

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TEACHING READING BARRIERS
AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL
QUR'AN METRO**

By:

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

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2021 M

AN ANDERGRADUATE THESIS
AN ANALYSIS OF TEACHING READING BARRIERS
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QUR'AN METRO

Presented as a partial Fulfillment of the Requirements

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In English Education Department

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

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Assalamualaikum Wr. Wb.

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

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Sudah kami setuju dan dapat diajukan untuk di munaqosyah kan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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**AN ANALYSIS OF TEACHING READING BARRIERS
AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL QUR'AN
METRO**

ABSTRACT

**By:
ADI SAHRONI**

The purpose of this research are to show that the barriers or problem in teaching reading among the eighth graders Of the SMP TMI Roudlatul Qur'an Metro.the research had outlined problem in this research that focused in reading abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading. they get difficulties when they must read and answer a question about the discourse, if they do not understand with the content of the discourse. Because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover the teacher must have interestingly and affectively learning method in the class.

In this research the writer chose to use the qualitative method with the case study approach. Observation, interview, and documentation are used to collect the data. The writer observed the research toward thirty four of the eighth graders of SMP TMI Roudlatul Qur'an Metro and than the writer interviewed the teacher and the students about the barriers or problems in teaching reading among the eighth graders. Furthermore, the documentation is supporting method in collecting data.

Finally, the data confirmed that there was seven student who got good score (20.25%). Furthermore, 8 students got bad score less than fifty point (23.50%). And the last, on standard score was gotten by other (55.25%). It could be concluded that the students did not understand about the teachers strategy. Moreover, the teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult.

Keywords : Reading abilities, the teachers strategy

ANALISIS MASALAH
DALAM PROSES MENGAJAR READING DI KELAS DELAPAN SMP
TMI ROUDLATUL QUR'AN METRO

ABSTRAK

Oleh:

ADI SAHRONI

Tujuan dari penelitian ini adalah menunjukkan bahwa adanya hambatan atau permasalahan yang terjadi dalam proses mengajar bahasa Inggris khususnya materi membaca di kelas delapan SMP TMI Roudlatul Qur'an Metro. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya dalam materi membaca. mereka mengalami kesulitan ketika mereka harus membaca dan menjawab pertanyaan tentang wacana. Mereka tidak memahami isi konten dalam wacana tersebut. Karena mereka tidak hanya memiliki kemampuan kosa kata yang rendah akan tetapi mereka juga memiliki kelemahan dalam pemahaman struktur dan tata bahasa. Oleh karena itu guru harus memiliki strategi mengajar yang menarik dan efektif di dalam kelas.

Dalam penelitian ini penulis memilih menggunakan metode kualitatif dengan pendekatan studi kasus. Observasi, wawancara, dan dokumentasi digunakan sebagai alat pengumpul data. Penulis melakukan pengamatan pada 34 siswa kelas VIII SMP TMI Roudlatul Qur'an Metro kemudian penulis melakukan wawancara kepada guru dan siswa untuk mengetahui apa hambatan atau permasalahan yang terjadi dalam proses mengajar membaca pada kelas delapan. sedangkan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah diteliti dapat disimpulkan bahwa hanya ada tujuh siswa yang mendapatkan nilai baik (20.25%), delapan siswa mendapatkan nilai buruk kurang dari 50 (23.50%) dan nilai cukup didapatkan oleh siswa lainnya (55.25%). Sebagai hasilnya, penulis menyimpulkan bahwa siswa tidak memahami strategi mengajar guru. Ketika siswa tidak mampu menerapkan strategi mengajar dengan baik dalam membaca, sebagai konsekuensinya, kemampuan pemahaman dalam membaca banyak jenis teks akan sulit.

Kata kunci : kemampuan membaca, strategi mengajar guru.

STATEMENT OF RESEARCH ORIGINALITY

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

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Peneliti



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MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ، وَالَّذِينَ أُتُوا الْعِلْمَ دَرَجَاتٍ، وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (المجادله: 11)

Allah will exalt those who believe among you and those who are given knowledge by several degrees. And Allah is Knowing of what you do. (**Surat Al-Mujadalah : 11**).

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. The lord of the world, Allah SWT and His Messenger, Muhammad SAW
2. My beloved parents, Mr. SADIYO and Mrs. NANI for Loving, Caring, Praying and Great Supporting
3. My Sponsor Mr. Drs. Kuryani, M.Pd who have assisted and guided me during this time.
4. My lovely family and all whom I love, and also my Almamater IAIN Metro.

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Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in allover the world without any exception. Blessing and greetings always deliver to our precious prophet Muhammad S.A.W. who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This An Undergraduate Thesis entitle “AN ANALYSIS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL QUR’AN METRO” Furthmore, the writer would like to express the gratitude to the sponsor Drs, Kuryani, M.Pd a who have sincerely guided writer to accomplish the research proposal.

Finally, the writer realizes that this An Undergraduate Thesis is far from perfect. The writer hopes that at least the result of this An Undergraduate Thesis can provide the significant contribution in the teaching learning English be it in school or college.

Metro, 01 December 2021

The Writer



Adi Sahroni

NPM. 1701070061

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CHAPTER 1

INTRODUCTION

A. Background Of Study

Indonesia is one of the countries that determine English as a foreign language. Nowadays Indonesia department of education takes it into national curriculum and also takes this language as one of compulsory subject of the formal education that must be learned by all students in Indonesia.

As a foreign language learning, this language is not as easy learning Indonesia language. Because it has different structure, pronunciation from Indonesian language, and others. Moreover, the primary aim or learning and teaching English is the student can communicate each other either in spoken or written language.

The four skills of the language that must be mastered by all language learners. They are listening, writing, reading and speaking. Teacher should develop these four skills so that their students could use these skills to communicate with each other and express their thoughts, feelings and opinions in English. For many students, reading is by far the more important of these four skills, particularly in English as a second or foreign language. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

Furthermore, the data of pre-survey Result SMP TMI Roudlatul Qur'an Metro especially in the eighth grade, the researcher give test about narrative text, the class consist of 34 students. And there are the result of test:

Table 1
Data of Pre-survey Result

No	Student's Name	Score		No.	Student's Name	Score
1	AD	6,50		18	IR	7,00
2	AS	6,50		19	LO	6,50
3	AW	6,50		20	LU	7,00
4	AH	7,00		21	MA	6,50
5	AM	6,50		22	MI	7,50
6	AN	6,50		23	MAM	6,50
7	ANE	6,50		24	RE	7,00
8	ANH	6,50		25	RF	7,50
9	ANI	6,50		26	RR	6,50
10	DE	6,00		27	SW	6,50
11	DJ	6,50		28	SI	6,50
12	ED	6,50		29	SR	6,50
13	FE	6,50		30	SO	7,50
14	FN	6,50		31	SY	7,50
15	FE	6,50		32	TR	8,00
16	IR	6,50		33	WK	6,00
17	IZ	6,50		34	WR	6,50

NOTE:

Score A = 8,10 – 9,00

Score B = 7,10-8,00

Score C = 6,10 – 7,00

Score D = 5,10 – 6,00

The student feel bored and lazy when they must read and answer a question about the discourse, if they do not understand with the content of the discourse. Because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some student have low motivation in reading comprehension, the students think that to read the text needed for long time.

In this research, the researcher wants to investigate about the barrier of English teacher in teaching reading class. In fact, there are many kinds of reading technique. However they do not choose and use one of the effective and efficient techniques in reading. In fact some student with reading comprehension interpret word by word which are inefficient in reading comprehension.

B. Research Question

Regarding the research background, the writers formulate the following research problems :

1. What difficulties do teachers face when teaching reading Among the eighth grades of SMP TMI Roudlatul Qur'an Metro?
2. What difficulties do students face when learning to read Among the eighth grades of SMP TMI Roudlatul Qur'an Metro?
3. How to overcome the difficulty faced by teachers for students in the process of learning to read English Among the eighth grades of SMP TMI Roudlatul Qur'an Metro?

C. The Objective and Benefit of The Study

1. The Object of the Research

The objective of this research is to find out the barrier of English teacher in teaching reading class eighth at SMP TMI Roudlatul Qur'an Metro.

- a. To identify what factors make it difficulties for teacher to teach reading in the eighth grade of junior high school TMI Roudlatul Quran Metro.
- b. To identify what factors make it difficulties for students learn to read in the eighth grade of junior high school TMI Roudlatul Quran Metro.
- c. To find out the right method used by the teacher in dealing with student difficulty in the process of learning to read English.

2. Benefits of the study

It is expected to be able to provide benefits not only for researcher but also for teacher, student and other researchers:

- a. For the Teachers:

To enable the teachers to know the barrier in teaching reading and give solution to teach reading more effectively and interestingly.

- b. For the Students:

To enable the students to increase reading comprehension in the most efficient way.

c. For the other researcher:

The results of this study are expected to attract other researchers conduct research on reading barriers. Then from this research, others researchers can propose to assume several strategies or technique in teaching reading, in addition, this research is a reference for other researchers.

D. Prior Research

There are some previous research about barrier on reading. The researcher will explain some of the result research as related studies in this research. Sri Asmilawati,¹ in her undergraduate thesis untitled “an analysis of students’ problem in reading comprehension through questioning technique”. In her research, it was shown the students have many problem in reading comprehension. Based on result it can be concluded that literal students problem in reading more dominant. Furthermore, other studies reported, Destri Meltasari,² in her undergraduate thesis untitled ”The Influence Of Think Aloud Pair Problem Solving (Tapps)Strategy Towards Students’ Reading Comprehension In Descriptive Text At The Second Semester Of The Seventh Grade Of Smp Negeri 5 Banjit”. In her research, it was shown the student given treatment the strategy to find out what problem students have.

¹ Sri Asmilawati, *”An Analysis Of Students’ Problem In Reading Comprehension Through Questioning Technique”*. (UIN Raden Intan 2020), 46.

².Destri Meltasari. *”The Influence Of Think Aloud Pair Problem Solving (Tapps)Strategy Towards Students’ Reading Comprehension In Descriptive Text At The Second Semester Of The Seventh Grade Of Smp Negeri 5 Banjit”*. (UIN Raden Intan 2019), 65.

Based on the result is the researcher give the students to see what the problem in reading. Moreover, Irma Rasita Gloria Barus,³ in her journal "The Study and Analysis of Reading Difficulties of The Undergraduate Students". In her research it was to provide a clearer to teachers about reading problems faced by students in learning to read english. Besed on result is to findings are expected to give a clearer idea to the teachers of reading about the problems encountered by the students in reading English texts so that they can decide whether the focus of the course should be on grammar development or reading development.

³ Irma Rasita Gloria Barus. "The Study and Analysis of Reading Difficulties of The Undergraduate Students", Jurnal Ilmiah Manajemen Bisnis, Vol.9, No.2, Mei 2009:71-84

CHAPTER II

THEORETICAL REVIEW

A. Theory of Reading

1. Concept of Reading

Etymologically, the word “reading” in Oxford advanced learner’s Dictionary is derived from the word ‘read’ that can be defined as follows:

- a. To look at and understand the meaning of written or printed words or symbols.
- b. To go through written or printed words, silently or aloud to others.
- c. To discover or find out about somebody or something by reading.⁴ In other word, reading is an activity to get some information or knowledge in a book.

Terminologically, there are so many experts that have different definitions for reading but here the writer will take several definitions according to the experts as follows:

Moreover, Albert Josiah Harris states that reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader’s language skills, cognitive skills and knowledge

⁴ A.S Hornby, “*Oxford Advanced Learner’s Dictionary, New York*”: Oxford University Express, 1995, P.:967

of the word.⁵ It means that reading is a process of sequence between something that is written with the knowledge.

Furthermore, Rick Ostrov defines that “Reading is based on two factors: the first is speed and the second is comprehension”⁶, it means that if you read extremely fast, but can not understand the material, and then the student might as well not read it. At the other extrem, if the student reads too slowly, the student may never have time to finish that you start. Both factors are important.

Based on the quotations above, it can be inferred that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer through printed language such as graphic symbol, written verbal symbol. In comprehending the content of the text, the reader must not only use eyes, but also mind concentration to catch the writer’s idea.

As it was cited by Farrell from Anthony, Pearson, and Raphael explained that⁷ “reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”.

⁵ Albert Josiah Harris and Sipay, “*How to Increase Reading Ability*”, United States of America: the Alpine Press, 1984, p.12

⁶ Ostrov, *Power Reading*, Nort San Juan: Education Press 2003 P: 2

⁷ *Ibid*, p.1

It means that reading gets through the dynamic interaction process in gaining what the writer intended. In that process, the readers integrate their existing knowledge with the information containing in the text, and context of the reading situation.

Furthermore, Mc Conkie pointed out that reading is a cognitive activity that takes place rapidly and privately in our minds.⁸ Moreover, reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiential backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read.⁹ It means that reading process includes interaction between our mind and the written language to gain the information existing in it.

Based on the quotations above, it can be inferred that reading is the cognitive process of constructing meaning through several interactions such as connection among the reader's prior knowledge, the writer ideas in the text, and the context of reading situation.

2. The Models of Reading

a. The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of

⁸ Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, United States of America: the Alpine Press, 1984., p. 7

⁹ Albert J. Harris and Edward R. Sipay, op. cit., p. 13

meaning.¹⁰ This means that between knowledge and competence linguistics interrelated in interpreting a text reading, In top-down model, background knowledge activities, prediction, main idea, contextual guessing, scanning and skimming are provided, the prospects and previous information help readers to recognize meaning in their reading process. In this model, readers begin to read a passage and utilize their previously learned information to get new experiences and knowledge.

In top-down model, readers use their background knowledge to predict meaning.¹¹ Accordingly, active readers translate the message of writers in their own language in a meaningful form. Therefore, good readers do not read all of the vocabularies in a context, but they will recognize the message of the context by getting some important of words and sentences. In other words, the model of top- down emphasizes on reading proficiency and focuses on predicting the message by using the readers' prior knowledge related to the context.

b. The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from

¹⁰ Albert Josiah Harris and sipay, *How to Increase Reading Ability*, United States of America: the Alpine Press, 1984, p.9

¹¹ Goodman, K. "*Reading: A psycholinguistic Guessing Game.*" *Journal of the Reading Specialist* 6(1), (1967): 126-135.

what was written in the text meaning depends both on knowledge of vocabulary plus syntax.¹² In other word, in bottom-up processing the reader must recognize of linguistics signal.

Bottom-up model emphasizes on surface meaning, using a dictionary for translating new vocabularies for facilitating reading comprehension. This model is normally used at the earlier level of the study. Reading process in the bottom-up model starts with the decoding of the smallest elements of linguistic especially phonemes and words, continued with creating meaning from the larger elements.¹³ Bottom-up model focuses on the print itself, whereas reading is the starting point to grasp understanding in words description, letters information, linguistic elements and sentences before recognizing the meaning the whole text.

c. The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text.¹⁴ From the above two models it can be a single chain of the reading process.

Interactive model is the combination of the two aforementioned models (top-down and bottom-up). This model is based on information from different parts such as semantic information, lexical, schemata,

¹² Thomas S. C. Farrel, *planning lesson for a reading class*, Singapore: SEAMEO Regional Language Centre,2002, p: 2

¹³ Carrell, P. L. "Metacognitive Awareness and Second Language Reading." *Modern Language Journal* 73 (1989): 120-133.

¹⁴ *Ibid*

orthographic and syntactic. Interactive model covers what top-down or bottom-up model uncovered in the whole process of reading.

3. Kinds of Reading Comprehension

Burn et al divided reading comprehension into four categories, they are literal reading, interpretive reading, critical reading, and creative reading. The following subsections discuss about these in more details.

a. Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

b. Interpretive Reading

The interpretive involves reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

c. Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

d. Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as

they read and to use their imagination. In creative reading, the reader tries to come up with a new or alternative solution to the presented by author.

4. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

a. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.¹⁵ It means, to find out what information will be taken of the text, the reader have to determine their purpose in reading.

b. Skimming the text for main ideas

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.¹⁶ In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

¹⁵ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. p. 306.

¹⁶ *Ibid.*, p. 308.

c. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.¹⁷ It means, scanning is reading the text quickly to find specific information without reading every word in the text.

d. Guessing when the readers are not certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.¹⁸ Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

e. Analyzing vocabulary

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

- 1) Look for prefixes (co-, inter-, etc.) that may gives clues.
- 2) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.

¹⁷ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. P.308.

¹⁸ Ibid.

- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the topic for clues.¹⁹

f. Predicting

Farrell described that prediction is making an assumption what is going happen next of the text and asking the reader before reading to think the previous experiences they have had about the topic.²⁰ It can be said that before reading, the readers have to connect their previous experiences with the topic then making prediction about what will happen to next of the text.

g. Identifying Topics and Main Idea

Mikukecky in Farrell recommended to train identifying topics and main ideas, there are some developmental order that should be done by the reader, as follows:

- 1) Finding the topic from a list of words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the main idea of a passage.²¹

¹⁹ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. p. 310.

²⁰ Farrell, Thomas S.C. *Planning Lesson for a Reading Class*. Singapore: Seameo Regional Language Center, 2002. p. 27.

²¹ *Ibid.*, p. 35

5. Level of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follows:²²

a. Novice-level readers

The readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

b. Intermediate-level reader

The readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements well with some common misunderstanding of finer point.

c. Advanced-level reader

The readers that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise

²² Siahaan, Sanggam. *Issues in Linguistics*. Yogyakarta: Graha Ilmu, 2008. p. 106.

d. Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual.

Based on the explanation above, the student of Senior High School are included in intermediate-level readers, they must be able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements well.

6. Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely:

a. Pronominal Questions, Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answers are required and these forms of questions are called short answer questions.

b. True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions forms, the students do not make their own answer but they choose the answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

c. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.²³ After the students finish reading the passage, they write short notes to fill in the diagrams.

7. Teaching Reading

According Wallace about teaching reading. There are three consecutive reading stages:

a. Pre-Reading

Before the actual reading act on a text starts, some points should be considered for making the reading process more comprehensible. First, teachers should ensure that the words and grammatical structures in the texts to read are familiar to the learners. Suppose the texts have unfamiliar words, they could be introduced in pre-reading activities focusing on language awareness, such as finding synonyms, antonyms,

²³ Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009. p. 77-79.

derivatives, or associated words. Second, teachers need to make certain that the topics of chosen texts are in accordance with the learners' age range, interests, sex, and cultural background. If they are not, necessary background information should be provided to the reader to facilitate comprehension. Assigning the class members to brainstorm ideas about the meaning of a title or an illustration and discuss what they know are recommended to conduct this activity.

b. During-reading

The activities carried out in during-reading stage include taking notes, reacting, predicting, selecting significant information, questioning the writer's position, evaluating, and placing a text within one's own experience. Due to the fact that most attention is often paid to dictionaries, the text, and the teacher in English reading classes, these processes can be the most complex to develop in a classroom setting.

c. Post-reading

Activities are essentially determined by the reading purpose and the information type extracted from the text.²⁴ According to Barnett, post-reading exercises first monitor students' comprehension and then lead them to a deeper analysis of the text. In the real world, the reading

²⁴ Wallace, C. *Reading*. Oxford: Oxford of University Press. 1992.

is not directed to summarize a text content or to memorize the author's viewpoint.²⁵

B. Theory of The Barrier In learning Process

1. The Definition

The Definitions of the “barrier” Based on Oxford learner’s pocket dictionary:

1. Something that prevents or controls movement or progress: the removal of trades.
2. Thing that keeps people apart : the language. And also as any condition that makes it difficult to make progress or to achieve an objective.
3. A structure or object that impedes free movement
4. Any condition that makes it difficult to make progress or to achieve an objective intolerance is a barrier to understanding.
5. Anything serving to maintain separation by obstructing vision or access.
6. A carpentry obstruction, stockade, or other obstacle made in a passage in order to stop an enemy.

The barrier can also to speak of an obstacle in the process that makes it difficult to make progress. An obstacle (also called a barrier, impediment or stumbling block) is an object, thing, action or situation that causes an obstruction. There are, therefore, different types of obstacles, which can be

²⁵ Barnett, M. A. “*Teaching Reading in a Foreign Language.*” ERIC Digest. 1988.

physical, economic, biopsychosocial, cultural, political, technological or even military. Definition of barrier is anything which makes it difficult for someone to do something, especially to send goods from one place to another Usage to impose trade barriers on certain goods to restrict the import of some goods by charging high duty.

Moreover, Richard Carlson states that barrier is the most better place to practice.²⁶ Agung Wijaya look the problem as a unmatched situation between expectation and reality.²⁷ Dogorty Craig said that the problem is the future situation but not desirable.²⁸

From the statement the experts above the writer can conclude that the barrier as a problem is anything situation which makes it difficult for someone to do something.

2. Characteristic Of The Barrier

Generally the problem have characteristics, there are :

- a. The trouble which must be finished.
- b. The challenge which must be through.
- c. Important and realistic.
- d. Motivate the people to solve.
- e. It can be useful if can devided.

²⁶ Carlson,R. dkk “*definisi masalah menurut para ahli*” p.5

²⁷ *Ibid.*

²⁸ *Ibid.*

According to Dewey Theory Following the characteristic of problem (the barrier) among:

- a. The problem (barrier) make someone feel worried.
- b. It will make a problem formulation to found the problem solving.
- c. The problem will make a people to make a hypothesis by collecting data as a step to solution for this problem.
- d. The problem will invite the people to develop them idea to find the best fission by reason.
- e. It will make the people to make conclusion based on the theory and data as a proof has been collection.

3. Barrier Types

a. Physical Barriers

Exist in a structural environment that interferes with or impedes a person with a physical disability from accessing a particular location or service. For example : the student has the problem about mathematic learning.

b. Communication Barriers

Exist when an individual is unable to access information in a format they can use. Alternate forms of communication include such things as audiocassette, Braille, large print, closed captioned video and computer diskette. For example : the student not understand with the teacher explanation in learning process.

c. Systemic Barriers

Occur when practices or policies are put in place that discriminate against individuals by screening them out from participation. Sometimes the system in learning process different with students condition, It make the discriminate the student to understanding.

d. Attitudinal Barriers

This type of barrier impacts accessibility on all levels since most of the other barriers are rooted in attitudes as well. These can be the hardest to address in spite of the fact that they are the ones that we have the most control over. Are inaccurate beliefs or perceptions about a person's ability based on assumptions and a lack of direct knowledge. The student which has good attitude usually has responsibility better than other.

4. Kinds of Problem

Generally the problem divided into two categories, they are: simple problem and complex problem, The following subsections discuss about these in more details.

a. Simple Problem

The simple problem has small scale, unrelated to other problem, and not has more consequence.

b. Complex problem

The complex problem has bigger scale and related to other problem, and also has more consequence which require cooperation to solve.

5. Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner learns, setting the conditions for learning.²⁹ Kimble and Garnezy in Brown states that “ Teaching is defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand”.³⁰

Teaching cannot be defined apart from learning. According to Chaplin, in Syah learning is acquisition of any relatively permanent change in behavior as a result of practice, experience and the process of acquiring responses as a result of special practice.³¹ Meanwhile Reber states that “Learning is relatively permanent change in responding potentially which occurs as a result of reinforced practice.”³² Learning can be defined as the steps of any relatively permanent change in behavior as result of experience and interaction with environment that involved the process of cognitive and affective.

Without the acquisition of basic sentence patterns and attention to the form of language, problems with basic structures and consequently accuracy, will continue, and children will be unable to participate in activities with focus on purposeful communication. Appropriate language

²⁹ Douglas Brown, *Principle of Language Learning and Teaching*, United State of America : Prentice hall regent, 2003.p.7

³⁰ *Loc.cit*

³¹ Muhibbin Syah, *Psikologi Pendidikan*, Bandung: PT. Remaja Rosdakarya, 1995,p.90

³² *Ibid*,p.91

use requires a knowledge of both the form and the function of a language. Children should therefore be provided with opportunities from an early stage to use grammatical structure for real communication purpose. This will make language learning much more meaningful and motivating.³³

The result of learning depends on the process of learning. Therefore, the teacher should use the suitable technique and media to make the students understand the English materials. In learning process, the teacher should give the various activities in the classroom to avoid the students' boredom and generate the students' respond.

6. Barriers In Teaching Reading

The barriers in teaching reading deal with the teaching techniques and the selection of teaching materials. Some problems evidently appear from the teaching practices; some emerge as issues that not all teachers agree with. Baradja for example, ventures five facts that exist as issues in teaching reading. This paper, however, has tentatively concluded that the issues are empirical problems in teaching reading.³⁴

a. The Mastery of the Basics

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items.

b. The Habit of Slow Reading

³³ Gail Ellis, and Jean Brewster, *The Primary English Teachers' Guide*, Great Britain: Penguin English, 2002, p.94

³⁴ Baradja, M. F. *Kapita Selektta Pengajaran Bahasa*. Malang: IKIP Malang.1984.

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. Students try to read very slow as if they want to understand every word of the passage. If they do not understand a word or an expression, they do not hesitate to look up word by word in the dictionary so that the reading is very slow.

c. Figuring out Inferences, Implications, and Main Ideas

Reading an English text, students are concerned with two factors: to decode the text as what the writer says and be familiar with content schema that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences, determining implications of what has been read, and identifying accurately main ideas of the text.³⁵

d. Text Selection

In the text selection, teachers are not confident to choose the teaching materials. Teachers mostly rely upon English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book. In this regard, teachers are occupied with teaching target that they have to elicit vocabulary items to be designed in the text, topics of the passage that have been outlined in the curriculum, and exercises that have been

³⁵ *Ibid*

designed to provide grammar exercises. As a matter of facts, text selection appears difficult matters for the teachers.

e. Exercises to Include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching strategies at the artificial same ways. The format of the exercises in the traditional comprehension is following a passage; the writer provides some comprehension questions functioning as guidelines for the learners to understand the text. Normally, multiple-choice items with four options or true-false items are available below the text.

The problems on this matter involve that teachers normally do the same ways in discussing one passage to another so that students are boring facing the same techniques. Modification to the exercises is hard to do since it wastes time and energy. As a result, a good exercise that includes items that ask for facts or information, inferences, implications, and implicit answers are not available.³⁶

³⁶ Imroatus Solikhah. "Insufficient Preparation Of Teaching Reading:What Should Teacher Challenge?". IJOTL-TL.p-ISSN: 2502-2326; e-ISSN: 2502-8278. Vol. 3, No. 3, September 2018.

CHAPTER III

RESEARCH METHOD

A. Characteristics and Types of Research

The characteristics of this study were selected based on its objectives. Therefore, the characteristics of this research is descriptive qualitative because: research describes the problem and analyzes it. This study analyzes students' difficulties in reading and understand the 8th grade students of tmi roudlatul qur'an metro junior high school. Therefore, this research is a qualitative research. A good qualitative statement of purpose contains the essential elements of qualitative research, using research words taken from that language investigations, and use emergent design procedures based on individual experiences in natural settings. That is, qualitatively research procedures used are based on the environment and experience.

B. Data Resource

This research will be carried out at SMP TMI Roudlatul Qur'an Metro. To collect accurate data from this study, researchers need data source too. Data collection plays a very crucial role in the statistical analysis. In research, there

are different methods used to gather information, all of which fall into two categories. primary and secondary data.³⁷

1. Primary source

Primary data is one which is collected for the first time by the researcher. Therefore, Primary sources are original documents (correspondents, diaries, reports, etc.) relics, relics, or artifacts. This is direct results of events or participant records. This primary source of this research is document of students writing assignment in at the eighth graders at SMP TMI Roudlatul Qur'an Metro.

2. Secondary data

The secondary source is the data already collected or produced by others. Secondary sources are the thoughts of a non-observer that arise between these events and user records. The secondary sources of this research are documentations, books, e-books, journals, articles and interview. This book consists of discussion of topics, while articles, journals, and other relevant documents taken from publications documents on the internet.

C. Data Collection Technique

The Collection Technique that are used to conduct the research in collecting data are based on Creswell said that “in many qualitative studies, inquiries

³⁷ Douglas, M. (2015). “*Sources of data*”. Retrieved on 22nd September, 2017

collect multiple forms of data and spend a considerable time in the natural setting gathering information”.³⁸ as follows:

1. Observation

Sugiono said that “in participant observations, the researcher observes what people do, listen to what they say, and participates in their activities”.³⁹

Jhon W.Creswell explained that, the researcher takes field notes on the behavior or activities of the participants at the research site.⁴⁰ The writer chooses participant observation and will observe the participants directly, then notes what they do. Firstly, the writer observes the learning activities in the classroom instruction. The writer will also observe the method that is implemented by the teacher in the learning process.

Secondly, the writer observes the behavior of the students in the classroom instruction. is specified on how the students follow the learning process, whether they are active, enthusiastic, inactive and or not.

From this observes the writer will be found and analyze the barrier of english teacher in teaching reading.

2. Interview

Interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join

³⁸ *Op.Cit.* P.184

³⁹ Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches 2nd edition*. United States of America: Sage Publication, Inc., 2003. p. 227

⁴⁰ *Ibid.*, p. 188.

construction of meaning about a particular topic.⁴¹ In this research, the writer uses interview to get the deeper understanding about the participants through the questions and answers that are structured. By using it, the writer can also know more about what the problems of the students in this place.

3. Documentation

Documentation consists of public and private that qualitative researchers obtain about a site or participants in a study.

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. it is used to support the writer to note the event or information related to this research.

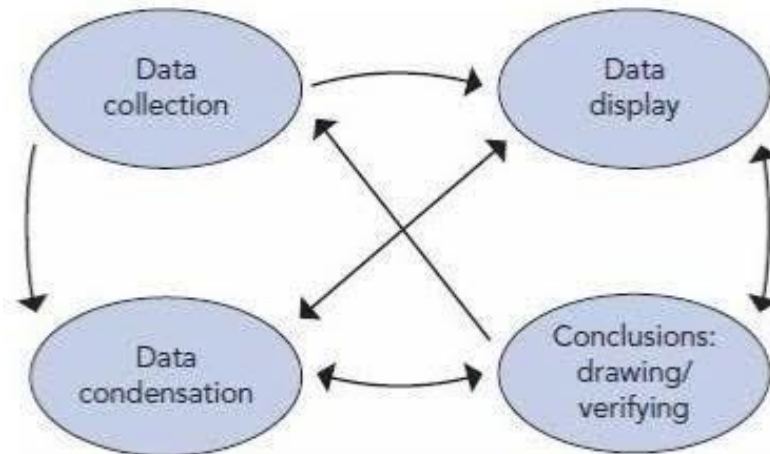
D. Data Analysis Technique

Data analysis is the most complex of qualitative research. Data analysis in descriptive qualitative research is a time consuming and difficult process because typically the writer faces massive amounts of audio recordings, field notes, video data reflections, interview transcripts or information from documents and all of which must be inspected and interpreted.⁴² After the data had been collected, the writer continues to analyze them by qualitative method. In the other word, data analyze is a way to get conclusion from all of the research.

⁴¹ *Ibid.*, p. 231

⁴² Donald Ary et al., *Introduction to research in education*, 8th Edition., 481.

Figure 1
The Qualitative Research



Qualitative data are grounded, as three concurrent flows of activity: (data condensation, data display, and conclusion drawing/verification).⁴³ This method is very appropriate to used in this research. Therefore, below is a view of the Miles and Huberman that the writer applied in data analysis technique.

1. Data Condensation

Data condensation refers to the process of focusing, simplifying, selecting, abstracting and transforming the data that appear of written-up field notes, interview transcripts, documents, and other empirical materials. This categorization is intended for strengthening of data analysis result through data condensation.

⁴³ Miles, Huberman, and Saldana, *Qualitative Data Analysis, 3rd Edition (United States of America: Sage Publications, 2014)*, 12.

2. Data Display

The second refers to analysis activity is data display. The data display is an organized forward compressed assembly of information that allows action and conclusion drawing. Furthermore, the displays discussed and illustrated in this part include many types of charts, graphs, matrices and networks. It means a good display of data is valid descriptive qualitative analysis is an important step to produce conclusion that can be verified.

3. Drawing and Verifying Conclusions

The third refers to analysis activity is drawing and verifying conclusions. Furthermore, the competent researcher holds these conclusions lightly, maintaining openness and skepticism. Moreover final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes, retrieval methods used, storage, the coding, the sophistication of the researcher, and any necessary deadlines to be met.⁴⁴

E. Research Approach

In this research, the writer uses the case study to explore the phenomenon which occurs in social or human problems. By using this method the researcher will find out the phenomenon which occur in English learning process at eighth graders of SMP TMI Roudlatul Qur'an Metro. Because the writer uses case study, the writer applies step by step procedures in gaining the result of the research as following steps:

⁴⁴ *Ibid*, 12-13

1. Determining focus of the research and formulating the questions.
2. Determining the case, collecting and analyzing the data
3. Preparing the collection instrument
4. Collecting the data
5. Evaluating and analyzing the data
6. Making report⁴⁵

From the procedures above, the writer conducts the research as follows: firstly the writer focuses on collecting the data taken from students' reading assignment result. Then, the writer formulates the questions that will be conducted in interview to gain the data. After finishing to gain data, the writer determines the case that will be analyzed. The next step, the writer prepares various preparations for instance schedule of the data collection, instruments to collect the data, and others. After choosing the instruments, the writer collects the data needed in the research. The data will be collected with the instruments that have been prepared previously. Then, the writer evaluates the data, before analyzing and interpreting the data. It is to ensure that data is complete. Finally, the writer creates the report to the simply data.

⁴⁵ Setiyadi, Ag. Bambang. *Metode Penelitian untuk Pengajaran Bahasa Asing- Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu, 2006. p. 29

CHAPTER IV

RESULT AND DISCUSSION

A. DESCRIPTION OF THE DATA

1. Research Setting

a. History of SMP TMI Roudlatul Qur'an Metro

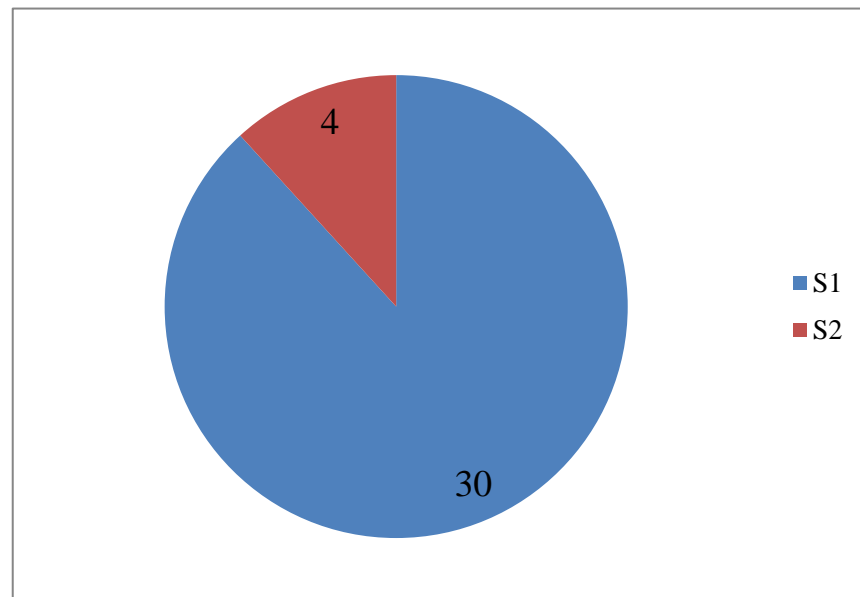
SMP TMI Roudlatul Qur'an is one of Islamic Junior High School in West Metro, Metro City. It is located on Mukti Praja street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlatul Qur'an. Roudlatul Qur'an was established on 2001 and Drs. KH. Ali Qomaruddin MM. Al-hafidz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

SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 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 Educational Background of SMP TMI Roudlatul Qur'an Metro

There are 34 teachers in SMP TMI Roudlatul Qur'an. The Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro all the teachers have passed in S1 and S2. There are 4 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 M are that identified as follows:

Figure 2
The Teachers Quantity of SMP TMI Roudlatul Qur'an Metro
In the Academic Years 2021/2022



c. The Quantity students of SMP TMI Roudlatul Qur'an in academic years 2021/2022 M.

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

Table 2
The Quantity of the students at SMP TMI Roudlatul Qur'an Metro

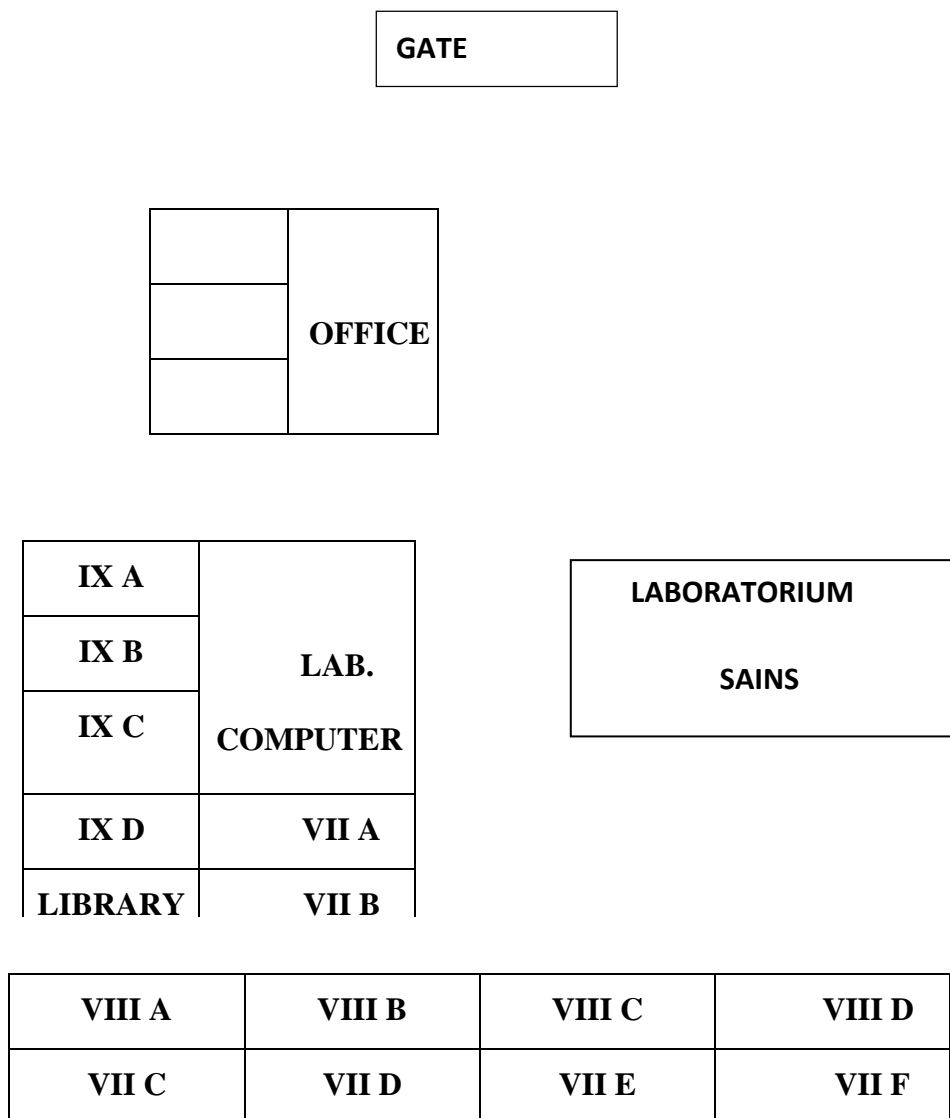
No	Class	Amount
1	VII	218
2	VIII	137
3	IX	155
	Total	510

Source: documentation result at SMP TMI Roudlatul Qur'an Metro on October 12th, 2021

d. The facilities and the location of SMP TMI Roudlatul Qur'an Metro

Figure 3

The Location of SMP TMI Roudlatul Qur'an Metro



Source: Documentation in SMP TMI Roudlatul Qur'an Metro

Table 3
The Teachers and Officher of SMP TMI Roudlatul 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	Millatun Yuniati S. Ag	Civic Education Teacher
7	Sukirno S.Pd	Indonesian Language Teacher
8	Sudarmi S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language 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 Irmis 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. Indi rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyatno Z, S.pd	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 Mubarak, 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, S.pd	Fiqh Teacher

B. Description of Data Analysis

In analyzing the data, the writer applied Miles and Huberman's model. Based on Miles and Huberman's model, the steps in analyzing the data were data reduction, data display, and conclusion.

For the first step, the writer collected the data, chose the main data, focused on the most important data, and decided the theme and the pattern. The writer collected the data from interview and observation. Then the writer only focused the research in finding the problem in teaching learning and also students' reading result. Afterwards, the writer also interviewed the students about the implication of teaching strategy in reading comprehension.

The next step was data display. Here, the writer would make presentation about the data which were collected and reduced it into the simple explanation. The last step, the writer made the conclusion about the data which were conducted.

Specification of Reading Comprehension of the Procedure Text

1. What is your opinion about reading activity? Is it difficult?
2. If you were reading, do you usually comprehend the texts?
3. Do you know about reading?
4. Have you ever studied reading by using reciprocal teaching?
5. Do you have difficulties of using the reciprocal teaching strategy on your reading?

Based on the interview above, the ability in the interview, must be mastered by the inventor in order to be able to ask what difficulties students face in learning to read and to support students to become confident. In addition, the English interview asked more about their complaints when learning English, especially in reading and reading. Most of the students can apply the teacher's teaching strategies about reading English. There are still some students who have not been able to apply it.

The author has asked or interviewed several students from 34 eighth grade students of TMI Roudlatul Qur'an Metro Junior High School (SMP). This is the list of VIII officers:

Table 4
The Student Names of Class VIII

No.	NIS	Name	Sex
1	259120	Student 1	Female
2	259320	Student 2	Female
3	259420	Student 3	Female
4	259520	Student 4	Female
5	259620	Student 5	Female
6	259720	Student 6	Female
7	259820	Student 7	Female
8	260320	Student 8	Female
9	260420	Student 9	Female
10	260520	Student 10	Female
11	262220	Student 11	Female
12	262320	Student 12	Female
13	262420	Student 13	Female
14	265820	Student 14	Female
15	263320	Student 15	Female
16	266020	Student 16	Female
17	266120	Student 17	Male
18	263420	Student 18	Male
19	262720	Student 19	Male
20	262920	Student 20	Male

21	263120	Student 21	Male
22	266220	Student 22	Male
23	266320	Student 23	Male
24	266420	Student 24	Male
25	266520	Student 25	Male
26	267420	Student 26	Male
27	267520	Student 27	Male
28	264120	Student 28	Male
29	264220	Student 29	Male
30	261520	Student 30	Male
31	261620	Student 31	Male
32	264920	Student 32	Male
33	261720	Student 33	Male
34	261820	Student 34	Male

C. Description of Findings

1. Data Analysis Result

In this research, the objects were the eighth graders of Junior High School TMI Roudlatul Qur'an Metro in Academic year 2021/2022. They held a great role in this research while the object of this research was the analysis on the barriers in teaching of reading. The situation of analysis included time, physical and social condition of the participants in English learning.

Regarding to the object of the research, the writer had distributed a questionnaire to 34 students of the eighth graders of Junior High School (SMP) TMI Roudlatul Qur'an Metro. The students' answers in questionnaire were the primary data of this research. Students' answers in questionnaire had been analyzed to find out how was the students' ability in the use of teacher's strategy on English learning. Furthermore, the writer had interviewed the students as the second instrument. An interview was designed in order to recognize the causes that influence the students' ability. To collect specific data, the writer personally visited all the respondents to have face to face interview. The total respondents in interview were 17 of 34 students who had answered the questionnaire. This interview took on October 12th, 2021 at Junior High School (SMP) TMI Roudlatul Qur'an Metro.

To find out the students' ability on English Reading. The writer had analyzed from the students' answers in questionnaire. In this qualitative research, the writer used method triangulation to make sure the data of this research was valid. The researcher used different methods for collecting one kind of data. The writer used questionnaire and interview method to collect the data.

The writer analyzed 34 students' reading result. Based on the analysis, the writer found the use teaching strategy in their reading. The following table explained the Specification of Reading of the Procedure Text:

2. Interview Result

The writer conducted the interview toward 7 students of the eighth graders on October 12th, 2021 At Junior High School TMI Roudlatul Qur'an Metro and the writer gave 7 questions to the participants related to the reading. The interview was used structured interview and the followings are the interview result.

The first question was "What is your opinion about reading activity? Is it difficult?". Several responses were presented as follows: (1) the student considered that reading activity is not difficult (*two students answered*), (2) the student considered that reading activity is little difficult (*one student answered*), (3) the student considered that reading activity is difficult (*three students answered*), (4) the student considered that reading activity is very difficult (*one student answered*)

The second question was "If you were reading, do you usually comprehend the texts?". Several responses were presented as follows: (1) the student sometimes comprehended the texts (*three students answered*), (2) the student usually comprehended the texts (*one student answered*), (3) the student sometimes could not comprehend the texts (*two students answered*), (4) the student never comprehended the texts (*one student answered*).

The third question was "Do you know about reading?". Several responses were presented as follows: the student knew about reading

(seven students answered).

The fourth question was “Have you ever studied reading by using reciprocal teaching? Do you know what reciprocal teaching is?” Several responses are presented as follows: the student ever studied by using reciprocal teaching on reading comprehension and they knew reciprocal teaching strategy *(two students answered).*

The fifth question was “Could you explain us about the reciprocal teaching strategy?”. Several responses are presented as follows: (1) the student told that reciprocal teaching strategy consists of (predicting, questioning, clarifying and summarizing) *(three students answered)*, (2) the student couldn't explain *(two students answered).*

The sixth question was “About the reciprocal teaching strategy, which the strategy did you often use on reading?”. Several responses are presented as follows: (1) the student often used all strategy *(one student answered)*, (2) the student just used clarifying with dictionaries *(three students answered)*, (3) the student used predicting and questioning *(two students answered)*, (4) the student did not use anything on reading *(one student answered).*

The last question was “Do you have difficulties of using the reciprocal teaching strategy on your reading? Could you tell us about that?”. Several responses were presented as follows: (1) the student was seldom confused when they use these strategies *(two students answered),*

(2) the student still felt difficult to use summarizing and clarifying on reading (*three students answered*), (3) the student considered that it is not difficult (*one student answered*), (4) the student often forgot about the use of the strategies on reading activity (*one student answered*).

Based on the interview results above which was conducted by the writer to the eighth graders at Junior High School TMI Roudlatul Qur'an Metro, the writer classified the reason why the students had any problems on English Reading as follows: the students felt difficult in reading activity, the students were lack of knowledge about structure grammar and vocabulary, and the students still confused to express their ideas in writing form or even speaking.

Table 5
The score of class VIII

No.	NIS	Name	Score (0-100)
1	259120	Student 1	40
2	259320	Student 2	50
3	259420	Student 3	35
4	259520	Student 4	45
5	259620	Student 5	30
6	259720	Student 6	60
7	259820	Student 7	55
8	260320	Student 8	65
9	260420	Student 9	75
10	260520	Student 10	45
11	262220	Student 11	60
12	262320	Student 12	65
13	262420	Student 13	50
14	265820	Student 14	80
15	263320	Student 15	65
16	266020	Student 16	70
17	266120	Student 17	45
18	263420	Student 18	80
19	262720	Student 19	60
20	262920	Student 20	65

21	263120	Student 21	50
22	266220	Student 22	45
23	266320	Student 23	60
24	266420	Student 24	55
25	266520	Student 25	65
26	267420	Student 26	70
27	267520	Student 27	55
28	264120	Student 28	75
29	264220	Student 29	45
30	261520	Student 30	50
31	261620	Student 31	60
32	264920	Student 32	60
33	261720	Student 33	65
34	261820	Student 34	70

Based on the result of the questionnaire, there was seven student who got good score (20.25%). Furthermore, 15 students got bad score less than fifty point (44.50%). And the last, on standard score was gotten by only one student too (35.25%). It could be concluded that the students did not understand about the teachers strategy. Moreover, the teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult.

To solve this problem, the students should study and the teacher know more about the usage all of teaching strategy. By knowing the theory and the types of teaching strategy the teacher would be better to teach reading text and the students would master reading well and also would not find any difficulties to understand many types of English reading texts and the final examination of junior high school.

D. Limitation

It should be understood that this research was limited only for administrate the teacher' ability in applying learning strategy on reading on the procedure text and the writer was not responsible about another errors for other times. This research focused on the ability of using teaching strategy which there was in the students' reading result.

There were many factors probably cause the errors. In this research, the cause of students' errors as follows: the students felt difficult in reading activity, the students were lack of knowledge about structure grammar and vocabulary, and the students still confused to express their ideas in writing form or even speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The barrier can also to speak of an obstacle in the process that makes it difficult to make progress. Based on the analysis and result of the research the researcher can conclude that the barrier as a problem is anything situation which makes it difficult for someone to do something. The teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult. So, there is an analysis on the barriers in teaching reading among the eighth graders of the SMP TMI Roudlatul Qur'an Metro.

Finally, the data confirmed that there was seven student who got good score (20.25%). Furthermore, 8 students got bad score less than fifty point (23.50%). And the last, on standard score was gotten by other (55.25%). It could be concluded that the students did not understand about the teachers strategy. Moreover, the teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult.

B. Suggestion

Through this research, the writer would like to constructively give suggestions for:

1. The students
 - a. The students should study more about vocabularies and structure and grammar deeply.
 - b. The students should enrich their knowledge and sense about the types and functions of what they read.
 - c. The students should express their ideas about the learning process to the teacher if they have critics or suggestion as an input and consideration.
2. The teachers
 - a. The teachers should give more attention in reading process of the students to minimize learner language phenomena.
 - b. The method that was used in a learning process should be suitable with the material and the students' condition
 - c. The teachers should master and practice about reciprocal teaching strategy on reading comprehension.
3. The researcher

The researcher should have more knowledge about almost teaching strategy on reading especially in applying to do assignments in writing.

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APPENDICES

INTERVIEW INSTRUMENTS

1. What is the method usually use in learning process ?

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.....

2. Why you choose this method?

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.....

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3. How about the student feedback about this method?

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4. What is the problem / barriers in learning process?

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5. If any problem what is it?

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6. How about the student vocabulary ability?

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7. How to increase their vocabulary ability ?

.....

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.....

8. How about the student structure and grammar ability?

.....

.....

.....

9. How to increase their structure and grammar ability?

.....

.....

.....

10. What is the implication of this method to the student reading mastery?

.....

.....

.....

AKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP TMI Roudlatul Qur'an Metro.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Standar Kompetensi :

Reading

5. Memahami makna teks fungsional dan instruksi sangat sederhana berbentuk prosedur yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar :

5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana seara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk prosedur:

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran:

Diakhir pembelajaran diharapkan siswa dapat :

1. Mengidentifikasi gagasan utama dari teks prosedur.
2. Menentukan gamaran umum dari teks.
3. Menentukan informasi yang tersurat.
4. Menentukan makna kata dari teks.
5. Menentukan tujuan komunikasi teks.

Karakter siswa yang diharapkan :

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

Berani (courage)

Metode Pembelajaran :

Tanya jawab

Diskusi

P-P-P

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik tentang mendeskripsikan seseorang, guru bertanya pada siswa bagaimana cara mereka mendeskripsikan seseorang dalam bahasa Inggris.

2. Kegiatan Inti

- **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Siswa dapat Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

- **Elaborasi**

Dalam kegiatan elaborasi, guru:

- Siswa diminta membaca teks prosedur. Selama 15 menit.
- Sebagai latihan awal, siswa dapat melakukan tindakan secara klasikal.
- siswa mempelajari tujuan komunikatif dan langkah retorika teks recount yang dijelaskan oleh guru.

Siswa mempelajari kata-kata kuni dalam teks untuk menentukan gambaran umum informasi rinci dan informasi tersurat.

- **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru meminta siswa satu per satu untuk memberikan instruksi dan meminta siswa yang lain memperagakannya.
- Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Alat/Sumber Belajar:

1. Buku teks Let's Make Friends with English, Bambang Sugeng, jilid 5, Esis

2. Gambar-gambar yang berkaitan dengan materi ajar
3. Rekaman kaset/CD
4. Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
Merespon dengan melakukan tindakan secara berterima	Unjuk Kerja	Responding	Listen and describe Kaset/CD: (Memberikan deskripsi beberapa orang) Siswa: (menulis deskripsi orang yang didengar)

FORMAT KRITERIA PENILAIAN

• **PRODUK (HASIL DISKUSI)**

NO	Aspek	Kriteria	Skor
1.	Konsep	* Semua benar	4
		* Sebagian	3

		besar benar	
		* Sebagian	3
		kecil benar	
		* Semua salah	1

• **PERFORMASI**

NO	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* Kadang-kadang pengetahuan	2
		* Tidak pengetahuan	1
2.	Praktek	* Aktif praktek	4
		* Kadang-kadang aktif	2
		* Tidak aktif	1
3.	Sikap	* Sikap	4
		* Kadang-kadang sikap	2
		* Tidak sikap	1

• **LEMBAR PENILAIAN**

NO	NAMA SISWA	PERFORMAN			PRODUK	JUMLAH SKOR	NILAI
		PENGETAHUAN	PRAKTEK	SIKAP			
1.							
2.							
3.							
4.							
5.							

CATATAN:

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui;

Kepala Sekolah
SMP TMI Roudlatul Qur'an Metro

Metro, November 2021 M
Guru Mapel Bahasa Inggris

M IQBAL BENY SAPUTRA, M.Pd.I

ARLINA, S.Pd

The documentation of learning process



The documentation of Group Discussion





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Semester : VIII

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		I	II		
1	Jumat/30 April 2021	✓		Ikuti Penulisan Pend butu Pedoman Stripisi	
2	Jumat/4 Juni 2021	✓		Research Question What, Why, How Sesuaikan dengan Research Question Key word for whom.us D. Prior Research	
3	Jumat/11 Juni 2021	✓		Atte BAB I, Siapkan Lanjut BAB II	
4	Senin/21 Juni 2021	✓		Tuliskan Jivadikan Teori teaching reading? Teori barriers teaching reading?	
5	Senin/28 Juni 2021	✓		Atte BAB II, Siapkan Lanjut BAB III	

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		I	II		
6	Jumat/9 Juli 2021	✓		Format Penulisanya sesuai dengan penelitian kualitatif	
7	Selasa/13 Juli 2021	✓		Jelaskan (apa/siapa) dan disahkan antara primari dan sekunder sumber - Tampilkan pola gambar teknik analisis data menurut ahli.	
8	Kamis/15 Juli 2021	✓		ALP (Seminar Proposal)	

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Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9	Sabtu/04 September 2021	✓		Bimbingan APD	
10	Kamis/09 September 2021	✓		ACE APD	
11	Kamis/14 Oktober 2021	✓		Bimbingan BAB 4-8	
12	Senin/25 Oktober 2021	✓		Revisi BAB 4-8	
13	Rabu/27 Oktober 2021	✓		ACE MUNAQOSYAH	

Mengetahui
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Lampiran : -
Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.

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

Nama : **ADI SAHRONI**
NPM : 1701070061
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL QURAN METRO

untuk melakukan *pra-survey* di SMP TMI ROUDLATUL 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 Maret 2021

Ketua Jurusan
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تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي
SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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Nomor : 082/ SMP-TMI RQ/IV/2021 Metro, 16 Juli 2021
Lampiran : -
Prihal : Izin Pra-Survey

Assalamualiikum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Aamiin.

Berdasarkan surat Lembaga Pendidikan IAIN Metro. Dengan ini Kepala Sekolah SMP TMI Roudlatul Qur'an Metro menerangkan bahwa :

Nama : Adi Sahroni
NPM : 1701070061
Program Study : Tadris Bahasa Inggris

Dapat melaksanakan Observasi Pra-Survey di SMP Tarbiyatul Mu'alimin wal Muallimat Al-Islamiyyah Roudlatul Qur'an Metro.

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Kepala Sekolah
SMP-TMI Roudlatul Qur'an



M. Iqbal Beny Saputra M. Pd. I



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(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ADI SAHRONI**
NPM : 1701070061
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL QURAN 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, 24 September 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

9/29/21, 2:53 PM

IZIN RESEARCH



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

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

Nomor : B-3850/In.28/D.1/TL.00/09/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3851/In.28/D.1/TL.01/09/2021,
tanggal 28 September 2021 atas nama saudara:

Nama : **ADI SAHRONI**
NPM : 1701070061
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 ROUDLATUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL 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, 28 September 2021
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)

NPSN : 10809699

NSS : 202126103024

TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125

Email: smptmimetro@gmail.com website: www.Smptmimetro.sch.id, www.pprq.or.id

Nomor : 108/ SMP-TMI RQ/VIII/2021

Metro, 03 Oktober 2021 M

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 : ADI SAHRONI
NPM : 1701070061
Semester : IX (Sembilan)
Jurusan : Tadris Bahasa Inggris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "AN ANALYSIS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF 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





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

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SURAT TUGAS

Nomor: B-3851/In.28/D.1/TL.01/09/2021

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

Nama : **ADI SAHRONI**
NPM : 1701070061
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ANALYSYS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL 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 : 28 September 2021

Wakil Dekan Akademik dan
Kelembagaan,



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

Mengetahui,
Pejabat Setempat



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

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SURAT TUGAS

Nomor: B-3851/In.28/D.1/TL.01/09/2021

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

Nama : **ADI SAHRONI**
NPM : 1701070061
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSYS OF TEACHING READING BARRIERS AMONG THE EIGHTH GRADES OF SMP TMI ROUDLATUL 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 : 28 September 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1103/In.28/S/U.1/OT.01/11/2021**

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

Nama : Adi Sahroni
NPM : 1701070061
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 1701070061

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, 05 November 2021
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Adi Sahroni
NPM : 1701070061
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, 12 November 2021
Ketua Jurusan TBI

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



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

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SURAT KETERANGAN BEBAS PUSTAKA

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

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NPM : 1701070061
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, 12 November 2021
Ketua Jurusan TBI

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

CURRICULUM VITAE



The Researcher was born in LIBO, East Lampung on December 29, 1996 M. He comes from a Javanese family and is the eldest of four children from the harmonious couple Mr. Sadiyo and Mrs. Nani.

He Started his education at TK Pertiwi LIBO, After completing his studies at school, he continued his studies at MI LIBO, After that his studied at the MADINAH Islamic Boarding School labuhan maringgai East Lampung until he graduated after that he served at the asyifa Islamic Boarding School in South Lampung 2016 M. And than served at the Roudlatul Qur'an Islamic Boarding School in the Metro as well as the English Language Education at IAIN Metro Lampung Since 2017 M.