

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE
SEVENTH GRADERS OF THE SMP KARTIKATAMA
METRO**

By:

**ABDURAHMAN IBRAHIM
STUDENT NUMBER. 1501070143**



**TARBIYAH FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO**

(IAIN)

1440 H/2019 M

**AN ANALYSIS ON DIFFICULTIES IN READING COMPREHENSION OF
ISLAMIC STORY AMONG THE SEVENTH GRADERS
OF THE SMP KARTIKATAMA METRO**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

ABDURAHMAN IBRAHIM

STUDENT NUMBER. 1501070143

**TARBIYAH FACULTY
ENGLISH EDUCATION PROGRAM**

Sponsor : Dr. Mahrus As'ad, M.Ag

Co Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO**

(IAIN)

1440 H/2019 M



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

The Title : AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE
SEVENTH GRADERS OF THE SMP KARTIKATAMA
METRO
Name : Abdurahman Ibrahim
St. Number : 1501070143
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in munaqosah in Tarbiyah Faculty of State Institute for
Islamic Studies (IAIN) of Metro.


Sponsor

Metro, 8 July 2019
Co- Sponsor


Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001


Trisna Dinillah Harva, M.pd
NIP. 19830511 200912 2 004

Head of English Education

Department

Ahmad Subhan Boza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Prihal : Pengajuan Munasabah
Abdurahman Ibrahim

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka skripsi yang disusun oleh:

Nama : Abdurahman Ibrahim
NPM : 1501070143
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Title : AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE
SEVENTH GRADERS OF THE SMP KARTIKATAMA
METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunahsahkan.
Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb

Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 8 July 2019

Pembimbing II

Trisna Dinillah Harva, M.pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id e-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In order to hold the Munaqosah of Abdurahman Ibrahim

To:
The Honorable The Head of Tarbiyah Faculty
of State Institute for Islamic Studies (IAIN) of Metro

Assalamua'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name : Abdurahman Ibrahim
Student Number : 1501070143
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE
SEVENTH GRADERS OF THE SMP KARTIKATAMA
METRO

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, 8 July 2019
Co- Sponsor

Trisna Dinillah Harva, M.pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. 5-2455/In-28.1/D/PP-00.267/2019

An Undergraduate thesis entitled: AN ANALYSIS ON DIFFICULTIES IN READING COMPREHENSION OF ISLAMIC STORY AMONG THE SEVENTH GRADERS OF THE SMP KARTIKATAMA METRO, written by Abdurahman Ibrahim, student number 1501070143, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, July 12th 2019 at 08.00 - 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag	(.....)
Examiner I	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Yeasy Agustina, M.Pd	(.....)

The Dean of Tarbiyah and Teaching Training Faculty



Yeasy Agustina, M.Pd.

NIP. 19691008 200003 2 005


STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ABDURAHMAN IBRAHIM
St. Number : 1501070143
Department : English Education Department (TBI)
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, July 2019


Abdurahman Ibrahim
NPM. 1501070143

ORISINILITAS PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama : ABDURAHMAN IBRAHIM
NPM : 1501070143
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2019



Abdurahman Ibrahim
NPM. 1501070143

**AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE SEVENTH
GRADERS OF THE SMP KARTIKATAMA METRO**

ABSTRACT

**BY:
ABDURAHMAN IBRAHIM**

The objective of the study is to analyze on the students' difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro. The type of the study is qualitative. The participants of this study were the researcher, the English teacher and 10 students of seventh graders of SMP Kartikatama Metro.

There were two types of data collection technique in this study, documentation and interview. For the documentation, the writer gave a reading test for the students and the result would be documentation. The researcher will get the data from the object of this research namely students' reading text and directly interview by give them some questions about the difficulties in reading comprehension.

The result of the study shows that students still have difficulties in reading comprehension. To solve the problems reading comprehension, there were some methods, strategies, and media that can help the students comprehending a text so the students should learn it. One of the best media is Islamic story.

**SEBUAH ANALISIS KESULITAN DALAM PEMAHAMAN
MEMBACA CERITA ISLAMI PADA KELAS TUJUH
DI SMP KARTIKATAMA METRO**

ABSTRAK

**OLEH:
ABDURAHMAN IBRAHIM**

Tujuan dari penelitian ini adalah untuk menganalisis kesulitan siswa dalam pemahaman membaca cerita Islami pada siswa kelas tujuh di SMP Kartikatama Metro. Jenis penelitian ini adalah kualitatif. Partisipan penelitian ini adalah peneliti, guru Bahasa Inggris dan 10 siswa kelas tujuh SMP Kartikatama Metro.

Ada dua jenis teknik pengumpulan data dalam penelitian ini, dokumentasi dan wawancara. Untuk dokumentasi, penulis memberikan tes membaca untuk siswa dan hasilnya adalah dokumentasi. Peneliti akan mendapatkan data dari objek penelitian ini yaitu teks bacaan siswa dan wawancara langsung dengan memberi mereka beberapa pertanyaan tentang kesulitan dalam pemahaman bacaan.

Hasil penelitian menunjukkan bahwa siswa masih mengalami kesulitan dalam membaca pemahaman. Untuk mengatasi masalah pemahaman bacaan, ada beberapa metode, strategi, dan media yang dapat membantu siswa memahami teks sehingga siswa harus mempelajarinya. Salah satu media yang baik adalah cerita Islami.

ACKNOWLEDGEMENT

Alhamdulillah rabil 'alamin, the researcher expresses his highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled "An Analysis On Difficulties In Reading Comprehension Of Islamic Story Among The Seventh Graders Of The SMP Kartikatama Metro". In this research the writer focused to analyze the difficulties in reading comprehension of Islamic story.

This undergraduate thesis would not have been possible without the help, support and patience of my first advisor, Dr. Mahrus As'ad, M. Ag for his supervision, advice, and guidance from the very early stage of this thesis as well as giving me extraordinary experiences throughout the past few months. Then to my second advisor Trisna Dinillah Harya, M.Pd who has helped me patiently finishing this thesis by giving suggestion, guidance, and correction until the completion of this thesis.

In this paper, the writer would like to express great honor and deepest gratitude to beloved parents, especially friends and classmates who always give support and motivation. The writer do apologizes for all mistakes he has made in writing and presentation items. Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better.

Metro, July 2019



Abdurrahman Ibrahim
1501070143

DEDICATION PAGE

“This Undergraduate Thesis is dedicated

to my beloved family

(Father, Mother, and Sister),

All whom I widely love

(My honourable friends and my Almamater “IAIN METRO”)

MOTTO

Read in the name of your Lord who created.

(Qs. Al-alaq: 1)

You can never understand one language until you understand at least two.

(Geoffrey Willians)

Any man who reads too much and uses his own brain too little falls into lazy habits of thinking..

(Albert Einstein)

TABLE OF CONTENT

COVER PAGE	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
ABSTRACT	vi
ACKNOWLEDGEMENT	viii
DEDICATION PAGE	ix
MOTTO'S PAGE	x
TABLE OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I. INTRODUCTION	1
A. Background of Study	1
B. Focus of Study	4
C. Problem Limitation	4
D. Problem Formulation	4
E. The Objectives and Benefits of Study.....	5
F. Prior Research	6
CHAPTER II. REVIEW OF THE RELATED THEORIES	8
A. Concept of Reading Comprehension	8
1. The Definition of ReadingComprehension	8
2. The Needs of Reading Comprehension	11
3. The Models of Reading Comprehension	13
4. The Levels of Reading Comprehension	15
5. The Strategies of Reading Comprehension.....	18
6. The Difficulties in Reading Comprehension	21
B. Concept of Islamic Story	22
1. The Definition ofIslamic Story	22

2. The Types of Islamic Story	24
3. The Use of Islamic Story	25
CHAPTER III. RESEARCH METHODOLOGY	29
A. Research Design	29
B. Sampling Technique	32
C. Data Source	32
D. Data Collection Technique	33
E. Data Analysis Technique.....	35
F. Approach	37
CHAPTER IV. RESULT OF RESEARCH	38
A. Description of Research Setting	38
B. General Description of The Resarch Data	44
C. Discussion	53
CHAPTER V. CONCLUSION AND SUGGESTION	56
A. Conclusion	56
B. Suggestion	56
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

1. Table of The Results of Student's Reading Test	3
2. Table of Passing Grade Criteria.....	3
3. Table of Student's Data in Last Six Years	38
4. Table of Teacher's Data In Last Six Years	42

LIST OF FIGURES

1.	Structure Organization of SMP Kartikatama Metro	39
2.	Location Sketch of SMP Kartikatama Metro	40
3.	Percentages of The Case in Reading Comprehension	54

LIST OF APPENDICES

1. Instrument Blueprint
2. The Question Sheet of Reading Comprehension Test
3. Answer Key
4. The Answer Sheet of Reading Comprehension Test
5. Picture
6. Interview

CHAPTER I

INTRODUCTION

A. Background of Study

Language is very important in human life. Language is used to communicate with other people. people can express their thought, feeling, and experiences through language. Without language, the people cannot communicate and interact with other people. To communicate with other people over the world, we use international language that is English. English is an international language to be learned to communicate with other people different countries.

English consists of four skills we must study; They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Beside the four language skills above, reading is of great importance to student show mother tongue is not English, because they almost do not have opportunity to hear or to speak that language. Students may wish to begin with easy material, such as book of easy short stories. Comprehending English is a difficult thing for students if they are do not have basic knowledge, especially in comprehending reading text.

Reading comprehension means understanding what has been read. If a reader can comprehend the written message that is sent by the author, he will understand the hidden information in the text. Repeated reading is an effective approach for improving reading comprehension.

Students should have a good habit in reading English text and they should have a lot practice in reading. By reading, student get enough science and information from what they have read.

Readers has various difficulties in relevant to getting to the right pronunciation and getting to the right word, knowledge of how spelling patterns relate to pronunciation, sensitivity to relative frequency of letter strings, speed of word reading, and use of context to select. There are many educational factors that caused reading difficulty, which may and often do contribute as parts of a complex pattern of causes. One of the problem of reading is to understand the meaning of the words, especially in story.

Story is the right learning methods for students, particularly islamic story. Islamic story familiarise islamic character to student. Considering fairy tale can lift about fiction and real. The story of islamic as Prophet, Rosul, and friends can be used as the theme the story in learning. The positive character on childhis was to overcome the decline in moral value sustainable. In the sight of islamic character education even with attitude.

A pra-survey conducted at SMP Kartikatama Metro that is particularly the students of seventh graders. From the result's test of reading, it can be seen that the result unsatisfactory yet because many students has not reached good score in the passing grade criteria.

Table 1
The Results of Student's Reading Test

No	The Results of Student's Reading Test	Students	Percentage
1	<65	7	70%
2	>65	3	30%
	Total	10	100%

Source: The result of the student's reading test in the middle term at the first semester at SMP KARTIKATAMA METRO in the academic year 2018/2019

Table 2
Passing Grade Criteria

Grade	Explanation
76 – 100	Excellent
66 – 75	Good
56 – 65	Average
45 – 55	Low

Based on prasurey above, the researcher conduct that most of the Seventh Grader Students at SMP Kartikatama Metro still have difficulties in reading.Because, only 30% students got good grade and excellent grade. Specifically, this research was directed to get the emprical description

concerned with students' difficulties in reading comprehension of Islamic story.

Regarding to the rationale above, the researcher conducts the research proposal entitled: "An Analysis On Difficulties In Reading ComprehensionOf Islamic Story Among The Seventh Graders Of The SMP Kartikatama Metro"

B. Focus of Study

Referring to the background above, the problem can be identified as follows:

1. The students who have less knowledge in reading comprehension.
2. The students often find difficulties in reading comprehension.
3. The students have low ability in reading comprehension.
4. The students don't understand the meaning of words in Islamic story.

C. Problem Limitation

Due to the above identification, the researcher imitates the problem on the difficulties in reading comprehension of the seventh graders of the SMP Kartikatama Metro.

D. Problem Formulation

Based on the background of study and the problem limitation above the writer formulates the problem in this research as follows:

- a. “What are the students’ difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro?”
- b. “How to solve the students’ difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro?”

E. Objectives and Benefits of the Study

1. The objectives of this research are:

In line with the formulation of the problem, this research aimed at: To analyze on the students’ difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro.

4. Benefits of the Study

In order to make this research is good purposed the writer gives the benefits, namely:

- a) It gives information about the importance of reading comprehension.
- b) It is hoped to be one of considerations for English students to improve students’ reading comprehension of Islamic story.
- c) It also hope that the result of this study can be an input for English teachers to motivate their students to get satisfying comprehension in reading comprehension of Islamic story.

F. Prior Researches

There are many researcher that had done the research about analysis of difficulties in reading. One of the researcher is Mualifah with her thesis entitled 'An Analysis Of Students' Difficulties On Reading Aloud In The Fifth Grade At Mi Al-Muhajirin Gegesik'.

The similarity of this research is it focused on analyzing difficulties in reading and the difference in Mualifah's research and in this research is Mualifah's research focused on analyzing vocabulary while in this research it focus understanding words.¹

The second is Ariyanti's research with the title 'Students' Difficulties In Comprehending English Reading Text At Second Grade Students Of SMA N 2 Metro'. The participants of Ariyanti's research are second grade students of Senior High School. Meanwhile, this reseach's participants are seventh graders of Junior High School.

There are some differences with this reseach. Firstly, in Ariyanti's research 80% of students have difficulties in reading comprehension. In this research 70% of students have difficulties in reading comprehension. Secondly, Ariyanti'research used long text. Meanwhile, in this reseach use short text.²

The third research related to this study was conducted by Mashulah 'An Analysis of Students' Difficulties in Understanding

¹Mualifah, *An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at Mi Al-Muhajirin Gegesik*, Cirebon: IAIN SyekhNurjati, 2015

²AriyantiPuspita, *Students Difficulties' in Comprehending English Reading Text at Second Grade Students Of SMA N 2 Metro*, Lampung: Universitas Lampung, 2017

English Reading Text'. It have some differences. Firstly, this research focused on the analyse diffulties in reading words by using reading textwhile in this research itanalyzes the difficultis in reading by using islamic story. Secondly, this research using descriptive text. Meanwhile, this research using narrative text.³

³Mashulah, *An Analysis of Students' Difficulties in Understanding English Reading Text*, Surabaya: State Islamic University of SunanAmpel Surabaya, 2013

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Reading Comprehension

1. The Definition of Reading

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. Reading is an activity performed to develop an understanding of a subject or topic.⁴

Beatrice and Linda explain that Reading helps you learn to think in the new language, build a better vocabulary, makes you comfortable with written English.⁵

Reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually like to reading. That is the reason why the reading ability should be built as early as possible.⁶ It means that reading is the way to know

⁴Steve Mckee, *Reading Comprehension, What We Know: A Review Of Research 1995 To 2011*, Shinawatra International University, Bangkok, Thailand, Volume Two, Issue One February 2012

⁵Beatrice and Linda Jeffries, *Reading Power*, USA: Addison-Wesley Publishing Company, 1986

⁶Gupta et al., "Cooperative Integrated Reading Composition (Circ): Impact On Reading Comprehension Achievement In English Among Abstract Seventh Graders" *IMPACT*, (India: International Journal of Research in Humanities, Arts, and Literature), ISSN(E):2321-8878;ISSN(P):2347-4564, Vol.2, Issue 5, May 2014

more about something to get information from organizing the ideas of the passage.

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension).⁷ Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively.

There are some explanation about reading comprehension. reading comprehension is the search for meaning actively using th reader's knowledge to understand new thing. In other word, reading comprehension is the understanding new information of the text by

⁷Anjali, Emmanuel, *Role of Computers in Reading Skills*, IOSR Journal Of Humanities And Social Science (IOSR-JHSS), p-ISSN: 2279-084, Volume 15, Issue 4 (Sep. - Oct. 2013)

applying the reader's knowledge. Reading comprehension is a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Readers make use of their existing background knowledge to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known.⁸ Furthermore, reading comprehension is a process that had a goal to know the messages of a specific text.

Reading comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.⁹ strategies is needed in reading comprehension. It means that when the readers want to know the content of the text, they should use the strategy in their reading activity.

Moreover, reading comprehension is the act of understanding what the reader are reading. It means that reading comprehension is activity to know or comprehend the content of written text. John T. Guthrie, Allan Wigfield, and Kathleen C. Perenvich devine that "reading comprehension is the processes of constructing conceptual knowledge.

⁸M. Bojovic, *Reading Skills and Reading Comprehension in English for Specific Purposes*, Celje, Slovenia, September 2010

⁹Gilakjani, How Can Students Improve Their Reading Comprehension Skill?, *Journal Of Studies In Education*, ISSN 2162-6952, Vol. 6, No. 2, 2016

Based on the quotations above, it can be inferred that reading comprehension is a process to understand information and ideas of the author within the text, which involves the experience and knowledge of the reader.

2. The Needs of Reading

Reading is an important skill that all people need to have in order to be successful in accessing information. In reading people do not only need to recognize and read the printed-words on the page, but they also need to comprehend what those words mean as a whole.¹⁰ In other words, one of the best tips on improving reading is to think about how you read in your own language. Start by thinking about how you read different documents. How do you read the newspaper? How do you read novels? How do you read train schedules? and so on. Taking time to think about this will help give you clues on how to read in English - even if you don't understand every single word.

For many students, reading is by far the most important of the four skills in a second language.¹¹

Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example,

¹⁰Maithel and Jufri, "Teaching Reading Comprehension Through Group Presentation at Senior high School" *Journal of English Language Teaching*, Vol. 1 No. 1, Serie C, September 12

¹¹Carrel, P. L, Devine, J.,&Eskey, D. E., *Interactive Approach To Second Language Reading*. New York: Cambridge University Press, 1993

children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.

The decoding creates the foundation on which all other reading skills are built. For many, decoding comes naturally, quickly becoming an automatic process. For people who struggle to decode words, however, the process requires such extreme concentration that they often miss much of the meaning in what they read. Indeed, according to many experts, decoding problems are at the root of most reading disabilities. Student needs an ability to understand and to comprehend written material. Grellet posits some main ways of reading to improve students' skill in processing the complex of information as follows¹²:

a. Skimming

Skimming is reading quickly running one's eyes over a text to get the gist of it. The purpose of skimming is simply to see what text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the reader to recognize their subsequent reading is more efficient.

b. Scanning

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader

¹²Grellet, Francois, Developing Reading Skills. Cambridge University Press, 1994, p.4

goes through a text very quickly in order to find a particular point of information.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. In this type, students are usually given more freedom to choose reading materials that interest them. In this course, almost all of reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not for every detail word.

d. Intensive Reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

3. The Models of Reading

The models of reading comprehension can be placed in one of the three categories¹³, as follows:

a. Bottom-up Model

Bottom-up model states that a reader reads the words sentences and look at the structure of the text to construct meaning of

¹³Maria Novary Ngabut, *Reading Theories and Reading Comprehension*, Journal on English as a Foreign Language, Volume 5, Number 1, March 2015

written text depends on vocabulary mastery and syntax. The reader brings a great deal of knowledge, expectation, assumption, and questions to the text given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

b. Top-down Model

Top-down model states that while the readers read a text they involve. The reader constructs the text from the smallest units (letters to words to phrase to sentence, etc) and that the process of constructing the text from those units becomes so automatic that readers are not aware of how it operates.

c. The Interactive Model

Interactive model explains that when a reader reads a text, they use both top-down and bottom-up model. Both top-down and bottom-up processes occurs, either alternatively or at the same time. These thorists describe a process that moves both bottom-up and top-down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

4. The Levels of Reading Comprehension

According to Smith, there are four different levels in comprehension as follow¹⁴:

a. Literal Level

This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or questions for this level are as follows :

- What is
- How old
- When

The abilities which refer to the literal level are :

- Knowledge of word meanings.
- Recalling of ideas directly stated or paraphrased in own word
- Understanding of grammatical clue-subject, verb , pronoun, conjunction and so forth.
- Recalling of main idea explicitly stated.
- Knowledge of sequence of information presented in the text.

¹⁴Dian Permata Sari, *An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015)*, University of Bengkulu, Indonesia

b. Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part to the whole, to make comparison, to draw conclusion and inference and to make generalizations. Sample phrases or questions for this level are as follows:

- Why
- What evidence
- What you can conclude

The abilities which refers to the interpretive level are:

- Reasoning with the information presented to understand the writer's tone, purpose and attitude.
- Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

c. Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; note evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness. Sample phrases or questions for critical level are as follows:

- Judge
- What would be the result of

- How would you describe

The abilities which refers to the critical level are:

- Reacting to information in a text indicating its meaning to the reader.
- Analyzing and evaluating the quality of written information in terms of some standards.

d. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows :

- What would you do if
- Make up
- What does the text tell you about

The abilities that refer to the creative level are:

- Knowledge of emotional response of literary techniques.
- Knowledge of response of forms, style and structures.

5. The Strategies of Reading Comprehension

According to McNamara, a reading comprehension strategy is learning the way in which teachers transfer, information, experiences and cognitive processes to their students.¹⁵ Reading comprehension strategy helps the students become purposeful, active readers who are in control of their own reading comprehension. Improved reading comprehension skills can positively impact many facets of the students' academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes.

Performances in exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. It means that the reading strategies covered in the rest of the page are intended to help students better understand the organization of information in a text and to provide effective approaches for tackling the content of a text. The steps that good readers use to make sense of text.

¹⁵Muslaini, *Strategies For Teaching Reading Comprehension, English Education Journal (Eej)*, 8(1), 67-78, January 2017

According to Brown, there are some strategies in reading comprehension that can be explained as follows¹⁶:

a. Identifying The Purpose In Reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information. It means that, from the reading the reader can find the information they are looking for in a way to the purpose of reading.

b. Skimming The Text For Main Ideas

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage. In other word, skimming is read the text quickly with the aim of getting the main idea and be able to predict the contents of the text.

c. Scanning The Text For Specific Information

Scanning is quickly searching for some particular piece of information in a text. The purpose of scanning is to extract specific information without reading the whole text. It means that, scanning is read the text that aims to obtain specific information without read every word in the text.

¹⁶Brown, H. Douglas, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, California, 2000

d. Guessing When The Readers Aren't Certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them. It means that, the teachers can help students by providing appropriate instructions when students feel no doubt with their guesses.

e. Analyzing Vocabulary

One way for learners to make guessing pay off, when they don't immediately recognize word is to analyze it in terms of what they know about it.

1. Look for prefixes (co-, inter-, etc.) that may gives clues.
2. Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
3. Look for roots that are familiar
4. Look for grammatical contexts that may signal information.
5. Look at the topic for clues.

In other word, to figure out and understand unknown words, the reader can analyze prefixes, suffixes, root words, grammatical context, and the topic of the text as an alternative way.

f. Distinguishing Between Literal and Implied Meanings

You can think of literal and implied meanings as different levels of representation or meaning. Denotation is the first level. It's the dictionary definition. It's what you literally see. Connotation is the second level and beyond. It's an idea or feeling that's invoked by the literal meaning. It's the emotional associations you make with the signifier and not a literal interpretation of what the signifier represents.

g. Finding Topic and Main Idea

Mikukecky in Farrell, advise the students a lot practice in order to identify topics and main ideas. There are the sequence of exercise that should be identified that reader:

- a) Finding the topic from a list of words
- b) Recognizing the topic of a paragraph
- c) Identifying the main idea of a passage

6. The Difficulties in Reading Comprehension

Comprehension relies on mastery of decoding; students who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding. Signs of comprehension difficulty are¹⁷:

¹⁷Qarqez, Mohammed, *Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan*, Arab World English Journal (AWEJ) Volume.8 Number3 September 2017

- a. Encounter ambiguous words
- b. Unfamiliar vocabulary
- c. Limited available time to cognitively process the text

B. Concept of Islamic Story

1. The Definition of Islamic Story

A story is a description of imaginary people and events, which is written or told in order to entertain. A is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood, however there are many exceptions to this. Story as a way of representing many different types of human experiences.¹⁸

Stories represent holistic approaches to language teaching and learning and that place a high premium on children's involvement with rich and authentic uses of the foreign language. Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go.¹⁹

The story of something is a description of all the important things that have happened to it since it began. The short story is a crafted form in its own right. Stories are effective as educational

¹⁸Nancy L. Stein, *The Definition Of A Story*, Journal Of Pragmatics 6, North.Holland Publishing Company. 1982

¹⁹In Inawati, *Teacher's Perception Of Teaching Writing To Young Learners Using Story*, Smart Journal Volume 2 No. 2, August 2016

tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making.

Story writers may define their works as part of the artistic and personal expression of the form. They may also attempt to resist categorization by genre and fixed formation. Stories are very motivating, challenging and great fun for children. It can help develop positive attitudes towards the foreign language, culture and language learning. Children enjoy listening to stories, they are familiar with narrative conventions, and they can make predictions about what will happen next. Stories are an ideal introduction to the foreign language as they present language in a familiar and memorable context. Stories could help us in learning and it could be more fun.²⁰

Stories have deep roots and the power of short fiction has been recognised in modern society for hundreds of years. The short form is, conceivably, more natural to us than longer forms. Stories are effective as

²⁰Bakalářská práce, *Using Stories in Teaching English*, Brno 2006

educational tools because they are believable, rememberable, and entertaining.²¹

One of the kind of story is Islamic story. Islamic story as a means to introduce to children the value of Islamic character. Selection of character values can be taken from the story of the Prophet and the Companions were charged a moral or character value.²² The story of the Prophet Muhammad be submitted to the principal story of a child from his birth to death. The story of no other Prophet and the Companions as supporting or strengthening of the character of the child. In the Al-Quran surah Al-Ahzab verse 21 has submitted that "there is indeed in the Messenger himself a good example for you, for those who expect Allah and the Last Day, and much dhikr of Allah". The verse has clearly mentioned that Allah has revealed the best example in the world for his people. The example of the Prophet is noble because his name has been crowned by God in the Qur'an. It shows his perfection of humanity are not shared by the rest of the first until now. Thus people should no longer need to look for role models other.

²¹Rossiter, M, *Narrative and stories in adult teaching and learning*. (Report No. EDO-CE-02241). Washington, DC: Education Resources Information Center, 2002

²²Abdul Ghafoor Baloch, *Importance of Grooming and Upbringing of Children (In the Light of the Holy Quran and the Traditions of the Holy Prophet)*, British Journal of Humanities and Social Sciences 40 June 2012, Vol. 6

2. The Types of Islamic Story

According to Eric Miller, Islamic story is divided into four types as follow²³:

a. Folktale

Folktales tend to be timeless and placeless, with characters that are well-known in a culture. One type of Folktale is a Fairytale. Fairytales have a magical element.

b. Legend

Legends are historical stories, which took place in a certain place, often in the distant past, with some divine element.

c. Epic

Epics are long stories that tell of the adventures of heroes/heroines as they travel from one end of the land to the other. Epics tend to be encyclopedic, serving as compendiums of many aspects of a culture, and often end with the hero/heroine founding a new institution (even a nation).

d. Myth

Myths are stories about divine characters. Myths often concern the creation of the physical world, and occur before human history. Storytellers sometimes bring out --in characters, and in audience members -- mythic feelings in everyday life and experience.

²³Eric Miller, Theories of Story and Storytelling, January 2011

3. The Use of Islamic Story

Stories are potentially one of the most powerful tools to be used in teaching science. There are many benefits that teachers of science can gain from using stories as one of the alternatives in teaching.

Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. Storying is one of the most fundamental means of making meaning, as such it is an activity that pervades all aspects of learning.²⁴

Through the stories, the learners become aware of cultural values different from theirs, sharpen their memory and develop the ability to predict and infer. Telling stories provides the opportunities for students to speak the foreign language creatively, integrate information and knowledge they learn from other sources, and become more confident in the ability to express themselves spontaneously.

²⁴Roslinawati Mohd Roslan, *The Use of Stories and Storytelling in Primary Science Teaching and Learning*, University Brunei Darussalam

The story is repetitive, making use of formulas and patterns that occur regularly and predictably. In the best stories chosen, these repeated elements provide language that children can use later for their own expressive purpose.

Cameron defines this repetitive pattern in a story as parallelism. The pattern of predictability surprise, or repetition change is often reflected in patterns of repetition of the language. This repeated pattern, or parallelism, creates a way into the story for the active listener, as well as providing a natural support for language learning.²⁵ The stories are memorable, as the language is repeated, and this encourages students to participate. This recycling of patterns incites students to predict what is coming next in the story and, at the same time, exercises their imagination. In addition, the idea of active participation on the part of the students by saying that the ideal story should have a short refrain that is repeated periodically throughout the story, so that after a while the children naturally chime in and repeat the refrain without being asked.

When stories meet these criteria it is much easier for students to make meaning clear not only because the stories are related to their real life environment but also because the use of pantomime and body language makes the story more comprehensible for the

²⁵Cameron, L., *Teaching languages to young learners*. Cambridge: Cambridge University Press, 2001

students. On the other hand, stories contain patterns that help students to get familiar with and internalize the new language.

Islamic stories created smart and creative educational institutions to collaborate value Rosulullah character in his time with the current conditions. Islamic stories teach us about life, about ourselves and about others. It is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions.

Moral feeling as a follow up of the introduction of value delivered through fairy-tale characters Islamic story. At this stage the student is asked to feel about the concept of the value of character education. For example the concept of honesty of the Prophet Muhammad when trading in the market. It was facilitated by the educational institutions by organizing and selling at the school. There are children who act as buyers and sellers. They jointly selling the concept of fair and appropriate rules of the religion of Islam. Educators are also trying to link the concept of honesty with the current conditions as orderly traffic. Teach children to obey traffic police either there or not. The school also provides a circuit for children to orderly traffic while on the road.²⁶

²⁶Sidik Nuryanto, *Islamic Fairy Tale As Education Character In Early Childhood*, Malang, December 2-3, 2015, Issn 2477-3638

So we can conclude that Islamic story has so many benefits for the kids, such as moral value, educational story, religious character and many others.

CHAPTER III

RESEARCH METODOLOGY

This chapter focuses on the research method that will be performed in the research. There will be the research design, sampling technique, data source, data collecting technique, data analysis technique and approach.

A. Research Design

A research which focuses on analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings is called qualitative research. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. Unquestionably, using sign language in such courses is complex and may not have been examined in the prior literature. A central phenomenon is the key concept, idea, or process studied in qualitative research. Thus, the research problem of the difficulty in teaching children who are deaf requires both an exploration (because we need to better know how to teach these children) and an understanding (because of its complexity) of the process of teaching and learning.²⁷

This research is Qualitative in the form of field qualitative. Qualitative reveals phenomenon by describing it with non-numeric language in scientific paradigm, it must be revealed the problems to be

²⁷Cresswell, John. W. *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education Ltd. 2012)

studied and the theory that will be used to dissect the problem.²⁸ Furthermore, qualitative is conducted in its natural matter by naturalistic approach. In other words, this research attempts to make sense or interpret phenomenon in the way where it can be understood by people. Thus, it will have a different result when it applies in different subjects and places although it has same matter. In this research, the writer investigated in SMP Kartikatama Metro in the academic year of 2018/2019.

Qualitative research differs because of its ability to represent the views and perspectives of the participants in a study.²⁹ The aim of qualitative research may vary with the disciplinary background, such as a psychologist seeking to gather an in-depth understanding of human behavior and the reasons that govern such behavior. Qualitative methods examine the *why* and *how* of decision making, not just *what*, *where*, *when*, or "who", and have a strong basis in the field of sociology to understand government and social programs. Qualitative research is popular among political science, social work, and special education and education researchers.

Schreiber and Asner defined qualitative offers the opportunity to explore and discover hypotheses and theory, describe meaning. Further, the approaches can be categorized into interactive approaches, where the

²⁸Zuhairi, et al., *Pedoman Penulisan Skripsi Mahasiswa Institut Agama Islam Negeri (IAIN) Metro*, 2018

²⁹Robert K.yin, *Qualitative Research From Start To Finish*, (New York London: The Gullford Press). P.8, 2011

researcher and the participants interact quite closely at times, and noninteractive approaches, where there is no interaction between researcher and the participants or person of interest.³⁰

In the conventional view of statisticians, qualitative methods produce information only on the particular cases studied (e.g., ethnographies paid for by governmental funds which may involve research teams), and any more general conclusions are considered propositions informed assertions. Quantitative methods can then be used to seek empirical support for such research hypotheses.

In contrast, a qualitative researcher holds that understanding of a phenomenon or situation or event comes from exploring the totality of the situation, often with access to large amounts of "hard data". It may begin as a grounded theory approach with the researcher having no previous understanding of the phenomenon; or the study may commence with propositions and proceed in a scientific and empirical way throughout the research process.

Qualitative methods are an integral component of the five angles of analysis fostered by the data percolation methodology, which also includes quantitative methods, reviews of the literature (including scholarly), interviews with experts and computer simulation, and which forms an extension of data triangulation.

³⁰Schreiber & Asner, *Educational Research*. (US: John Wiley & Sons Inc. 2011) p.194

To help navigate the heterogeneous landscape of qualitative research, one can further think of qualitative inquiry in terms of 'means' and 'orientation'.

The researcher decided to use field qualitative approach which describes phenomenon in line with the difficulties in reading comprehension by using Islamic story at the SMP Kartikatama Metro.

B. Sampling Technique

Simple random sampling technique was used in this research by the researcher. Simple random sampling is the basic selection process of sampling and is easiest to understand.³¹ If everyone in a population could be included in a survey, the analysis featured would be very simple. Based on that, the researcher chose the most influential and important data. The researcher only chose the data which contain reading comprehension in a sentence. The researcher also tend to choose the participants randomly.

C. Data Source

For gathering information, it is a must to discover important and accurate data from qualified source. According Sugiyono there are basically two kinds of sources, namely primary sources and secondary sources.

³¹Frerichs, R.R. Rapid Surveys, 2008

In this research, the researcher divides the sources into two items, primary and secondary sources. The primary resources of this research will be obtained by collecting their difficulties in reading comprehension and those will be observed as an object of this research. Furthermore, the *documentation* of IAIN Metro, such as *lecturer script*, *pedoman karya tulis ilmiah*, *profil IAIN* and *dokumen akreditasi IAIN*.

D. Data Collection Technique

The data can be accumulated by setting the limitation of the research and collecting the information through interview and documentation.³² In this occasion, the researcher will set up collecting the data in this research by using the steps which are applied in the research instruments. The instruments are:

1. Interview

Interviews are a key qualitative data collection method for social research. There are many reasons to use interviews for collecting data and using it as a research instrument. They are mainly useful in cases where there is need to attain highly personalized data, as well as in cases where there are opportunities for probing to get underlying factors. They also become a viable option where there are limited respondents and a good return rate is important, and also where respondents are not fluent in the native

³²Gregory T. Owen, *Qualitative Methods in Higher Education Policy Analysis: Using Interviews and Document Analysis*, Volume 19, Article 52, 1-19, 2014

language of a country, or where they have difficulties with written language.

Interviews are thus useful for gaining insight and context into a topic. They can provide information to which the interviewee was previously privy to, unlike other data collection methods such as questionnaires may act as blinkers to the responses required. They thus become critical for discovery oriented researches where the researcher is, in advance, only roughly aware in of what they are looking for. In an interview, there is leeway for a respondent to describe what is important to them, and from their responses useful quotes and stories can also be collected. Interviews enable the interviewer to reach the limits of a respondent's knowledge, they remain very useful in gathering qualitative data.

The researcher will get the data from the object of this research namely students' reading text and directly interview by give them some questions about the difficulties in reading comprehension by using Islamic story among the students of the SMP Kartikatama Metro in academic year 2018/2019.

2. Documentation

In this research, the writer chose documentation as data collecting technique. For documentation, the writer gave a test for the students and the result would be documentation. There is a reading comprehension test. The writer gave the text and five

questions. Then, the students answered the question based on the text. The result of test would be analyzed by the writer to know the student's ability in reading comprehension.

E. Data Analysis Technique

There were several components in analyzing the data. One of those components was the process of data analysis. It involved preparing the data for analyzing, organizing different analysis, understanding the data deeply, representing the data, and interpreting the large meaning of the data.

Creswell argued that there are six steps in analyzing the data. These were organization and preparation of the data, applying the coding process, describing, representing, and interpreting the data.³³ Therefore, the researcher would apply these six steps to analyze the data. The steps could be explained as follow:

1. Organize and Prepare the Data for Analysis

This step involves transcribing the interviews, scanning the materials, and sorting all the materials into different types depending on the information.

2. Read or Look at All the Data

In this step, the researcher reads all the necessities data and get the general sense of the information and write the overall

³³John W. Creswell. *Research Design* 4th Edition. (USA: Sage Publication, Inc. 2014) p.247-249

meaning, obtain a general sense of the information and to reflect on its overall meaning.

3. Start Coding All of the Data

The researcher in this step starts to process the data by giving the code that represent the data. It involves taking data or pictures, segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based in the actual language of the participant.

4. Use the Coding

This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects. The researcher uses the coding process to describe the setting or people for analysis. The description involves detail information about people, places, or events.

5. Advanced Description

Apply the narrative passage to convey the findings of the analysis. It present a process model, advance a drawing of the specific research, or convey descriptive information in a table.

6. Making Interpretation

In conducting this research, it is needed approach which is briefly integrated to the way the researcher examines the phenomena. The final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

F. Approach

In conducting this research, it is needed approach which is briefly integrated to the way the researcher examines the phenomena. A detailed Creswell's examination conducted by the researcher exceedingly relates to an in-depth research of an individual, event, or a few people in a group. It also provides accurate and complete description of the case in order to considerably achieve comprehensive data. In this research, the researcher applies three qualitative approaches which are pointed out by hubberman.

CHAPTER IV

RESULT OF RESEARCH

A. Description of Research Setting

1. Profile of The Object of The Research

SMP Kartikatama Metro is the Junior High School is located in Jln. Kapten P. Tendean, Margorejo, South of Metro. This school was built in 1988. It has 10 classes from seventh grader up to ninth grader with total student 269 persons. Bellow is the data of students in SMP Kartikatama Metro in the last six years.

Table 3
Student's Data in Last Six Years

Academic Year	First Grader		Second Grader		Third Grader		Total	
	Students	Classes	Students	Classes	Students	Classes	Students	Classes
2013/2014	188	6	178	5	154	5	520	16
2014/2015	140	5	184	6	172	6	496	17
2015/2016	110	5	135	5	183	6	428	16
2016/2017	106	5	117	4	122	5	354	14
2017/2018	81	3	103	4	113	4	297	11
2018/2019	88	3	78	3	103	4	269	10

The structure of SMP Kartikatama Metro lead by a principle and helped by one assisstant principle in each sector. Here is the organization structure & location sketchof SMP Kartikatama Metro.

Figure 1

Structure Organization of SMP Kartikatama Metro

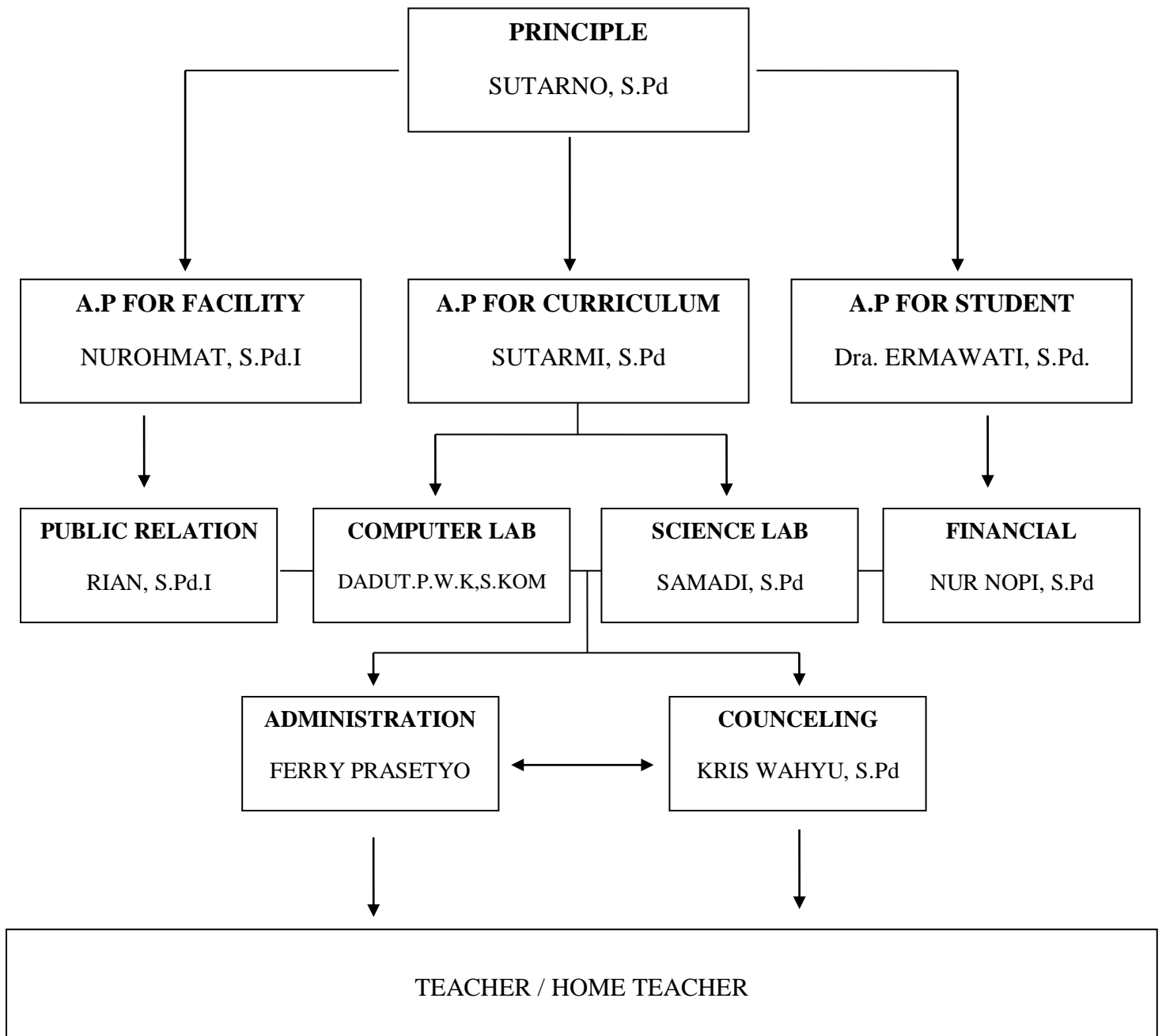
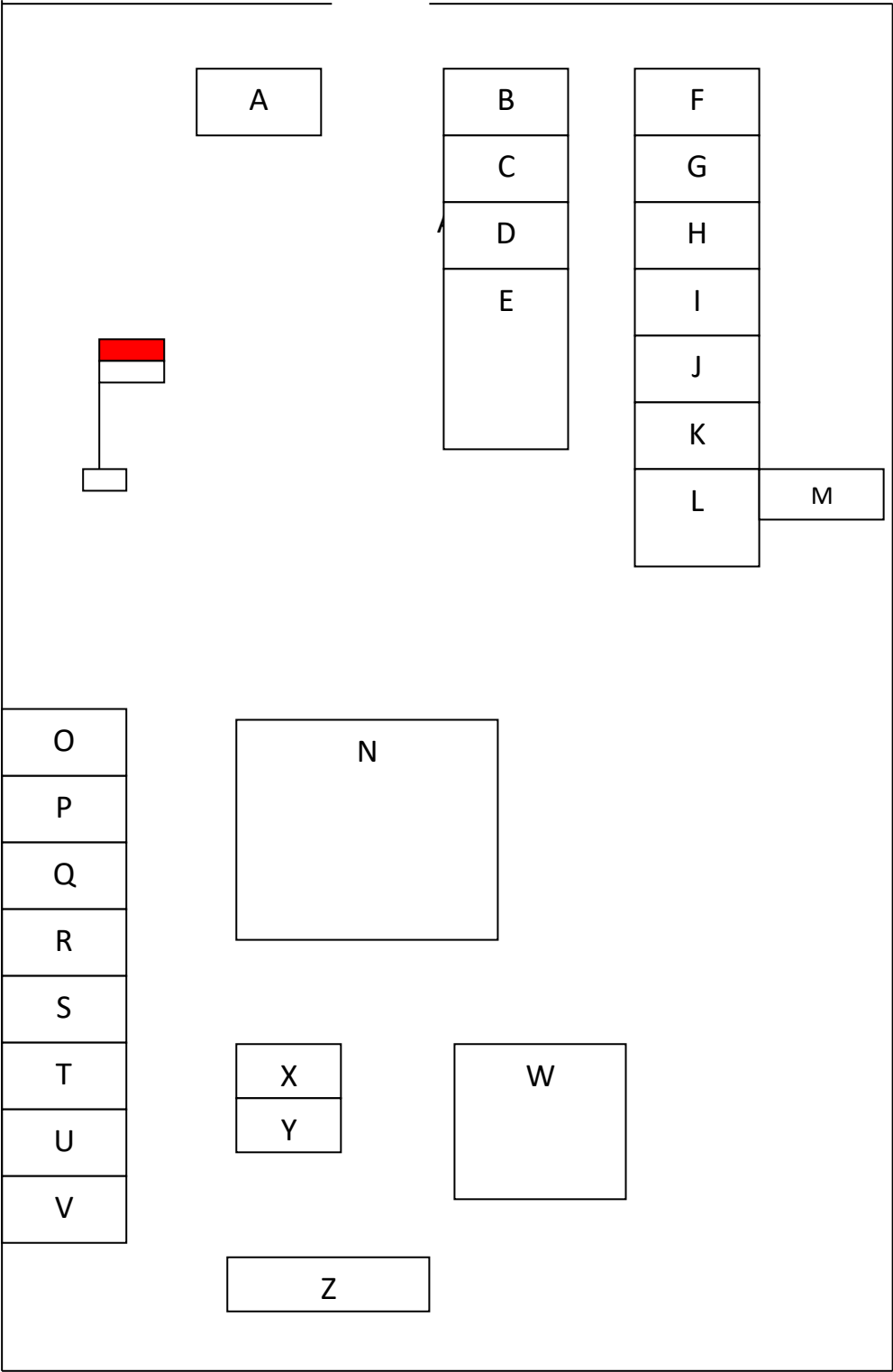


Figure 2

Location Sketch of SMP Kartikatama Metro



Note:

- A : Mosque
- B : Computer's Lab 1
- C : Computer's Lab 2
- D : Computer's Lab 3
- E : Headmaster's and teacher's room
- F : Classroom IX A
- G : Classroom IX B
- H : Classroom IX C
- I : Classroom IX D
- J : Classroom VIII A
- K : Classroom VIII B
- L : Library
- M : Schools Healthy Unit (UKS)
- N : Basketball Field
- O : Science's Lab
- P : Toilet
- Q : Classroom VIII C
- S : Classroom VIII D
- T : Classroom VII A
- U : Classroom VII B
- V : Classroom VII C
- W : Canteen
- X : Male Toilet
- Y : Female Toilet
- Z : Parking Area

The employees include teachers and staffs. There are 31 teachers and 3 staffs and each employee responsible in their job base on their job description but there are some teachers are not teaching based on their educational background. Here is the data about the employees in SMP Kartikatama Metro.

Table 4
Teacher's Data In Last Six Years

Teacher	Total
State Teacher	20
Honorarium Teacher	11
Staff	3

Besides, the school supplies some facilities to increase the student's qualities they are:

1) Classes

Each class sat by no more than forty students to keep effectively in study. In ideally there are twenty students in a class; it will be effective to teach for one teacher. But this school can only prepare no more than ten classes for all students.

2) Library

In the library suggest many kinds of book for student, almost of all reference lesson books supplies here. The students allowed reading all collections and borrowing it for a week.

3) Science laboratory

The laboratory builds to help the students to practice or analyze about physic, biology and so on. The laboratory fulfills the experiment tool such as globe, thermometer, microscope, loop, etc.

4) ComputerLaboratory

To increase the student's knowledge in technology, this school introduces the student to operate computer and access internet. There are 20 packages of computer completed by internet installation.

5) Guidance and Counseling Unit

This unit provided to help students in solving their problem. From personal problem in learning process until privacy problem in family or another which disturbing student in study.

6) School Health Unit

School Health Unit is facility to keep student's health. This unit provide drugs, simple health equipment and give first medical service in accident.

7) Extra Curricular Units

There are some extra curricular in SMP Kartikatama Metro they are:

a) Indonesian Red Cross

This extra curricular play in health sector. It work to train students in giving first medical service to accident.

b) Scout

Scout is organization which train student's physic and mental to be strong and care with environment. In this organization, students held camping, climbing and so on.

c) Student Council

As a country has government to lead and responsible to council, in the school build government lead by Student Council. This organization responsible to student about their aspiration and keep the teaching leaning process running well. This organization made to and for students.

B. General Description of The Research Data

The objective of this research was to analyze and described the result of test reading comprehension and interview. This research was conducted at the seventh graders of the SMP Kartikatama Metro. The subject of this research was ten students. R1 until R10 was as the respondents in this research.

1. Reading Comprehension Test

The researcher conducted the reading comprehension test to know what are the difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro. The assessment indicators of this test were finding main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words. The writer gave the students five questions based on the text/islamic story that have

given by the writer. The questions were answered by ten students and the result of analysis as follows:

Figure 1

The Result of Reading Comprehension Test

Based on the diagram above, the highest percentage of the difficulties in reading comprehension there are 36% students cannot find main idea, 29% students cannot identify reference, 21% students cannot make inference, 11% students cannot understand about the vocabulary in text, and 10% students cannot scan specific information. It can be concluded that the students need more learn how to comprehend a text easily, so the students can answer all the questions correctly.

2. Interview

In the analysis phase, researcher conducted interview with 10 seventh graders of the SMP Kartikatama Metro. Interview was held on May 25, 2019 in the classroom. The results of the interview are:

- 1) The students are not interested in reading English text, because they are cannot understand it.
- 2) The students has many difficulties in reading English text.
- 3) English text made the students confused.
- 4) The students rarely read Islamic stories.
- 5) Unfamiliar words are often found in reading text by the students.

B. Discussion

This research was conducted among the seventh graders of the SMP Kartikatama Metro. It meant that the result of this research was defined and limited only on these participant in that place. In other words, the result might be different when it was conducted in the different place and participant eventhough it had the same matter.

In addition, from the result of the research data analysis in previous elaboration, the writer found that the students' reading comprehension were still low and needed to be enchanced. It can be seen from the result of test and interview of reading comprehension that have done by the students.

Based on the result of test of reading comprehension test it is found that the students still difficult to find main idea, scan specific information, make inference, identify reference, and understand vocabulary. From the results of the interview, it has been found that there were six problems faced by the students in comprehending the text. There were: the students are not interested in reading English text, because they cannot understand it. The students have many difficulties in reading English text. English text made the students confused. The students rarely read Islamic stories. Unfamiliar words are often found in reading text by the students.

To solve this the students' difficulties that they have, the writer concluded that students learned more the methods and strategies how to comprehend a text easier. It helped the students when comprehended a text. Besides, the students enriched their vocabulary because it helped them when they comprehended a text. So, the students didn't need open dictionary to find the difficult word in the sentences.

Meanwhile, Mualifah's research 'An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at Mi Al-Muhajirin Gegesik' presented the result after analyzing the difficulties that students encounter during activity reading Aloud and the strategies used by the

teacher to handle students' difficulties in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon. Those are :

1. The difficulties that students encounter during activity reading comprehension, are: limited vocabulary knowledge, Lack of fluency, Lack the familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information, and problems in recalling information after reading. The students' difficulties during activity reading aloud, are: slow speed reading students when reading, other students quickly get bored, students feel more embarrassed, and students have limited skills.

2. Strategies used by the teacher to handle difficulties do students encounter during activity reading aloud in the fifth grade at MI Al-Muhajrin Gegesik, are: analyzing vocabulary, brainstorming, using cards for discussing unfamiliar words, identifying the text types, story face, looking for unknown words, predicting, retelling the text, think aloud, questioning, peer assisted learning and group discussing. But all of this strategies are not used by the teacher because some reasons, there are: limited of the time to learning process, the strategies are not effective especially to students of elementary school.

The second is Ariyanti's research 'Students Difficulties' in Comprehending English Reading Text at Second Grade Students Of SMA N 2 Metro'. Based on the results of the data analysis and discussion in Ariyanti's research, the researcher draws the following results :

Based on the research at the second grade students of SMA N 2 Metro, the results showed that the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of word in comprehending English reading text. From the results of the interview, it has been found that there were five problems faced by the students in

comprehending the text. They may appear not only from the features of the text but also from the students' ability. The problems that appear from the features of the text, such there were unfamiliar vocabularies which were used in the text, unfamiliar content of the text which make the students are not interested to read, the appearance of an ambiguous pronoun which was confusing for the students, and the sentence pattern which was too complicated to be understood by the students. While the students' problems that appear from the students' ability, that was; the students did not apply the appropriate reading techniques while reading. They read the whole passage more than once and found the meaning of every word in the text first before answer the questions.

The third research related to this study was conducted by Mashulah 'An Analysis of Students' Difficulties in Understanding English Reading Text' the results of the research can be determined as follow :

1. Students' difficulties in understanding English reading descriptive text. Based on the result of test, the researcher concludes that the students have some difficulties in identifying main idea of the text, identifying specific word in the text and the last many students have difficulty in understanding the structure of the text. It can be seen from the high number of percentage of participants who answered wrong on every question of the test.

2. The factors causing the difficulties From the result of data analyses of questionnaire and interview, the researcher find three factors causing the students' difficulties in understanding English reading descriptive text. They concern with learners' background, teacher's technique, and the learners' environment. There are three factors in learners' background that cause their difficulties. First, 66.6% students are lack of interest in learning reading because they experienced no desire to readEnglish text and they are lazy and afraid to

read the English text. Second, 73.3% students are lack of motivation to learn reading because reading is boring for them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the description of the data analysis on previous chapter, it can be concluded that the students' reading comprehension at the seventh graders of the SMP Kartikatama Metro are still low and need to be increased. Students difficulties that have, as follows:

1. The students still have difficulties in reading comprehension where students do not have many vocabulary, it makes they are difficult to understand the meaning of word, especially Islamic vocabulary. The students also cannot find main idea, scan specific information, make inference and identify coherence.

2. The students are not interested in reading English text, because they are cannot understand it. The students has many difficulties in reading English text and made the students confuse. The students rarely read Islamic stories made the students found familiar words often found in reading English text.

B. Suggestion

Based on the gap of the prior research previously, there were the suggestion that can be recommended for this research that is study can be continued more in the reviewing of reading comprehension in terms of aspects of the strategy, or aspects of the correlation between reading comprehension and Islamic story or in other aspects. In addition, the next research should add the number of respondents and expand the coverage area of research in order to better represent the actual state of research.

BIBLIOGRAPHY

- Abdul Ghafoor Baloch, *Importance of Grooming and Upbringing of Children (In the Light of the Holy Quran and the Traditions of the Holy Prophet)*, British Journal of Humanities and Social Sciences 40 June 2012, Vol. 6
- Anjali, Emmanuel, *Role of Computers in Reading Skills*, IOSR Journal Of Humanities And Social Science (IOSR-JHSS), p-ISSN: 2279-084, Volume 15, Issue 4 (Sep. - Oct. 2013)
- Bakalářská práce, *Using Stories in Teaching English*, Brno 2006
- Beatrice and Linda Jeffries, *Reading Power*, USA: Addison-Wesley Publishing Company, 1986
- Brown, H. Douglas, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, California, 2000
- Cameron, L., *Teaching languages to young learners*. Cambridge: Cambridge University Press, 2001
- Carrel, P. L, Devine, J., & Eskey, D. E., *Interactive Approach To Second Language Reading*, New York: Cambridge University Press, 1993
- Cresswell, John. W. *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. (Boston: Pearson Education Ltd. 2012)
- Dian Permata Sari, *An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015)*, University of Bengkulu, Indonesia
- Eric Miller, *Theories of Story and Storytelling*, January 2011
- Frerichs, R.R. *Rapid Surveys*, 2008
- Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?*, Journal Of Studies In Education, ISSN 2162-6952, Vol. 6, No. 2, 2016

- Gregory T. Owen, *Qualitative Methods in Higher Education Policy Analysis: Using Interviews and Document Analysis*, Volume 19, Article 52, 1-19, 2014
- Grellet, Francois, *Developing Reading Skills*. Cambridge University Press, 1994, p.4
- Gupta et al., “*Cooperative Integrated Reading Composition (Circ): Impact On Reading Comprehension Achievement In English Among Abstract Seventh Graders*” *IMPACT*, (India: International Journal of Research in Humanities, Arts, and Literature)
- Iin Inawati, *Teacher’s Perception Of Teaching Writing To Young Learners Using Story*, Smart Journal Volume 2 No. 2, August 2016
- John W. Creswell. *Research Design* 4th Edition. (USA: Sage Publication, Inc. 2014) p.247-249
- M. Bojovic, *Reading Skills and Reading Comprehension in English for Specific Purposes*, Celje, Slovenia, September 2010
- Maithel and Jufri, “*Teaching Reading Comprehension Through Group Presentation at Senior high School*” *Journal of English Language Teaching*, Vol. 1 No. 1, Serie C, September 12
- Maria Novary Ngabut, *Reading Theories and Reading Comprehension*, Journal on English as a Foreign Language, Volume 5, Number 1, March 2015
- Muslaini, *Strategies For Teaching Reading Comprehension*, *English Education Journal (Eej)*, 8(1), 67-78, January 2017
- Nancy L. Stein, *The Definition Of A Story*, Journal Of Pragmatics 6, North.Holland I~Blishing Company. 1982
- Qarqez, Mohammed, *Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan*, Arab World English Journal (AWEJ) Volume.8 Number3 September 2017
- Robert K.yin, *Qualitative Research From Start To Finish*, (New York London: The Gullford Press). P.8, 2011
- Roslinawati Mohd Roslan, *The Use of Stories and Storytelling in Primary Science Teaching and Learning*, University Brunei Darussalam

Rossiter, M, *Narrative and stories in adult teaching and learning*. (Report No. EDO-CE-02241).
Washington, DC: Education Resources Information Center, 2002

Schreiber & Asner, *Educational Research*. (US: John Wiley & Sons Inc. 2011) p.194

Sidik Nuryanto, *Islamic Fairy Tale As Education Character In Early Childhood*, Malang, December
2-3, 2015, Issn 2477-3638

Steve Mckee, *Reading Comprehension, What We Know: A Review Of Research 1995 To 2011*,
Shinawatra International University, Bangkok, Thailand, Volume Two, Issue One
February 2012

Zuhairi, et al., *Pedoman Penulisan Skripsi Mahasiswa Institut Agama Islam Negeri (IAIN) Metro*,
2018

Table I

INSTRUMENT BLUEPRINT

Variable	Indicator	Type of Questions	Item of test
Variable X (Islamic Story)	1. Finding Main Idea	Multiple Choice	5
	2. Understanding Vocabulary		2
Variable Y (Reading Comprehension)	3. Scanning Specific Information		1
	4. Identifying Reference		3
	5. Making Inference		4

Based on the table above, in finding main idea in written test (multiple choice) consists of 1 number in number 5. About understanding vocabulary consists of 1 number that is number 2 and about scanning specific information consists of 1 number in number 1. In identifying reference consists of 1 number in number 3. Making inference consists of 1 number in number 4.

Appendix 2. The Question Sheet of Reading Comprehension Test

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
 2. Bacalah teks cerita sebelum mengerjakan soal.
 3. Periksa dan bacalah soal anda sebelum menjawabnya.
 4. Berikan lembar soal pada guru setelah selesai mengerjakan.
-
-

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: Stories from the life of Prophet Muhammad, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - c. Grape
 - d. Melon
2. 'A poor man brought grapes to Prophet Muhammad SAW'
What is the meaning of the underlined word?
 - a. Nabi

Appendix 2. The Question Sheet of Reading Comprehension Test

- b. Malaikat
 - c. Manusia
 - d. Jin
3. 'He didn't give the grapes to anyone'
- The words *He* in that sentence refers to
- a. A poor man
 - b. Prophet Muhammad SAW
 - c. Grapes
 - d. One of the Prophet Muhammad's friends
4. 'A poor man brought grapes to Prophet Muhammad SAW'
- We can implied that a poor man is
- a. Cheerful person
 - b. Smart person
 - c. Funny person
 - d. Generous person
5. The passage of the text mainly discusses about
- a. We need to eat fruits
 - b. Share the foods to everyone
 - c. Don't hurt other people's feeling
 - d. Give a sour fruit

ANSWER KEY

1. (C) Grape
2. (A) Nabi
3. (B) Prophet Muhammad SAW
4. (D) Generous person
5. (C) Don't hurt other people's feeling

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

60

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ a. A poor man
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- c. Funny person
- ☒ d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

40

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- a. Nabi
- b. Malaikat
- ☒ c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ a. A poor man
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- c. Funny person
- ☒ d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

Nama: Eko Nugroho Suputra

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

60

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- a. A poor man
- ☒ b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- ☒ a. Cheerful person
- b. Smart person
- c. Funny person
- d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

2. answer 2. 10501

20

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
 2. Bacalah teks cerita sebelum mengerjakan soal.
 3. Periksa soal dan bacalah soal anda sebelum menjawabnya.
 4. Berikan lembar soal pada guru setelah selesai mengerjakan.
-

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: Stories from the life of Prophet Muhammad, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- a. Nabi
- ☒ b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ a. A poor man
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- ☒ c. Funny person
- d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

40

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ (a) Nabi
- b. Malaikat
- c. Manusia
- d. Jin

~~3.~~ 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ (a) A poor man
- ~~b.~~ Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

~~4.~~ 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- ☒ (c) Funny person
- d. Generous person

~~5.~~ The passage of the text mainly discusses about

- ☒ (a) We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

School : SMP Kartikatama Metro
 Subject : English
 Class : VII
 Semester : II
 Time : 30 minutes

60

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- ☒ b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- a. A poor man
- ☒ b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- ☒ a. Cheerful person
- b. Smart person
- c. Funny person
- d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

FAISAL ARIEF SAPUTRA

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

40

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - ☒ b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- a. Nabi
- ~~b. Malaikat~~
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ~~a. A poor man~~
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- c. Funny person
- ~~d. Generous person~~

5. The passage of the text mainly discusses about

- ~~a. We need to eat fruits~~
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

Nama: Ngin Huda Ruff
Kelas: VII A

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

60

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ a. A poor man
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- b. Smart person
- c. Funny person
- ☒ d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

Saniy Aina

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

40

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: Stories from the life of Prophet Muhammad, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- ☒ a. A poor man
- b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- ☒ b. Smart person
- c. Funny person
- d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

60

School : SMP Kartikatama Metro
Subject : English
Class : VII
Semester : II
Time : 30 minutes

Daftar dari Matrika

Petunjuk Umum:

1. Tulis terlebih dahulu nama anda pada lembar jawaban yang telah disediakan.
2. Bacalah teks cerita sebelum mengerjakan soal.
3. Periksa dan bacalah soal anda sebelum menjawabnya.
4. Berikan lembar soal pada guru setelah selesai mengerjakan.

READING TEST:

Prophet Muhammad SAW and The Grapes

One day, A poor man brought grapes to prophet Muhammad SAW. Prophet Muhammad SAW ate a bunch of grapes. He did not give the grapes to anyone. The poor man is very happy and left. One of the friends asked, "O prophet Muhammad! How come you ate all the grapes by yourself?"

Prophet Muhammad SAW smile and said, "I ate all the grapes because the grapes were sour. If I gave it to you, you made funny faces and hurt the feelings of that poor man. It's better that I ate all of them cheerfully. I did not want to hurt the feelings of that poor man."

(source: *Stories from the life of Prophet Muhammad*, 2008)

Pilihlah salah satu jawaban yang paling benar dengan memberikan tanda (X) pada lembar jawaban yang disediakan!

1. What fruit was eaten by prophet Muhammad SAW?
 - a. Orange
 - b. Apple
 - ☒ c. Grape
 - d. Melon

2. 'A poor man brought grapes to Prophet Muhammad SAW'

What is the meaning of the underlined word?

- ☒ a. Nabi
- b. Malaikat
- c. Manusia
- d. Jin

3. 'He didn't give the grapes to anyone'

The words *He* in that sentence refers to

- a. A poor man
- ☒ b. Prophet Muhammad SAW
- c. Grapes
- d. One of the Prophet Muhammad's friends

4. 'A poor man brought grapes to Prophet Muhammad SAW'

We can implied that a poor man is

- a. Cheerful person
- ☒ b. Smart person
- c. Funny person
- d. Generous person

5. The passage of the text mainly discusses about

- ☒ a. We need to eat fruits
- b. Share the foods to everyone
- c. Don't hurt other people's feeling
- d. Give a sour fruit

PICTURES



Appendix 5. Pictures



INTERVIEW

1. Have you ever read an English reading text?

Answered:

R1 : Yes.

R2 : Yes.

R3 : Yes.

R4 : Yes.

R5 : Yes.

R6 : Yes.

R7 : Yes.

R8 : Yes.

R9 : Yes.

R10 : Yes.

2. Are you interested in Reading English? Why?

Answered:

R1 : Not really. Because it's difficult.

R2 : No. Because I don't understand.

R3 : Yes. Because I want to learn English more.

R4 : I'm not intersted. Because English makes me confuse.

R5 : Of course. Because I love reading.

R6 : Yes. Because I like English subject.

R7 : Sometimes. Because it's hard to translate.

Appendix 6. Interview

R8 : No. Because I don't like reading.

R9 : Of course no. Because English is difficult.

R10 : No. Because so many problems.

3. Do you have any difficulties in reading English? Give the reason!

Answered:

R1 : Yes. I often find strange words.

R2 : Yes. The pronunciation is confusing.

R3 : Yes. I don't know the meaning from the text.

R4 : Yes. I have to open dictionary first, before we read.

R5 : Yes. Translating vocabulary is difficult.

R6 : Yes. I don't understand about the text.

R7 : Yes. Sometimes, I found difficult word.

R8 : Yes. I can't translate it.

R9 : Yes. I don't understand the meaning of the text.

R10 : Yes. I don't know how to read English letter.

4. Have you ever read an Islamic story? If yes, mention Islamic story you have read!

Answered:

R1 : Yes. Story about Prophet Muhammad SAW.

R2 : Yes. Story about Prophet Isa AS & Muhammad SAW.

R3 : Yes. Story about a good boy.

Appendix 6. Interview

R4 : Yes. Story about Prophet Musa AS.

R5 : Yes. Story about mother.

R6 : Yes. Story about Prophet Muhammad SAW.

R7 : Yes. Story about Prophet Adam AS.

R8 : Yes. Story about Prophet Adam AS and Muhammad SAW.

R9 : Yes. Story about Bilal.

R10 : Yes. Story about Prophet Muhammad SAW.

5. Are you interested in reading Islamic story? Why?

Answered:

R1 : Yes. Because the story is good.

R2 : Yes. Because it's entertaining.

R3 : Yes. Because have a good moral value.

R4 : Yes. Because I learn about good habit.

R5 : Yes. Because I get so many good message.

R6 : Yes. Because I like story.

R7 : Yes. Because it's different from other kind of story.

R8 : Yes. Because I know about Prophet and Rosul.

R9 : Yes. Because I love story.

R10 : Yes. Because I can know more about Prophet.

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-578/In.28/S/OT.01/07/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ABDURAHMAN IBRAHIM

NPM : 1501070143

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070143.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 05 Juli 2019
Kepala Perpustakaan

Dr. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1659/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **ABDURAHMAN IBRAHIM**
NPM : 1501070143
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON DIFFICULTIES IN READING COMPREHENSION BY USING ISLAMIC STORY AMONG THE SEVENTH GRADERS OF THE SMP KARTIKATAMA METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 Mei 2019



Mengetahui,
Pejabat Setempat

Nugrohmah, M. Pd.



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1660/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP KARTIKATAMA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan *dengan Surat Tugas Nomor: B-1659/In.28/D.1/TL.01/05/2019,
tanggal 24 Mei 2019 atas nama saudara:

Nama : **ABDURAHMAN IBRAHIM**
NPM : 1501070143
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP KARTIKATAMA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON DIFFICULTIES IN READING COMPREHENSION BY USING ISLAMIC STORY AMONG THE SEVENTH GRADERS OF THE SMP KARTIKATAMA METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





**PERGURUAN KRIDA KARTIKATAMA
SEKOLAH MENENGAH PERTAMA
(SMP) KARTIKATAMA METRO**

Jalan Kapten P. Tendean, Margorejo Metro Selatan Kota Metro

SURAT IZIN PENELITIAN

Nomor.: 336 / SMP / KT / V / 2019

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro nomor: B-1659/In.28/D.1/TL.01/05/2019, tentang Izin Penelitian, Kepala SMP Kartikatama Metro Memberi Izin kepada :

Nama : **ABDURAHMAN IBRAHIM**

NPM : 150107143

Program Study : Pendidikan Bahasa Inggris

Untuk mengadakan kegiatan tersebut diatas dalam rangka penyelesaian SKRIPSI dengan judul " AN ANALYSIS ON DIFFICULTIES IN READING COMPREHENSION BY USING ISLAMIC STORY AMONG THE SEVENTH GRADERS OF THE SMP KARTIKATAMA METRO". Selanjutnya setelah mengadakan penelitian saudara tersebut diatas agar melaporkan hasilnya kepada Kepala SMP Kartikatama Metro.

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 29 Mei 2019

Kepala Sekolah



SUTARNO, S.Pd., MM. Pd.

NIP. 19580314 1991 03 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1228 /In.28.1/J/PP.00.9/5/2019

06 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Abdurrahman Ibrahim
NPM	:	1501070143
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	An Analysis On Difficulties In Reading Comprehension By Using Islamic Story Among The Seventh Graders Of The SMP Kartikatama Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : FTIK/TBI

NPM : 1501070143

Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 8/7 -19	✓		Adh Muny asah la	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

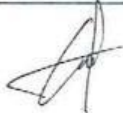
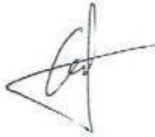


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim
NPM : 1501070143

Fakultas/Jurusan : FTIK/TBI
Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	rab/ 19-6-2019		✓	Revise ch. IV	
	senin 8/7-19.		✓	Aca ch. IV & V	

Mengetahui :
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VII/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kampus 23/5-2019	✓		1.> Revise 1 Interview sheet	
		✓		2.> Revise Reading test	
		✓		Rabaila Idris Ade Haryanto	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 9/5-2019.		✓	write the average of score the highest and the lowest.	
2.	Rabu, 15/5-2019		✓	do not use observation	
3.	Rabu 22/5-2019		✓	Acc IPD	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VII/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓		1.) Revise Background of study	
		✓		2.) - Revise Chapter I - Revise Chapter II - Add table of content	
		✓		3.) Revise table of content	
		✓		4.) Revise Chapter II	
		✓		5.) Revise Chapter III Revisi Disetujui: see & similar	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 27/3 - 19		✓	Acc ch. M.	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim
NPM : 1501070143

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 2/1-19		✓	Revise ch. III.	
	Selasa 8/1-19.		✓	Elaborate most Data sources feature.	
	Rabu 27/2-19.		✓	Minimize the quotation on ch. III.	
	Rabu 6/3-19		✓	explain more about your research design.	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VII/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 27/11-18.		✓	- Revise the using of article "The"	
				- Make clear on part "B" explain about the meaning	
	Selasa 4/12-18		✓	Revise grammar ! Revise your typing.	
	Rabu 19/12-18		✓	Acc ch. I) Continue to ch. III	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinilah Harva, M.Pd

NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Abdurahman Ibrahim

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070143

Semester/TA : VII/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	1. Selasa 30/10-18		✓	Move quotation on the ch. II.	
2.	Selasa 6/11-18		✓	Please Insert the problem that you faced in real life Based on your title!	
3.	Selasa 13/11-18		✓	Acc ch. I combine to ch. II	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

CURRICULUM VITAE



Abdurahman Ibrahim was born in Metro, November 8, 1996. He is the last son of Lukman and Natalina. He was enrolled his study at TK Pertiwi Ganjar Agung, Metro Barat in 2001 and graduated in 2002. He graduated from SD N 6 Metro Barat in 2002 until 2008. He decided to continue his study at SMP Kartikatama Metro in 2008 until 2011. After graduating the Junior High School, he studied in SMK Kartikatama Metro.

Since he has been very interested in English, as an result, he made IAIN Metro as his next step to study in academic year 2015/2016. Being a University of IAIN Metro, English Education Department. He was quite active and he expects that someday he can continue his study to master of degree.