AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTADING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTADING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

LULUK MUZAYYANAH
Students Number (1701070030)

Sponsor: Dr. Ahmad Subhan Roza, M.Pd

Tarbiyah and Teacher Training Faculty
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

NOTIFICATION LETTER

Number   :

Appendix   : 1 (one) Bundle

Matter   : In order to hold the Munaqosyah of Luluk Muzayyanah

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 proposal script which is written by:

Name   : Luluk Muzayyanah

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Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education Department

Title   :   AN ANALYSIS OF STUDENTS DIFFICULTIES IN
UNDERSTADING REFERENCE IN READING TEXT OF THE EIGHTH
GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyahnand Teachers Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

Metro,02 November 2021

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KepadaYth,

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Institut Agama Islam Negeri (IAIN) Metro

di_   .

       Metro

Assalamu'alaikumWr.Wb

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

Nama	:	Luluk Muzayyanah
NPM	:	1701070030
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Yang berjudul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTADING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

       Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk Muaqosyah. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Dosen Pembimbing I

Metro,02 November 2021

Mengetahui,
Ketua JurusanTBI

Dr. Ahmad Subhan Roza, M.Pd
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APPROVAL PAGE

The Title   : AN ANALYSIS OF STUDENTS DIFFICULTIES IN

                  UNDERSTADING REFERENCE IN READING TEXT OF THE

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Name   :Luluk Muzayyanah

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APPROVED BY:

To be discussed in the Proposal (seminar)in TarbiyahFaculty of State Institute of Islamic Studies (IAIN)of Metro.

Metro, 02 November 2021

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v

ABSTRACT

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTADING
REFERENCE IN READING TEXT OF THE EIGHTH GRADERS
AT SMP TMI ROUDLOTUL QUR'AN METRO**

By
LULUK MUZAYYANAH
Student Number: 1701070030

This study aims on the difficulties in understanding reference in reading text of the eight grade at SMP TMI Roudlotul Qur'an Metro. The purposes of the study to find out the type of students diffiulties in understanding reference in reading text. The factor of student difficult to understand reference. This study used method descriptive quantitative, where the documention and interviewed was used as the instrument in collection data. The concist of 20 question items divided into four type of Reference are indefinite reference specific and non specific, indefinite proper noun, definite proper noun and generic reference index difficulty and percentage were used to analyze the data.

The result of the document showed that the majority of the eight grade at SMP TMI Roudlotul Qur'an Metro found difficulteis aspect in indefinite reference: specific and non specific with the percantage 77% difficulty. The conclusion of the research students' not understand the reference more, poor vocabulary, low in grammar, the difficulty in understanding long sentence.

Keyword: *students difficulties, understanding Referencem Reading text.*

ABSTRAK

**ANALISIS KESULITAN SISWA DALAM MEMAHAMI REFERENCE
DI DALAM TEKS BACAAAN DI KELAS DELAPAN
SMP TMI ROUDLOTUL QUR'AN METRO**

By
LULUK MUZAYYANAH
Student Number: 1701070030

Penelitian ini berfokus untuk menganalisis kesulitan siswa dalam memahami reference dalam reading teks dari kelas delapan di SMP TMI Roudlotul Qur'an Metro. Tujuan dari penelitian ini untuk menemukan jenis kesulitan siswa dalam memahami teks bacaan jenis reference.faktor apa saja yang membuat siswa belum bisa memahami reference. Penelitian ini menggunakan metode deskriptif kuantitatif. Dimana wawancara dandokumen merupakan instrumen yang digunakan peneliti . Dengan jenis reference yang terintegritas aspek dari reference yakni Indefinite Reference: Specific dan Non Specific, Indenfinite proper noun, definite proper noun dan generic reference pengukuran index persentase dalam menganalisis data.

Dari hasil penelitian yang dilakukan data menunjukan bahwa siswa kelas delapan di SMP TMI Roudlotul Qur'an Metro menemukan kesulitan pada aspek pertama yakni Indefinite Reference: Specific dan Non Spesifik dengan persentase kesulitan penelitian 77%. Kesimpulan bahwa penyebab kesulitan siswa dalam memahami reference dalam reading teks adalah kurangnya tentang reference, tidak menguasai kosa kata, kemampuan grammar yang kurang, serta kesulitan dalam memahami teks yang terlalu panjang.

Kata Kunci: *kesulitan siswa, membaca reference*

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Luluk Muzayyanah

NPM : 1701070030

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, November 2021
Yang membuat pernyataan,

Luluk Muzayyanah
St. ID 1701070030

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Luluk Muzayyanah

Student Id   : 1701070030

Department   : English Education Department

Faculty   : Tarbiyah and Teacher's Training

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts ehich are excepted from the bibliographies mentioned.

Metro,   November 2021
The writer,

Luluk Muzayyanah
St. ID 1701070030

MOTTO

اِنَّ مَعَ الْعُسْرِ يُسْرًاۗ

(Inna ma'al 'usri yusra)

"Sesungguhnya beserta kesulitan itu pasti ada kemudahan"

(Indeed, with hardship there must be ease.)

(QS: AL-Insyirah: 6)

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ

"Menuntut ilmu itu wajib atas setiap Muslim"

(Seeking knowledge is obligatory for every Muslim)

(HR. Ibnu Majah no. 224, dari sahabat Anas bin Malik radhiyallahu 'anhu, dishahihkan Al Albani dalam Shahiih al-Jaami'ish Shaghiir no. 3913).

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. Allah who always give the His full Rohman and blessing.

2. My beloved parents, Mr Hadi Sutrisno and Ms Suryanah who always support me both mentally and financially,and also always pray for me continously until I can finish my education.

3. My Teacher, Dr. Ahmad Subhan Roza, M.Pd who always give me motivation to accomplish this thesis.

4. My beloved people and for all my beloved friends, Thanks a lot for supporting me.

5. My almamater IAIN Metro the place where I got much knowledge and good experience.
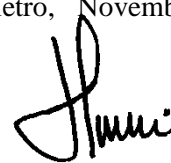
ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, Lord of the Worlds, who has bestowed strength and health upon the writer in the finishing this research paper. Peace and blessing be upon our prophet Muhammad Shalallahu 'Alaihi Wassalam, his family, companions, and all his followers.

Alhamdulillah by the grace of Allah the Highest, the writer could finish her research paper after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (*Suryanah and Hadi Sutrisno*) and her family.The writer also would like to express her deep appreciation and gratitude to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd as the first thesis supervisor.
5. All my lecturers who have provided knowledge and information to me.
6. All staff of the Faculty of Tarbiyah and Teacher Training who assist researchers in administrative arrangements.
7. Headmaster, Teacher, Staff of SMP TMI ROUDLOTUL QUR'AN METRO, who gives permission to the researcher to conducts the research in this school.
8. All of my beloved friends, who has encouraged me and accompanied me.
9. Finally, the researcher hopes that this undergraduate thesis may be able to provide useful knowledge and information to the readers.

Metro,   November 2021

Luluk Muzayyanah
NPM. 1701070030

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Reading is something that is done by readers to get the message conveyed by the writer through writer media, and the purpose of reading is to get information from the writer.Reading can increase insight and information, and can also broaden our knowledge. Reading can also help us to improve pronouncation, reading is useful for understanding more detailed English and increasing knowledge, reading is also very important for us because with it we can read we can feel the benefits of what we have read, it also makes it easier for us to concentrate while reading. The benefits of reading are numerous, as well as from reading we can increase our knowledge of the outside world, especially to expand the concentration of thinking while reading.

Moreover, reading is important because it can educate intellectual, spiritual, emotional, and self-confidence combined with humility. Reading will open up opportunities to absorb as much knowledge as possible for life. Reading is a window of the world. Through reading activities, people will find out various important things from a reading source. Exposing new things by reading can enrich a lot of new information. Reading becomes a very important provision to meet the need of work because English is an international language. Reading can stabilize someone mood. Reading can also train the brain to be able to think more critically and analyze the problems presented in

what people read. By reading books regularly, the brain is stimulated to get used to processing thoughts and memories, and focus on something for some time.

However, reading in English is not easy language text, There are many obstacles in the reading process. These problems include the lack of vocabulary, vocabulary is very important, it can be said that we must have vocabulary when we want to speak English fluently. The difficulty is Grammar in English, speaking English must be grounded in grammar.

Related to reading, the writer had conducted a pre-survey on April 12, 2021 at SMP TMI ROUDLOTUL QURA'N METRO, in the pre-survey process, the writer reviewed the documents provided by the class English teacher . In the pre-survey process the writer found a reference phenomenon in the results. Reading assignment while the pre-survey results are illustrated in the following:

Table 1.1
The Data of Pra-Survey Result Reference in Reading Text of the Eight Graders

No	Grade	Frequency	Percentage	Criteria
1	75-100	10 students	34	Good
2	61-74	7 students	24	Fair
3	0-60	12 students	42	Bad
	Total of the Students	29 students	100%	

Based on the information from the table, it is known that most of the reference phenomena in students' reading fall into the category incomplete (66%) this shows the quality of the use of reference other than that based on the results of interviews with the teacher during the pre-survey process, the

writer found the fact that students have difficulty in the reading process in English due to limited vocabulary, grammar and low motivation.

Responding to the phenomena that the writer found in the pre-survey process, the writer intend to analyze more intensively the phenomena of reference in writing more intensively.Reference is the reletions between a language expression such as this door, both door, the dog, another dogand whatever the expression pertaints to in particular stuation of language use, including what a speaking may imagine. Reference is the way speakers and listeners use an expression successfull;denotation is the knowladge they have that makes their use successfully.[1]

Reference in reading it is very necessary to improve students, reading with development of readings for their reference through the model learning so that make it easier for them to understand the content and various reading information reading forreferences.

Based on the description above, the writer intends to analyze more deeply the references phenomenon in the reading process. In this case the author was conduct qualitative research in the form of a case study. Therefore, the writer compiled a research proposal entitled " An Analysis of Students Difficulties in Understanding Reference in Reading Text of the Eighth Graders at SMP TMI Roudlotul Qur'an Metro "

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[1]Charles W.Kreidler, *Introducing Englis Semantics* (New York: Routledge, 2004), 43

B. Research Questions

1. What are the types of the students' difficulties in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro?

2. Why do students have difficulties in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro?

3. How to solve the difficulty in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro?

C. Objectivies and Benefits of the study

1. Objectives of the study

Based on the research questions, the writer determine the research objectives, among others:

a. To identify the types to students' difficulties in understanding reference in reading text.

b. To investigate the factors thatcause students' difficulties in understanding reference in reading text.

c. To find do the best solutions to students' difficulties in understanding references in reading.

2. Benefits of the study

This research is expected to provide benefits not only for writers but also for students, teachers and other writer

a. For the Students

This research is expected to provide benefits to students by providing information about their difficulties in understanding

reference in reading and their causes and solutions. In addition to providing information related to this, students can also take next steps to improve the quality of their reading.

b. For the Teacher

Through this research, the teacher was get information about the students' difficulties in understanding the reference in reading and their causes and solutions. By knowing this, the teacher can help students improve their reading.

c. For the Other Researches

This research is expected to provide benefits to other writer by not only providing information about reference theory, but also technical steps for conducting research related to the topic. It means that through this research other writer will get detailed information related to the steps analysis reference in reading.

D. Prior Research

This research was be carried out by considering several prior writer with the same topic, the first prior research conducted by Dimitra Vladimirou with the title Lingustics and Language Teaching[2]. The writer conducted at Lancaster University in 2007 the research has the objectives to address is: What are the semantic referents and the programatic functions performed by personal reference in the journal articles exam ined for this study? A close qualitative study of pragramatic functions of first person singular pronoun,

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[2]Dimitri Vladimirou, " *Linguistics and Language Teaching*", Personal refernce in linguistics journal articles, 1 No.1, (2007): 140

and inclusive or exclusive we reveals how writers express their stance and the ways in which they negotiate their relationship eith their material and their audience.While the writer results include the findings suggest that the semantic references of first person plural are often ambiguous and that expert writers are suprisingly inconsistent in their use of personal reference.

The second prior research was carried out by oleh I Made Adi Anggara with the title The Analysis of Personal Reference in The Novel Edensor[3].The writer was conducted at Udayana University in 2014. The purpose of this study is to identify categories of personal reference types and analyze how personal references are used in Andrea Hirata's Endesor Novel. Then we clarify whether it is exophric or endophoric, if it is endophoric then it was be anaphoric or cataphoric reference.

The third prior research was carried out by Masykur RaufDAN Reski Amanda by title Students Ability In Analyzing Ambigous Personal Reference In Woments Murder Club: The Trial Novel[4].The research was conducted at the State Islamic University Alamudin Makassar in 2020 the purpose of this research is This research discussed students ability in analysing ambiligous reference in writer text.While the research results include: the writer also concluded that analysed the given extracts by 3 ways. Those were by the context, good sense, and guessing. It was proved by their answers got through open-ended questionnaire.

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[3]I Made Adi Anggara, *"The Analysis of Personal Reference In The Novel Edansor"*, Udayana University, 1 No.1, (2014): 1

[4]Masykur Rauf, Reski Amanda, *"Students Ability In Analyzing Ambigous Personal Reference In Womens Murder Club: The Tria Novel"*, Universitas Islam Negri Alauddin Makassar, 6 No.2, (2020): 363

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading

1. The Definition of Reading

Reading is a spatial activity, with the eyes moving from one fixation location to the next to pick up spatially distributed information.[5] Reading is a particular activity with through care from the first word to the last in order to retrieve the right information. Reading can also be called by focusing the eye from one word to another in order to get accurate information.

Reading is not an innate human ability but an intricate process that the brain must be taught to do.[6] Being able to read is not innate but there is a process taught by the mind. The reading process can be called the human desire it self, because not all humans have the ability is a complex process taught by the brain.The term skills is often used as the overarching label for doing something well, whether it is as simple as forming a letter or as complex as writing an essay.[7] Reading are often used to do something well, such as being well informed. Are usually used as labels which are usually used to form letters or write essay.

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[5]Alan Kennedy at all, *Reading is a Perceptual Process* (Tokyo: Elseiver, 2000), 89.
[6] Robert P. Waxler Maureen P. Hall, *Innovation and Leadership in English Language Teaching* (Bradford: Emerald, 20011), 113.
[7] Anita L. Archer Charles A. Hughes, *Explicit Instruction Effective and Efficient Teaching* (New York: The Guildford Press), 23.

Reading is much more interesting if readers can add their own "two cents' worth" as they unite personal connections with textual evidence.[8] Reading can benefit ourselves from getting information from what we read. The reading is more interesting if it can add judgments to the personal connection with the textual evidence with the author.

Reading is a very complex and for this reason it is not surprising to find that some children encounter difficulties in learning to read.[9] Reading is not as easy as imagined, therefore a lot of children have difficulty reading. For some children multiplying difficulties in reading is very important to be taughtfrom an early age.

2. The Function of Reading

The process of reading from the perspective of cognitive-neuroscience, it is immediately clear that the task involves the coordinated activity of at least three large-scale cortical networks; namely, the cortical regions involved in: (a) language processing; (b) visual-spatial attention; and (c) working memory.[10]

a. Also under question is the mechanism that is proposed for word skipping, and finally the general, fundamental claim that language processing (more specifically, lexical access) is the main factor driving eye movements.[11] What is being questioned is the suggested way of

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[8] Cris Tovani, *I Read It, But I Don't Get It*, (Portland: Stenhouse Publishers, 200), 144.
[9] Peter Westwood, *Reading and Learning Difficulties Approaches to teaching and assesment* (Victoria: Acer Press, 2001), 25.
[10] Alan Kennedy at all, *Reading is a Perceptual Process* (Tokyo: Elseiver, 2000), 717.
[11] *Ibid.*, 356.

skipping the final word fundamental in a more specialized language process that can be interpreted by encouraging eye movements.

b. Visual-spatial attention should be internalyzed by combining various spatial reading tasks to obtain measures of reading comprehension. Visual-spatial is an association that is comnied with various reading tasks in order to gain understanding in reading.

c. Working memory span, on the other hand, the skipping rate was highest when the foveal and parafoveal load was low (i.e., when both words were high-frequency).[12]The highest skipping rate when the pronunciation load is low when the two words that become one that will become a high pronunciation.

Are as follows: [13]

a. Reading is one of the most straightforward ways to generate virtual experiences. When we read about a camping trip, as opposed to directly experiencing one, our sensory memory is filled with images of the words on the page. Reading is an easy way to get inrormation, for example when we read the experince of swimming our brain automatically works and is filled with images of the words we read read the story.

b. Reading, then, can be a powerful way to generate virtual experiences. Even though these experiences might not be as robust as direct experiences, they will suffice to significantly increase background

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[12]Alan Kennedy at all, *Reading is a Perceptual Process* (Tokyo: Elseiver, 2000), 77.
[13] Robert J. Marzano, *Building Background Knowladge for Academic Achievement* (Alexandria: Association for Supervision and Curriculum Development, 2004), 36.

knowledge. Reading experience may not be as strong as the experince we immediately see but reading is powerfull to product a virtual experince but all of these experinces are suffcent to significantly improve background skills.

3. **The Proccess of Reading**

There are a number of variables that influence reading process: [14]

a. Systems of Language as has already been demonstrated the relationship between the reader's language and the writer's language influences the ease with which a text can be processed. A language system that has been integrated with the relationship between the language of the reader and the language of the writer it sekf in order to affect the ease of proccessing the text. A language that has been designed with ease so that readers can easily understand what the author has writer here is very influential for readers. The relationship between the language of the reader and the language of the writer is very easy to make because it can affect the difficulty in processing the text.

b. Strategies a second factor that influences a reader's and writer's transaction with print is the strategies available to the language user and his or her flexibility in employing them. The second factor is that it influences readers and writers with print media for a flexible strategy. The second factor that affects the process of readers and

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[14] Stephen B. Kucer, *Dimensions of Literacy A Conceptual Base for Teaching Reading and Writing in School Settings* (New York: Routladge, 2009), 129-131.

writers with the media. these strategies are available to language users to be language flexible.

c. Background Knowledge Not only do readers and writers bring their language to the printed page, conceptual knowledge is brought as well. In the knowledge of this bacgkround it is not only the writers and readers who bring their own language to the printed page but idead should also be carried. Background Knowledge is explained here that not only readers and writers bring their own language to the printed page, but conceptual knowledge is also brought. Here it does not only bring writing knowledge but ideas or ideas must also be applied.

d. Purpose Language users do not initiate an engagement with a text without a reason or purpose. The purpose of using the language is not start with the text without any specific reason and purpose.

e. Assimilation and Accommodation As meaning is constructed, it is not uncommon for the reader and writer to be changed cognitively.

B. The Concept of Reference

1. The Definition of Reference

Reference is the relation between a language expression such as this door, both doors, the dog, another dog and whatever the expression pertains to in a particular situation of language use, including what a speaker may imagine. Denotation is the potential of a word like door or dog to enter into such language expressions.[15] Reference is a language

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[15]Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 43.

expression that is related like this table example pf the two tables and any fish expression related to a particular situation and use of langauge, such as denotation is a table and fish to enter the language.

Reference is a relationship between parts of a language and things outside the language (in the world). The same expression can, in some cases, be used to refer to different things. There are as many potential referents for the phrase your left ear as there are people in the world with left ears. There are as many potential referents for the phrase this page as there are pages in the world. Thus some (in fact very many) expressions in a language can have variable reference.[16] Reference is a releationship between language and things outside the language. There are several cases that can be used to show things that are not the same. There are several language expressions that have variable references.

Reference is made by or a deictic determinative (*this, that, these, those,*) or a possessive (*my, your, etc*). Indefinite refence is made by a(n), unstressed some, any or the absence of a marker which, or the absence of a marker, which, sine its absence is grammatically significant, is called the 'zero article'. Zero' doesn't mean that an article has been omitted, as my occur in a newspaperheadline, such as *plane crashes on village*, but is a category in its own right. [17]

[16]James R. Hurford dan Brendan Heasly and Michael B. Smith, *Second Edition Semantics a Coursebook* (New York: Cambiradge University Press, 2007), 27.

[17]Angela Downing and Philip Locke, *English Grammar A University Course second edition* (New York: Routlade Taylor and Francis Group, 2006), 417.

2. The Function of Reference

Reference is the way speakers and listeners use an expression successfully; denotation is the knowledge they have that makes their use successful.[18]Reference can be interpreted by speaking and listeners use expressions so that the speaker and listener understand what is displayed.

Generic Reference With definite specific reference, with generic reference, the distinctions for number and definiteness are neutralized with count nouns. In addition to the two types of reference with common nouns (specific and generic), we have a third type with proper nouns: unique reference. there is a lexical change from the English (generic reference) to the English (specific reference).lingustic reference is anaphoric or cataphoric, The anaphoric determiner is bound to an earlier mention of the same noun. Thus the noun with the determiner has backward reference to this antecedent, and there is co-reference between the two nouns. The cataphoric determiner has forward reference to a postmodifying prepositional phrase or relative clause. Situational reference Situational reference involves the use of the with nouns whose reference is immediately understood by the users of the language. When we talk of 156 Nouns, pronouns, and the basic noun phrase the moon the presupposition is that, in our experience or field of interest, there is only one moon.[19]

Although the concept of reference is fundamentally related to utterances, in that acts of reference only actually happen in the course of

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[18]Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 43.
[19] Jan Svartvik, *A Grammar of Contemporary English* (Singapore: Longman Group, 1980), 139, 144.

utterances, we was find it useful to stretch a point and talk about reference in connection with sentences, or parts of sentences. What we are really doing in cases like this is imagining a potential utterance of the sentence or expression in question.[20]

3. The Types of Reference

Be different every time it is used: that dog, my uncle, several people, a lake, the results. When a referring expression has fixed reference, knowledge of it is part of one's general knowledge; we either know what the Dead Sea Scrolls are or we don't know (though of course we may learn what they are from the context in which the Dead Sea Scrolls occurs).[21]

There are three kinds of referring expressions that is: [22] proper names, which have unique reference like Lake Ontario or Barbara Collins; pronouns such as she, he, they, which we discuss below in Section Anaphora; and noun phrases that have nouns with variable reference as the head, preceded by a determiner and possibly followed by one or more complements:

a. Indefinite Reference: Specific and Non-Specific

Although the term 'indefinite' might appear to be synonymous with 'non-specific', it can in fact be applied to both non-specific and specific entities, whether these are count or mass: singular: I've bought a new car. (indef. specific) I need a new car. (indef. non-specific)

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[20]James R. Hurford dan Brendan Heasly and Michael B. Smith, *Second Edition Semantics a Coursebook* (New York: Cambiradge University Press, 2007), 33.

[21] Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 145.

[22]*Ibid.,* 139.

plural: I've got some friends in London. (indef. specific) I've got friends in London. (indef. non-specific) mass: I managed to find some work. (indef. specific) I managed to find work. (indef. non-specific) The examples show that with singular count nouns (a car), the article a(n) refers to both specific and non-specific entities, the different interpretations being deduced pragmatically from shared knowledge and also from the different predicates. When we need a car, it is obviously not yet specific, but potentially any car. When we have bought a car, it is obviously a specific one.

The article a(n) can be indeterminate, however, between specific and non-specific interpretations: Ted wants to buy a house in Sussex. (= any house, as long as it's in Sussex) Ted wants to buy a house in Sussex. It's number 2, Farm Road, Brighton. (= a specific house). As an indefinite determinative, some (unstressed) is used mainly with mass and plural count nouns, but the stressed form is sometimes used with mass or count nouns with the meaning of indefinite specific as in: There is still some hope of recovery, or non-specific as in I'll need some book or other to read on the beach. Either would be meaningful here.

b. Indefinite Proper Nouns

Since proper nouns (Albert Einstein, William Shakespeare) refer to unique entities, they are already definite and cannot logically be conceived of as indefinite. On the other hand, since it is often

possible for several entities to be denoted by the same name, such as persons or days of the week, they can be treated sometimes as classes composed of individual members.

This allows expressions such as the following: Is there a John Smith in this class? (indef. specific) It would be better to meet on a Monday. (indef. non-specific) We had a very hot June last year. (indef. specific) Indefinite reference can be made to proper nouns used as common nouns: I'd like a Martini.

c. **Definite Reference**

The definiteness of a common noun is indicated by the article the. This does not by itself identify the referent, but indicates that it can be identified within the text, or outside the text in the situation or from general knowledge. Within the text, the reference may be anaphoric (backwards) or cataphoric (forwards). Ten lionesses at the city zoo are to be put on a contraceptive pill to prevent a population explosion. For 20 years the lions1 have prided themselves on their breeding capabilities. Now, the treatment was make them infertile for 3 years and so stop the increase. 3 1= ten lionesses; 2= a contraceptive pill; 3= a population explosion.

The referent of a definite head noun can be identified cataphorically by the information contained in the post-modifer, as in: the bus coming now, the journey home, the Ministry of Health; or by a determiner or pre-modifier: this bus, the first bus, the red bus.

Reference to shared knowledge immediately identifies the referent of, for example, the sun, the sky, the rain, the government, the political situation, the television. Clearly dependent upon inference for their interpretation, but totally normal in certain professional registers of English are metonymic uses, where the thing stands for the person, as in the following examples: The ham sandwich has left without paying. The kidney transplant in 104 is asking for a glass of water.

When a personal noun, such as secretary, queen, director, head, functions as Subject Complement in a clause and refers to a unique social role, definiteness can be marked either by the or by zero, with certain lexico-grammatical constraints: He soon became director/ the director of the firm. When the noun functions as Complement in a verbless clause introduced by when, while, if, although, definiteness can be marked by zero: While Minister of Health, he introduced many reforms. Although not party leader, he greatly influenced the party's policies.

d. Generic Reference

Each of the articles can also be used when we wish to refer to a whole class of entities, usually with regard to their typical characteristics or habitual activities: the + singular count noun: They say the elephant never forgets

. In the everyday use of English, the zero form with plural count nouns (elephants) is most applicable, while with mass nouns

(e.g. love) the zero form is obligatory. The three articles express genericity from different points of view, which we was gloss as follows: the represents the referent of the noun as a single undifferentiated whole class of entities; a(n) represents any individual member of a class of entity as typical of the whole class; • zero implies that all or most members of the class of entity possess the characteristic that is predicated of it.

The four structures mentioned above are not freely interchangeable in all generic statements. The generic use of a(n) is restricted, in that it can't be used in attributing properties which belong to the class as a whole. For example, the but not a is acceptable in the following, since an individual kangaroo does not constitute a species, whether near extinction or not, whereas the class as a whole, represented by the, does: The kangaroo is far from being extinct. A kangaroo is far from being extinct. Both the and a(n) are acceptable with a characterising predicate, as in our next example, since carrying its young in a pouch is characteristic of each and every female kangaroo: The female kangaroo carries its young in its pouch. A female kangaroo carries its young in its pouch.

The article the tends to generalise more readily than a(n), which refers essentially to a singular indefinite member as representative of its class. Even when not used in a generic statement: Do you play the piano? Some people sit for hours in front of the television. The definite

article is also used: • with certain adjectival or participial heads of NGs referring to abstract qualities (the unknown); for groups of people named by a nominalised Attribute, the underprivileged, the vulnerable; with nouns derived from PPs (the under-fives, the over-forties); for nationalities.

All about abstract qualities have plural concord with the verb: Science proceeds from the known to the unknown. Nursery schools for the under-fives are desperately needed in this area. Not all adjectives and PPs can function in these ways and the non-native speaker should be cautious in choosing them. The loosest and therefore most frequent type of generic statement is that expressed by the zero article with plural count nouns or with mass nouns: Kangaroos are common in Australia. Wine is one of this country's major exports. Zero article with plural count nouns may have generic or indefinite reference according to the predication: Frogs have long hind legs. (generic = all frogs) He catches frogs. (indefinite = an indefinite number of frogs).

A mass noun with zero article can be considered generic even if it is modified: Colombian coffee is said to be the best. It is definite, however, if preceded by the. Contrast, for example: generic: Nitrogen forms 78% of the earth's atmosphere. definite: The nitrogen in the earth's atmosphere is circulated by living organisms[23].

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[23]Angela Downing and Philip Locke, *English Grammar A University Course second edition* (New York: Routlade Taylor and Francis Group, 2006), 418-422.

Based on all the explanations about prior research above, the writer can conclude that the ability to determine references in the reading process is very important and yet not easy to do. From all the prior research, the writer intends to follow up lanjuti to addres is: What are the semantic referents and the programatic functions performed by personal reference in the journal articles examined for this study? A close qualitative study of pragramatic functions of first person singular pronoun, and inclusive or exclusive we reveals how writers express their stance and the ways in which they negotiate their relationship eith their material and their audience. The findings suggest that the semantic references of first person plural are often ambiguous and that expert writers are suprisingly inconsistent in their use of personal reference.

Because this research and this study have the same objectives and research topics, namely the analysis of the use of refernces in reading. Therefore, the writer intends to analyze this phenomenon in more depth and intends to conduct qualitative research.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristics of Research

In this regard, the writer must examine the students' difficulties in reference comprehension in reading text. The writer was decide to use a qualitative research which is used to analyze the reference comprehension in reading text of eighth graders students in the Islamic school Roudlotul Qur'an Metro.

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students[24]. It can be said, that qualitative research reveals phenomenon from an educational perspective.

This type of research is a case study because in order to achieve the objectives of this study, the writer must take the data from the research site. This is because the main data that was be taken in school is in the form of data about reference comprehenson in reading text.

This research is very focused on qualitative research. The writer was conduct a survey that was be used to describe the phenomenon. The purpose of the survey for descriptive research is to get clarity of good and correct steps. This analysis must include existing data. This research is intended to provide important information.

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[24] John W. Creswell, Research Design: Qualitative, Quantitativeand Mixed Methods Approaches 4 rdEd (New Delhi: Sage Publications, 2012), 16

It can be concluded that the purpose of this study was to determine the difficulties on reference in reading, the factors that caused students' difficulties on reference in reading, and to examine the solutions to students' difficulties on reference in reading.

In this case study, the writer considered the use ofreference in readingin students undergraduate thesis. The writer decided to use qualitative research to analysze the use of reference in reading.

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1. Primary Sources

The primary resource is the original material on which the research was be based. This is direct testimony and evidence on the topic under consideration. This primary source presents information in its original form, not summarized or evaluated by the writer. The main sources of this research include recording student on reference comprehension to be used in the analysis of students' deficiencies on reference in readingtext. In addition, the main source of this research is the results of interviews with students to determine the difficulties on reference in reading skill. In addition, the source of this research is the results of interviews with English teachers related to solutions to reference comprehenson.

2. Secondary Sources

These are any data sources used to complete the main data. Secondary source offers interpretation or analysis based on primary sources the secondary sources of this research is the result of interview with the english teacher in order to know the solution of in understanding reference in reading text. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the data process, the writer was absorve reference in reading text . In this study, writer used three data collection techniques. There are observations, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site[25]. In this study, the wtitten observed 29 student English assignment archives in the form of recorded documents related to speaking competence.

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[25] John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

2. Documentation

Qualitative writer used writer documents or other artifacts to gain an understanding of the phenomenon under study.[26] In this study, writer was use documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are journals and diaries.[27] Therefore, secondary data is needed as a source of data in the documentation.

Furthermore, the writer was collect research document data to support the research results consisting of school history documents, a profile of the school's organizational structure, the quantity of teachers and students and a sketch of the school location.

3. Interviews

Interview is a conversation between two or more people and takes place between the source and the interviewer. In this research, the writer will use interview as a technique to collect data about reference comprehenson in reading.

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[26]*Ibid*., 432.
[27] John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 180

D. Data Analysis Technique

The writer applied Miles and Huberman model to analyze the data.[28] The componets of this analysis model are pictured by this figure.Data analysis using the Miles and Huberman model performs the following steps:
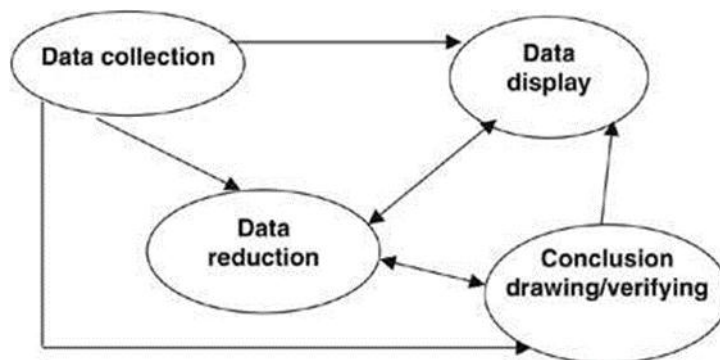
Figure 3.1.
Miles and Huberman Model Performs

1. Data collection is one of the steps when a writer collects all the data used to complete a study.

2. The writer reduces the data he hads gotten by summarize and choosing specific things.

3. To be able to display data, writer usually use graphical data, images, or graphs. This view must be able to describe the content of all data.

4. Finally, the writer must verify his research by making conclusions from the data he finds.

In analyzing the data, the first step that the writer took to analyze was to collect data. Collecting research data by observing student assignment documents in the form of reference comprehenson in reading text and

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[28] Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12

conducting interviews to see the use of reference comprehension. After the data is obtained, the authors perform data reduction by sorting and classifying important data in accordance with the research objectives. After sorting the data, the writer was display the data in narrative and table form. In the end, the writer was concloude whether the research results after answering the research objectives.

Therefore, it can show that data analysis has several functions in analyzing data including, making meaning to be complete data, to get significant results, describing several reports or being able to make generalizations, and can calculate parameters.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of The Result Setting

a. History of SMP TMI Roudlatul Qur'an Metro

SMP TMI Roudlotul Qur'an is one of Islamic Junior High School in west Metro, Metro City. It is located on Mukti Praja street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlotul Qur'an. Roudlotul Qur'an was established on 2001 and Drs. KH. Ali Qomaruddin MM. Al-hafidz as the leader. SMP TMI was established on 2004 and Mr. M. Iqbal Beny Saputra, M.Pd. as the headmaster of SMP TMI Roudlotul Qur'an now.

SMP TMI Roudlotul Qur'an Metro has 30 rooms which consist of18 classrooms, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, 2 student toilets, 2 teacher toilets, an OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, 1 officer and the total of the students are 510 students divided into three classes.

b. The Condition of the Teachers and Thesis Education Background of SMP TMI Roudlotul Qur'an Metro

There are 34 teachers in SMP TMI Roudlotul Qur'an. The Thesis Educational Background of SMP TMI Roudlotul Qur'an Metro

all the teachers have passed in S1 and S2.There are teachers passed in Magister or S2, and 30 teachers graduated in S1. Based on the data, the researcher use pie diagram to make it easier. This the data teachers and the thesis educational background in academic year of 2021/2022 are identifed as follows:
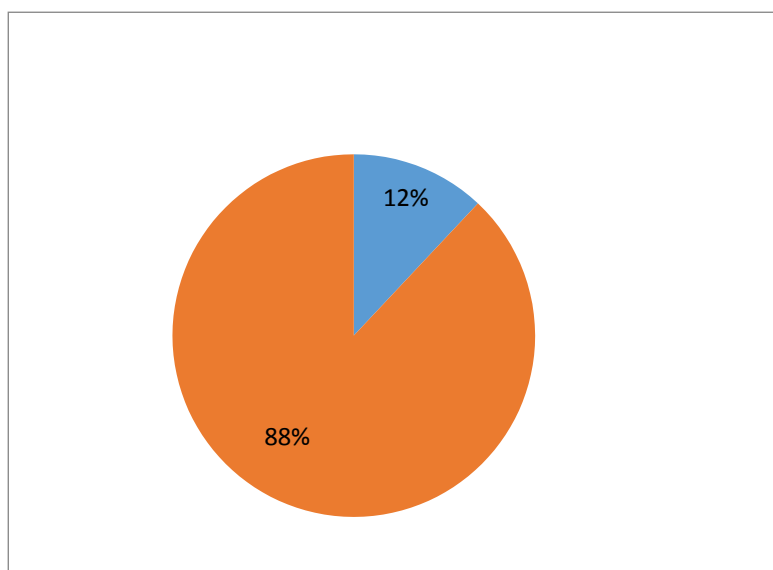
Figure 4.1
Graphic Percentage of the Teacher and Thesis Education
Background of SMP TMI Roudlotul Qur'an Metro

c. The Quantity students of SMP TMI Roudlotul Qur'an in academic years 2021 M.

The quantities of the students of SMP TMI Roudlotul Qur'an Metro in academic year of 2021 M are 510 students that can be identified asfollows:

Table 4.1
The Quantity of the students at SMP TMI Roudlotul Qur'an Metro

No	Class	Amount
1	VII	218
2	VIII	137
3	IX	155
	Total	510

d.   The Location of SMP TMI Roudlotul Qur'an Metro

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                    ┌──────────────┐
                    │     GATE     │
                    └──────────────┘

   ┌──────┬───────────┐
   │      │           │
   ├──────┤  OFFICE   │
   │      │           │
   ├──────┤           │
   │      │           │
   └──────┴───────────┘

   ┌──────────┬──────────┐          ┌────────────────────┐
   │  IX A    │          │          │   LABORATORIUM     │
   ├──────────┤   LAB.   │          │                    │
   │  IX B    │          │          │      SAINS         │
   ├──────────┤ COMPUTER │          └────────────────────┘
   │  IX C    │          │
   ├──────────┼──────────┤
   │  IX D    │  VII A   │
   ├──────────┼──────────┤
   │ LIBRARY  │  VII B   │
   └──────────┴──────────┘
```

VIII A	VIII B	VIII C	VIII D
VII C	VII D	VII E	VII F
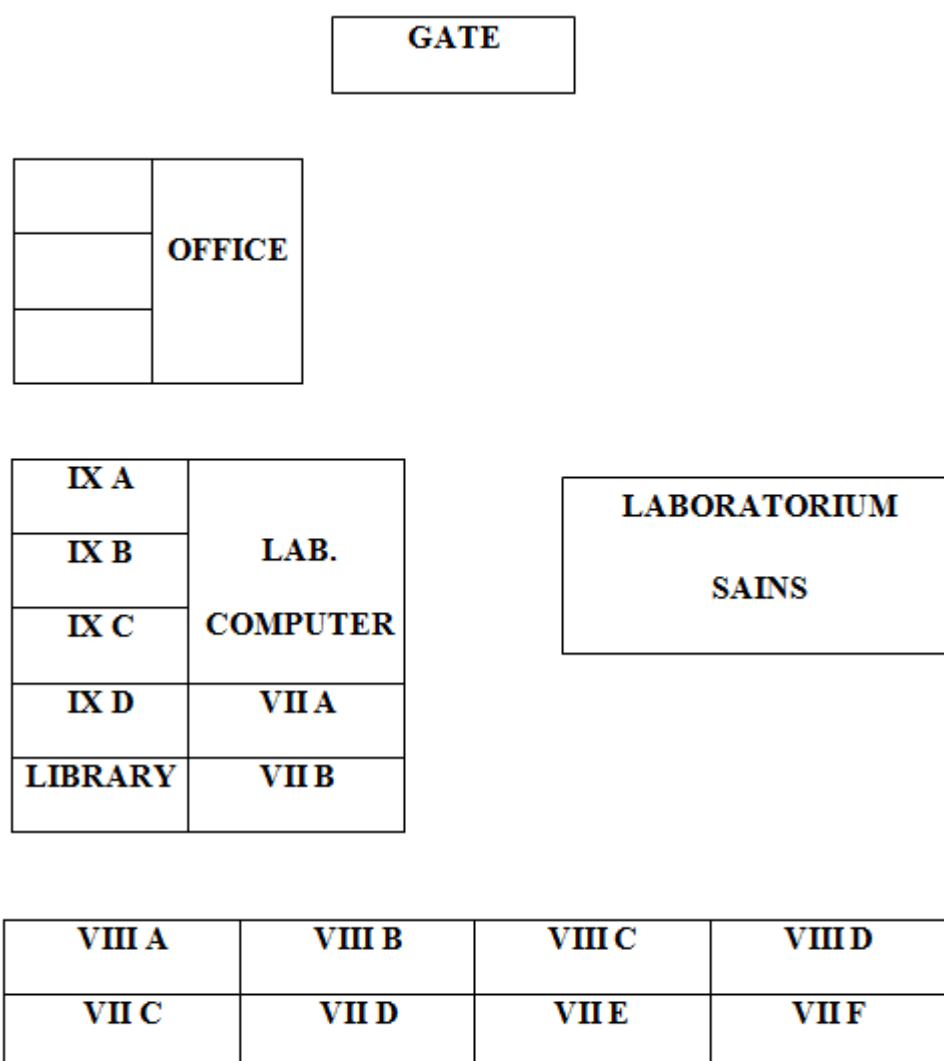
Figure 4.2
The Location of SMP TMI Roudlotul Qur'an Metro

2. Description of The Research Result

Description of the research result conducted by the researcher focuses in the difficulties faced by students' in reference comprehend the text in reading. The following table presents the frequecy of the students' correct answer and score reference in reading dokument.

Table 4.2 The Frequency of the students' Correct answer score of Reference.

No	Students' Code	Correct Answer	Score
1	A1	10	50
2	A2	10	50
3	A3	7	35
4	A4	9	45
5	A5	9	45
6	A6	13	65
7	A7	13	65
8	A8	13	65
9	A9	13	65
10	A10	14	70
11	A11	14	70
12	A12	16	80
13	A13	7	35
14	A14	12	60
15	A15	15	75
Mean			80
Minimum			35
Mean			57

Based on the above table, it shows tha the students' sampel class at The Eighth Graders At Smp Tmi Roudlotul Qur'an Metro could not answer all of questiones correctly. Only two students' who could answer 16 and 15 reference Reading test correctly from the total of 20 items questions. Moreover, the mean score of all students is 57% with minimum score were 35 and maximum score were 80. Thus, it indicated that the students' have difficulties in answering reading reference text .

Therefore, based on the explainatio above, it can be stated that the studens' reference reading text skill is still low. From the calculation of index of difficulty, it found that there are question, 7 question items categorized as fair questions and 8 questions items categorized as difficult questions. Furthermore, the mostdifficult items is the question number 6 which the indext of difficulty is 0,015 and the easiest question is 0,94.

B. **Data Analysis**

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 Interviews are thus useful for gaining insight and context into a topic. Based on the interviewing the 15 Students' sampelabout Students' Diffiulties in Reference reading comprehension at The Eighth Graders At Smp Tmi Roudlotul Qur'an Metro the data was found and was described on the bellow

Based on the interviewed the 15 students' sampel class, and English Teacher at the Eighth Grade at SMP TMI Roudlotul Qur'an Metro, most of them said that they could not find the reference in reading text specially there are some of them who do not know what a reference is in a reading text. as stated by student A3 and A2 in detail.

Students A3 said "*it is really difficult i dont know what is reference?*"
A2 also said " *i dont know sist* "

Almost all of them do not know what a reference is and they do not realize that it is a reference.Based on the first interview question item, it can be found that out of 15 students only 2 people felt that it was not difficult for them to do reading questions. as stated by students' 15 and 14

A15: *"Oh yeah, sometimes I find it like a tree, fish like that, isn't that fish?"*

In line with the explanation with student code 14 which says

A14: *"I know it's just a noun, bro, water, paint like that so I like to understand a little bit oh it's about the paint text"*

Regardless of the understanding of the references conveyed by some students, most of them feel ambiguous when they meet words they don't understand even they find it difficult to find the words that are actually explained in the text. as conveyed by the English teacher through interviews that have been carried out, that students have difficulty in understanding the text and cannot even distinguish the reference because it is difficult to distinguish it, many of them have difficulty finding ambiguous words.

English Teacher: *It's difficult, madam, maybe because they also have difficulty with words that make them confused, sometimes reading text is quite difficult to understand, it requires accuracy.*

Some of the students also explained that one of the reasons why they had difficulty in understanding the text was because they did not know what a reference was. according to what the student said with code A6 and A8

Student A6: "I sometimes can't understand reading texts because I'm confused with words that sometimes don't mean it, so I like to misunderstand, Sis"

Student A8: "I sometimes like to understand the text a little bit at the beginning when there are some difficult words"

As a form of prevention and to continue to develop the potential possessed by students, as an English teacher, they continue to provide great motivation for children to always practice and provide good learning. as conveyed by the English teacher as follows

English teacher: *"Sure, I always give motivation to students, especially text reading, it's important for them. So I always give them lots of practice and motivation"*

Based on the data of interviewed the English Teacher and some Studens' on the sampel class. The researcher found that the many of the students have difficulty in understanding text reading, because they do not know the meaning and do not understand the meaning of some ambiguous words for them. only some of them know what a reference is, while others don't.

Based on Charles' theory regarding the types of references there are 6 students who understand some of the words in the text and it goes into . Indefinite Proper Nouns is based on Charles that Since proper nouns (Albert

Einstein, William Shakespeare)[29] . Refer to unique entities, they are already definite and cannot logically be conceived of as indefinite. while the other 9 students did not understand anything from it, 13 people found it difficult to understand specific texts that fell into category Indefinite Reference: Specific and Non-Specific, and 2 other people can understand the text in detail and well. Then 10 students of students' feel difficult in Definite Reference and 5 others were understand. And for Genereic Reference 9 students' can understand and 6 students' still confused to find it.

Based on thedata was found that the 13 students feel diffcult in Indefinite Reference: Specific and Non-Specific, 6 students feel difficult in Refer to unique entities, 10 students of students' feel difficult in Definite Reference, then last 9 students' feel difficult in generif Reference .

 it means that the type that most studenst' difficult is in Idenfinie Reference: Specific and Non- Specific, ask the studenst' reference test score only Two students' can got the high score most of them is not. It can be concluded the student's of the sampel class has low ability in reading comrpehension specially in reference.

C. Discussion

Based on the result this section was dicussed about Research Result and was answered Research Questions as follows:

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[29] Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 145.

1. **The types of the students' difficulties in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro**

   a. The students' difficulty in answering Indefinite Reference: Specific and Non-Specific questions.

   The researcher created 4 items for the first aspect of reference of the passages the question items for getting the Indefinite Reference: Specific and Non-Specific 1,2,6, and 11

   Table 4.2 the Calculation of the Percentage of Specific and Non-Specific .

No	Question items' number	The number of incorrect answer	Percentage of difficulty each qustion items (%)	The percentage of reading for Indefinite Reference: Specific and Non-Specific difficulty
1	1	10	67%	77%
2	2	13	87%	
3	6	12	80%	
4	11	11	73%	

   The result reveals that 10 students were 67% answered question number 1 incorrectly. It shows that the question are categorized fair . furthermore, it is 13 of the students (87%) answered question number 2 incorrectly, it means that it categoriezed difficult. Moreover, 12 (80%) of the students answered quesion number 6 incorrectly, question number 11are answered by 11 (73%) are incorrectly. It means that it is categorized difficult, it found that the dificult item percentage for this type of question only 77% out of four items . it means that the questions are categorized difficult for students' in answered Indefinite Reference: Specific and Non-Specific.

b. The students' difficulty in Answering Indefinite Proper Nouns

For locating reference in Indefinite Proper Nouns questions, there were 5 items questions. The quesions items for indefinite proper Nouns appeared in question number 4,9,13,17,16 . for detail, it was explained on the table bellow .

Table 4.3 The Calculation of the Percentage of Proper Nouns in reference questions.

No	Question items number	The number of incorrect answer	Percentage of difficulty each Indefinite Proper Nouns	The percentage of reading for Indefinite Proper Nouns in reference difficulty
1	4	13	87%	52%
2	9	4	27%	
3	13	5	33%	
4	16	8	53%	
5	17	9	60%	

Based on the Table the result of studenst that answer incorrect for items question number 4 is 13 in 87% it means difficult, for the items number 9 were 4 student's in percentage difficult 27% it means this one its easier, for items number 13 were 5 studenst in 33% it means the questions were easier, the items number 16 the students inccorect answer were 8 in 5% it means easier level, and for the items number 17 the students' incorrect answer were 9 in 60% it means the questions was easier. For the percentage of reading for Indefinite Proper Nouns in reference difficulty were 52% it means the type of the second type is easier for the students'**.**

c. The students' difficulty in answering Definitie Reference

For locating reference in definite Reference questions, there were 6 items questions. The quesions items for definitie Reference appeared in question number 7,8,10,15,18,19. for detail, it was explained on the table bellow .

Table 4.4 The Calculation of the Percentage of Definite Reference questions.

No	Question items number	The number of incorrect answer	Percentage of difficulty each question items (%)	The percentage of reading definite reference diffiulty
1	7	9	60%	73%
2	8	8	53%	
3	10	13	87%	
4	15	11	73%	
5	18	12	80%	
6	19	13	87%	

Based on the Table the items question number 7 the totals of students' incorrect answere were 9 in 60%, the items number 8 the totals students' inccorect answer were 8 in 53%, the items question number 10 the totals students incorrect answer were 13 in 87%, the items question number 15 for the students incorect answered were 11 73%, the items question number 18 for the total students' incorrect answer were 12 in 80%, and the question number 19 for the totals of students' incorrect answered were 13 in 87% . with the total of percentage in student difficulty in answered quesion for aspect The Calculation of the Percentage of difficult in answering Indefinite Proper Nouns in reference was 73% it means this type was difficult level.

d. The students' difficulty in answering Generic Reference

For locating reference in Generic Reference questions, there were 5 items questions. The quesions items for definitie Reference appeared in question number 5,3,12,,14,20. for detail, it was explained on the table bellow.

Table 4.5 The Calculation of the Percentage of Generic Reference questions.

No	Question items number	The number of incorrect answer	Percentage of difficulty each Generic Reference	The percentage of reading for Generic Reference difficulty
1	5	10	67%	76%
2	3	12	80%	
3	12	13	87%	
4	14	8	53%	
5	20	14	93%	

Based on the Table the question number 5 for totals of students incorrect answered were 10 in 67%,items number 3 for totals of students incorrect answered were 12 in 80%, the item number 12 for totals of students incorrect answered were 13 in 87%, the item number 20 for totals students incorrect answer were 14 in 93%. With the percentage of reading for Generic Reference difficulty was 76% it means the Generic Referenc was difficult for students' answered.

Based on the classifiying of the students' difficulty in reference, the data was show on the Table and was explain with Diagram on the bellow:
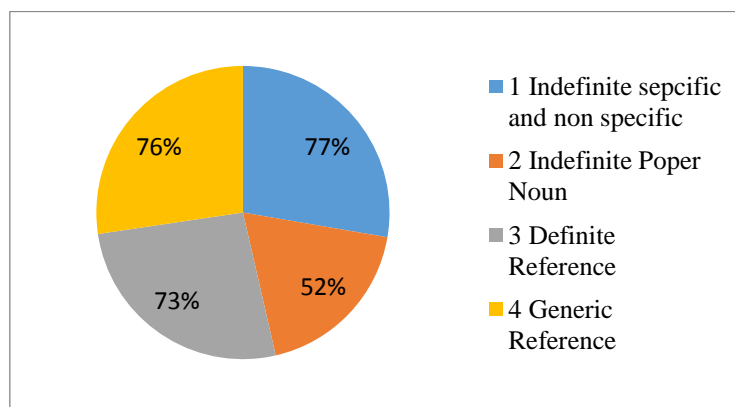
**Figure 4.1. Diagram for Percentage Type of Reference
That Student Difficult**

For the totals of percentage students difficulty in the first type of Indefinite Reference was 77%, for the totals of students difficulty in second type (Idefinite proper Nounds) was 52%, for the totals of students difficulty in third type of reference (definite reference) was 73%, and for the last totals of students difficulty in Generic Reference was 76%. Based on the classified and disscussion for the type of reference that student difficult it can be concluded the type that students difficult in reference were Indefinite Type with percentage 77%, the second type was Defnite Reference with percentage 73% and the last type is Generic Reference with percentage 76% of students difficult in Reference at at The Eighth Graders At Smp Tmi Roudlotul Qur'an Metro and for Idenfinite Proper noun is not difficult for students with the total percentage was 52%.

2. **The students difficulties in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro**

Based on the data found through interviews with students and English teachers in The Eighth Graders At Smp Tmi Roudlotul Qur'an Metro, it was found that almost all students had difficulty in doing the tests given, this can be seen in the previous discussion that the total score obtained by students was only 2 students who could be above average and above average. The other 13 students scored below average. it turns out from the results of interviews with several students. they provide information that they do not know the meaning of the reference itself. they like difficulties in understanding the reading text because they do not know the meaning and do not master vocabulary well. the same as the explanation of the English teacher fromThe Eighth Graders At Smp Tmi Roudlotul Qur'an Metro that students have difficulty in reading, especially in understanding reading. based on observations made by researchers in the field also. in the learning process the teacher does not use the right strategy and appropriate media to deliver material related to reading text in location reference. maybe this is the reason why the reading ability of the students here is so lacking

3. **How to solve the difficulty in understanding reference in reading text at the eighth graders at SMP TMI Roudlotul Qur'an Metro**

To answer further research questions, the researchers conducted interviews with English teachers at The Eighth Graders At Smp Tmi Roudlotul Qur'an Metro . and she said that learning English in this

school is always carried out in accordance with the policies and competencies set. this is as seen by the researcher during the observation. where the teacher provides exercises and explanations to students. the teacher also always provides an integrated motivation in the English lesson plan, especially to always read. Teachers also always try to develop strategies and existing media to support the progress of children's knowledge development in reading texts. From this it can be concluded that the efforts made by the teacher have also been maximal in improving the reading ability of eighth grade students.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to find out the difficulties faced by the eight grade students At SMP TMI Roudlotul Qur'an Metro in Reference Reading text. The students difficulties were related to the Question type of reference in Reading comprehension. After analyzing the data gained from the dokument, the writer concluded that the eight grade students at SMP TMI Roudlotul Qur'an Metro have difficulties in answering reference. From four type of reference, three tyes are categorized as difficult question type for the students.

The difficlties faced by the students' are difficulty in answering Indefinite Reference: Specific and Non-Specific 77%,definite Reference73%,Generic Reference 76% . therefore, the most difficult aspect faced by the eighth grade at SMP TMI Roudlotul Qur'an Metro is reading for getting Idefinite Reference with (77%) . as the result, most of the students had difficulty in achieving the standerd grade for reading reference document.

This study also provided reasons factos what the students faced difficultes with these question. Mostly, students failed in the reading comprehension because of poor vocabulary, poor mastery of grammar, difficult to understand long sentences and text, poor of media learning or

support from the family, and lack of knowledge about strategies of reading comprehension.

B. Suggestion

From the conclusion above, the writer tries to formulate some recommendations for both the teachers and the eigth grade at SMP TMI Roudlotul Qur'an Metro which can be useful for them in preparation to face the reading comprehension. For the students, they should learn more about the reading comprehension such as reading skills, reading strategies, and test -taking strategy for reading test that can be useful when they deal with reading comprehension .Moreover, frequent practice in reading and doing reading comprehension may assist the students to have reliable comprehension and be familiar with the reading text, so it may minimize the students' difficulties in reading comprehension.

Meanwhile, for the teachers, it is expected that they teach the students how to improve their ability in reading comprehension, especially skill and strategies in reading comprehension test in order to help the students to overcome difficulties in reading comprehension in reference of English text. The teacher should provide an interesting material to improve students reading ability, such as providing the students with authentic material. It is suggested that teachers need to apply various teaching techniques in teaching reading in order to achieve better reading comprehension. The teachers need to teach their students about the different types of reading comprehension

in reference question to make these questions more comprehensible and more understood by the students.

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APPENDICES

Instrument of Data Collection

1. Blue Print of Observation Sheet

Aspect	Sub-Aspects	Reference
The Types of the Students' Difficulties in Understanding Reference in Reading Text	**Indefinite Reference: Specific and Non-Specific**	Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 145.
	Indefinite Proper Nouns	
	Definite Reference	
	Generic Reference	

2. Blue Print of Documentation Sheet

No.	Aspect
1.	Profile of SMP TMI Roudlotul Qur'an Metro
2.	The building condition and school facilities in SMP TMI Roudlotul Qur'an Metro
3.	The quantity of students at SMP TMI Roudlotul Qur'an Metro
4.	Organization structure of SMP TMI Roudlotul Qur'an Metro
5.	Sketch location of SMP TMI Roudlotul Qur`an Metro
6.	Students' listening document

3. Blue Print of Interview

No.	Aspect	Sub-Aspects	Reference
1.	The causes of students' difficulties in understanding reference in reading text	Reference is unclear because a personal pronoun, *she, he, it,* or *they*, can be linked to either of two reffering expression.	Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 2002), 151.
		The pronoun *you* is used generically or specifically.	
		A noun phrase with *every* can have distributed reference or collected reference.	
		Some of students have low knowledge of reference.	Mona Elamin Elnour Ali, "*The role of the Anaphoric Referential Relation in facilitating Reading*" , 5, no 2 (2017): 180.
2.	The solution to solve the difficulty in understanding reference in reading	It is recommended that the teacher should teach reference intensively because referential coherence affects	Mona Elamin Elnour Ali, "*The role of the Anaphoric*

No.	Aspect	Sub-Aspects	Reference
	text	comprehension in a way that is similliar to other manipulation of text coherence. Therefore, reference resolution is considered as one of the skills of discourse comprehension.	*Referential Relation in facilitating Reading*" , 5, no 2 (2017): 180.
		Reading should be taken as a good tool for learning. So in reading learners should be able to encounter texts as a process of entity sequenece.	
		More reading assignments are needed to offer the students the chance to be trained and experiment the different features of rererence in EFL reading.	
		Low motivated students should be encouraged to read more literature books, magazines and stroles.	

4. **Observation Sheet**
   The Most Dominant Difficulties Type of Students' Reference in Reading text

No.	Data	Types of Reference Difficulties			
		Indefinite Reference	Indefinite Proper Nouns	Definite Reference	Generic Reference
1.	AA	2	2	0	2
2.	ADA	2	4	0	1
3.	AF	2	1	1	1
4.	ALN	3	1	0	2
5.	AH	1	1	0	2
6.	AMH	2	3	1	2
7.	AN	1	4	4	4
8.	AR	2	2	0	2
9.	DAS	2	1	0	2
10.	EDM	1	2	1	3
11.	EY	2	4	2	2
12.	FA	2	2	0	2
13.	LAR	2	4	3	2
14.	LM	3	4	3	1
15.	MH	2	4	4	2

5. **Documentation Sheet**

Table List of Document Point at
SMP TMI ROUDLOTUL QUR`AN Metro

No.	Aspect	Availability
1.	Profile of SMP TMI Roudlotul Qur`an Metro	√
2.	The building condition and school facilities in SMP TMI Roudlotul Qur`an Metro	√
3.	The quantity of students at SMP TMI Roudlotul Qur`an Metro	√
4.	Organization structure of SMP TMI Roudlotul Qur`an Metro	√
5.	Sketch location of SMP TMI Roudlotul Qur`an Metro	√
6.	Students' listening document	√

6. **Interview Sheet**

A. **The causes of students' difficulties in understanding reference in reading text**

1. Do you have difficulty in understanding the references in the reading text?

   Answer: Yes, the students have the difficultyin understanding reference in reading text.

2. Why do you have difficulty in understanding the reference in the reading text?

   Answer: The students did not understand sometimes they find it like a tree, fish like that, isn't that fish.

3. Is your lack of understanding of reference science one of the causes of difficulties in understanding references in reading text?

   Answer: Yes, sometimes they can't understand reading text because the students confused with words that sometimes don't mean it.

4. Why is the ambiguity of the reference with the personal pronoun type the cause of your difficulty in understanding the reference in the reading text?

Answer: The students did not understand the text the little bit at the beginning when there are some difficult words

5. How doesthe understanding of reference concept such as every cause difficulties in understanding the reference in the reading text?

Anwer: The students understanding of the references conveyed by some students, most of them feel ambiguous when they meet words they don't understand even they find it difficult to find the words that are actually explained in the text.

B. The solution to solve the students' difficulties in understanding reference in reading text

1. Do students have problems in understanding references in reading texts?

   Answer: The students have difficulty in understanding the text and cannot even distinguish the reference because it is difficult to distinguish it, many of them have difficulty finding ambiguous words.

2. Why do students experience difficulties in understanding references in reading texts?

   Answer: Because they also have difficulty with words that make them confused, sometimes reading text is quite difficult tounderstand, it requires accuracy.

3. How to solve students' difficulties in understanding references in reading texts?

   Answer: Continue to give questions to the children and a great motivation for the children to always practice and provide good learning.

4. Can intensive reference teaching be a solution for students' difficulties in understanding references in reading text?

   Answer: The students have difficulty in understanding the text and cannot even distinguish the reference because it is difficult to distinguish it, many of them have difficulty finding ambiguous words.

5. What is the importance of motivating students to read more magazine reference books and all content containing reference content in dealing with students' difficulties in understanding references in reading texts?

   Answer: As a form of prevention and to continue to develop the potential possessed by students, as an English teacher, they continue to provide great motivation for children to always practice and provide good learning.

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.		
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/ mengungkapkan pendapat serta responnya _Masing-masing diajarkan secara terpisah_ • *Fungsi sosial* Menjaga hubungan interpersonal dengan guru dan teman • *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Excuse me. Attention, please. Yes, please. Alright.*, dan semacamnya b. *She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.*, dan semacamnya. c. *That's great. It's beautiful. Excellent! Thanks you.*, dan semacamnya. d. *What do you think? Rudi did it well, didn't he? Is*	_Masing-masing menggunakan prosedur yang sama_ Mengamati • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). • Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*that how you say it? Yes, I think so. I don't think so. No.,* dan semacamnya. • *Unsur kebahasaan* (1) Kosa kata: kata sifat sederhana (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	melakukan, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		• Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.2 Memahami fungsi sosial dan unsur kebahasaan dalam lagu pesan dalam	Lagu pendek dan sederhana - *Fungsi sosial* Memahami pesan moral lagu dan menghargai lagu	Mengamati • Menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
lagu. 4.19 Menangkap makna lagu.	sebagai karya seni - *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca. (5) Tulisan tangan *Topik* Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai	koleksi lagunya • Berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. • Hanya jika memungkinkan semuanya, menyanyikan lagu-lagu tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan. Mengumpulkan Informasi • Membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya
		Menalar/Mengasosiasi • Membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut. Mengomunikasikan • Membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Berupaya membaca secara lancar dengan ucapan, tekanan kata,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	Teks naratif, berbentuk fabel pendek dan sederhana - *Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. - *Struktur text* (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional. - *Unsur kebahasaan* (1) Tata bahasa: Simple Past	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tense, Past Continuous Tense	menyebutkan:
		- fungsi sosial setiap teks
	(2) Kalimat langung dan tidak langsung	- tokoh, tempat, waktu, terjadinya cerita
	(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh	- krisis yang terjadi terhadap tokoh
		- akhir cerita di mana krisis berakhir
	(4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.	- komentar atau penilaian umum tentang fabel (opsional, jika ada)
		- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
	(5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.	Menalar/Mengasosiasi
		• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.
		• Memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.
	(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal	Mengomunikasikan
		• Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.
	(7) Ucapan, tekanan kata, intonasi	
	(8) Ejaan dan tanda baca	
	(9) Tulisan tangan	• Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
	Topik Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan	• Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	bertanggung jawab.	

3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.
 	
 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
 	
 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda
	 • Fungsi sosial
	 Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
	 • Struktur text (gagasan utama dan informasi rinci)
	 a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
	 b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
	 c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
	 Panjang teks: kurang lebih 6 (tiga) kalimat.
	 • Unsur kebahasaan
	 (1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).
	 (2) Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
	 (3) Kata sifat tentang orang, binatang, benda dalam kehidupan
		Mengamati
		 • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
		 • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
		 • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.
		 Menanya
		 Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.
		 Mengumpulkan Informasi
		 • Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
		 • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.
		 • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		   - fungsi sosial setiap teks
		   - nama orang, binatang, benda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very. (4) Frasa nominal seperti dark brown, cute little cat, beautiful red flower (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play,get, take, dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan Topik Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3.5   Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai
	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda
	• Fungsi sosial
	  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
	• Struktur text
	  (gagasan utama dan informasi rinci)
	  d. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
	  e. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
	  f. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
	  Panjang teks: kurang lebih 6 (tiga) kalimat.
	• Unsur kebahasaan
	  (10) Penyebutan kata benda singular dengan
		Mengamati
		• Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
		• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
		• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.
		Menanya
		Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.
		Mengumpulkan Informasi
		• Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
		• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

konteks.	a dan the, dan plural (-s).
	(11) Kata ganti it, they, she, we, dst.; our, my, your, their, dst.
	(12) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very.
	(13) Frasa nominal seperti dark brown, cute little cat, beautiful red flower
	(14) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play,get, take, dll.
	(15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
	(16) Ucapan, tekanan kata, intonasi
	(17) Ejaan dan tanda baca
	(18) Tulisan tangan
	Topik
	Orang, binatang,
		benda.
		• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		  - fungsi sosial setiap teks
		  - nama orang, binatang, benda yang dideskripsikan
		  - sifat orang, binatang, benda yang dideskripsikan
		  - tindakan orang, binatang, benda yang dideskripsikan
		  - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
		• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.
		Menalar/Mengasosiasi
		• Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.
		• Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.
		Mengomunikasikan
		• Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Page 1

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. What does the word 'he' refer to?
    A. Sang Prabu
    B. Teja Nirmala
    C. Raden Begawan
    D. Kahyangan
    E. Blambangan

2. What does the word 'she' refer to?
    A. Raden Begawan
    B. Kahyangan
    C. Teja nirmala
    D. Blambangan
    E. Sang Prabu

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
    A. Princess Segara will have married with Raden Begawan
    B. Sang Prabu will not hold strength competition
    C. Raden Begawan will not die
    D. Teja Nirmala will stay in the Kahyangan
    E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence   refers to…
    A. The wicked fairy
    B. The nice fairy
    C. Princess Nirmala

    D. Prince Teja

    E. The prince of Blambangan

5. The similarity between fairy and human according to the text.

    A. The place they live

    B. The jealousy that they posses

    C. The way they don't feel a love

    D. The strength they have

    E. Their life that is immortal

Page 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it over flowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. What does the world 'he' refer to?

    A. Thousand man

    B. Kebo Iwo

    C. Balinese people

    D. Lake Batur

    E. Mount Batur

7. Why did Kbo Iwo feel angry to the Balinese people?

    A. Because Balinese people ate his meal

    B. Because Balinese people took his food so his barns was empty

    C. Because Balinese people didn't give him food

    D. Because Balinese people were in hunger

    E. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
    A. There will be no Bali island
    B. Bali People will never be angry
    C. All Bali people will live in a prosperous way
    D. We are not able see the beauty of Lake Batur
    E. Mount Batur will not be a sacred place now

9. "So, they came together to plan steps to oppose this powerful giant……"(Paragraph 3). The antonym of the word "oppose " is….
    A. Support
    B. Defeat
    C. Turn Against
    D. Beat
    E. Change

10. What is mount batur?
    A. A lake build by Kbo Iwa
    B. A well dug by Kbo iwa
    C. The mountain build by Kbo iwa

    D. A mound of earth dug from the well by Kbo iwa
    E. A home build by Balinese people to Kbo Iwa

Page 3

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw

something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What does the world 'She' refer to?
    A. Mother
    B. Brother
    C. Young Wife
    D. Young woman
    E. Woman baby
12. Who was Ah Tim ?
    A. The young woman's brother
    B. The young woman's son
    C. The young woman's brother and nephew
    D. The young woman's brother's son
    E. One of the men who fetched a stick
13. Who walked in front when they were in the forest ?
    A. Ah Tm
    B. The woman
    C. The woman's son
    D. Her brother's nephew
    E. The baby and his mother
14. How could the wolves catch Ah Tim ?
    A. He was afraid
    B. He was stumbled by a stone
    C. He ran slowly
    D. The woman cried
    E. The wolves were good runners
15. The woman gave her son to the wolves because
    A. She loved her nephew than her son.
    B. She thought about how her brother would be
    C. She wanted her son was eaten by the wolves
    D. She was crazy
    E. She kept a grudge on his brother
16. What did the villagers bring sticks for ?
    A. For the weapon to beat the wolves
    B. To bring the woman's nephew
    C. For the fire woods.
    D. For play
    E. For building a house for the woman.
17. " all men in the village fetched thick stick … " The word " fetched" has a similar meaning to :

A. Received
B. Caught
C. Got
D. Hit
E. Lifted

18. From the passage we learn that the villages were ….
    A. Located in one huge area
    B. Situated in a large district
    C. Separated by untamed jungles.
    D. Wild and unsafe
    E. Dark and very dangerous

19. The brother let her son go with his aunt as she left home because ….
    A. Ah Tim wanted to see the wolves
    B. His aunt wanted him to come long
    C. Ah Tim was bored to live with his parents
    D. The baby was too cute to be alone
    E. Ah Tim would be a guardian for them

20. What is the purpose of the writer by writing the story above ?
    A. To describe the danger of the villages
    B. To entertain the readers of the story
    C. To tell the villagers' relationship
    D. To explain how important a relative is
    E. To narrate how the wolves were playing with the baby.

Kunci Jawaban

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

13. A

14. B

15. B

16. A

17. C

18. C

19. E

20. B

Table of Figure.1
The teacher and officer of SMP TMI Roudlotul Qur'an Metro

No.	Name	Occupation
1	M.Iqbal Beny Saputra, M.Pd.I	Headmaster
2	Laila Rismadiati, S.Pd, I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	MillatunYuniati S.Ag	Civic Education Teacher
7	Sukirno S.Pd	IndonesianLanguage Teacher
8	Sudarmi S.Pd	IndonesianLanguage Teacher
9	Leny Widyastuti, S.Pd	IndonesianLanguage Teacher
10	Auliarti Rahmawati SS	English Teacher
11	Lena Hendiyana S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher
13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari S.Pd	Mathematics Teacher
15	Dra Irmi Hasni	Mathematics Teacher
16	Sutarno S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
20	Winda Pratiwi S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra.Indirahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyatno Z	Sport Teacher
26	Juariyah, M.Ti	Computer Teacher
27	Mohamad Komarudin S.Pd.I	Arabic Teacher
28	Adi Sahroni	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarok, S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman	Fiqih Teacher

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
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Nomor   : B-0909/In.28.1/J/TL.00/04/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP TMI ROUDLOTUL QURAN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**Luluk Muzayyanah**
NPM	:	1701070030
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES ON REFERENCE IN READING SKILL OF THE EIGHT GRADER AT SMP TMJ ROUDLOTUL QURAN METRO

untuk melakukan *pra-survey* di SMP TMI ROUDLOTUL QURAN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 April 2021
Ketua Jurusan
Tadris Bahasa Inggris

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

تربية المعلمين والمعلماتاالإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699   NSS : 202126103024   TERAKREDITASI A

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Nomor : 078/ SMP-TMI RQ/IV/2021

Lampiran : -

Prihal : Izin Pra-Survey

Kepada

Yth : **Ketua Jurusan Tadris Bahasa Inggris IAIN Metro**

Di,

Metro

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Berdasarkan surat Lembaga Pendidikan IAIN Metro Nomor : B-0909/In.28.1/J/TL.00/04/2021 tentang Izin Pra Survey. Dengan ini Kepla Sekolah SMP TMI Roudlatul Qur'an Metro memberikan izin kepada :

Nama : Luluk Muzayyanah

NPM : 1701070030

Jurusan : Pendidikan Bahasa Inggris

Program Study : Tarbiyyah dan Ilmu Keguruan

Untuk melakukan Pra-Survey di SMP TMI Roudlatul Qur'an Metro

Demikian surat izin ini dibuat dan dapat dipergunakan sebagaimana mestinya

Wassalamualaikum Wr.Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I

KEMENTERIAN AGAMA
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING REFERENCES IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QURAN METRO. Written by: Luluk Muzayyanah , Student Number 1701070030, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, July 15th 2021 at 09.30–11.00 a.m.

BOARD OF EXAMINERS

Chairperson	: Ahmad Subhan Roza, M.Pd	(............................)
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Head of English Education Department

Andianto, M.Pd.
NIP. 198711022015031004

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Nomor   : B-3230/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**Luluk Muzayyanah**
NPM	:	1701070030
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLATUL QUR`AN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Agustus 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

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

Nama : Luluk Muzayyanah

NPM : 1701070030

Jurusan : Tadris Bahasa Inggris (TBI)

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	12/08 2021	✓	*(tulisan tangan)*	*(tanda tangan)*

Mengetahui,
Ketua Jurusan TBI

(tanda tangan)

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

(tanda tangan)

AHMAD SUBHAN ROZA, M.Pd
NIP. 197506102008011014

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Luluk Muzayyanah
NPM :1701070030

Jurusan : TBI
Semester :IX/2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin /04/10/21	✓	- Abstract - Bab IV - The Analysis of Interview - Discussion	*(ttd)*
2	Rabu /20/10/21	✓	- Abstract - Bab IV Diagram - Grammar - Writing	*(ttd)*
3	Senin 01/11/21	✓	Acc munaqosah	*(ttd)*

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

Dr. Ahmad Subhan Roza, M. Pd
NIP. 197506102008011014

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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Nama : Luluk Muzayyanah   Jurusan : Tadris Bahasa Inggris (TBI)
NPM : 1701070030   Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	15/06	✓	- Table - Writing - Research Question	
2.	19/06	✓	- Bab II (writing) - Data Analysis Technique	
5.	22/06	✓	- Revisi The Types of References	
9.	23/06	✓		

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

AHMAD SUBHAN ROZA, M.Pd
NIP. 197506102008011014

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Nomor   : B-3343/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDLOTUL
QURAN METRO
di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3344/In.28/D.1/TL.01/08/2021, tanggal 16 Agustus 2021 atas nama saudara:

Nama	:	**Luluk Muzayyanah**
NPM	:	1701070030
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLOTUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QURAN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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S U R A T   T U G A S
Nomor: B-3344/In.28/D.1/TL.01/08/2021

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

Nama	:	**Luluk Muzayyanah**
NPM	:	1701070030
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLOTUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QURAN 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 : 16 Agustus 2021

Mengetahui,
Pejabat Setempat

M.IQbaL. M.Pd.I

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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Nomor   : 125/ SMP-TMI RQ/VIII/2021   Metro, 26 Agustus 2021

Perihal   : Keterangan Melaksanakan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama   : LULUK MUZAYYANAH

NPM   : 1701070030

Semester   : 9 (SEMBILAN)

Jurusan   : Tadris Bahasa Ingris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "AN ANALYSIS OF STUDENT DIFFULTIES IN UNDERSTANDING REFERENCE IN READING TEXT OF EIGHT GRADERS AT SMP TMI ROUDLATUL QUR'AN METRO"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr.Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I

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Nama : Luluk Muzayyanah
NPM : 1701070030
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070030

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Oktober 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Luluk Muzayyanah

NPM   : 1701070030

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 2 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTADING REFERENCE IN READING TEXT OF THE EIGHTH GRADERS AT SMP TMI ROUDLOTUL QUR'AN METRO

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CURICULUM VITAE

The name of writer is Luluk Muzayyanah. Born in Labuhan Ratu 1 on 04 September 1998. She's the only child of Mr. Hadi Sutrisno Mrs. Suryanah is Javaness. In 2011 she graduated from SDN 1 Labuhan Ratu 1. She continued her study at SMP Minhajuth Thullab Way Jepara on 2014. Then, she continued her studies at SMA TMI Roudlotul Qur'an Metro and Graduated in 2017. After graduating of SMA TMI Roudlotul Qur'an Metro. The writer continued her study at the English Department of IAIN Metro (State Institute For the Islamic of Metro).