

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING  
LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH  
GRADE AT THE SMP N 2 KASUI WAY KANAN**

**By :**

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**Students Number: 1701070094**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO**

**1443 H / 2022 M**

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING  
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AT THE SMP N 2 KASUI WAY KANAN**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S. Pd) in English Education Department

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**1443 H / 2022 M**



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**APPROVAL PAGE**

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR  
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***Assalamualaikum Wr. Wb.***

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LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH  
GRADE AT THE SMP N 2 KASUI WAY KANAN

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

***Wassalamu'alaikum Wr. Wb***

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**NOTIFICATION LETTER**

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To:  
The Honorable the Head of Tarbiyah Department  
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*Assalamu'alaikum, Wr. Wb*

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READING LEARNING PROCESS ON PANDEMIC ERA OF THE  
EIGHTH GRADE AT THE SMP N 2 KASUI WAY KANAN

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

*Wassalmu'alaikum Wr. Wb*

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT THE SMP N 2 KASUI WAY KANAN. Written by: EVA SUJATMI, Student Number 1701070094, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 31, 2022 at 11:00 – 12.30 p.m

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING  
LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE  
AT THE SMP N 2 KASUI WAY KANAN**

**ABSTRACT**

**By :**

**EVA SUJATMI**

The objectives of this study were to find out the students' difficulties in the reading learning process during pandemic era, to find out the causes of the difficulties and to analyze the solution to overcome students' difficulties in the reading learning process during pandemic era. The researcher analyzed the phenomenon based on the consideration of students' reading problems investigated in the pre-survey process. Therefore, this research is expected to be useful in describing the phenomenon of students' difficulties in the process of learning to read during the pandemic.

This research method was a qualitative research in the form of a case carried out at State Junior High School 2 Kasui. The primary sources of this research were the eighth graders of State Junior High School 2 Kasui which consists of 18 students. The researcher used observation, documentation and interviews in collecting data.

The results showed that students' difficulties in the learning process during the pandemic were difficulties in determining the main idea, in understanding inference, in understanding grammatical features, in determining supporting details, and in understanding vocabulary in context. The causes of students' difficulties in the process of learning to read during the pandemic include lack of involvement in reading assignments, lack of confidence in reading skills, and frustrated with the difficulty of work tasks.

***Keyword : Difficulties, Reading Learning Process Pandemic Era***

**ANALISIS KESULITAN SISWA DALAM PROSES BELAJAR MEMBACA  
PADA MASA PANDEMI KELAS DELAPAN  
DI SMP N 2 KASUI WAY KANAN**

**ABSTRAK**

**Oleh :  
EVA SUJATMI**

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam proses pembelajaran membaca pada masa pandemi, mengetahui penyebab kesulitan tersebut dan menganalisis solusi untuk mengatasi kesulitan siswa dalam proses pembelajaran membaca selama era pandemi. Peneliti menganalisis fenomena berdasarkan pertimbangan masalah membaca siswa diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan dapat bermanfaat dalam mendeskripsikan fenomena kesulitan siswa dalam proses belajar membaca di masa pandemi.

Metode penelitian ini adalah penelitian kualitatif berupa kasus yang dilaksanakan di SMP Negeri 2 Kasui. Sumber utama penelitian ini adalah siswa kelas VIII SMP Negeri 2 Kasui yang berjumlah 18 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data.

Hasil penelitian menunjukkan bahwa kesulitan siswa dalam proses belajar selama pandemi adalah kesulitan dalam menentukan gagasan utama, dalam memahami kesimpulan, dalam memahami fitur gramatikal, dalam menentukan detail pendukung, dan dalam memahami kosa kata dalam konteks. Penyebab kesulitan siswa dalam proses belajar membaca selama pandemi antara lain kurangnya keterlibatan dalam tugas membaca, kurangnya kepercayaan diri dalam keterampilan membaca. dan frustrasi dengan kesulitan tugas pekerjaan.

Katakunci : *Kesulitan, Proses Belajar Membaca Era Pandemi.*



## STATEMENT OF RESEARCH ORIGINALITY

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

Metro, January 2022

The writer



**EVA SUJATMI**

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Menyatakan bahwa Tesis 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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Saya yang menyatakan



**EVA SUJATMI**  
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## MOTTOS

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“Allah does not burden a person but according to his ability”*

*(QS. AL-Baqarah : 286)*

**“It's never too late to start creating the life you want.”**

**(Dawn Clark)**

## DEDICATION PAGE

*This undergraduate thesis dedicated to:*

*My beloved parents, Mrs. Hartati and Mr. Sumarli who always support me both mentally and financially, and also always pray for me continuously until I can finish my education.*

*My beloved sister, Fepi Susanti and my younger brother, Hananto Adi Nugraha and Ferry Sudarsono, who always motivate me to be a good role model.*

*My beloved people and beloved friends, always support me.*

*My beloved Almamater of State Institute for Islamic Studies of Metro*

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Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

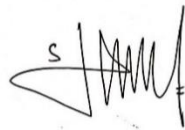
1. Dr. Hj. Siti Nurjanah, M.Ag., the Rector of the State Institute for Islamic Studies (IAIN).
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty
3. Andianto, M.Pd, as the head of the English Department.
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6. All of the staff of English Education Department who helped the researcher in processing of administration.
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As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, January 2022

The Research

A handwritten signature in black ink, appearing to be 'Eva Sujatmi', with a stylized initial 'S' on the left and a series of vertical and horizontal strokes on the right.

**Eva Sujatmi**  
**1701070094**

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# CHAPTER 1

## INTRODUCTION

### **A. Background of Study**

English learning during the pandemic In the first four months of the COVID-19 pandemic emergency, education at all levels was carried out online. Adaptation and innovation of learning must be done by the teacher, the teacher must re-adapt to the children by adjusting their psychology. However, teachers must also innovate so that children are interested in participating in learning. One form of innovation, in a pandemic situation like this, forces teachers to be more creative to attract students' interest in learning in their respective homes. The challenge is how English teachers are able to provide fun learning for students at home so that they can be motivated to learn English independently.

During this pandemic, teachers need to encourage students to increase the quantity and quality of their English reading. Students are not only required to read texts in printed books, but also need to read English stories on the internet as well as authentic readings such as news texts and English online advertisements.

Moreover, learning reading in pandemic era is challenging. Reading is one of four language skills that is very important to learn and for all humans because by reading, people can know a lot of information from what they read. Reading is the basis of learning English, because by reading

students can add vocabulary, understand pronunciation of words and intonation. Reading has several strategies, techniques, methods and materials to support reading skills.

However, most students do not know how to read a text, sentence or English word properly, because English has a difference between writing and reading. If students want reading skills to improve, students must understand a lot of vocabularies and learn how to pronounce it. Students also have to diligently practice reading English texts. English text can be obtained easily in this era of globalization, for example, and it can be obtained through social media and mass media.

Difficulty reading learning on pandemic eraAs we know that during the current pandemic, learning is carried out online and there are basically participants who have learning difficulties, of course, teachers must have strategies so that students can learn well and teachers are able to handle learning difficulties faced by students during the current pandemic. According to Bryan, difficulty learning to read is a symptom of difficulty in learning the components of words and sentences, uniting words and sentences, and in learning everything related to time, direction, and time. The students who have difficulty reading find that it is difficult to follow the learning process, identify the words spoken. Based on the results of interviews with teachers at SMP N 2 Kasui Way Kanan, learning during the current pandemic is by online learning using the internet, namely WhatsApp groups in the learning process. In the online learning process, there are

students who still have difficulty reading. factors that cause reading difficulties in students are due to the learning process that forces teachers and students not to do face-to-face, so the learning process is less effective because the teacher cannot guide students directly. Reading difficulties in students are also caused by family factors. The busyness of parents who work outside the home causes less time to supervise and guide their child's learning process. The next factor is because students play too much and the lack of motivation from within students to follow the learning process so that their reading skills are still not so fluent.

The researcher has conducted a pre-survey at SMPN 2 Kasui Way Kanan on 13 March 2021, in the pre- survey process the researcher gets the English assignment data obtained from the English teacher related to the reading skills of the pre-survey results which are illustrated in the following table.

**Table 1**

**The Data of Pre-survey Result**

**Reading Skill of the Eight Graders**

<b>No</b>	<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Criteria</b>
1	73-100	5	28%	Good
2	63-72	6	33%	Fair
3	0-62	7	39%	Bad
Total		18	100%	

Based on the pre-survey data information above, there are a total of 7 students in the bad category (39 percent), 6 students in the fair category (33 percent), 5 students in the good category (28 percent). it can be concluded that the eighth grade students of SMP N 2 Kasui Way Kanan also have low reading skills.

Based on the results of interviews in the pre-survey process with English teachers, researchers received information that students experienced problems in learning English, especially in reading learning in the pandemic era that lack of supervision and guidance when studying at home so that they played more and lacked motivation from within students. to follow the learning process so that the ability to read is still so poor. Therefore, the writer focuses more on the Student Difficulties in Their Reading Learning Process On Pandemic Era. Therefore, the researcher constructs a research proposal entitled “an analysis of students’ difficulties in their reading learning process on pandemic era at the smp n 2 kasui way kanan.”

## **B. Research Question**

Based on the consideration of background of the study above, the researcher formulates a research question, as follows:

1. What are the students’ difficulties in reading learning process on pandemic era?
2. Why do the students get difficulties in reading learning process in pandemic era?

3. Table How is to solve the students' difficulties in reading learning process on pandemic era?

### **C. Objective and Benefit of the Study**

#### 1. Objective of the Study

The objective of this research are as follows:

- a. To find out the students' difficulties in the reading learning process during pandemic era.
- b. To find out the reason of students' difficulties in the reading learning process during pandemic era.
- c. To find out the solution to overcome students' difficulties in the reading leraning process during pandemic era.

#### 2. Benefits of the Study

Hopefully, this research is beneficial for the researcher, the students, the teacher and the headmaster. The benefits of this study are, as follows:

##### a. For the Students

As an actual phenomenon that gives students a better understanding of the importance of reading in school on pandemic era.

##### b. For the Teachers

As information for English teachers in getting a better understanding of how far students are in capturing subjects, especially in the process of learning reading skills



c. For the headmaster

As a consideration for school principals to find out how fast students learn, especially in the process of learning reading skills on pandemic era and evaluated together after the researchers conduct their research.

#### **D. Prior Research**

This prior research was conducted by considering several previous studies that focused on researching students' difficulties in the process of learning to read. prior research was first conducted by Badriyah, Tarihoran and Rahmawati.<sup>1</sup> The objective of research is study was to find out the problems of students in learning to read and the sources of problems in learning to read during the pandemic. findings of research found that the problems of students during Covid-19 in learning to read were: students did not understand what the teacher explained, difficult to find the main idea in paragraphs, lack of vocabulary, lack of more detailed information from a text and students did not understand the language reading text. England during a pandemic. research method uses qualitative research with survey method. The researcher used quota sampling technique to determine the sample. The instrument used in this study was a questionnaire.

---

<sup>1</sup> Badriah, Naf'an Tarihoran, Eulis Rahmawati, "Students Problem of Reading Comprehension During Online Learning in the Period of Covid-19 Pandemic," UIN Sultan Maulana Hasanudin Banten, no. 1 (2020). 286.

The second prior research was carried by Efriana.<sup>2</sup> The objective of research was to analyze the online learning difficulties faced by EFL teachers and students, as well as students' parents during the Covid-19 pandemic and their solutions. findings of research a phenomenon that the Covid-19 pandemic has also a major impact toward the education sector. In the education sector, the government through the Ministry of Education and Culture in all countries has implemented a learning policy, namely learning from home. The learning from learning policy allows the teaching and learning process to continue even though teachers and students do not meet directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their homes. research method this The data were analyzed qualitatively with an interactive approach model, including data collection, data reduction, data presentation, and drawing conclusions.

The last prior research was conducted by Mahyoob.<sup>3</sup> The objective of research aims to determine the challenges and obstacles confronted by English language learners. findings of research indicate that using educational technology in the teaching and learning process is appropriate. An article published by the editorial board of Liguori and Winkler is about the impact of the pandemic on entrepreneurship education. research method

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<sup>2</sup> Leli Efriana, "Problem of Online Learning During Covid-19 Pandemin in EFL Classroom and the Solution," *Jelita: Journal Of English Language Teaching and Literature* 2, no. 1 (2021): 39.

<sup>3</sup> Mohammad Mahyoob, "challenges of E-Learning the Covid-19 Pandemic Experienced by EFL Learners," *World English Journal*, 11, No.4 (2020): 351.

Descriptive statistical were used to test the validation of the study. It was found that the main issues affecting and influencing online EFL learning during COVID-19 related to technical, academic and communication challenges.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Reading Skill

##### 1. The Definition of Reading Skill

Reading skill is individuals' standing on some reading assessment. Skilled readers are those who score above some standard on this assessment readers of low skill are those who score below some standard. The substantive question is this. What are the processes of reading that produce variation is assessed reading skill this question is the focus here given that two individuals differ in some global assessment of their reading, what are differences in reading processes are candidates to explain this differences.

According to Boyatzis and Kolb a skill is a combination of ability, knowledge and experience, that enables a person to do something well.<sup>4</sup> It means that skill is the ability to comprehend the passage require the power of understanding the total meaning of the passage. Skill refers to an individual's level of performance on a particular task or ability to do a good job which can be divided into technical elements and behavioral elements.<sup>5</sup>

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<sup>4</sup> Boyatzis, Richard E and Kolb, David A, "From Learning Styles to Learning Skills: The executive Skills Profile," *University Press* 10, no.5, (1995) : 4.

<sup>5</sup> Frederuck F. Patacsil, Cristine Lourrine S. Tablatin, "Exploring the Importance of Soft and Hard Skills as Perceived by It Internship Students and Industry: A Gap Analysis," *Journal of Technology and Science Education* 7, no.3 (2017): 350.

Moreover, Skills are often referred to simply as a worker's stock of human capital. For simplicity in equality.<sup>6</sup> Based on the definition above, skill is the ability and capacity to comprehend the passage from the text and to do something well.

Reading is regarded as one of basic skills in English which is very important to develop and build students' knowledge and it is helpful to understand various written materials or textbooks. Meanwhile, Feng Liu said Reading skills can be described as “cognitive abilities that a person can use when interacting with texts”.<sup>7</sup> On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

Beside, reading allows students to be independent in understanding complex text structures while enhancing their proficiency in academic and professional skills. successful reader tend to have a higher level of understanding because they are able to create connections between different ideas, understand complex ideas and contemplate information simultaneously while reading. Therefore, educators are needed to implement educational strategies that promote critical thinking and pre-

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<sup>6</sup> Eric A. Hanushek, Ludger Woessmann, “Do Better Schools Lead to More Growth? Cognitive Skills, Economic Outcomes, and Causation,” *Spinger Science Busines Media LLC* 17, (2012): 271.

<sup>7</sup> Feng Liu, “Reading Abilities and Strategies: A Short Introduction,” *International Education Studies* 3, no.3 (2010): 153.

reading to develop understanding skills in students.<sup>8</sup> So reading is a skill that an individual acquires through education and develops over time. Timely acquisition these skills have a positive effect on both an individual's academic life and his social life. Currently, reading is defined as a meaning-building process in which prior knowledge is used, which is based on effective communication between writers and readers, and which are carried out according to appropriate methods and purposes in an orderly environment.<sup>9</sup> from the statements it can be assumed that understanding the text has a goal to enrich someone's knowledge from many available sources.

Based on the quotation above, it can be inferred that reading skill is a kind of exercise in teaching reading to know how the students' understand about the text and read with pronunciation, accuracy, intonation well. Based on statements about essence of reading, the researcher conclude that reading is a process that involves reader and text in order to understand the text as source of information to extend someone's knowledge and to achieve various purpose.

## **2. The Importance of Reading Skill**

Reading is very important and has a major role in our lives. Reading can enrich our experience and knowledge. Therefore, reading is also

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<sup>8</sup> Ali S.Algonai, "Impact of Related Activities on Reading Comprehension of EFL Students," *Canadian Center of Science and Education* 13, no.4 (2020): 17.

<sup>9</sup> Hayati Akyol, Yasemin Boyaci-Altinay, "Reading Difficulties and its Remediatuin: A Case Study," *European Journal of Education Research* 8, no.4 (2019): 169.

something crucial and irreplaceable. By reading, the readers can increase their knowledge of science, technology, and easy ways to get a lot of information that is useful for us. Reading is the main skill for achieving successful studies. Students who only limit what their teacher gives in class without trying to read many references do not get much information. More reading means more knowledge. Especially reading as the target language to build vocabulary for English lessons. It is realized that reading skills or reading activities open knowledge widely, provide more useful vocabulary and information.

### **3. Reading Strategies**

One of the objectives of reading skills is to develop students' reading skills. Reading is also one of important skill that should be mastered by the students. There are several reading strategies that it can be developed. These reading strategies could help the students to improve their skill in reading. They are:

#### **a. Predicting**

The teacher tells the title of the text that is going to be read, show a picture of the text and ask the students to predict what the text is about or what information they expect from the text. The students can use their imagination based on the information they got (title or pictures) to give their ideas.

b. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. It is skill of getting general idea of a text.<sup>10</sup>

c. Scanning

Usually the students tend to read to whole text carefully word by word. It's waste of time. Sometime when we read, we don't read, we don't always want to know the whole meaning of sentence or text. The most important thing is based on our aim. Then we want to know some specific information, we don't have to read the whole passage. Scanning is reading skill in getting specific information from a text.

d. Identifying

Topic and Main Idea Mikukecky suggests that students practice these skills in a developmental sequence from simple to more complex cognitive tasks.

## **B. The Concept of Difficulties in Reading Learning Process on Pandemic Era**

### **1. Teaching / Learning Reading**

Reading is the teacher's gateway in conveying information to students. Although information can still be obtained by students through other communication activities, it is very important for students to master

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<sup>10</sup> H. douglas Brown, *Taching by principles* (San Fransisco: San Fransisco state University, 2000), 308.



reading skills. Some teachers in regular elementary schools who have students with learning difficulties, many complain about teaching reading. Don't overdo it with what this teacher is worried about. Anxiety shows that the teacher is thinking hard, how to solve the main problem in class.

The researchers reveal some significant findings that will influence teachers and teachers' approaches to teaching reading skills. Some of the highlights are reviewed as follows:<sup>11</sup>

a. Bottom up and top down processing

The differences between bottom-up and top-down processing form the basis of reading methodologies for years to come. In bottom-up processing, readers must first recognize the diversity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals.

This is where complementary methods of processing written text are essential. Top-down, or conceptually driven, processing, where we draw on our own intelligence and experience to understand the text.

The best way to teach reading is through a bottom-up methodology: teaching symbols, grapheme-phoneme correspondence, syllables, and lexical recognition first, then understanding derived from the addition of parts. his share. More recent research on teaching reading has shown that a combination of top-down and bottom-up processing, or what has come

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<sup>11</sup> Ibid., 298-302.

to be called interactive reading, is almost always a key ingredient in a successful teaching methodology because both processes are important.

b. Schema Theory and Background Knowledge

How do they decide what to keep, and after making that decision, how do they conclude the author's message? These are the kinds of questions answered by what came to be known as schema theory, the hallmark of which is that texts carry no meaning by themselves. Readers bring information, knowledge, emotions, experiences, and culture i.e. schemas (plural) into the printed word. In this theory there are two categories of schemas: schema content is a requirement to understand the humor. Formal schemas consist of our knowledge of the structure of discourse. content schema includes what we know about people, the world, culture, and the universe.

c. The Role of Effect and Culture

It is clear from a cursory survey of research on second language acquisition that affective factors play a major role in ultimate success. Just as language ego, self-esteem, empathy, and motivation underlie the acquisition of oral discourse, reading is subject to variability in the affective domain.

d. The Power of Extensive Reading

Pedagogical research on reading is the extent to which students will learn to read better in a laissez-faire setting rather than an enriched

environment or in a direct attention sequence instructed on efficient reading strategies.

The Power of Reading and Day and Bamford both state that extensive reading (free voluntary reading [FVR], as Krashen calls it) is key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing.

## **2. Learning Process on Pandemic Era**

The COVID-19 pandemic is the most significant health crisis that has disrupted human way of living with unprecedented consequences for daily lives, including how people work and learn.<sup>12</sup> A pandemic is an epidemic that spreads simultaneously everywhere that spreads widely this COVID-19 pandemic also has an impact on various sectors of life such as the economy, social and education, in fact the United Nations Educational. Covid-19 is an infectious disease caused by a newly discovered type of coronavirus, although it attacks the elderly more, this virus can actually attack anyone, from infants, children, to adults this corona virus can cause minor disturbances to the system respiratory infections, serious lung infections, and even death so that all sectors are affected so that some local governments have decided to implement policies to leave students and start implementing online learning methods (online) or online.

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<sup>12</sup> Marcel Crozet, Skills Development in the Time of COVID-19: Taking Stock of the Initial Responses in Technical and Vocational Education and Training, (International Labour Office, 2021), 5.

The coronavirus disease (COVID-19) pandemic gives effect to the learning process, as follow:<sup>13</sup>

- a. Resulting in a reversal of educational gains,
- b. Limiting students' educational and vocational opportunities,
- c. Limiting students' social and emotional interactions and development.
- d. Interrupting and disrupting the provision of, and access to, essential school-based services such as school feeding and nutrition programmes, immunization, and mental health and psychosocial support.

As the COVID-19 crisis becomes more protracted, there is a growing need to ensure that concerned stakeholders have appropriate mechanisms and capabilities to cope with their evolving local situations. In addition to the role of the government, efforts to maximize the learning process during the pandemic must also be carried out by teachers and parents and students' awareness of complying with health protocols so that learning can be carried out effectively.

### **3. The Kinds of Difficulties in Reading Learning Process on Pandemic Era**

According to Nuttal, there are four aspect are regard as difficulties that the students confluence in comprehending reading text there are:<sup>14</sup>

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<sup>13</sup> Di Pietro, G., Biagi, F., Costa P., Karpiński Z., Mazza, J. "The Likely Impact of Covid-19 on Education: Reflections Based on the Existing Literature and Recent International Datasets," JRC Technical Report, 2020.

<sup>14</sup> *Ibid.*, 290.

a. Determining Main Idea

The main idea of finding the main idea is an explanation that tells points about the topic. Whereas supported by Longman determining main idea is the way to understanding a section. The main idea usually lies in the first sentence however it can likewise be the middle or last sentence. Along these lines, it is difficult to make the main idea. In addition, students feel confused to find and see the main idea of a segment.

b. Understanding Vocabulary

At the point when students read part of the text by implication students increment information about the vocabulary. For example, students discovering the significance of new words in the dictionary or also looking for meaning from the context. However, sometimes students have material difficulties because of the word vocabulary.

c. Making Inference

In making inference, students are required to understand a text to find conclusions from explanations in the text. For example, what the significance of the statement above?. It means the students' need to find the conclusion based on explanation. Thusly, at times a few students are hard to difficult to find out the conclusion of the text because that the meaning of statement isn't written on the content.

d. Supporting Detail

Supporting details, to explain, clarify, or illustrate their main points.

Without that specific material, an author's ideas remain abstract and unconvincing. Experienced writers try, whenever possible, to show rather than just tell their readers what their idea means.

e. Grammatical Features

Grammatical feature is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive.

**4. The Causes of Difficulties in Reading Learning Process on Pandemic Era.**

The causes of difficulties in the process of learning to read students in learning to read that we must consider the following factors.<sup>15</sup>

a. Less engaged in reading tasks

Students find it difficult to read because during the pandemic they rarely learn to read English and also factors from themselves such as laziness and lack of understanding of the material taught, students tend to play a lot compared to learning to read. They do not have the enthusiasm to learn because there is no one to guide them in learning to read.

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<sup>15</sup> Surmanov Sardor, Ametova Oyshajon and Togaymurodova Rushana, "The Difficulties of Reading Among Young Learners in Online Education," *European Journal* 8, no. 12 (2020): 4.

- b. Less confident in their ability to read

Students are not confident because students are afraid of making mistakes when reading and spelling and do not understand the meaning of what they read so they are very less confident in reading English.

- c. Frustrated with difficult work tasks

Students find it difficult because during the pandemic there are many assignments and lack of explanation from the teacher, they are not clear when explained online so they are frustrated and they do not understand the meaning of the English assignment.

#### **5. The Solution of Difficulties in Reading Learning Process on Pandemic Era.**

According to S.F. Shatilov, there is a solution to overcome difficulties in the process of reading skills:<sup>16</sup>

- a. To build the students' reading skills, the teacher should teach vocabulary using analogies synonyms or visual aids.
- b. The teacher has the students use a dictionary or check online to confirm their correct use or harder words.
- c. The teacher helps the students to make connection to personal experience knowledge and previous reading.
- d. The teacher needs to contextualize the instruction to the content that the students are learning.

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<sup>16</sup> Ibid., 4-5.

- e. The teacher allows the students to transfer their new reading skill to other learning situation.
- f. The teacher needs to teach children not only fluent reading skill, but also meaningful reading.
- g. The teacher should help the students to increase the motivation and faith in their own capabilities.



## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

At the junior high school level, this study examines An Analysis of Student Difficulties in the Process of Learning to Read Their Pandemic Era, according to researchers. The researcher decided to use a qualitative, this study for An Analysis of Student Difficulties in the Process of Learning to Read Their Pandemic Era at SMP N 2 Kasui Way Kanan 2020/2021 school year. Qualitative research is a method of investigating and comprehending the significance that an individual or group attaches to a human or societal issue. Participant norms are used to guide the researcher through the research process, which includes questions that emerge and methods for gathering data. Inductive data analysis builds themes that range from particular to broad, and the researcher then interprets the significance of the data.

This type of research is a case study or key study because to achieve this goal the researcher must collect data at the research site.<sup>17</sup> That's because the main data that was taken at school is in the form of Student Difficulties in Their Reading Learning Process On Pandemic Era.

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<sup>17</sup>John W. Creswell, *Reseach Design:Qualitative,Quantitavie and Mixed Methods Approaches* ( New Delhi: Sage Publication, 2014), 32.

The characteristics of this study emphasize descriptive qualitative research. The most basic and easiest to understand scientific research is the description. Description leads to the process of defining, classifying or categorizing interesting phenomena, the researcher takes surveys with the aim of being able to describe phenomena. The purpose of the survey is descriptive research uses a good certainty measure. The process of defining the broad features that underpin the data is known as descriptive qualitative analysis. Description qualitative research is beneficial since it may offer valuable information on the typical group member by providing a detailed picture of their characteristics.<sup>18</sup> More specifically, this research seeks to evaluate the Student Difficulties in Their Reading Learning Process On Pandemic Era.

## **B. Data Resources**

Researchers classified the sources into two categories, namely main and secondary, for the purposes of this study.

### **1. Primary Sources**

Primary sources are the original materials on which the research is based. This is direct information and evidence relating to the topic under consideration. Primary sources that convey information in its original form, not summarized or evaluated by the author. The primary sources of this research are the results of students' English assignments

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<sup>18</sup> Geoffrey Marczyk, David Dematteo and David Festinger, *Essential of Research Design and Metology*, ( USA: John Wiley & Sons, Inc, 2005), 16.

related to reading skills given by English teachers, the data researchers use to find out students' difficulties in learning reading during the pandemic. Other main data is in the form of interviews with students containing data regarding the causes of difficulties in learning reading during the pandemic. While other data sources are the results of interviews with English teachers which contain data about solutions to reading difficulties during the pandemic.

## 2. Secondary Sources

All data sources used to supplement the main data (such as school documents,)Secondary sources provide interpretation or analysis based on primary sources. It describes the main sources and sometimes uses them to support school documents. Secondary sources in this research are documentation, journals, e-books, and articles related to research.

### **C. Data Collection Technique**

During the course of gathering information, the researchers gathered the findings of a collective data collection on the usage of movie songs in public speaking. The data for this study is gathered via three different methods: observation, documentation, and interview, among others.

#### 1. Observation

Observation is a method of data gathering that is often used, with researchers able to play a variety of roles during the process.<sup>19</sup> A

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<sup>19</sup> John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2002), 212.

research assistant examines students' difficulties in the reading learning process in the pandemic era, as part of this investigation. The role of the researcher in this study is as an observer who is not fully a participant but only performs an observation function. This observation is carried out by researchers through the participation of learning activities in the classroom. Through this participation, it is expected to be able to obtain complementary data. This observation can also add knowledge to researchers.

## 2. Documentation

Qualitative research in the form of documents, including public and private data acquired through qualitative research on participants in the study, is referred to as document-based qualitative research.<sup>20</sup> In this study, researchers used document techniques to collect data. Documents can be used as an important source of information in qualitative research.

These sources can provide important information that can help researchers understand phenomena and qualitative studies. Minutes of meetings, official memoranda, historical materials in the library, and other types of public papers are examples of public documents, personal documents such as journals and personal diaries, letters, personal notes,

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<sup>20</sup>Ibid, 223.

and notes written personally, and those mentioned above represent a growing source of data for researchers qualitative.<sup>21</sup>

Thus the secondary data required to be documented as a source of data in the form of documentation.

### 3. Interview

It is possible to conduct qualitative interviews in which the researcher asks one or more of the participants broad, open-ended questions and records the responses of those individuals.<sup>22</sup> In this study, the researcher used interviews as a method to gather information about the solution of difficulties in reading learning process on pandemic era. In carrying out the interview technique (interview), the interviewer must be able to create a good relationship so that the informant is willing to cooperate, and feels free to speak and can provide true information. The interview technique that the researcher uses is structured (written) by first compiling some questions that was submitted to the informants. This is meant to make the discussion in the interview better concentrated and on the intended goal, rather than being overly wide, and to prevent the topic from being too broad. Additionally, it is used as a general benchmark and can be developed by researchers through the use of inquiries that lead to the possibility of an interview session with participants.

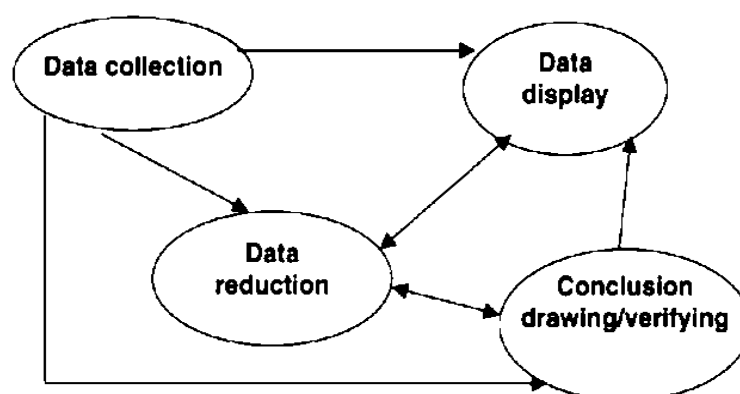
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<sup>21</sup>Ibid, 223.

<sup>22</sup>Ibid, 217.

#### D. Data Analysis Technique

Data collection was the very first stage in data analysis, which the researcher completed before any analysis could begin. Collection of research data was accomplished via observation of the teaching and learning process of English courses, as well as by conducting interviews with students in order to discover answers to the problem of Student Difficulties in the Process of Learning to Read Their Pandemic Era. Researchers apply the Miles and Huberman model to analyze data reduction reduksi.<sup>23</sup> The components of the data analysis model are described as below.



**Figure 1.** *Analysis Components of Miles and Huberman Model*

Data analysis using the Miles and Huberman models was carried out in the following steps.<sup>24</sup>

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<sup>23</sup>Matthew B. Miles, A Michael Huberman, *Qualitative Data Analysis*, (New Delhi: Sage Publication, 1994), 11.

<sup>24</sup>Ibid, 12.

1. Data collection is the first stage in the research process, and it occurs when the researcher gathers all of the information necessary to finish the study.
2. After the data is obtained, the writer performs data reduction by classifying the important data according to the research objectives.
3. Following the selection of the data, the writer provided the material in the form of narrative and tables, if appropriate.
4. In the end, the researcher concluded the results of the research after answering the research objectives.

Therefore, it can be concluded that data analysis has several functions in analyzing research data which include; To classify important data, to get relevant data results, to describe conclusions and generalize.

## CHAPTER IV

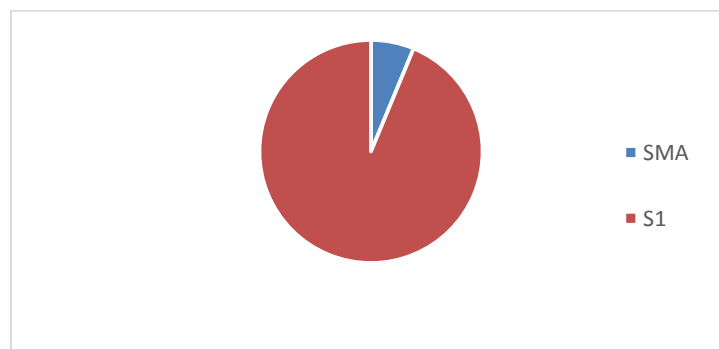
### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Result of the Research

##### 1. Description of the Research Setting

The description of the research location was taken by the researcher by using data collection method. There are many descriptions about the location from researcher such as:

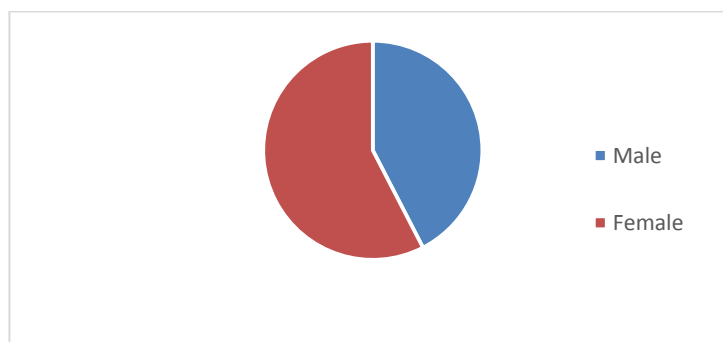
Condition of teachers and official at State Junior High School 2 Kasui Way Kanan, number of teachers and civil servants at State Junior High School 2 Kasui Way Kanan in the Academic year 2020/2021 are identified as follows:



**Figure 2. Condition of the Teacher and Official**

Based on Figure 2. above, it is explained that the condition of teachers and officials at State Junior High School 2 Kasui in the 2020/2021 school year. The conditions of teachers and officials are SMA 2 teachers, and S1 30 teachers.

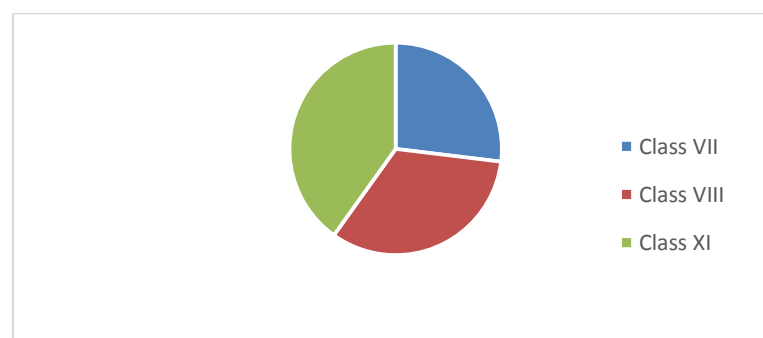




**Figure 3. The Gender of Teacher's and Official**

Based on Figure 3, it is illustrated the gender of teachers and officials at State Junior High School 2 Kasui for the 2020/2021 academic year. The gender of teachers and officials are 19 male teachers and 14 female teachers.

The number of students at State Junior High School 2 Kasui is identified as follows:



**Figure 4. The Student's Quantity**

Based on Figure 4, it is clear that the quantity of students in State Junior High School 2 Kasui for the 2020/2021 academic year. The number of student in class VII is 95 students, class VIII is 120 students and class IX is 146 students.

## **2. Description of Research Result**

The description of the research results refers to the research objectives including: *to find out the students' difficulties in the reading learning process during pandemic era, to find out the causes of students' difficulties in the reading learning process during pandemic era, to find out the solution to overcome students' difficulties in the reading learning process during pandemic era.*

### **a. The Students' Difficulties in the Reading Learning Process During Pandemic Era**

In examining the difficulties of students in the reading learning process during the pandemic, the researcher observed the results of the students' reading assignments given by the English teacher. In the analysis process, the researcher is guided by aspects of reading which consist of the main idea, inference, grammatical features, supporting details, and vocabulary in context. In this case, the researcher examines the students' mistakes in answering reading questions related to these reading aspects. The results of research related to students' difficulties in the learning process during the pandemic are shown in the following data.

#### **1) Student 1**

In the student data, the researcher found errors in the form of 3 inferences, 2 main ideas, 2 grammar features, 3 supporting details, 4

vocabulary in context. Some types of errors are shown in the following questions:

1. *What is the main idea of paragraph two?*
  - a. *Fafa has good characters*
  - b. *Fafa comes from a rich family*
  - c. *Fafa is an eighth grader student*
  - d. *Fafa is popular among neighbors*

From the answers above, the answer is error because student choose the answer B. *Fafa comes from a risk family*. The answer to the main idea above should be A. *Fafa has good characters*. Because the main idea of the second paragraph is about the good character and attitude of fafa. Therefore, the correct answer is A.

2. *What is the text about?*
  - a. *The writer's sister*
  - b. *The writer's family*
  - c. *The writer's deskmate*
  - d. *The writer's best friend*

From the answer above, the answer is error because student choose the answer A. *The writer's sister*. Because the text as a whole discusses the fafa friend of the author. Then the correct answer is D.

## 2) Student 2

In the data of student, the researcher found errors in the form of 1 inference, 1 main idea, 2 grammer features, 3 supporting details, 5 vocabulary in context, some errors are shown in the following questions:

1. *What kind of tense of the one sentence in paragraph two?*
  - a. *Simple present tense*
  - b. *Present perfect tense*

- c. *Present continuous*
- d. *Simple past tense*

From the answer above, the answer is error because student choose the answer C. *Present continuous*. Because the text in the second sentence of paragraph one discusses the facts of habit or routine. So the correct answer is A.

- 2. *What passes through middle of the sragen regency?*
  - a. *The Bengawan Solo River*
  - b. *The Sangiran Dome*
  - c. *The Kendeng Mountain*
  - d. *The Plupuh district*

From the answer above, the answer is error because student choose the answer C. *The kendeng mountain*. It is explained in the first paragraph of the 3rd bans in the middle of the area flows the longest river in Java, Bengawan Solo. So the correct choice is A.

### 3) Students 3

In the data of student the researchers found errors in the form of 3 inferences, 2 main ideas, 1 grammer features, 3 supporting details, 3 vocabulary in context, some errors are shown in the following questions:

- 1. *What is the main idea of paragraph three?*
  - a. *Tabuik ceremony is a traditional from the west sumatra.*
  - b. *The tabuik will dispose bad luck if thrown to the sea.*
  - c. *People wear traditional dress during the ceremony.*
  - d. *The tabuik ceremony is ended the sun set.*

From the answer above, the answer is error because student choose the answer D. *The tabuik ceremony is ended when the sun set.* the answer is wrong because the main idea of all the paragraphs is not listed in choice D. but the main idea is stated completely in choice B. *The tabuik will dispose bad luck if thrown to the sea.*

2. “..... they are seeking in boyolali” (paragraph 3) what does the underline word refer to?
- People from out town
  - Places in boyolali
  - Cow statues
  - Real cows

From the answer above, the is error because student choose the answer D. *Real cows.* The answer is wrong because the word “they” in the sentence refers to people from outside the city, the correct choice is B.

#### 4) Student 4

In the data of student the researchers found errors in the form of 4 inferences, 2 main ideas, 2 grammer features, 3 supporting details, 3 vocabulary in context, some errors are shown in the following questions:

1. *What is the text about?*
- A succesful ac*
  - Jeniffer lopez*
  - Jeniffer lopez’s sisters*
  - Jeniffer lopez’s sisters*

From the answer above, the answer is error because student choose the answer A. *A successful actress.* The answer is wrong

because the entire content of the reading informs about Jennifer Lopez so the reading is about Jennifer Lopez then the correct choice is B.

2. *What kind of tense of the one sentence in paragraph two?*
  - a. *Simple present tense*
  - b. *Present continuous*
  - c. *Present perfect tense*
  - d. *Simple past tense*

From the answer above, the answer is error because student choose the answer C. *Present continuous*. Because the text in the second sentence of paragraph one discusses the facts of habit or routine. So the correct answer is A.

#### 5) Student 5

In the data of student the researchers found errors in the form of 3 inferences, 3 main ideas, 2 grammar features, 3 supporting details, 3 vocabulary in context, some errors are shown in the following questions:

1. *What is the main idea of the second paragraph?*
  - a. *The most interesting place in Singapore is the bird park*
  - b. *There is a restaurant next to a large lake in the park*
  - c. *There are hundreds of very beautiful birds in the cages*
  - d. *Singapore bird park is the largest bird park in the world.*

From the answer above, the answer is error because student choose the answer B. *There is a restaurant next to a large lake in the park*. The answer is wrong because the main idea of all the paragraphs is not listed in option B, but the main idea is stated completely in choice D.

2. *What does J.Lo do when she has a proble?*
- Sees her parents every weekend*
  - Phone her parents*
  - Meets her two sister*
  - Meets her two sisters*

From the answer above, the answer is error because student choose the answe B.*Phones her parents*. wrong answer when he has a problem J.Lo always calls his parents. It is explained in the last paragraph that she always phone them if she has a problem' then the correct answer is C.

Based on the results of observations in the research process, the researchers found 14 student errors in answering reading assignments in the form of multiple choice questions which indicated students' difficulties in learning reading. The errors include four main idea errors, three inference errors. One grammatical feature error, three supporting detail errors, and three vocabulary incontext errors.

Briefly, students' difficulties in learning reading are illustrated in the following table:

**Table 2. Difficulties in the Reading Learning Process During The Pandemic Era**

<b>No</b>	<b>Kinds of Students' Difficulties in Reading Aspect</b>	<b>Frequency</b>	<b>Percentage</b>
1	Main Idea	44	21%
2	Inference	44	21%
3	Grammatical features	30	15%
4	Supporting detail	40	19%
5	Vocabularry in context	55	26%
Total		213	102%

Students' difficulties in learning to read during the pandemic are clearly shown by the results of reading assignments which include main ideas, inferences, grammatical features, supporting details, vocabulary in context. The reading aspect that shows the highest difficulty is vocabulary in context while the reading aspect that shows the smallest presentation is grammatical features, that's because students don't have a lot of vocabulary mastery and good English vocabulary and grammar in terms of the results of the reading task.

Based on the results of this study, it can be seen that the types of students' difficulties in learning reading during the pandemic were subject by difficulties in understanding vocabulary (26%) and followed by students' difficulties in decisive conclusions and main ideas. In addition, other reading difficulties include decisive the supporting details and grammatical features of the reading text.

From the results of the discussion above, it can be concluded that the difficulties of students in the learning process during the pandemic are shown in the form of their inability to understand the main idea and make conclusions about understanding grammatical aspects in determining supporting ideas in understanding vocabulary according to the context of the reading.



**b. The Reason of Students' Difficulties in the Reading Learning Process During Pandemic Era**

To find out the factors that reason students' difficulties in the process of learning to read during the pandemic, the researcher used instrument of interview with students. Based on the results interviews, researcher analyze what causes students to difficulties in the process of learning to read during the pandemic, including the following:

1) Less engaged in reading tasks

Based on the interview result with the students, the researcher got the script of interview stated as follow:

**The question of interview:** *“Does the reluctance to do reading assignments cause difficulties in learning to read during a pandemic?”*

**The answers of interview stated by the students, as follow:**

- a) *Student 1: Yes, it's difficult because during the pandemic I rarely learn to read English.*
- b) *Student 2: yes because it's hard.*
- c) *Student 3: Yes.*
- d) *Student 4: yes because it is difficult to read English so lazy to do assignments.*
- e) *Student 5: Yes, because it's hard to read, so it's a little difficult to do assignments.*
- f) *Student 6: Yes, also from factors from yourself such as laziness and lack of understanding of the material being taught.*
- g) *Student 7: yes, and lazy to study too.*
- h) *Student 8: It's not a task that helps to always read.*
- i) *Student 9: Yes, because all the assignments are in English, so it makes me lazy.*

- j) *Student 10: Yes, because I'm confused when doing assignments, I have to read and sometimes I don't know what I mean.*
- k) *Student 11: Yes, because the task is also difficult and you have to read it to know the problem.*
- l) *yes, lack of interest so it is a little difficult and difficult to learn to read English.*
- m) *Yes, because there are too many assignments and you have to read them.*
- n) *Yes, sometimes because you play a lot, you are lazy to do assignments.*
- o) *Yes, because being able to read is a person who is diligent in doing assignments.*
- p) *Yes, because the assignments are all in English and it's hard to understand the meaning.*
- q) *Yes, because I don't have the enthusiasm to learn to read and I'm lazy.*
- r) *no, it's hard to read because there's no one to teach.*

In line with the result of interview with the students above, it was investigated that the students' reluctance to do reading assignments causes difficulties in learning to read in the pandemic era. It was known from the interview result, reading task is difficult because during the pandemic the students rarely learn to read English. In addition, the interview result pointed out that they are lazy to do reading assignments because it is hard to read, so it is a little difficult to do assignments. All assignments are in English, and the students do not know the meaning of the words, so it makes the students lazy to do the reading task.

## 2) Less confident in their ability to read

Based on the interview result with the students, the researcher got the script of interview stated as follow:

**The question of interview:** *“Is the difficulty in learning to read during the pandemic caused by a lack of confidence in your reading ability?”*

**The answers of interview stated by the students, as follow:**

- a) *Yes, I don't believe in myself because I am afraid of being wrong when reading.*
- b) *yes because I read it there are still many mistakes.*
- c) *Yes, I lack confidence in spelling or pronunciation while studying during a pandemic.*
- d) *yes because reading it is still not right and wrong.*
- e) *Yes, because I'm not confident and shy, so it's hard for me to read English.*
- f) *Yes, because English is more that requires extra skills.*
- g) *Yes, apart from learning that is all online, I am also filled with a lack of confidence.*
- h) *It's not difficult at all because even during the pandemic it doesn't reduce self-confidence.*
- i) *Yes, because my reading method is still not fluent in English.*
- j) *Yes, because the English reading is still a lot wrong.*
- k) *Yes, I lack confidence because there are still many mistakes when reading English.*
- l) *Yes, because the reading is not smooth and there are many mistakes, I don't know the meaning.*
- m) *Yes, because the reading is not correct and I don't know what is meant by the reading.*
- n) *Yes, because reading it there are still many mistakes so I don't believe in myself.*
- o) *Yes, because I don't know the meaning and the reading is still wrong.*
- p) *yes because I still haven't read it properly.*
- q) *yes because my reading is still wrong and not correct.*
- r) *yes one of them is because reading it is still wrong.*

In line with the result of interview with the students above, it was investigated that the difficulties in learning to read the pandemic era are caused by a lack of confidence in reading skills. The students do not believe in themselves because they are afraid of being wrong when reading. The interview result pointed out that they were not confident

and shy, so it is hard for them to read English. The process of doing the reading task is not smooth and there are many mistakes, they do not know the meaning.

### 3) Frustrated with difficulties work tasks

Based on the interview result with the students, the researcher got the script of interview stated as follow:

**The question of interview:** *“Is it difficult to learn to read during a pandemic because of frustration with difficult English assignments?”*

**The answer of interview stated by the students, as follow:**

- a) *Yes, because during the pandemic there are many assignments and lack of explanation from the teacher.*
- b) *Yes, it's a lot of work and it's hard to understand.*
- c) *Yes, I'm frustrated with the pretty burdensome English assignment.*
- d) *Yes, sometimes I feel frustrated because I can't read it and don't know what it means.*
- e) *Yes, because I don't know what it means.*
- f) *Yes, moreover, other tasks also pile up.*
- g) *Yes, one of them and online learning do not understand the material explained by the teacher.*
- h) *Don't feel frustrated at all with assignments because the more assignments the more the desire to read during the pandemic.*
- i) *Yes, a lot of dizzying tasks plus English assignments.*
- j) *Yes, sometimes I get dizzy with many tasks and many don't understand when reading it.*
- k) *Yes, so we are dizzy and don't know what it means when we read.*
- l) *Yes, it's a lot of work and I don't understand and it's hard to read.*
- m) *Yes dizzy with a lot of work.*
- n) *Yes, because there are many tasks that pile up during the pandemic.*
- o) *Yes, there are a lot of assignments and all of them are in English, so I'm dizzy.*
- p) *Yes because there are many assignments and no one teaches like at school.*
- q) *Yes, a little dizzy because of the many tasks that make it difficult.*
- r) *Yes there are too many assignments and don't understand.*

In line with the result of interview with the students above, it was investigated that the difficulty learning to read the pandemic era due to frustration with difficult English assignments. In addition the interview result pointed out that during the pandemic, there are many assignments and lack of explanation from the teacher. Sometimes the students feel frustrated because they can not read the text and do not know what it means.

**c. The Solution to Overcome Students' Difficulties in the Reading Learning Process During Pandemic Era**

In analyzing solutions to overcome difficulties in the process of learning to read the pandemic era , the researcher used interviews with English teachers.

Based on the results of interviews, the researcher analyzed solutions to overcome difficulties in the learning process of reading during the pandemic, including the following:

- 1) The teacher has the students use a dictionary or check online to confirm their correct use of harder words.

Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to english teacher :** *Is the use of a dictionary or online check important in dealing with reading learning difficulties during a pandemic?*

**The answer given by the english teacher :** *Yes, that's one of them because by opening the dictionary the child learns on his own and can search independently in the dictionary automatically, it can strengthen the child's memory.*

In line with the result of interview with the English teacher above, it was investigated that the use of dictionaries or online checks important in overcoming difficulties in learning to read during the pandemic. By opening the dictionary, the students learn on their own and can search independently in the dictionary automatically, it can strengthen the child's memory. Completing English vocabulary through teaching aids is important to overcome students' difficulties in learning to read. Actually there are many ways to master vocabulary so that it can increase vocabulary because the questions written in English, so it needs time to translate before answering.

2) The teacher helps the students to make connection to personal experience knowledge and previous reading.

Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to english teacher :** *What is the function of connecting the students' personal experience knowledge to reading texts in overcoming reading difficulties during a pandemic?*

**The answer given by the english teacher :** *The personal experience knowledge to reading texts can be used to translate one or two words. They don't know but maybe in general they know what it means like guessing the meaning with the knowledge they have.*

In line with the result of interview with the English teacher above, it was investigated that connecting students' personal experience knowledge with reading texts has important function in overcoming reading difficulties during a pandemic. Their knowledge can be used to translate one or two words, they do not know but maybe in general they know what it means like guessing the meaning with the knowledge they have.

3) The teacher needs to contextualize the instruction to the content that the students are learning.

Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to english teacher :** *Is there a need to contextualize the teaching of reading on the content of reading?*

**The answer given by the english teacher :** *Yes, it can be done by giving English assignments related to reading the current pandemic how to avoid it in our daily lives and to stay safe from covid-19.*

In line with the result of interview with the English teacher above, it was investigated that contextualizing the instruction to the content that the students learn can be done by giving English assignments related to reading the current pandemic how to avoid it in our daily lives and to stay safe from covid-19.

4) The teacher allows the students to transfer their new reading skill to other learning situation.

Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to english teacher :** *Is it important for the students to adapt to new learning situations as a solution to overcome the difficulties of learning to read during the pandemic?*

**The answer given by the english teacher :** *Of course, it is very important because of the current situation and must follow the existing rules.*

In line with the result of interview with the English teacher above, it was investigated that it is important for students to adapt to new learning situations as a solution to overcome difficulties in learning to read during a pandemi because of the current situation so the students must follow the existing rules.

5) The teacher needs to teach children not only fluent reading skill, but also meaningful reading.



Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to English teacher :** *What is the function of meaningful reading in overcoming reading the difficulties during a pandemic?*

**The answer given by the English teacher :** *It is very important because reading is to get information if you don't know the meaning so that the information is not found optimally if there are many words you don't know, the more information you can't find.*

In line with the result of interview with the English teacher above, it was investigated that the teaching process of the meaningful reading meaningful is very important because reading is to get information. If the students do not know the meaning, the information is not found optimally. If there are many words they do not know, the students can not find the information.

6) The teacher should help the students to increase the motivation and faith in their own capabilities.

Based on the interview result with the English teacher, the researcher got the script of interview stated as follow:

**The question of interview given to English teacher :** *How to motivate students in learning reading during the pandemic?*

**The answer given by the English teacher :** *It is recommended that if you study at home you can look at the dictionary and if possible you can ask friends or teachers via cellphone.*

In line with the result of interview with the English teacher above, it was investigated that the ways to motivate students in learning to read during the pandemi are by asking the students to read the text, to look for the difficult vocabularies at the dictionary, and to discuss the content of the text with the teacher.

#### **d. Learning Process on Pandemic Era**

In the learning process during the pandemic, students are scheduled to enter class or school once a week to take assignments that will be done at home and reunited when there is a schedule for English subjects. and During the English subject, the teacher gives multiple choice assignments containing readings containing 5 aspects, namely main idea, inference, grammatical features, supporting detail, vocabulary in context. Students are asked to read carefully the questions and readings by determining these 5 aspects. The teacher also tells when students do school work, students experience problems or do not understand how to do questions, students are asked to ask questions through the tutoring group via wa. The teacher gives assignments by determining the 5 aspects of reading so that students can read with a purpose and know the meaning of what they read because during the pandemic the teacher did not have much time to

meet with students, therefore the teacher gave the assignment so that students practice reading and doing question.

## **B. Discussions**

### **1. The Students' Difficulties in the Reading Learning Process During Pandemic Era**

Students' difficulties in the process of learning English during the pandemic were analyzed based on an observation instrument. The types of students' difficulties in learning English were arranged in an observation instrument based on the theory proposed by Douglas. H Brawn about aspects of reading which consist of:

- a. Main ideas
- b. Inference
- c. Grammatical features
- d. Supporting detail
- e. Vocabulary in context<sup>25</sup>.

In conducting this research to find out the difficulties of students in learning reading during the pandemic, the researchers observed the archive of reading assignments given by the English teacher with 18 answers to reading comprehension in the form of multiple choice while the results of observations related to students' difficulties in reading, among others:

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<sup>25</sup> Brown, H. Dauglas, *Language Assesment Principles and Classroom Practices* (San Francisco: State University, 2004), 206.

- 1) The percentage of students' difficulties in comprehending the Main Idea is 21%
- 2) The percentage of students' difficulties in making the Inference is 21%
- 3) The percentage of students' difficulties in comprehending the Grammatical features is 15%
- 4) The percentage of students' difficulties in comprehending the Supporting detail is 19%
- 5) The percentage of students' difficulties in comprehending the Vocabulary in context is 26%

Based on the results of this study, it can be seen that the types of students' difficulties in learning reading during the pandemic were dominated by difficulties in understanding vocabulary (26%) and followed by students' difficulties in determining conclusions and main ideas. In addition, other reading difficulties include determining the supporting details and grammatical features of the reading text.

From the results of the discussion above, it can be concluded that the difficulties of students in the learning process during the pandemic are shown in the form of their inability to understand the main idea and make conclusions about understanding grammatical aspects in determining supporting ideas in understanding vocabulary according to the context of the reading.

## **2. The Reason of Students' Difficulties in the Reading Learning Process During Pandemic Era**

The reason of students' difficulties in reading during the pandemic were analyzed using an interview instrument. That which includes:

Based on the research of in interview with english students'

- a. Less engaged in reading tasks
- b. Less confident in their ability to read
- c. Frustrated with difficulties work tasks

In collecting data related to the causes of difficulties students in the process of learning to read researchers conduct interviews to 18 students while the results of the interview showed that the because of difficulties in the reading process based on From the discussion above, it can be seen that the reason of students' difficulties in the process of learning to read include:

- a. Less engaged in reading tasks

The aversion of students to do reading task causes difficulties in learning to read in the pandemic era. Reading task are difficult because during the pandemic students infrequently learn to read English. In adjunct, they are lazy to do reading assignments because they are difficult to read, so it is a little difficult to do task. and All task are in English, and students do not understand the meaning of the words, this making students lazy to do reading task.

b. Less confident in their ability to read

Difficulties in learning to read in this pandemic era are caused by a lack of confidence in reading skills. Students are not confident because they are afraid of reading wrong. They are not confident and afraid of being wrong, so it is difficult for them to read English. The process of doing reading assignments is not smooth and there are still many errors, because students do not understand the meaning.

c. Frustrated with difficulties work tasks

Difficulty learning to read in the pandemic era due to frustration with difficult English tasks. In times of pandemic, there are many tasks and lack of experience from teachers. so that students often feel frustrated because they can not read the text and do not know its meaning.

Based on the results of the discussion above, it can be concluded that the causes of students' difficulties in the reading learning process during the pandemic include of less engaged in reading tasks, less confident in their ability to read, less willing to take risks in reading out new word, and frustrated with difficulties work tasks.

### **3. The Solution to Overcome Students' Difficulties in the Reading Learning Process During Pandemic Era**

Solutions to overcome students' difficulties in the reading process during the pandemic were analyzed using an interview instrument. That which includes:

Based on the research of in interview with english teacher

- a. To build the students' reading skill, the teacher should teach vocabulary using analogies synonyms or visual aids.
- b. The teacher has the students use a dictionary or check online to confirm their correct use of harder words
- c. The teacher helps the students to make connection to personal experience knowledge and previous reading.
- d. The teacher needs to contextualize the instruction to the content that the students are learning.
- e. The teacher allows the students to transfer their new reading skill to other learning situation.
- f. The teacher needs to teach children not only fluent reading skill, but also meaningful reading.
- g. The teacher should help the students to increase the motivation and faith in their own capabilities.

In collecting data related to solutions to students' difficulties in learning reading during the pandemic, the researcher conducted interviews with English teachers. The results of research related to solutions to student difficulties in learning to read during the pandemic include:

- 1) The teacher has the students use a dictionary or check online to confirm their correct use of harder words.

The use of dictionaries or online checks important in overcoming difficulties in learning to read during the pandemic. By primary the

dictionary, the students learn on their own and can search independently in the dictionary automatically, it can fortify the child's memory. Implementation English vocabulary through teaching aids is important to overcome students' difficulties in learning to read. Actually there are many ways to major vocabulary so that it can increase vocabulary because the questions written in English, so it needs time to translate before answering.

- 2) The teacher helps the students to make connection to personal experience knowledge and previous reading.

Connecting students' personal involvement knowledge with reading texts has important function in overcoming reading difficulties during a pandemic. Their knowledge can be used to translate one or two words, they do not know but maybe in general they know what it means like solving the meaning with the knowledge they have.

- 3) The teacher needs to contextualize the instruction to the content that the students are learning.

Contextualizing the instruction to the content that the students learn can be done by giving English tasks related to reading the current pandemic how to avoid it in our daily lives and to stay safe from covid-19.

- 4) The teacher allows the students to transfer their new reading skill to other learning situation.



It is important for students to adapt to new learning situations as a solution to overcome difficulties in learning to read during a pandemic because of the current situation so the students must follow the existing rules.

- 5) The teacher needs to teach children not only fluent reading skill, but also meaningful reading.

The teaching process of the meaningful reading meaningful is very important because reading is to get information. If the students do not know the meaning, the information is not found optimally. If there are many words they do not know, the students can not find the information.

- 6) The teacher should help the students to increase the motivation and faith in their own capabilities.

The ways to motivate students in learning to read during the pandemic are by asking the students to read the text, to look for the difficult vocabularies at the dictionary, and to discuss the content of the text with the teacher.

Based on all the explanations above, it can be concluded that the solutions for students' difficulties in learning to read during the pandemic including of having the students use a dictionary or check online to confirm their correct use of harder words; helping the students to make connection to personal experience knowledge and previous reading; contextualizing the instruction to the content that

the students are learning; allowing the students to transfer their new reading skill to other learning situation; teaching children not only fluent reading skill, but also meaningful reading, and helping the students to increase the motivation and faith in their own capabilities.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusion of this study describes the results of research related with the research objectives. The first research results are about the students' difficulties in the learning process during the pandemic are the difficulty in deciding main idea, in comprehending inference, in comprehending grammatical features, in deciding supporting detail, and in comprehending vocabulary in context.

The second research result points out the causes of students' difficulties in the reading learning process during the pandemic include of less engaged in reading tasks, less confident in their ability to read, and frustrated with difficulties work tasks.

The third research result emphasize the solutions for students' difficulties in learning to read during the pandemic including of having the students use a dictionary or check online to confirm their correct use of harder words, helping the students to make connection to personal experience knowledge and previous reading, contextualizing the instruction to the content that the students are learning, allowing the students to transfer their new reading skill to other learning situation, teaching children not only fluent reading skill, but also meaningful reading, and helping the students to increase the motivation and faith in their own capabilities.

## **B. Suggestion**

The researcher expresses the suggestions from the results of this study to the students, the teachers and the headmaster, among others:

### **1. For the Students**

It is recommended for students to be more intensive in practicing reading in English regularly so that students have better English skills. In addition, students can use various kinds of efforts that can motivate their enthusiasm in reading.

### **2. For the Teacher**

Teachers are advised to motivate students more in the process of learning to read English so that students are more enthusiastic in learning English. In addition, after the teacher knows the forms of student difficulties in learning to read English, the teacher is advised to take appropriate efforts to address these problems.

### **3. For the Headmaster**

The headmaster is advised to facilitate English lessons by using English teaching media with the use of more complete English teaching media. In addition, school principals can also apply various teaching training so that teachers can be more creative in the English learning process.

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# **APPENDICES**

### 1. Blueprint of Observation Sheet

No	Aspect	Sub Aspect	Reference
1.	The students' difficulties in reading learning process in pandemic era	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Inference</li> <li>• Grammatical features</li> <li>• Supporting detail</li> <li>• Vocabulary in context</li> </ul>	Brown, H. Dauglas. Language Assesment Principles and Classroom Practices. San Francisco: State University, 2004

### 2. Blueprint of Interview

No	Aspect	Sub Aspect	Reference
1.	The causes of students' difficulties in reading learning process in pandemic era	<ul style="list-style-type: none"> <li>• Less engaged in reading tasks</li> <li>• Less confident in their ability to read</li> </ul>	Surmanov Sardor, Ametovaoyshajon and Togaymurodova Rushana " <i>The Difficulties of Reading Among Young Learners in</i>



		<ul style="list-style-type: none"> <li>• Frustrated with difficulties work tasks</li> </ul>	<p><i>Online Education.</i>”</p> <p>European Journal of Research and Reflection in Educational Sciences</p> <p>8, No. 12 2020.</p>
2.	The solution to overcome the students’ difficulties in reading leaning process in pandemic era	<ul style="list-style-type: none"> <li>• To build the students’ reading skill, the teacher should teach vocabulary using analogies synonyms or visual aids.</li> <li>• The teacher has the students use a dictionary or check online to confirm their correct use of harder words</li> <li>• The teacher helps the students to make connection to personal experience knowledge and previous reading.</li> </ul>	<p>Surmanov Sardor, Ametovaoyshajon and Togaymurodova Rushana “<i>The Difficulties of Reading Among Young Learners in Online Education.</i>”</p> <p>European Journal of Research and Reflection in Educational Sciences</p> <p>8, No. 12 (2020), 4-5.</p>

		<ul style="list-style-type: none"><li>• The teacher needs to contextualize the instruction to the content that the students are learning.</li><li>• The teacher allows the students to transfer their new reading skill to other learning situation.</li></ul>	
		<ul style="list-style-type: none"><li>• The teacher needs to teach children not only fluent reading skill, but also meaningful reading.</li><li>• The teacher should help the students to increase the motivation and faith in their own capabilities.</li></ul>	

### 3. Blueprint of Documentation Sheet

No	Aspect
1.	Profile of SMP N 2 Kasui Way Kanan
2.	The building condition and school facilities in SMP N 2 Kasui Way Kanan
3.	The quantity of students at SMP N 2 Kasui Way Kanan
4.	Organization structure of SMP N 2 Kasui Way Kanan
5.	Location sketch

#### a. The Condition of the Teacher and Official at SMP Negeri 2 Kasui

Kondisi Guru dan Pejabat di SMP Negeri 2 Kasui Way Kanan, jumlah guru dan pemberi kerja resmi di SMP Negeri 2 Kasui pada tahun ajaran 2021/2020 adalah yang dapat diidentifikasi sebagai berikut:

**Table 3. The Condition of the Teacher and Official at SMP Negeri 2 Kasui, in the Academic Year of 2020/2021**

No	Nama	Sex	Occupation
1.	Sunanrno, S.Pd	Male	Principal
2.	Slamet	Male	School komite
3.	Rian Saputra, S.Pd.	Male	Counseler teacher
4.	Erni, S.Pd	Female	PKN teacher
5.	Handa Wati, S.Pd	Female	Craft techer

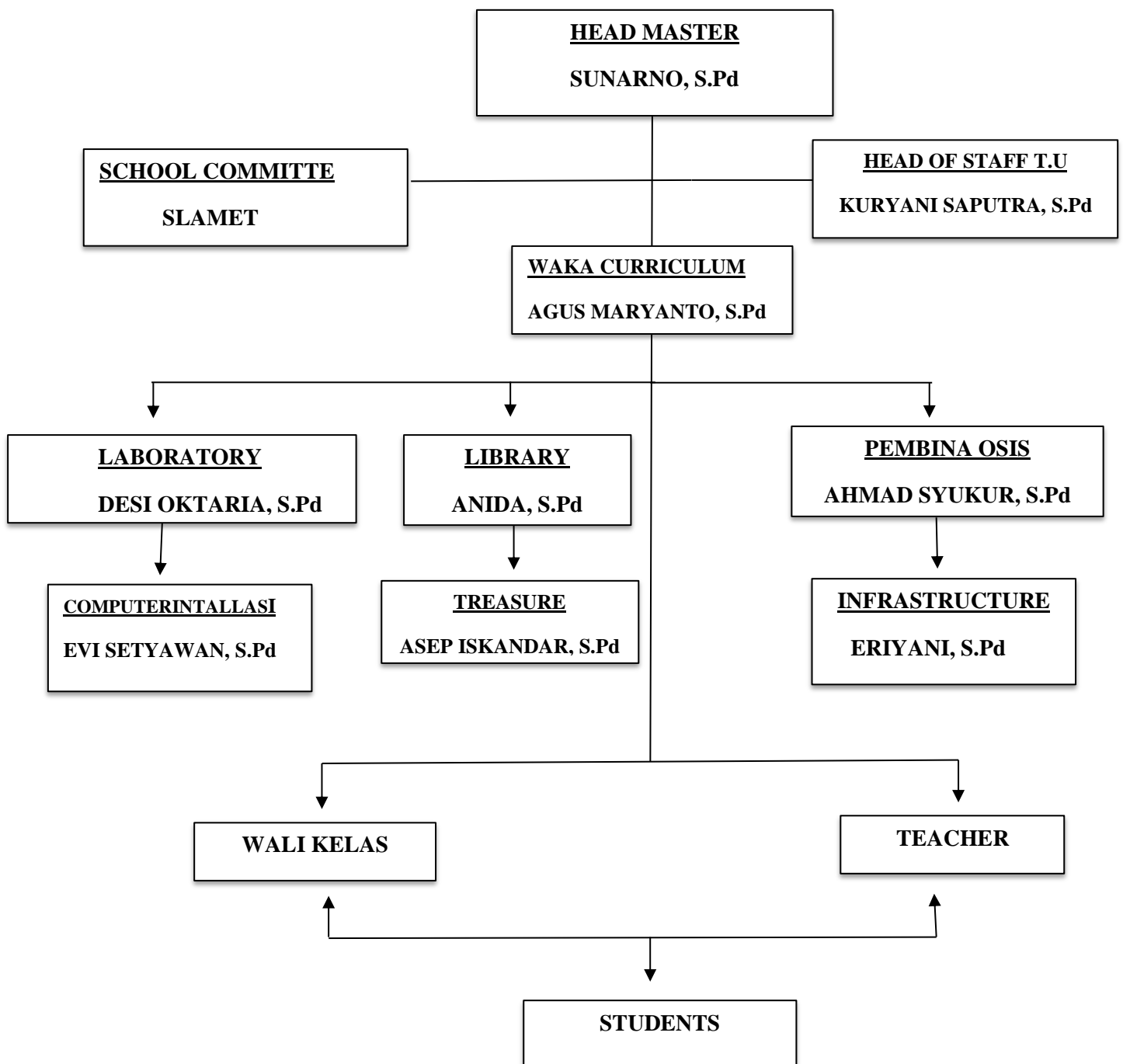
6.	Evi Kurniasih, S.Pd	Female	Counselor teacher
7.	Sabib, S.Pd	Male	Counselor teacher
8.	Rahma Eliana, S.Pd	Female	Indonesian teache
9.	Berta Desiani, S.Pd.	Female	Indonesian teacher
10.	Eka setiana	Female	Indonesia teacher
11.	Ahmad Syukur, S.Pd	Male	Religion teacher
12.	Neti dewilestari, S.Pd	Female	English teacher
13.	Asep Saputra, S.Pd	Male	English teacher
14.	Ana Marlina, S.Pd	Female	B.Lampung Teache
15.	Eriyani, S.Pd	Male	Infrastructure Section
16.	Tono Setiawan, S.Pd	Male	Sports Teacher
17.	Wati Berliana, S.Pd	Female	Ips teacher
18.	EllayatiAstina, S.Pd.	Female	IPS teacher
19.	Wagino, S.Pd.	Male	Ips teacher
20.	Suhari, S.Pd	Male	Administration
21.	Ninda pratiwi, S.Pd	Female	Art teacher
22.	Anida, S.Pd	Female	Head of Library
23.	Agus Maryanto, S.Pd	Male	Deputy Head Of Curriculum
24.	Wawan Imam G, S.Pd.	Male	Deputy Head of Student Affairs
25.	Agustina K, S.Pd	Female	Mathematics teacher

26.	Prahastara, S.Pd.	Male	Mathematics teacher
27.	Febriyanti, S.Pd.	Female	Mathematics teacher
28.	Anita Esterlina, S.Pd.	Female	Tik teacher
29.	IndraYuniar, S.Kom	Male	Relegion teacher
30.	Nova Santika D, S.Pd	Female	Relegion teacher
31.	Marsini, S.Pd.	Female	Ipa teacher
32.	Yunita, S.Pd.	Female	Ipa teacher
33.	Winda Yunita, S.Pd	Female	Extracurricular Coach

**b. Organization Structure of SMP N 2 Kasui**

**Figure 5.**

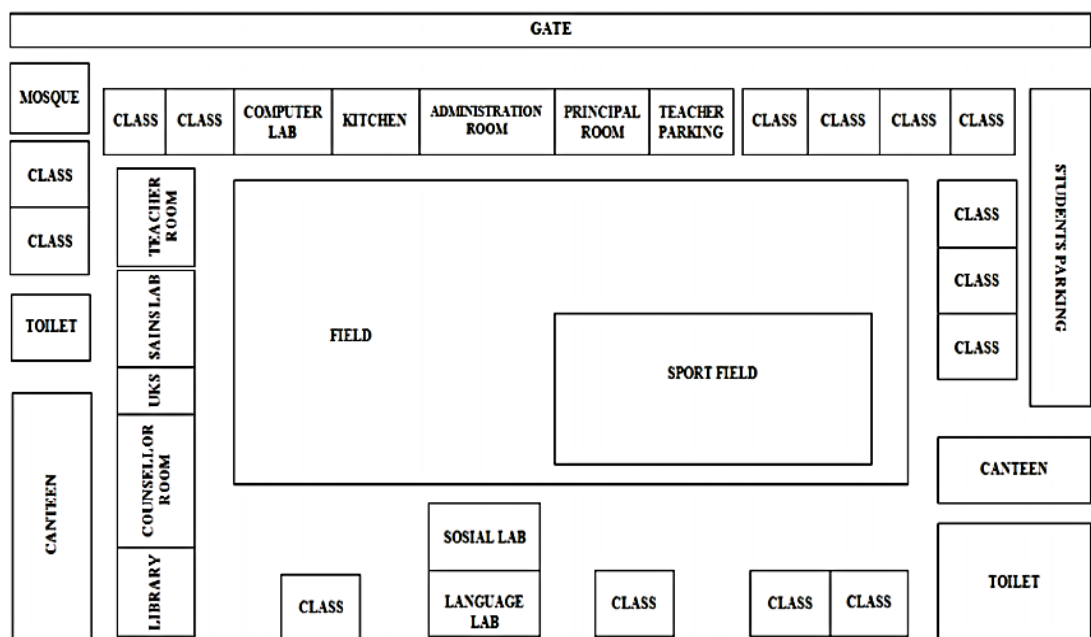
**Organization Structure of SMP N 2 Kasui  
in the academic year 2020/2021**



**c. The Location Sketch of State Junior High School 2 Kasui**

Location Sketch of SMPN 2 Kasui in the 2020/2021 school year which can be seen in the image below

**Figure 6. Location Sketch of State Junior High School 2 Kasui in the academic year 2020/2021**



**d. The Documentation of Research at the VIII Class in State Junior  
High School 2 Kasui**



**The Researcher interview the teacher 30 september 2021**



**Mr. Asep**





The Researcher Interview The Students 1 Oktober 2021



## QUESTION

**Answer the following questions by choosing one of the correct answers based on the information from the text available.**

**Questions number 1 to 2 are answered based on the following text!**

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called “Tlatah Sukowati” is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called “the Sangiran Dome”

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu. This area is about 56 km<sup>2</sup> which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

1. What does the text tell us about?

- A. Bengawan solo
- B. Sangiran
- C. Sragen
- D. Central java

2. What passes through the middle of the sragen regency?
  - A. The bengawan solo river
  - B. The sangiran dome
  - C. The kendeng mountain.
  - D. The plupuh distruct.

**Questions number 3 to 4 are answered based on the following text!**

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi. It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

3. What is the main idea of the second paragraph?
  - A. The most interesting place in singapore is the bird park.
  - B. There is a restaurant next to a large lake un the park.
  - C. There are hundreds of very beautiful bierds in the cages.
  - D. Singapore bird park is the largest bird park in the world.

4. “it is located in the industrial area in singapore”. (paragraph 1) what does the underlined word mean?

- A. Situated
- B. Held
- C. Conducted
- D. Performed

**Questions number 5 to 7 are answered based on the following text!**

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

5. What is the text about?

- A. The writer's sister
- B. The writer's family
- C. The writer's deskmate
- D. The writer's best friend

6. What is the main idea of paragraph two?

- A. Fafa has good characters
- B. Fafa come from a rich family
- C. Fafa is an eighth grader student
- D. Fafa is popular among neighbors

7. What kind of tense of the second sentence in paragraph one?
- A. Simple present tense
  - B. Present continuous
  - C. Present perfect tense
  - D. Simple past tense

**Questions number 8 to 10 are answered based on the following text!**

I love cats very much. I keep some cats in my house. They are Kabuok, Bolang, Tigo Bono and Sincan. Kabuok is grey. It's big and strong. Bolang is black and small. Tigo Bono is white, yellow and red. The last sincan, Sincan is white. I always take care of my cats everyday.

8. What kind of text is the text above?
- A. Recount
  - B. Narrative
  - C. Descriptive
  - D. Report
9. How many cats does the writer have?
- A. 1
  - B. 2
  - C. 3
  - D. 4
10. What does Bolang look like?
- A. Grey
  - B. black and small
  - C. white, yellow and red
  - D. white

**Questions number 11 to 13 are answered based on the following text!**

Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top. What's a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning. Adam Shankman, a director of one of her films, says "J.Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and If J.Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning! J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

11. What is the text about?
- A. A successful
  - B. Jenifer lopez
  - C. Jenifer lopez's sister
  - D. Jenifer lopez's sister

12. What does J.Lo do when she has a problem?
- A. Sees her parents every weekend
  - B. Phones her parents
  - C. Meets her two sisters
  - D. Goes clubbing in New york
13. What kind of tense of the one sentence in paragraph two?
- e. Simple present tense
  - f. Present continuous
  - g. Present perfect tense
  - h. Simple past tense

**Questions number 14 to 15 are answered based on the following text!**

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town. There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye. Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning

14. “...they are seeking in boyolali” (paragraph 3) what does the underlined word refer to?
- e. People from out town
  - f. Places in boyolali
  - g. Cow statues
  - h. Real cows
15. What is the main idea of the last paragraph?
- A. The statues help people to find places easily
  - B. The statues decorate the town beautiful
  - C. The cow can get their way easily around the town
  - D. The people from out of town easily find the statues

**Questions number 16 to 18 are answered based on the following text!**

Picasso was one of the most outstanding and important artists of the 1900’s. He was best known for his paintings. Almost every style in modern art was represented in Picasso’s works. Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid. From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona. After 1907, he entered the style of cubism. Among his well-known cubist paintings are “The Three Musician” and “The man with a guitar” which depicted the destruction of Spanish town. Picasso died in France in 1973.

16. Picasso used shades of blue in his painting during the blue peroid, because ?
- A. He was sad to live in a traditional barcelona
  - B. The blue wa to show poverty in barcelona



- C. The blue represented modern art of this paintings
  - D. Blue was picasso's favorite color in his paintings
17. ".....which dipected the destruction of spanish town." (paragraph 4) the underline word has the same meaning as.....
- A. Drawed
  - B. Described
  - C. Painted
  - D. presented
18. What kind of tense of the one sentence in paragraph two?
- A. Simple present tense
  - B. Present perfect tense
  - C. Present continuous
  - D. Simple past tense

**Questions number 19 to 20 are answered based on the following text!**

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession.. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attended his colossal ceremony in the west Sumatra. One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry

various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was the brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

19. What kind of tense of the one sentence in paragraph one ?

- A. Simple present tense
- B. Present continuous
- C. Present perfect tense
- D. Simple past tense

20. What is the main idea of paragraph three?

- A. Tabuik ceremony is a traditional from the west sumatra.
- B. The tabuik will dispose bad luck if thrown to sea.
- C. People wear traditional dress during the ceremony
- D. The tabuk ceremony is ended when the sun set

### **Interview Sheet**

The questions given to the eighth grade English teacher to analyze the difficulties of the reading learning process in the pandemic era, the questions reported in writing are as follows:

1. what are the obstacles that students experience in learning to read during the pandemic?

answer: The problem is that they cannot face-to-face learning is done online, so the teacher only gives assignments to students, many of whom forget the English words that have been taught.

2. what is the solution to overcome students in learning to read during the pandemic?

Answer : Given some readings and then asked to work on the questions and given the task of looking for sentences or words that have been read, then look up in the dictionary so that they can answer the question.

3. What is the importance of equipping English vocabulary through visual aids as deep as overcome the students' difficulties in learning reading?

Answer : Actually there are many ways to master vocabulary so that it can increase vocabulary because the questions use English and need time to translate then can answer.

4. Is the use of a dictionary or online check important in dealing with reading learning difficulties during a pandemic?

Answer : Yes, that's one of them because by opening the dictionary the child learns on his own and can search independently in the dictionary automatically, it can strengthen the child's memory.

5. What is the function of connecting the students' personal experience knowledge to reading texts in overcoming reading difficulties during a pandemic?

Answer : Their knowledge can be used to translate one or two words, they don't know but maybe in general they know what it means like guessing the meaning with the knowledge they have.

6. Is there a need to contextualize the teaching of reading on the content of reading?

Answer : By giving English assignments related to reading the current pandemic how to avoid it in our daily lives and to stay safe from covid-19.

7. Is it important for the students to adapt to new learning situations as a solution to overcome the difficulties of learning to read during the pandemic?

Answer : Very important because of the current situation and must follow the existing rules.

8. What is the function of meaningful reading in overcoming reading the difficulties during a pandemic?

Answer : It is very important because reading is to get information if you don't know the meaning so that the information is not found optimally if there are many words you don't know, the more information you can't find.

9. How to motivate students in learning reading during the pandemic?

Answer : It is recommended that if you study at home you can look at the dictionary and if possible you can ask friends or teachers via cellphone.

### Observation Sheet

No	Nama	Main idea				Inference				Grammatical features				Supporting detail				Vocabularry in context			
		3	6	15	20	1	5	8	11	4	7	13	18	2	9	10	12	14	16	17	19
1.	Popy nurbaiti	-	1	1	1	-	1	1	1	-	1	1	1	-	1	1	1	1	1	1	1
2.	Aslihatun Sa'diyah	-	-	1	1	-	-	1	-	-	-	1	-	-	-	1	-	1	1	1	1
3.	Husnia Rahma	1	-	-	-	-	-	1	-	-	1	-	-	1	-	-	1	-	1	1	1
4.	Diana putri	-	-	1	1	1	-	-	1	-	-	1	-	-	1	-	1	-	1	-	1
5.	Dion Saputra	1	-	1	1	-	1	1	1	-	1	-	1	-	-	-	1	1	1	-	1
6.	Belia maharani	-	1	-	1	-	1	-	1	-	-	-	1	-	1	-	1	1	1	-	1
7.	Dimas kristiyanto	-	1	-	1	-	1	1	1	1	-	-	1	1	1	-	1	1	1	-	1
8.	Efiana sari	1	-	-	1	-	1	-	1	-	-	-	1	-	1	-	1	1	1	1	1
9.	Kristi ayunurani	-	1	-	1	1	1	1	1	1	-	-	1	-	1	1	1	1	1	-	1
10.	Arya adisaputra	1	1	1	1	1	1	-	1	-	-	-	1	-	1	1	1	-	1	1	1
11.	Septia ramadani	-	1	1	1	1	1	-	1	-	-	-	1	-	1	-	1	1	1	-	1
12.	Bunga lestari	-	1	1	1	1	1	-	1	-	-	-	1	-	1	-	1	1	1	1	1
13.	Fitri andini	-	1	1	1	1	1	-	1	-	-	1	1	-	1	-	1	-	1	1	1
14.	Iqbal hermawan	-	1	-	1	-	1	-	1	-	1	1	-	1	-	1	1	1	1	-	1
15.	Reza ramadoni	-	-	-	1	-	1	-	-	-	1	1	1	-	1	-	1	-	1	-	1
16.	Badriah	1	1	-	1	1	1	-	1	1	-	-	1	-	1	1	1	-	1	1	1
17.	Eka wulandari	1	-	-	1	-	-	-	1	-	-	1	1	1	1	-	1	1	1	1	1
18.	Diana safitri	1	1	1	1	1	1	1	1	-	-	1	1	1	-	1	1	1	-	-	1



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

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

Nomor : B-0417/In.28/J/TL.01/02/2021  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth,  
 KEPALA SEKOLAH SMP  
 NEGERI 2 KASUI  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **EVA SUJATMI**  
 NPM : 1701070094  
 Semester : 8 (Delapan)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : AN ANALYSIS OF STUDENTS' DIFFICUTIES IN THEIR  
 READING LEARNING PROCESS ON PANDEMIC ERA OF  
 THE EIGHTH GRADE AT THE SMP N 2 KASUI WAY  
 KANAN

untuk melakukan prasurvey di SMP NEGERI 2 KASUI WAY KANAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb*

Metro, 19 Februari 2021  
 Ketua Jurusan,



**Andianto, M.pd**  
 NIP. 198711022015031004



**PEMERINTAH KABUPATEN WAY KANAN**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 2 KASUI**



*Alamat : Jl. Lebual kiri, Kamp. Kasui lama Kec. Kasui Kab. Way Kanan Kode Pos. 34765, NPSN 10806727*

Nomor : 420/44/III.04.20/2021  
 Lampiran :  
 Prihal : Balasan Izin Prasurvey

Kepada Yth  
 Ketua Jurusan  
 Institut Agama Islam Negeri Metro  
 Di

Tempat

Menindak lanjuti surat saudara No. B-425/In.28/J/TL.01/02/2021 prihal untuk melakukan izin Prasurvey , pada Mahasiswa :

**N a m a** : **EVA SUJATMI**  
**NPM** : 1701070094  
**Semester** : 8 ( Delapan )  
**Jurusan** : Pendidikan Bahasa Inggris  
**Judul** : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT THE SMP N 2 KASUI WAY KANAN

Dengan ini kami memberi izin kepada mahasiswa tersebut diatas untuk melaksanakan prasurvey di SMP Negeri 2 Kasui Kab Way Kanan , dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kasui, 13 Maret 2021  
 Kepala Sekolah  
  
 SUNANDA, S.Pd  
 19630516 198602 1 005



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

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

Tel'epun (0725) 41507, Faksimili (0725) 47296. Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah-ia-n@metrouniv.ac.id](mailto:tarbiyah-ia-n@metrouniv.ac.id)

Nomor : B-3701/In.28.1/J/TL.00/09/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Dedi Irwansyah (Pembimbing 1)  
Dedi Irwansyah (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **EVA SUJATMI**  
NPM : 1701070094  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT SMP N 2 KASUI WAY KANAN**

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, 17 September 2021  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
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## SURAT TUGAS

Nomor: B-3736/ln.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 : EVA SUJATMI  
 NPM : 1701070094  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 KASUI WAY KANAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT SMP N 2 KASUI WAY KANAN".
  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 : 21 September 2021

Wakil Dekan Akademik dan  
 Kelembagaan,



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



09/21/21, 7:43 PM

IZIN RESEARCH



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

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

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Nomor : B-3735/In.28/D.1/TL.00/09/2021  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMP N 2 KASUI WAY  
 KANAN  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3736/In.28/D.1/TL.01/09/2021, tanggal 21 September 2021 atas nama saudara:

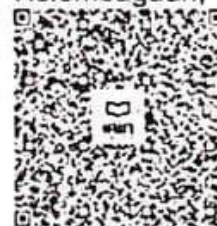
Nama : **EVA SUJATMI**  
 NPM : 1701070094  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 KASUI WAY KANAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT SMP N 2 KASUI WAY KANAN".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 September 2021  
 Wakil Dekan Akademik dan  
 Kelembagaan,



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



**PEMERINTAH KABUPATEN WAY KANAN**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 2 KASUI**



*Alamat : Jl Tebuati Kiri, Kamp Kasui lama Kec. Kasui Kab. Way Kanan Kode Pos. 34765, NPSN 10806727*

Nomor : 420/433/III.04.20/2021  
 Lampiran :  
 Prihal : Balasan Izin Research

Kepada Yth  
 Wakil Dekan Akademik dan Kelembagaan  
 Institut Agama Islam Negeri Metro  
 Di  
 Tempat

Menindak lanjuti surat saudara No. B-3736/In.28/D.1/TL.01/09/2021, prihal untuk melakukan izin Research/Survey , pada Mahasiswa :

**N a m a : EVA SUJATMI**  
**NPM : 1701070094**  
**Semester : 9 ( Sembilan )**  
**Jurusan : Tadris Bahasa Inggris**  
**Judul : "AN ANALYSIS OF STUDENTS'DIFFICULTIES IN THEIR READING LEARNING PROCESS ON PANDEMIC ERA OF THE EIGHTH GRADE AT SMP NEGERI 2 KASUI WAY KANAN"**

Dengan ini kami memberi izin kepada mahasiswa tersebut diatas untuk melaksanakan Research / Survey di SMP Negeri 2 Kasui Kab Way Kanan. Dari Tanggal 30 September 2021 s/d 2 Oktober 2021. Dalam rangka menyelesaikan Tugas Akhir / Skripsi.

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kasui, 2 Oktober 2021  
**Kepala Sekolah**  
  
**SUNARNO, S.Pd**  
 NIP. 19630516 198602 1 005



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1175/ln.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 : Eva Sujatmi  
NPM : 1701070094  
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 1701070094

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, 15 November 2021  
Kepala Perpustakaan

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



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**SURAT KETERANGAN BEBAS PUSTAKA**

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 : Eva Sujatmi  
NPM : 1701070094  
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, Januari 2022  
Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eva Sujatmi  
 NPM : 1701070094

Jurusan : TBI  
 Semester : VIII/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Dosen
	18/06 2021		- Please revise Chapter I. → Continue to Chapter II → Selalu lampirkan "pages" yg sudah coref? pada bimbingan sebelumnya	
	30/06/ 2021		Chapter II ok Please continue to Chapter III	

Mengetahui,  
 Ketua Jurusan TBI

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Nama : Eva Sujatmi

Jurusan : TBI

NPM : 1701070094

Semester : VIII/2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Dosen
	2 June 2021 =		<ul style="list-style-type: none"> <li>- Understand every Super words</li> <li>- Vocab</li> <li>- mechanical aspect.</li> </ul>	
	8 June 2021		Prior Research → 18 poin 4 1 → Last name 2 → Objectives of research 3 → Findings of research 4 → Research method . -	

Mengetahui,  
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Nama : Eva Sujatmi

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NPM : 1701070094

Semester : VIII/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	08/07/2021		Acap for Proposal Seminar.	

Mengetahui,  
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 NPM : 1701070094

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 Semester : IX/2021

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	02/09/2021		<p>Lampirkan Proposal Skripsi. Saya perlu mengetahui the content of your proposal.</p> <p>lihat Catatan Keslampiran dalam Narasuh</p>	
	09/09/2021		Research Instrument AEE.	

Mengetahui,  
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**IAIN METRO**

Nama : Eva Sujatni

Jurusan : TBI

NPM : 1701070094

Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	25/11/2021		I need to see my notes on <u>Research Instrument</u> Lampirkan catatan Smyk tlg APD	
	29/11/2021		Chapter IV - sub-babing → <u>"Data"</u> → Interpretation	

Mengetahui,  
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IAIN METRO**

Nama : Eva Sujatni

Jurusan : TBI

NPM : 1701070094

Semester : IX/2021

No	Hari / Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	06/12/2021		- Chapter V - Abstract - Please understand every single word	
	06/12/2021		Yes I hope for successful Semester ini.	

Mengetahui,  
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Dr. Dedi Irwansyah, M.Hum

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## CURRICULUM VITAE



Eva Sujatmi was born in Kota Bumi on October 12, 1999. She was raised by a harmonious husband and wife, Sumarli and Hartati. She is the 2nd child of 3 siblings. She entered elementary school at Nunggal Budi in 2004 and graduated in 2005. She studied elementary school at SD N Nunggal Budi from 2005-2011. Then, she continued her junior high school at Mts Raudlatul Muta'allimin for three years. After graduating from Mts, she continued her education to SMA N 1 Kasui and finished in 2017. After that, she continued her undergraduate program at IAIN Metro, majoring in English Education.