AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

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Assalamu'alaikum Wr. Wb.

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

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      Sudah kami setujui dan dapat diajukan untuk munaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Assalamu'alaikum Wr. Wb.

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

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

Wassalamu'alaikum Wr. Wb.

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v

AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

ABSTRACT

By:

SONIA ZAHRA

The aims of this research was: 1) To discover how reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro. 2) To discover the difficulties in reading comprehension faced by students. 3) To discover how the tutors solve the students' difficulties in reading comprehension.

This research used a qualitative approach. The subjects of this research were nine students in English camp program at Kampung Bahasa Payungi Metro to achieve data about how English camp program at Kampung Bahasa Payungi applied reading comprehension and what are the difficulties and how to overcome students' problems in reading comprehension. The techniques used by the writer in collecting data were observation, interview and documentation. The data analysis technique used was Milles and Huberman's theory.

The results of the research showed that learning reading comprehension in English camp at Kampung Bahasa Payungi Metro that carried out in outdoor can create a more comfortable atmosphere and discussing text with current topics can make it easier for students to understand reading material. Students' difficulties in understanding the text are lack of vocabulary mastery, lots of ambiguous words which makes it difficult for students to understand the text. By giving vocabulary memorization tasks every day can help students increase vocabulary.

Keywords: reading comprehension, reading difficulties, English camp.

**ANALISIS PEMAHAMAN MEMBACA SISWA PADA PROGRAM
ENGLISH CAMP DI KAMPUNG BAHASA PAYUNGI METRO**

ABSTRAK

By:

SONIA ZAHRA

Tujuan penelitian ini adalah: 1) Untuk mengetahui bagaimana penerapan pembelajaran membaca dalam program English camp di Kampung Bahasa Payungi Metro. 2) Untuk mengetahui kesulitan yang dihadapi oleh siswa dalam *reading comprehension*. 3) Untuk mengetahui bagaimana cara tutor mengatasi kesulitan siswa dalam *reading comprehension*.

Penelitian ini menggunakan pendekatan kualitatif. Subjek dari penelitian ini adalah sembilan orang siswa yang mengikuti program belajar English camp di Kampung Bahasa Payungi Metro untuk memperoleh data tentang bagaimana penerapan, kesulitan serta cara mengatasi masalah siswa dalam *reading comprehension*. Teknik yang digunakan penulis dalam mengumpulkan data adalah observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan teknik analisis data kualitatif yang merupakan teori dari Milles dan Huberman.

Hasil penelitian menunjukkan bahwa pembelajaran membaca di English camp program Kampung Bahasa Payungi Metro yang dilakukan secara *outdoor* dapat menciptakan suasana yang lebih nyaman serta membahas teks dengan topik kekinian dapat memudahkan siswa dalam memahami materi bacaan. Kesulitan siswa dalam memahami teks yaitu kurangnya penguasaan kosakata, banyak kosakata asing atau ambigu yang membuat siswa sulit memahami teks. Memberikan tugas menghafal kosakata setiap hari membantu siswa menambah perbendaharaan kosakata.

Kata kunci: pemahaman membaca, kesulitan membaca, English camp.

STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name : Sonia Zahra

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State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, December 28th, 2022
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Nama	: Sonia Zahra
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Jurusan	: Tadris Bahasa Inggris

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

Metro, December 28th, 2022
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MOTTO

<div dir="rtl">

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

</div>

"Believe that Allah will not give a test beyond the limits of his servant."

QS. Al Baqarah: 286

DEDICATION PAGE

This undergraduate thesis was especially dedicated for:

- ♥ My beloved parents Mr. Nazifudin and Ms. Zainiar and my brother Mr. Irvan Jauhari.

- ♥ My adviser Mrs. Syahreni Siregar, M.Hum who has guided me well as long as I wrote and finished this undergraduate thesis.

- ♥ All of my friends who gave support and help me to write this undergraduate thesis.

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3. Mr. Andianto, M.Pd as the head of English Education Department.
4. Mrs. Syahreni Siregar, M.Hum as the adviser.
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Metro, December 28th 2022

The Writer

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CHAPTER I

INTRODUCTION

A. **Background of The Study**

English is a language that is used almost all over the world. In this current era of globalization, mastering English is a indispensable skill for everyone. English is needed in every part of life for instance, occupation, business and education. In Indonesia, almost all of educational institutions teach English. There are four skills of English that must be mastered, namely reading, writing, speaking and listening.

As one of the English skills, reading is an important skill to be mastered. By reading, students can broaden knowledge, obtain new vocabularies and also helps students to increase memory. Reading is not just read a text, but also understand and then be able to relate what the content of the text read to the reader's previous knowledge.

Reading comprehension is ability to catch meaning in a text by using reader's previous knowledge of the text read for understanding the information in the text. There are many difficulties faced by students when they read something in English. Many students argue that reading activity is not interesting, they are still wrong in understanding the meaning of the text

and they also have difficulties in analyzing, interpreting, and making a conclusion of the text.[1]

Another way to help students improve their reading comprehension skill is by self-taught or participate in extra learning activities outside of school. One of the alternative program that can be taken is the English Camp program at Kampung Bahasa Payungi Metro.

English Camp is an English learning program that focuses on the concept of dormitory, students who take the English camp program are required to live in a dormitory and use English in their various activities.

Kampung Bahasa Payungi Metro is a non-formal educational institution that teaches four English skills based on English camp. It provides a home stay as a place for participants to stay while participating in the English camp program. It has five English learning programs namely intensive, super intensive, Payungi university, pre-IELTS camp and pre-TOEFL camp. In this research, the writer focused on examining one learning program namely intensive program. Intensive program is a camp-based learning program for one month.

There was several students took the English camp program. The writer did a pre-survey at Kampung Bahasa Payungi Metro on September 9th, 2022 and did interview with some students. The students said that they have problems

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[1] Mirna Ismail, "*The Use of Directed Reading Thinking Activity (Drta) to Improve Students Reading Comprehension of the First Grade of Smk Pembangunan Kota Ternate*", Langua – Journal of Linguistics, Literature, and Language Education Vol. 1, No. 1, October, 2018, p.42

in reading. They find it difficult to find the main idea, make conclusion or catch a point of the text and often get bad score in reading.

From the interview with the some students, it showed that the students reading comprehension is low. Based on the existing phenomena, the writer was interested in conducting research entitled **AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO**.

B. Research Questions

Based on the background of study, the writer formulated the research question as follows:

1. How reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro?
2. What are the difficulties in reading comprehension faced by students in English camp program at Kampung Bahasa Payungi Metro?
3. How to solve the students' difficulties in reading comprehension in English camp program at Kampung Bahasa Payungi Metro?

C. Objectives and Benefits of Study

1. The Objective of Study

   According to the research problem above, the writer has some objectives as follows:

a. To find out how reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro.

b. To find out the difficulties in reading comprehension faced by students in English camp program at Kampung Bahasa Payungi Metro.

c. To find out how the tutors solve the students' difficulties in reading comprehension in English camp program at Kampung Bahasa Payungi Metro.

2. The Benefits of Study

This research is expected to provide benefits in the form of theoretical and practical. In a theoretical form, it is hoped that this research can be a means of reference for the development of knowledge, especially in English camp learning. This research is expected to contribute to the world of education, especially to the theory of teaching and learning in English camp program.

In a practical form, this research is a realization in applying knowledge in education that has been obtained from college. This research is expected to be a source of input on the ability of a tutor. Furthermore, research on students' reading comprehension in the English camp program in Kampung Bahasa Payungi Metro is expected to provide readers with various information about how to learn reading comprehension, what are the students' difficulties in reading comprehension and how tutors overcome students' difficulties.

D. Prior Research

There are some researchers that have done the research about the English camp program. The first prior research was done by Mustakim and Ismail in 2018 entitled "*The Influence of English Camp in Improving Speaking Skill of English House Course Student's in Maroangin Kabupaten Enrekang*". Based on this research, the researchers found the improvement of English House Course students' speaking skill after the students took a part in English Camp. The result of the data showed the students' achievement on the pre-test was 71,7 and post-test was 86,1. The improvement of students showed that there was a good impacts for students speaking skill after they joined the English Camp. English Camp has a good strategy in English learning process especially in teaching speaking.[2]

The second prior research was done by Ridho Kurniawan and Yahfenel Evi Fussalam in 2020 entitled "*Improving Basic English Speaking Skills Through English Camp Activities*". The result of this research showed that students' speaking skill increased significantly. English camp activity can improve basic English speaking skill of STKIP MB PGSD students.[3]

This research and these two prior research have similarity and differences. The similarity is the research focus on the advantages of English camp program. The differences are:

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[2] Mustakim; Ismail Ismail, "*The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang*", EDUMASPUL - Jurnal Pendidikan Vol.2, No.2, Oktober, 2018,p.61-70

[3] Ridho Kurniawan and Yahfenel Evi Fussalam, "*Meningkatkan Kemampuan Berbicara Bahasa Inggris Dasar Melalui Kegiatan English Camp*", Jurnal Muara Pendidikan Vol. 5, No. 2, 2020

The first and second prior research focus on the influence of English Camp in improving students' speaking skill while this research focuses on the students reading comprehension in English camp program at Kampung Bahasa Payungi Metro. The first prior research was an pre-experimental research and applied random sampling as the data collecting technique, the second prior research was a classroom action research conducted in two cycles, while this research was a qualitative research. The student's perspective is used as the main data. The writer used observation, interview and documentation to obtain the data.

CHAPTER II

THEORICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

There are some explanation about reading comprehension. Reading comprehension consists of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text[4]. It means, when reading, the readers have to construct conceptual knowledge from the text they read. To construct it involves cognitive interaction and motivation.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation[5]. It means that reading comprehension needs reader or listeners' previous knowledge to integrate information from the text.

Kintsch and Van Dijk and Kintsch defined reading comprehension as the process of creating meaning from text[6]. Moreover, Duke stated that reading comprehension is a process in which readers make

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[4] John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004, p.227

[5] Chiara Meneghetti, Barbara Carretti, Rossana De Beni, *Components of Reading Comprehension and Scholastic Achievement*, in International Journal in Science Direct, (Italy Department of General Psychology, University of Padova, 2006), p.1

[6] Gilakjani, How *Can Students Improve Their Reading Comprehension Skill?*, Journal of Studies Iin Education Vol. 6, No. 2, 2016

meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text[7]. In addition, the word "comprehension" in Oxford Advanced Learner`s Dictionary is derived from word "comprehend" that can be defined as to understand something fully.[8]

Furthermore, Jean Wallace states that reading comprehension is the research for meaning, actively using our knowledge of the world and text to understand each new thing we read.[9]

From these statements, it can be inferred that reading comprehension is the process of get an idea or meaning from a written text, understand it according to experience background or prior knowledge and interpret it with the reader's needs and purposes by using such strategies to help them understand written material.

2. **The Objectives of Reading**

Everyone who takes an action must have a goal to achieve, it is the same with reading. According to Rivers and Temperley in Nunan's book states that L2 learners will want to read for several goals, as follows:

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[7] *Ibid., 230*

[8] AS Hornby, *Oxford advanced Learner`s Dictionary,.* h.235

[9] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem.* United State of America: Harper Collins College Publishers. 1994. h. 40

- To obtain information for some purpose or because we are curious about some topic

- To obtain instructions on how to perform some task for our work of daily life (e.g. knowing how an appliance works)

- To act in a play, play a game, do a puzzle

- To keep in touch with friends by correspondence or to understand business letters

- To know when or where something will take place or what is available

- To know what is happening or has happened (as reported in newspapers, magazines, reports)

- For enjoyment or excitement[10].

Based on the goals of reading mentioned above, it can be inferred that reading is very useful. With reading, students can obtain new information from the text they read (for instance: a science books, newspapers that contains information about a case. Reading is an activity which has purposes. Ordinary reading aims to obtain new information or broaden the student's insight, to entertain (for instance: reading novels, comics, or story books).

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[10] D. Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), p. 33-34

3. The Difficulties in Reading Comprehension

Some people may think that reading is easy, but to understand the meaning of the text is not easy, let alone if the language used in the text is not mastered by students. There are several difficulties faced by students in reading comprehension process, such as:

- Unfamiliar vocabularies

- Ambiguous words.[11]

4. The Measurement of Reading Comprehension

Measuring understudies reading comprehension can not be isolated from the speed of time to read it. Each measurement is related with ability to read is certainly incorporate speed reading and understanding the context. There are three indicators to measuring students reading comprehension ability as follows:

1) Students are able to find out the fact and detail of the text.

2) Students are able to find out the rote learning and memorize the meaning of the text.

3) Students are able to understand the point of the text.[12]

From the theory of measurement of reading comprehension above, it can be concluded that students are considered capable of reading comprehension if they can find out facts or detail information in the

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[11] Qarqez, Mohammed, *Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan*, Arab World English Journal (AWEJ) Vol .8, No. 3, September 2017, p.421

[12] Albert J Harris and Edward R Sipay, *How to Increase Reading Ability*, (New York & London: Longman, 1985), p.144

text and also be able to get the point and memorize the meaning of the text.

5. **Reading Comprehension Strategies**

According to Thomas S. C. Farrel, there are six strategies that can be use in reading comprehension, as below: [13]

1) Activating Prior Knowledge

In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend a new text.

2) Predicting Prediction

It creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.

3) Skimming

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article. It means getting the main point or gist before one reads for detail. It consist of quickly running one's eyes a whole text (such as an easy, article, or chapter) for its gist.

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[13] Thomas S. C. Farrell, *Planning Lesson for Reading Class*, h. 24.

4) Scanning

Scanning is a reading strategy that involves students reading a text in order to find specific information.

5) Guessing Meaning of Unknown Words Using Contextual Clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are examination type situation.

6) Identifying Topic and Main Ideas

Students practice these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following:

- Finding the topic from a list words.

- Recognizing the topic of a paragraph.

- Identifying the main idea of passage.

6. **The Factors Influencing Reading Comprehension**

Martha Dallman points out the factors influencing the reading comprehension as follows:[14]

a. External factors:

1) Difficulty of material: difficult material that is beyond the student's level is one of the major causes of lack of comprehension.

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[14] Martha Dallmann., et al, *The Teaching of Reading 6th edition*, (New York: Holt, Rinehart and Winston, 1982), p.165

2) Intelligence: a student's ability to comprehend in reading is sometimes limited by his mental ability enabling him to carry. The intelligence of the reader will influence the capacity of the reader in comprehending passage.

3) Environment: the extent of the environment affects comprehension varies with individuals.

4) Teacher's method: methods of teaching that concentrate on the recognition of individual words without neglecting attention to meaning assist the students' quality in comprehending the text.

b. Internal factors:

1) Motivation is one of the important factors of learners in reading comprehension.

2) Self-esteem has important role in developing reading comprehension. It is a human being personality that is active, highly confident.

3) Self-actualization, is one of the basic physical needs, students have a feeling to create and improve their ability in reading to be best.

A. The Concept of English Camp Program

1. The Definition of English Camp Program

According to English Thesaurus Dictionary, the term camp relates to an exclusive circle of people who live together temporarily with a common purpose.[15]

In addition, Hafidz and Aditya state in journal that English Camp Program is one of the activities of the English education department which is carried out at the end of each semester for the second semester to improve English language skills including reading, writing, listening and speaking skills.[16]

Meanwhile, Muhammad Aswad in journal entitled *The Effectiness English Camp (A Model in Learning English as the Second Language)* states that English camp is one of the activity in learning English as second language, where in the camp you will spend some of your time in English classes with other students from around the world, and the rest of your time joining in with exciting activities and excursions[17].

On the other hand, Cho states that English camp program is designed to increase the opportunities for students to communicate one to another in

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[15] Mustakim, Ismail Ismail, *The Influence of English Camp in Improving Speaking Skill of English House Course Students In Maroangin Kabupaten Enrekang*, Edumaspul Jurnal Pendidikan Vol. 2, No. 2, Oktober 2018, p.62

[16] Moh. Hafidz and Maulana Yusuf Aditya, *Learning of Cross-Cultural Based Writing Skill in The English Camp Program (ECP) of English Education Department*, TELL: Teaching of English Language and Literature Journal Vol. 7, No 2, September 2019, p.51

[17] Muhammad Aswad, *The Effectiveness English Camp (A Model in Learning English as the Second Language)*, ASEAN/Asian Academic Society International Conference (AASIC) Journal, p. 234

English naturally, to promote self-confidence among the students to speak English and to prepare students to live in global community[18].

From the definition above, it can be concluded that English Camp Program is an English learning program that focuses on the concept of dormitory, students who take the English camp program are required to live together in a dormitory and use English in their various activities.

2. The Purpose of English Camp

English camp activities purpose is as an implementation of organization of learning activities to achieve educational goals. English Camp has two purposes namely:

1) General Purpose

In general, English camp activities to develop learning at the junior high school level education which can be described, among others:

As the implementation of teaching and learning process,

a) To enhance the teaching and learning process based on the demands of curriculum so that learners can learn effectively and efficiently.

b) To facilitate the teachers and students in learning.

c) Introduce the teachers and students that there are several method and learning programs that they can use as learning resources.

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[18] Jalaludin, *The Role of Camp In Promoting The Participants' Spoken English Expression,* Indonesian Journal of English Education (IJEE), *2*(1), 45-57

2) Special Purpose

    a) Improving the ability of teachers and all students to enhance learning in accordance with the needs that have been determined primarily English subject.

    b) Improving learning achievement.

    c) Make it easy for teachers to implement the learning process.[19]

3. Positive Effect of English Camp

The positive effects on language proficiency and motivation may spring from a synergistic interaction of three elements in English camp:

    a) The camp context

    b) The interactive nature of the teaching and learning activities, and

    c) The opportunity to use spoken English for authentic purposes.

By its very nature, a camp setting is removed from the everyday experiences of students and teachers alike. Language camps, where two cultures meet in a novel setting to focus on spoken English, provide students with rich and authentic language experiences. At the camp described in this study, the teaching and learning experiences were characterized by engagement and interaction. Since students and

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[19] Mustakim, Ismail Ismail, *The Influence of English Camp in Improving Speaking Skill of English House Course Students In Maroangin Kabupaten Enrekang*, Edumaspul Jurnal Pendidikan Vol. 2, No. 2, Oktober 2018, p.63

teachers were housed at the same hotel, shared meals, and were involved in various activities and teaching and learning experiences from early in the morning to late in the evening, opportunity to practice spoken English was maximized. Perhaps even more importantly, the camp provides a unique opportunity for participants to use English for authentic purposes. One of the primary manifestations of authentic use of language at this camp was in the building of relationships. Participants revealed that relationships were developed and strengthened on multiple levels: student-to-student, teacher-to-teacher, and teacher to-student. The authentic use of language happened rather naturally as a by-product of the sustained interaction that took place at the camp.[20]

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[20] Muhammad Aswad, *The Effectiveness English Camp (A Model in Learning English as the Second Language)*, ASEAN/Asian Academic Society International Conference (AASIC) Journal, p.234-235

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristic of Study

The writer used qualitative research to analyze the students' reading comprehension in English camp program at Kampung Bahasa Payungi Metro.

According to Creswell qualitative research is best suited to address a *research problem* in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study and you need to learn more from participants through exploration.[21]

According to Zuhairi, Qualitative research is a research intended to reveal the symptoms in a holistic-contextual way through collecting data from a natural setting by using the researcher as a key instrument.[22]

Robert stated that qualitative research differs because of its ability to represent the views and perspectives of the participants in a study. Capturing their perspectives maybe a major purpose of a qualitative study. Thus, the events and ideas emerging from qualitative research can represent the meanings given to real-life events by the people who live

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

[22] Zuhairi, et al.*, Pedoman Penulisan Skripsi Mahasiswa Institut Agama Islam Negeri (IAIN) Metro*, 2018,p.1

them, not the values, preconceptions, or meanings held by researchers. qualitative research covers contextual conditions—the social, institutional, and environmental conditions within which people's lives take place. In addition, Qualitative research is driven by a desire to explain these events, through existing or emerging concepts. Qualitative research can be the occasion for developing new concepts. The concepts might attempt to explain social processes, such as the schooling of American students.

Qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of any given study.[23]

In line with the explanation above, the writer conducted in depth research to analyze the student's reading comprehension in English camp program at Kampung Bahasa Payungi Metro.

B. Data Resource

In this research, the writer collected the data from two kinds of sources. They are primary and secondary data resources.

Edi Subroto said that data research is document contained everything about the target area of the research. Resource of the data can be collected through several data sources such as a person, activities, documents, places, and objects.[24] The data resource used in collecting the

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[23] Robert K.yin, *Qualitative Research From Start To Finish*, (New York London: The Guilford Press),2018,p.8

[24] John W. Creswell, Research Design: *Qualitative, Quantitative, and Mixed Methods Approaches*, (California: Sage publication, 2014), Fourth Edition: 5

data needed in this research is to use data in the form of primary and secondary.[25]

Primary data sources is data that obtained from the first person in the data collection process. In this research, the primary data was obtained from observation and interview with students who take part in English camp program at Kampung Bahasa Payungi Metro.

Meanwhile, secondary data sources is the data that supports the theories obtained from the primary data. In this research, secondary data are collected from the documentation and journals related to this research.

C. Data Collecting Technique

In the process to gather the data for this research, the writer used three kinds of data collecting techniques. Sources of data used in this research collected from interview, observation and documentation.

1. Observation

John W. Creswell stated that "Observations, in which the research takes field notes on the behavior and activities of individuals at the research site". In this research, the writer observed the condition of the English camp area. The writer also took field notes on the activities of the students in English camp program at Kampung Bahasa Payungi Metro.

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[25] G. Anderson, *Fundamental Of Educational Research*, (USA: The Falmer Press, 2005), 12

2. Interview

Interview is the key for collecting data of qualitative research. John W. Creswell stated that in interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews with six to eight interviewees in each group.[26] In this research, the writer used interview where the writer gave some questions for the students in English camp program at Kampung Bahasa Payungi Metro and recorded the answers in Google Form. The writer interviewed nine students to gather the data about their reading comprehension ability.

3. Documentation

According to AS Hornby, documentation is a tool to obtain the information in the form of written source such as books, magazines, daily notes, notes, etc.[27] Sharan and Elizabeth also stated that document is broadly defined to include visual documents, physical material, artifacts, public record, personal paper, and popular culture documents.[28] From the statement it can be understood that documentation extremely helpful for the writer to collect the data research.

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[26] *Ibid., 187-188*

[27] AS Hornby, *Oxford Advance Learner's Dictionary Of Current English*, (UK: Oxford University Press, 2010), P.391

[28] Sharan B Merriam, *Qualitative Research: A Guide to Design and Expanded from Qualitative Research and Case Study Applications in Education*, (San Francisco: A Wiley Imprint, 2016), p. 189.

D. Data Analysis Technique

After the data collection process, data analysis is the next step after the implementation of it. The writer applied Miles and Huberman's theory to analyze the data:
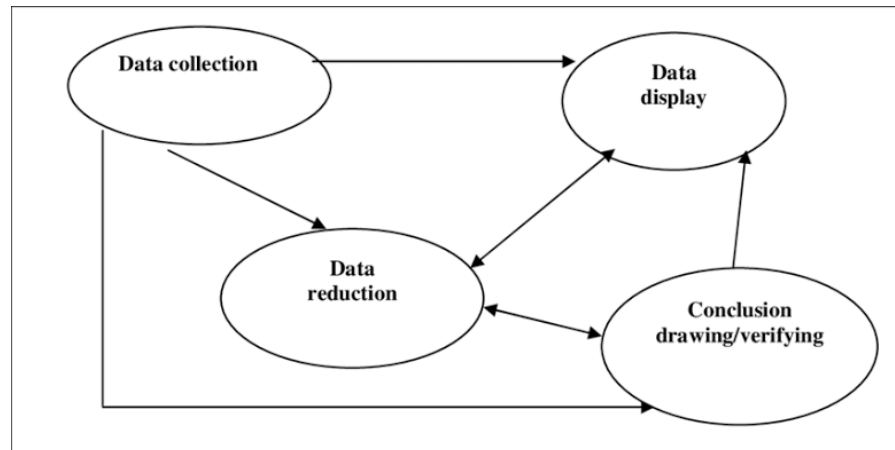
Figure 1. Data Analysis Technique of Milles and Huberman.[29]

1. Data Collection

Data collection is the activity of collecting information and facts in the field for research purposes. Collection of qualitative research data used in-depth interviews with lecture and students and documentation.

2. Data Reduction

After successfully collecting data, the researcher will reduce the data. Data reduction is done by selecting and selecting each incoming data based on the results of interviews and documentation that has been done by researcher, so that the data can produce meaningful information and facilitate the conclusion.

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[29] Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook, 3 ed*. (California: SAGE Publications Inc., 2014), 31

3. Data Display

    After obtaining the data and reducing the data, the next step is the presentation of the data. The form of presenting qualitative data can be narrative text, graphs, or charts.

4. Conclusions Drawing/Verifying

    After passing the two steps above, the next step that must be taken by the researcher is drawing conclusions. Conclusion is the process of taking the essence of the results of research that has been done

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of Research Setting**

1. **The Brief History of Kampung Bahasa Payungi Metro**

Kampung Bahasa Payungi Metro is one of the divisions developed from Pasar Payungi. Payungi or also known as Pasar Yosomulyo Pelangi is a traditional market in the form of creative economic development activities. Pasar Payungi is located on Jalan Kedondong, Yosomulyo, Central Metro, Lampung. Payungi was founded by Dharma Setyawan, MA in 2018. Pasar Payungi is different from other traditional markets, such as: Pasar Payungi is only held once a week on Sunday. It is only open from 6 am to 11 am. Pasar Payungi also provides playgrounds such as flying fox, fishing pond, knife throwing arena, painting house and also a beautiful place for visitors to take pictures.

For four years running, Payungi has had divisions that have been developed into learning facilities for the community, such as Kampung Bahasa Payungi, Payungi University and Women and Environment Payungi.

Kampung Bahasa is one of the most important innovations, therefore it is named Kampung Bahasa Payungi. It is a village that was built for educational tourism destination and being a place to introducing English to local communities.

Kampung Bahasa Payungi is located on Jalan Kedondong, Yosomulyo, Central Metro, Lampung. It is a non-formal English learning institution founded in 2019 by Musthafa Akhyar. He was graduated from Diponegoro University. He was a school principal and also a tutor at Kampung Inggris Pare for three consecutive years. He studied teaching principles, pre-curriculum and taught English learning materials to English camp students in Kampung Inggris Pare. The purpose of establishing Kampung Bahasa Payungi is to recreate the Kampung Inggris Pare in Metro City. With his experience, Musthafa Akhyar founded Kampung Bahasa Payungi with the aim of building a transformative education movement. Transformative here is meant by renewal, old learning ideas which are considered less effective, are replaced with new learning which is considered more effective.

2. **The Profile of Kampung Bahasa Payungi**

Course Name   : Kampung Bahasa Payungi

Address   : Jln. Kedondong, Yosomulyo, Central Metro, Lampung.

Website   : www.kampungbahasapayungi.com

Vision   : Create an ecosystem in the world of education to be better and more sustainable and train skills that are better and have a good language.

Mission : Organize English language educational programs and technical and competitive tutoring so that students learn English language skills are able to compete and be self-sufficient in the globalization period.

3. **The Tutors at Kampung Bahasa Payungi Metro**

The numbers of tutors in Kampung Bahasa Payungi Metro that identified as follows:

Table 1.

The numbers of tutors in Kampung Bahasa Payungi Metro

No.	Name	Sex	Occupation
1	Musthafa Akhyar, S.E	Male	Managing Director & Tutor
2	Irvan Jauhari, M.H	Male	Tutor
3	Diah Ayu Pitaloka, S.E	Female	Tutor
4	Resa Renjani, S.Sos	Female	Tutor
5	Annisa Bella Widyanti, S.E	Female	Tutor
6	Siti Zainatul Mar'ah, S.Pd	Female	Tutor

Source: observation at Kampung Bahasa Payungi Metro

4. **Organizational Structure of Kampung Bahasa Payungi**

    Figure 2. Organizational Structure of Kampung Bahasa Payungi Metro
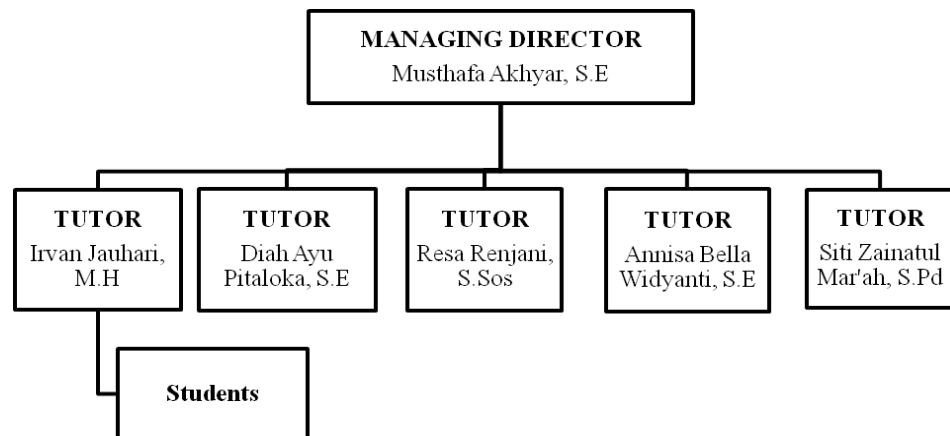
Source: observation at Kampung Bahasa Payungi Metro

5. **The Learning Facilities in Kampung Bahasa Payungi Metro**

    There are some learning facilities in Kampung Bahasa Payungi Metro:

    1) For the camp program, housing facilities are provided as a place to live for male and female dormitories.

    2) WIFI to access learning material.

    3) Library room for students who want to do assignment or read.

    4) Modules are provided as a tool that used as a learning guide.

    5) Study certificate.

    6) IELTS and TOEFL scoring.

6. **Learning Program**

There are several learning program in Kampung Bahasa Payungi:

a. Payungi university -7 months

b. Super intensive - 4 month

c. Intensive - 1 month

d. Pre-TOEL camp - 1 month

e. TOEFL camp - 1 month

f. Pre-IELTS camp - 1 month

g. IELTS camp - 1 month

B. **General Description of Research Data**

The main objective of this research is to discover how reading comprehension applied in English camp program at Kampung Bahasa Payungi, what are the difficulties faced by students and what are the solution for the students' difficulties in reading comprehension. The research data collected by the writer by using qualitative method. According to Moleong as quoted in Umrati stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects (such as behavior, perception, etc.)

Based on the observation and interviewed that has been conducted in September 9th, 2022 until October 8th, 2022 with the students in English camp program at Kampung Bahasa Payungi Metro, the writer got the data about how did reading comprehension applied, the difficulties faced by the

students in reading comprehension and the tutors' solution to overcome the students' difficulties. The result of research can be seen below:

1) Reading Comprehension Applied in English Camp Program at Kampung Bahasa Payungi Metro

The following is the findings from the result of interview with the students in English camp program at Kampung Bahasa Payungi Metro obtained by the writer regarding how reading comprehension applied in English camp program:

a) Learning outdoor and discussing current topics

In the process of teaching reading, the tutors brought the students to outdoor class and gave the topics that was happening so students are expected to get understanding about the topics based on their previous knowledge. In the result of interview, the students gave the following statements as follows:

Table 2
Interview result with the students about how reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro

No	Question	Students Responses
1.	How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro?	S1: "…If here I think the learning method is good. We studied outdoor, the tutors also explained the material clearly. They explained sentence by sentence."
		S2: "… Learning reading in this English camp program using the CLIL (Content and Language Integrated Learning) method. Mizu Akhyar said

		CLIL is learning method that refers to the content that is currently happening. So it will be easier for us to get understanding for what is in the text because we have previous knowledge related to the reading topic."
		S3: "… Because Kampung Bahasa Payungi not only teach reading text in English but also the strategy how to understand a text easily."
		S4: "… The tutors gave us new vocabularies every day. It occurs in one month. We had outdoor class, so we felt more comfortable and feel easy to understand."
		S5: "… at Payungi emphasis on individual skills that can be practiced in our environment, English as a way of interacting and communicating."
		S6: "…meanwhile at Payungi it was fun and easier to understand. We studied outdoor."
		S7: "At Payungi not only give a theory. The learning system here is fun. We have outdoor class. The reading topics were about things that are happening now. So easy to understand."
		S8: "…Learning here was fun. The environment did not make me bored so I feel more easier to get the point. The tutor gave ten vocabularies, we have to memorize them, we have to know how to pronounce and give an example. It was really help me to enrich my vocabularies."
		S9: "…But in here, the tutor taught

		us one by one. He explained he material clearly and it was easy to understand."
2	Is there any differences with your previous place?	S1: "…In my previous place, the reading class was boring. The class condition wasn't good and wasn't comfortable so it didn't give me eager to learn."
		S5: "…at campus is more focus on the curriculum and only assignment that focused at the scores not focus on the student's comprehension and improving their English skills."
		S6: "…Because the learning system at campus is monotonous."
		S9: "…Because in my place there are many students, so the teacher doesn't teach one by one."

Based on the result of interview above, the writer can conclude that most of students said that there were differences learning method that applied in English camp program at Kampung Bahasa Payungi especially in teaching reading. The students studied outdoor, more precisely in the learning garden. Studying outdoor made students easier to understand the content and did not feel bored. The tutors used CLIL method in teaching reading. Mr. Musthafa Akhyar as the main tutor said that CLIL is learning method that refers to the content that is currently happening. So it will be easier for the students to get understanding for what is in the text because the students have previous knowledge related to the reading topic.

2) The Difficulties Experienced by The Students

The second is the findings from the result of interview with the students in English camp program at Kampung Bahasa Payungi Metro obtained by the writer regarding the difficulties they faced in reading comprehension:

a) Lack of Vocabulary and Bad Pronunciation

People may think that reading is easy, but to understand the meaning of the text is not easy, let alone if the language used in the text is not mastered by students. Lack of English vocabularies is the first difficulties. In the result of interview, the students gave the following statements as follows:

Table 3
Interview result with students about the difficulties faced in reading comprehension

No	Question	Students Responses
1.	Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?	S1: "…I find it difficult to comprehend a text if I find a new vocabulary."
		S2: "Usually in a text there are some sentences that I don't know the meaning of it and that is quite difficult."
		S3: "Sometimes I feel difficult to comprehend the meaning of new vocabularies and also I don't understand the meaning of the text I read."
		S4: "To comprehend a long text. Even for reading text in *bahasa*, I feel difficult. Even less to comprehend a text in English."
		S5: "Ignorance or lack of vocabulary makes it difficult

		for me to comprehend a text in English."
		S6: "… Basically I don't know much vocabularies."
		S7: "… I don't really understand the meaning of the words in the text."
		S8: "Don't understand the meaning..."
		S9: " I don't understand the meaning of words…"
2.	Do you can pronounce words correctly?	S3: "When I read I also make mistakes in pronounce the words…"
		S6: "…I find it difficult to read a text in English."
		S9: "…I don't know how to pronounce the words."

Based on the result of interview above, the writer can conclude that all of the students have same difficulties in reading comprehension namely lack of vocabulary. They find it difficult to comprehend or get the point of the text. The students also did not know how to pronounce the words correctly. The students reading comprehension ability is still low. Only one student felt that his reading comprehension ability better.

3) The Solution to The Obstacles Experienced by The Students

The third is the findings from the result of interview with the students in English camp program at Kampung Bahasa Payungi Metro obtained by the writer regarding how to solve the students' difficulties in reading comprehension. The result of interview can be seen below:

a) Giving the vocabularies to memorize

Because of lack of vocabulary, the students find it difficult in comprehending a text. There are ways that can be done to help students improve their vocabulary, namely memorization class. In the result of interview, the students gave the following statements as follows:

Table 4
Interview result with students about how did the tutor solve the students' difficulties in reading comprehension

No	Question	Students Responses
1.	How did the tutors solve the students' difficulties in reading comprehension?	S1: "…I have to memorize vocabularies every morning then when reading class begin…"
		S2: "…I know new vocabularies because we have to memorize 10 vocabularies a day…"
		S3: "…The tutor gave ten vocabularies, we have to memorize them, we have to know how to pronounce and give an example. It was really help me to enrich my vocabularies."

Based on the result of interview above, the writer can conclude that the students felt that they reading comprehension ability improved. Their vocabularies increased because they have to memorize vocabularies a day. This method is considered to be able to improve students' vocabularies so they can understand the meaning of the words when they read.

C. Discussion

Based on the research conducted by the writer in English camp program at Kampung Bahasa Payungi, the writer found how was reading comprehension applied, the difficulties in reading comprehension faced by students and how the tutors overcome the students' difficulties in reading comprehension. It discussed as follows:

1) **Reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro**

Teaching and learning activities were carried out at a learning garden or it could be called outdoor class. The first student interviewed said that outdoor learning makes it more comfortable and not boring. So that makes it easier to understand the material. Outdoor is one of situation that use in English camp to make the participants got new atmosphere in new situation.[30] Doing the learning activity in outdoor was different when the students stay in a room. A comfortable atmosphere or place, a positive learning environment made students more enthusiastic and motivated to learn so they were easy to get understanding to the material.

In reading class, each student was given one reading book which will be discussed during the English camp activity. The book contains a variety of reading titles ranging from short texts to very long texts.

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[30] Mustakim; Ismail Ismail, "*The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang*", EDUMASPUL - Jurnal Pendidikan Vol.2, No.2, Oktober, 2018

The second student interviewed said that learning reading in English camp program using the CLIL method. CLIL was learning method that refers to the content that is currently happening. So it will be easier to get understanding for what is in the text because the previous knowledge. The theme used as a discussion in the reading class was taken from the things that are currently trending so students were expected to find it easier to understand the material because they were considered to have prior knowledge about the topic. It was consistent with Thomas S. C. Farrel that said understanding a reading can be helped by the readers' previous knowledge.[31] The entire text was discussed jointly by the tutor and students. After that, students asked to pair up and then re explain based on their understanding about the text that has been read and discussed without looking at the text or using a translator.

2) **The difficulties experienced by the students**

From the result of interview, students assumed that there were some difficulties they faced when they read English text. The third student interviewed said that she find it difficult to comprehend the meaning of new vocabulary and also do not understand the meaning of the words. Another student said that ignorance or lack of vocabulary makes it difficult to comprehend a text in English.

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[31] Thomas S. C. Farrell, *Planning Lesson for Reading Class*, h. 24.

Based on the result of the interview with several students above, it can be seen that many of the difficulties occurred were mostly about lack of vocabulary so that students find it difficult to get understanding about the text. This is consistent with the previous research that there were some difficulties faced in reading comprehension such as unfamiliar vocabularies, ambiguous words, and limited available time to cognitively process the text.[32]

3) **The solution to the obstacles experienced by the students**

From the students' perspective about the difficulties they faced in reading comprehension, the writer observed that English camp program at Kampung Bahasa Payungi solved the students' difficulties in reading comprehension in several ways as follows:

a) Memorize 10 vocabulary a day

The activity of memorizing ten vocabularies was carried out jointly by all students. The ninth student interviewed said that the tutor gave ten vocabularies, we have to memorize them, we have to know how to pronounce and give an example. It was really help me to enrich my vocabularies. In this activity, students were not only required to memorize vocabulary, but also memorized the meanings, parts of speech, definitions, and example sentences.

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[32] Qarqez, Mohammed, *Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan*, Arab World English Journal (AWEJ) Vol .8, No. 3, September 2017, p.421

b) Memorizing Class

After completing the memorization of ten vocabularies along with the meanings, parts of speech, definitions and example sentences, students have to memorize it in front of the tutor without looking at the notes. Memorizing class was carried out every 5 am.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After observing and interviewing the students in English camp program at Kampung Bahasa Payungi Metro, the writer concluded as follows:

Reading class was carried out in outdoor with the goal of creating more comfortable atmosphere so it can build students' enthusiasm in learning and make it easier for the students to understand the reading material. Furthermore, there were students' difficulties in reading comprehension such as: lack of vocabulary and find uncommon or ambiguous words that made students find it difficult to get understanding of the text.

In addition, to overcome students' difficulties in reading comprehension, English camp program at Kampung Bahasa Payungi assigned some assignment for the students such as memorize vocabulary a day and arranged a memorizing class. These learning method is expected to help students improved their reading comprehension ability and also overcome their difficulties in reading comprehension.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestion as follows:

1. The students are suggested to be more intense in learning English especially memorize vocabularies and read a lot of book so they can easy to get understanding of the material given and it also improve their skill especially in reading comprehension.

2. The tutors is expected to provide motivation for the students in order to be delighted in learning English as many students assume that reading is difficult subject to learn.

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APPENDICES

1. **Reading Book**
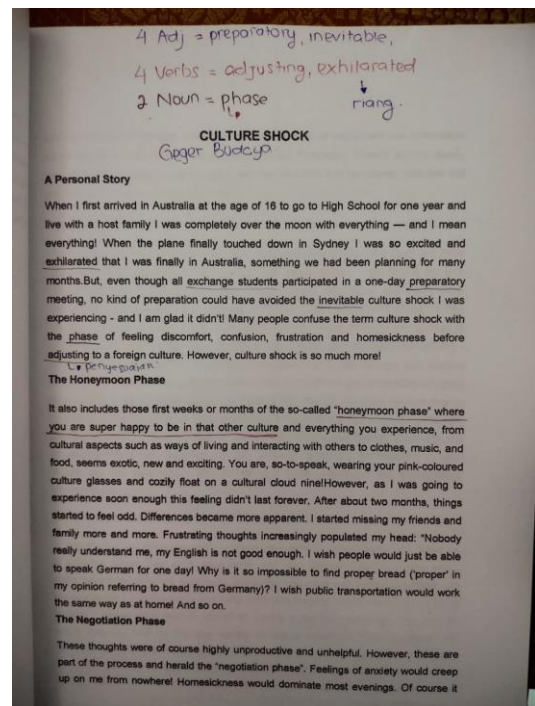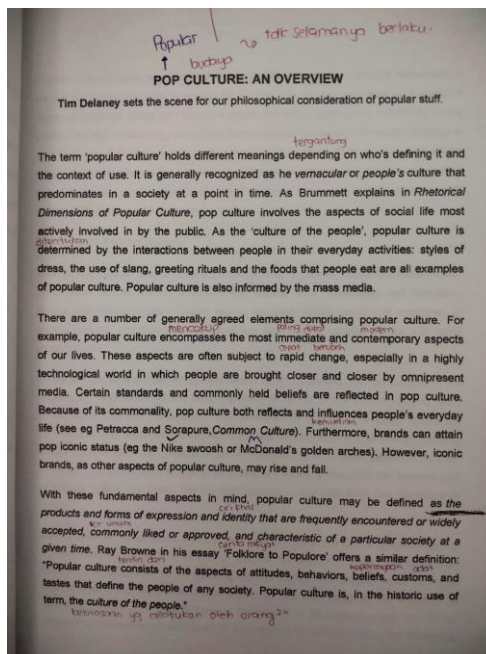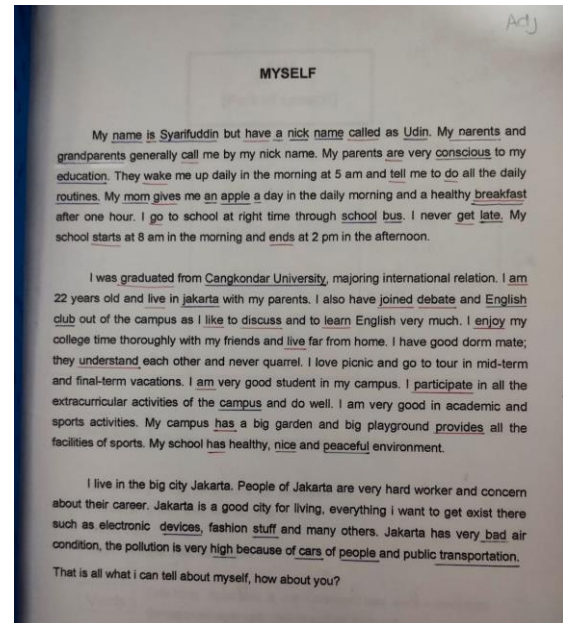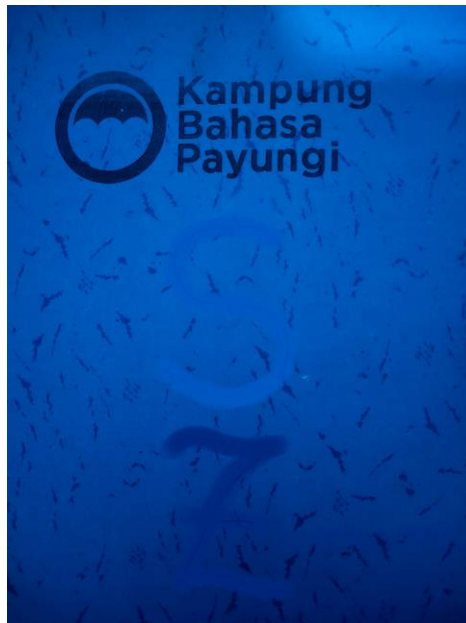
Source by: documentation of English camp program at Kampung Bahasa Payungi Metro

2. **Vocabulary Book**

A1 VOCABULARIES

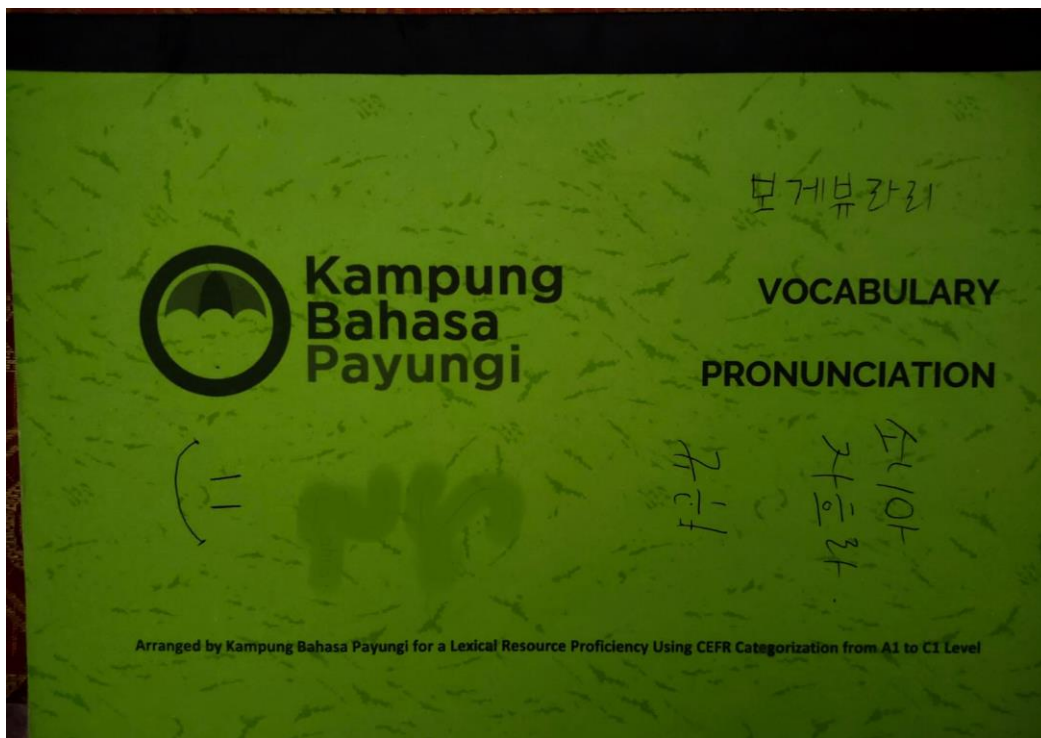| NO	WORD	PART OF SPEECH	DEFINITION	EXAMPLE
1	FAST	Verb	To fast means to go without food or drink for a period of time.	In her religion, they fast for five days and then have a big feast
2	MOBILE	Noun	If something is mobile, it can be moved easily.	Mobile phones are popular because you can take them anywhere
3	BATH	Verb	A bath is water in a tub. People take a bath to get clean.	After playing in the dirt, the boy took a bath
4	BEAN	Noun	A bean is plant seed that is good to eat.	There are many different kinds of beans to eat
5	BOOT	Noun	A boot is a heavy shoe that goes over your ankle	He wore boots so that his feet wouldn't get wet
6	INSIDE	Adverb	Inside means the inner part, space or side of something.	The inside of the box was empty
7	DIFFERENT	Adjective	Different describes someone or something that is not the same as other	Each of my sisters has a different hair style from one another
8	CENTER	Noun	The center of something is the middle of it	The center of a dart board is the most important spot
9	ABOVE	Adverb	If something is above, it is at higher level than something else.	He straightened the sign that was above the crowd
10	BREAKFAST	Noun	Breakfast is the first meal of the day.	I eat breakfast at 8:00 every morning
11	MESSAGE	Noun	A message is a set of words that you send to someone	I left a message for you in the envelope
12	BORING	Adjective	If something is boring, it is not fun.	I think the internet is boring
13	BAND	Noun	A band is a group of people play music.	My brother is in a rock band
14	FACTORY	Noun	A factory is a building where things are made or put together.	We have only one factory in our town
15	SWIM	Verb	To swim is to move through water.	I love to swim in the ocean
16	COURSE	Noun	A course is a class in school.	I took a P.E. course in school this year
17	BEHIND	Adverb	Behind means to be at the back of something	The little girl was hiding behind a tree
18	PLATE	Noun	A plate is a flat round thing that you put food on.	I put my plate down so I could put some food on it

Source by: documentation of English camp program at Kampung Bahasa Payungi Metro

VOCABULARY / PRONUNCIATION

Toward → terhadap / ke arch / untuk / kepada.

Kampung Bahasa Payungi

A2 VOCABULARIES

NO	WORD	PART OF SPEECH	DEFINITION	EXAMPLE
1	NURSE	Noun	A nurse is a person who helps sick people in the hospital.	A nurse helped me get better
2	LATER	Adjective	Later means after the present, expected, or usual time.	She missed the train, so she'll arrive a little later than expected
3	✓ HURRY	Adjective	To hurry is to do something quickly.	I hurried home on my bike.
4	EXCELLENT	Adjective	When something is excellent, it is very good.	I got an excellent score on my school test
5	ENTER	Verb	To enter a place, it to go into it.	Two guards greeted me as I entered the front door.
6	BRAIN	Noun	The brain is the organ in your head that lets you think.	You must use your brain to solve the problem.
7	WAR	Noun	A war is a big fight between two groups of people.	Many young men died in a war.
8	SERVE	Verb	To serve someone is to give them food or drinks	He served us our drinks quickly.
9	REAL	Adjective	If something is real, it actually exists.	The handbag has a stamp on it, so it's real.
10	EXTRA	Adjective	If something is extra, it is more than what is needed.	The squirrel had extra nuts for winter.
11	BIT	Adjective	A bit is a small amount of something.	I ate a bit of chocolate before I went to bed
12	WOOD	Noun	Wood is the thing that trees are made of	I put the pieces of wood in a pile.
13	✓ TOWARD	Adverb	*ke arah* If you go toward something, you go closer to it.	Santa walked toward my house with a special tree.
14	STAFF	Noun	A staff is a group of people working together in a company.	My dad has a staff of four people to help him at the office.
15	INTERNATIONAL	Noun	If something is international, it involves more than one country.	The United Nation is a powerful international organization.
16	HOWEVER	Adverb	However means despite or not being influenced by something.	She is a great cook. However, she never had professional lessons.
17	✓ GLAD	Noun	If you are glad, you are happy.	I am glad you came to my party.

VOCABULARY / PRONUNCIATION

Kampung Bahasa Payungi

B1 VOCABULARIES

NO	WORD	PART OF SPEECH	DEFINITION	EXAMPLE
1	TRUTH	Noun	The truth is a fact or something that is right	He was telling the truth about seeing a large green snake
2	SERIOUS	Adjective	When something is serious, it is bad or unsafe	The accident was very serious
3	✓ SAIL	Verb	To sail is to move a boat on the water	I love to sail my boat on the lake
4	MARRY	Verb	To marry is to legally become husband and wife	Rose and Henry were married and they lived happily
5	INTRODUCE	Verb	To introduce someone or something is to say who they are	I introduced myself to our newest co-worker today
6	GROUND	Noun	The ground is the top part of the Earth that we walk on	The ground under out feet was dry and brown
7	EITHER	Conjunction	Either is used with "or" to say there are two or more possibilities	You can choose to be either white or black when you play chess
8	✓ DECISION	Noun	A decision is a choice	He made the wrong decision
9	✓ CREATURE	Noun	*makhluk* A creature is any living thing	The creature we saw today was either a dolphin or a porpoise
10	ASLEEP	Adjective	When a person is asleep, they are not awake	The baby has been asleep for hours
11	TROUBLE	Noun	Trouble is a problem or a difficulty	I have trouble working with my boss
12	✓ SITE	Noun	A site is a place	We found the perfect site for our picnic
13	SEPARATE	Adjective	If two things are separate, they are not together	New York and Los Angeles are in two separate parts of America
14	REST	Verb	To rest is to stop being active while the body gets back its strength	I rested on the couch after work
15	REMAIN	Verb	To remain somewhere is to stay there	My sister had to remain home since he was sick
16	PROUD	Adjective	If someone feels proud, they are happy about hat they have done	She is proud of the picture she drew of her house
17	ESSENTIAL	Adjective	If something is essential, it is very important and necessary	It is essential to have oxygen when you scuba
18	EFFECT	Noun	An effect is a change made by something else	The medicine had a good effect on the boy

Source by: documentation of English camp program at Kampung Bahasa Payungi Metro

3. Research Documentation

Reading Class in English camp program at Kampung Bahasa Payungi Metro

Reading Class in English camp program at Kampung Bahasa Payungi Metro

4. Transcription of Interview Result

Student's Identity
Name   : Indah Ayu Eka Pratiwi
Address   : Pubian, Gunung Sugih, Lampung Tengah

Question
1) What study program did you take?
   Answer: I took intensive program

2) Do you like reading text in English?
   Answer: Yes

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
   Answer: Yes, I do. I find it difficult to comprehend a text if I find a new vocabulary.

4) How was your reading comprehension skill?
   Answer: Not good because I don't know much vocabularies.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
   Answer: Yes. There was a difference. In my previous place, the reading class was boring. The class condition wasn't good and wasn't comfortable so it didn't give me eager to learn. If here I think the learning method is good. We studied outdoor, the tutors also explained the material clearly. They explained sentence by sentence.

6) How is your reading comprehension skill after joined this program?
   Answer: So far so much better because I learnt many things that can be applied now and in the future. While I am here, I am guided by the tutors. I have to memorize vocabularies every morning then when reading class begin, at least one vocabulary that I memorized comes out in the text. Then the tutor asked us to explain what is in the text.

Student's Identity
Name   : Nurhidayati
Address   : Tulang Bawang

Question
1) What study program did you take?
   Answer: Intensive program

2) Do you like reading text in English?
   Answer: Yes

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
   Answer: Usually in a text there are some sentences that I don't know the meaning of it and that is quite difficult.

4) How was your reading comprehension skill?
   Answer: Still not fluent and also still wrong in pronouncing the words.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
   Answer: Of course it was. Learning reading in this English camp program using the CLIL method. Mizu Akhyar said CLIL is learning method that refers to the content that is currently happening. So it will be easier for us to get understanding for what is in the text because we have previous knowledge related to the reading topic.

6) How is your reading comprehension skill after joined this program?
   Answer: Better than before. I know new vocabularies because we have to memorize 10 vocabularies a day. In reading class, there were some words that we have memorized appear in the text.

Student's Identity
Name   : Ajeng Sitoresmi
Address   : Mesuji

Question
1) What study program did you take?
   Answer: Intensive program

2) Do you like reading text in English?
   Answer: Yes, I do

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
   Answer: Sometimes I feel difficult to comprehend the meaning of new vocabularies. When I read I also make mistakes in pronounce the words and also I don't understand the meaning of the text I read.

4) How was your reading comprehension skill?
   Answer: My reading comprehension ability tends to be poor because I find it difficult to comprehend of the text. I have not mastered good reading techniques and easily get bored because I don't understand.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
Answer: Of course. Because Kampung Bahasa Payungi not only teach reading text in English but also the strategy how to understand a text easily.

6) How is your reading comprehension skill after joined this program?
Answer: My reading ability is growing so fast because the learning method at Kampung Bahasa Payungi is very effective, fun and different from the other.

Student's Identity
Name   : Andriansyah Taufik Hidayatullah Sinaga
Address   : Sukadana

Question
1) What study program did you take?
Answer: I took Payungi University program.

2) Do you like reading text in English?
Answer: Yes.

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
Answer: To comprehend a long text. Even for reading text in *bahasa*, I feel difficult. Even less to comprehend a text in English.

4) How was your reading comprehension skill?
Answer: Below general standards that should have been very mastered at college student.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
Answer: There was differences in teaching reading. The tutors gave us new vocabularies every day. It occurs in one month. We had outdoor class, so we felt more comfortable and feel easy to understand.

6) How is your reading comprehension skill after joined this program?
Answer: So far there is an improvement of my reading skill although it is not very significant.

Student's Identity
Name   : Adam Rahmatulloh
Address   : Lampung Tengah

Question
1) What study program did you take?
   Answer: Intensive

2) Do you like reading text in English?
   Answer: Yes.

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?

   Answer: Ignorance or lack of vocabulary makes it difficult for me to comprehend a text in English.

4) How was your reading comprehension skill?
   Answer: Improved better because there were many demands my reading class before, especially in terms of understanding the contents of the reading and re-presenting the reading according to our understanding.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
   Answer: Yes. There were some differences in teaching reading at campus and at Kampung Bahasa Payungi namely at Payungi emphasis on individual skills that can be practiced in our environment, English as a way of interacting and communicating. Meanwhile at campus is more focus on the curriculum and only assignment that focused at the scores not focus on the student's comprehension and improving their English skills.

6) How is your reading comprehension skill after joined this program?
   Answer: I used to watch films with Indonesian subtitles, now I can read English subtitles more effectively and can understand the storyline. Some international news on foreign news sites are also easier to understand, especially about English quotes which feel more elegant.

Student's Identity
Name   : Eva Mutdrika Sumantri
Address   : Kotabumi

Question
1) What study program did you take?
   Answer: Intensive program

2) Do you like reading text in English?
Answer: No, I do not.

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
Answer: Vocabulary in a text are uncommon words for me. Basically I don't know much vocabularies. So I find it difficult to read a text in English, especially when someone asked me to comprehend the contents of the text.

4) How was your reading comprehension skill?
Answer: My reading comprehension ability is bad. I often mispronounced. Let alone comprehend the meaning, it was really difficult.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
Answer: It was different. Because the learning system at campus is monotonous, meanwhile at Payungi it was fun and easier to understand. We studied outdoor.

6) How is your reading comprehension skill after joined this program?
Answer: I was not fluent in reading but now I can read correctly. If I find text and someone asked me to explain, I can do it.

Student's Identity
Name   : Zulfa Fadhilah
Address   : Metro

Question
1) What study program did you take?
Answer: Intensive program

2) Do you like reading text in English?
Answer: No

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
Answer: The way to pronounce the words is a bit difficult. I don't really understand the meaning of the words in the text.

4) How was your reading comprehension skill?
Answer: Yes, it was so bad. Because I don't know the meaning of the words and often did wrong in pronouncing the words.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
Answer: At Payungi not only give a theory. The learning system here is fun. We have outdoor class. The reading topics were about things that are happening now. So easy to understand.

6) How is your reading comprehension skill after joined this program?
Answer: My reading skill was very bad. But now I know new vocabularies in a text.

Student's Identity
Name   : Alvin Ma'viah
Address   : Tulang Bawang

Question
1) What study program did you take?
Answer: Intensive

2) Do you like reading text in English?
Answer: No

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
Answer: Don't understand the meaning. Find it difficult to comprehend the content of the text that I read, then there were many vocabularies that I didn't understand the meaning.

4) How was your reading comprehension skill?
Answer: So far, I thought that my ability was really bad. I can only read a bit of English text. To understand what it means sometimes I couldn't do it at all. That is why I joined the English camp at Kampung Bahasa Payungi Metro. I joined in order to improve my English skills even if only a bit.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
Answer: Yes, there was. Learning here was fun. The environment did not make me bored so I feel more easier to get the point. The tutor gave ten vocabularies, we have to memorize them, we have to know how to pronounce and give an example. It was really help me to enrich my vocabularies.

6) How is your reading comprehension skill after joined this program?
   Answer: Pretty good. I learnt new vocabularies here and it appears in the text and I know the meaning of the words. But sometime the tutors still helped me to get understanding.

Student's Identity
Name   : Fiqih Alpriansyah
Address   : Sukadana

Question
1) What study program did you take?
   Answer: Intensive program

2) Do you like reading text in English?
   Answer: No, I do not

3) Do you have any difficulties in comprehending a text? What kind of difficulties do you faced?
   Answer: I don't understand the meaning of words and also I don't know how to pronounce the words.

4) How was your reading comprehension skill?
   Answer: It was bad, especially if I did an English test. I always get bad scores. Many questions in the test are about reading comprehension or make a conclusion.

5) How did reading comprehension applied in English camp program at Kampung Bahasa Payungi Metro? Is there any differences with your previous place?
   Answer: Yes. Because in my place there are many students, so the teacher doesn't teach one by one. But in here, the tutor taught us one by one. He explained he material clearly and it was easy to understand.

6) How is your reading comprehension skill after joined this program?
   Answer: I thought there was quite a bit of improvement. My English vocabularies increased. Then if I find a short text, I can understand it

5. Documentation Guide

1. The history and profile of Kampung Bahasa Payungi Metro

2. The learning activities at Kampung Bahasa Payungi Metro

3. The learning facilities of Kampung Bahasa Payungi Metro

4. The organization structure of Kampung Bahasa Payungi Metro

5. Photographs.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : /In.28/J/TL.01/00/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Managing Director KAMPUNG
BAHASA PAYUNGI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**SONIA ZAHRA**
NPM	:	1801070062
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF THE ENGLISH CAMP PROGRAM IN IMPROVING STUDENTS READING COMPREHENSION IN KAMPUNG BAHASA PAYUNGI BASED ON STUDENTS PERSPECTIVE

untuk melakukan prasurvey di KAMPUNG BAHASA PAYUNGI, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

![Kampung Bahasa Payungi logo]

Jalan Kedondong, Yosomulyo, Metro Pusat
www.kampungbahasapayungi.com

Nomor : 04/KE/05/2022
Lampiran : -
Perihal : **BALASAN IZIN PRASURVEY**

Assalamu'alaikum Wr. Wb

Surat ini kami tujukan kepada pejabat berwenang dan pihak yang terkait sebagai bentuk pemberitahuan bahwa yang menghubungi kami, atas nama :

Nama : SONIA ZAHRA
NPM : 1801070062
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : THE INFLUENCE OF THE ENGLISH CAMP PROGRAM IN IMPROVING STUDENTS READING COMPREHENSION IN KAMPUNG BAHASA PAYUNGI BASED ON STUDENTS PERSPECTIVE

Dengan ini kami informasikan bahwa yang bersangkutan **dapat melanjutkan** agendanya di KAMPUNG BAHASA PAYUNGI dengan menjalankan tugas fungsi pokok sesuai dengan ketentuan kelembagaan masing-masing.

Surat ini dapat digunakan sesuai dengan keperluan administrasi yang bersangkutan atas sepengetahuan pihak Kampung Bahasa Payungi.

Demikian yang dapat kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 11 Mei 2022
Direktur Kampung Bahasa Payungi

Musthafa Akhyar, SE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3859/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**SONIA ZAHRA**
NPM	:	1801070062
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF THE STUDENTS` READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3990/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
MANAGING DIRECTOR KAMPUNG
BAHASA PAYUNGI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3989/In.28/D.1/TL.01/08/2022, tanggal 24 Agustus 2022 atas nama saudara:

Nama	:	**SONIA ZAHRA**
NPM	:	1801070062
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di KAMPUNG BAHASA PAYUNGI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS` READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 24 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,

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

Kampung Bahasa Payungi

Jalan Kedondong, Yosomulyo, Metro Pusat
www.kampungbahasapayungi.com

Nomor : 05/KE/08/2022
Lampiran : -
Perihal : **BALASAN IZIN RESEARCH**

Assalamu'alaikum Wr. Wb

Surat ini kami tujukan kepada pejabat berwenang dan pihak yang terkait sebagai bentuk pemberitahuan bahwa yang menghubungi kami, atas nama :

Nama : SONIA ZAHRA
NPM : 1801070062
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : THE INFLUENCE OF THE ENGLISH CAMP PROGRAM IN IMPROVING STUDENTS READING COMPREHENSION IN KAMPUNG BAHASA PAYUNGI BASED ON STUDENTS PERSPECTIVE

Dengan ini kami informasikan bahwa yang bersangkutan **dapat melanjutkan** agendanya di KAMPUNG BAHASA PAYUNGI dengan menjalankan tugas fungsi pokok sesuai dengan ketentuan kelembagaan masing-masing.

Surat ini dapat digunakan sesuai dengan keperluan administrasi yang bersangkutan atas sepengetahuan pihak Kampung Bahasa Payungi.

Demikian yang dapat kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 30 Agustusi 2022
Direktur Kampung Bahasa Payungi

Musthafa Akhyar, SE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-3989/In.28/D.1/TL.01/08/2022

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

Nama	:	**SONIA ZAHRA**
NPM	:	1801070062
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di KAMPUNG BAHASA PAYUNGI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS` READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 24 Agustus 2022

Mengetahui,
Pejabat Setempat

Musthafa Akhyar, S.E

Wakil Dekan Akademik dan Kelembagaan,

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

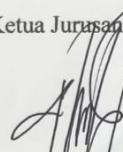Nama : SONIA ZAHRA   Jurusan   : TBI

NPM : 1801070062   Semester : 7 - 8

No	Hari/tanggal	Pembimbing	Materi yang Dikonsultasikan	Tanda Tangan Dosen
1	24 Mei 2021	Syahreni Siregar, M.Hum	1) Blangko pengajuan judul 2) Kerjakan dari bab 1 sampai bab 3	
2	14 Feb 2022	Syahreni Siregar, M.Hum	1) Mengajukan proposal bab 1 sampai bab 3 2) Membahas bab 1: → Program English Camp di Payungi → Jelaskan konsepnya → Jelaskan bagaimana program tersebut → Fokuskan rumusan masalah sesuai dgn judul → Paparkan data hasil pra survey	
3	21 Feb 2022	Syahreni Siregar, M.Hum	1) Membahas bab 1: → Fokuskan research question dengan judul → Research question (menggabungkan & menghapus pertanyaan) 2) Pengetikan bibliografi masih ada kesalahan	
4	07 Maret 2022	Syahreni Siregar, M.Hum	Sesuaikan data collecting technique dengan jenis	

			penelitian.	
5	09 Maret 2022	Syahreni Siregar, M.Hum	ACC proposal	

Mengetahui

Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP.198711022015031004

Dosen Pembimbing

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1	Monday 05/12 2022	Revise chapter IV	
2	Monday 19/12/2022	Acc	

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AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

by Sonia Zahra Sn. 1801070062

AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION IN ENGLISH CAMP PROGRAM AT KAMPUNG BAHASA PAYUNGI METRO

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