

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON STUDENTS' DIFFICULTIES IN ENGLISH READING
TEXT (A CASE STUDY OF THIRD SEMESTER OF CLASS E IN
STATE INSTITUTE ISLAMIC STUDIES OF METRO)
IN ACADEMIC YEAR 2019/2020**

By

ISDI

Student Number: 13107477



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

By

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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IN ACADEMIC YEAR 2019/2020**

ABSTRACT

**By:
ISDI**

The main goal of this is to Analyze Students' Difficulties in English Reading Text of Third Semester in State Institute for Islamic Studies Metro in the Academic Year 2019/2020".

This research is Qualitative Research, it was a research where the researcher who want using this research must be involved the processing of learning directly, and then after the researcher conducted the researcher made the conclusion that the research has been done. The Qualitative Research conducted in State Institute for Islamic Studies Metro. The subjects of this research were 20 students of Third Semester in State Institute for Islamic Studies Metro in the Academic Year 2019/2020. In collecting data of research, a researcher used Questionnaire, and Documentation Instrument.

The finding of the research is most of the Students Difficult in answering main idea, identifying the topic. The meaning of context, identifying Inference, generic, structure of english text an the students difficult in comprehending of Reading text in State Institute for Islamic Studies Metroin the Academic Year 2019/2020".

Keywords: Reading Text, Students` Difficulties in English.

**MENGANALISIS KESULITAN SISWA DALAM TEKS BACAAN
BAHASA INGGRIS (STUDI KASUS DI KELAS E SEMESTER TIGA
IAIN METRO) TAHUN AJARAN 2019/2020**

ABSTRAK

**Oleh:
ISDI**

Tujuan penelitian adalah untuk menganalisis kesulitan siswa dalam memahami bacaan teks bahasa inggris semester 3 di IAIN Metro Tahun Ajaran 2019/2020.

Penelitian ini adalah penelitian kualitatif, dimana seseorang peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan tahapan terakhir maka peneliti dapat membuat kesimpulan bahwa penelitiannya telah selesai. Penelitian kualitatif ini telah dilaksanakan di IAIN Metro Tahun Ajaran 2019/2020. Di dalam pengumpulan data, peneliti menggunakan angket dan dokumentasi sebagai alat pengumpulan data.

Temuan penelitian ini adalah sebagian besar siswa yang kesulitan dalam menjawab ide utama, mengidentifikasi topik, makna konteks, mengidentifikasi Inferensi, generik, struktur teks bahasa Inggris dan siswa sulit dalam memahami teks Membaca di Institut Agama Islam Negeri (IAIN) Metro di Tahun Akademik 2019/2020 ”.

Kata Kunci : Membaca Teks, Kesulitan siswa dalam bahasa Inggris.



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APPROVAL PAGE

Title : AN ANALYSIS ON STUDENTS' DIFFICULTIES IN
ENGLISH READING TEXT (A CASE STUDY OF THIRD
SEMESTER OF CLASS E IN STATE INSTITUTE ISLAMIC
STUDIES OF METRO) IN ACADEMIC YEAR 2019/2020

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To be discussed in the Thesis (Munaqosyah) in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro.

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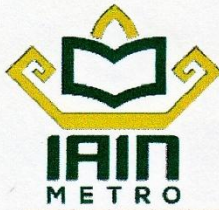
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NOTIFICATION LETTER

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Appendix : -
Matter : **In order to hold the Munaqosyah of Isdi**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Isdi
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Department : English Education
Title : AN ANALYSIS ON STUDENTS' DIFFICULTIES IN ENGLISH
READING TEXT (A CASE STUDY OF THIRD SEMESTER OF
CLASS E IN STATE INSTITUTE ISLAMIC STUDIES OF
METRO) IN ACADEMIC YEAR 2019/2020

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

Wassalmu'alaikum Wr. Wb

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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudara Isdi

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
Proposal yang disusun oleh:

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Judul Skripsi : AN ANALYSIS ON STUDENTS' DIFFICULTIES IN ENGLISH
READING TEXT (A CASE STUDY OF THIRD SEMESTER OF
CLASS E IN STATE INSTITUTE ISLAMIC STUDIES OF
METRO) IN ACADEMIC YEAR 2019/2020

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian
harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing I

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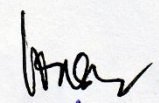

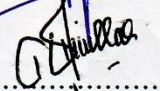
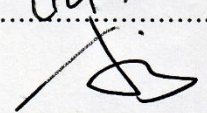
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RATIFICATION PAGE

No: B-4267/11-28-1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: AN ANALYSIS ON STUDENTS' DIFFICULTIES IN ENGLISH READING TEXT (A CASE STUDY OF THIRD SEMESTER OF CLASS E IN STATE INSTITUTE ISLAMIC STUDIES OF METRO) IN ACADEMIC YEAR 2019/2020, Written by: ISDI, Number: 13107477 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on November 27th, 2019, at 09.00-11.00. AM

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum.	(..... )
Reader I : Ahmad Subhan Roza, M.Pd.	(..... )
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The Dean of Tarbiyah
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ISDI

Student Number : 13107477

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, November 27th 2019.



ISDI
NPM. 13107477

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“As Good as Humans are The Most Beneficial to Others”
(HR. Ahmad, ath-Thabrani)

DEDICATION PAGE

Alhamdulillah..Alhamdulillah..Alhamdulillahirobbil'alamin

I offer my gratitude to you, God Almighty and Most High and Most Just and Most Merciful, for your destiny you have made me a human who always thinks, has knowledge, has faith, and is patient in living this life. May this success be the first step for me to achieve my big goals.

I offer this small work to my beloved mother and father, who has never stopped giving me enthusiasm, prayer, encouragement, advice and compassion and irreplaceable sacrifice until I am always strong in going through every obstacle in front of me. Mother... Father ... Forgive your son who in your lifetime could not yet give this little gift.

In my Pray I am begging to you "Ya Allah, Rahman Ya Rahim Thank you for putting me between your angels (parents) who are always willing to take care of me, educate me guide me well, ya Allah, let them allow in your place and keep them away from the torture of your tomb and from of your hell.

Not forgetting all this also I offer to all of my beloved family: To Teteh (Suwarsih, Isnaiyah & Wati Puryeni) My brother (Maman Darmaya, Iin Agus, Whidin) "And my most naughty and the most blackest brother (Muhammad Yusuf) thank you for your support when you all I'm fragile, you're always there. I love you guys.

And don't forget also for my brotherhood (Nazmusakib, Bobi Irawan, Sena & Arga) who have been accompanying me in working on this thesis till end, you are my best friends. And don't forget for you classmates, I love my friendship.

Special for someone !!

Thank you for the very valuable lesson you gave me, your name will never just disappear in my memory, and because of you so that I know the true meaning of life.

For thousands of goals to be achieved, for millions of dreams to be pursued, for a hope, so that life is more meaningful, life without dreams is like a river current.
Let it grow.

Never give up!

"TIME TO GO HOME"

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In the universe of Allah, the most gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He given his chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

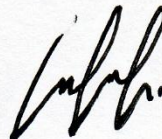
The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for him to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr. Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd within their activities, they were still willing to read and revise the Undergraduate Thesis, to give him helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, he stills many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, 27 November 2019.

The writer



ISDI

Student Number. 13107477

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CHAPTER I

INTRODUCTION

A. Background of Research

Human as social creature certainly need a language as a tool to communicate. Language is an important component in a communication and interaction, therefore human needs English to be used as an international language. English language is used both in formal and informal education environment. Commonly, almost all of countries in this world use English as the main language to communicate such as America, Singapore, England, Australian and others.

Language can be defined as communication tool which is used by human to interact and communicate each other. By using English, people can express their ideas. Without English, someone cannot communicate universally whether in oral or written form.

As a foreign language, English is learned thoroughly by many people to gain some prospect within the community of international world. Therefore, English becomes an important language. English in Indonesia are taught since the elementary school and the higher school stages up to universities. The use of English as a second language in oral communication is complex, especially when it is considered within the English teaching.

However, reading is the most important skill among four main language skills (listening, speaking, reading, and writing) since it can be a doorway to

learn the other language skills and abilities. Reading is also included as one of the four main skills in English subject.

Based on the observation data on November 16th 2017, the writer finds some problems in this case, such as: students are not interest in the reading class, lack in vocabulary mastery and learning motivation.

In this case, the writer gets some result of pre-survey data for the students' difficulties of English reading text of the third semester class of State Institute for Islamic Studies of Metro as follows: 1) The students get score ≥ 70 are 12 students, and 2) The students get score ≤ 70 are 8 students.¹

Based on the data above, the writer assumes that students' English reading skill are not good enough. Related on these cases above, the writer is interested to conduct a research entitled "An Analysis on Students' Difficulties in English Reading Text (A Case Study of Third Semester in State Institute for Islamic Studies Metro) in the Academic Year 2019/2020".

B. Focus of the Research

Based on the background of the research the writer focused on students' difficulties in English reading text at the third semester class in State Institute for Islamic Studies Metro in the academic year 2019/2020.

¹Lecturer Documentation result on the Students Difficulties English Reading Text, on November 16, 2017.

C. Problem Formulation

Based on the focus of the research above, the writer makes the problem formulation as follows:

1. What are students' difficulties factors on English reading text of the third semester of State Institute for Islamic Studies Metro in the academic year 2019/2020?

D. The Objective and Benefit of the Research

1. The objective of the Research

The objective of this Research is to know clearly about students' difficulties in English reading text of the third semester class in State Institute for Islamic Studies of Metro in Academic Year 2019/2020.

2. Benefit of the research

a. For the students

- 1) To enable the students having a good reading text.
- 2) To develop the students' reading text.
- 3) To motivate students to read English texts.

b. For the lecturer

This research is helping English lecturer to improve students' English reading by resolving students' difficulties on English reading subject in the class.

E. Prior Research

The writer will show some of the research to compare other research before.

1. THE IMPORTANCE OF TEACHING ACADEMIC READING SKILLS IN FIRST YEAR UNIVERSITY COURSE, written by Julian Hermida, The International Journal of Research and Review Volume 3 September 2009.

Based on the research, the writer explains the main content of her research as follows: some students within the University stages adopt a surface approach to reading and learning. It can be seen from their postsecondary education reading and learning. The studies are focusing on students' attitudes, activities and skills. The result is "that the students tend to take a deep approach to reading and learning", when "teacher design an aligned course" and where "the selected class activities encourage students to use high order cognitive skills".

2. THE USE OF RECIPROCAL TEACHING TO IMPROVE STUDENTS' READING COMPREHENSION (A CLASSROOM ACTION RESEARCH AT THE EIGHT GRADE OF SMP NEGERI 19 SURAKARTA IN 2007/2008 ACADEMIC YEAR) by Aditya Nugraha from Sebelas Maret University of Surakarta.

Based on the research which is written by Nugraha the writer concludes the main content of the research as follows: this study revealed that the reciprocal teaching is useful technique in improving reading comprehension

where the research takes place. The writer takes it from answering the research question. From the first research question the writer know that by using reciprocal teaching in reading subject it can improve students' reading comprehension. It is supported by the result test that had been conducted before. Then from the second research question, the writer can conclude that the student will be more focused in the class during the subject and the teacher role as planner, manager, quality controller, facilitator and motivator can be increased.

Based on the researches above, the writer compares with the other research as follows:

1. The similarity research:
 - a. The writers are focused on the students' difficulties of English reading text.
 - b. The researchers are focused on students' factor of English reading in the class.
2. The differences research:
 - a. The first author is focused on the importance of teaching academic reading skills.
 - b. The second author is focused on the reciprocal teaching to improve students' reading text.
 - c. This research is focused on the analyzing the students' difficulties in English reading text.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading

1. Definition of Reading

Reading is one of the skills that have to be mastered by students in learning English. Reading is an essential tool for communicating. In the classroom, improving the reading abilities of students has always been a concern. Reading is a process which is formed partially by many elements. Those consist partly from the text, partly by the moment of reading condition occurs in, and partly by the reader's background. It is different with reading an academic text which does not simply discovering essential information within the text or discourse, but it is more likely a process of working with the text. In reading an academic text the reader reforms the essence of the text: the meaning. Then, writers need to comprehend it thoroughly.²

Reading is much likely maintained by the reader's mind and feeling which are brought to them while reading. Those components include: the knowledge/information (or misinformation, disappearance of information), methods for processing text, emotions like moods, fears and joys, etc.³

² Julian Hermida, The Importance of Teaching Academic Reading Skills in First-Year University Courses, *The International Journal of Research and Review (Canada: Algoma University, Vol. 3. 2009)*, p 23.

³ Constance Weaver, *Reading Process*, (Heinemann: Portsmouth, 2009), p 13.

Reading, indefinitely, involves an enormous cognitive and linguistic processing.⁴ The word *reading* itself also depicts some general interpretations. It may mean to read out loud, implication some complex skill like: comprehending the discourse and punctuation first and then producing the right noises.⁵

Reading comprehension is getting increasing attention because modern information – based society requires excellent reading comprehension skills. Learning highly depends on the comprehension of information from text sources. Thus reading is really fundamental in every academic discipline. Reading research aims to tap into the processes of comprehension in order to find out how people read. Better understanding of reading skills can help develop more effective teaching programs.

This paper discusses factors influencing reading text. Many of the skills and strategies required for reading text already appear in beginning readers in their ability to comprehend the language. As a first step pupils must learn how to decode individual words and sentences (including syntax). The most recent findings in neuroscience show children need a systematic phonological and morphological training to become a good reader. Reading abilities develop over time, readers gradually realize that meaning is often more complex than a single word, a sentence, or even a

⁴ California State University, *Preparing Teachers to Teach Reading Effectively*, p. 2

⁵ Geoffrey Broughton et. al, *Teaching English as a Foreign Language*, (New York: Routledge, 1978), p. 91.

paragraph, in the end they learn how to read between the lines, use their associations.

The definition of reading has changed a lot in the last two decades. Different approaches defined it in a different way. “Bottom-up” models suggest that comprehension is decoding the information from the printed text. This view concentrates on how words are recognized, how long they are kept in working memory. Working memory is often referred to as short time memory. The bottom-up models suggest that reading begins with a reader processing the visual information exhibited by the text. However, researchers propagating the top-down model argue with this view suggesting that the reader plays the most important role in comprehension, who constantly makes inferences during reading, and reading is a psycholinguistic guessing game. Unfortunately, reading instruction embraced this idea, and the basal readers were changed to follow the whole word concept. As a result, children learned how to read more slowly than with the phonics concept, which followed the bottom up model. Recently, one of the most quoted definitions is the one which was created by the RAND. They point out that comprehension is “the process of simultaneously constructing and extracting meaning through interaction and engagement with print.”

Based on the explanation above, it can be concluded that reading skill one of an important skill within the English reading, which helps

students to receive some information by implementing it in daily life and activities.

2. Definition of Reading Strategies

Baker and Brown defined reading strategies as purposeful and cognitive actions that learners take when they read to assist them in making and keeping meaning. According to Pressley and Trabasso and Bouchard, reading strategies are conscious behaviors that readers use before, during, and after reading to get meaning from the text. They are particular learned procedures that are used by readers to promote active, competent, and intentional reading.

Block and Pressley and Keene and Zimmerman expressed that reading comprehension strategies are regarded as effective instruments to help learners understand better. They are also conscious plans and activities that assist learners develop and control their comprehension of texts. According to Alder, reading comprehension strategies are conscious schemes that successful readers use to understand a text. The use of reading strategies learners become energetic readers who are in control of their own reading comprehension.

According to Lai, reading strategies are methods of finding the meanings of a text. Anderson defined reading strategies as the mental tasks that readers apply to make meaning from the text. Factors that influence reading strategy use are readers' previous knowledge, text type and readers' proficiency.

Based on the explanatinon reading strategies are conscious behaviors that readers use before, during, and after reading to get meaning from the text.

3. Concept of Reading Text

a. Definition of Reading Text

Reading tetxt is a significant skill that furthers the development of learners' various academic tasks. It helps them decoding a text, analyzing, explaining, and expressing their own ideas about written materials. Learners should develop a strong ability to understand written materials to struggle with the academic tasks that their teachers deal with them. A primary objective of reading text is to aid learners improve skills and texts if they want to be skilled readers. In this review paper, the researchers define the term reading text and reading strategies, elaborate previous findings about the relationship between reading strategies and reading comprehension skill, state factors affecting reading text, explain the effective strategies for reading text, and finally mention suggestions for improving reading text. The findings of this review paper indicated that appropriate reading strategies play a vital role in improving EFL learners' reading text.

Reading is an activity which has a purpose to receive the essentials meaning, information, knowledge, and idea from sources they read like sentences, paragraph, texts, discourse, or else. To understand the concept of reading, surely, will be so essentials especially for

acquiring some major linguistic components. In that case, reading is an activity which led the reader find out more about things like information of knowledge from organizing the ideas out of many written sources. Dorn believes that reading is such a complex process, involving some sets of cognitive capabilities that move together in developing meaning.⁶

Nunan says that reading is the most important skill for English students especially for learning it as second language.⁷ From reading, students will use their occasions to understand about the English from some literature sources and derive the meaning. Furthermore, reading source will available within many forms and shapes, this things then, let students to not only spotting on one kind of the text only. By these terms, reading text is quite similar with understanding actual information from the written sources along with the reader's knowledge.

Furthermore, Brown believes that reading text is fundamental, it's a good way to acknowledging about what we read.⁸ While Janette states that reading comprehension consists multi component. It turns to be a highly complex process which covers some interplay between readers and their competencies together with many variables which appears within the written sources.⁹

⁶ Linda J. Dorn. *Teaching For Deep Comprehension*. Stenhouse Publishers: Portland Maine. 2005. P.6

⁷Dina Gusvianti and Yuli Tiarina. *Journal of English Language Teaching*, Vol. 1 No. 1, September 2012, Serie C. Padang State University. p.220

⁸ H. Douglas Brown. *Teaching by principles : and interactive approach to language pedagogy* (New York : San Francisco State University. 2001),P.306.

⁹ Janette K. klinger, et., Al. *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York : Unit States Of America, 2007) P.8

Based on statement above, it can be concluded that reading is an activity acquiring information through complex processing some written sources. It is important to master the reading, especially reading comprehension, in learning English as second and foreign language.

b. Level of Reading Text

Based on the Barret's Taxonomy of Reading text Levels, there is several distinction stages which will be further explained below.¹⁰

1) Recall (Literal Recognition) Level

This level is the lowest of all, commonly known from its typical where the reader only understand the written sources word per word only. The reader will only receive the information within in explicitly, in the most barren understanding and most plain form. Those literal information will be maintained as the main idea, some specific details, or a systematic event.

2) Inference Level

In this level, the reader mends to discover deeper comprehension of the written sources components. Some intrinsic value like the bond, implied meaning and ideas, and relationship one another need to be analyzed by the reader.

¹⁰ Riswanto. "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement", International Journal Of Humanities and Social Science (IAIN Bengkulu Indonesia) Vol 4, No.7(1): May 2014,p.227

3) Evaluation Level

Not only stop in discovering some specific elements of the written sources such above, reader in this level also need to perceive the message or display the value out of it.

4) Appreciation Level

In this highest level will introduce the reader's opinion about the written sources. In this level, reader is well enough in comprehending all the literacy and linguistic components of it, along with the writer techniques to stimulate the emotional response of their reader.

c. Effective Strategies for Improving Reading text

If readers want to read various kinds of texts they should use different reading strategies. Good readers interact with texts to expand an understanding of the information before them. Some good reader strategies are predicting, forecasting, deducing, summarizing, examining, and evaluating. There are a lot of tasks that teachers can use them to help with reading strategies in particular content areas. The application of effective comprehension strategies is very important when learners want to improve their reading text. These strategies provide particular instructions for expanding text.

There are some useful strategies for improving reading text. They are reciprocal teaching, instructional conversations, visualization,

partner reading, multiple reading strategies, assessment, and running records. In the following section, these strategies are explained in detail.

According to reciprocal teaching, teachers teach learners to predict, summarize, clarify, and ask questions for parts of a text. These strategies have been regarded as effective strategies for developing learners' reading text skill. That is, learners will develop stronger reading text on their own if teachers give them mental instruments for understanding a text.

According to Goldenberg, class discussions help learners produce opinions and new questions. He continued that all of our knowledge results from questions which are another way of telling that question-asking that is our most significant mental tool. There are different kinds of questions that teachers should consider. They are remembering, testing understanding, application or solving, invite synthesis or creating, and evaluation and judging. EFL teachers should form these kinds of questions by “think-aloud” before, during, and after reading a text. When learners relate a passage to an experience, another book, or other facts about the world, they are “making a connection.” Making connections aid learners understand the writer's intentions.

Visualization is a mental image created in a readers' mind while reading a text which brings words to life and helps them improve their reading text. Asking sensory questions can help learners become better visualizers. Partner reading is a strategy that is created for pairs.

Teachers select two suitable books for their learners to read. Learners should first read their own book. Once they have finished this, they are given the chance to write down their own general questions for their partners. Learners read books out loud to one another and ask one another questions about the book they read.

This strategy can provide a model of fluent reading and helps learners learn decoding skills by presenting positive feedback and direct chances for teachers to circulate in the class, watch their learners, and present individual corrections.

Based on the explanation above to improving reading text are reciprocal teaching, instructional conversations, visualization, partner reading, multiple reading strategies, assessment, and running records.

4. Skill and Strategies To Learn Reading Text

Within the main thing, as described in Chapter 1, three important categories of skills and strategies are important when learning to read:¹¹

- a. Vocabulary and comprehension strategies.
- b. Skills and strategies for identifying (or decoding) words.
- c. Skills and strategies for how to read fluently.

This chapter describes each of these three categories in a general way. Specific examples of how to explain each skill and strategy are provided in Part II.

¹¹ Gerald G. Duffy, *Explaining Reading*, (New York: Guildford, 2009), p. 14-16

Skill or Strategy?

What is a skill and what is a strategy? A *skill* is something you do automatically without thinking about it. You do it the same way every time. Tying your shoes is an example of a skill. An example of a reading skill is instantly recognizing and saying a word such as *the*. You do these things without thinking about them. They are automatized. A *strategy*, in contrast, is a plan. You reason when you do it, and you often adjust the plan as you go along. When you plan a trip by car, you are thoughtful, making decisions about what highways to take, where to spend the night, and so on. And if you run into unanticipated problems along the way (such as extensive road construction), you adjust your strategy—you change your route. In reading, making predictions is a strategy because readers are thoughtful in using text clues and prior knowledge to make an initial prediction, but they remain ready to change or adjust a prediction when subsequent text clues provide more information.

Vocabulary and Comprehension

This section focuses on vocabulary and comprehension. Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the

message, we are not reading. And vocabulary is fundamentally important for understanding the message.

When Should We Start Teaching Vocabulary and Comprehension?
It is often assumed that vocabulary and comprehension should be delayed until after students have learned how to decode. Not so. Vocabulary and comprehension instruction can be started as early as preschool if we use listening situations. Comprehending oral messages requires the same strategies as comprehending printed messages, so the earlier we start emphasizing vocabulary and comprehension the more likely it is that students will see it as a priority.

Reading text depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves, in effect, “In my experience with words associated with this topic or situation, the author must mean something close to what I’ve experienced.” So they use the words in the text to build a meaning consistent with their past experience with these words. When the meaning of a word is unknown, it means the reader does not have background knowledge or has not had experiences in that area. Without background knowledge—that is, without the vocabulary that comes with various experiences—there is no comprehension.

How Vocabulary and Prior Knowledge Are Related
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<p>As schoolteachers, most of us would have difficulty comprehending a text on nuclear reactors. We do not have much prior knowledge about nuclear reactors, so we do not know the meaning of the words used to describe nuclear reactors. Physicists, in contrast, know those words, and can construct subtle and complex meaning. Similarly, children who have always lived in New York City have little prior knowledge about buttes and mesas—that is, they do not have meaning for those words—so they would have more difficulty constructing meaning for a text about the desert southwest; in contrast, children from Phoenix would find it easier because they have experienced “buttes” and “mesas” and therefore know what those mean.</p>

5. Reading Models

According to Hedgcock, there are three models of reading, they consist of: bottom-up model, top-down model, and interactive model. Those models will be further described below.

a. The Bottom-up Model

This model implies the reading which is built from the very “bottom” level of text structure, from the smallest obvious units such as graphemes, morphemes, then words, and so on, to develop the essentials meaning from a text. From there, the reader needs to process it, forming

larger level units like phrases, sentences, paragraphs, then in its final shapes, a discourse.

b. The Top-down Model

It is exactly the same model like the previous one, but completely out performed in a direct opposite manner.

c. Interactive Model

This model later will further be completed by Grabe and Stoller. Their concept, which is known as *modified interactive models*, says the models deals in an automatic process done by the reader “primarily in a bottom-up manner with little interference from other processing levels or knowledge resources”. In this case, reader will recognize words or clauses by knowing information and knowledge about graphemes and its correspondences, phonemes, spellings, etc.¹²

6. Reading Principles

Comply with Harmer’s Principle of Reading there are four principles in teaching reading in English as second/foreign language subject. Those principles are:

a. Principle 1

Encourage students to read as often and as much as possible. Teachers need to push their students to read more and more. An extensive reading will help them to gain more knowledge and further

¹² John S. Hedgcock, *Teaching Readers of English Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 29

English skill, not only reading, but also another English important skill such writing, speaking, and listening.

b. Principle 2

Students need to be engaged with what they are reading. Not only just extracting the knowledge and information from the written sources, but the teachers also need to show the students the ‘fun’ side of reading and how to engage with the materials that they read about.

c. Principle 3

Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. The essence of learning how to read is not only lie within the technical value such as grammatical, text construction, structure, and so on, but also within the message that it writer tend to spread it. It is also the duty of the teacher for showing the concept to their students.

d. Principle 4

Prediction is a major factor in reading. Frequently, but not always, the easiest ways to comprehend the meaning of written sources can be perceived by predicting what will happen through the front part of it. In such cases, teachers need to teach their students how to figure that out.¹³

¹³ Jeremy Harmer, *How to Teach English*, (China: Pearson Education Limited, 2007), p. 101

B. The Concept of Reading Difficulties

1. Factors that Cause Reading Difficulties to EFL Learners

Good reading text, which is believed by many experts, is a vessel for students to gain some insight and understanding. Nevertheless, Brassel and Timothy Rasinski argued that to gain the kind of abilities, the students firstly need to deal with some factors that have a big impact and influencing the reading text. The factors are:¹⁴

- a. *Difficulty of the text*. It is not so simply that every student has equal capabilities regarding the level of the text. Some students may be able to comprehend kind of text that rather harder to be comprehend but the others maybe no. In that case, the text difficulty grasps a large portion in influencing reading text.

Based on the statement above the researcher explains that the total of students' answers on *Difficulty of the text* is very agree or agree in questions number 7 and 15 (questionnaire item).

- b. *Type of text*. There are lots of kinds of text which can be read by the students. It can be in the form of narrative text, some discourse maybe appears in the form of descriptive text, or it is possible to read some recount text, for the example. In some cases, each kind of text maybe more difficult than the other type of text for the students.

¹⁴ Danny Brassell and Timothy Rasinski, *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Oceanus : Shell Education Press, 2008), p. 50

Based on the statement above the researcher explains that the total of students' answers on *Type of text* is not agree for question number 8 and very agree for question no 16 that included in questionnaire item.

- c. *Reader's background and interest*. One can say more brilliant than the other, but the other may not. Student with a lot of knowledge background maybe has a good reading comprehension but it is different with the student which has not. Another matter that will influence the reading comprehension is the motivation or interest. Whether the student as the reader is interested with the reading material or not, it will influence the comprehension outcome.

Based on the statement above the researcher explains that the total of students' answers on *Reader's background and interest* is agree for number 9 and agree for number 17 that included in questionnaire item.

- d. *Reading text matters*. Let say the student as the reader is loaded with some sort of provisions above, but still, the student cannot comprehend the text. So, what's wrong with that? The matters of reading text then take place. Does the student understand about the main idea? Can the student retell the text by his/her own depiction based on his/her own understanding from the text? Can the student hypothesized about upcoming events which are connected with the main discussion of the text? Those matters regarding the intrinsic matters surely hold an important role for the comprehension.

Based on the statement above the researcher explains that the total of students' answers on *Reading text matters* is very agree for questions number 11 and very agree for number 3 that included in questionnaire item.

- e. *Reading factor other than text*. Not only stop in those matters, the reading factors other than text also deals a big influence within the student reading text. Things like how students read the text, orally or silently, whether the student can decode the right message from the word that they read, or can the read it fluently. Those are the things which are rounded up within this factors category.
- f. *Other than reading factor*. The last kind of factors lies in this category. The other than reading factors are the extrinsic things which have no correlation with student's competencies or reading activities. This thing can be in the form of surrounding situations when the students as the reader do reading like reader condition, the conduciveness of the place for reading, the moment when the reading takes place, etc.

2. Fluency Factors

Fluency is the ability to orally and silently read text smoothly and with appropriate phrasing and intonation. We often refer to it as "reading like you talk." Fluency is often thought to be limited to oral reading. While this is the case with emergent readers, the real fluency issue is how to help students become fluent *silent* readers. Reading like you talk, therefore, is descriptive of silent reading for postbeginning readers.

Being fluent in both oral and silent reading is a function of:

- a. How fast or slow one reads.
- b. Whether the phrasing and intonation accurately reflects the meaning in the text.

Fluency is often determined by noting a reader's reading rate (words read per minute). However, the number of words read per minute does not take into account correct phrasing and intonation. To be an accurate measure of fluency, assessment should include not only speed but also phrasing and intonation. Fluency bridges comprehension and word recognition. This is because fluency requires both recognizing most of the words on the page at sight (the word recognition part) and proper phrasing and intonation that reflects the author's meaning (the comprehension part).

Fluency is important because students seldom become enthusiastic readers until they experience what it means to be fluent. Reading just seems like too much hard work when you are not fluent. The most important technique for developing fluency is ensuring that students do lots and lots of easy reading. Without lots of easy reading, students seldom develop the sense of what it feels like to be fluent. But in cases where lots of easy reading does not result in fluency, we should assess whether students recognize many words at sight and/or whether they use the words' meanings to determine voice inflection and phrasing.¹⁵

¹⁵ Gerald G. Duffy, *Explaining Reading*, (New York: Guildford, 2009), p. 33

3. Linguistic and Cognitive Factors of Reading Text

Before learning to read children have to learn how to speak, they have to acquire their own mother tongue. There is a strong link between language acquisition and reading skills. There are two main approaches as to how children acquire or learn language. Skinner declares that all languages must be learned by the child even the mother tongue. This approach in psychology known as behaviorism, which points out that language is a behavior formed by conditioned response, therefore it can be learned. The other famous view is the Universal Grammar hypothesis which supposes that although human languages differ on the surface they share some basic similarities, and that there are innate principles unique to language; in other words, there is only one human language under the surface. Chomsky suggests that humans possess a special, innate ability for acquiring languages and that complex syntactic features are "built" in the brain. According to Chomsky, children acquire a language owing to some innate mechanism, which help humans develop language ability. The "innate" view cannot be scientifically falsified; in other words it can't be tested. There are certain similarities among certain languages. However, in case of linguistically distant languages, the UG does not seem to be useful for example, Hungarian learners of English experience more differences than similarities between the two languages. There are a number

of features, which influence how easy or difficult is for children to learn to read.¹⁶

4. Factors Affecting Reading Text

According to Dennis, reading text is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading text. They are complexity of the reading text, environmental influences, anxiety during reading text, interest and motivation, decoding or word recognition speed, and medical problems. In the following section, these factors are elaborated in detail. One of the factors that impacts learners' reading text is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary.

A lot of vocabularies assist learners in explaining the unknown words through applying the opinions of context. The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading text ability

¹⁶ Silvia Varga, Factors affectiving reading cmprehension. (Hungary: gradus, 2017). V. 4

will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.

The third factor is pertinent to the anxiety during reading text. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task.

The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading text. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension.

This can lead to a lowering of reading text among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.¹⁷

5. Purpose of the Reading Activity

Not only teachers need to teach their students how to read, but teachers also need to show them the purpose of reading, whether the general purpose (why they need to read), or specific purpose (why they need to read

¹⁷ Abbas Pourhosein, A Study of Factors Affecting EFL Learners' Reading Comprehension Skill, International Journal of English Linguistics; Vol. 6

those reading materials). If teachers can do this, the reading activity can be well said as a success and the reading comprehension can be acquired. According Grabe and Stoller; also Harmer, there are some purposes of reading which will be mentioned below:

Purpose of reading, by Grabe and Stoller:¹⁸

- a. Reading to search simple information;
- b. Reading to learn from the texts;
- c. Reading to integrate information, write and critique texts;
- d. Reading for general comprehension.

Purpose of reading, by Harmer:¹⁹

- a. Reading to confirm expectations;
- b. Reading to extract specific information;
- c. Reading for communication tasks;
- d. Reading for general understanding;
- e. Reading for detailed comprehension (information);
- f. Reading for detailed comprehension (discourse and function);

6. Problem of Reading

Based on Harmer opinion, there are four problem of reading, which will further described below:²⁰

- a. Language

¹⁸ William Grabe and Fredricka L. Stoller, *Teaching and Reseraching Reading*. (New York: Pearson Education Limited, 2002), p.6

¹⁹ Jeremy Harmer, *How to Teach English*, (New York: Pearson Education Limited, 2007), p. 191

²⁰ William Grabe and Fredricka L. Stoller, *loc. cit.*

The difficulties in reading text usually come since the form of the language component that is faced by the students as the readers. It is obvious that longer sentence will be harder to be understood by the students rather than the shorter one for the example, especially if it comes in the form of whole texts.

b. Topic and Genre

Some reading materials may contain an inappropriate topic for the students, whether it is too distinct or maybe considered taboo. The genre of the reading materials is also possible to make the student as the reader cannot comprehend the text solely.

c. Comprehension Tasks

The comprehension tasks, is the assignment that often teachers give to students for guiding the students in improving their reading text. In formal educational system such as classroom subject, this point keeps an important key role to measure the students' performance. But sometimes, the tasks are way too easy or too difficult for them.

d. Negative Expectations

The students themselves have low expectation since they don't want to understand or comprehend the reading material. These things can be ignited by many things like the reading materials are too difficult for them, lack of motivation, have no interest in reading, etc.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher analyzes students' difficulties in English reading text. In this research, the researcher considers the importance of learning the difficulties in reading text. After doing this qualitative research, the researcher decides to apply of qualitative research to analyze student's difficulties in English reading text.

This research is conducted based on qualitative research. It means that the researcher analyzed the data that is taken from the students' difficulties in English reading text on third semester of State Institute for Islamic Studies in the academic year 2019/2020.

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.²¹

Qualitative research is perhaps most commonly associated with certain schools which fall broadly within what is known as the interpretive sociological tradition, particularly phenomenology, ethnomethodology and symbolic interactionism.²²

²¹ Michael Quinn, *A Guide To Using Qualitative Research Methodology*, (USA: Medecins Sans Frontieres, 2002), p. 2

²² Jennifer Masson, *Qualitative Researching*, (London: Sage Publication, 2002), p.2

Based on the explanation above, the researcher concludes that qualitative research is a research cannot measured by statistic method, the researcher look the subject of research itself from certain subject in research.

B. Research Procedure

In this qualitative research, the writer uses case study approach. Case study approach as research methodology is broadly recognized as a useful tool of in-depth problem analysis, allowing for contextual thinking, combining both qualitative and quantitative methods, shedding light on the issues discussed. It briefly discusses the case study as a tool of research, giving the general idea of advantages of using this approach and giving the justification of its effective adoption on a variety of fields.²³

The researcher chooses this method because the researcher wants to explore the student's difficulties in English reading.

Research Procedure of Qualitative Research as follows:

- a. The problem of analysis shall be well and precisely defined;
- b. The team work is of great importance, recognizing different abilities and perspectives, as well as knowledge apart from the scientific/technical;
- c. The researcher shall be action-oriented, with continuous monitoring, feedback, and planning based on experience;

²³ Ewa Lechman, Case Study Methodology, (Gdansk: Gdańsk University, 2007), p.

- d. The researchers are to take personal initiative and assume personal responsibility for the success of their implementation projects.²⁴

C. Data Resource

Research data are a valuable resource, usually requiring much time and money to be produced. Many data have a significant value beyond usage for the original research. Sharing research data:²⁵

1. Encourages scientific enquiry and debate;
2. Promotes innovation and potential new data uses;
3. Leads to new collaborations between data users and data creator;
4. Maximizes transparency and accountability;
5. Enables scrutiny of research findings;
6. Encourages the improvement and validation of research methods.

The researcher chooses on the Third Semester of State Institute for Islamic Studies in the Academic Year of 2019/2020 as Participants. The researcher chooses them because they have difficulties in English reading.

D. Collecting Data Technique

The researcher uses some technique for collecting data. The techniques are used by the researcher as follows:

²⁴ *Ibid.* p.25

²⁵ Verlee Van, *Managing And Sharing Data*, (Essex: University of Essex, 2006), p. 3

1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents. By using questionnaire the researcher gets information data from respondents (Third Semester English Education Students In State Institute Islamic Studies of Metro).

2. Documentation

Documents are a readily accessible source of data in action researches as many already exist in the institutional system. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profile, lesson plans, materials, letters, class memos and newsletters, and previous test or examination papers.²⁶ Based on the explanation above, It means that documentation is documented some information such as the result of students' research data and total students of Third Semester of State Institute for Islamic Studies In The Academic Year Of 2019/2020, lecturer, English Journal, building of University, facilities etc.

²⁶Anne Burns, *Collaborative Action*, (USA: Cambridge, 1999), p.140.

E. Analysis Data Procedures

Qualitative data analysis is as follows (Kreuger & Neuman):

1. Qualitative data analysis is less standardized with the wide variety in approaches to qualitative research matched by the many approaches to data analysis. Specialized, standard set of data analysis techniques.
2. The results of qualitative data analysis guide subsequent data collection, and analysis is thus a less-distinct final stage of the research process.
3. Qualitative researchers create new concepts and theory by blending together empirical and abstract concepts.
4. Qualitative data analysis is in the form of words, which are relatively imprecise, diffuse and context based.²⁷

²⁷ Annexure M, *Data Analysis and Interpretation*, (London: Cambridge Press, 2001), p. 357

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of Discussion

1. Description of Research Location

a. The Historical Background of IAIN Metro

1) The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic Institute which is one of favourite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI

No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely tarbiyah faculty, economy business faculty, syari'ah faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

2) The Facilities of IAIN Metro

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, student's activities unit (UKM) room, student's committee office. For getting the details of facilities, it can be shown in the table below:

Table 4.1
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (M)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-

16	Students committee office	1	-
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Source: Documentation of state institute for Islamic studies of metro

3) The Condition of Lectures and Official Employers

The number of lectures and official employers at State Institute for Islamic Studies of Metro in academic year 2017/2018 are 152. Otherwise, there are 75 lectures non PNS and 19 honorary workers. Consequently, the whole staff of State Institute for Islamic Studies of Metro in academic year 2017/2018 is 246.

4) The Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 7440 students.

Table 4.2
Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
	Tarbiyah Department	English Education Program (TBI)	1018
		Islamic Education Program (PAI)	1268
		Arabic Education Program (PBA)	401
		Islamic Elementary School Education Program (PGMI)	464
		Mathematic Education Program (TPM)	43

		Biology Education Program (TPB)	44
		Science Social Education Program	39
		Islamic Childhood Education Program (PIAUD)	146
	Economy Business Faculty	D3 Syari'ah Banking Program (D3 PBS)	307
		S1 Syari'ah Banking Program (S1 PBS)	924
		Islamic Accountant (AKS)	45
		Islamic Economy Program (Esy)	1179
		Pilgrimage Management (MHU)	37
	Syaria'ah Department	Islamic Law Program (AS)	422
		Islamic Economy Law Program (HESy)	708
		Islamic Constitutional Law (HTNI)	33
	Islamic Announcement and	Islamic Communication and Broadcasting Program (KPI)	288

	Communication Department	Language and Arabic Literature Program (BSA)	50
		Islamic Extension Guidance (BPI)	24

Source: Questionnaire on IAIN Metro in Academic year 2017/2018

5) English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiyah faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission; those are:

Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a) Building and developing humanist, democratic, and modern academic atmosphere.
- b) Growing the professionalism ethic through theoretical knowledge basic mastery.
- c) Providing qualified service of education to produce smart and skilful educator candidates who have good attitude.
- d) Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be creating dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

B. The Analysis of Students' Difficulties in English Reading Text (A Case Study of Third Semester of Class E in State Institute Islamic Studies of Metro in Academic Year 2019/2020)

Finding of the research conducted by the researcher focused in the difficulties faced by the students in English reading text. The following table presents the questionnaire of the students' answer and score in reading text on questionnaire item.

The purpose of questionnaire in this research is to find out the factors difficulties in English reading text faced by third students of English education program in state institute for islamic studies Metro. To show the students' respons in reading text, the researcher described as follows:

Tabel. 4.3
Give a statement form with checklist

Answer the statement with a sign (✓) in the column that provided in with your opinion.

No	Statement	Answer Alternatif			
		4	3	2	1
		VA	A	VD	D
1	Reading is the most important skill in English subject.	8	11	0	1
2	Do you agree learning of English reading subject	8	11	1	0
3	Identification a main idea of text is difficult way in reading	0	0	15	5
4	Technology can influnce students' reading comprehension	2	1	6	11
5	Lack vocabulary mastery can influence students' reading comprehension	7	12	0	1
6	lecturer explains reading text clearly	0	2	8	10
7	The text difficulty graps a large portion in influencing reading comprehension.	10	10	0	0
8	Identification type of text is difficult in reading text comprehension	2	0	7	11
9	Reader's background can can influnce students' reading comprehension	3	15	2	0
10	Every students understand about the main idea of English text	0	0	6	14
11	Reading factors other than comprehension also deals a big influence within the student reading comprehension.	0	1	10	9

12	The other than reading factors are the extrinsic things which have no correlation with students' competencies.	1	0	10	9
13	Teachers also need to show them the purpose of English reading	9	10	1	0
14	English reading to search simple information and general understanding.	0	2	8	10
15	The difficulties in reading comprehension usually come since the form of the language component.	10	10	0	0
16	The genre of the reading materials is also possible to make the student as the reader can not comprehend the text solely.	12	7	0	1
17	Reading comprehension is fundamental, it is a good way to acknowledging about what we read.	8	11	1	0
18	Teachers need to push their students to read more and more.	8	12	0	0
19	Prediction is a major factor in reading subject.	0	1	11	8
20	English Reading text helps students to receive some information by implementing it in daily life and activities.	11	8	0	1
Result		99	124	86	91
Skore Result		396	372	172	91
\sumskore		1031			
Persentase %		64.00			

Explanations:

Very Agree (VA) = 4

Agree (A) = 3

Very Disagree (VD) = 2

Disagree (D) = 1

Description of Questionnaire Data:

1. Questionnaire 1: Reading is the most important skill in English subject.
From the questionnaire, they have 20 respondents, it has 11 respondents said Agree.
2. Questionnaire 2: Do you agree learning of English reading subject. From the questionnaire, they have 20 respondents, it has 11 respondents said Agree.
3. Questionnaire : Identification a main idea of text is difficult way in reading.
From the questionnaire, they have 20 respondents, it has 15 respondents said Very Disagree.
4. Questionnaire : Technology can influence students' reading comprehension
From the questionnaire, they have 20 respondents, it has 11 respondents said Disagree.
5. Questionnaire : Lack vocabulary mastery can influence students' reading comprehension. From the questionnaire, they have 20 respondents, it has 12 respondents said Agree.
6. Questionnaire : lecturer explains reading text clearly. From the questionnaire, they have 20 respondents, it has 10 respondents said Disagree.
7. Questionnaire : The text difficulty grasps a large portion in influencing reading comprehension. From the questionnaire, they have 20 respondents, it has 10 respondents said Veryagree and 10 respondents said Agree

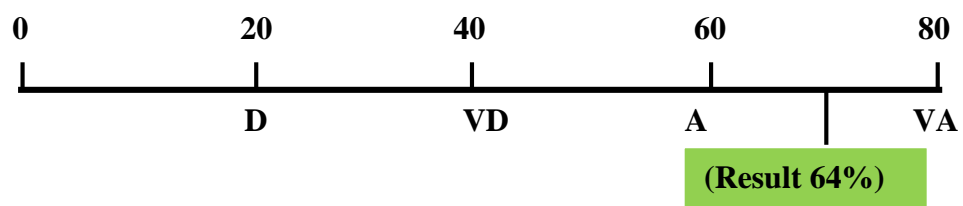
8. Questionnaire : Identification type of text is difficult in reading text comprehension. From the questionnaire, they have 20 respondents, it has 11 respondents said Disagree.
9. Questionnaire : Reader's background can can influence students' reading comprehension. From the questionnaire, they have 20 respondents, it has 15 respondents said Agree.
10. Questionnaire : Every students understand about the main idea of English text. From the questionnaire, they have 20 respondents, it has 14 respondents said Disagree.
11. Questionnaire : Reading factors other than comprehension also deals a big influence within the student reading comprehension. From the questionnaire, they have 20 respondents, it has 10 respondents said Very Disagree.
12. Questionnaire : The other than reading factors are the extrinsic things which have no correlation with students' competencies. From the questionnaire, they have 20 respondents, it has 10 respondents said Disagree.
13. Questionnaire : Technology can influence students' reading comprehension. From the questionnaire, they have 20 respondents, it has 11 respondents said Very Disagree.
14. Questionnaire : English reading to search simple information and general understanding. From the questionnaire, they have 20 respondents, it has 10 respondents said Disagree.

15. Questionnaire : The difficulties in reading comprehension usually come since the form of the language component. From the questionnaire, they have 20 respondents, it has 10 respondents said Very Agree and 10 respondents said Agree.
16. Questionnaire : The genre of the reading materials is also possible to make the student as the reader can not comprehend the text solely. From the questionnaire, they have 20 respondents, it has 12 respondents said Very Agree.
17. Questionnaire : Reading comprehension is fundamental, it is a good way to acknowledging about what we read. From the questionnaire, they have 20 respondents, it has 11 respondents said Agree.
18. Questionnaire : Teachers need to push their students to read more and more. From the questionnaire, they have 20 respondents, it has 12 respondents said Agree..
19. Questionnaire : Prediction is a major factor in reading subject. From the questionnaire, they have 20 respondents, it has 11 respondents said Very Disagree.
20. Questionnaire : English Reading text helps students to receive some information by implementing it in daily life and activities. From the questionnaire, they have 20 respondents, it has 11 respondents said Very Agree.

The result of Questionnaire scores is the sum of the scores of each Questionnaire statement questions multiplied by the score weight according to

the Likert scale. Maximum score is the maximum score on the Likert scale multiplied by the number of questions, so $4 \times 20 = 80$. The total score is the maximum score multiplied by the number of respondents, so that $20 \times 80 = 1600$. Calculation of the feasibility percentage from the data of the engineering of expert using the formula (4) is (result x VA scores) + (result x score V) + (result x score VD) + (result x score D), $(99 \times 4) + (124 \times 3) + (86 \times 2) + (91 \times 1) = 1031$

Based on the data (item No. 1) obtained from 20 respondents, the results of the data analysis of reading difficulties on third students. The result of Questionnaire score from the software expert data is 1031 (64.00%) of the expected score of 1600 (100%). Based on the criteria in the tablea above, the percentage of the total score is included in the agree category. Presentation of the scale based on the percentage of total score in detail is described as shown below:



Picture. The Scale Feasibility Category of Study Test results

Explanations:

- VA = Very Agree
- A = Agree
- VD = Very Disagree
- D = Disagree

Based on the above table, it showed that the third semester students of English reading at State Institute for Islamic Studies Metro in the academic year

2019/2020. The students who answered very agree is 14 students. Related on the data above most of students were included into very agree category (students' difficulties). Thus, it indicates that the students have difficulties in answering English reading text. It shows that the student cannot achieve the minimum standard criterion of completeness score of English Reading subject. The students who answered agree is 16 students. Related on the data above most of students were included into agree category on (students' difficulties). Then, The students who answered very disagree is 13 students. Related on the data above most of students included into very disagree category on (students' difficulties) and 13 students are included disagree category.

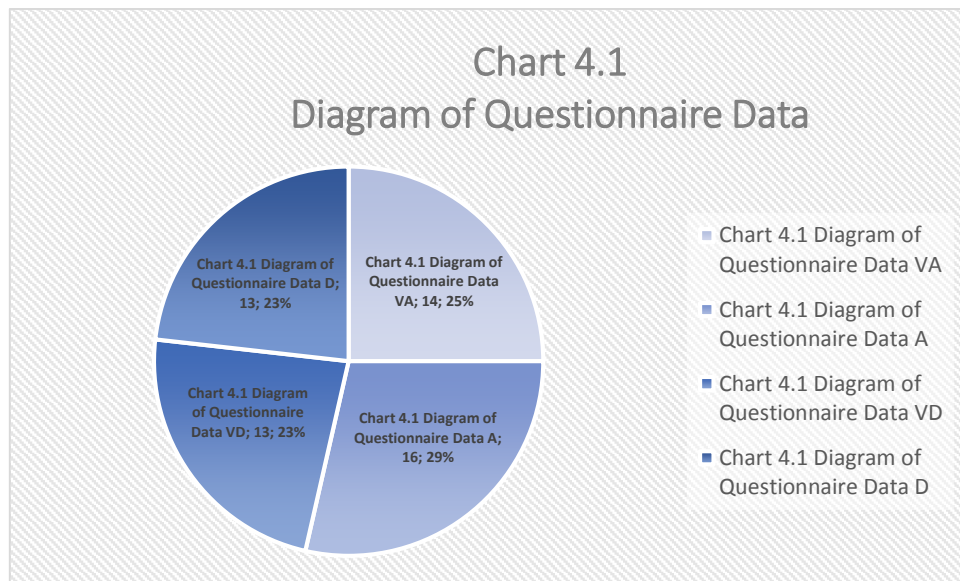
Therefore, based on the explanation above, it can be stated that the students' in English reading text skill is difficult. To find which types of question items are difficult for the students, the question items were divided into five types that are main idea, locating reference, vocabulary, making inference, and detail information questions.

C. Discussion of the Research

The result of the research to the third semester students English education program at state institute for islamic studies of Metro academic year 2019/2020 showed that the students have difficulty in answering the English reading comprehension text. In general, from the result of the students' questionnaire answer score only 13 students are included in to very disagree

category and 16 students are included in to very agree. Meanwhile, part of the students are included innetral category.

Based on the explanation above researcher showed research data as follows:



Related on the discussion above, some difficulties faced by the third semester students of State institute for islamic studies Metro in English reading text are difficulty in answering main idea questions, difficulty in answeri ng inference model, and difficulty in answering locating reference questions. The most of students difficult aspect encountered by the the third semester students of State institute for islamic studies Metro in English reading text are finding main idea questions, because the located of main idea it is difficult to find. Moreover, the researcher concluded that there are some factors that influence the students in comprehending English text. First, the students are difficult to know grammatical of sentence like using subject pronoun, object and possessive

pronoun of sentences in the text. Second, the students are difficult to understand long sentences. Third, the effect of poor of learning media which make impeded the students in understanding about the material, and lack of vocabulary like as similar meaning in answering boldface word.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research data finding, It can be concluded the purpose of this research was to find out the difficulties faced by the third semester students of English education program of state institute for islamic studies Metro academic year 2019/2020 especially in English reading text:

1. The most of Students are difficulties in answering main idea
2. The students had some difficulties in reading comprehension aspects. They are identifying the topic, finding the meaning of vocabulary, identifying reference and inference, identifying communicative purpose, identifying generic structure of English reading text.
3. Mostly, the students difficult in the reading text tests because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and poor of media learning or support from the college.

B. Suggestion

Related on conclusion above, the writer tries to give some recommendation for both the lecturer and the third semester students of English education program in state institute for islamic studies Metro academic year 2019/2020 which can be useful for them in preparation to face the test reading text.

For the students, they should learn more about the reading text such as reading skills and reading strategies for reading text that can be useful when they are answering English reading comprehension text. Moreover, frequent practice in reading and doing reading text test may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' difficulties in reading text comprehension.

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**DOCUMENTATION
AT THIRD SEMESTERE OF CLASS E**







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