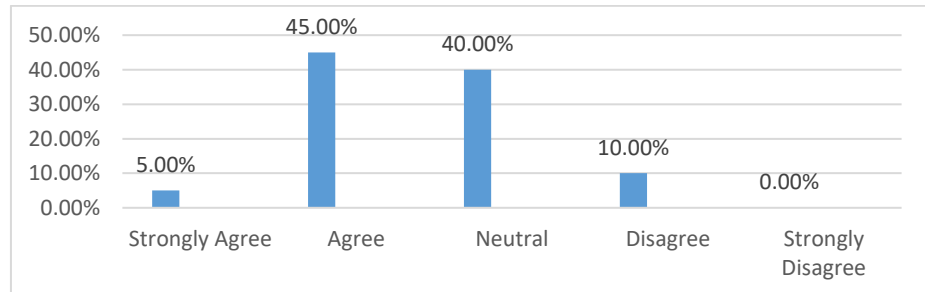
Graphic 4.15.1**The Result of Students Difficulties in Detail Information**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 7 or 35% students answered neutral; 2 or 10% students answered strongly agree; 2 or 10% students answered disagree; and 1 or 5% students answered strongly disagree. It means that dominant of 40% of students agree with this statement.

Based on the results of the questionnaire number 13, the researcher found that :

Table 4.16**The Result of Students Difficulties in Detail Information**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13	20	1	9	8	2	0

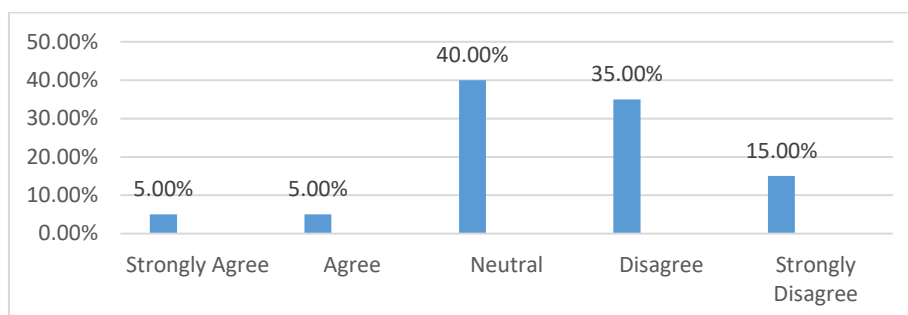
Table 4.16.1**The Result of Students Difficulties in Detail Information**

Based on the data from questionnaire above, the dominant score generated with item agree. There are 9 or 45% students answered agree; 8 or 40% students answered neutral; 2 or 10% students answered disagree; 1 or 5% students answered strongly agree; and 0 or 0% students answered strongly disagree. It means that dominant of 45% of students agree with this statement.

Based on the result of the questionnaire number 17, the researcher found that :

Table 4.17**The Result of Students Difficulties in Detail Information**

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17	20	1	1	8	7	3

Graphic 4.17.1**The Result of Students Difficulties in Detail Information**

Based on the data from questionnaire above, the dominant score generated with item neutral. There are 8 or 40% students answered neutral; 7 or 35% students answered disagree; 3 or 15% students answered strongly disagree; 1 or 5% students answered strongly agree; and 1 or 5% students answered agree. It means that dominant of 40% of students neutral with this statement.

e. Understanding Vocabulary

The last type of problem is understanding vocabulary in the text. Ask students to understand each vocabulary in the text. While reading, students can expand their knowledge of reading text by looking up new vocabulary in the dictionary and guessing the meaning. Therefore frequency of difficulties of understanding vocabulary are:

X TKJ 1:

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

$$P = \frac{28}{310} \times 100\%$$

$$P = 9.03\%$$

X TKJ 2:

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

$$P = \frac{6}{123} \times 100\%$$

$$P = 4.79\%$$

Based on the data above the researcher described that most students had difficulties in order to understanding vocabulary of the text. In the X TKJ 1, from 310 difficulties that have been analyzed, 9,03% of students have difficulty in understanding vocabulary.

In addition, in X TKJ 2 there are 123 difficulties that have been analyzed, 4,79% of students have difficulty in understanding vocabulary. The model of understanding vocabulary question of the students can be seen below:

1) The word “he” in the sentence “At home, he put the small fish on the table” refers to....

(Multiple choice number 4). Most of students answer incorrect on this questions, such as “**Samosir**” or “**Beautiful woman**” this statements is incorrect, the correct answer is “**Young man**”.

2) “... But we are a large group, I can’t count it precisely.” The underlined word has closest meaning with....

(Multiple choice number 7). Some of students answer incorrect on this questions, such as “**Objectively**” this statements is incorrect, the correct answer is “**Accurately**”.

Below is the result of a questionnaire analysis regarding students’ difficulties in reading comprehension about detail information of the narrative text.

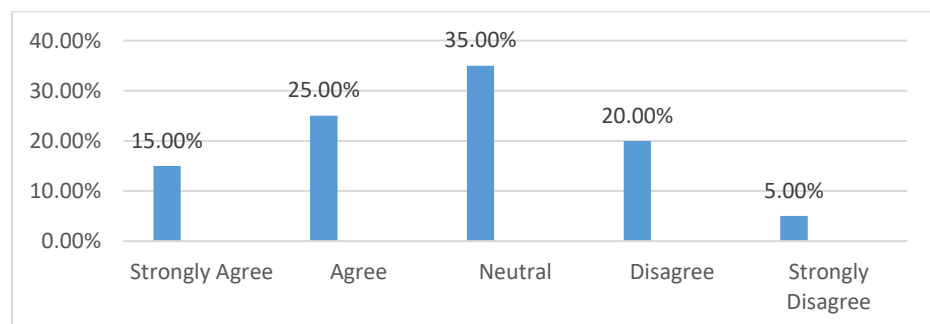
Table 4.18

The Result of Students Difficulties in Understanding Vocabulary

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	20	3	5	7	4	1

Graphic 4.18.1

The Result of Students Difficulties in Understanding Vocabulary



Based on the data from questionnaire above, the dominant score generated with item neutral. There are 7 or 35% students answered neutral; 5 or 25% students answered agree; 4 or 20% students answered

disagree; 3 or 15% students answered strongly agree; and 1 or 5% students answered strongly disagree. It means that dominant score is 35% of students neutral with this statement.

Based on the results of the questionnaire number 4, the researcher found that :

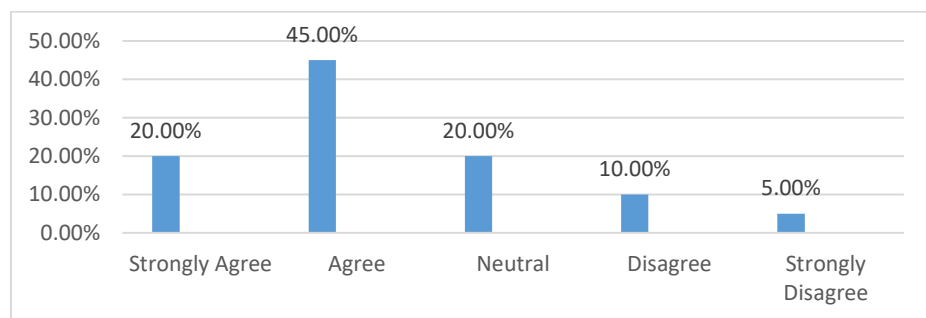
Table 4.19

The Result of Students Difficulties in Understanding Vocabulary

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	20	4	9	4	2	1

Graphic 4.19.1

The Result of Students Difficulties in Understanding Vocabulary



Based on the data from questionnaire above, the dominant score generated with item agree. There are 9 or 45% students answered agree; 4 or 20% students answered strongly agree; 4 or 20% students answered neutral; 2 or 10% students answered disagree; and 1 or 5% students

answered strongly disagree. It means that dominant score is 45% of students agree with this statement.

Based on the results of the questionnaire number 8, the researcher found that :

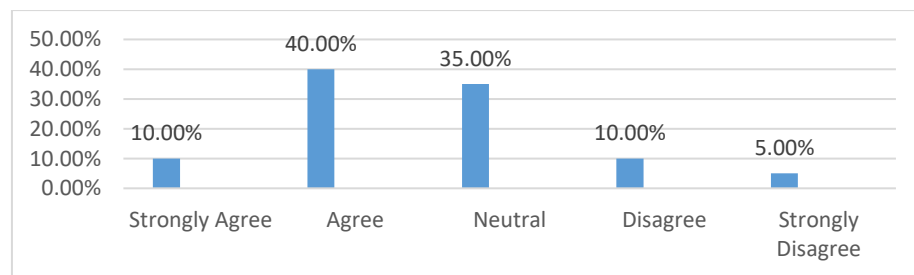
Table 4.20

The Result of Students Difficulties in Understanding Vocabulary

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	20	2	8	7	2	1

Graphic 4.20.1

The Result of Students Difficulties in Understanding Vocabulary



Based on the data from questionnaire above, the dominant score generated with item agree. There are 8 or 40% students answered agree; 7 or 35% students answered neutral; 2 or 10% students answered strongly agree; 2 or 10% students answered disagree; and 1 or 5% students answered strongly disagree. It means that dominant score is 40% of students agree with this statement.

Based on the results of the questionnaire number 10, the researcher found that :

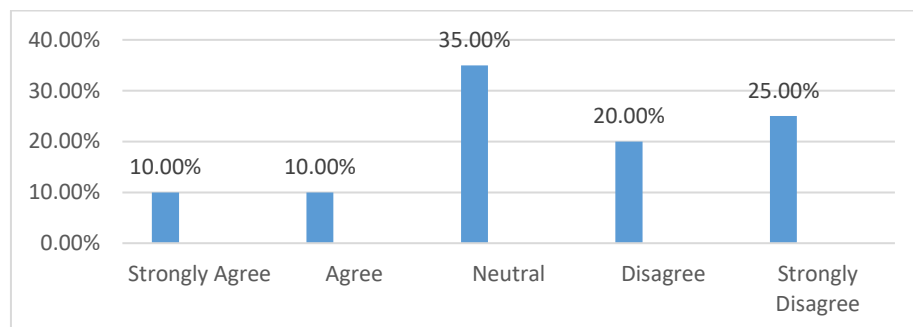
Table 4.21

The Result of Students Difficulties in Understanding Vocabulary

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	20	2	2	7	4	5

Graphic 4.21

The Result of Students Difficulties in Understanding Vocabulary



Based on the data from questionnaire above, the dominant score generated with item neutral. There are 7 or 35% students answered neutral; 5 or 25% students answered strongly disagree; 4 or 20% students answered disagree; 2 or 10% students answered strongly agree; and 2 or 10% students answered agree. It means that dominant score is 35% of students neutral with this statement.

Based on the results of the questionnaire number 18, the researcher found that :

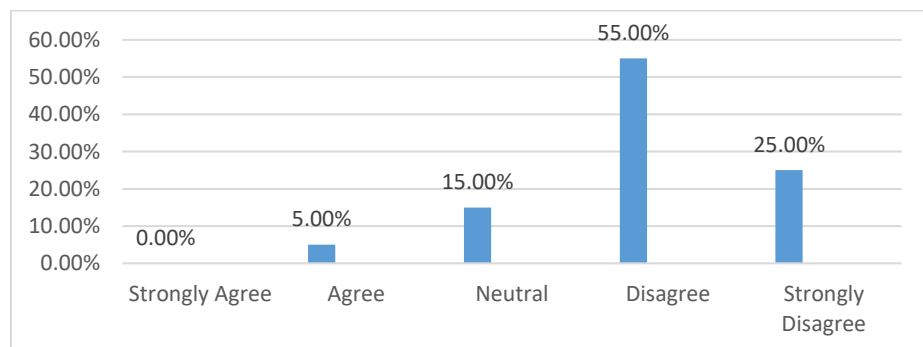
Table 4.22

The Result of Students Difficulties in Understanding Vocabulary

No Item	Total Respondent	Category				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	20	0	1	3	11	5

Graphic 4.22.1

The Result of Students Difficulties in Understanding Vocabulary



Based on the data from questionnaire above, the dominant score generated with item disagree. There are 11 or 55% students answered disagree; 5 or 25% students answered strongly disagree; 3 or 15% students answered neutral; 1 or 5% students answered agree; and 0 or 0% students answered strongly agree. It means that dominant score is 55% of students disagree with this statement.

2. The Factors of Causing Students Difficulties in Reading Comprehension

Based on the research results from observation and interview with students in the X TKJ 1 and X TKJ 2 in SMK Al-Islam Surakarta, the researcher found some factors that caused students difficulties in understanding English reading text, such as:

a. Learners' Background Knowledge

The first factor that causes students' difficulties in reading comprehension is learners' background knowledge. Based on the interview with student in X TKJ 1 and TKJ 2.

Table 4.23

Question and Answer Learners' Background Knowledge

Question	Answer
<p>a. "Apakah kamu suka pelajaran bahasa inggris? Mengapa?"</p> <p>b. "Apakah kamu suka membaca teks berbahasa inggris?"</p>	<p>S1: "Tidak kak, menurut saya mempelajari bahasa inggris itu sangat sulit. Selain itu, saya juga tidak terlalu suka membaca. Namun, jika teks nya menarik saya suka membaca walaupun banyak tidak paham artinya." (AI X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S2: "Saya tidak suka pelajaran bahasa inggris karena bahasa inggris itu sulit dan saya juga tidak suka membaca teks berbahasa inggris." (YA X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p>

	<p>S3: <i>“Saya lumayan suka pelajaran bahasa inggris karena menurut saya bahasa inggris itu terkadang mudah untuk dipahami. Namun, saya tidak terlalu suka membaca teks berbahasa inggris.”</i> (KH X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S4: <i>“Saya lumayan suka pelajaran bahasa inggris kak karena bahasa inggris itu menyenangkan. Selain itu, saya juga lumayan suka membaca teks berbahasa inggris walaupun tidak sepenuhnya mengetahui arti dari isi teks.”</i> (NHA X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S5: <i>“Saya sangat suka pelajaran bahasa inggris karena menurut saya bahasa inggris itu menyenangkan dan saya suka membaca teks berbahasa inggris.”</i> (AAZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S6: <i>“Saya tidak suka pelajaran bahasa inggris karena bahasa inggris itu sulit dan saya tidak paham artinya. Selain itu, saya juga tidak suka membaca teks berbahasa inggris. Saya belajar bahasa inggris saat di sekolah saja kak.”</i> (UZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p>
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From the interview above, the researcher found the factors that caused students' difficulties were related to their background knowledge. It was because students do not like English lessons. According to the students, English is very difficult. There are many vocabularies that they don't know. In addition, reading English text also boring because the text is very long. Students are lazy and uninterested when reading English texts. Most students in the tenth grade of SMK Al-Islam Surakarta have difficulty reading texts because they find a lot of new vocabulary.

Furthermore, students also never read English texts. This causes many students to experience difficulties when reading English texts. Based on the interviews with students, they only learn English while at school. While at home, they rarely study English material.

Based on the observation, during the learning process the researcher found that many students still did not understand the narrative text material.

Teacher : "What is generic structure of narrative text?" Student : "Introduction mrs".

It assumed that, most of the students did not understand the material. In addition, they also do not learn about the material to be delivered. Students learn English only when they are in school. It causes many students who do not to understand the material. In one class, there are a few students who understand about the material.

b. Teachers' Technique

The second factor that causes students' difficulties in reading comprehension is teachers technique. Based on the interview with student in X TKJ 1 and TKJ 2.

Table 4.24

Question and Answer Teachers' Technique

Question	Answer
<p>a. <i>"Bagaimana pengalaman kamu ketika belajar reading saat di kelas?"</i></p> <p>b. <i>"Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?"</i></p>	<p>S1: <i>"Pengalaman saya ketika belajar reading itu menyenangkan dan guru menjelaskan materi dengan jelas. Namun, guru lebih sering menjelaskan materi menggunakan bahasa inggris. Jadi, saya tidak paham."</i> (AI X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S2: <i>"Biasa saja kak, kadang seru kadang juga membosankan. Saat pembelajaran, guru lebih sering menjelaskan materi dengan bahasa inggris sedangkan saya tidak paham."</i> (YA X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S3: <i>"Biasa saja karena saya banyak tidak paham isi teksnya kak. Guru menjelaskan materi dengan jelas tetapi saat mengajar sering menggunakan bahasa inggris. Jadi, terkadang saya tidak paham."</i> (KH X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p>

	<p>S4: <i>“Biasa saja kak dan guru menjelaskan materi secara jelas. Tetapi saya tidak paham karena dari awal saya tidak terlalu menyukai pelajaran bahasa inggris.”</i> (NHA X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S5: <i>“Sangat menyenangkan karena saat membaca saya memperoleh kosa kata baru. Selain itu, guru juga menjelaskan materi dengan tepat dan jelas.”</i> (AAZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S6: <i>“Biasa saja, terkadang menyenangkan terkadang juga membosankan. Terkadang saya tidak paham apa yang disampaikan oleh guru kak karena kalau ngajar guru lebih sering menggunakan bahasa inggris. Jadi, saya banyak tidak tahu apa yang sudah dijelaskan.”</i> (UZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p>
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From the interview above, the researcher found the factors that caused students' difficulties were related to their teaching technique when learning process. This was because students do not understand what has been delivered by the teacher. This happens because the teacher always explains the material using full English.

Based on the observation, the teacher explains the material precisely and clearly. The researcher found that in the learning process, the teacher more often explains the material using English. This causes students do not understand the material.

c. Students' Environment

The third factor that causes students' difficulties in reading comprehension is students' environment. Based on the interview with student in X TKJ 1 and TKJ 2.

Table 4.25

Question and Answer Students' Environment

Question	Answer
a. <i>“Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?”</i>	<p>S1: <i>“Menurut saya teman dikelas ada beberapa yang mendukung dan keluarga tidak ada yang mendukung untuk belajar bahasa inggris. Tetapi, kakak saya ada yang paham bahasa inggris. Cara yang saya lakukan untuk meningkatkan kemampuan saya dalam reading yaitu membuka internet dan bertanya ke kakak.”</i> (AI X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S2: <i>“Teman dikelas dan keluarga tidak ada yang mendukung untuk belajar bahasa inggris kak. Saya kalau belajar bahasa inggris biasanya membuka kamus atau internet untuk mencaritahu arti dari kosa kata yang tidak saya pahami.”</i> (YA X TKJ 1, interview on</p>
b. <i>“Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?”</i>	
c. <i>“Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu belajar reading?”</i>	

	<p>Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S3: <i>“Saat di sekolah maupun di rumah tidak ada yang mendukung saya untuk belajar bahasa inggris kak. Hal yang sering saya lakukan yaitu membuka internet untuk mencaritahu arti dari kosa kata yang baru saya dapatkan.”</i> (KH X TKJ 1, interview on Monday, September 19, 2022 at 13.00 – 14.00 WIB).</p> <p>S4: <i>“Tidak kak. Keluarga saya tidak ada yang bisa berbahasa inggris dan kalau di rumah tidak ada yang mendukung untuk belajar bahasa inggris. Cara yang saya lakukan untuk kemampuan dalam reading yaitu dengan membaca berulang-ulang.”</i> (NHA X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S5: <i>“Menurut saya teman di kelas ada yang mendukung saya untuk belajar bahasa inggris. Selain itu, di rumah orang tua juga meminta saya untuk mengikuti kursus. Cara yang saya lakukan yaitu belajar lebih rajin dan menambah kosa kata baru setiap hari.”</i> (AAZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</p> <p>S6: <i>“Kebanyakan teman di kelas tidak ada yang mendukung kak, tapi ada beberapa yang suka mengajak belajar bahasa inggris bersama-sama. Namun,</i></p>
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	<p><i>kalau di rumah kakak saya suka mengajak bicara menggunakan bahasa inggris dan keluarga mendukung saya untuk kursus bahasa inggris. Cara yang saya lakukan untuk meningkatkan kemampuan reading yaitu mencaritahu kosa kata baru di kamus dan mempelajari artinya.” (UZ X TKJ 2, interview on Wednesday, September 14, 2022 at 11.00 – 12.00 WIB).</i></p>
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From the interview above, the researcher found a factor that caused the students' difficulties related to their environment. Based on the interview result, only a few students supported learning English. The classmates affect students' learning motivation. If they do not know about the text, students can ask the teacher or friend who already understand. Most of students are not support because they do not like English lessons.

Most of the students are lazy to learn English because no one supports them to learn English. In addition, parents are also less supportive of their children in learning a foreign language. There are several parents support students in learning English. It happens because many parents do not understand English, and the solution is to support children in English courses. However, many children do not want to take English courses because they think English is difficult.

Based on the observation, during the learning process the researcher found that many students do not like to read English text. They only read English text when at school, so the students find many difficulties when reading text. The difficulties experienced by students are finding new vocabulary and do not understand the content of the text. It happens because when at school or home there is no one supports learning English.

B. Discussion

In this research, the researcher discussed the research finding covering the difficulties faced by students and the factors of causing the students' difficulties in reading comprehension. Based on the Nuttal's theory (1982), there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and the understanding vocabulary. These four aspects are considered as difficulties that students often face when reading comprehension texts. In this section, the researcher displayed the discussion based on the research findings of the study. The researcher tries to discuss the research finding on the following explanation:

1. The Difficulties Faced by the Students' at the Tenth Grade of SMK Al-Islam Surakarta in the Academic Year 2021/2022 in Reading Comprehension

Based on the research findings above, the researcher discussed the students' difficulties in reading comprehension at the tenth grade of SMK

Al-Islam Surakarta in the academic year 2021/2022. Based on the Nuttal's theory (1982), there are four aspects of reading comprehension that must be understood and mastered by students, such as determining main idea, making inference, detail information, and the understanding vocabulary.

In this research, the researcher took 47 students at tenth grade of SMK Al-Islam Surakarta as the subject of the research. While the object of this research are students' test and questionnaire. There were 23,4% students have literal reading comprehension level, 11,2% students have inferential reading comprehension level, 5,8% and have critical reading comprehension level. Difficulties experienced by students include determining main idea, making inference, detail information, and understanding vocabulary.

Based on the research of the study, the researcher found that in X TKJ 1 class there are 10% students who have difficulty in determining main idea of a paragraph. There are 38,71% students who have difficulty in making inference. There are 42,26% students who have difficulty in detail information. There are 9,03% students who have difficulty in understanding vocabulary.

The first students difficulties is determining main idea. Based on the data, the researcher described that most students had difficulties in order to determining main idea of the text. From 310 difficulties that have been analyzed, 10% of students have determining main idea.

The second students difficulties is making inference. Based on the data above the researcher described that most students had difficulties in

order to making inference of the text. From 310 difficulties that have been analyzed, 38,71% of students have difficulty in making inference.

The third students difficulties is detail information. Based on the data above the researcher described that most students had difficulties in order to understanding detail information of the text. From 310 difficulties that have been analyzed, 42,26% of students have difficulty in understanding detail information.

The last students difficulties is understanding vocabulary. Based on the data above the researcher described that most students had difficulties in order to understanding vocabulary of the text. From 310 difficulties that have been analyzed, 9,03% of students have difficulty in understanding vocabulary.

Based on the research of the study, the researcher found that in X TKJ 2 class there are 17,89% students who have difficulty in determining main idea of a paragraph. There are 48,78% students who have difficulty in making inference. There are 28,45% students who have difficulty in detail information. There are 4,79% students who have difficulty in understanding vocabulary.

The first students difficulties is determining main idea. Based on the data above the researcher described that most students had difficulties in order to determining main idea of the text. From 123 difficulties that have been analyzed, 17,89% of students have difficulty in determining main idea.

The second students difficulties is making inference. Based on the data above the researcher described that most students had difficulties in order to making inference of the text. From 123 difficulties that have been analyzed, 48,78% of students have difficulty in making inference.

The third students difficulties is detail information. Based on the data above the researcher described that most students had difficulties in order to understanding detail information of the text. From 123 difficulties that have been analyzed, 28,45% of students have difficulty in understanding detail information.

The last students difficulties is understanding vocabulary. Based on the data above the researcher described that most students had difficulties in order to understanding vocabulary of the text. From 123 difficulties that have been analyzed, 4,79% of students have difficulty in understanding vocabulary.

The most dominant students' difficulties in reading comprehension at tenth grade students of SMK Al-Islam Surakarta are making inference and detail information. It is different from previous study, the dominant of students' difficulties in reading comprehension are making inference and finding main idea. Besides, the other finding of previous study concluded that the highest score students' difficulties in reading comprehension is identifying reference. So, the finding of this research are making inference and detail information.

2. The Factors of Causing Students' Difficulties in Reading Comprehension

In this research, the researcher tried to analyze the factors causing the students' difficulties in reading comprehension. The data were obtained from interviews with the tenth grade of SMK Al-Islam Surakarta. After conducting interview with 20 students' which got high and low scores in answer the test given, the researcher found factors that caused the students' difficulties faced by students in reading comprehension. The researcher uses the Westwood theory (2001: 16) to identify the factors causing students' difficulties in reading comprehension. According to Westwood, several factors cause students' difficulty in reading comprehension, namely learners' background knowledge, the teacher's technique, and the students' environment.

The first factor causing learners' difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta is students' background knowledge. Background knowledge is the students' understanding of a material. Based on the interviews that have been conducted, many students do not like English lessons. Students also said that reading text is boring. So, they are lazy to read because they do not understand the meaning of the text.

The second factor causing students' difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta is teachers' technique. The teacher is a subject in education who has the duties and responsibilities to transfer knowledge to the students and must choose the

best teaching technique because it is related to the students' understanding of the learning material. Based on the interviews, many students said that when learning process the teacher explained the material using full English. This causes students not to understand about the material.

The last factor causing students' difficulties in reading comprehension in the tenth grade of SMK Al-Islam Surakarta is the students' environment. The school and home environment are very influential for students to learn English. Based on the interview, there is no one supports students learning English. When at home, parents pay less attention to children in learning.

Based on the interview conducted in class X TKJ 1 with 10 students, the researcher concluded that the factors of causing students difficulties in reading comprehension are students' background knowledge, teachers' technique, and students' environment. In X TKJ 1, YAM said that at home his family did not support him in learning English. According to MRU, the teacher explained the material clearly but he still did not understand because when explaining the material the teacher used full English. Another opinion from KH, he said that his family and friends in the class did not support learning English. Most of the students learn English only while at school. Based on the data, the dominant factors of causing students difficulties in reading comprehension are students' background knowledge and students' environment.

Based on the interviews was conducted in X TKJ 2 with 10 students, the researcher concluded that the factors of causing students difficulties in reading comprehension are students' background knowledge, students' environment and teachers' technique. ANM said that when learning teacher often explained the material using English, so he did not understand the material. Another opinion from students, namely UZ, she said that she was interested in learning English. However, most of her classmates don't like English. So, she is also lazy to learn English. According to MFAS, when at home, most family members do not understand about English and no one supports learning English. Based on the interview in X TKJ 2 class, the dominant factors of causing students' difficulties in reading comprehension are students' environment and teachers' technique.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the students' difficulties and the factors of causing the students' difficulties in reading comprehension at the tenth grade of SMK Al-Islam Surakarta in the academic year 2021/2022, the researcher draws the conclusion based on the result of analyzing data. The researcher also proposed some suggestions for teaching and learning process in reading sessions.

A. Conclusion

Based on the data analyzed in the tables above, it can be concluded that the researcher found in X TKJ 1 class there are 10% students who have difficulty in determining main idea of a paragraph. There are 38,71% students who have difficulty in making inference. There are 42,26% students who have difficulty in detail information. There are 9,03% students who have difficulty in understanding vocabulary.

Based on the research of the study, the researcher found that in X TKJ 2 class there are 17,89% students who have difficulty in determining main idea of a paragraph. There are 48,78% students who have difficulty in making inference. There are 28,45% students who have difficulty in detail information. There are 4,79% students who have difficulty in understanding vocabulary.

From the result of data, the researcher found three factors of causing students' difficulty in reading comprehension, such as learners' background knowledge, teacher's technique, and the learners' environment.

The learners' background knowledge refers to something that comes from the students. This related to the students' attitude towards reading, such as interest and motivation in reading, as well as the prior knowledge of students'.

Teachers are subject in education who have the duty and obligation to transfer knowledge to students. When learning in class, teachers are expected to deliver material using techniques that are easily accessible to students. If the teacher does not use teaching techniques correctly, students will have difficulty in understanding the material.

Students' environment is someone who lives in an environment that has good reading habits will improve their reading skills. In addition, if someone has a reading habits that is less, it will be supported by the people around the environment. School and home are two types of environments that can affect students' reading habits. If one of these environments does not support students learning, it will make students have less reading habits.

B. Suggestion

After analyzing and making conclusion about the research, the researcher gives some suggestions in order to make a better improvement.

1. For The Students

- a. The researcher suggests students to understand and memorize some vocabulary, so that they can understand the content of the reading texts. In addition, students must read English text so that they can increase their knowledge. Especially about reading comprehension.

- b. The students must be able to understand the reading of the narrative text in their English practice.
2. For The Teacher
- a. The teacher must observe the difficulties faced by students when reading English texts. It aims to help students in solving the problems. After knowing the various difficulties and their factors, the teacher can apply learning methods that are appropriate and easy for students to understand.
 - b. The teacher should identify vocabulary related the text to be learned before students read the text.
 - c. Innovation of teacher in teaching English.
3. For The Other Researcher

The researcher realizes that this research is far from perfect, so the researcher hopes that readers can give criticism and suggestions. The researcher hopes that this research can be used as a reference for further research, especially regarding the analysis of students' difficulties in reading comprehension.

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APPENDICES

APPENDIX 1
Questionnaire Section

STUDENTS' DIFFICULTIES IN READING COMPREHENSION
QUESTIONNAIRE

Full Name :
Class :
Student Number :

PETUNJUK PENGISIAN

1. Tulislah identitas Anda secara lengkap.
2. Bacalah setiap pernyataan dengan teliti dan seksama sebelum memberi tanda centang (√).
3. Berilah tanda centang (√) pada kolom lima pilihan jawaban yang dianggap paling sesuai dengan keadaan diri sendiri.
4. Isilah seluruh pernyataan dibawah ini dengan jujur.
5. Hasil dari pengisian angket tidak akan berpengaruh pada nilai.
6. Terima kasih atas kesediaan Anda dalam mengisi angket ini.
7. Keterangan:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1	Saya tidak mengetahui tentang generic structure pada teks naratif yang saya					

	<p>baca, sehingga saya tidak dapat memahami apa yang saya baca.</p>					
2	<p>Saya kesulitan dalam menguasai tata bahasa di dalam teks yang di pelajari.</p>					
3	<p>Saya kesulitan dalam memahami makna dari kosakata bahasa inggris yang terdapat pada teks, jadi saya tidak paham tentang apa yang saya baca.</p>					
4	<p>Saya kesulitan dalam menghafal kosakata bahasa inggris yang baru serta kosakata tersebut panjang dan rumit.</p>					
5	<p>Saya tidak suka membaca buku.</p>					
6	<p>Saya malas membaca ketika teks yang saya baca terlalu sulit, membosankan dan tidak menarik.</p>					
7	<p>Saya menemukan banyak kesulitan ketika saya tidak tertarik dengan topik yang sedang dibahas.</p>					
8	<p>Saya selalu mencari arti di kamus tentang kosa kata yang sulit dan tidak saya ketahui.</p>					
9	<p>Ketika membaca, saya tidak dapat memprediksi kalimat selanjutnya.</p>					
10	<p>Saya membaca dengan suara keras untuk membantu saya mengingat dengan baik.</p>					
11	<p>Saya kesulitan untuk berkonsentrasi membaca suatu teks yang panjang dan membosankan.</p>					

12	Saya tidak memahami informasi setiap bagian, jadi saya tidak paham pesan yang disampaikan penulis dalam teks.					
13	Saya membaca setiap kata perkata pada teks untuk memahami isi teks tersebut.					
14	Terkadang saya mengetahui sebagian makna kata yang ada pada teks bacaan, tetapi saya masih kesulitan dalam memahami ide pokok teks karena latar belakang pengetahuan saya terbatas.					
15	Saya belum terlalu paham dengan jenis-jenis teks yang saya baca, karena latar belakang pengetahuan saya yang terbatas.					
16	Saya senang membaca buku tentang bahasa Inggris baik dirumah maupun disekolah.					
17	Saya mengetahui tentang language feature dari teks naratif yang saya baca.					
18	Saya tidak pernah menulis kosa kata yang baru saya ketahui.					
19	Saya memahami materi tentang teks naratif dengan baik.					
20	Saya mudah dalam memahami teks bacaan ketika topiknya menarik.					

APPENDIX 2

Test

Read the following text to answer questiona number 1 to 4!

The Legend of Lake Toba

Long time ago, a young man lived in a valley in North sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting four hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everthing was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Source : www.blogdope.com

1. From the text above we know that....
 - a. Samosir is not son of fish
 - b. The man is rich

- c. The goldfish turns into a beautiful woman
 - d. The beautiful woman is not married to the man
2. What is the main idea of paragraph 2?
 - a. The man caught a goldfish
 - b. Fishing is the man's hobby
 - c. The man married the goldfish
 - d. They have a handsome boy
 3. What is the moral lesson of the story?
 - a. Don't go fishing
 - b. We have to keep our promise
 - c. Don't eat fish
 - d. We must not marry a goldfish
 4. The word "he" in the sentence "At home, he put the small fish on the table" refers to...
 - a. Samosir
 - b. Goldfish
 - c. Beautiful woman
 - d. Young man

Read the following text to answer questions number 5 to 8!

Mouse Deer and Mr Crocodile

One day, a mouse deer was walking by the river. He was very straving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Acrossthe river, there was green grassland, with young leaves. "Hm... It seems delicious' imagined the mouse deer, but how can I get there? I can't swim, the current is very rapid?"

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, "aha. : he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into

the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He the laughed, “ha... ha... ha, you can’t run away from me, You’ll be my tasty lunch!” said the crocodile.

“Of course I can’t. You are very strong, Mr. Croco,” replied the mouse deer frightenedly. Then, the other crocodiles approaches moving slowly. They approached the edge of the river.

“But, before you all have party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evently,” said the mouse deer.

“Oh...o, great, good idea! But we are a large group, I can’t count it precisely,” Mr. Croco moaned. “Leave it to me, and I can make it for you!” Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, ‘one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

Source : www.itapuih.com

5. Why did mouse deer want to go across the river?
 - A. Because he was very hungry
 - B. Because he wanted to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
6. How many crocodiles were there in the story above?
 - A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Not mentioned
7. “... But we are a large group, I can’t count it precisely.” The underlined word has closest meaning with....

- A. Accurately
 - B. Objectively
 - C. Definitely
 - D. Obviously
8. After reading the text, we may conclude that the mouse deer was
- A. Very greedy animal
 - B. Cunning animal
 - C. Dumb animal
 - D. Frightened animal

Read the following text to answer questions number 9 to 15!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell a sleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The drawfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Source : www.englishadmin.com

9. What types of the text is used by the writer?
 - A. Narrative
 - B. Report
 - C. News Item
 - D. Comparative
10. To tell the plot, the writer's uses....
 - A. Past continues tense
 - B. Simple future tense
 - C. Simple present tense
 - D. Simple past tense
11. Why Snow White ran away to the woods?
 - A. Her parents passed away
 - B. Her uncle was angry with her
 - C. Her uncle and aunt would go to America
 - D. Snow White was happy to run away
12. When did Snow White run away to the woods?
 - A. In the afternoon
 - B. In the morning
 - C. In the evening
 - D. In the middle of night
13. Where did Snow White live after she ran away to the woods?
 - A. She lived in the cave
 - B. She lived in the lion nest
 - C. She lived everywhere in the woods
 - D. She lived in the dwarfs' cottage
14. According to the text, before she ran away into the woods, why did Snow white live with her uncle and aunt?
 - A. To inform the readers about important and newsworthy events
 - B. To entertain readers with fairy tales
 - C. To persuade readers to accept his/her opinions

- D. To denote or propose something as the case
15. The organization of the text above is....
- A. Abstract, orientation, crisis, incident, complication, coda
 - B. Thesis, argument, plot, coda, resolution, complication
 - C. Orientation, major complication, resolution, complication, resolution, complication, major complication
 - D. Orientation, crisis, incident, event, resolution, coda

Read the following text to answer questions number 16 to 20!

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source : www.itapuih.com

16. What type of text is the above text?
- A. Recount text
 - B. Descriptive text

- C. Expository text
 - D. Narrative text
17. What destroyed the homes of all rats?
- A. A group of mice did
 - B. The hunter did
 - C. A group of elephant did
 - D. Elephant-hunter did
18. What helped the elephant's herd free?
- A. Entire group of rats did
 - B. The elephant-hunter did
 - C. The trapped elephants did
 - D. A group of king did
19. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- A. Identification
 - B. Description
 - C. Resolution
 - D. Orientation
20. At the end of the story, how was the elephant's herd?
- A. Angry
 - B. Happy
 - C. Sad
 - D. Dead

APPENDIX 3
The Answer Key

The Answer Key

Reading Test

1. C
2. A
3. B
4. D
5. A
6. B
7. A
8. B
9. A
10. D
11. C
12. B
13. D
14. B
15. C
16. D
17. C
18. A
19. D
20. B

APPENDIX 4

Observation

Result

OBSERVATION DAY 1

Tuesday, August 9th, 2022 SMK Al-Islam Surakarta

Teacher: Mrs Fatimah Aqillah Irani

Class: X TKJ 1 & 2

Material: Narrative Text

Duration: 60 minutes

T = Teacher

S = Students

Result:

The lesson was started by praying together. Teacher began the lesson with greeting and stimulate students by asked about students' knowledge about narrative text.

T = Assalamu'alaikum Warahmatullahi Wabarakatuh

S = Wa'alaikumsalam Warahmatullahi Wabarakatuh

T = Good afternoon students, how are you?

S = Good afternoon mrs, I'm fine. How about you mrs?

T = Alhamdulillah I'm fine too, thanks. Are you ready to learn?

S = Ready mrs.

T = Okay, today we will learn about narrative text. Do you know what narrative text is?

S = Narrative text adalah teks yang menceritakan mengenai suatu peristiwa mrs.

T = Great, narrative text is a text that tells a story and has purpose of entertaining the reader or listener. Apakah ada yang tahu jenis-jenis dari teks naratif?

S = Legenda, fabel mrs.

T = Good, types of narrative text are legend, fabel, folktale, fairy tale, and personal experience. What is legend, fabel, folktale, fairy tale, and personal experience?

S = Legend adalah legenda, fabel adalah cerita tentang binatang mrs.

T = Good, folktale merupakan cerita rakyat, fairytale merupakan dongeng dan personal experience merupakan pengalaman pribadi. Please open students guiding book pages 171. You can write down in the text book about vocabulary!

S = Yes mrs.

T = Apakah sudah selesai?

S = Sudah mrs.

T = Okay mari kita terjemahkan bersama-sama. Live hard artinya hidup susah, passed away artinya meninggal, raided artinya apa digrebek atau diserang, pirates?

S = Pirates bajak laut mrs.

T = Iya, bravery artinya dengan berani, defeat artinya mengalahkan. Merchant?

S = Merchant artinya saudagar, recognized artinya mengetahui mrs.

T = Okay, good job. Please open your book pages 172. In here is a story about the legend of Malin Kundang. Mas Allam tolong baca paragraf pertama kalimat 1-3!

S = Baik mrs. (membaca)

T = Long time ago artinya apa mas?

S = Dahulu kala mrs

T = Adakah yang tahu generic structure dari teks naratif?

S = Tahap perkenalan mrs.

T = Ya, generic structure of narrative text are introduction, complication, resolution. Introduction berisi tokoh siapa saja yang diceritakan dalam teks. Complication yaitu mulai muncul bermasalahan. Resolution adalah akhir dari cerita. Oke selanjutnya mari kita analisis generic structure dari teks naratif malin kundang.

S = Tahap perkenalan atau introduction ada di paragraf 1 mrs yaitu menceritakan tentang malin kundang.

T = Iya benar, complication ada di paragraf berapa?

S = Paragraf 3 mrs.

T = Untuk complication ada di paragraf 4 bagian Malin Kundang yang tidak mengakui ibunya. Resolution paragraf berapa?

S = Paragraf 4 mrs.

T = Jadi resolution terdapat pada paragraf ke 4 kalimat ke 9 yaitu akibat dari Malin Kundang yang tidak mengakui ibunya maka Malin Kundang berubah menjadi batu. Narrative text menggunakan unsur kebahasaan apa?

S = Simple past tense mrs.

T = Good, any question so far?

S = No mrs.

T = Kalau tidak ada pertanyaan coba buka buku halaman 173-174! Kerjakan soal nomor 1-10 dibuku dan dikumpulkan hari rabu.

S = Baik mrs.

T = Jika tidak ada pertanyaan mari kita tutup pembelajaran hari ini dengan mengucapkan hamdalah bersama.

S & T = Alhamdulillahirobbil alamin

T = Thank you for coming, Wassalamu'alaikum Warahmatullahi Wabarakatuh.

S = Wa'alaikumsalam Warahmatullahi Wabarakatuh.

OBSERVATION DAY 2

Wednesday, August 10th, 2022 SMK Al-Islam Surakarta

Teacher: Mrs Fatimah Aqillah Irani

Class: X TKJ 1 & 2

Material: Recount Text

Duration: 60 minutes

T = Teacher

S = Students

Result:

The lesson was started by praying together. Teacher began the lesson with greeting and stimulate students by asked about students' knowledge about recount text.

T = Assalamu'alaikum Warahmatullahi Wabarakatuh

S = Wa'alaikumsalam Warahmatullahi Wabarakatuh

T = Good morning students, how are you?

S = Good morning mrs, I'm fine. How about you mrs?

T = Alhamdulillah I'm fine too, thanks. Are you ready to learn?

S = Ready mrs.

T = Okay, today we will learn about recount text. Do you know what recount text is?

S = Recount text adalah teks yang berisi tentang pengalaman kita dimasa lampau mrs.

T = Great, recount text is a text which retells events or experiences in the past and purpose to inform or to entertain the readers. Do you know what generic structure of recount text are?

S = Orientation mrs?

T = Good, selain orientasi apalagi?

S = Complication mrs?

T = No, generic structure of recount text are orientation, events, and reorientation. Do you know what are orientation, events, and reorientation?

S = Orientation adalah tahap pengenalan. Events merupakan rangkaian peristiwa yang terjadi. Reorientation adalah akhir dari suatu peristiwa, biasanya berisi kesimpulan dari suatu cerita mrs.

T = Great, jadi dalam tahap orientasi itu berisi pengenalan tokoh, lokasi, waktu kejadian, dll. Event berisi mengenai rangkaian peristiwa yang dialami. Reorientation berisi akhir dari suatu peristiwa atau kesimpulan dari cerita. Sampai disini ada yang ingin ditanyakan?

S = Belum mrs.

T = Okay lanjut. Adakah yang tahu unsur kebahasaan dari recount text?

S = Using simple past tense mrs?

T = Nice. Language features of recount text are using simple past tense, using specific participant, using personal participant, using action verb, etc. Adakah yang tahu macam-macam recount text?

S = Types of recount text is personal recout mrs.

T = Ya benar sekali. Jenis-jenis dari recount text yaitu personal recount, factual recount, imaginative recount and historical recount. Apakah ada yang tahu isi dari recount text diatas?

S = Personal recount berisi pengalaman pribadi penulis mrs.

T = Yes, next?

S = Historical recount berisi tentang peristiwa sejarah.

T = Great, factual recount berisi tentang peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi). Imaginative recount teks yang berisi mengenai peristiwa imajinatif yang dialami oleh seseorang, misalnya pengalaman penulis mengenai khayalan yang ia dapat dari mimpi.

T = Any question so far?

S = Tidak mrs.

T = Jika tidak ada pertanyaan mari kita tutup pembelajaran hari ini dengan mengucapkan hamdalah bersama.

S & T = Alhamdulillahirobbil alamin

T = Thank you for coming, stay safe and healthy. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

S = Thank you mrs. Wa'alaikumsalam Warahmatullahi Wabarakatuh.

APPENDIX 5

Interview Transcripts

Tuesday, August 16th 2022 (X TKJ 1)

1. Yafi Adnan Maulana

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya tidak suka pelajaran bahasa inggris karena bahasa inggris itu sulit.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading saat di kelas?
- Student : Biasa saja kak, terkadang seru terkadang juga membosankan. Saya merasa bosan karena saya tidak suka membaca teks bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sulit sekali kak, karena saya tidak paham isi teks yang saya baca.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Terkadang mengalami kesulitan kak, kadang saya tahu isi bacaan kadang juga tidak paham. Solusi yang saya lakukan yaitu bertanya ke teman yang tahu kak.

- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak paham tentang kosa kata bahasa inggris kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Saat pembelajaran, guru lebih sering menjelaskan materi menggunakan bahasa inggris sedangkan saya tidak paham.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya kak, takut salah kalau menceritakan kembali isi teks atau tidak sesuai.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan pengetahuan tentang kosa kata baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Teman di kelas tidak ada yang mendukung saya untuk belajar bahasa inggris kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang anda lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?

Student : Saya kalau belajar bahasa inggris biasanya membuka kamus atau internet untuk mencaritahu arti dari kosa kata yang tidak saya pahami. Selain itu, bermain games yang terdapat subtitle bahasa inggrisnya kak.

2. Khoirul Huda

Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?

Student : Saya lumayan suka pelajaran bahasa inggris karena menurut saya bahasa inggris itu terkadang mudah untuk dipahami.

Researcher : Bagaimana pengalaman kamu ketika belajar reading?

Student : Biasa saja kak, karena banyak kosa kata bahasa inggris yang tidak saya pahami. Jadi, kalau disuruh baca teks yaudah baca aja kak.

Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?

Student : Tidak kak.

Researcher : Apakah membaca teks berbahasa Inggris itu sulit?

Student : Menurut saya biasa saja kak, karena saya mengetahui beberapa kosa kata bahasa inggris.

Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

Student : Iya kak, saya terkadang mencaritahu arti kosa kata di kamus.

Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?

Student : Tidak paham tentang isi teks.

Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?

- Student : Guru menjelaskan materi dengan jelas tetapi saat mengajar sering menggunakan bahasa inggris. Jadi, terkadang saya tidak paham.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum tahu kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering banget kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya kak, karena terkadang saya lupa dengan isi teks bacaan.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mengetahui kosa kata bahasa inggris baru, mengetahui isi dari teks yang saya baca.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Teman di kelas tidak ada yang mendukung untuk belajar bahasa inggris kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Membaca komik berbahasa inggris saat di rumah kak. Selain itu, mencaritahu arti dari kosa kata di internet.

3. Khaadamul Qudus

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak, menurut saya bahasa inggris itu sangat sulit.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Tidak menyenangkan, karena saya tidak suka bahasa inggris kak.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sangat sulit kak, karena dari awal saya tidak suka pelajaran bahasa inggris.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, banyak menemukan kosa kata yang tidak saya pahami. Solusinya mencaritahu di internet atau bertanya ke guru kak.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak memahami tentang isi teks bahasa inggris yang saya baca.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Guru lebih sering menjelaskan materi menggunakan bahasa inggris dan saya tidak paham.

- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak tahu kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering sekali kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, karena saya tidak paham mengenai isi dari teks nya kak.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Pengetahuan kosa kata bahasa inggris saya bertambah kak.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan anda dalam belajar reading?
- Student : Bertanya ke orang yang lebih paham bahasa inggris kak.

4. Adigda Jiwa Jabbarahim

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak, bahasa inggris itu susah dan membosankan.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?

- Student : Menyenangkan kak walaupun saya tidak terlalu paham mengenai isi teks yang saya baca.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak, saya tidak suka membaca kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Iya kak, karena saya belum terlalu paham mengenai kosa kata bahasa inggris.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Terkadang kak, solusinya mencaritahu di kamus mengenai kosa kata yang tidak saya ketahui.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Belum paham mengenai isi bacaan kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Guru menyampaikan dengan jelas tetapi penyampaian materi menggunakan bahasa inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak, karena saya kurang belajar tentang bahasa inggris.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?

- Student : Jika saya mau berusaha sepertinya tidak akan kesulitan untuk menceritakan kembali isi bacaan.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan ilmu pengetahuan baru kak mengenai kosa kata bahasa inggris.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak ada kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan anda dalam belajar reading?
- Student : Belajar bahasa inggris secara sungguh-sungguh dan sering-sering mencari kosa kata bahasa inggris di kamus.

5. M. Rafi' Urrozaq

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak suka, bahasa inggris sangat susah kak.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Membosankan, karena saya tidak suka tentang bahasa inggris kak.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak kak.

- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sulit sekali, karena dari awal saya tidak suka dan tidak mau belajar bahasa Inggris.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang Anda lakukan?
- Student : Sering, banyak menemukan kosa kata baru yang tidak saya pahami. Solusinya bertanya ke teman kak.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak memahami tentang isi dari teks bahasa Inggris yang saya baca.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya tetapi saya tidak paham karena penyampaian materi menggunakan bahasa Inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, karena saya tidak paham mengenai arti dari teks nya kak.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mengetahui beberapa kosa kata bahasa Inggris baru.

- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang anda lakukan dalam meningkatkan kemampuan anda dalam belajar reading?
- Student : Bertanya ke guru atau teman kak.

6. Arfi Afifudin Darojatul Ula

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Biasa saja kak, menurut saya bahasa inggris itu sulit. Banyak kosa kata yang tidak yang pahami.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Menyulitkan, karena saya tidak paham artinya.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Lumayan suka kak. Biasanya saya membaca komik.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Tidak terlalu sulit kak, karena saya mencoba untuk bisa memahami isi teksnya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

- Student : Sering, sering menemukan kosa kata baru dalam teks yang saya baca.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak memahami tentang kosa kata bahasa inggris dan tidak memahami arti teks.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum tahu, karena belum diajarkan.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak, ketika membaca saya sering menemukan kata-kata baru dan sulit untuk saya pahami.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, karena saya tidak paham mengenai isi dari teks nya kak.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Pengetahuan kosa kata bahasa inggris saya bertambah kak.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.

Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?

Student : Bertanya ke orang yang lebih paham bahasa inggris kak.

7. Adnan Ibrahimovic

Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?

Student : Tidak, menurut saya mempelajari bahasa inggris itu sangat sulit.

Researcher : Bagaimana pengalaman kamu ketika belajar reading?

Student : Menyenangkan apabila teks yang saya baca menarik kak.

Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?

Student : Kurang suka kak, karena saya tidak paham artinya.

Researcher : Apakah membaca teks berbahasa Inggris itu sulit?

Student : Lumayan sulit, karena kosa kata bahasa inggris yang saya pahami terbatas kak.

Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

Student : Sering, sering menemukan kosa kata baru dalam teks. Solusinya menaritahu arti di google.

Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?

Student : Tidak mengetahui tentang isi dari teks yang saya baca serta cara pengucapannya.

Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?

- Student : Iya. Namun, guru lebih sering menjelaskan materi menggunakan bahasa inggris. Jadi, saya tidak paham.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum tahu.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak, ketika membaca teks saya sering menemukan kosa kata baru.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, karena saya tidak paham mengenai isi dari teks bacaan..
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan informasi dan ilmu baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Menurut saya teman di kelas tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Ada, kakak saya ada yang paham bahasa inggris. Keluarga ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Kalau di rumah biasanya saya bertanya ke kakak atau mencaritahu mengenai arti kosa kata yang baru saya dapatkan di google.

8. Ahbani Malikhur Rohman

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak suka karena bahasa inggris itu rumit.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Lumayan, karena saya tidak tertarik belajar membaca teks bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sulit kak, karena saya tidak memahami isi dari teks yang saya baca.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, sering menemukan kosa kata baru dalam teks. Solusinya bertanya ke guru saat pembelajaran di kelas.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Kesulitan memahami kosa kata dalam teks.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya kak.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum.

- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak, saat membaca saya sering menemukan kata-kata yang sulit untuk dipahami karena saya tidak tahu artinya.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Tidak kak, karena saya bisa menghafal teksnya.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Pengetahuan kosa kata bahasa inggris saya bertambah kak.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak ada.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Mencaritahu arti kosa kata baru di kamus.

9. Juanne Lingga R

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya tidak suka pelajaran bahasa inggris karena bahasa inggris sangat sulit untuk dipahami.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?

- Student : Biasa saja kak, karena saya tidak terlalu suka pelajaran bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Saya tidak suka membaca teks berbahasa inggris kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sangat sulit kak, karena saya menemukan banyak kosa kata yang tidak saya ketahui artinya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, sering tidak memahami isi dari teks. Solusinya mencaritahu artinya di internet.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak mengetahui arti dari kosa kata yang ada dalam teks.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya tapi saya tidak paham karena penjelasan guru menggunakan bahasa inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering sekali kak, ketika membaca saya sering menemukan kata-kata yang sulit untuk saya pahami.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?

- Student : Kesulitan karena tidak hafal isi teks dan terkadang lupa dengan beberapa kosa kata.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Menambah pengetahuan saya mengenai kosa kata bahasa inggris.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Teman di kelas tidak ada yang mendukung untuk belajar bahasa inggris kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak, kebanyakan anggota keluarga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Pertama harus niat dulu kak, kemudian mood juga harus bagus. Supaya kalau membaca teks tidak bosan. Jika menemukan kosa kata baru saya akan mencaritahu artinya di kamus.

10. Hafidz Azmi Rasyad

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya tidak suka pelajaran bahasa inggris karena bahasa inggris sangat sulit.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Biasa saja kak, terkadang juga membosankan jika teksnya tidak menarik.

- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka membaca teks berbahasa Inggris.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sangat sulit, karena saya tidak paham tentang isi dari teks bacaan tersebut kak.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, sering tidak memahami isi dari teks dan sering menemukan kosa kata baru. Solusinya mencaritahu artinya di internet.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Kesulitan yang di alami yaitu sering menemukan kosa kata baru dan belum tahu artinya.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya tetapi guru lebih sering menyampaikan materi menggunakan bahasa Inggris dan saya tidak paham materinya.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak, ketika membaca sering menemukan kata-kata yang sulit baik dari segi arti, tulisan maupun pengucapannya kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?

- Student : Kesulitan karena tidak paham isi teks dan sulit menghafal teks berbahasa inggris.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan pengetahuan tentang arti dari isi teks, cara pengucapan serta kosa kata bahasa inggris baru kak.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak ada.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak, keluarga saya tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Mencatat kosa kata baru di buku dan mencaritahu artinya di kamus atau internet.

Wednesday, August 24th 2022 (X TKJ 2)

1. Brilliant Ahmad Noer Islami

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya sangat suka pelajaran bahasa inggris karena menyenangkan.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Menyenangkan dan materi yang disampaikan oleh guru mudah dipahami.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Suka kak, ketika dirumah saya suka membaca novel berbahasa Inggris. Kadang juga suka baca-baca teks bahasa Inggris yang ada dibuku.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Kalau menurut saya tidak terlalu sulit kak karena saya suka membaca teks berbahasa Inggris.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering kak, saya sering menemukan kata-kata yang kurang familiar. Solusinya yaitu ketika menemukan kosa kata baru dan saya belum paham maka saya akan mencari arti di kamus kak.

- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Ketika sedang membaca novel saya sering menemukan percakapan yang susah untuk dipahami kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya, guru menyampaikan materi dengan sangat jelas.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Belum kak karena belum pernah diajarkan.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Tidak terlalu kak karena saya sering memahami kosa kata dan suka mencari tahu artinya di kamus. Selain itu, ketika dirumah orang tua saya sering mengajak saya sharing tentang kosa kata baru dan sering melakukan percakapan menggunakan bahasa inggris.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Saya tidak menemukan kesulitan ketika menceritakan kembali isi teks kak, karena sudah terbiasa.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?

Student : Ketika belajar tentang reading saya mendapatkan banyak pengalaman dan pengetahuan baru serta dapat melatih pembicaraan. Misal setelah membaca teks, guru menyuruh siswa untuk menceritakan kembali isi teks.

Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?

Student : Tidak.

Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?

Student : Ada, orang tua saya terutama ayah sangat mendukung saya untuk belajar bahasa inggris dan orang tua saya paham tentang bahasa inggris.

Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?

Student : Cara yang saya lakukan untuk meningkatkan kemampuan saya dalam belajar reading yaitu sering-sering membaca teks berbahasa inggris, latihan dan praktek kak.

2. Yesi Mawardita

Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?

Student : Tidak, menurut saya bahasa inggris sangat sulit.

Researcher : Bagaimana pengalaman kamu ketika belajar reading?

Student : Menyenangkan tetapi kadang juga membosankan karena saya tidak paham isi teks yang saya baca.

Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?

- Student : Tidak kak, menurut saya bahasa inggris itu sulit. Banyak kosa kata yang saya tidak tahu artinya.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Menurut saya iya kak, karena saya tidak suka bahasa inggris dan tidak bisa memahami isinya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering kak, saya sering tidak paham arti teks yang sedang saya baca. Saya belum menemukan solusinya karena saya belum pernah mencari tahu arti dari teks tersebut.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Dalam teks bacaan terdapat beberapa kosa kata yang tidak saya pahami.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Menurut saya kurang jelas karena penyampaian materi menggunakan bahasa inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Saya belum mengetahui/menguasai teknik-tenik dalam memahami bacaan kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering banget kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya kak, saya kesulitan ketika diminta menceritakan kembali isi bacaan karena saya tidak bisa.

- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Saat belajar tentang reading saya mendapatkan informasi baru mengenai suatu peristiwa kak.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, keluarga juga tidak mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Mencari tahu arti dari beberapa kosa kata di kamus kak.

3. Nurudin Hanif Afif

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya lumayan suka pelajaran bahasa inggris karena bahasa inggris itu menyenangkan kak.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Menurut saya biasa saja kak karena saya lumayan suka pelajaran bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Lumayan, walaupun saya tidak sepenuhnya mengetahui arti dari teks bahasa inggris yang saya baca.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?

- Student : Tidak terlalu sulit kak, yang sulit menurut saya yaitu ketika mengartikan isi teks berbahasa inggris.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Iya kak, kesulitan saya ketika dalam bacaan terdapat beberapa kosa kata baru yang tidak saya ketahui artinya. Solusinya yaitu membaca berulang-ulang atau bertanya kepada guru tentang arti dari suatu kosa kata yang tidak saya ketahui.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Kesulitan saat menerjemahkan isi teks.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Guru menjelaskan materi secara jelas. Tetapi saya tidak paham karena dari awal saya tidak terlalu menyukai pelajaran bahasa inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Iya, sering kak. Sering menemukan beberapa kosa kata baru dalam suatu paragraf.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya kak.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Menambah wawasan dan pengetahuan baru kak.

- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak ada.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Keluarga saya tidak ada yang bisa berbahasa inggris dan kalau dirumah tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan anda dalam belajar reading?
- Student : Cara yang saya lakukan yaitu dengan membaca teks secara berulang-ulang kak.

4. Allam Nur Mahdi

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Biasa saja kak, bahasa inggris terlalu rumit bagi saya.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Biasa saja kak, karena saya tidak terlalu suka bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Suka kak, saya suka membaca teks yang terdapat dalam buku kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Sulit kak, karena saya tidak mengetahui isi dari teks.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

- Student : Kadang-kadang kak, karena terdapat kosa kata baru yang belum saya ketahui.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Terkadang ada kata yang saya tidak tahu pengejaan dan artinya kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya tetapi penyampaian materi menggunakan bahasa inggris. Jadi saya kurang paham.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak tahu kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Tsering kak, saya sering menemukan kosa kata baru.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Lumayan karena saya tidak terlalu memahami isi teks bacaan kak.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan pengetahuan baru tentang kosa kata (vocabulary) dan mengetahui artinya.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Menurut saya teman di kelas tidak ada yang mendukung saya untuk belajar bahasa inggris kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?

- Student : Tidak, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Membaca berulang-ulang teks bacaan berbahasa Inggris kak.

5. Kaila Lexa Putri Salni

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak, menurut saya bahasa inggris itu sangat rumit untuk dipelajari.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Tidak menyenangkan karena saya tidak suka membaca teks berbahasa Inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka, karena menemukan banyak kosa kata yang sulit kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Iya, sangat sulit karena saya tidak paham arti dari teks bacaan.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, karena saya tidak bisa menerjemahkan teks ke dalam bahasa Indonesia dan saya tidak suka membaca. Solusinya mencari arti di kamus kak.

- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Kosakata saya terbatas, sehingga saya tidak memahami isi dari teks.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya, tapi dalam penyampaian materi guru lebih sering menggunakan bahasa Inggris. Jadi, banyak siswa yang tidak paham.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak kak karena belum diajarkan.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Sangat kesulitan kak, karena saya tidak bisa memahami bacaan.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Saya mendapatkan wawasan baru mengenai kosakata bahasa Inggris.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa Inggris?
- Student : Kebanyakan teman di kelas tidak ada yang mendukung untuk belajar bahasa Inggris.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa Inggris dan mendukung kamu untuk belajar bahasa Inggris?
- Student : Tidak ada, orang tua biasanya menyuruh saya untuk ikut les bahasa Inggris. Tetapi saya tidak mau kak.

Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?

Student : Belajar lebih giat dan sering-sering menghafalkan kosa kata baru.

6. Amalia Az Zahra

Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?

Student : Saya sangat suka pelajaran bahasa inggris karena menurut saya bahasa inggris itu menyenangkan.

Researcher : Bagaimana pengalaman kamu ketika belajar reading?

Student : Sangat menyenangkan karena saat membaca teks saya mendapatkan kosa kata baru.

Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?

Student : Sangat suka kak. Ketika dirumah saya suka membaca buku pelajaran bahasa inggris yang didalamnya terdapat teks bacaan.

Researcher : Apakah membaca teks berbahasa Inggris itu sulit?

Student : Kalau menurut saya sedikit sulit kak, karena saya kesulitan saat mengucapkan kosa kata berbahasa inggris.

Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

Student : Iya, saya kesulitan dalam menerjemahkan kata-kata dalam teks. Solusinya yaitu mencaritahu dikamus atau bertanya kepada guru kak.

Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?

- Student : Ketika dalam bacaan terdapat kosa kata baru saya tidak paham arti dari kosa kata tersebut.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Saya tidak mengetahui/memahami teknik-teknik dalam memahami bacaan kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Guru menjelaskan materi secara tepat dan jelas.
- Researcher : Apakah kamusering menemukan kata-kata yang sulit?
- Student : Sering kak, karena latar belakang pengetahuan saya yang kurang. Jadi saya belum banyak menguasai tentang kosa kata dalam bahasa inggris.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, kesulitan saya yaitu tidak paham isi bacaan dan terdapat kosa kata yang belum saya ketahui.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan tambahan kosa kata baru yang belum pernah saya ketahui artinya.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Menurut saya teman dikelas ada yang mendukung saya untuk belajar bahasa inggris.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak ada, tapi saat dirumah keluarga meminta saya untuk ikut kursus atau les bahasa inggris.

Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?

Student : Mempelajari bahasa inggris lebih dalam dan menambah pengetahuan mengenai kosa kata baru.

7. Khalil Athallah Anhiera

Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?

Student : Saya tidak suka pelajaran bahasa inggris menurut saya bahasa inggris sangat sulit.

Researcher : Bagaimana pengalaman kamu ketika belajar reading?

Student : Biasa saja kak, karena saya lumayan suka pelajaran bahasa inggris.

Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?

Student : Lumayan kak. Saya suka membaca komik berbahasa inggris.

Researcher : Apakah membaca teks berbahasa Inggris itu sulit?

Student : Tidak terlalu sulit karena saya lumayan suka membaca kak.

Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?

Student : Kadang-kadang saya mengalami kesulitan saat sedang memahami bacaan karena terdapat beberapa kosa kata baru yang belum dipahami. Solusinya yaitu mencatat kosa kata tersebut dan mencaritahu artinya di kamus.

Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?

Student : Memahami arti dari isi dari teks kak.

- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak kak karena belum diajarkan.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Iya, terutama ketika menemukan kosa kata baru.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Jika saya hafal teks bacaan dan mengetahui artinya maka saya tidak akan kesulitan ketika diminta menceritakan kembali isi bacaan.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan ilmu pengetahuan baru dan mengetahui kosa kata baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Ketika dirumah, saya mempelajari ulang mengenai materi yang dijelaskan saat pembelajaran dikelas.

8. Urfa Zakiyah

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya tidak suka pelajaran bahasa inggris karena bahasa inggris itu sulit dan saya tidak paham artinya.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Biasa saja kak, sebenarnya saya tertarik untuk belajar bahasa inggris. Tetapi banyak teman saya yang tidak suka bahasa inggris.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka kak. Kalau misal disuruh baca yaudah baca aja tapi tidak pernah paham arti teksnya.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Kalau menurut saya lumayan sulit kak karena saya belum paham artinya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering, menurut saya teks bacaannya sulit dipahami. Solusinya yaitu bertanya ke teman atau mencaritahu terjemahan teks didalam kamus.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Belum terlalu paham mengenai kosa kata berbahasa inggris.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?

- Student : Tidak, saat pembelajaran guru menyampaikan materi menggunakan bahasa inggris. Jadi, saya banyak tidak paham apa yang sudah dijelaskan.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak kak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sering, banyak kosa kata yang tidak saya ketahui kak.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Jika disuruh menceritakan kembali isi bacaan menggunakan bahasa inggris saya kesulitan karena terdapat banyak kosa kata yang sulit. Tetapi, jika disuruh menceritakan kembali isi bacaan menggunakan Bahasa Indonesia kemungkinan bisa asal tahu artinya.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mengetahui kosa kata baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Kebanyakan teman dikelas tidak ada yang mendukung.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Ada, saat dirumah kakak saya suka mengajak bicara menggunakan bahasa inggris. Selain itu, keluarga juga mendukung saya untuk mengikuti kursus bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Sering mencaritahu kosa kata baru dikamus dan mempelajari cara pelafalannya. Selain itu juga membaca buku tentang masakan yang berbahasa inggris.

9. Putri Rachma Dhani

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Tidak suka, menurut saya pelajaran bahasa inggris itu sulit.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?
- Student : Tidak menyenangkan karena saya tidak suka membaca.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka karena sulit memahami isi bacaan.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Kalau menurut lumayan sulit kak, karena saya belum menguasai dasarnya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Iya, guru menjelaskan materi menggunakan full inggris jadi siswa kurang paham. Solusinya bertanya kepada guru mengenai arti dari kosa kata tersebut.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Kosa kata terbatas dan tidak mengetahui artinya.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Guru menyampaikan materi dengan sangat jelas.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak.

- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Sangat sering karena banyak kosa kata yang belum pernah saya ketahui artinya.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?
- Student : Iya, karena banyak kosa kata yang tidak saya pahami.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan pesan moral dari teks dan mengetahui tentang banyak informasi baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak. Selain itu, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Cara yang saya lakukan untuk meningkatkan kemampuan saya dalam belajar reading yaitu sering-sering mencaritahu arti dari kosa kata di kamus dan mencaritahu cara pelafalannya.

10. M. Fahreil Ajie Saputra

- Researcher : Apakah kamu suka pelajaran bahasa inggris? Mengapa?
- Student : Saya tidak terlalu suka pelajaran bahasa inggris.
- Researcher : Bagaimana pengalaman kamu ketika belajar reading?

- Student : Biasa saja kak.
- Researcher : Apakah kamu suka membaca teks berbahasa Inggris? Kalau iya, buku apa yang sering kamu baca?
- Student : Tidak suka kak.
- Researcher : Apakah membaca teks berbahasa Inggris itu sulit?
- Student : Kalau menurut sayalumayan sulit kak karena sering menemukan kosa kata yang tidak saya ketahui artinya.
- Researcher : Apakah kamu sering mengalami kesulitan saat sedang memahami bacaan? Kalau iya, solusi apa yang kamu lakukan?
- Student : Sering kak, ada banyak kosa kata yang belum saya pahami artinya.
- Researcher : Kesulitan seperti apa yang kamu alami saat sedang memahami bacaan?
- Student : Tidak paham isi dari teks bacaan kak.
- Researcher : Saat pembelajaran, apakah guru menjelaskan materi dengan jelas?
- Student : Iya, tetapi penyampaian materi menggunakan bahasa inggris.
- Researcher : Apakah kamu mengetahui/menguasai teknik-teknik dalam memahami bacaan?
- Student : Tidak.
- Researcher : Apakah kamu sering menemukan kata-kata yang sulit?
- Student : Tidak kak, saya sering mencaritahu kosa kata baru dikamus.
- Researcher : Apakah kamu kesulitan menceritakan kembali isi bacaan?

- Student : Kesulitan kak, karena kosa kata yang saya ketahui sangat terbatas jumlahnya.
- Researcher : Apa yang kamu dapatkan ketika belajar reading?
- Student : Mendapatkan pengetahuan dan ilmu baru.
- Researcher : Apakah menurut kamu teman di kelas pada mendukung untuk belajar bahasa inggris?
- Student : Tidak kak.
- Researcher : Apakah keluarga kamu ada yang bisa berbahasa inggris dan mendukung kamu untuk belajar bahasa inggris?
- Student : Tidak, keluarga juga tidak ada yang mendukung untuk belajar bahasa inggris.
- Researcher : Jelaskan cara apa yang kamu lakukan dalam meningkatkan kemampuan kamu dalam belajar reading?
- Student : Sering-sering membaca teks berbahasa inggris kak.

APPENDIX 6**Photographs**

The researcher did observation in X TKJ 1 & 2 class and followed the learning process





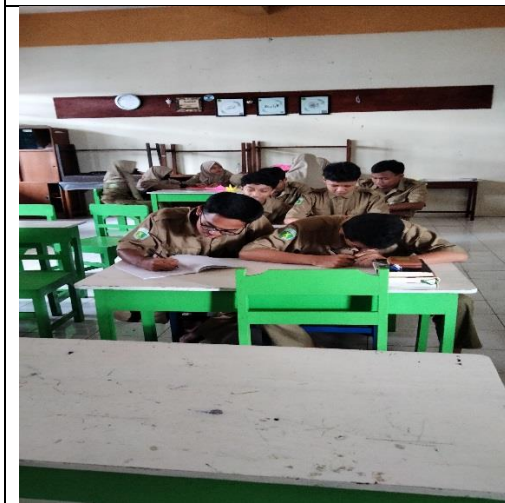
The researcher did
interview with
students



The students filled the questionnaire



Students work on test questions about reading comprehension



Group photo with students after completing all meetings in this research

APPENDIX 7

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
 Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-2582/Un 20/F-V/PP.00 9/07/2022 24 Juli 2022
 Lamp. : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
 Kepala SMK Al-Islam Surakarta
 di
 Tempat

Assalamu'alaikum Wr. Wb.
 Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **HANIFAH AULIA KUSUMA**
 NIM : 183221020
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 9
 Judul Skripsi : An Analysis Of Students' Difficulties In Reading Comprehension At The Tenth Grade Of SMK Al-Islam Surakarta In The Academic Year 2021/2022

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
 Adapun waktu penelitian pada tanggal 8 Agustus 2022 sampai tanggal 8 September 2022.
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005