

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON THE STUDENTS' DIFFICULTY
IN READING COMPREHENSION AMONG THE TENTH GRADERS
AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG**

By :

RIKA AYU LESTARI

Student Number.1901051055



TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2023 M

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Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

Rika Ayu Lestari

Student Number: 1901051055

Tarbiyah and Teachers Training Faculty

English Education Department

Sponsor: Dr. Dedi Irwansyah, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING
SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH
SEKAMPUNG EAST LAMPUNG

Name : Rika Ayu Lestari

Students Number : 1901051055

Department : English Education

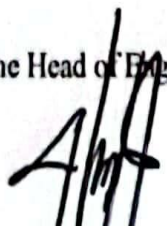
Faculty : Tarbiyah and Teacher Training

APPROVED BY:


To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr.Wb

The Head of English Education Department


Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, May 26th 2023
Sponsor


Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001



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NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
Of Rika Ayu Lestari**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb


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

Name : Rika Ayu Lestari
Students Number : 1901051055
Title : AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING
SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH
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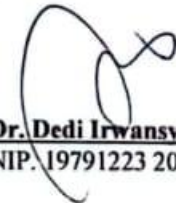
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

The Head of English Education Department


Andanita, M.Pd
NIP. 19871102 201503 1 004

Metro, May 26th 2023
Sponsor


Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001



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Telp (0726) 41507, Faksimili (0725) 47296, Website: www.metro.univ.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-3762/11-28-1/D/PP.00.9/06/2023

An Undergraduate thesis entitled: AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG, written by: Rika Ayu Lestari, Student Number 1901051055 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 9th, 2023, at 08.00-10.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Dedi Irwansyah, M.Hum

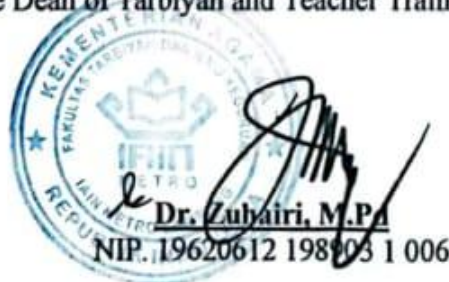
Examiner I : Dr. Umi Yawisah, M.Hum

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Secretary : Indah Eftanastarini, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS ON THE STUDENTS' DIFFICULTY
IN READING COMPREHENSION AMONG THE TENTH GRADERS
AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG**

ABSTRACT

By: Rika Ayu Lestari

The purpose of this study is to analyze difficulties faced by the students in reading text and also to analyze about the factors that cause the students' difficulties to answer exercise of reading text.

This research was conducted in A class of tenth graders at SMK Muhammadiyah Sekampung East Lampung. In A class consist 33 students. The researcher used qualitative method to analyze. The instruments used by the researcher in this research were test, observation, interview, and documentation.

The findings in this research show that difficulties faced by the students in reading text and also factors that cause the students' difficulties to answer exercise of reading text, namely: difficulties to understand the word, difficulties to understand long sentence, difficulties to understand the main idea, difficulties to understand grammar, and difficulties in inferencing.

Keywords : *Difficulties in Reading Comprehension, Reading, Reading Skill*

**ANALISIS KESULITAN SISWA DALAM KETERAMPILAN MEMBACA
DI KELAS X SMK MUHAMMADIYAH SEKAMPUNG
LAMPUNG TIMUR**

ABSTRAK

Oleh: Rika Ayu Lestari

Tujuan dari penelitian ini adalah untuk menganalisis kesulitan-kesulitan yang dihadapi oleh siswa dalam membaca teks dan untuk menganalisis faktor-faktor yang menyebabkan kesulitan siswa dalam menjawab latihan pada teks bacaan.

Penelitian ini dilakukan di kelas A kelas X SMK Muhammadiyah Sekampung Lampung Timur. Di kelas A terdiri dari 33 siswa. Peneliti menggunakan metode kualitatif untuk menganalisis. Instruments yang digunakan oleh peneliti dalam penelitian ini adalah test, observasi, wawancara, dan dokumentasi.

Penemuan-penemuan dalam penelitian ini menunjukkan bahwa kesulitan-kesulitan yang dihadapi siswa dalam text bacaan dan juga factor-faktor yang menyebabkan kesulitan siswa dalam membaca teks bacaan, adalah: kesulitan memahami kata, kesulitan memahami kalimat yang panjang, kesulitan memahami ide pokok, kesulitan memahami tata bahasa, dan kesulitan dalam menyimpulkan.

Keyword: *Kesulitan dalam Pemahaman Membaca, Membaca, Keterampilan Membaca*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Rika Ayu Lestari
Student Number : 1901051055
Department : English Education Department
Faculty : Tarbiyah and Teachers Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 09th 2023
The Researcher



RIKA AYU LESTARI
Student Number 1901051055

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Rika Ayu Lestari
NPM : 1901051055
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 09 Juni 2023
Peneliti



RIKA AYU LESTARI
Student Number 1901051055

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan"

"Surely with difficulty is ease"

(QS. Al-Insyirah: 5)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved Parents (Mr. Siswanto and Mrs. Ponijah)
2. My beloved sister and brother (Riva and Ridwan)
3. My Sponsor (Mr. Dr. Dedi Irwansyah. M.Hum), who has guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. My beloved lecturers of English Education Department of State Islamic Institute of Metro.
5. The big family at SMK Muhammadiyah Sekampung East Lampung, thank for helping.

ACKNOWLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled “AN ANALYSIS ON THE STUDENTS’ DIFFICULTY IN READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG”. Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude especially to :

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English education Department of IAIN Metro Lampung.
4. Dr. Dedi Irwansyah M.Hum, as the advisor that has given valuaeable knowladge and support in finishing this Undergraduate Thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this An Undergraduate Thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this Undergraduate Thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, June 09th 2023



RIKA AYU LESTARI

NPM.1901051055

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language can be used by human to communicate with people in live activities. Language has symbol and sound as a tool that are used to communicate between the speaker and listener among the nations in all over the world.

Beginning in elementary school and continuing through university, Indonesian students study English as one of their foreign languages. It is essential to learn English in the present world because It is now a global tongue used in technology, research, and education, and other fields. Additionally, Indonesians who study English as a second language increase knowledge, technology, and international relations. Therefore, learning English is crucial to assisting people in their quest for information and knowledge in all spheres, including education, society, technology, and religion. Relating to international languages, English is the most important international language used to communicate among countries in the world. English is not only to communicate among countries in the world but also to develop technology and science. Moreover, English has become the world's international language in communication.

In the context of English, there are four skills to learn, namely listening, speaking, reading, and writing. Reading is one of the important skills. Because it can aid pupils in understanding the content, reading is referred to be an essential ability. To demonstrate their proficiency in English during the reading process, pupils must be proficient readers. Additionally, students should read well in order to expand their knowledge and discover new things. If the students' reading ability is low, students will fail in study and will have difficulty to improve the progress. In other words, if students' reading ability is high, students will have a better chance to improve the progress in study.

Moreover, reading is about through the text for details. Reading skills is about understanding of what has been read in the text. Learning to read is not easy because reading require a high level of reading skill. For example, if the reader can not get the point, the reader also can not find the main idea in the text.

Reading comprehension is one of the skills that should be mastered by the students, because the objective of teaching reading comprehension is that the students are expected to be able to understand the meaning of text.¹ The students' also can make inferences from the text.

However, in reality, the students' skills in reading are low. This can be provided by the fact that the students are difficult to understand

¹ Estika Satriani, (2018), *Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau*, Journal of English for Academic, Volume 5, p.16

reading text because they have limited ability in reading comprehension. It is very difficult for them to find the main idea, making inference about the text. Those problems happened because the level of vocabulary knowledge the students are low, reading text in a foreign language is different from reading in first language. Perhaps, the students have a lot of reading experience in their first language. So, when reading English material, they need to consider a number of elements of language proficiency. Specifically, when reading material in a foreign language, readers will find linguistic elements that are different from their first language.

In this case, the researcher conducted a pre-survey on August 24th 2022 At SMK Muhammadiyah Sekampung. The researcher did the interview with the English teacher and the students' about the students' ability in reading skill. In this research, the researcher chooses the tenth grade of majoring in Computer and Network Engineering in A class of SMK Muhammadiyah Sekampung to observe. It consists of 33 students. When pre survey, researcher interviewed 15 students for sample.

The result of prasurvey showed that the students at SMK Muhammadiyah Sekampung difficult to understand about reading text and they do not understand the explanation.

From above, the students' ability in reading skill are low. The researcher regards that students' difficulties should be analyzed. This research, designed to obtain an empirical description of the students'

difficulties in reading text in English learning particularly. As a result, the researcher conducted the research with the title “AN ANALYSIS ON THE STUDENTS’ DIFFICULTY IN READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG”.

B. Problem Formulation

Based on the background above the problem that will be research by the researcher as follows:

1. What are the difficulties faced by the students in reading text?
2. What are the factors caused the students’ difficulties to answer exercise of reading text?

C. The Objective and Benefits of the Study

1. The Objective of the Study

Referring to the problem of the study, the objective of the study is hopefully able to know the difficulties that faced by students in reading text, the factors of the students’ difficulties in understanding reading text and difficult in doing multiple choice questions of reading text at the tenth grade of SMK Muhammadiyah Sekampung.

2. The Benefits of the Study

- a. For the Students

In order to improve their performance, the students revised their reading skills and learned more after receiving new information about the difficulty of the task from this study.

b. For the Teacher

The results of this study provide English teachers with new knowledge on the reading skills of the majority of their pupils, and they are utilized as an evaluation tool to improve teaching and learning outcomes. The researcher thinks that the teacher will be better able to help pupils who are having trouble reading and would be able to provide them with the necessary strategies.

c. For the Researcher

It is expected to give new knowledge and information for the researcher to do better research in the future. Also, it is hoped for the researcher to make improvement when doing the same case study in the future.

D. Prior Research

The researcher used some relevant previous to support and prove the originality of this research. There are five studies that had done the research in reading about analysis of difficulties.

The first research is from journal article written by Fernandita Gusweni Jayanti entitled "*Reading Difficulties: Comparison on Students' and Teachers' Perception*". Her research states that Both professors who taught reading courses and students from the University of Bengkulu's

English Department Program were chosen at random for this study. The goal of this study was to compare and contrast how teachers and students perceived their students' reading challenges. Questionnaires were employed as the study's methodology. For the result of the study, students and teachers agree in some points and in some points there are different perceptions.²

The second research is from journal article written by Ratih Laily Nurjanah entitled "*The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*". The writer observed this study on students of English Literature at Universitas Ngudi Waluyo. This study is an attempt to find out the difficulties that students faced when doing reading comprehension to find the technique or method to overcome the problem and answer the research questions. The writer chose explanatory multi-method strategy for the method of this study. The result show that students face problem related to poor habit of reading and less interesting reading comprehension course in classroom.³

Next, the prior research by Sudarto, Nadrun and Andi Naniwarsih entitled "*The Difficulties Encountered by The Second Grade Students of SMA YPTB Ketong in Reading Comprehension*". In this research, the researchers conducted this research in SMA YPTB Ketong. The purpose of this study is to identify the reading comprehension challenges that SMA YPTB

² Fernandita Gusweni Jayanti, "*Reading Difficulties: Comparison on Students' and Teachers' Perception*", ISELT: Proceeding of the Fourth International Seminar on English Language and Teaching 4 (2016): 296

³ Ratih Laily Nurjanah, "*The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*", Metathesis: Journal of English Language Literature and Teaching 2 (2018): (2): 254

Ketong second graders face. Interviews with students and English teachers served as the primary method of data collection. According to the researchers' analysis of the teachers' interviews, they do not know the name of the method they employ in the classroom and have to explain it repeatedly since pupils struggle to comprehend and translate the words they are reading. The student have insufficient vocabulary so that they find it difficult to understand reading comprehension, difficult in getting message from he reading text, to understand the teacher's explanation and words in English that have more than one meaning.⁴

Then, the next research is from Nining Warnidah and Bambang Suwarno Arono entitled "*Students' Difficulties in Making Inference in Reading Narrative Passage at the Social Eleventh Grade of SMAN 1 Curup*". The researcher conducted the research on the eleventh graders students of SMAN 1 Curup. The goal of this study, according to the researcher, is to learn more about how difficult it is for students to draw conclusions from narrative text. The researcher used reading test to get data. The researcher also presents the result that the students' overall difficulty in making inference in reading narrative passages belonged to "moderate" category.⁵

The last research is from Anita Lovia Girsang et.al., entitled "*An Analysis of Reading Comprehension Difficulties in TOEFL Test by High School*

⁴ Sudarto, Nadrun and Andi Naniwarsih, "*The Difficulties Encountered by The Second Grade Students of SMA YPTB Ketong in Reading Comprehension*", Jorunal of Chemical Information and Modeling 53 (2013): 827

⁵Nining Warnidah and Bambang Suwarno Arono, "*Students' Difficulties in Making Inference in Reading Narrative Passage at the Social Eleventh Grade of SMAN 1 Curup*", Journal of Applied Linguistics and Literature 2 (2016):78

Students” The researcher did the research on high school students who had taken the TOEFL test. The objective of the research was to find out the difficulties that were felt by high students in answering reading comprehension questions on TOEFL test. The analysis of the data use qualitative research method. In addition, the research found that the biggest issue with reading comprehension on the TOEFL test was due to high school students' lack of interest in reading, which made them feel bored when reading the text in front of them. It was also challenging for high school students to find the meaning of the text due to a lack of vocabulary and lack of practice answering reading comprehension questions.⁶

In this research, researcher will conduct a research at SMK Muhammadiyah Sekampung. The researcher presents the purpose of this research is to analysis the students' difficulties in doing exercises. The analysis of the data uses qualitative research method. The researcher uses test, interview, and observation to get information about the difficulties of students at SMK Muhammadiyah Sekampung. In addition, the result of the research can be found that the biggest problem in reading skill is students do not understand about reading text because they do not like English lesson. The students said that they are lazy to read a long text and the students also uttered that they do not know vocabulary in the text, they do not know what is the meaning of the text and the question, that

⁶ Anita Lovia Girsang et.al, “*An Analysis of Reading Comprehension Difficulties in TOEFL Test by High School Students*”, LEEA:IPM2KPE Journal 3 (2019): 132

make them confused to understand about the text. In other that, if they did exercises of English lesson they felt confused and difficult.

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is an activity to get meaning or information through writing.⁷ According to Grabe and Stoller, reading is a ability to draw meaning from the printed text and interpret the information appropriately.⁸ The learners can transfer the knowledge from reading that adds to their knowledge by comprehending and interpreting the written content.

Furthermore, reading is not just sounding letters, calling words, or responding to prints.⁹ Besides, McCardien and Walcutt states that “reading is an active activity to get information of some words from printed symbols into the sounds which are language.¹⁰ It is possible to define reading as a communicative interaction between a writer and reader through language, requiring the reader to contribute in certain ways in order to understand the text. People want to obtain information about specific subject in the text, people definitely have to read that text. Variety of texts that people read are

⁷ Kartika Dewi, “Improving Students’ Reading Comprehension by Using Paragraph Shrinking at the Second Grade of MTs Nolak Kemang Kota Jambi Academic Year 2016/2017”. *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 16, No. 1 (2016), p. 55.

⁸ Kardi Nurhadi, “Developing Students’ Reading Comprehension by Using Literature Circle”. *Wiralodra English Journal*, Vol. 1 No.1 (September 2017), p. 28.

⁹ Sriwahyuni and Jos Engelbertus Ohoiwutun, “Developing Reading Comprehension of the eleventh Grade Students”. Vol. 2, No. 22 (2014), p.2.

¹⁰ McCardien and Walcutt, *Basic Reading*, California state Department of Education, 1969. P.4.

signs, timetables, directories, maps, letters, tables, application forms, stories, text books, instructional, leaflets.

Reading means an activity if readers understand about written text. In simple definition, reading can be defined as a process that needs comprehension to understand written text by mixing and classifying words into simple information or ideas that make the reader easier to get the meaning of the text.

Moreover, reading means an activity of readers to get the message or information. In English learning process at the classroom, teachers usually use texts or books as a media to explain material of a subject to students. It mean that students need to read a text or a book to get the material of the subject.

Reading seems to be an active process to understanding text. Reading aims to make every student know or understand something from the text and get new information. In English department program, the students must be mastered at reading skill, because when reading, students will understand something¹¹.

Furthermore, reading can be one of the language skills that have big impact as the language input which is important in the process of learning and improving language skills especially in English learning process. To support the students intend have good skill in extracting and absorbing

¹¹ 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* 1 (2018): (1): 45

information, the students must be having a good learning and practicing in reading.¹²

Therefore, reading defined as the activity that construct meaning from a printed language based on the reader's background knowledge in order to develop a better concept. So, the reader can learn something new from the information obtained from the printed language.

2. Purpose of Reading

a. Reading for Pleasure

Read for pleasure must be enjoyable, and you can get ready to read by choosing a comfy chair or bed and getting ready to unwind with a book to find out what happens.¹³ The claim made by Pradana that reading for pleasure leads to better reading, writing, grammar, and vocabulary development is confirmed by recent scientific evidence from a variety of domains.¹⁴ It suggests that reading can improve reading skills when people do so while having fun, unwinding, and in a comfortable setting.

b. Reading for Meaning

Reading for meaning used to get something or message from the writer.¹⁵ It suggests that reading is a work carried out in order to get knowledge from written material.

¹² Greselia Kaganang, "The Use of Problem-Based Learning to Improve Students' Reading Comprehension at the First Grade Students of Senior High School 1 of Middle Halmahera", *Langua-Journal of Linguistics, Literature, and Language Education* 2 (2019): (1): 45

¹³ Team of Five, *Reading Skill in English* (Jakarta: Kencana, 2006), p. 99.

¹⁴ Satria Adi Pradana, "An Analysis On the Phenomena Between Free Voluntary Reading (FVR) And Students' Writing Ability", *Tadris Bahasa Inggris*, Vol.9 No. 1 (2016), p.198

¹⁵ Ibid.,

3. Types of Reading

Nation claims that there are two main categories of reading: intensive reading and extensive reading. The following is a definition of each type.¹⁶

a. Intensive Reading

Increased language feature knowledge and reading method control can result from intensive text-reading study. The grammar translation approach, in which the teacher collaborates with the pupils, is the traditional method for intensive reading. Additionally, reading texts intensively focuses on elements like comprehension, vocabulary, grammar, coherence, information organization, genre traits, and methods. It also considers regular and irregular sound spelling relationships. To understand the content, reading intensively typically requires translation. Intense reading frequently demands translation in order to comprehend the content. Understanding the content can be facilitated by using active translation that incorporates what the students already know about the text.

b. Extensive Reading

Extensive reading is a sort of learning that calls for concentrated input. Students should be engaged in their reading while engaging in extended reading. This indicates that in-depth reading is a methodical way to learn. Students must engage with and pay attention to the text they are reading

¹⁶ I.S.P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p.25.

when they are reading a text. To understand the text's meaning, the reader must also pay attention. According to Day and Bamford, the extended reading section includes a lot of interesting, hand-selected, and varied reading. Readers should pick a text that interests them and make sure they fully comprehend it. It is clear that attentive reading of the material is what is meant by extended reading. Utilizing an active translation that takes into account the knowledge the pupils already have of the material.

B. Reading Comprehension

1. Definition of Reading Comprehension

The capacity to read a text, analyze it, and comprehend its content is known as reading comprehension. According to Richard and Renandya, reading for comprehension is the primary goal in order to raise students' awareness of a book's key idea, and understanding how a text is organized is crucial for effective comprehension.¹⁷

Additionally, according to Wolley, reading comprehension is the process of giving a text meaning.¹⁸ As a result, reading comprehension is a skill-building process that makes students better at comprehending the meaning contained in a text and combining the meanings of various words in their working memory before attempting to infer the meaning from what they have read in order to provide an answer.

Therefore, reading comprehension is crucial for wide learning, academic and professional achievement, and text comprehension, according to Oakhill,

¹⁷ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2022), p.277.

¹⁸ Gary Woolley, *Loc. Cit.*

Cain, and Elbro. Furthermore, according to Vaughn in Satriani (2018), reading comprehension is the process of understanding text that has been read. It is a difficult skill that necessitates the use of a number of techniques, including the activation of prior knowledge, monitoring comprehension, self-questioning, separating the main idea from supporting details, and summaries. Reading comprehension is, in essence, a process that calls for the reader to assimilate facts, concepts, and conclusions from the text.

Reading comprehension is a process that complex in which the reader uses cognitive content in order to obtain meaning from the text. The readers have to be able to comprehend the text in order to serve the understanding by describing the content of the text. The way of describing is by answering the exercises correctly, it means that the reader success in comprehend the printed text. In addition, reading comprehension refers to an ability of reader to understand the background and the hidden meanings of the text.¹⁹

Reading comprehension is the process of giving written text meaning through meaningful interpretation and language interaction. Therefore, if students wish to grasp the text, they must change their comprehension of the terminology used, sentence structure, word meanings, and relationships between words and sentences in written text.²⁰

¹⁹ Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, “*The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension*”, *English Language Teaching* 6 (2013): (10):235

²⁰ Putu Pande Sri Yulianti, Jos. E. Ohiwutun, Wahyudin, “*Increasing Reading Comprehension Through Edutainment Approach*”, *E-Journal of English Language Teaching Society (ELTS) I* (2013): (2):1

2. Levels of Reading Comprehension

Teacher of English subject should be informed that the goal of reading is comprehension of the text to find main idea in what has been read.

Whereas, categorize of reading comprehension are four categorize.

1. Literal Reading

Literal comprehension in reading involves acquiring of information that is explicitly specified in a selection. Literal comprehension in this category is the lowest type of understanding.

2. Interpretive Reading

An Imperative that requiring reading between outlines or implied in the text. Instead of reading between outlines or implied in the text, the reader must imagine the action in the text. This level is exceeded literal comprehension.

3. Critical Reading

Critical reading is stand for reading to assess or review ideas of text. And also implicate deep concentration. In this category, readers should be collected, analyze and integrate the information of text.

4. Creative Reading

Creative reading involves shifting beyond the content that provided by the author or writer and creative reading requires the readers to explore and use creativity while reading.²¹ In this level the

²¹ Farid Noor Romadlon, "Promoting Students' Reading Proficiency through Reciprocal Technique", *Vision: Journal for Language and Foreign Language Learning* 6 (2017): (I): 53-54

reader would become an active contributor and contributing the message to add the author's text.

In conclusion, the aims of the reading comprehension are to achieve the information from the readers' needs, read for the delight, and read to gain knowledge.

3. Aspects of Reading Comprehension

There are four aspects of reading comprehension that students should understand well based on Nuttal theory, such as determining main idea, understanding vocabulary, making inference and detail information.²² Which the students often have difficulty understanding these aspects.

1. Determining Main Idea

The meaning of the main idea is that a statement that tells the author's point about the topic in the text. According to Longan said that finding main idea in the text is a key to understand a paragraph or short selection. Usually the main idea is located in the first sentence but it can be in the middle or in the last sentence. Therefore, it's make the student difficult to find the main idea. It's the causes the students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Understanding Vocabulary

The students are expected to understand every word in the text. When reading the students develop their knowledge in reading a text such as by looking for the meaning of new words in the dictionary and guessing

²² C. Nuttal, (1982), *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, p. 20.

the meaning of the context. The students make general predictions about its meaning, by making predictions from the context, it will help the students understand the meaning of a passage endlessly looking for each new word in the dictionary. In fact, understanding vocabulary becomes one of the obstacles for readers in understanding the material.

3. Making Inference

Making inference means that the students are expected to be able to understand the text to find conclusions from the statements in the text. The students as readers need to practice combining instructions from the text with their background knowledge to make conclusions from the text. This means that the instructions in the text will help the students to build assumptions and draw conclusions from the text being read. So the students are able to answer questions in the text. But in its application, the students have difficulty finding conclusions in the text.

4. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym.

According to Oakhill, a common problem that students lack is the skill to understand or make conclusions from the text. These difficulties include: (1) finding the main idea in the text, (2) making inferences from the text, And (3) Inferring the meanings of particular words from the text.²³

Joseph says that, difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in text. Therefore, the students have difficulty understanding and deducing the meaning of words from the text.²⁴

4. Strategy of Reading Comprehension

Strategy of reading comprehension means a cognitive or behavioral action taken under specific social situations to improve some aspect of comprehension.

The strategies for reading comprehension are:

a. Identifying the purpose in reading

In reading, the students should make sure that they know their purpose in reading text.

b. Using graphemic rules and patterns to aid in bottom-up decoding (especially for learners in the beginning level)

In reading, one of the students' difficulties is making correspondence between spoken and written English.

²³ Jane Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, *Educational psychology review*, Vol. 5, No.3 page: 227

²⁴ Laurice M. Joseph, *Best practices on interventions for students with reading problems*, *The Ohio State University, Best practicein school psychology V*, page : 1172 , Chapter 71 volume 4

- c. Using efficient silent reading techniques for relatively rapid comprehension (especially for learners in the intermediate to advanced levels)

In reading, especially in academic reading for example, something that most students are able to complete the material.

- d. Skimming the text for main ideas

In reading, skim the text consists of sweeping one's gaze over a whole text.

- e. Scanning the text for specific information

In reading, scan the text is searching for some information in a text quickly. For example: searching for names, dates, definition, and key concept.

- f. Using semantic mapping or clustering

In reading, the semantic mapping or clustering helps students in bringing some order to the chaos.

- g. Guessing from context

In reading, the key of successful guessing is made the guessing reasonably accurate. The students fill in the gaps by using whatever clues with intelligent attempts.

- h. Analyzing vocabulary

In reading, analyzing vocabulary is one of method for students to make guessing effective.

i. Distinguishing between literal and implied meanings

In reading, students need to distinguish literal and implied meaning.

Literal meaning is structure from syntactically. Next, implied meaning is originated from pragmatics information.

j. Capitalizing on discourse markers to process relationships

In reading, the relationships between ideas in English are conveyed phrases, clauses, and sentence.²⁵

From those strategies, the result is the strategy of reading comprehension is a way for making each student easy to understand the context of a text.

5. Problem of Reading Comprehension

Problem means a situation or something that is unclear and difficult to interpret. Further, problem is needs to be solved. Basically, the factor of affecting in reading comprehension can be classified into two general categories: first, reader variable which include background knowledge, skill and abilities, motivation attitude of reader. The second is text variable which include text context, text type and genre and text organization.²⁶

Furthermore, these are some internal factors that impact the students in reading comprehension namely:

a. Difficulty in Understanding Long Sentence

The majority of kids struggle to comprehend extended sentences with complex structures.

²⁵ Lisnawati Harun, "The Implementation of Learning Model in Talking Stick by Using Short Story Text to Improve Students' Reading Comprehension at SMP Negeri 15 TIKEP", *Langua-Journal of Linguistics, Literature, and Language* Edition 1 (2018): (1): 51

²⁶ T.M. Isra, *Exploring Students' Difficulties in Analyzing the Implied Main Idea in Reading Text*, Banda Aceh : UIN Ar-Raniry, 2020: 13

b. Difficulty in Using Reading Techniques

Students who lack good reading skills frequently have trouble comprehending the content. The traits of students who struggle with reading comprehension include reading the text word for word and paying close attention to every detail, which causes them to overlook the text's major point.

c. Difficulty in Concentration

Difficulty in concentration caused by a psychological factor when students reading text. Moreover, The reader environment is one of the external elements that affects pupils' reading comprehension. Home and school are two reading environments that may have an impact on pupils.²⁷

6. Measuring of Reading Comprehension

According to Brown (2004), there are various ways to gauge pupils' reading comprehension, including the following.²⁸ :

1. Gap Filling

The intended answer from the kids is a word or phrase. In a nutshell, this form of evaluation.

2. Short Answer

The students read questions from a text that must be answered in no more than three sentences.

²⁷*Ibid.*, 14-15

²⁸Brown, H. Douglass. 2004. *Language Assessment Principles and Classroom Practices*, White Plains. New York: Pearson Education.

3. Scanning

When conducting a scanning exam, it give the pupils a text and ask them to quickly identify the relevant information. The text that is assigned to the pupils typically takes the shape of a news item, an essay, a menu, a table of contents, etc. that is no longer than three pages long.

4. Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Academic person must be able to read charts, maps, graphs, diagrams and the like. This skill involves a comprehension of nonverbal, verbal conventions, and linguistic ability to transfer information.

5. Skimming

Skimming assessment is implemented by providing the students with a text and ask them to find main idea and etc without having to read in full.

7. Concept of WH Questions

The text can be recognized using WH Questions. The wh inquiries that start with who, what, when, where, why, and how make our reading process more active and help us uncover the facts in any book, claim Sally and Katie.²⁹ Therefore, Chesla stated that the readers need to answer some basic questions with the following.³⁰

1. What happened or will happen

²⁹ Sally Burgess and Katie Had, *How to Teach for Exams*, (Harlow: Pearson Education,2005). P.29.

³⁰ Elizabeth Chesla, *Read Better, Remember More*, 2nd edition, (New York: Learning Express, 2000), p.22.

It implies that the textual events are discussed using the wh-questions.

2. Who or what was involved or will be involved

It implies that character identification in the text is done using the wh-questions.

3. When did it happen or will happen

In other words, the wh-questions are employed to determine when the story took place.

4. Where

It indicates that the location of the story's events is inquired about using the wh-questions.

5. Why

It implies that the timing of a catastrophe or occurrence is inquired about using the wh-questions.

6. How

It implies that the how-questions are employed to inquire about the method or course of action.

WH questions are helpful in giving pupils a literal grasp of a text and in assisting them in gaining information from it so they may evaluate it and create their own predictions..³¹ The type of queries that seek precise information on anything in a text are referred to as wh questions. Multi-choice and essay questions are the two sorts of questions that are typically

³¹ N. V. Pratiwi Sudirman, and Deddy Supriyadi, "Wh-questions Technique to Improve Students' Reading Comprehension in Narrative Text".

utilized for exercises or tests of students.³² The definition of each types as follows:

1. Multiple Choice

Sally and Katie claim that kids are most accustomed to multiple-choice reading assignments. It is made up of a text that can be nearly any genre and type (letters, articles, signs, stories, etc.), as well as one or more multiple choice questions (where the students have to choose between alternatives, e.g. A, B, C, or D).³³ A multiple-choice question or statement includes questions and potential answers, to sum up.

2. Essay

In addition to requiring a deeper comprehension of a science, essay exercises are a style of examination in which there are no predefined solution options.³⁴ Then, There are two different types of essays: those with free answers and those with connected answers (restricted answers).³⁵ This demonstrates that the essay is a form of evaluation that requires students to organize, create, and write answers to questions based on theoretical understanding. In addition to requiring a deeper comprehension of science, essay exercises are a style of evaluation in which there are no predefined solution options. Additionally, there are two different types of essays:

³²*Ibid.*,

³³*Ibid.*, p.27.

³⁴ Cokorda G. Abimanyu and Ngurah Agus S. ER, "Automatic Essay Answer Rating Using the Text Similarity Method". *JELIKU (Journal Elektronik Ilmu Komputer Udayana)*, Vol. 8, No.4, (May 2020), p. 463.

³⁵ Rahmatun Nisa and Cut Mawar Helmanda, "Analysis of Reading Comprehension Final Test At English Department of Muhammadiyah Aceh University", *Getsempena English Education Journal* 7, no. 1 (2020): 72-85.

question that require a free response and question that require a connected response.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research deals with an analysis on the students' difficulties in reading skill. In this case, the researcher focuses on the factors that caused the students difficult to understanding in reading text.

The researcher uses qualitative research for the method of this research. According to Sugiyono, a qualitative research is a research method that used to examine the condition of natural object, where the researcher is the key instrument.³⁶

The reason of the researcher uses qualitative research because the problem is unclear, holistic, complex, and full of meaning. So, it is not possible of the data on the social situation to be collected by using quantitative research with test and questionnaire instrument. Moreover, the researcher wants to realize the social situation deeply.

B. Data Resources

The researcher conducted the research at SMK Muhammadiyah Sekampung. To get the data, the researcher divided the data into two types. The two types of the data sources are described as follows:

1. The Primary Source

³⁶ Sugiyono, *Education Research Methods (Quantitative, Qualitative and R&D Approaches)*, print. 21st (Bandung: Penerbit Alfabeta, 2015), 15.

The primary source for this research is document of students' score in reading comprehension. The meanwhile, the results of the primary source for this research are the students' perspective about the difficulties that students faced in reading text on English class.

2. The Secondary Source

The secondary source in this research is something which related to the research. Something that relate to this research are the students at the tenth graders of SMK Muhammadiyah Sekampung, English teacher with English teacher's archive, books, and journals.

C. Data Collecting Technique

A data collection methodology is a method for gathering and analyzing data about a specific variable. Cresswell states that Choosing and include people in a study, obtaining their consent, and gathering information by asking them questions or observing their behavior are all steps in the data collection process.³⁷ Additionally, Ary et al. indicate that a variety of techniques, such as observations, interviews, document analysis, and artifact analysis, will be employed to gather data for qualitative research.³⁸

Data collecting technique is the most important step in research. It is important to know data collecting technique so that the researcher can obtain the data. If the researcher does not understand the data collection technique, so she will not get the data with the set of data standard. Thus, the researcher should got the data with data collection technique to conduct a research. The

³⁷ John W. Cresswell, *Research Design, (Qualitative, Quantitative, and Mixed Methods Approach)*, p. 9.

³⁸ Donald Ary Et.al., *Introduction to Research in Education*, p. 431.

researcher used three kinds of instruments to collect the data, there were test, interview and observation. The researcher chosen the tenth grade of majoring in Computer and Network Engineering in A class of SMK Muhammadiyah Sekampung to analyze. It consists of 33 students.

1. Test

The researcher conducted a set of test. The students are asked to do the test which deals with the students' reading comprehension of reading text. According to Ary (2010), a test is a set of stimuli presented to an individual in order to get responses on the basis of which a numerical score can be assigned.³⁹ In this research, test was used to find out the students' difficulty in reading text. Test will be conducted by 20 multiple choice questions.

2. Observation

Observation is an activity in which the researcher observing several issues relating to the research which was examined at the scene of the issues directly. In the place of the issue when observe the issue there is a participant who has experienced the issue which to get more information.⁴⁰ In this research, the researcher used observation as one of the data collection technique. The researcher observed the activities of the learning process at SMK Muhammadiyah Sekampung about reading comprehension in the classroom.

³⁹ Ary, D., Jacobs, L., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education. Eight Edition. Canada: Nelson Education, Ltd

⁴⁰ John W. Cresswell, 2012 Research Design, (*Qualitative, Quantitative, and Mixed Methods Approach*), p. 9.

3. Interview

Interview occurs when the researchers asked one or more participants general, open-ended questions and record their answer.⁴¹ It means that during interviews, participants can express their experiences in the best possible way since they won't be bound by the researcher's viewpoints or previous research findings. When the researcher allows participants to describe specific personal details, the interview yields useful information.

The researcher conducted an interview to 33 students with unstructured questions that related to students' perspective to the students at tenth graders and also English teacher of SMK Muhammadiyah Sekampung. The purpose was to know the students' difficulties in understanding reading text.

4. Documentation

Qualitative research may use written documents other artifacts to gain an understanding of the phenomenon under study.⁴² The data collection method used in this study by the researcher is the documentation methodology. In qualitative research, documents can be an invaluable source of information. Cresswell stated that documents represent public for example newspaper, minutes of meetings, official reports or example of private documents personal journals and diaries, letters, e-mails.⁴³

By using this technique, the researcher gathers information from already-existing papers to get notes relevant to the research, such as: an

⁴¹ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), 217

⁴² Donald Ary et, al., *Introduction Research Education Eight Edition*, 442

⁴³ Jhon W. Cresswell, *Research Design*, 294

overall description of SMK Muhammadiyah Sekampung, an assessment of the wellbeing of the teacher and pupils, notes, and images. This documentation technique is used to gather information that cannot be learned from observation or interviewing.

D. Technique of Analyzing Data

The qualitative data was analyzed by the researcher using an interactive analysis model. According to Miles and Huberman, the interactive analysis data was consisted of four steps, such as : data collection, data reduction, data display, and conclusion drawing/verification.⁴⁴

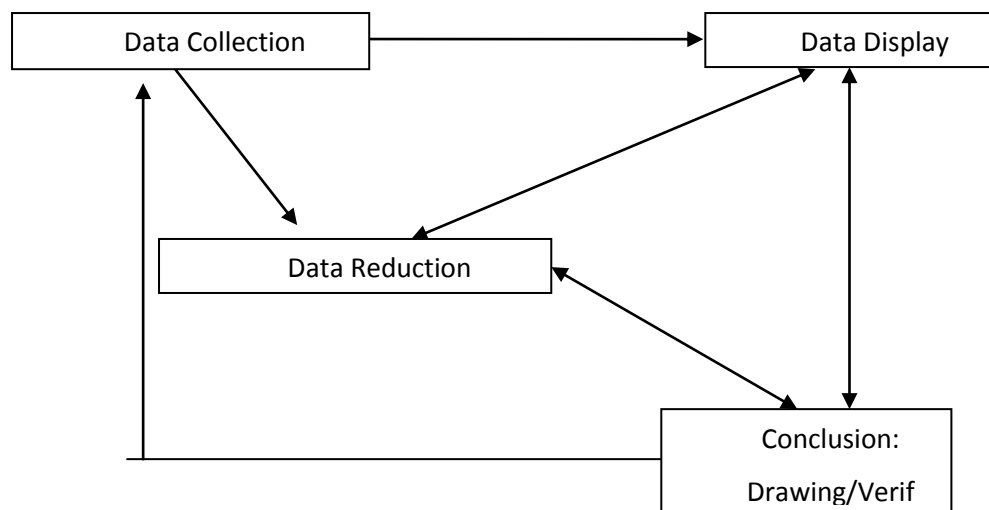


Figure 1. The model of data analysis technique

The data analysis techniques steps as follows.

1. Data Collection

The data collection means the step for collecting a whole data to complete the research. This step occur when the researcher raise the data from observation and documentation to complete the research.

⁴⁴ Miles, MB. & Huberman, AM. (1994). *Qualitative Data Analysis (2nd edition)*. Thousand Oaks, CA : Sage Publications. P.10

2. Data Reduction

According to Miles, data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The researcher will summarize the data, select the most important information, concentrate on that information, search for themes and patterns, and eliminate irrelevant information.

The information that was gathered from the field and then quickly, meticulously recorded. Then, data that has been gathered in the field is condensed. By choosing the major points, concentrating on the crucial components, and eliminating the extraneous, this reduction action is carried out.

3. Data Display

Data display is an informational compilation that enables action and conclusion drawing. This step involves providing a set of organized data that allows for the potential of drawing conclusions because the data collected during the qualitative research method typically takes the shape of a narrative, necessitating simplification without compromising its content. A conclusion is reached after the data has been displayed. The researcher provides an analysis of the information gathered through observation, interview, and documentation. The researcher then used their interpretation to tackle the problem.

4. Conclusion Drawing/Verification

The study findings based on observation and interpretation are called conclusion drawing or conclusion verification. It means that arriving at conclusions and validating them can show how things turned out. In order to make conclusions stronger and more dependable, it is basically necessary to double-check and confirm the facts before forming conclusions. The researcher illustrated how the data and current theories relate to one another.

E. Technique of Establishing the Trustworthiness

This activity is carried out to see the truth of data that has been collected and so that the findings can be accounted in all respects. Data validity test in qualitative research according to Sugiyono '*credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity)*'.⁴⁵

There are a number of approaches to assess the veracity of the data or level of confidence in the data of qualitative research findings, including the extension of observation, greater research persistence, triangulation, conversation with colleagues, analysis of negative cases, and check member. This research used approach to assess the veracity of the data. The approach includes test, interview observation, and documentation.

⁴⁵ Sugiyono, (2012), *Quantitative Qualitative Research Methods and R&D*, Bandung; Alfabeta, p.458.

CHAPTER IV

RESEARCH RESULT

A. Research Setting Description

This research was conducted at SMK Muhammadiyah Sekampung East Lampung, which is located at Jl. Raya Giriklopomulyo-Sekampung No.57, Giri Kelopo Mulyo, Lampung Timur, Kabupaten Lampung Timur, Lampung 34182.

SMK Muhammadiyah Sekampung has four majors namely Computer and network engineering, motorcycle engineering and business, multimedia, and mechanical engineering, SMK Muhammadiyah Sekampung was established and start operation in 2010.

The infrastructure at SMK Muhammadiyah Sekampung are Classrooms, 1 Library, 5 Laboratory, 2 Practice Room, 1 Leadership Office, 1 Teacher's office, Praying room, UKS Room, 3 Toilets, 1 Warehouse, 1 Playgrounds/Sports, 1 TU Room, 1 Counseling Room, 1 student council room, 1 Building Space

The vision of SMK Muhammadiyah Sekampung is become a Role Model for industrial vocational education that produces graduates who are ready to work, have noble character, and are environmentally minded.

The mission of SMK Muhammadiyah Sekampung are Fostering students to become individuals with noble character, organizing competency-based vocational education with an environmental perspective, developing an integrated and sustainable quality management system, increase the "link and

match" between schools and industry, implement work culture programs that are in line with the industrial world, maintaining and expanding cooperation network Industry and the world of work.

B. The Difficulties Faced By the Students In Reading Text

The following is the data test result of the tenth graders student of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung. The data was taken on April, 12th 2023.

Table 1

The data of the result test the tenth grade students of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung

No	Name of Student	Score	No	Name of Student	Score
1	AHR	40	18	MA	50
2	AT	40	19	MZP	80
3	ANK	50	20	NTK	40
4	AI	40	21	NA	60
5	AAAM	85	22	PW	60
6	BDE	40	23	PM	30
7	DHA	40	24	RDF	20
8	DS	50	25	RAP	50
9	ET	40	26	SF	30
10	FF	40	27	SNNS	30
11	FK	40	28	SO	60
12	GSW	50	29	UDS	40
13	IFM	50	30	VA	40
14	JRN	50	31	VA	30
15	KAM	30	32	YSP	40
16	LAS	45	33	FM	40
17	MAAN	30			

The following is the data observation result of the tenth graders student of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung. The data was taken on April, 13th 2023.

Table 2

The observation data of the tenth graders students of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung

No	Nama	The Student's Reading Test Was Given By Researcher									
		1.		2.		3.		4.		5.	
		Y	N	Y	N	Y	N	Y	N	Y	N
1	AHR		√	√			√		√		√
2	AT		√		√		√		√		√
3	ANK		√		√		√		√		√
4	AI		√		√		√		√		√
5	AAAM	√		√		√		√		√	
6	BDE		√		√		√		√		√
7	DHA		√		√		√		√		√
8	DS			√		√		√	√		√
9	ET		√		√		√		√		√
10	FF		√		√		√		√		√
11	FK		√		√		√		√		√
12	GSW	√		√		√		√		√	
13	IFM		√		√	√		√		√	
14	JRN		√		√		√		√		√
15	KAM		√	√			√		√		√
16	LA		√		√		√		√		√
17	MAAN		√		√		√		√		√
18	MA	√		√		√			√	√	
19	MZP	√		√		√			√	√	
20	NTK		√		√		√		√		√
21	NA		√		√		√		√		√
22	PW		√		√		√		√		√
23	PM		√		√		√		√		√
24	RDF		√	√		√			√	√	
25	RAP	√			√		√		√	√	
26	SF		√	√		√			√		√
27	SNNS		√		√		√		√		√
28	SO		√		√		√		√		√
29	UDP	√		√			√		√	√	
30	VA		√	√		√			√		√
31	VA		√		√		√		√		√
32	YSP		√		√		√		√		√
33	FM		√		√		√		√		√

NOTE :

1. Students are able to determining main idea

2. Students are able to locating reference
3. Students are able to making inference
4. Students are able to detailing information
5. Students are undersanding vocabulary

After analyzing the data about the students' difficulties in reading text, there are five difficulties faced by the the students in reading text, namely :

1. The Difficulties to Understand the Word

Difficult to understand the word means that the student felt difficulties in deciding the meaning of the word in the text. So, the student difficult to catch the content of the reading text. This can interpreted that the student found difficulties when they read the text. The difficulties can be seen from their inability to answer the question about the information from the text. The student tends to guess the answer, when they did not understand the word in the text.

This factor can be seen based on the interview data between researcher and students : *"do you understand the text?"* researcher asked. *"No Miss, I don't understand the meaning, sometimes I just guess the asnwers"*. IFM said.

From the statement above, the student can't understand the text because she didn't know the meaning of the word. Sometimes, the student only guess the answer, if they had no other choice. The student realized that their vocabulary was low, so they don't understand the words.

Another interview to support the data : *"Do you often read English text?"* researcher asked. *"I rarely read English books or text Miss"* MA answered.

2. The Difficulties to Understand Long Sentence

The difficulties to understand long sentence means that the student difficult in understanding the long sentence because complicated structure and in the text so many words the student did not understand. Therefore, the effect of this problem is the student can not comprehending long sentences, they fails to understand the main idea presented in the text. This can interpreted that the student finds difficulties when they read the text. They need a lot of time to read and understand each sentence. The difficulties can be seen from the students' understanding in the text and their skill to answer the question about the information from the text.

The finding can be seen in the following data based on the student's interview : *“What is your difficulties in doing exercise of English text?”* researcher asked. *“I find difficult to understand the text Miss, especially if the text is long, there are many words that I don't understand besides that if the text is long it needs a long time to read it”* DHA answered.

Based on the interview above, the student said that she difficult to understanding the t ext, especially when the text was long. There were many words she didn't know yet. And beside it, the student needs more time to read and to understand the text.

3. The Difficulties to Understand Main Idea

Not understand the main idea was that the student difficult to get a statement that tells the author's point about the topic. This can interpreted that the student finds difficulties when they read the text to get the main idea from the text. The

difficulties can be seen from their inability to answer the question, especially if the text is long. Therefore, this can make the main idea more difficult to find. The student may get confused to see what the main idea of a passage and where the main idea located. The student sometimes asked their friend to answer of the text.

This finding can be seen in the following data based on the student's interview. "*Do you understand about the main idea?*" researcher asked. "*I don't understand about the main idea Miss, I feel difficult to find main idea a text if the text is long, I'm confused where is the main idea*" RDF answered.

From the statement above, the student had difficulty in identifying the main idea, especially if the text is very long. The student confused which is the main idea.

The students' lack of understanding in determining main ideas, namely the student cannot distinguish between main idea, and supporting idea, the student does not know the location of main idea, and the student does not know how to determine main idea. Because the student's understanding that main idea lies at the beginning of a paragraph, sentence, the way the student determines the main idea is to directly look for the initial sentence of the paragraph without reading and understanding the reading text first eventhough the main idea.

4. The Difficulties to Understand Grammar

Not understand the grammar was student did not undertsnad the grammar of the text, the student have difficulty identifying information from the text because they did not understand the structure of a sentence. When the text is different

from what the readers expect, the student found it difficult to understand the text. The difficulties can be seen from their inability to translate, and to tell the text.

This finding can be seen in the following data based on the student's interview : *"Don't you understand about grammar?"* researcher asked. *"I don't understand Miss, because the writing and the reading are different, then the meaning is always the other way around"* NA answered

Another data support the data above : *"if it's only asked for to read it's okay, but if it's asked for to conclude or interpret it, that's the problem again, the problem is the sentence structure in English is different with the sentence structure in Indonesia, I can't interpret the words, because the meaning doesn't relate."* SO said.

From the statement above, the student got a problem in grammar. The student difficult to make a conclusion and interpret the text because the sentence structure in English was different from in Indonesian. When reading, the student can not interpret sentences with word by word, each word must be related so that the meaning can be understood.

5. The Difficulties In Inferencing

Difficulty to make inference means that the student difficulties to understand the text to find the conclusion of the text. In making inferences, the student is expected to be able to understand the text to find conclusion from statement in the text well. This can interpret that the student found difficulties when they read the text to make the conclusion of the text. The difficulties can be seen from their inability to answer the conclusion of the text. This finding can be seen in the

following data based on the observation of the students that they can not answer the question test which was given by researcher.

This finding can be seen in the following data based on the student's interview: "*Do you feel difficult in inferencing of the English text?*" researcher asked. "*Yes Miss, I feel difficult in inferencing*" IFM answered.

C. The Factors Caused The Students' Difficulties to Answer Exercise Of Reading Text.

The following is the data test result of the tenth graders student of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung. The data was taken on April, 12th 2023.

Table 1

The data of the result test the tenth grade students of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung

No	Name of Student	Score	No	Name of Student	Score
1	AHR	40	18	MA	50
2	AT	40	19	MZP	80
3	ANK	50	20	NTK	40
4	AI	40	21	NA	60
5	AAAM	85	22	PW	60
6	BDE	40	23	PM	30
7	DHA	40	24	RDF	20
8	DS	50	25	RAP	50
9	ET	40	26	SF	30
10	FF	40	27	SNNS	30
11	FK	40	28	SO	60
12	GSW	50	29	UDS	40
13	IFM	50	30	VA	40
14	JRN	50	31	VA	30
15	KAM	30	32	YSP	40
16	LAS	45	33	FM	40
17	MAAN	30			

The following is the data observation result of the tenth graders student of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung. The data was taken on April, 13th 2023.

Table 2

The observation data of the tenth graders students of Computer and Network Engineering in A class at SMK Muhammadiyah Sekampung

No	Nama	The Student's Reading Test Was Given By Researcher									
		1.		2.		3.		4.		5.	
		Y	N	Y	N	Y	N	Y	N	Y	N
1	AHR		√	√			√		√		√
2	AT		√		√		√	√			√
3	ANK		√		√		√		√		√
4	AI		√		√		√		√		√
5	AAAM	√		√		√		√		√	
6	BDE		√		√		√		√		√
7	DHA		√		√		√		√		√
8	DS			√		√		√	√		√
9	ET		√		√		√		√		√
10	FF		√		√		√		√		√
11	FK		√		√		√		√		√
12	GSW	√		√		√		√			√
13	IFM		√		√	√		√		√	
14	JRN		√		√		√	√		√	
15	KAM		√	√			√		√		√
16	LA		√		√		√	√			√
17	MAAN		√		√		√		√		√
18	MA	√		√		√		√	√	√	
19	MZP	√		√		√		√		√	
20	NTK		√		√		√		√		√
21	NA		√		√		√		√		√
22	PW		√		√		√		√		√
23	PM		√		√		√		√		√
24	RDF		√	√		√		√	√	√	
25	RAP	√			√		√		√	√	
26	SF		√	√		√		√	√		√
27	SNNS		√		√		√		√		√
28	SO		√		√		√		√		√
29	UDP	√		√			√		√	√	
30	VA		√	√		√		√	√		√
31	VA		√		√		√		√		√
32	YSP		√		√		√		√		√
33	FM		√		√		√		√		√

NOTE :

1. Students are able to determining main idea
2. Students are able to locating reference
3. Students are able to making inference
4. Students are able to detailing information
5. Students are undersanding vocabulary

After analyzing the data about the students' difficulties in reading text, there are some factors caused the students' difficulties to answer exercise of reading text, namely :

1. The Factor Caused Difficulties to Understand the Word

The factor caused difficult to understand the word the student can not catch the content of the reading text. This can interpreted that the student found difficulties when they read the text. The factor can be seen from their inability to answer the question about the information from the text. The student tends to guess the answer, when they did not understand the word in the text.

This factor can be seen based on the interview data between researcher and students : *“do you understand the text?”* researcher asked. *“No Miss, I don't understand the meaning, sometimes I just guess, because my vocabulary is lacking and there are many words that I don't know the meaning”*. IFM said.

From the statement above, the student can't understand the text because she didn't know the meaning of the word. Sometimes, the student only guess the answer, if they had no other choice. The student realized that their vocabulary was low, so they don't understand the words.

Another interview to support the data : *“Do you often read English text?”* researcher asked. *“I rarely read English books or text, that’s why my vocabulary is low, so my vocabulary doesn’t add up, maybe because of that I difficult to understand English text”* MA answered.

From the interview above, it can be seen that the student rarely read English books. It made the student not familiar with the word, and the students’ vocabulary didn’t increase. The students’ lazy to read English books or English text caused students didn’t understand, so they did not get the information of the text.

The cause is the student rarely read and she did not interested in reading English text. If the students interest in reading was low and the student rarely familiar with the word, so the students’ understanding also disturbed, because there were many words that they did not understand, and the student will need more time to find the meaning of the words and to find the correct answers. Without the student’s interest in reading, the student difficult to understand the content of the reading.

2. The Factor Caused Difficulties to Understand Long Sentence

The factor caused difficulties to understand long sentence because complicated structure and in the text so many words the student did not understand. Therefore, the effect of this problem is the student can not comprehending long sentences, they fails to understand the main idea presented in the text. This can interpreted that the student finds difficulties when they read the text. They need a lot of time to read and understand each sentence. The

difficulties can be seen from the students' understanding in the text and their skill to answer the question about the information from the text.

The finding can be seen in the following data based on the student's interview : "What is your difficulties in doing exercise of English text?" researcher asked. *"I find difficult to understand the text Miss, especially if the text is long, there are many words that I don't understand besides that if the text is long it needs a long time to read it"* DHA answered.

Based on the interview above, the student said that she difficult to understanding the t ext, especially when the text was long. There were many words she didn't know yet. And beside it, the student needs more time to read and to understand the text.

The student has difficulty in reading long text or sentence, because there were many words in the sentence that they did not understand. It was due to their lack of understanding of the terms and lack of vocabulary that they should be good. By expanding vocabulary and strengthening the vocabulary mastery, the student's understanding of sentences will increase. The student difficult to understand each sentence in the text. How to connected sentence by sentence to get the information all the text. It's because the student's knowledge about the word is lacking.

3. The Factor Caused Difficulties to Understand Main Idea

The factor caused students do not understand the main idea because the student difficult to get a statement that tells the author's point about the topic. This can interpreted that the student finds difficulties when they read the text to

get the main idea from the text. The difficulties can be seen from their inability to answer the question, especially if the text is long. Therefore, this can make the main idea more difficult to find. The student may get confused to see what the main idea of a passage and where the main idea located. The student sometimes asked their friend to answer of the text.

This finding can be seen in the following data based on the student's interview. *"Do you understand about the main idea?"* researcher asked. *"I don't understand about the main idea Miss, I feel difficult to find main idea a text if the text is long, I'm confused where is the main idea"* SO answered.

From the statement above, the student had difficulty in identifying the main idea, especially if the text is very long. The student confused which is the main idea.

The students' lack of understanding in determining main ideas, namely the student cannot distinguish between main idea, and supporting idea, the student does not know the location of main idea, and the student does not know how to determine main idea. Because the student's understanding that main idea lies at the beginning of a paragraph, sentence, the way the student determines the main idea is to directly look for the initial sentence of the paragraph without reading and understanding the reading text first eventhough the main idea.

The reason why the student difficult to find the main idea is the students don't focus on the reading, when reading they were busy talking with their friends, they only read, but don't appreciate what they read, so that the main points in the text cannot be understood. Lack of the student's understanding of

the main idea material was also the reason the students don't understand the questions and the answers.

This happened because the student cannot distinguish between main idea and supporting idea. It can be seen from the student's answers to the questions that they only determine the main idea, but the student answered the main idea and supporting idea, from this it can be seen that the student was still not sure of the answer, even the student mention the supporting sentences instead of the main sentence of the paragraph.

4. The Factor Caused Difficulties to Understand the Grammar

The factor caused difficulties to understand the grammar was student did not understand the grammar of the text, the student have difficulty identifying information from the text because they did not understand the structure of a sentence. When the text is different from what the readers expect, the student found it difficult to understand the text. The difficulties can be seen from their inability to translate, and to tell the text.

This finding can be seen in the following data based on the student's interview : *"Don't you understand about grammar?"* researcher asked. *"I don't understand Miss, because the writing and the reading are different, then the meaning is always the other way around"* NA answered.

Another data support the data above : *"if it's only asked for to read it's okay, but if it's asked for to conclude or interpret it, that's the problem again, the problem is the sentence structure in English is different with the sentence"*

structure in Indonesia, I can't interpret the words, because the meaning doesn't connect." AAAM

From the statement above, the student got a problem in grammar. The student difficult to make a conclusion and interpret the text because the sentence structure in English was different from in Indonesian. When reading, the student can not interpret sentences with word by word, each word must be related so that the meaning can be understood.

It happened because the student doesn't understand the grammar yet. In addition, the student lack vocabulary, so that they did not consider the correct meaning of the sentence. When the student understands the meaning of each word, the student can interpret the word into a good sentence. So that when the student read, the student can consider the meaning each word in a sentence that was good and easy to understand.

5. The Factor Caused Students Difficulties In Inferencing

The factor caused student difficult to make inference because the students don't understand the text to find the conclusion of the text in making inferences, the student is expected to be able to understand the text to find conclusion from statement in the text well. This can interpret that the student found difficulties when they read the text to make the conclusion of the text. The difficulties can be seen from their inability to answer the conclusion of the text. This finding can be seen in the following data based on the observation of the students that they can not answer the question test which was given by researcher.

This finding can be seen in the following data based on the student's interview: "*Do you feel difficult in inferencing of the English text?*" researcher asked. "*Yes Miss, I feel difficult in inferencing, because I don't know the meaning of the text*". IFM answered.

This happened because the student did not understand the contents of the text. They read, but they did not understand the contents. So when they were ordered to make a conclusion from the text, they would have difficulty.

The students have difficulty in inferencing because they did not understand the text, the student needs a long time to interpret the text. It's due to a lack of understanding of terms and a lack of mastery of vocabulary that they should master because by expanding and strengthening vocabulary mastery, the student's understanding in reading improved and the student can convey what they read. When working on the questions the student looked confused and returned to remembering the reading they had read before.

D. Discussion

There are five difficulties faced by the students in reading text, namely : difficulties to understand the meaning word, difficulties to understand long sentence in the text, difficulties to understand the main idea, difficulties to understand the grammar, difficulties in inferencing. And also the factors caused the students' difficulties to answer exercise of reading text, namely: the factor caused difficult to understand the word the students can not catch the content of reading text, the factor caused difficulties to understand long sentence because complicated structure and in the text so many words that the students did not

understand, the factor caused difficulties to understand the grammar was students did not understand the grammar of the text, the students have difficulty identifying information from the text because they did not understand the structure of a sentence, the factor caused student difficult to make inference because the students did not understand the text to find the conclusion of the text in making inferences. This finding suitable with the theory of Nuttal (1982), there are four aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, understanding vocabulary, made inference and detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text. But in this study, the researcher found five difficulties experienced by the student, namely difficult for determining main ideas, difficulty in understanding vocabulary, difficult to make inferences, difficult to understand grammar, and difficult to understand the word. Then these findings are also supported by Oakhill's (1993) theory, these difficulties include: finding the main idea in the text, making inferences from the text, and inferring the meanings of particular words from the text. Furthermore, these findings are supported again by Joseph's (2001) theory. Joseph says that, difficulties understanding text can be derived from not knowing the meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationship among content presented in the text and not understanding the grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the student's difficulties in reading skill from the students of Tenth Graders of SMK Muhammadiyah Sekampung, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestion for teaching learning process in reading sessions.

A. Conclusion

Based on analyzing data, the researcher finds that there are some difficulties and factors faced by the student in reading skill. And in this research there were five findings, namely: the students find it difficult to understand the meaning the word, the students find it difficult to understand long sentence, the students find it difficult to understand the main idea, the students find it difficult understand the grammar, and the students find it difficult in inferencing. And also the factors caused the students' difficulties to answer exercise of reading text, namely: the factor caused difficult to understand the word the students can not catch the content of reading text, the factor caused difficulties to understand long sentence because complicated structure and in the text so many words that the students did not understand, the factor caused difficulties to understand the grammar was students did not understand the grammar of the text, the students have difficulty identifying information from

the text because they did not understand the structure of a sentence, the factor caused student difficult to make inference because the students did not understand the text to find the conclusion of the text in making inferences. It can be seen from the result of observation, answering of test and the students' answer of interview. Then, the researcher classified the students' score from overt observation which only two students that get the high score.

B. Suggestion

1. The students should enrich vocabulary and memorize vocabularies to improve their knowledge.
2. The students are expected to practice diligently and read English text or English books.
3. The teachers should give various practices to the students in reading a text, so the students will be more adept in reading text.
4. The teachers should search more information about the strategies or method how to teach reading text. It can make the students interested in reading the text and it will overcome the problem of the students face in reading text.
5. Teachers must be aware of students' problem in understanding English reading and provide motivation in learning English.

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APPENDICES



**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-3705/In.28/J/TL.01/07/2022
 Lampiran :-
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SEKOLAH SMK
 MUHAMMADIYAH SEKAMPUNG
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **RIKA AYU LESTARI**
 NPM : 1901051055
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : **AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN
 READING SKILL AMONG THE TENTH GRADE AT SMK
 MUHAMMADIYAH SEKAMPUNG**

untuk melakukan prasurvey di SMK MUHAMMADIYAH SEKAMPUNG, dalam rangka menyelesaikan 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, 28 Juli 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG
Terakreditasi "B" Nomor : 968/BAN-SM/SK/2019



Alamat : Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 147/IV.4.AU/2022
Lampiran :-
Hal : Balasan Izin Prasurvey

Yth.
Dekan FTIK IAIN Metro Lampung
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Waba'du, menindaklanjuti surat dari Institut Agama Islam Negri Metro nomor: B-3705/ln.28/J/TL.01/07/2022 tanggal 28 Juli 2022 perihal permohonan izin Prasurvey mahasiswa:

Nama : RIKA AYU LESTARI
NPM : 1901051055
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG THE TENTH GRADE AT SMK MUHAMMADIYAH SEKAMPUNG

Dengan ini kami sampaikan, bahwa kami bersedia menerima mahasiswa tersebut untuk melakukan Prasurvey Pada tanggal 24 Agustus 2022

Demikian surat balasan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Sekampung, 22 Agustus 2022
Kepala Sekolah



HENDRA AGUS WIJAYA, S.E
NBM. 1057445



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG. Written by:

Rika Ayu Lestari, Student Number 1901051055, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Tuesday, January 17th 2023 at 09.30 – 11.00 p.m.

BOARD OF EXAMINERS:

Chair person	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Andianto, M.Pd.	(.....)
Secretary	: Aisyah Sunarwan, M.Pd.	(.....)

The Head of English Education Department

Andianto, M.Pd
NIP.198711072015031004

4/10/23, 12:53 PM

Bimbingan Skripsi



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Nomor : B-1707/ln.28.1/J/TL.00/04/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

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

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: RIKA AYU LESTARI
NPM	: 1901051055
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH-SEKAMPUNG EAST LAMPUNG

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, 10 April 2023

Ketua Jurusan,



Andianto M.Pd

4/11/23, 2:16 PM

SURAT TUGAS



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

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SURAT TUGAS

Nomor: B-1767/ln.28/D.1/TL.01/04/2023

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

Nama : **RIKA AYU LESTARI**
NPM : 1901051055
Semester : **8 (Delapan)**
Jurusan : **Tadris Bahasa Inggris**

Untuk : 1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG".

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 : 11 April 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



5/27/23, 9:05 PM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1766/In.28/D.1/TL.00/04/2023
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
**KEPALA SMK MUHAMMADIYAH
 SEKAMPUNG**
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1767/In.28/D.1/TL.01/04/2023, tanggal 11 April 2023 atas nama saudara:

Nama : **RIKA AYU LESTARI**
 NPM : 1901051055
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan *research/survey* di SMK MUHAMMADIYAH SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul **"AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG"**.

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 April 2023
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR
SMK MUHAMMADIYAH SEKAMPUNG



NIS: 400400

PROVINSI LAMPUNG
TERAKREDITASI A
NPSN: 10814962

NSS:402120803040

Website: smkmuska.sch.id

E-mail: smksmuhsekampung@gmail.com

Alamat: Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 226/IV.4.AU/2023
Lampiran :-
Hal : Balasan Izin Research

Yth.

Wakil Dekan Akademik dan Kelembagaan FTIK IAIN Metro
di-

Tempat

Waba'du, Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Pendidikan, dengan Nomor: B-1766/In.28/D.1/TL.00/04/2023 perihal izin research di SMK Muhammadiyah Sekampung, atas nama:

Nama : RIKA AYU LESTARI
NPM : 1901051055
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN
READING SKILL AMONG TENTH GRADERS AT SMK
MUHAMMADIYAH SEKAMPUNG

Dengan ini kami sampaikan, bahwa mahasiswa tersebut diberikan izin dan sudah melaksanakan research di sekolah kami.

Demikian surat balasan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 02 Mei 2023

Kepala Sekolah



HENDRA AGUS WIJAYA, S.E

NBM. 1057445



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

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

Nama : Rika Ayu Lestari
 NPM : 1901051055

Prodi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	26/10/2022		→ mechanics → Chapter I → Research Questions	
	2/11/2022		Chapter I - Previous relevant studies / research - please clarify the differences of your research compared to those prior research.	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd
 NIP/ 19871102 201503 1 004

Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001





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Nama : Rika Ayu Lestari
 NPM : 1901051055

Prodi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	10/11/2022		- Chapter I has been revised accordingly - please continue crafting Chapter II	
	16/11/2022		Chapter II Add the theory of Measuring Reading Comprehension → Next week please understand every single week	

Mengetahui,
 Ketua Prodi TBI



Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,



Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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Nama : Rika Ayu Lestari
 NPM : 1901051055

Prodi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22/11/2022		Understand every single word please!	
	01/12/2022		Continue writing chapter Good job. You have understood every single word.	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd
 NIP. 19871022015031004

Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



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IAIN METRO

Nama : Rika Ayu Lestari
 NPM : 1901051055

Prodi : TBI
 Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	08/12/2022.		<ul style="list-style-type: none"> - Chapter III - Do not use Indonesian written references. - Change the references into English written ones 	
	12/12/2022.		<p>Chapter III has been revised accordingly.</p> <p>I need to see the whole parts of the proposal</p>	

Mengetahui,
 Ketua Prodi TBI

Andi Anto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001




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IAIN METRO

Nama : Rika Ayu Lestari
 NPM : 1901051055

Prodi : TBI
 Semester : 1

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	13/12/2022		Bibliography Please see Redman Remesan <u>Skripsi</u> Have been revised accordingly --- A@@ untuk Seminar proposal	

Mengetahui,
 Ketua Prodi TBI



Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,



Dr. Dedi Irvansyah, M.Hum
 NIP. 19791223 200604 1 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rika Ayu Lestari
NPM : 1901051055

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	31/03/2023		<ul style="list-style-type: none"> - Adjust the ready text → The texts should be too difficult → The researcher should fully understand the texts 	
	5/ April 2023		<ul style="list-style-type: none"> - Researcher must be accepted - You can collect your research data 	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001




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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rika Ayu Lestari
NPM : 1901051055

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	11/05/2023		Bab W - Answers the questions in Problem Formulation B. 28. The Difficulties faced by the students C. 29. The Factors caused the students' Difficulties A. Researcher Sets description 1. Name and location 2. Vision-mission 3. Infrastructure 4. Human Resource D. Discussion	

Mengetahui
Ketua Jurusan TBI


Andiarto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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IAIN METRO

Nama : Rika Ayu Lestari
 NPM : 1901051055

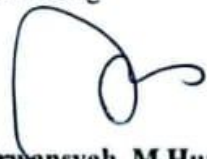
Jurusan : TBI
 Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/05 2023		Kontak petunjuk/ arahan bimbingan sebelumnya	Rika Ayu Lestari
	22/05 2023		Chapter IV - Data Display - One space	Rika Ayu Lestari
			You may continue writing Chapter V Note: Mohon bawa semua bab lengkap	

Mengetahui
 Ketua Jurusan TBI


Andiarto M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rika Ayu Lestari


NPM : 1901051055

Jurusan : TBI

Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	25/05/ 2023		<ul style="list-style-type: none"> - Chapter V - medical aspects - References (consistency and City of publication) - Abstract 3 paragraphs 1. Purpos 2. Method 3. Findings 	Rika Ayu Lestari

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001



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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id


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

Nama : Rika Ayu Lestari
NPM : 1901051055


Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	24/05/2023		Acce for Munasmas	Rika Ayu Lestari

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Process is possible with any computer that has a CD driver, but it is easier on a computer that can run two CDs at once. Either way, you can copy all your music from one CD to the next. Here is how to copy from one CD to another, using one and two CD drivers.

Instructions Burning with two CD Trays

1. Insert the CD from which you want to burn music into your computer's CD tray. Insert a blank CD into your computer's second CD tray.
2. Open windows media player and wait for it to recognize the CD.
3. Click the "burn" option at the top of Windows Media Player. Drag the songs you want from the list of your songs into the area on the right labeled "Burn List".
4. Choose the blank CD onto which you want to burn your song. This can be done at the top of the Burn List Menu.
5. Click the "Start Burn" button when you have all the song you want for the CD added to the Burn List. Wait for your computer to finish the CD, then take both of the CDs out.

1. What is the topic of the text?
 - A Running two CDs.
 - B. Opening Media Player.
 - C. Copying a compact disc.
 - D. Choosing the blank CD.

Dear Rossa,

I am a guy, twenty-eight years old. I have a problem with a girlfriend. She is twenty-five years old. We have been dating each other for years, since we were high school student. Now we have jobs. I feel very sure that we love each other. Now it is time for me to get married. Unfortunately, her parents never approve our relationship ever since the very first time. My family, anyhow, does not really mind. At first I thought my girlfriend had the power to defend our love. But then she surrendered. She loves me and she loves her family too. On the one hand she said, "I'll be happy if my family is happy." It means she had to get approval from her parents.

For this, I was shocked. My heart was broken. She ended our relationship just at the time when I was ready to marry her. When I was with her, we were very happy. We had a lot in common and there were no conflict. The truth was, we separated only because of her parents. They want her to marry her cousin, her aunt's son (this is one of the traditions in the Karonese).

For the being I am very upset. When I miss her I call her. Then we can eat together, talk together. The real problem is, she cannot refuse what her parents want.

So, should I forget my girlfriend, the only one that I truly love? Or else, should I just wait, and dream that one day she will be back to me?

Rio, Padang

Dear Rio,

You call her your girlfriend, but she has chosen her own way. For this reason I'd say that there is nothing you can do except forget her and go on with your

normal life. Hopefully you can find another love and life happily forever.

Rossa

2. The main idea of the first paragraph is that....
 - a. the writer wants to get married
 - b. the writer has been dating for years
 - c. the writer has a problem with his girlfriend
 - d. the writer feels sure that they love each other

Last holiday, my family and i decided to spend our time in a village which is famous for their wooden crafts. We had planned this for a month because we just moved to a new house and wanted to look for new home decorations. We left early since we wanted to visit our relatives after the visit.

At the village, we were amazed by the diversity of the crafts we saw. We could discover find small toys, unique boxes and furniture. Several shops also offered a quick lesson on crafting. I had a chance to learn how to make a simple wooden craft in a workshop. In the meantime, my family went to look for several crafts to decorate our house. We spent quite some time in the village.

Satisfied with my lesson in the workshop, I decided to find the others. However, i couldn't find them. Then, i decided to go to the parking lot. To my surprise, I saw my car moving slowly from its place. I yelled and waved while chasing the car. The car stopped and someone I didn't know came out. Then, i heard someone called me behind from the parking lot. That was my family. I felt embarrassed and then apologized to the people in the car that i had chased.

3. What is the main idea of paragraph two?
 - a. Various crafts are made by the village people.
 - b. The writer's family bought crafts from the village.
 - c. The writer and his family did different activities in the village.
 - d. The writer' and his family decided to go to a village.

I just returned from my holiday in my uncle's house in Malang. During the time, i visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place i've ever seen.

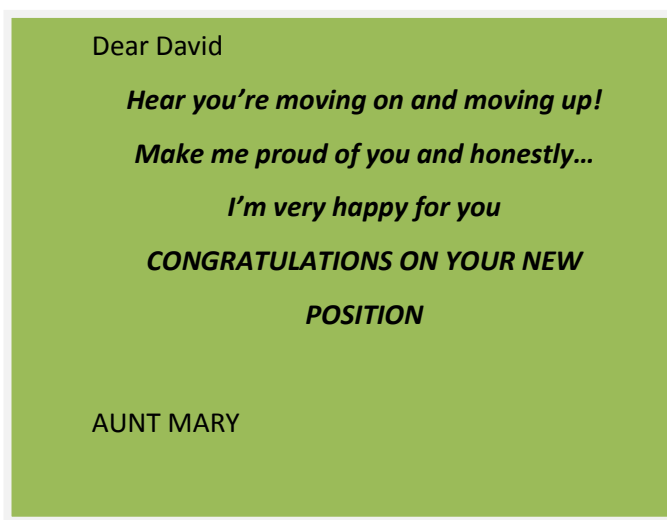
At that time i went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather.

Later on we moved to Penanjakan Peak to see the sunrise. Later on we withnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was

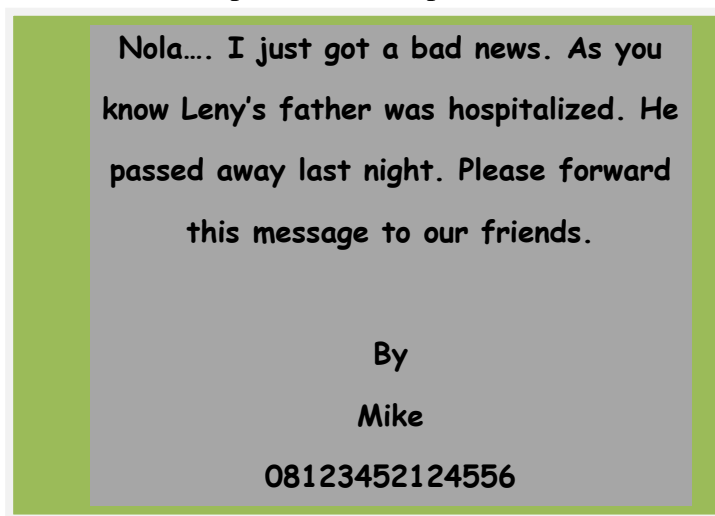
so amazing! Trust me, you should go there one day. What a wonderful place! Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

4. What is the main idea of the second paragraph?
- The place was full of visitors.
 - The writer went to Bromo by car.
 - The writer arrived at her destination.
 - The weather at the moment was very cold.

Source : <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-recount-text-bahasa-inggris-dan-kunci-jawaban/>



5. Why does aunt Mary send a greeting card to David?
- David gets a new position
 - David is happy to his aunt
 - She moves to new position
 - She is not proud of her nephew



6. What happened to Leny's father?
- Hospitalized
 - Passed away
 - Got a bad news
 - Birth day

Ryu : Hi Ken. Are you free tonight?

Ken: I think so. Why?

Ryu: Because there's a new science-fiction movie at the theater. Would you like to see it?

Ken: No, thanks. I don't like science-fictions.

Ryu: Oh... What about a comedy then? There's one starring Adam Sandler.

Ken: I don't know. I don't really like his movies.

Ryu: What about a pop concert then?

Ken: Well, I am not into pop music.

Ryu: Oh, I understand now, it's Thursday today and your favorite sitcom is on TV!

Ken: You know me very well Ryu... You are welcome to watch it with me.

Ryu: That's a great idea! Let's meet at your place at 7:30 then!

7. Ken doesn't want to go to the movie theatre with Ryu, because....
- he wants to be alone
 - he wants to go to a soccer match
 - he doesn't like thrillers
 - he doesn't want to miss his favourite TV show

Dear Marcos,

Hi, my name is Rebecca and I am your new pen pal. I'm ten years old, and I live in Barcelona, Spain. I go to the 4th grade in Saint Michael Elementary School. On weekdays, I get up at 6 o'clock. The school starts at 7:30 in the morning. I have my lunch at the school cafeteria and I usually leave around 3:30 in the afternoon. I am good at math, I also like history and geography but I my favorite subject is science. I like playing basketball and soccer. I also play tennis, and I like swimming. On the weekends, I go to the movie theater with my friends. We like action movies. I usually go to church with my parents on Sundays.

Please write and tell me about you and your life. What's your family like? What do you like doing in your spare time?

I hope to hear from you soon.

Best wishes,

Rebecca

8. Which statement is correct?
- Rebecca usually practices the drums on weekdays.
 - Rebecca is interested in Science.
 - Rebecca has got a music group at school.
 - Rebecca and his friends like watching thrillers.

Last summer, we decided to spend our vacation at the beach because the weather was very hot in the mountains. The travel agent said that traveling by bus was the cheapest way, but we went by plane because it was faster. We wanted to have more time to spend at the beach. The weather was beautiful and we had a great time.

9. We decided to go to the beach because....
- it was cheaper than going to the mountains
 - the travel agent said that it was the cheapest
 - of the hot weather in the mountains
 - we wanted to spend time at the beach
10. The bus was the....way to travel.
- Best
 - Easiest
 - Cheapest
 - Slowest
11. Travelling by plane was — than by bus
- more fun
 - cheaper
 - expensive
 - faster
12. We...our vacation.
- Hated
 - didn't like
 - enjoyed
 - regretted

*Shrouded in the mist of an Andean cloud forest, the first newly discovered carnivore in the Western Hemisphere in 35 years rarely leaves its treetop home. Smithsonian researchers stumbled upon *Bassaricyon neblina*, also known as the "olinguito," while riffling through museum specimens and old field notes in search of information about other members of the genus *Bassaricyon*—a group of tree-dwelling meat-eaters commonly known as olingos.*

As described by researchers, the olinguito weighs just 2 pounds and resides at 5,000 to 9,000 feet above sea level, making the orange-and-brown tree dweller the smallest and highest-venturing of the olingo species. Misidentified until now, olinguito specimens have existed in museums for

100 years, and at least one olinguito lived in several U.S. zoos during the 1960s and 1970s.

13. According to the passage, how was the olinguito discovered?
- It has been common in museums for a century.
 - Smithsonian researcher who has spent 35 years in the Andean forest discovered it
 - The olinguito has been a known part of the olingo species for many decades.
 - The olinguito was misidentified in museum records, and the mistake was only recently discovered.

ANNOUNCEMENT

Due to the high demand on our vanilla custard bread product, we're facing a shortage of this product. We will bake new bread every Monday and Friday. For anyone who's interested in trying our legendary bread, please pre-order 3 days before baking days. First pre-order will be opened this week. DM us on our official Instagram for pre-order.

Don't forget!

Juna Bakery

14. The announcement is addressed to
- People who want to be legendary.
 - People who have Instagram.
 - People who want to pre-order vanilla custard bread.
 - People who want to DM Juna Bakery.

This is a story of Uncle Rabbit and the coyote. The rabbit came to a big rock, and there he deceived the coyote. He was leaning on the rock when the coyote came by.

“What are you doing, brother?” the coyote asked the rabbit.

“Come here quickly, brother, the sky is falling down on top of us. Lean against the rock hold it up while I go for a stick. We'll prop it up with that,” said the rabbit to the coyote.

“All right,” said the coyote and began holding it up with all his might. Since the coyote was so stupid, he did exactly what the rabbit told him to. The rabbit had said that he was going to get a stick, but he went and left the coyote holding up the rock. When the rabbit didn’t return the coyote shouted:....The rabbit still didn’t come back.

“No matter, I’m going to leave even though the sky may fall down on top of us,” said the coyote. But when he ran away he fell into a ravine. The rabbit never came back to the rock and the coyote was lost.

15. Which of the following is the most suitable to complete the text?

- a. “I found the monkey, he is here.”
- b. “Come back, brother! The weight of the rock has made me tired.”
- c. “Please help me choose the stone.”
- d. “Hey, brother! Can you help me cross the river?”

A train accident occurred in northern Italy. The train traveled at 180 mph when the first car on the train left the rails and separated from the train. It hit a nearby railroad building, killed two railway workers, and injured 27 people.

Police explained that there was some work on the railway the evening before; however, work on railways happens very often. Police have to investigate the accident because they do not know if the work caused the accident.

Rail workers’ unions will go on strike on Friday. They said that the accident was very serious and not acceptable.

16. What happened after the incident?

- a. The railway was closed.
- b. A protest would be held.
- c. Police would close the case.
- d. The government would take action.

My name is Hans. I (17).....a mechanic. I (18).....in London, I (19).....a brother and a sister. My sister is a university student. She (20).....medicine. She is going to be a doctor. My brother doesn’t want to go to university. Because he wants to be a mechanic like me. He comes and helps me in my

shop on Sundays. He hasn't finished his education yet. After his education, he is thinking of working with me. We will run the business together.

17. A. is B. are C. am D. do
 18. A. believe B. think C. arrive D. live
 19. A. owns B. learn C. have D. study
 20. A. teach B. to play C. studies D. uses

Source :<https://www.brilio.net/ragam/45-contoh-soal-news-item-bahasa-inggris-lengkap-dengan-jawabannya-221012r.html>

Kunci Jawaban

1.	C	6.	B	11.	D	16.	B
2.	C	7.	D	12.	C	17.	C
3.	A	8.	B	13.	D	18.	D
4.	C	9.	C	14.	C	19.	C
5.	A	10.	C	15.	B	20.	C

~~Syifa~~ SYIFA Oliva

60

No: _____
Date: _____

1	c	l.
2	c	l.
3	a	l.
4	B	/
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6	c	/
7	c	/
8	b	l.
9	c	l.
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11	d	l.
12	c	l.
13	b	/
14	c	l.
15	a	/
16	c	/
17	c	l.
18	a	/
19	c	l.
20	c	l.

Practice makes perfect



Intan Fika Mauliyani

No. 50
Date

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| 1 | a | / | 11. | d | / |
| 2 | c | / | 12. | d | / |
| 3 | b | / | 13. | c | / |
| 4 | b | / | 14. | c | / |
| 5 | a | / | 15. | b | / |
| 6 | b | / | 16. | a | / |
| 7 | c | / | 17. | c | / |
| 8 | c | / | 18. | d | / |
| 9 | a | / | 19. | a | / |
| 10 | c | / | 20. | c | / |

Practice makes perfect



Alif Ayunda Atasya Marliddia

~~85~~

1.	C	/
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85

REYHAN DICKY FADILA

20

1	D	/
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3	A	/
4	C	/
5	A	/
6	C	/
7	A	/
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9	B	/
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13	B	/
14	B	/
15	A	/
16	C	/
17	A	/
18	B	/
19	C	/
20	A	/

muhammad zahal Pamungkas

No. 80
Date _____

1.	c	/
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8.	b	/
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10.	c.	/
11.	d	/
12.	a	/
13.	d	/
14.	c	/
15.	b	/
16.	a	/
17.	c	/
18.	c	/
19.	c	/
20.	c	/

Interview with student (IFM)**Interview 1**

Place : Classroom

Date : 14-April-2023

Researcher : How are you?

Student : I'm good Miss.

Researcher : I would like to ask you, what day do you study English lesson?

Student : Friday Miss.

Researcher : do you like English lesson?

Student : I don't like Miss, hehe.

Researcher : do you understand about the text of test questions?

Student : No Miss, I don't understand the meaning, sometimes I just guess
the answer.

Interview with student (MZP)**Interview 2**

Place : Classroom

Date : 14-April-2023

Researcher : How are you?

Student : I'm fine Miss.

Researcher : Do you learn English only at school?

Student : Yes Miss.

Researcher : If at home, don't you study about English again?

Student : Rarely Miss.

Researcher : I want to ask you, do you often read English text?

Student : No Miss, I rarely read English books or text Miss.

Researcher : Do you understand about the question of test?

Student : I understand but only a few.

Interview 3

Interview with student (RDF)

Researcher : Hello?

Student : Hi Miss.

Researcher : May I ask to you about some questions?

Student : Sure Miss.

Researcher : do you feel difficult when you did exercise of English text?

Student : Yes Miss.

Researcher : What is your difficulties in doing exercise of English text?

Student : I find difficult to understand the text Miss, especially if the text is long, there are many words that I don't understand besides that if the text is long it needs a long time to read it.

Interview 4**Interview with student (SO)**

Researcher : Good morning

Student : Good morning Miss

Researcher : Let me to ask you some questions.

Student : Okey Miss.

Researcher : Do you understand about the main idea?

Student : I don't understand about the main idea Miss, I feel difficult to find main idea. I'm confused where is the main idea.

Researcher : How about grammar? Do you understand?

Student : If it's asked for to read it it's okay, but if it's asked for to include or interpret it, that's the problem again, the problem is the sentence structure in English is different with the sentence structure in Indonesia, I can't interpret the words, because the meaning doesn't relate.

Interview 5**Interview with student (AAAM)**

Researcher : How are you?

Student : I'm fine Miss.

Researcher : May I ask to you?

Student : Sure Miss.

Researcher : Don't you understand about grammar?

Student : I don't understand Miss. Because the writing and the reading are different, then the meaning is always the other way around.

DOCUMENTATION



Picture I: Students were doing exercise test from researcher



Picture II: Researcher was doing observation



Picture III: Researcher was doing interview with students



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

Nama : Rika Ayu Lestari
NPM : 1901051055
Jurusan : Tadris Bahasa Inggris

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

Demikian surat ini dibuat untuk digunakan semestinya

Metro, 25 Mei 2023

Andi Nt, M.Pd
NIP .19781102 201503 1 004



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UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

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

Nama : RIKA AYU LESTARI
NPM : 1901051055
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051055

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Juni 2023
Kepala Perpustakaan



[Handwritten Signature]
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

AN ANALYSIS ON THE STUDENTS' DIFFICULTY IN READING SKILL AMONG TENTH GRADERS AT SMK MUHAMMADIYAH SEKAMPUNG EAST LAMPUNG

by Rika Ayu Lestari 1901051055

Submission date: 29-May-2023 09:01AM (UTC+0700)

Submission ID: 2104115419

File name: 120._RIKA_AYU_LESTARI-1901051055.docx (189.64K)

Word count: 12245

Character count: 64311



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CURRICULUM VITAE



The researcher whose full name is Rika Ayu Lestari was born in the village of Mekarmukti, June 15th 2000 which is the first of three children from the couple Mr. Siswanto and Mrs. Ponijah. The researcher completed her education at SD Negeri 3 Karyamukti in 2006-2012, SMP Negeri 3 Sekampung in 2012-2015, SMK Muhammadiyah Sekampung in 2015-2018. The researcher had stopped to continue her study for a year because she worked. In 2019, researcher continued her study at IAIN Metro with English Education Program.