A UNDERGRADUATE THESIS

AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

AN UNDERGRADUATE THESIS

AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO

Presented as a partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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English Education Study Program

Sponsor: Ning Setio Wati, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

APPROVAL PAGE

Title	: AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS IN METRO
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APPROVED BY:

To be Examined in the Munaqosyah in Tarbiyah Faculty of The State Islamic Institute of of Metro Lampung.

The Head of English Education Department

Metro, 25 October 2023
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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah of Galuh Indah Kusmia Dewi**

To:
The Honorable the Head of Tarbiyah Department

At The State Islamic Institute of Metro Lampung

Assalamu'alaikum, Wr. Wb.

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

Name   : GALUH INDAH KUSMIA DEWI

Students Number : 1901051027

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS IN METRO

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.

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

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NOTA DINAS

Nomor   : -
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah Kepada saudara Galuh Indah Kusmia Dewi**

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro Lampung

AssalamualaikumWr.Wb.

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

Name   : GALUH INDAH KUSMIA DEWI

Students Number : 1901051027

Judul Skripsi   : AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS IN METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Ketua Jurusan Tadris Bahasa Inggris

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RATIFICATION PAGE
No.B.5279/In.28.1/D/PP.00.9/11/2023

An Undergraduate thesis entitled: AN ANALYSIS ON STUDENT PROBLEM OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO Writen by Galuh Indah Kusmia Dewi, student number 1901051027, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Friday, November 10 , 2023 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson   : Ning Setio Wati, M.Pd   (.........................)

Examiner 1   : Drs. Kuryani, M.Pd   (.........................)

Examiner II   : Linda Septiyana, M.Pd   (.........................)

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The Dean of Tarbiyah and Teacher Training Faculty,

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ABSTRACT

AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AMONG SENIOR HIGH SCHOOL STUDENTS IN METRO

By:
GALUH INDAH KUSMIA DEWI

The purpose of this research is to find out the students' problems in reading comprehension on working memory capacity of the tenth grade of Mekanik Pertanian (MP) at tenth grade SMK Negeri 2 Metro and to investigate the most difficult of working memory capacity faced by of the tenth grade of Mekanik Pertanian (MP) at tenth grade SMK Negeri 2 Metro. The use of qualitative methods with a case study approach, namely conducting observations and interviews used to collect data.

Based on the research results, it is find out that students experience difficulties in working memory capacity which can be seen in the aspects of reading comprehension, namely: main ideas, expressions, inferences, grammatical features, details (scanning for a specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context. Therefore, students difficulty capturing the main idea in the text, difficulty in drawing conclusions in reading comprehension with a deeper meaning, difficulty in understanding the meaning of the words contained in of the content in the reading text, difficulty in determining phrases, expressions and compound, difficulty in retrieving sentences that contained grammatical elements, students cannot find information in the text, difficulty developing main ideas in determining supporting ideas and difficulty in answering questions correctly. Moreover, it is find out that students difficulties in reading comprehension which can be seen in the working memory capacity aspect, namely: maintaining the meaning of text, keeping relevant information and making necessary connections between ideas. In this case students difficulty in interpreting the contents of the reading text correctly and did not understand the meaning intended in the text. Futhermore, difficulty finding relevant information and their memory capacity was very low and students' lack of vocabulary mastery and not being able to understand the meaning of the paragraph's ideas.

The conclusion of this research is that there are still many students who experience obstacles in learning reading comprehension due to weak memory and not being able to understand the meaning of the text. This is also caused by a lack of motivation to learn, a desire to find out, and an inability to focus on understanding, remembering and finding important information contained in the text. So this has a big influence on students' success in learning to read in English.

Keywords: *Problems, Reading Comprehension, Working Memory Capacity, Reading*

ABSTRAK

**ANALISIS PERMASALAHAN KAPASITAS MEMORI KERJA SISWA
DALAM PEMAHAMAN MEMBACA PADA SISWA SMA DI METRO**

Oleh:
GALUH INDAH KUSMIA DEWI

Tujuan dari penelitian ini adalah untuk mengetahui permasalahan siswa dalam pemahaman membaca pada kapasitas memori kerja siswa kelas sepuluh Mekanik Pertanian (MP) di kelas sepuluh SMK Negeri 2 Metro dan untuk menyelidiki kapasitas memori kerja yang paling sulit yang didapat dari kelas sepuluh Mekanik Pertanian (MP) di kelas sepuluh SMK Negeri 2 Metro. Penggunaan metode kualitatif dengan pendekatan studi kasus yaitu melakukan observasi dan wawancara yang digunakan untuk mengumpulkan data.

Berdasarkan hasil penelitian diketahui bahwa siswa mengalami kesulitan kapasitas memori kerja yang terlihat pada aspek pemahaman membaca yaitu: gagasan pokok, ekspresi, inferensi, ciri gramatikal, detail (memindai detail yang dinyatakan secara spesifik), tidak termasuk fakta yang tidak tertulis, ide pendukung, dan kosa kata dalam konteks. Oleh karena itu, siswa kesulitan menangkap gagasan pokok dalam teks, kesulitan dalam menarik kesimpulan dalam pemahaman bacaan dengan makna yang lebih dalam, kesulitan dalam memahami makna kata-kata yang terkandung dalam isi teks bacaan, kesulitan dalam menentukan frasa, ungkapan, dan kata majemuk. Kesulitan dalam mengambil kalimat yang mengandung unsur gramatikal, siswa tidak dapat menemukan informasi dalam teks, kesulitan mengembangkan gagasan pokok dalam menentukan gagasan pendukung dan kesulitan dalam menjawab pertanyaan dengan benar. Selain itu, diketahui bahwa siswa mengalami kesulitan dalam memahami bacaan yang dapat dilihat pada aspek kapasitas memori kerja, yaitu: mempertahankan makna teks, menyimpan informasi yang relevan dan membuat hubungan yang diperlukan antar ide. Dalam hal ini siswa kesulitan dalam menafsirkan isi teks bacaan dengan benar dan tidak memahami makna yang dimaksudkan dalam teks tersebut. Selain itu, kesulitan menemukan informasi yang relevan dan daya ingat siswa yang sangat rendah serta penguasaan kosakata siswa yang kurang serta tidak mampu memahami makna gagasan paragraf.

Kesimpulan penelitian ini yaitu masih banyak siswa yang mengalami kendala dalam pembelajaran pemahaman membaca karena lemahnya daya ingat dan tidak mampu memahami makna teks. Hal ini juga disebabkan karena tidak adanya motivasi belajar, keinginan untuk mengetahui, serta tidak dapat fokus dalam memahami, mengingat, dan menemukan informasi penting yang terkandung dalam teks. Jadi hal ini mempunyai pengaruh yang besar terhadap keberhasilan siswa dalam belajar membaca dalam bahasa Inggris.

Kata Kunci: *Permasalahan, Pemahaman Membaca, Kapasitas Kinerja Mengingat, Membaca*

STATEMENT OF RESEARCH ORIGALITY

The undersigned:

Name	: Galuh Indah Kusmia Dewi
Student number	: 1901051027
Department	: English Education
Faculty	: Tarbiyah and Teaching Training

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

Metro, 25 October 2023
The Writer

Galuh Indah Kusmia Dewi
NPM. 1901051027

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Galuh Indah Kusmia Dewi
NPM	: 1901051027
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian terntentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustka.

Metro,25 Oktober 2023
Penulis

Galuh Indah Kusmia Dewi
NPM. 1901051027

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِن جَآءَكُمْ فَاسِقٌۢ بِنَبَإٍ فَتَبَيَّنُوٓاْ أَن تُصِيبُواْ قَوْمَۢا بِجَهَٰلَةٍ فَتُصْبِحُواْ عَلَىٰ مَا فَعَلْتُمْ نَٰدِمِينَ ﴿٦﴾

"O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful". (QS. Al Hujarat: 6)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved mother Masriah, who always gave me infinite support, enthusiasm,

prayer, and love for my success. My beloved broder and sister, Zakia Nur Azizah

and Agries Muhammad Farhan. My beloved, Heru Susanto, thank you for

supporting and helping me get to this point.

My beloved almamater IAIN Metro

ACKNOWLEDGEMENT

Thanks to Allah SWT, who always gives the researcher blessing to complete a study under titled "AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHASION AMONG SENIOR HIGH SCHOOL STUDENTS IN METRO". 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. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of the State Islamic Institute of Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Metro Lampung.

3. Dr. Much Deiniatur, M.Pd, as the Head of English Education Department of the State Islamic Institute of Metro Lampung.

4. Ning Setio Wati, M.Pd, as the advisor valuable knowledge and support in finishing this undergraduate thesis.

The researcher She expresses regret for all of the errors in her writing and finishing this a research proposal. All criticisms and suggestions are expected to improve the caliber of this study. I hope that this research proposal can be useful for researchers in particular, for our college and every reader in generic.

Metro, 25 October 2023
The Researcher,

Galuh Indah Kusmia Dewi
NPM. 1901051027

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CHAPTER I

INTRODUCTION

A. Background The Study

Reading comprehension is very important because the process of obtaining knowledge can be done easily through reading. It is a fundamental skill that all individuals should have.[1] By reading activities people can gain a lot of knowledge in an effective way. In addition, through the process of reading, readers get a lot of new vocabulary. Therefore, reading comprehension is very important as an effective activity to obtain information.

Teaching reading is very fundamental in guiding students to have good reading comprehension. It is an important thing to be done innovatively through the implementation of teaching strategies that are relevant with the analysis of student needs.[2] The reading instruction is done by determining the material to be studied, determining questions that cause students to answer, providing material to students who have been prepared. In addition, the student's task is to study reading material comprehensively. It is important to give enough time to be able to answer all the contents of the material that has been given. Therefore, teaching reading is urgent process to guide the students in understanding the reading material.

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[1] Kayla Waugh, "Exploring Reading Comprehension Inside and Outside the Classroom," BU Journal of Graduate Studies in Education 10, no. 2 (2018): 23.

[2] Andrea Wilson, *Differentiated Reading Instruction With Technology for Advanced Middle School Students' Reading Achievement* (Minneapolis: Journal of Educational Research and Practice, 2020), 75.

Mastery of reading comprehension is not an easy thing to master in a short time. There are many weaknesses faced by readers such are a lack of vocabulary knowledge, a lack of fluency, a lack of familiarity with the subject matter, the text's difficulty level, an insufficient use of efficient reading strategies, poor verbal reasoning, problems processing information, and problems reading information after reading.[3] The researcher conducted a pre-survey on August 25, 2022 The tenth grade MP2 SMK NEGERI 2 METRO by visiting the school directly. In the pre-survey process, the researcher conducted an interview with one of the English teachers. Based on the findings of the interviews, the researcher received information that students had difficulties in reading comprehension due to their weak mastery of English vocabulary, inability to determine main ideas and supporting ideas. In addition, students also experience difficulties in remembering what they have read in a text.

One aspect of reading is short for working memory. It is defined as the organization, manipulation, and transformation of information collected from both short-term and long-term memory.[4] It is one of the complex cognitive abilities that store information in a short time. Working memory is very influential on the success of learning. It correlates with literacy and numeracy gaining knowledge of outcomes. Therefore, working memory capacity is

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[3] Peter Westwood, *Reading and Writing Difficulties* (Camberwell: Acer Press. 2008), 34-37.

[4] Milton J Dehn, *Working Memory and Academic Learning* (Hoboken: Jhon Wiley & Sons,Inc, 2008), 58.

strongly related with performance in other cognitively complex tasks, such as studying comprehension, and bother solving.

Working memory capacity serves as a predictor in advancing understanding of material concepts. This means that in the learning process and in the assessment process working memory plays an important role. Without good working memory capacity it is challenging for children to grasp and remember what they have learned. So they experience the failure of the learning process. Conversely, if students have good It is the capability of working memory easy for students to understand and remember what they have learned well. Therefore, working memory capacity plays an important role in the learning process and assessment of a learning topic.

The researcher highlights the following points based on the whole description above phenomenon of Reading comprehension requires working memory capacity. In this case, the research intends to find out into the phenomenon. To achieve the research objectives, the research will conduct qualitative research. Therefore, it is related to the entire description above, the research intends to conduct qualitative research by compiling a research proposal entitled "An Analysis on Students' Problems of Working Memory Capacity in Reading Comprehension among Senior High School Students in Metro". By this research, it is hoped that the phenomenon of working memory capacity in reading can be revealed. Therefore the phenomenon can be followed up.

B. Research Question

The research questions are stated follow:

1. What are the problem of students in reading comprehension on working memory capacity of the tenth graders of Mekanik Pertanian (MP) at SMK Negeri 2 Metro ?

2. What is the most difficult of working memory capacity in reading comprehension faced by the students of the tenth graders of *Mekanik Pertanian* (MP) at SMK Negeri 2 Metro?

C. Objective and Benefits of the Study

1. Objective of the Study

   The research aims are stated as follow:

   a. To find out the students' problems in reading comprehension on working memory capacity of the tenth graders of Mekanik Pertanian (MP) at SMK Negeri 2 Metro.

   b. To investigate the most difficult of working memory capacity faced by the students of the tenth graders of *Mekanik Pertanian* (MP) at SMK Negeri 2 Metro.

2. Benefits of the study

   This discovery is likely to benefit more than only the researcher nevertheless, for students, instructors, and other researcher.

   a. For the Students.

      This study is likely to be useful for students by providing information to them about the importance of the phenomenon of

applying working memory capacity in reading skills. Reading is an important need for students so efforts are needed to encourage students to have the desire and pleasure in reading. By knowing this, students are expected to be motivated to be more active, improve their reading comprehension by continuing to hone their skills in implementing working memory capacity. Thus, it is expected that students' reading comprehension will be better.

b. For the Teachers.

This study is expected to be useful for teachers by providing information related to the phenomenon of students' Working Memory Capacity in reading comprehension. By getting information related to this information, teachers can be expected to motivate students more in the process of learning reading skills. By encouraging students to practice more related to working on English tasks related to Working Memory Capacity. It is hoped that students' reading comprehension will be better.

c. For the Other Researcher.

This study is likely to provide benefits for other researcher. By providing information related to the phenomenon of Working Memory Capacity in reading. But it also provides information on how to do research on it. In this case, it is hoped that other researcher can follow up on the results of this study in the future therefore they can provide deeper benefits to students. and it is hoped that further research will be

able to find other methods that can improve student learning outcomes in reading comprehension skills.

D. Prior Research.

This investigation will be carried out by taking into account some of the first relevant studies that have been carried out by several previous researcher. The first relevant research was conducted by Working memory capacity and L2 reading studies by Yo In'nami, Yuko Hijikata, and Rie Koizumi. The research took place in Kasuga in 2021 with quantitative research methods. The researcher carried out a statistical analysis in the form of a meta-analysis, on several research results, namely a number of 74 studies. With the aim of revealing or knowing the connection between L2 reading and working memory capacity. Working memory ability and L2 reading have a significant link, according to the study's findings..

Furthermore, the research that will be carried out by the researcher with The first relevant study contains both parallels and differences. The resemblance is in the similarity of research topics, because these two studies concentrate on Working Memory Capacity. While the difference is in the research method. This is because their research method is classroom action research. While the researcher's research is qualitative. another difference is in the because their study's goal is to reveal or discover the connection between working memory capacity and L2 reading, while the purpose of this study is to find out the problem of working memory capacity in reading.

In addition, This study will be conducted by taking into account several relevant studies that have been carried out by several previous researcher. The first relevant research was conducted by Dwi Fita Heriyawati, Ali Saukha, and Utami Widiati with the research title Working Memory Capacity, Content Knowledge, and Reading Comprehension in University EFL Students". The research took place in Malang in 2018 using quantitative research methods. The researcher carried out a statistical a test involving a meta-analysis on the results of research at EFL Students' University. With the aim of The impact of working memory capacity (WMC) and subject familiarity (CF) on EFL readers' comprehension is examined in this study. The findings of this study show that WMC and CF had no discernible interaction effect on students' reading comprehension.

Moreover, the research will be conducted by the researcher with relevant research that has differences and similarities. The similarity is in the research topic, namely, Working Memory Capacity. While the difference is in the objectives and research methods i.e., their research objective is for this study to explore the impact of subject familiarity (CF) and working memory capacity (WMC) on EFL reading comprehension and their research method is quantitative. Meanwhile, the purpose of this study is to find out the problem of working memory capacity in reading comprehension and this research uses qualitative methods.

In addition, This study will be conducted by taking into account several relevant studies that have been carried out by several previous

researcher. The third relevant research was conducted by Yanjie L, and Cindy Brantmeier with the research title "The Effect of Working Memory Capacity on Reading Comprehension and Strategy Use with Chinese EFL University Students".. The research took place in Louis on April 1, 2021 with quantitative research methods. The researcher carried out a statistical a test involving a meta-analysis, on the results of research on Chiness EFL University Students with the aim of exporting the connection between reading and working memory performance of the 2nd language. The results of the study indicate Depending on the sort of comprehension test performed, different types of working memory capacity contribute differently to reading comprehension; also, readers with higher working memory capacity Reading techniques are more varied when working memory capacity is higher than when it is lower.

Furthermore, the research that will be carried out by the researcher with the third relevant research has differences and similarities. The similarity is on the topic, namely, Working Memory Capacity and the difference is in the research method and research objectives. The research method, namely, quantitative. While the purpose of their research is to export the relationship between working memory capacity and reading performance in the 2nd language, while the purpose of this study is to find out the problem of working memory capacity in reading and the research method is qualitative.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is that they are related by phonological processing skills, which support working memory[5]. Reading is an important need for students so efforts are needed to encourage students to have the desire and pleasure in reading. In other words understanding of texts can closely related to working memory due to the process of reading. Readers should always remember what they have gained from both silent and low reading. It is a reading ability and the process of understanding the meaning of a text that is read by the reader. The importance of Getting the text's information requires reading comprehension.

2. Process of Reading Comprehension

The three stages of reading comprehension are as follows:[6]

a. Bottom-up Proses

A bottom-up reading paradigm is one that stresses written or printed text, claims that reading is driven by a process that culminates in meaning (or, in other words, reading is driven by text), and claims that reading progresses from part to whole.

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[5] Jane Oakhil, *Understanding and Teaching Reading Comprehension* (Taylor: Routledge 2015), 71.
[6] Feng Liu," A Short Analysis of the Nature of Reading," *English Language Teaching* 3, no.3 (2010): 154**.**

b. Top-down Proses

A top-down reading model is a reading strategy that highlights the reader's contributions to the text; it asserts that reading is driven by meaning and moves from whole to part. It is often referred to as the concept-driven model. Readers, in their opinion, are not limited to one source of information—the letters in front of them—but also have two other essential types of information available at the same time: semantic cues (meaning) and syntactic clues (grammatical or sentence sense).

c. Interactive Proses

This model views reading as a pattern-synthesizing process that requires the application or integration of all previously identified information sources, as indicated in the accompanying image. Reading is not simply seen as a bottom-up or top-down process in this model. Interactive models presume that a pattern is created using data that is simultaneously presented from many knowledge sources.

3. **Aspects of Reading Comprehension**

Reading comprehension includes several aspects including:[7]

a. Main idea

The main idea significant paragraph in the main factor or idea that needs to be expressed to the reader about the topic sentence discussed by the researcher. To find out the most important point, the

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[7] Douglas H Brow, *Language Assessment Priciples and Classroom Pratices* (White Plains: Person Education, Inc, 2004), 206.

first sentence contains a general idea. then explained by the sentence that follows. It is in the first or second sentence in a paragraph. In a paragraph, the main thought is stated directly, it is expressed in what is find out as the topic sentence.

b. Expressions / phrases in context

The definition of expressions is the act of expressing something. The context of expression is a situation scenario where something can be expressed. This section contains any information relevant to the user's appreciation of the text expression. In this phrase it is used to explain the meaning of the scenario in context.

c. Inference (implied detail)

The term of inference is conclusion. It is an act or procedure to reach a conclusion about something from find out facts in a significant way and all intents and purposes involve implied learning. It in particular can be described as a way of drawing conclusions based entirely on existing evidence plus prior understanding and experience in a significant way. Thus providing information and opportunities for readers to find out quickly about the final results of the research carried out.

d. Grammatical features.

Grammmatical features are grammatical features that use tenses, numbers, gender, noun classes and locative relations. It is related to subject, object and indirect object. In measuring students'

understanding of what they read, it is important to evaluate students' abilities related to the elements of understanding grammar. This can be done by asking questions related to grammar such as the use of pronouns, tenses and so on.

e. Detail (scanning for a specifically stated detail)

Read quickly in order to find the types of facts contained in the text. Scanning helps to detect a certain part of the facts. To evaluate reading comprehension of the information contained in the reading, it is necessary to measure the reader's understanding of the specific information contained in a reading. This can be done by asking questions that explore students' understanding of the detailed information contained in the text.

f. Excluding facts not written (unstated details)

In evaluating reading skills it is important to measure students' understanding of facts that are not written in the text. This can be done by asking students to link it with background knowledge or experiences related to reading. Then the researcher asked questions about what students had read in order to help students improve understanding. And can improve students' ability to increase vocabulary.

g. Supporting idea(s)

Supporting ideas are paragraph content that supports the topic sentence, and enhances, develops and defines the main idea for all

intents and purposes. In general, supporting ideas that strengthen the same main idea are grouped into paragraphs. It are mostly well-researched information and statements, precise descriptions, examples, and specific details that mostly lead the reader to find out the underlying idea of a paragraph, most of which are quite significant. It provides clarification to the reader by explaining, describing and illustrating the general main ideas in the text.

h. Vocabulary in context

Vocabulary in context is a key to understanding in reading. The more vocabulary you get, the more vocabulary you have after reading the text. In other words, evaluating reading comprehension closely related to evaluating the vocabulary contained in the reading so that readers can measure the extent to which they are able to master vocabulary. Reading books can also help students improve vocabulary. It interesting books related to the topics discussed in class can help students improve their vocabulary.

4. **Problem Reading Comprehension**

There are several problems with reading comprehension, namely as follows:[8]

a. Limited vocabulary knowledge. Vocabulary mastery is a measure of person's understanding of the vocabulary of language and his ability to use the vocabulary both orally and in writing. If the student's

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[8] Peter Westwood, *Reading and Writing Difficulties* (Camberwell: Acer Press, 2008), 33.

vocabulary mastery is low, this causes students to find it difficult to express their ideas, difficult to compose and arrange words, and difficult to use variations of sentences in writing essays so that the resulting essays so that the resulting essay becomes irregular. Knowledge of vocabulary is basic and very important to be mastered by someone to communicate.

b. Lack of fluency. This is caused by a llack of attention from both teachers and parents, lack of concentration, students still have difficulty spelling latters, students still have difficulty distinguishing letters, students still have halting reading sentences. Due to the lack of pronounciation and fluency, causing aspects of intonation and expression are also not considered. Students only focus on the text and spell words regardless of intonation and expression. Many students are expressionless and their sitting position when reading is not quite right.

c. Difficulty level of the text (readability). The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Difficulty has an impact on understanding text that is difficult to reach the true meaning of a reading.

d. Problem with processing information. This happens because information has been stored in memory for a long time and is not used, old information is disturbed due to the emergence of new information or vice versa, cognitive schemes regarding information are disturbed, and because information is deliberately forgotten. Information

processing is a theory that emphasizes memory processes and students' thinking processes. Information processing affects memory function.

e. Problem in recalling information after reading. Depends on the student paying sufficient attention to the reading task and knowing the important details to remember. Usually students find problems that cause difficulties in understanding the text. This is because students pay less attention when reading. Memory is strongest when readers relate new information in a text to their prior knowledge and experience, and when they rehearse the key points of the key points of the text. Using mind maps or graphic organizers can help students to remember information from text.

f. Weak verbal reasoning. This difficulty is caused by students' poor relationship between new information and the knowledge they have. But it depends on students' reasoning abilities during the reading process. This is determined by the level of individual intelligence.

B. Working Memory Capacity

1. Definition of Working Memory Capacity

Working memory is the cognitive ability to briefly hold, maintain, or store information while processing the same or other information[9]. There are two kinds of memory in the human brain, namely short-term memory (STM) and long-term memory (LTM). It is capable of storing information

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[9] Milton J Dhen, *Essentials of Working Memory Assesment and Intervention* (Hoboken: Jhon Wiley & Sons, Inc, 2015), 1.

in a short time, from 30 seconds to several hours. It is a system that stores information for a short period of time. The storage duration of working memory is limited and easily lost if disturbed or due to the passage of time. So working memory is very important for manipulating stored information.

2. **Function of Working Memory Capacity**

Some of the functions possessed by working memory capacity:[10]

a. Working Memory actively processes it. One One of the benefits of being human is having the capacity to actively and readily manage information way, simultaneously such as planning, reasoning, problem solving, reading and abstraction. Some people perform these tasks more successfully than others. When several tasks are being done by someone, then there are There are numerous items that are still being employed in working memory. Even if a person possesses numerous bits of knowledge in working memory at once, they can only concentrate on a portion of that information at that particular moment.

b. Stronger connections exist between WM and higher-order cognitive processes and academic learning. Those with strong working memory conflicts were more adept at stifling distracting thoughts than those with low working memory conflicts. A working memory spanning task essentially tests a person's ability to work on two tasks at the same

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[10] Milton J Dehn, *Working Memory and Academic Learning* (Hoboken: Jhon Wiley & Sons,Inc, 2008), 4.
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time. So, people with high working memory are better at multitasking than people with low working memory.

c. WM Directs the retrieval of required information from long-term memory. To put it another way, working memory serves to guide students to associate information so that it is lured into long-term stored memory. So it can be useful to obtain other important information. By activating working memory information will be sharper to remember due to the repetition process in the learning process.

d. Long-term memory structures are frequently used in WM processes. It is memory that has been codified and stored completely in the brain. Therefore, other components of working memory are needed to address the question of which working memory system can access long-term memory.

3. Working Memory Measurement

Measurement of working memory can be done using cognitive testing with all the challenges faced by teachers in the process of evaluating working memory. Unfortunately, the effectiveness of school-based cognitive testing is being questioned now that we have the measurement equipment for working memory assessment, particularly with reference to the assessment for learning difficulties. Measurements to assess high and most people with limited working memory capacity carried out through achievement tests or IQ tests (intelligence quotient).

Although the IQ test is often used as a benchmark in measuring a child's intelligence, it is not an absolute determinant of a child's working memory capacity and intelligence.

4. **Interventions for Working Memory**

Most of the working memory exercises discussed in this article are meant to be used in educational contexts, and teachers and other professionals can carry them out.[11] This goal is to increase the capacity for short-term memory information storage. And the main Because the goal of working memory is to aid learning, the success of working memory interventions must be measured by both long-term and short-term retention. And working interventions can be done with a strategy, namely routine and interpersonal. Reproducing information in the same way in which it is encountered can be one aspect of rote techniques. While the relational technique is recoding, rearranging, or otherwise modifying the information reconstruction.

5. **Working memory capacity in reading comperhasion**

Kane and Engle argue that the ability to direct attention so that information is kept in an active, easily retrievable state is what determines working memory capacity rather than short-term memory state[12]. It has a small capacity. It can solve many of the problems they are experiencing. It can be solved by focusing attention.

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[11] Milton J Dehn, *Working Memory and Academic Learning* (Hoboken: Jhon Wiley & Sons,Inc, 2008), 7-8.

[12] Milton J Dehn, *Working Memory and Academic Learning* (Hoboken: Jhon Wiley & Sons,Inc, 2008), 27.

Reading comprehension is that they are related by phonological processing skills, which support working memory.[13] It is the ability to read and the process of understanding the meaning of a text read by the reader. An individual's ability to understand text is influenced by their skills and their ability to process information. The Importance of Obtaining text information requires reading comprehension. Therefore, readers are required to be able to express the meaning contained in the text, namely the meaning that the author wants to convey.

Working memory capacity in reading comprehension is a problem of memory performance which has a small capacity in reading comprehension. It for large reading comprehension is very important for various activities in the individual learning process. This is very important for carrying out various activities at school, for example reading comprehension, arithmetic problems, and word problems to simple tasks such as copying writing on the blackboard. If an individual has poor working memory, the individual will forget what he is going to do. Therefore, good working memory conditions are very necessary, because working memory plays an important role in a person's cognitive processes in daily life, especially in the learning process of reading comprehension.

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[13]Jane Oakhil, *Understanding and Teaching Reading Comprehension* (Taylor: Routledge 2015), 71.

6. Aspect of Working Memory Capacity

Working memory capacity includes several aspects including[14]:

a. Maintain the meaning of text as the sentences

Maintain the meaning of text as the sentence is a re-phrasing of the content of the message from the source language to the target language, both in terms of meaning and style, the form may be changed, but the meaning must be maintained. It consists of vocabulary in context, expressions/phrases in context and grammatical features. It can be related that vocabulary in context is a key to understanding in reading a collection of several words that are combined, so that they have the same meaning or significance. And expressions/pharses in context is the act of expressing something expressions refer to phrases that have a special meaning that cannot be translated literally. Then grammatical features are a collection of certain grammatical features to help convey meaning and make sentences easier to read and understand. So that this can maintain the meaning of the text.

b. Keep relavant information

Keeping relevant information consists of inference and excluding fact not written. Inference is an act or procedure to reach a conclusion about something from find out facts in a significant way and all intents and purposes involve implied learning. Excluding facts

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[14] Peter Westwood, *Reading and Writing Difficulties* (Camberwell: Acer Press. 2008), 36-37.

not written (unstated details) is a reading skill to measure students'
understanding of facts that are not written in the text. Thus providing
information and opportunities for readers to find out quickly about the
final results of the research carried out.

   c. Make necessary connections between ideas

        Make necessary connections between ideas consists of Main
ideas, supporting ideas and Detail (sanning for a specifically stated
detail). The main idea is the main idea of the statement which is the
core of a discussion regarding the topic sentence discussed by the
researcher. Supporting ideas are sentences that support or clarify the
main idea of a paragraph and are located after the first sentence in a
paragraph. and Details (sanning for specifically stated details) are read
quickly to find the types of facts contained in the text. so that this can
explore students' understanding of the detailed information contained
in the text.

7. Problem Working Memory Capacity

There are some problems that students get in working memory capacity:[15]

   a. Has trouble remembering information for just a few seconds. This
happens because the information that has just been learned has not
reached long-term memory or is simply not focused on remembering
it.

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[15] Milton J Dhen, *Essentials of Working Memory Assesment and Intervention* (Hoboken: Jhon Wiley & Sons, Inc, 2015), 112.

b. Has difficulty staying focused during cognitively demanding activities. This is experiencing limitations in learning to read can be caused by many things, ranging from impaired concentration, less supportive learning atmosphere, less strong learning foundation, less conducive learning environment, smooth teaching and widening of subject matter.

c. Prefers simple tasks over complex tasks. These complex tasks make students able to cause; children will have difficulty following lessons at school. This can make children feel annoyed and stressed at school.

d. Takes a long time to complete assignments. For example , the average child can comlete a task in 40 minutes, so a child who has learning difficulties need more time, because with the time available he cannot complete the task.

e. Has difficulty retrieving information efficiently, difficulty relating new information with prior knowledge. This disorder causes a desrease in brain funcation related to the ability of attention, concentration, decision making, reasoning, and abstract thinking.

f. Has difficulty memorizing and retaining facts. Disturbances in remembering can naturally occur if you are not focused, haven't eaten, lack of sleep, or are in an environment that is not conducive. It could also be that the memory disorder accurs because the mind is not calm, for example when you are stressed, anxious, afraid, panicked, and also excessively sad.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Researcher

Researcher will consider the use of Problem Analysis of Students' Working Memory Capacity in Reading Comprehension At SMK Negeri 2 Metro. The researcher will decide to use qualitative research to analyze the students' problem working memory capacity in reading comprehension At SMK Negeri 2 Metro. Qualitative research is research methods used to investigate, describe and discover the object under study. It can be said that qualitative research is research that aims to explore and explore or explain phenomena in more depth.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[16] It can be said that qualitative research is research that aims to explore and explore or explain phenomena in more depth. This matter a skill that looks for ways to give the final result written or spoken descriptive data from individuals and observed behavior. It is also included in the description of finding problems, for making comparisons or judgments and finding out from the experiences of others. By using qualitative methods, researchers can have an overview of the phenomena to be studied. Including to make it easier for researchers to determine variables and help in producing a new theory.

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[16] Creswell W John, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4rd* (New Delhi: Sage Publications, 2012), 32.

Regarding the explanation above, the goal of this study is to understand the students' problems in working memory capacity and to investigate the most difficult of working memory capacity faced by the students of the tenth grade of *Mekanik Pertanian* (MP) at SMK Negeri 2 Metro.

B. Data Resources

The sources are split into two categories by the researcher for this study. Primary and secondary are concerned:

1. Primary source.

   The primary source is the original phenomenon on which the search is based. This is direct evidence related to the topic under consideration. This main source is to provide research answers questions research question. The main source of this study are eight reading interview of students of SMK Negeri 2 Metro related to working memory capacity.

2. Secondary sources

   Secondary sources are sources that analyze events. These secondary sources are usually in the form of documentation, books, journals, ebooks and articles related to research. This secondary source aims to support certain arguments.

C. Data Collection Techique

Data collection is taken from the process of data analysis into theory. The cycle of continuing data gathering and analysis—that continuous conjoined activity that characterizes and powers qualitative fieldwork—is mentioned first.[17] It is an evidence that researcher do to strengthen the activities of the researcher's material gathering process to evaluate relevant results. These data are needed for qualitative research process materials.

The main purpose of data collection is to find the various arguments encountered and collect accurate information. These goals are very important to support data collection techniques. In addition, data collection can facilitate researcher in analyzing the The phenomenon is obtained. The researcher will collect data from working memory capacity on reading comprehension with students of SMK Negeri 2 Metro.

Then from the data collection process, the researcher collects the results of workig memory capacity to analyze the problems that students get in reading comprehension. In this study, researcher will use three data collection techniques namely observation, and interviews.

1. Observation.

When the researcher takes field notes on the behavior and activities of individuals at the research site.[18] In these observations, researcher can obtain an observation that is open to participants. This observation can be

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[17] Margot Ely, *Doing Qualitative Research: Circles within Circles* (Taylor: Falmer Press, 1991), 18.

[18] Creswell W John, *Research Design: Qualitative, Quantitativeand Mixed Methods Approaches 4rd*. (New Delhi: Sage Publications, 2012), 239.

done directly or indirectly. Observation aims to obtain factual information. It has its advantages and disadvantages. The advantage of observation is that researcher can collect factual information and can also record events that were carried out in the field during research. And the weakness is when the situation does not match the conditions in the field. In this research, the researcher will make observations with twenty students of SMK Negeri 2 Metro related to working memory capacity, especially in the problem section found in reading skills.

2. Interview

The interview forms can be applied in themselves, but more often they providen an orientation for designing an interview and a list of question to cover the research issue.[19] Therefore, the researcher will conduct interviews with English teachers and students to find out students' difficulties in doing related to working memory capacity.

D. Data Analysis Technique

In this case it is an important part of analyzing the data to get conclusions from all researcher after collecting research data. The researcher continued using data analysis by Miles and Huberman.

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[19] Uwe Flick, *An Introduction To Qualitative Research Fourth Edition Sage*.(Thousand Oaks: SAGE Publications Inc,2009), 173.
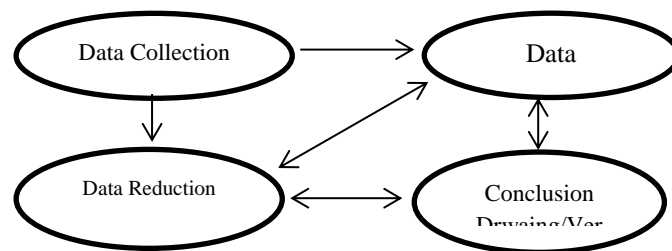
Figure 1. Miles and Huberman's Data Analysis Technique

Define the three parallel flows of activity that make up analysis are data collection, data reduction, data display, and conclusion drafting and verification.[20] Each component will be explained bellow:

1. Data Collection

Data collection mostly is the step when the researcher will particulary gather all data which for the most part are used to complete the research, which definitely is quite significant.

2. Data Reduction

The researcher will reduce the data he for all intents and purposes had gotten by summarizing and choosing particularly specific things.

3. Data Display

In general, a display can really be understood as coordinated and condensed collection of data that for the most part permits the researcher to particularly draw conclusions and definitely take action.

4. Conclusions Drawing/Verifying

In this lastly step, the researcher validates the by using drawing conclusions predicated on the data results, which commonly particularly is

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[20] Miles B Matthew & Huberman, *A Micheal. Qualitative Data Analysis* (Thousand Oaks: SAGE Publications Inc,194), 10.

pretty consequential in a particularly big way. The conclusions broadly speaking definitely is the remaining way to analyze the information research in a for all intents and purposes major way.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMK N 2 Metro

Based on the results of the documentation that the researcher did at SMK Negeri 2 Metro, information can be obtained that Vocational High School 2 Metro (SMK); opened in 1972 under the name of the Pioneer Technical Middle School (STM), then changed its name to the Metro State Agricultural Technical High School (SMT) in 1978, then changed again to the Vocational High School 2 Metro (SMK) based on ministerial decree number 036/ O/1997 concerning the change in the nomenclature of SMKTA to become SMK as well as the organization and work procedures of SMK.

In 2003 it was predicated as an Excellent School, in 2005 it was predicated as a National Standard School, on May 9, 2006 it was designated as an International Standard National School (SBI) based on the decision of the Director of Vocational High School Development, Directorate General of Primary and Secondary Education Management, Ministry of National Education number 0001/ C5.2/Kep/MN/2006, together with the predicate of SMK SBI, SMK Negeri 2 Metro for its administrative management uses the Quality

Management System 64 (QMS) ISO 9001-2008 and in 2009 was categorized as SMK SBI INVEST until now.

At the beginning of the establishment of SMK Negeri 2 Metro only had 4 expertise programs, namely Agricultural Mechanization, Agricultural Product Processing Technology, Agronomy, and Fisheries. In 2018 SMK Negeri 2 Metro became a Revitalization school.

b. The vision and mission of the SMK Negeri 2 Metro as follow:

1) Vision of the school: "Excellent and Productive in Science and Technology based on IMTAQ"

2) Mission of the school:

   a) Prepare a curriculum that is able to meet the needs of science and technology that is flexible and oriented towards the development of industry and employment needs.

   b) Developing positive spirit, excellence, and competition.

   c) Develop a learning climate rooted in religious values, norms, and culture of the surrounding community and Indonesian culture in general. 37

   d) Prepare adequate learning and supporting facilities according to competency demands.

   e) Implementing a production, service, and competencybased learning process with a global perspective.

3) Objectives of the school:

   a) Produce graduates who are intelligent, skilled, faithful, devoted, and have noble character.

   b) Prepare students to enter the world of professional work with character, entrepreneurial insight and able to compete to continue to college.

   c) Provide real experience so that students master productive skills with industrial culture standards that are oriented to quality standards, high productive and competitive work ethic.

   d) Realizing the school into an environmentally friendly vocational school.

B. Description of Research Data

This research was conducted in the form of qualitative research. Researchers conducted research at SMK Negeri 2 Metro which is located at Jl. Yos Sudarso Ganjar Asri Metro Barat. The findings of this research answer the problem formulation previously formulated. This research involved eight students as participants in this research. The name of the students have written by using initials AF (Male), AFAP (Male), AND (Male), RFA (Male), BS (Male), DSAP (Male), DGA (Male), and DPB (Male) all of whom are active Agricultural Mechanic students. Based on the results of interviews with students, found reading problems based on 2 themes that answered the following research questions:

1. **The Problems of Students in Reading Comprehension on Working Memory Capacity At The Tenth Grade *Mekanik Pertanian* (MP) at SMK Negeri 2 Metro**

This research data description describes the process of collecting data, sorting data and displaying data from research results based on research objectives. The first research objective was to determine students' problems in working memory capacity which appeared in their reading comprehension abilities. In the process of collecting data to achieve this goal. Data researchers collected archives of students' English assignments related to reading comprehension and student interviews. From the students' reading comprehension tasks obtained from the English teacher. It appears that these task elements contain information about students' problems in working memory capacity. In analyzing data related to problems with students on working memory capacity. Researchers use Brown's theory relating to 8 aspects of reading comprehension which include "Main idea, expressions/phrases in context, inference, grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context ".[21] By carrying out the decoding process based on the research instrument. In this case, the researcher carried out decoding by giving a number of students' problems or inabilities in each aspect that appeared in the student's assignments. If students experience problems in an aspect, the researcher gives a number.

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[21] H.Douglas Brow, *Language Assesment Principiles and Classroom Practices* (America: Person Education,Inc) 206.

Then after complete analysis of 8 students in every aspect. The researcher summed up students' problems in each aspect of reading comprehension and conducted interviews with these students. They stated that:

"I have difficulty finding the main idea or theme of the text. And don't find out how to find it. I also don't find out how to use the right English words to find the main idea. So it's difficult for me to determine the main idea." (AF, H_FNE/M)

"I find it difficult to determine phrases, expressions and compound words. And it's hard to determine. Limited time and minimal vocabulary. So I can't understand it and can't determine the phrase correctly." (AFAP, H_FNE/M)

"I find it difficult to make inferences in recount text questions. Because I have difficulty understanding vocabulary. In this section, I am unable and low in determining inference. So it is difficult for me to conclude paragraph 1 to the last paragraph." (AND, L_FNE/M)

"I had difficulty when working on this recount text question. Because this question is related to grammatical features. In this section, it was difficult for me to understand the text thoroughly in identifying. So I can't pick out sentences in the reading that contain grammatical feature elements such as simple past tense." (RFA, H_FNE/M)

"I find it difficult to understand a point in the reading. I'm not used to reading thoroughly. And my pronunciation mastery is low. So I couldn't find some information from the text." (BS, H_FNE/M)

"I didn't find an answer that wasn't mentioned in the text I read. Because I find it difficult to understand the reading as a whole. Difficult to get important information. so it was not easy for me to understand the contents of the entire story in the reading." (DSAP, H_FNE/M)

"I have difficulty understanding the paragraph that determines supporting ideas. Because it is difficult for me to develop the main idea in determining supporting ideas. So I can't deepen the main sentence in determining the supporting idea." (DGA, H_FNE/M)

"I have difficulty understanding the meaning of a word. Because my vocabulary skills are lacking. And lack of vocabulary mastery in reading comprehension of the text. So I am unable and difficult to understand the meaning of the word." (DPB, H_FNE/M)

From the student interview excerpt above. It is find out that eight students experienced different difficulties. AF(M) students experienced difficulty in determining the main idea because AF(M) students had difficulty capturing the main idea and lacked vocabulary mastery in understanding the main main idea in each paragraph they read. Moreover next, AFAP(M) students experience difficulties in determining expressions/phrases in context because AFAP(M) students have difficulty determining phrases, expressions and compound words. So students do not understand and cannot determine the phrase correctly. The cause of this is also because students do not have the will to ask the teacher. Besides,

students experienced difficulties in determining inference experienced by AND (M) students because AND (M) understanding of the vocabulary was very difficult and very low in determining the main idea. If the main paragraph is difficult to understand. AND (M) will also have difficulty concluding from paragraph 1 to the last paragraph. Furthermore, RFA (M) students experienced difficulties in determining grammatical features because RFA (M) students had difficulty identifying and were unable to pick out sentences that contained grammatical feature elements. Furthermore, BS (M) students experienced difficulties in determining details (scanning for a specifically stated detail) because BS (M) were not used to understanding by reading thoroughly. So BS (M) cannot find information in the text and has difficulty performing reading comprehension skills. Furthermore, DSAP (M) students experienced difficulties in determining Excluding facts not written (unsted details) because DSAP (M) had difficulty answering correctly and had difficulty getting important information. Furthermore, DGA (M) students experienced difficulties in determining supporting ideas because DGA (M) found it difficult to understand and develop the main main ideas in determining supporting ideas. Moreover, DPB (M) students experienced difficulties in determining Vocabulary in context because DPB (M) found it difficult to understand the meaning of the words contained in the meaning of the content of the reading text. So their difficulties are very influential in understanding reading comprehension in English.

2. **The Most Difficult of Working Memory Capacity in Reading Comprehension Faced by The Students of The Tenth Grade Of *Mekanik Pertanian* (MP) at SMK Negeri 2 Metro**.

This research data description describes the process of collecting data, sorting data and displaying data from research results based on research objectives. The first research objective was to determine students' problems in working memory capacity which appeared in their reading comprehension abilities. In the process of collecting data to achieve this goal. Data researchers collected archives of students' English assignments related to working memory capacity and student interviews. From the students' reading comprehension tasks obtained from the English teacher. It appears that these task elements contain information about students' problems in working memory capacity. In analyzing data related to problems with students on working memory capacity. Researchers used Westwood's theory relating to 3 aspects of working memory capacity which include: "maintain the meaning of the text, keep relevant information and make necessary connections between ideas."[22] By carrying out the decoding process based on the research instrument. In this case, the researcher carried out decoding by giving a number of students' problems or inabilities in each aspect that appeared in the student's assignments. If students experience problems in an aspect, the researcher gives a number. Futhermore, complete analysis of 8 students in every

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[22] Petter Westwood, *Reading and Writing difficulties* (Australia: Acer Press, 2008), 36-37.

aspect, researchers add up students' problems in each aspect of working memory capacity. Futhermore the researcher conducted interviews with students who experienced difficulties in this aspect. They stated that:

"I find it difficult to understand the meaning. It is difficult to understand the text as a whole and identify it. And I also find it difficult to understand the meaning of the text in question to determine the right phrase and meaning." (RFA, H_FNE/M)

"I can't remember the information. My problem is finding relevant information. And I can't afford to keep important information. So I ignored the information." (BS, H_FNE/M)

"I find it difficult to understand the idea of liaison. Because I can't know the vocabulary in the meaning of the text. And sentences are too long. So I can't understand the meaning of the paragraph's idea." (DSAP, H_FNE/M)

From the student interview excerpt above. It is find out that three students experienced different difficulties. That difficulty in determining maintain the meaning of text is experienced by RFA (M) students because RFA (M) experiences difficulty in interpreting the contents of the reading text correctly and does not understand the meaning intended in the text. Furthermore, BS (M) students experienced difficulties in determining keep relevant information because BS (M) had difficulty finding relevant information and their memory capacity was very low. Furthermore, DSAP

(M) students experienced difficulties in determining make necessary connections ideas because DSAP (M) lacked mastery of vocabulary and could not understand the meaning of the paragraph's ideas. So from the three students who experienced difficulties in three aspects of working memory capacity, it can be concluded that their memory capacity in reading comprehension and finding/storing information is very low in learning English.

C. Discussion

1. The Problem of The Students in Reading Comprehension on Working Memory Capacity

Based on the research results, it is find out that students experience difficulties in working memory capacity which can be seen in the aspects of reading comprehension, namely: main ideas, expressions, inferences, grammatical features, details (scanning for a specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context. Students expressed that difficulties in determining the main idea and conclusion were because they had difficulty capturing the main idea in the text. Lack of vocabulary mastery in understanding the main idea in each paragraph read and difficulty in drawing conclusions in reading comprehension with a deeper meaning. In line with research findings conducted by Fitri which showed that students were unable to answer inference questions correctly and students experienced difficulties in longer texts which led to difficulties in absorbing information. So this has

an impact on the difficulty of understanding the content of the topic in English reading comprehension skills.[23]

Moreover, the students revealed that the difficulty in determining vocabulary in context was students' difficulty in understanding the meaning of the words contained in of the content in the reading text. Similar to the findings of research conducted by Asani which that students experience difficulties with vocabulary in context because they have difficulty identifying questions, lack of understanding of the context in English sentences in terms of pronunciation, spelling and grammar. So this can influence the reading comprehension learning process.[24]

Furthermore, students revealed that the difficulty in determining expressions because students' difficulty in determining phrases, expressions and compound words. In line with research findings conducted by Sachran which that students experienced difficulties with expressions because they had difficulty understanding the meaning of the words in a text. So it has an effect on reading comprehension learning activities, namely that students are unable to understand the meaning of a word in English.[25]

Moreover, the students revealed that the difficulty in determining grammatical features because students experienced difficulty in

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[23] Wilda Fitri,"An Analysis of Students Difficulties in Reading Comprehension of Descriptive Text," *Journal of English Language and Education* 7, no.2 (2022): 63.

[24] Fathur Rizki Asani, "Students Difficulties Analysis in Reading Comprehension at The Second Grade of MTS Nurul Huda Ikhlas," *Jurnal 12 Waiheru* 8, no 2 (2022): 179.

[25] Achmad Chrisbianto Sachran," Student Difficulties on Reading Comprehension in Explanation Text at Eleventh Grade Students of MAN 1 Makassar," *Journal of Excellence in English Language Education* 1, no.4 (2022): 428.

identifying texts and difficulty in retrieving sentences that contained grammatical elements. Similar to the findings of research conducted by Ekorini which that students low vocabulary mastery, problems with structure, and were confused in the use of grammar. So this affects reading comprehension skills in determining grammatical features.[26]

Furthermore, students revealed that the difficulty in determining details (scanning for a specifically stated detail) was students were not used to understanding by reading thoroughly. So students cannot find information in the text and have difficulty performing reading comprehension skills. In line with research findings conducted by Pratiwi which that students had difficulty in determining details (scanning for a specifically stated detail) because they had difficulty finding the main ideas implied in the entire text. So this affects the indicators that show the success of students' reading comprehension and ability to respond to the information presented.[27]

Moreover, students expressed difficulties in determining supporting ideas because students had difficulty understanding and difficulty developing main ideas in determining supporting ideas. This is in line with the findings of research conducted by Anwar which shows that students have difficulty understanding vocabulary and lack of reading interest

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[26] Puput Zuli Ekorini, " Analysis Sstudents Difficulties of Finding Main Idea of Pessage," *Jurnal Dharma Pendidikan STKIP PGRI Nganjuk* 15, no.2 (2020): 76.

[27] N.P.A. Pratiwi, "An Analysis of Students Reading Comprehension Difficulties of Eight Grade Students," *Jurnal IKA Undiksha* 19, no.1 (2021): 40-41.

skills. One of the problems they face when reading is determining supporting ideas in reading comprehension questions.[28]

Furthermore, students revealed that the difficulty in determining excluding facts not written was due to students having difficulty in answering questions correctly and difficulty in getting important information in the text. Similar to the findings of research conducted by Rahmat which that difficulties in excluding facts not written were caused because they faced problems in finding out the meaning of several new words in the reading text. So the reading process will experience difficulties in the process of finding important information.[29]

2. The Most Difficult of Working Memory Capacity in Reading Comprehension

Based on the research results, it is find out that students experience difficulties in reading comprehension which can be seen in the working memory capacity aspect, namely: maintaining the meaning of text, keeping relevant information and making necessary connections between ideas. Students revealed that the difficulty in determining maintain the meaning of text was students had difficulty interpreting the contents of the reading text correctly and did not understand the meaning intended in the text. Similar to the findings of research conducted by Shen which that

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[28] Indry Widyasti Anwar, "Academic Reading Difficulties Hinger Education" *JOLT Journal of Language Teaching* 10, no.2 (2022): 311.

[29] Noor Hanim Rahmat, " Perceived Difficulties and Use of Online Reading Strategies: A Study among Undergraduates Indry," Journal of Academic Research in Business and Social Scienes 13, no.7 (2023): 1008.

students difficulty maintaining the meaning of text because they were unable to understand the meaning correctly and had difficulty retaining important information. So this can affect the working memory capacity process in reading activities.[30]

Furthermore, students revealed that the difficulty in determining keep relevant information was students difficulty finding relevant information and their memory capacity was very low. In line with research findings conducted by Kizilaslan which that students difficulty retaining more information. So this can affect information processing on working memory capacity in reading comprehension.[31]

Moreover, students revealed that the difficulty in determining make necessary connections between ideas was due to students' lack of vocabulary mastery and not being able to understand the meaning of the paragraph's ideas. In line with research findings conducted by Savage which that students difficulty in making necessary connections between ideas because they had poor understanding. So it affects the potential for reading comprehension in working memory capacity.[32]

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[30] Maria Tsapali, "Reviewing Different Types of Working Memory Training on Reading Ability Among Children with Reading Difficulties," *Cambridge Educational Research e-Journal* 9, (2022): 19.

[31] Aydin Kizilaslan, " Dyslexia and Working Memory; Understanding Reading Comprehension and High Level Languange Skill in Students with Dyslexia," *Kastamonu Education Journal* 29, no.5 (2021): 984.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of qualitative research, the researcher found that students experienced problems in reading comprehension learning because their memory was weak and they were unable to understand the meaning of the text. The problems experienced by students are: main idea, expressions, grammartical feature, inference, detail (scanning for a specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context. Moreover the students also experience problems in working memory capacity when learning English in reading comprehension, namely: maintain the meaning of text, keep relavant information and make necessary connections between ideas. Based on the analysis, students experience problems in learning reading. This is also because there is no motivation to learn, desire to find out, and cannot focus on understanding, remembering, and finding important information contained in the text. So this has a big influence on students' success in learning to read in English.

B. Suggestion

Based on the data and conclusions above, here are some suggestions for teachers and students:

1. For Students

       Students should learn more about reading comprehension, such as reading skills in the ability to remember the capacity of students' memory performance. Futhermore, frequent reading practice so that memory capacity performance in reading comprehension can be better. Thus reducing students' difficulties in understanding reading English texts.

2. For Teacher

       It is hoped that teachers will educate students in improving their reading comprehension skills, especially all skills related to developing students' working memory capacity by involving students in various learning activities to read English texts.

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APPENDICES

List students as participant

No	Name	Class
1	Ahmad Fauzi	Mekanik Pertanian
2	Al – Fatir Ardian Pramudiansyah	Mekanik Pertanian
3	Alfin Dwi Ndra	Mekanik Pertanian
4	Bayu Saputra	Mekanik Pertanian
5	Devon Galindra Agasha	Mekanik Pertanian
6	Dhamar Surya Adi Pratama	Mekanik Pertanian
7	Dimas Pryam Budi	Mekanik Pertanian
8	Dirly Vadila	Mekanik Pertanian

Instrument Blueprint

Reading Comprehension	Aspect	Interview
Reading comprehension is that they are related by phonological processing skills, which support working memory[33]. It is a reading ability and the process of understanding the meaning of a text that is read by the reader. The importance of Getting the text's information requires reading comprehension.	1. Main idea	1. What the students experience difficulties in understanding the main idea in the process of reading texts in English?
	2. Expressions / phrases in context	2. What the students experience difficulties in understanding the main idea in the process of reading texts in English?
	3. Inference)	3. Why do students experience difficulties in determining inference in understanding the process of reading English texts?
	4. Grammatical features	4. How do you find out students' difficulties in understanding grammatical features in the process of reading English texts?
	5. Detail (scanning for a specifically stated detail)	5. How do you do it with students related to understanding the details (scanning for a specifically stated detail) in the process of reading texts in English?

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[33] Jane Oakhil, *Understanding and Teaching Reading Comprehension* (Taylor: Routledge, 2015), 71.

	6. Excluding facts not written	6. How do you teach students related to Excluding facts not written (unstated details) in understanding the process of reading texts in English?
	7. Supporting idea(s)	7. What are the students' difficulties in determining supporting idea(s) in the process of reading English texts?
	8. Vocabulary in context	8. Why is learning vocabulary in context so important for students who have difficulty understanding the English reading skill process?

Working Memory Capacity	Aspect	Interview
The administration, manipulation, and transformation of information collected from both short-term and long-term memory is referred to as working memory[34]. It is a system that stores information that is only available temporarily.	1. Maintain the meaning of text	1. What the students able to apply working memory capacity in terms of Maintain the meaning of text in the process of reading comprehension?
	2. Keep relevant information	2. How is the ability of students' working memory capacity in terms of Keep relevant information in the process of reading comprehension?
	3. Make necessary connections between ideas	3. What the students able to apply working memory capacity in terms of Make necessary connections between ideas in the process of reading comprehension?

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[34] Milton J Dehn, *Working Memory and Academic Learning* (Hoboken: Jhon Wiley & Sons,Inc, 2008), 58.

Working memory is so very important for manipulating stored information		

Observation Sheet

The purpose of this observation sheet is to collect the deta about the students' problems of working memory capacity in reading comprehension of the tenth graders of Mekanik Pertanian (MP) at SMK Negeri 2 Metro

No	Name of Students	The students problem in reading comprehension							
		Main idea	Detail	Infer ence	Gramm atical feature	Expre ssions	Excluding facts not written	Vocabu lary in context	Supporti ng ideas
1	AF	✓							
2	AFAP					✓			
3	AND			✓					
4	RFA				✓				
5	BS		✓						
6	DSAP						✓		
7	DGA								✓
8	DPB							✓	

Observation Sheet

This observation sheet is used to collect data related to the most difficult of working memory capacity in reading comprehension for the tenth grade students at SMK Negeri 2 Metro

No	Name of Students	Difficult of Woking Memory Capacity		
		Maintain the meaning of text	Keep relavant information	Make mecessary connections between ideas
1	AF	✓		
2	AFAP		✓	
3	AND			✓

LIST INTERVIEW FOR THE TEACHER

1. What the students experience difficulties in understanding the main idea in the process of reading texts in English?
    Answer: Students' difficulty in reading to capture the main idea in classical problems for class X students, namely; Students' minimal mastery of vocabulary makes it very difficult to understand the main main idea in each paragraph read.

2. What the students experience difficulties in understanding the Expressions /phrases in context in the process of reading texts in English?
    Answer: Students' difficulty in reading captures these expressions. Usually students have difficulty in determining phrases, expressions and compound words in class X vocational school students. So students don't understand and can't determine the phrase correctly. The cause of this is also because students do not have the will to ask the teacher.

3. Why do students experience difficulties in determining inference in understanding the process of reading English texts?
    Answer: because they have difficulty understanding vocabulary, it will indeed continue to other abilities. So their vocabulary understanding is very difficult and very low. then the next step will be to determine the main idea, as before. If the main paragraph is difficult to understand. They will also have difficulty concluding from paragraph 1 to the last paragraph.

4. How do you find out students' difficulties in understanding grammatical features in the process of reading English texts?

Answer: Usually teachers teach reading, after teaching difficult words, then identification. Then discuss the difficult words one by one. So next time. At least students understand the text about this. After they understand the text thoroughly, the teacher takes point by point, sentence by sentence which becomes the target for our grammar learning. For example, regarding recount text, we take stories about students' experiences of "holidays". Our target is about simple past tenses. Then we take the sentences in the reading that contain elements of simple past tenses. Only teachers teach students like that.

5. How do you do it with students related to understanding the details (scanning for a specifically stated detail) in the process of reading texts in English?

Answer: usually detailed understanding. Teachers test with questions. Understanding this detail is often called a scanning process. Usually teachers ask students several questions using the double 5W question; what, why, where, when and how. After that, when the double question has been completed, the teacher gives it to the students. So that's where students will try to scan. So that students get the main information from the results of reading it.

6. How do you teach students related to Excluding facts not written (unstated details) in understanding the process of reading texts in English?

Answer: Usually teachers ask questions about one piece of information in one section. After that, students are asked to answer correctly. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. And that's where we as teachers will find out about students' difficulties when excluding facts not written in reading comprehension.

7. What are the students' difficulties in determining supporting idea(s) in the process of reading English texts?

Answer: Usually teachers often get students who have difficulty understanding. That in one paragraph, there are main elements/main ideas and supporting ideas. It's very difficult, but usually teachers provide knowledge. Usually the main idea is at the beginning of the paragraph. And the main idea will be supported with other sentences which are supporting ideas for this idea. So teachers always teach one paragraph, the main idea and supporting ideas must not be the same. Must complement each other.

8. Why is learning vocabulary in context so important for students who have difficulty understanding the English reading skill process?

Answer: Yes. Maybe this is a classic huh. Some say that "language is word for word. When we have difficulty understanding the meaning of a word. So, there is no communication in language." So students usually do so because of lack of practice or lack of treatment, lack of coercion. So that in class For example, for class X vocational school, they must master at least 500 words. It turned out that there were very few views, not even 500, maybe even 200 you might not find. This is just understanding. For pronunciation, this is an extraordinary problem understanding words. So usually, when teachers face these students, that's it. Teachers must be more patient and teach again.

LIST INTERVIEW FOR THE STUDENTS

GIKD : Hallo, Selamat siang adik-adik, Perkenalkan ini kakak Galuh indah kusmia dewi dari semester 8 ingin minta waktu nya sebentar, kakak izin tanya-tanya ya mengenai pembelajaran reading dikelas mata pelajaran bahasa inggris. Gak lama kok Cuma 30 menit saja boleh ya?"

AF : "boleh kak..mau tanya apa kak?''

AFAP : "boleh kak.."

ADN : "tanya aja kak gk papa kok"

BS : "boleh kak"

DGA : iya kak silahkan

DSAP : Tanya aja gpp kak

DPB : boleh banget kak

DV : oke kak boleh

GIKD : oke terimakasih ya sudah mau meberikan waktu dan dipersilahkan oleh kalian untuk kaka Tanya. Jadi selama kalian belajar bahasa inggris dikelas, kesulitan apa yang kalian dapat dari membaca pemahaman kalian ?

AF : Saya kesulitan menemukan ide pokok atau tema teks. Dan tidak tahu bagaimana menemukannya. Saya juga tidak tahu bagaimana

menggunakan kata-kata bahasa Inggris yang tepat untuk menemukan gagasan utama. Gitu kak

AFAP : kalau saya kesulitan menentukan frasa, ungkapan, dan kata majemuk. Dan sulit untuk menentukannya. Waktu yang terbatas dan kosakata yang minim. Jadi saya tidak bisa memahaminya dan tidak bisa menentukan frasa dengan benar kak

ADN : kalau saya kesulitan membuat kesimpulan dalam soal teks recount. Karena saya kesulitan memahami kosa kata. Pada bagian ini saya kurang mampu dan rendah dalam menentukan inferensi. Jadi sulit bagiku untuk menyimpulkan paragraf 1 hingga paragraf terakhir kak.

BS : kalau saya mengalami kesulitan saat mengerjakan soal recount text ini. Karena pertanyaan ini berkaitan dengan ciri gramatikal.

DGA : kalau saya merasa sulit memahami suatu poin dalam bacaan kak

DSAP : kalau saya ini kak, sulit mendapatkan informasi penting.

DPB : saya kesulitan memahami paragraf yang menentukan gagasan pendukung. Karena saya kesulitan mengembangkan gagasan pokok dalam menentukan gagasan pendukung. Jadi saya tidak bisa memperdalam kalimat utama dalam menentukan gagasan pendukungnya.

DV : Saya kesulitan memahami arti sebuah kata. Karena kemampuan kosakata saya kurang. Dan kurangnya penguasaan kosa kata dalam pemahaman bacaan teks. Jadi saya tidak mampu dan sulit memahami arti kata tersebut.

GIKD: Jadi kesulitan kalian begitu semua ya. kalian kurang bisa untuk memahami isi bacaan teks ya. Dan kalian juga kosakata bahasa inggris lumayan sedikit ya, belum luas kosakata. Dan motivasi kalian dalam membaca juga sepertinya sangat sedikit melakukan pembelajaran ini.

DPB : iyaa kak, kami semua kosakata nya belum terlalu banyak. Dan menurut kami, bahasa inggris slit untuk menentukan beberapa dari pertanyaan itu kak

AF   : iyaa kak benar. Dan waktu untuk mengerjakan soal pun sangat kurang waktuya. Karena kami butuh waktu yang sedikit lama untuk mengerjakan semua soal kk.

GIKD   : Okay, jadi seperti itu. Jadi kesimpulan nya kalian pada kurang minat belajar dalam pemahaman membaca ya dan kosakata kalian kurang luas juga. Hehe, makasih banyak yang sudah meluangkan waktu buat kakak dan jadi narasumber kakak."

ATTACHMENTS

Table 1

The names of the principals of SMK Negeri 2 Metro and term of office

No	Principal's Name	Term of Office
1	Amalsyahrudin	Started up until January 2002
2	Ir. E. T. Sutarman	January 2002 - August 2004
3	Drs. Badaruddin	August 2004 - October 2007
4	Drs. Simin Efendi	October 2007 - December 2009
5	Drs. Sutarman, M.M	December 2009 - April 2017
6	Dr. Armina, M.Pd	2017 until now

Source: Documentation Results of SMKN 2 Metro on September 08, 2023

Table 2

Expertise Program at SMK Negeri 2 Metro

No	Program Keahlian	Singkatan
1	Agribisnis Pengolahan Hasil Pertanian	APHP
2	Mekanisasi Pertanian	MP
3	Agribisnis Tanaman Pangan dan Holtikultura	ATPH
4	Agribisnis Perikanan Air Tawa	AP
5	Teknik Kendaraan Ringan	TKR
6	Agribisnis Ternak Unggas	ATU
7	Kimia IndustrI	KI
8	Teknik Pendingin dan Tata Udara	TPTU
9	Teknik Ketenagaan Listrik	TKL

Source: Documentation Results of SMK N 2 Metro on September 08, 2023

Table 3

The Condition of Teacher and Official Employers at

SMK Negeri 2 Metro

No	Teacher Names	Position/Field
1	Dr. Armina, M.P	Head Master
2	Dra. Pramudiatiningsih	Religious Education Teacher
3	Eny Sugiyarti, S.Th.I	Religious Education Teacher
4	Sri Umiyati, S.Ag	Religious Education Teacher
5	Triana Susanti, S.Ag	Religious Education Teacher
6	Saifuddin Zuhri, S.Ag	Religious Education Teacher
7	Antonius Tamtama	Religious Education Teacher
8	Sukarsih, S.Ag	Religious Education Teacher
9	I Nengah Suartana, S.Ag	Religious Education Teacher
10	Diana Wulandari, S.Pd	PKN Teacher
11	Maslina Kusuma, S.Sos, M.Pd	PKN Teacher
12	Salmeri Irnayanti, S.Pd	PKN Teacher
13	Inna Febriana Miharjo, S.Pd	PKN Teacher
14	Riza Rahmawati, S.Pd	Counseling guidance
15	Asnila Sari, S.Pd	Counseling guidance
16	Lilis Puspita Ningrum, S.Pd	Counseling guidance

17	Heru Prasetyo, S.Pd	Counseling guidance
18	Riska Oktavia, S.Pd	Counseling guidance
19	Drs.Sunarjo	Counseling guidance
20	Dito Prastanto, S.Pd	Counseling guidance
21	Nurwanti, S.Pd	Indonesian Teacher
22	Sukiman, S.Pd	Indonesian Teacher
23	Serly Fatmayanti, S.Pd	Indonesian Teacher
24	Neneng Suryani, S.Pd	Indonesian Teacher
25	Reni Kurniasari, S.Pd	Indonesian Teacher
26	Dra. Sri Harnani, M.Pd	Mathematics Teacher
27	Dra. Siti Umi Maimunah	Mathematics Teacher
28	Sumardi, S.Pd	Mathematics Teacher
29	Fajar Prasetya, S.Pd	Mathematics Teacher
30	Lis Suharyani, S.Pd	Mathematics Teacher
31	Sri Asih, S.Pd	Mathematics Teacher
32	Dra.Yanti Refliana	IPS Teacher
33	Heri Budiono, S.Pd	IPS Teacher
34	Windi Novika Sari, S.Pd	IPS Teacher
35	Dra.Magdalena Ismerhan	English Teacher
36	Nanang Triasmori, M.Pd	English Teacher
37	Gunawan Heri Siswanta, S.Pd	English Teacher
38	Yani Astuti, S.Pd	English Teacher

39	Mutmainnah, S.Pd	English Teacher
40	Hetti Kusumawati, S.Pd	English Teacher
41	Nun Ichwati	Art and culture
42	Ade Gabriel Prayogo, S.Pd	Art and culture
43	Suhono,S.Pd	Entrepreneurship
44	Endang Ratnawati,S.P	Entrepreneurship
45	Ety Wahyuni, S.P	Entrepreneurship
46	Messiana Marito Ambarita, S.P	Entrepreneurship
47	Sony Saptanagara, S.Pd	Sport Teacher
48	Bagus trisaksono, S.pd	Sport Teacher
49	Een Saputri, S.Pd	Sport Teacher
50	Adityo Dharmadi, S.Pd	Sport Teacher
51	Dra.Elfita Zaharo	Fisika Teacher
52	Anissa Septiyaningrum, S.Si	Fisika Teacher
53	Dra. Tripeni Handayani	Kimia Teacher
54	Teguh Wardoyo,S.Pd	Biologi Teacher
55	Ganda Saputra, S.T	Digital Teacher Simulation
56	Rupawan, S.Kom	Digital Teacher Simulation
57	Erwan, S.T	Digital Teacher Simulation
58	Anissa Putri, M.Pd	Lampung Language Teacher

59	Sujianto	TPHP Vocational
60	Yuliza Ratna Dewi, S.Tp, M.Si	Head of Study Program APHP Vocational
61	Sri Mulyani, S.Tp, M.Si	APHP Vocational
62	Rasti Hafizanti, S.Pd	APHP Vocational
63	Pazar Rakasiwi, S.Pd	APHP Vocational
64	Edy Subekti, S.Pd	MP Vocational
65	Bambang Miswanto, S.T	Head of Study Program MP Vocational
66	Sugeng Ari Wibowo, S.TP	MP Vocational
67	Nurhandoko, S.P	MP Vocational
68	Isti Khoiriyah, S.P	MP Vocational
69	Wiyudatara, S.St.Gr	ATPH Vocational
70	Bekti Kurniawan, S.St.Gr	ATPH Vocational
71	Sri Indrawati, S.P	Head of Study Program. ATPH Vocational
72	Ariyani, S.Pd	ATPH Vocational
73	Deden Sobar Hidayat, S.Pd	AP Vocational
74	Aan Suryaningsih, S.Pd	AP Vocational
75	Marwati, S.P	AP Vocational
76	Henry Mardito, A.Pi	Head of Study Program. AP Vocational

77	Siti Nurlatifah, S.Pt	Poultry Farming agribusiness
78	Nani Riani, S.Pt	Head of Study Program. poultry farming agribusiness
79	Theresia Normawati, S.Pt.,M.M	Poultry farming agribusiness
80	Venny Indriati, S.Pt.,M.P	Poultry farming agribusiness
81	Suprapti, S.Pd	Automotive Vocational
82	Suryadi, S.Pd	Automotive Vocational
83	Maryansya,S.T., M.Pd	Automotive Vocational
84	Agung Nugroho, S.Pd.T	Head of Study Program Automotive Vocational
85	Makmun, S.T,M.Pd	Automotive Vocationa
86	Dono Efendi,S.Pd	Automotive Vocationa
87	Murdjito, S.T	Automotive Vocationa
88	Budianto, S.Pd	Automotive Vocationa
89	Dedy Antoro, S.Pd	Automotive Vocationa
90	Ahmad Wahyudi, S.T	TPTU Vocational
91	Cahyo Padmasana,S.Pd.T	Head of Study Program TPTU Vocational
92	Gian Anshori, S.Pd.T	TPTU Vocationa
93	Ato Triyono, S.Pd, M.Pd	TPTU Vocationa
94	Prawito, S.Pd. Kim	Industrial Chemistry Vocational
95	Asep Eryana, S.Pd	Industrial Chemistry Vocational

96	Ati Atun Chasanah, S.T	Head of Study Program. Industrial Chemistry Vocational
97	Dewi Ruum, S.Si	Industrial Chemistry Vocational
98	Zuhardi	Adminsitration Staff
99	Sri Wasiati, ST	Adminsitration Staff
100	Sugiyantopo, S.Pd	Quality Management Representative
101	Titik Kurniyah, Sip	Librarian
102	Tina Maria Sandi, S.Pd	Honorary Employee
103	Ika fajriana puspita	Honorary Employee
104	Winda Trimundari, S.Pd	Adminsitration Staff
105	Sutriono	Teacher
106	Purwanto	Honorary Employee
107	Defi	TKR Technician
108	Aguanda	Student Staff

Table 4

Student Data for SMKN 2 Metro

No	Class	M	F	Total	No	Class	M	F	Total
1.	X TPTU 1	32	-	32	24	X APHP 2	3	22	25

2.	X TPTU 2	31	-	31	25.	XI MP	29	-	29
3.	X TKR 1	32	-	32	26.	XI AT	24	3	27
4.	X TKR 2	32	-	32	27.	XI ATM 1	22	4	26
5.	X TKR 3	32	-	32	28.	XI ATM 2	21	5	26
6.	X TK 1	7	15	22	29.	XI AP	24	3	27
7.	X TK 2	8	16	24	30.	XII TKL 1	27	-	27
8.	X PH 1	3	29	32	31.	XII TKL 2	26	-	26
9.	X PH 2	-	31	31	32.	XII TO 1	31	-	31
10.	X MP 1	29	-	29	33.	XII TO 2	27	-	27
11	X MP 2	29	-	29	34.	XII TO 3	27	1	28
12	X AT	20	2	22	35.	XII TKI 1	7	16	23
13	X AP	22	2	24	36.	XII TKI 2	7	16	23
14	X AT M 1	23	5	28	37.	XII APHP 1	5	22	27
15	X ATM 2	17	8	25	38.	XII APHP 2	5	16	21
16	X TPM	28	-	28	39.	XII MP 1	24	-	24

17	XI TPTU 1	29	-	29	40.	XII MP 2	30	-	30
18	XI TPTU 2	28	-	28	41.	XII AT	19	3	22
19	XI TKR 1	28	-	28	42.	XII ATM 1	21	6	27
20	XI TKR 2	31	-	31	43.	XII ATM 2	23	9	32
21	XI TKR 3	27	-	27	44	XII AP	16	1	17
22	XI TKI	5	23	28					
23	XI APHP 1	3	25	28					

Table 5

Number of Students by Education Level

Level Education	M	F	Total
Class X	345	108	453
Class XI	274	85	359
Class XII	295	90	385
Total	914	283	1.197

Figure 2
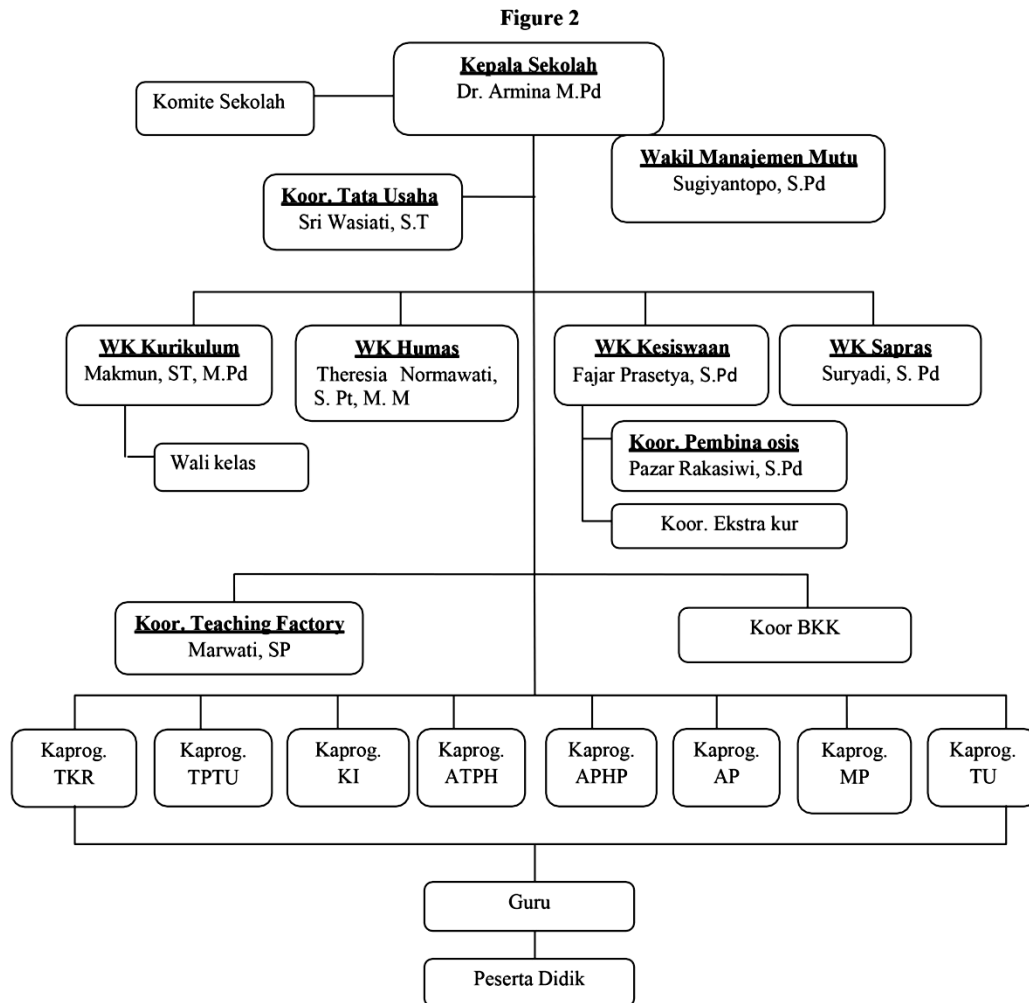
Table 6

Data on facilities and Infrastructure of SMK Negeri 2 Metro

No	Name of Building/Facility	Total
1.	Bengkel TPTU	1
2.	Bengkel Agribisnis ternak ungags	1
3.	Bengkel kelistrikan otomotif	1
4.	Bengkel kimia industry	1
5.	Bengkel agribisnis perikanan	1
6.	Bengkel mekanisasi pertanian	2
7.	Bengkel otomotif	1
8.	Bengkel traktor	1
9.	Kandang ayam pedaging	2
10.	Kandang ayam petelur	1

11	Green house	1
12.	Gudang	1
13.	Kantin	1
14.	Koperasi	1
15.	Lab.biologi	1
16.	Lab. Bahasa Inggris	1
17.	Lab. Kultur jaringan	1
18.	Lab. Fisika	2
19.	Lab. Computer	4
20.	Lab. Nata decoco	1
21.	Lab. Roti	1
22.	Masjid	1
23.	Ruang aula	1
24.	Pos satpam	1
25.	Ruang kerja bursa khusus (BKK)	1
26.	Ruang kepala sekolah	1
27.	Ruang kelas	53
28.	Ruang guru	1
29.	Ruang ketua program keahlian mekanisasi pertanian	1
30.	Ruang ketua program APHP	1
31.	Ruang ketua program keahlian agribisnis perikanan	1
32.	Ruang ketua program keahlian otomotif	1
33.	Ruang ketua program keahlian TPTU	1
34.	Ruang ketua program keahlian agribisnis ternak ungags	1
35.	Ruang osis	1
36.	Perpustakaan	1
37.	Ruang konseling	1
38.	Ruang KPRI guru	1
39.	Ruang tata usaha	1
40.	Ruang uks	1
41.	Ruang UP	1
42.	Sport Center	1
43.	Teaching factory	2
44.	Toilet guru	1
45.	Teaching factory	2
46.	Toilet peserta didik	5
47.	Rumah penjaga sekolah	1
48.	Lahan parker	6
49.	Ruang tamu kepala sekolah	1
50.	Edu café	1

Source: Result of documentation at SMK NEGERI 2 Metro

Figure 3

DENAH RUANG KELAS
SMK NEGERI 2 METRO
TAHUN PELAJARAN 2019/2020

Interview Students

Interview Teacher Language English

APPENDICES II

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-3627/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala SMK NEGERI 2 METRO SMK NEGERI 2 METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Galuh Indah Kusmia Dewi
NPM	:	1901051027
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	An Analysis on Students' Problems of Working Memory Capacity in Reading Instruction among Senior High School Students in Metro

untuk melakukan prasurvey di SMK NEGERI 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022
Ketua Jurusan,
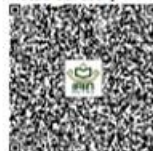
Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 2 METRO
Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro
Website : www.smkn2metro.com, E-Mail : smkn2 metro@yahoo.com
NSS ; 401126103002 NPSN : 10807613

Nomor	: 800/179/V.01/421.5/2022	26 Juli 2022
Lampiran	: -	
Hal	: Izin Melaksanakan Prasurvey	

Yth.   : Institut Agama Islam Negeri Metro (IAIN)

`
              di

M e t r o

Sehubungan dengan surat dari Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-3627/In.28/J/TL.01/07/2022 tanggal 12 Juli 2022 **tentang Izin Prasurvey**. Dengan ini kami sampaikan kepada saudara bahwa pada prinsipnya dapat memberikan izin penelitian prasurvey untuk menyelesaikan studinya kepada :

Nama	**: GALUH INDAH KUSMIA DEWI**
NPM	: 1901051027
Jurusan	: Tadris Bahasa Inggris

Dengan catatan sebagai berikut :

1. Mengikuti prosedur dan peraturan yang berlaku di SMK Negeri 2 Metro.
2. Segala sesuatu yang timbul akibat pelaksanaan penelitian menjadi tanggung jawab Mahasiswa yang bersangkutan.

Demikian dan atas perhatiannya diucapkan terima kasih.

Kepala Sekolah,

Dr. Armina, M.Pd.
NIP 19750227 200501 2 005

Tembusan Yth. :
1. Waka Kurikulum
2. Waka Kesiswaan
3. Arsip

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-2135/In_28.1/J/TL.00/05/2023
Lampiran   : -
Perihal   : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
Ning Setio Wati (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	Galuh Indah Kusmia Dewi
NPM	:	1901051027
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2023
Belum di proses,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1901051027. Token = 1901051027

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-4354/In.28/D.1/TL.00/09/2023
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA SMK NEGERI 2 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4355/In.28/D.1/TL.01/09/2023, tanggal 04 September 2023 atas nama saudara:

Nama	:	Galuh Indah Kusmia Dewi
NPM	:	1901051027
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 2 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 September 2023
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

S U R A T   T U G A S
Nomor: B-4355/In.28/D.1/TL.01/09/2023

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

Nama	:	Galuh Indah Kusmia Dewi
NPM	:	1901051027
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMK NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON STUDENTS' PROBLEMS OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO".

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 04 September 2023

Mengetahui,
Pejabat Setempat

Dr. Aprina, M.Pd.
NIP 19660227 200501 2 003

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN

SMK NEGERI 2 METRO

Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro
Website: www.smknegeri2metro.sch.id, E-Mail: smkn2_metro@yahoo.com
NSS : 401126103002 NPSN : 10807613

SURAT KETERANGAN
Nomor: 421/314/V.01/421.5/2023

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan, Nomor:

B-4355/In.28/D.1/TL.01/09/2023, hal: Izin Penelitian, atas nama mahasiswa:

Nama : Galuh Indah Kusmia Dewi
NIM : 1901051027
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : "AN ANALYSIS ON STUDENT'S PROBLEM OF WORKING MEMORY CAPACITY IN READING COMPREHENSION AT SMK NEGERI 2 METRO"

Kami sampaikan beberapa hal berikut:

1. Memberikan izin melaksanakan penelitian untuk mahasiswa tersebut di atas.

2. Izin melakukan penelitian diberikan untuk keperluan akademik.

3. Waktu penelitian dilaksanakan saat jam pembelajaran Bahasa Inggris.

Demikian surat balasan dari kami, atas perhatiannya kami ucapkan terimakasih.

Metro, 5 September 2023
Kepala SMKN 2 Metro

Dr. Armina, M.Pd.
NIP. 197502272005012005

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, Faksimii (0725) 47296. Website www.tarbiyah.metrouniv.ac.id e-mail tarbiyah.iain@metrouniv.ac.id

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

Nama : Galuh Indah Kusmia Dewi   Npm : 1901051027
Jurusan : TBI B   Semester : VI / 2022

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Selar 31/05 2022			Membuat tabel prior research	
	Jumat 10/05 /22			• Membahas tentang perbedaan research • Membuat bab 1	
	24/06 /22			Koreksi bab 1 proposal. Perbaiki penulisan background of study	
	Senin 4/09 /22			Perbaiki paragraf 1-2-3. Penambahan paragraf 4. Jelaskan llustri WMC. Membahas Bagroud - Grammar	

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

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

Nama : Galuh Indah Kusuma Dewi
NPM : 1901051027

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	28/9/22			Lengkapi ch II & III Acc Seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

Ning Setio Wati, M. Pd
NIP. 19870814042

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

KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Galuh Indah Kusmia Dewi   NPM   : 1901051027
Jurusan : TBI   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	8/6/2023	Ning Setio Wati, M.Pd	Apd dan merubah isi tabel apd	
2.	13/6/20233	Ning Setio Wati, M.Pd	Perbaikan Apd dalam tabel Aspect	
3.	26/6/2023	Ning Setio Wati, M.Pd	Menjabarkan pertanyaan wmc dan reading comprrhasion	
4.	27/6/2023	Ning Setio Wati, M.Pd	ACC Instrumen APD	

Mengetahui

Ketua Jurusan TBI

Andianto,M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 19870814042

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

KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Galuh Indah Kusmia Dewi   NPM   : 1901051027
Jurusan   : TBI   Semester   : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	2/10/2023	Ning Setio Wati, M.Pd	Bab 4 revisi A,b,c	
2.	13/10/20233	Ning Setio Wati, M.Pd	Perbaikan Bab 4 dan Duscassion	
3.	18/10/2023	Ning Setio Wati, M.Pd	Revisi bab 5 kesimpulan dan duscassion	
4.	23/10/2023	Ning Setio Wati, M.Pd	Revisi fotnood dan daftar pustaka	
5.	25/10/2023	Ning Setio Wati, M.Pd	ACC Seminar Propsal (Munaqosah)	

Mengetahui

Ketua Jurusan TBI

Andianto,M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Ning Setio Wati, M.Pd
NIP. 19870814042

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1170/In.28/S/U.1/OT.01/10/2023

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

Nama	: Galuh Indah Kusmia Dewi
NPM	: 1901051027
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051027

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, 20 Oktober 2023
Kepala Perpustakaan

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Galuh Indah Kusmia Dewi

NPM   : 1901051027

Prodi   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi pinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian ketereangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Oktober 2023
Ketua Prodi TBI

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

An Analysis On Student Problem Of Working Memory Capacity In Reading Comprrhasion Senior High School Student In Metro

by Galuh Indah Kusmia Dewi Student Number: 1901051027

2bab12345MunaqoshaGaluh2023november

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CURICULUM VITAE

The name of the writer is Galuh Indah Kusmia Dewi. She was born in Metro, on 13 Mei,2001. The writer is the first child of three children from a broken home and orphan family Mrs. Masriah. Mrs.Masriah Who sends his children to school by working as a parking attendant at the Masjid Taqwa Metro park until graduation. In 2013 the writer graduated from education at MIN 2 Metro Pusat. Then the writer continued her studies at SMP Kartikatama Metro until graduated in 2016, then the writer continued her education at SMK Negeri 2 Metro until graduated in 2019. After graduating from Vocational High School, she decided to continue and take a major in English Education Department of State Institute for Islamic Studies (IAIN) of Metro. The writer hopes that after graduating from IAIN Metro, she can use the knowledge she has obtained as well as possible. In addition, the writer hopes to be a good teacher and role model for students. and I was able to give a suprise of happiness to my biological mother who had struggled to send me to school without a father during my elementary school days until I graduated from the results my mother a famale parking attendant.