AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN GAP-FILLING TASKS IN READING SKILL AMONG THE SEVENTH GRADERS AT MTS MA'ARIF NU 6 TAMAN NEGRI

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

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Presented as a Partial Fulfillment of the Requirements

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By:

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APPROVAL PAGE

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It has been agreed sp it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr. Wb

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Assalamu'alaikumWr. Wb

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh :

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Sudah kami setujui dan dapat dimunaqasyahkan. Demikian harapan kami atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb

Mengetahui,
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An Undergraduate thesis entitled: **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN GAP-FILLING TASKS IN READING SKILL AMONG THE SEVENTH GRADERS AT MTS MA'ARIF NU 6 TAMAN NEGRI** . Written by: Eva Imroatul Muffidah, Student Number 1701070016, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 20th, 2022 at 09:00 – 11:00 a.m

BOARD OF EXAMINERS:

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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN GAP-FILLING TASKS IN READING SKILL AMONG THE SEVENTH GRADERS AT MTS MA'ARIF NU 6 TAMAN NEGRI

ABSTRACT

By: Eva Imroatul Muffidah

The objectives of this research are to identify the students` difficulties in facing gap-filling tasks in reading skill and to analyze the causes of students` difficulties in facing gap-filling tasks in reading skill of the seventh graders at MTs Ma'arif NU 6 Taman Negri. The researcher analyzed those phenomena based on the consideration of the students' problem in gap-filling tasks investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of gap-filling tasks.

The method of this research was qualitative research in the form of a case study carried out at MTs Ma'arif NU 6 Taman Negri. The primary source of this research was the gap-filling tasks assignment result of the students at MTs Ma'arif NU 6 Taman Negri. The total number of the students were 21 students. The researcher used data collected through documentation, observation, and interview in the collecting data.

The results of this study are first related to students` difficulties in working on gap-filling tasks in reading skills which can be seen from sub aspects to grammatical feature 26 uses (32%), ideas helping 25 uses (31%), and vocabulary in context 30 uses (37%). In addition, Students` difficulties in working on gap-filling tasks in reading skills include students tend to feel bored in working on gap-filling tasks. Students find it difficult in the process of identifying the meaning contained in gap-filling tasks and students don't really pay much attention to focusing on working on gap-filling tasks.

Keywords: Gap-filling Tasks, Reading Skills, Students` Difficulties.

ANALISIS KESULITAN SISWA DALAM MENGISI TUGAS TITIK RUMPANG KETERAMPILAN MEMBACA SISWA KELAS TUJUH DI MTS MA'ARIF NU 6 TAMAN NEGRI

ABSTRAK

Oleh: Eva Imroatul Muffidah

Tujuan dari penelitian ini adalah untuk mengidentifikasi kesulitan siswa dalam menghadapi tugas mengisi celah dalam keterampilan membaca dan menganalisis penyebab kesulitan siswa dalam menghadapi tugas mengisi celah dalam keterampilan membaca siswa kelas tujuh di MTs Ma'arif NU 6 Taman Negri. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam tugas mengisi celah yang diselidiki dalam proses pra-survei. Oleh karena itu, diharapakan penelitian ini bermanfaat dalam menggambarkan fenomena tugas mengisi kesenjangan.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di MTs Ma'arif NU 6 Taman Negri. Sumber utama penelitian ini adalah hasil penugasan tugas pengisi kekosongan siswa MTs Ma'arif NU 6 Taman Negri. Jumlah seluruh siswa adalah 21 siswa. Peneliti menggunakan data yang dikumpulkan melalui dokumentasi, observasi, dan wawancara dalam mengumpulkan data.

Hasil penelitian ini pertama terkait dengan kesulitan siswa dalam mengerjakan tugas mengisi celah dalam keterampilan membaca yang dapat dilihat dari sub aspek fitur gramatikal 26 penggunaan (32%), ide membantu 25 penggunaan (31%), dan kosa kata. dalam konteks 30 penggunaan (37%). Selain itu, kesulitan siswa dalam mengerjakan tugas mengisi celah keterampilan membaca antara lain siswa cenderung merasa bosan dalam mengerjakan tugas mengisi celah. Siswa merasa kesulitan dalam proses mengidentifikasi makna yang terkandung dalam tugas pengisi celah dan siswa tidak terlalu memperhatikan untuk fokus mengerjakan tugas pengisi celah.

Kata Kunci: *Tugas Mengisi Kesenjangan, Keterampilan Membaca, Kesulitan Siswa.*

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, December 20th 2022

The Researcher

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

Metro, 20 Desember 2022

Yang membuat pernyataan

Eva Imroatul Muffidah
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MOTTO

وَإِذَا قُرِئَ ٱلْقُرْءَانُ فَٱسْتَمِعُوا۟ لَهُۥ وَأَنصِتُوا۟ لَعَلَّكُمْ تُرْحَمُونَ ٢٠٤

"Andwhen the Qur'an is recited. Then listen carefully, and pay close attention so that you may receive mercy"

"*Dan apabila dibacakan Al-Quran, maka dengarkanlah baik-baik, dan perhatikanlah dengan seksama agar kamu mendapat rahmat.***"*

(Q.S. Al-A'raf: 204)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents Mr. M Nasir Nufis and Mrs. Komsatun , always pray and support me to be efficacious in my study.

2. My Sister Keyra Sylvia Zulfa who always give me sweet smile. Thanks for your goodness.

3. My beloved family.

4. My Sponsor Linda Septiyana, M.Pd of undergraduate thesis who has guided me well as long as I wrote and finished my undergraduate thesis.

5. My beloved Almamater at State Institute for Islamic Studies of Metro

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First and foremost, The Highest Gratitude and Grateful reward are only for Allah SubhanahuWaTa′ala who has given blessing and ability to the writer to complete this an undergraduate thesis entitled "AN ANALYSIS OF STUDENTS′ DIFFICULTIES IN GAP-FILLING TASKS IN READING SKILL AMONG THE SEVENTH GRADERS AT MTS MA′ARIF NU 6 TAMAN NEGRI".

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

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2. Dr. Zuhairi, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty

3. Andianto, M.Pd the Head of English Education Study Program,

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5. The lectures or my friends whom the writer could not tell one by one especially those who have helped to finish this undergraduate thesis.

6. *Last but not least, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me all time.*

The researcher does apologize for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, December 20th 2022
The Researcher

Eva Imroatul Muffidah
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an English language skill that is used to obtain important information from reading activity. Reading is the activity to encode the text or symbol to get the message. It is the meaningful interpretation of printed or written verbal symbols. Reading is very important because reading is very useful in various ways of sector life such as political, economy, socio-culture and education.[1]

Reading can be a fun and rewarding hobby. Not only to add insight, and reading also shows that it can train brain function, clear thoughts, and strengthen memory. The results of reading can encourage, move to work.

However, reading is not an easy thing to master. There are various problems in understanding important information from the reading activity. It is difficult for the language learners to understand foreign vocabulary, terms, and reading structure, reading topic in English as well as a lack of background knowledge.

One of phenomenon in reading is gap-filling tasks. Gap-filling task is a practice exercise in which learners have to fill the missing words from a text. The deleted words are chosen and removed in order to practices a

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[1] Lestari, S., Rahayu, P., and E. Kasyulita. *"An Analysis of The students' Skill on Identifying Supporting Details in Reading Text at Fourth Semester The students of English Study Program in University of PasirPengaraian* (Article)".(Riau: University of PasirPengaraian, 2015).

specific language point. Gap-filling task is used to evaluate the students`
reading skills by asking the students to fill in the blanks corresponding to
information from a text. By using gap-filling tasks, the students can also
enrich vocabulary so that they get more varied vocabulary from a reading
because the students must focus on what is missing from a sentence that they
must fill in again. Moreover, it also can practice the skills to understand a
reading because automatically what is filled in the gap-filling tasks in an
empty space, the students must think deeply, because sometimes the words
missing from the sampling frame are not directly filled.

Based on the pre survey results, the researcher conducted a pre survey
at MTs Ma'arif NU 6 Taman Negri on October 12, 2020. In the pre survey
process the researcher analyzed the use of gap-filling tasks in reading skill.
The pre survey results, the researcher found several uses of Gap-filling tasks,
as follow as follows:

Table 1.

The Pre-Survey Result of Gap-filling at MTs Ma'arif NU 6 Taman Negri.

No	Grade	Frequency	Percentage	Criteria
1	>70	5 the students	45%	Complete
2	<70	6 the students	55%	Incomplete
	Total	11	100%	-

The result of pre-survey were

Based on the information in table above, it showed that the Minimum
Mastery Criteria at MTs Ma'arif Nu 6 Taman Negri is 70. It shows the total 6

the students belong in complete category and 5 the students belong to the complete category. It means that the total of the student that can be achieve Minimum Mastery Criteria little bit more than student that cannot achieve the students. It can be concluded that the student's. In the pre-survey process, the researcher observed that part of the reading tasks given by the teacher was in the form of gap filling tasks. In addition, based on the results of the interview, the teacher stated that the students' ability to do reading assignments, especially in the form of gap filling tasks, was still low due to the limited vocabulary that the students had to fill in the blanks on the these types of questions.

Based on all of description above, the researcher conducted a qualitative research entitled "*An Analysis of Students' Difficulties in Gap-Filling Tasks in Reading Skill Among the Seventh Graders at MTs Ma'arif Nu 6 Taman Negri*".

B. Research Questions

1. What are the students' difficulties in facing gap-filling tasks in Reading Skill?

2. Why do the students get difficulties in facing gap-filling tasks in Reading Skill?

C. Objectives and Benefits of the Research

1. Objectives of the Research

This research has several objectives, as follow:

a. To identify the students' difficulties in facing gap-filling in Reading skill

b. To analyze the causes of the students' difficulties in facing gap-filling in Reading skill

2. Benefits of the Research

This research contains benefits not only for the researchers but also for the students, lecturers, and other the researchers.

a. For the student

This research is expected to give benefits for the students in giving picture of the phenomenon using gap-filling tasks in evaluate their reading skills. This research is expected to give positive contribution for the students to encourage them to practice in answering the questions reading in the manner of using gap-filling tasks as one of the way to evaluate their reading skills. Therefore, this research is expected to encourage the students to be motivated in practicing all forms of the development process reading skill from the reading to evaluating their reading skills.

b. For the teacher

This research is expected to provide benefits to teacher in the form of additional information about the phenomenon of using gap-filling tasks in evaluating the abilities of their the students. Through this research the teacher can get information about the students reading skill to do the

reading questions by using gap-filling tasks. Therefore, teacher can be more innovative in evaluating their the students' reading skill.

    c. For the other the researchers

This research is expected to be useful for other the researchers as an alternative research reference on the topic of gap-filling tasks. Through this research, the other the researchers can find out the phenomenon of gap-filling tasks not only in theory but also in real phenomenon in schools related to the students' prior ability to work on gap-filling tasks.

D. Prior Research

This research was conducted by considering several prior researches. This prior research was first conducted by Gareth McCray, TinekeBrunfaut who conducted a study entitled *Investigating the Construct Measured by Banked Gap-Fill Items: Evidence from Eye-Tracking.*This study investigates test-takers' processing while completing banked gap-fill tasks, designed to test reading proficiency, in order to test theoretically based expectations about the variation in cognitive processes of test-takers across levels of performance purpose. As for the research methods conducted is qualitative. The study made Twenty-eight test-takers' as a research sample.[2]

This research has a similarity and differences with the first prior research. The similarity which include similarity topic of research and research methods. The subject of both these studies is use of gap-filling tasks in reading skill. Another of similarity is research method, it's for both these

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[2] Gareth McCray, "Investigating the construct measured by banked gap-fill items: Evidence from eye-tracking, *Language Testing*,(2018) Vol. 35(I) 51-73

studies using Qualitative Research. The differences of this study with prior research they differ because of the objective of research and the sample of research. The objectives of this study are to identifythe students' difficulties in facing gap-filling in Reading skill, to explore the causes of the students' difficulties in facing gap-filling in Reading skill, to give the solution of the students' difficulties in gap- filling in Reading skill at MTs Ma'arif Nu 6 Taman Negri.

The objectives of the first prior research are to investigate the influence of order of reading tasks application on the reading comprehension performance by the students with and without reading difficulties. The different sample of this research by the students at MTs Ma'arif Nu 6 Taman Negri. as for sample of the prior research the study made Twenty-eight test-takers' as a research sample.

The second research was conducted by Adichie's Novels entitled *Gap-Filling as an Explicatural Strategy In Fictional Discourse: The Example Of Chimamanda Adichie's Purple Hibiscus.*This research has a similarity and differences with the second prior research. The similarity which include similarity topic of research and research methods. Another of similarity is research method, it's for both these studies using Qualitative Research. The differences of this study with prior research they differ because of the objective of research and the sample of research. The objectives of this study are to identifythe students' difficulties in facing gap-filling in Reading skill, to explore the causes of the students' difficulties in facing gap-filling in

Reading skill, to give the solution of the students' difficulties in gap- filling in Reading skill at MTs Ma'arif Nu 6 Taman Negri.

The objectives of the second prior research are to identifying the explicated speaker's meanings in them through the explicatural theoretical tool of gap-filling. The different sample of this research by the students at MTs Ma'arif Nu 6 Taman Negri. as for sample of the prior research by using Novel Chimamanda Adichie's Purple Hibicius by Adichie's Novels. From finding of Adeniyi Osunbade, PhD research shows that the study has explored how pragmatic inferences have aided the interpretation of the explicit contents of conversations in different contexts of use in PH, using the pragmatic strategy of gap-filling, within the theoretical tradition of relevance theory.[3]

The third research was conduct by AstriYuniar Sri Utari entitled *The Usage of Multiple Choice and Gap Filling in Measuring Grade-Schoolers` Understanding of Grammar*. This study investigated the usage of multiple choice and gap filling tests in measuring grade-schoolers` understanding of grammar[4]. As for the research methods conducted is quantitative research. This research has a similarity and differences with the first prior research. The similarity which include similarity topic of research. The differences of this study with prior research they differ because of the objective of research and the sample of research. The objectives of this study are to identifythe students' difficulties in facing gap-filling in Reading skill, to explore the

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[3] Adeniyi Osunbade, Phd, "*Chimamanda Adichie' s Purple Hibiscus*, (2014) Vol 2(I) 11-23

[4] AstriYuniar Sri Utari, " *The Usage of Multiple Choice and Gap Filling in Measuring Grade-*Schoolers` *Understanding of Grammar*",(2013)Vol 1(I) 69-71.

causes of the students' difficulties in facing gap-filling in Reading skill, to give the solution of the students' difficulties in gap- filling in Reading skill at MTs Ma'arif Nu 6 Taman Negri.

The objectives of the third research are to introduce to the grade-schoolers` this existence of English as a foreign language. The different sample of this research by the students at MTs Ma'arif Nu 6 Taman Negri. as for sample of the prior research the study made Twenty-six as a research sample.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Reading Skill

1. The Definition of Reading Skill

Reading is a complex skill involving the execution and coordination of many cognitive processes.[5] It means that reading skill that is acquired through reading, such as fluency and independence. Reading means ability to read and understand most of the written content in a short time. Understanding reading means first of all, understanding written language which is not just spoken language that is put into words.

Reading is dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text.[6] It means that ability to decode the meaning o a text. The skills include word recognition, vocabulary, decoding and fluency. Reading skills are a person's ability to read, understand the interpretation written word on article page or other reading material.

Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some

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[5]MiritBarzillai et al, *Learning to Read in a Digital World* (Amsterdam: John Benjamins Publishing Company, 2018), 57.
[6]Madani Habib, *Assessment of Reading Comprehension*(2016)132

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individual purpose or task, whether imposed internally or externally.[7] It means that reading purpose not only the sense that the reader reads deeply different ways based on different reading purposes, but also in the sense that each motivation to read a given text is triggered by some individual goal or task.

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.[8] It means that reading is an active process that depends on the researcher`s ability to convey it meaning using words and your ability to create meaning from them. You must constantly relate to what you already know about information to information to words the author has written for reading to succeed.

In foreign language learning, reading is likewise a skill that teacher simply expect learners to acquire.[9] Reading is the process of receiving and interpreting information encoded in language form via the medium of print. Reading is the next step in writing because through it learners can understand what someone wants to talk something

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[7]William grabe and fredricka L. Stoller, *Teaching and Resercing Reading* (Britian: pearson education, 2002)p. 12-14

[8]Deborah Daiek, *Critical Reading or College and Beyond*, (New York: McGraw Hill, 2004), p. 5

[9] H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (San Francisco State University,2004), 200.

Skill can refer to the general ability to do a thing, such as play the trumpet, or to an aspect of that skill, such as the ability to produce a beautiful tone.[10] A skill is not a reflection of action; it is a complex movement that requires practice. Skill is relative, meaning that you may be considered a highly skilled performer in your small town but not in a big city. In addition, a given task may rely more heavily on one type of skill than another, such as motor (muscle) skill or cognitive (mental) skill.

2. The Process of Reading Skill

The process of reading skill includes the following:[11]

a. Top-down processing

Top-down processing is typical of ~ such tasks, although some instances of bottom-up performance may be necessary. The readers must develop appropriate content and formal schemata-background information and cultural experience-to carry out those interpretations effectively.

b. Bottom-up processing

Bottom-up process separates letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension.

c. Interactive processing

Interactive process includes of interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the

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[10] ibid

[11] Ibid

text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

3. The Indicators of Reading Skill

Reading indicators of summarizing and responding to reading, but it is crucial to consider the interactive relationship between reading and writing that is highlighted in these two tasks. As you direct the students to engage in such integrative performance, it is advisable not to treat them as tasks for assessing reading alone. It means the understanding used is the ability to capture the contents of the reading, the ability to summarize readings, the ability to answer questions based on the contents of the reading and the ability to retell the contents of the reading.

4. Assessment of Reading Skill

In current educational practice, evaluation is a common and often misunderstood term. You may be tempted to think of measuring and evaluating as words that are interchangeable, but they are not. Tests are scheduled administrative processes that occur in a curriculum at

identifiable times when learners gather all their faculties to deliver speech output, recognizing that their responses are being assessed and evaluated.

There are several requirements widely used to denote the reading skill of the students, according to Brown, which are[12].

Table 2. Several Requirements Widely Used to Denote the Reading

Skill of the Students

No	Aspect	Correct	Incorrect
1.	Primary idea(topic)	1	0
2.	Speech of Context/idiom/phrase	1	0
3.	Inferencing Inside (Implied detail)	1	0
4.	Grammatical features	1	0
5.	Details in Depth(scanning fora specifically stated detail)	1	0
6.	Except for non-written proof (unstated details)	1	0
7.	Ideas helping	1	0
8.	Vocabulary In-context	1	0

Based on the indicator above, the preparation process of reading skill test must considered completeness of indicators of reading skill.

5. Designing Assessment Reading Tasks

Here are some of the possible tasks you can use to assess lexical and grammatical aspects of reading skill.[13]

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[12] H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (San Francisco State University,2004), 13.

[13] H. Douglas Brown, *Language Assesment: Participles and Classroom Practices* (San Fransisco State University, 2004), 200.

a. Multiple Choice (for Form-Focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

b. Matching Tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many other tests employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages.

d. Picture-Cued Tasks

In the previous section we looked at picture-cued tasks for perceptive recognition of symbols and words. Pictures and photographs may be equally well utilized for examining ability at the selective level.

e. Gap-Filling Tasks

Many of the multiple-choice tasks described above can be converted into gap-filling, or "fill-in-the-blank," items in which the test-taker's response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of sentence and then complete it by writing a phrase.

6. Factors that Cause Reading Difficulties to EFL Learners

Good reading text, which is believed by many experts, is a vessel for the students to gain some insight and understanding. Nevertheless, Brassel and Timothy Rasinki argued that to gain the kind of abilities, the students firstly need to deal with some factors that have a big impact and influencing the reading text. The factors are:[14]

a. Difficulty of the text

It is not so simply that every student has equal capabilities regarding the level of the text. Some the students may be able to comprehend kind of text that rather harder to be comprehend but the others maybe no. In that case, the text difficulty grasps a large portion in influencing reading text. Based on the statement above the researcher explains that the total of the students' answers on Difficulty of the text is very agree or agree in questions number 7 and 15 (questionnaire item).

b. Type of text

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[14] Danny Brassell and Timothy Rasinski, *Comprehension that Works: Taking The students Beyond Ordinary Understanding to Deep Comprehension*, (Oceanus : Shell Education Press, 2008), p. 50

There are lots of kinds of text which can be read by the students. It can be in the form of narrative text, some discourse maybe appears in the form of descriptive text, or it is possible to read some recount text, for the example. In some cases, each kind of text maybe more difficult than the other type of text for the students.

Based on the statement above the researcher explains that the total of the students' answers on Type of text is not agree for question number 8 and very agree for question no 16 that included in questionnaire item.

c. Reader's background and interest

One can say more brilliant than the other, but the other may not. Student with a lot of knowledge background maybe has a good reading comprehension but it is different with the student which has not. Another matter that influences the reading comprehension is the motivation or interest. Whether the student as the reader is interested with the reading material or not, it influences the comprehension outcome.

Based on the statement above the researcher explains that the total of the students' answers on Reader's background and interest is agree for number 9 and agree for number 17 that included in questionnaire item.

d. Reading text matters

Let say the student as the reader is loaded with some sort of provisions above, but still, the student cannot comprehend the text. So, what's wrong with that? The matters of reading text then take place. Does

the student understand about the main idea? Can the student retell the text by his/her own depiction based on his/her own understanding from the text? Can the student have hypothesized about upcoming events which are connected with the main discussion of the text? Those matters regarding the intrinsic matters surely hold an important role for the comprehension.

Based on the statement above the researcher explains that the total of the students' answers on Reading text matters is very agree for questions number 11 and very agree for number 3 that included in questionnaire item.

e. Reading factor other than text

Not only stop in those matters, the reading factors other than text also deals a big influence within the student reading text. Things like how the students read the text, orally or silently, whether the student can decode the right message from the word that they read, or can the read it fluently. Those are the things which are rounded up within this factors category.

f. Other than reading factor

The last kind of factors lies in this category. The other than reading factors are the extrinsic things which have no correlation with student's competencies or reading activities. This thing can be in the form of surrounding situations when the students as the reader do reading like reader condition, the conduciveness of the place for reading, the moment when the reading takes place, etc.

B. The Concept of Gap-Filling Tasks

1. The Definition of Gap-Filling Tasks

Gap-filling task refers to tests in which the candidate is given a short passage in which some words of phrase have been deleted. The candidate's task is to restore the missing words. The deletions have been specially selected by the test the researcher to test chosen aspects of language such as grammar or reading comprehension.[15] It means that gap filling exercise leaves a gap to be filled by a single word or group of words belonging to a certain time.

Gap filling task is actually a structured listen-to-summarize cloze task and the test-takers are required to fill in each gap with no more than three words.[16] It means that gap filling is an exercise in having to replace the missing words from the next. These words are selected to practice specific language points.

An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.[17] It means that gap filling use gap filling items to learn grammar. The question field contains English sentences with gap. Gap-filling tests are somewhat different in that the test

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[15] J. Charles Alderson, Caroline Clapham an d Dianne Wall, *Language Tsest Construction and Evaluation*(Oakleigh: Cambridge University Press, 1995), 54.

[16] Haiping Wang, *Testing Lecturer Comprehension Through Listening-to-summarize Cloze Tasks* (Hongkou District: Springer, 2018), 67.

[17] H. Douglas Brown, *Language Assesment: Participles and Classroom Practices* (San Fransisco State University, 2004), 200.

constructor does not use a pseudo-random procedure to identity words for deletion: she decides, on some rational basis, which words to delete, but tries not to leave fewer than five or six words between gaps (since such a lack of text can make gaps unduly difficult in restore).[18] It means that words that must be removed but leaving less than five or six words between the gaps.

2. The Function of Gap-Filling Tasks

   Gap-filling exercises elicit limited production responses and therefore contrast with the multiple choice format, as gap-filling requires examinees to generate a word, phrase, or a sentence. Gap-filling exercises may be useful, particularly "if the focus of attention is at the micro linguistic level". Such might be the case in English for Academic Purpose or English for Specific Purpose contexts where novice readers must develop both a receptive and productive mastery of discipline-specific vocabulary items and their range of meanings.[19]

3. The Causes Of Difficulties In Facing Gap-Filling Tasks In Reading Skill[20]

   a. doing gap-filling tasks because students are asked to fill in the blanks of statements by thinking about what to fill in the context of the given sentence

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[18]JCharles Alderson, *Assesing Reading* (Oakleigh: Cambridge University Press, 2000), 207.

[19] John S. *Hedgcock* and Dana R. Ferris, *Teaching Readers of English* (Madison Ave:Routlage, 2009), 343.

[20]Erick Castello. *Text Complexity and Reading Comprehension Tests* (Switzerland:Peter Lang, 2008).

b. Students tend to find it difficult in the process of identifying the meaning contained in the gap-filling tasks because they tend to feel confused in interpreting the contents of the statements contained in the gap-filling tasks.

c. The students do not give careful attentions in the process of doing gap-filling tasks because the difficulty of the lexically cohesive device in gap-filling tasks.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of The Research

In this case, the researcherconsiders the importance of gap-filling tasks to be explored. The researcher decides to use qualitative research to analyze the use of gap-filling of the students' reading skill at MTs Ma'arif NU 6 Taman Negri.

According to Creswell, qualitative research is for the meaning individual or group considered to social or human problem.[21] It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher conducted pre-survey that it can be used to describe

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[21]John W. *Creswell*, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3ʳᵈEd* (New Delhi: Sage Publications, 2003), 4.

phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certainthings.Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[22]

In line with the explanation above, the purpose of this research is to know the use of gap filling tasks of the students at MTsMa'arif Nu 6 Taman Negeri.

B. Data Resource

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other the researchers. The primary research of this research is written documents of the students' English assignment in the gap-filling tasks in teaching reading skill. The recorded interview results about the students difficulties in doing the gap-filling tasks.

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[22]GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

2. Secondary

      Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

C. **Data Collection Technique**

      In this research, the researcherused three techniques to collect the data. There are observation, documentation and interview.

1. Observation

      Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcherobserved the archive of the students' reading task in the form of gap filling task. By observing the students' reading task, the researcher investigated the the students' difficultiesin gap-filling tasks in Reading Skill.

2. Documentation

      Qualitativethe researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher got documents of the students' reading assignment

about in doing gap-filling tasks in reading skill that was used as the primary source.

Moreover, in order to get secondary sources, the researcher documented the history of research setting, the research location, the organization structure, and the facilities of the school.

3. Interview

When a the researcher asks one subject or more subjects a general, open ended question, and records their response, this is known as an interview.[23]This implies that participants may best express their experiences via interviewing, without restricting themselves to the researchers' perspective or to prior study results. The interview offers important information if participants cannot be directly observed by the researcher and allows participants to describe specific information. In this case, interview used to find out the students` difficulties in doing gap filling assignments and the causes.

D. Data Analysis Technique

The important part in research study is analyzing data because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together innew arrangements for the purpose of

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[23]John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (New Delhi: Pearson Education, 2012), 4 th Edition, p.217.

interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.[24] The componets of this analysis model are pictured by this figure.
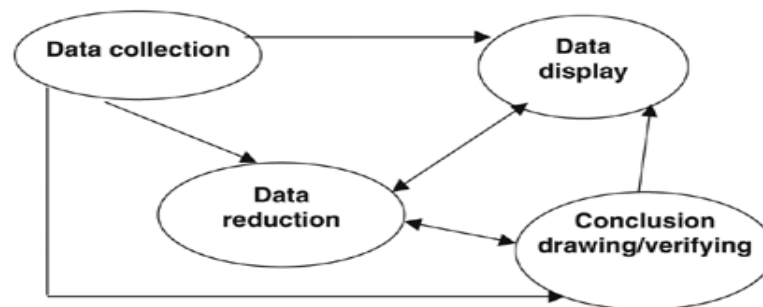
Figure 1. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:[25]

a. Data collection is the step when the researcher gather all data which are used to complete the research.

b. The researcher reduces the data he had gotten by summarizing and choosing specific things.

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[24]Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.
[25]Ibid,

c. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

d. Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:[26]

1. Identifying a Research Problem

    The researcher begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that read the report.

2. Reviewing the Literature

    Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and

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[26] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

    If the research problem covers a broad topic of concern, the researcher needs to focus it so that the researcher can study it. A focused restatement of the problem is the *purpose statement.* This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

    Evidence helps provide answers to the research questions and hypotheses. To get these answers, the researcher engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

    During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

    After conducting the research, the researcherdeveloped a written report and distribute it to select audiences (such as fellow teacher, administrators, parents, the students) that can use the information.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Result of The Research**

1. **The Description of Research location**

   a. **The History of MTs Ma'arif NU 6 Taman Negri**

   MTs Ma'arif 06 Taman Negri is a religious-based educational institution under the auspices of LP Ma'arif NU which is located in Taman Negri Village, Way Bungur District, this school was established in Taman Negri Village Way Bungur District on June 16, 1985, with, NSM 12128070025, and NPSN 10816821, and having its address at Jl Lintas Timur RT 21 RW 11 Taman Negri Village, Way Bungur District with a land area of 2570 M2.

   b. **The Condition of Teacher and Official Employees of MTs Ma'arif NU 6 Taman Negri**

   The condition of teacher and official employees of MTs Ma'arif NU 6 Taman Negriin Academic year 2021/2022 based on the educational background as follows:
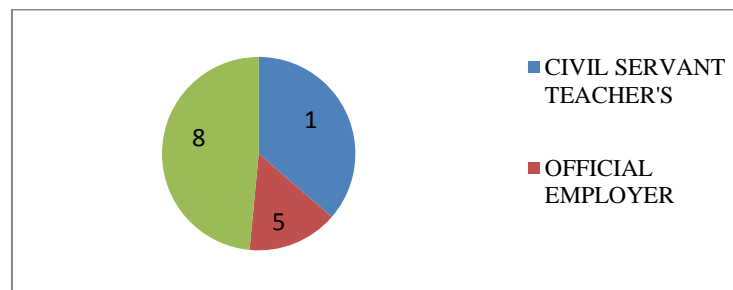
Figure 2. Total of Teacher and Official Employees Educational Background of MTs Ma'arif NU 6 Taman Negri

c. **Organization Structure of MTs Ma'arif NU 6 Taman Negri**

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                        ┌─────────────────┐
                        │   Headmaster    │
                        │ Suriyani, S.Pd  │
                        └─────────────────┘
        ┌───────────────────────┼───────────────────────┐
        ▼                       │                       ▼
┌─────────────────┐            │            ┌─────────────────────────┐
│Committee of School│          │            │       Treasurer         │
│     Yamidi      │            │            │ Eka Sulistiowati, S.Pd  │
└─────────────────┘            │            └─────────────────────────┘
                                ▼
                        ┌─────────────────┐
                        │Vice of Headmaster│
                        │Imam Muhtadin, S.Pd│
                        └─────────────────┘
                                │
                                ▼
                        ┌─────────────────┐
                        │     Teacher     │
                        └─────────────────┘
                                │
                                ▼
                        ┌─────────────────┐
                        │  The students   │
                        └─────────────────┘
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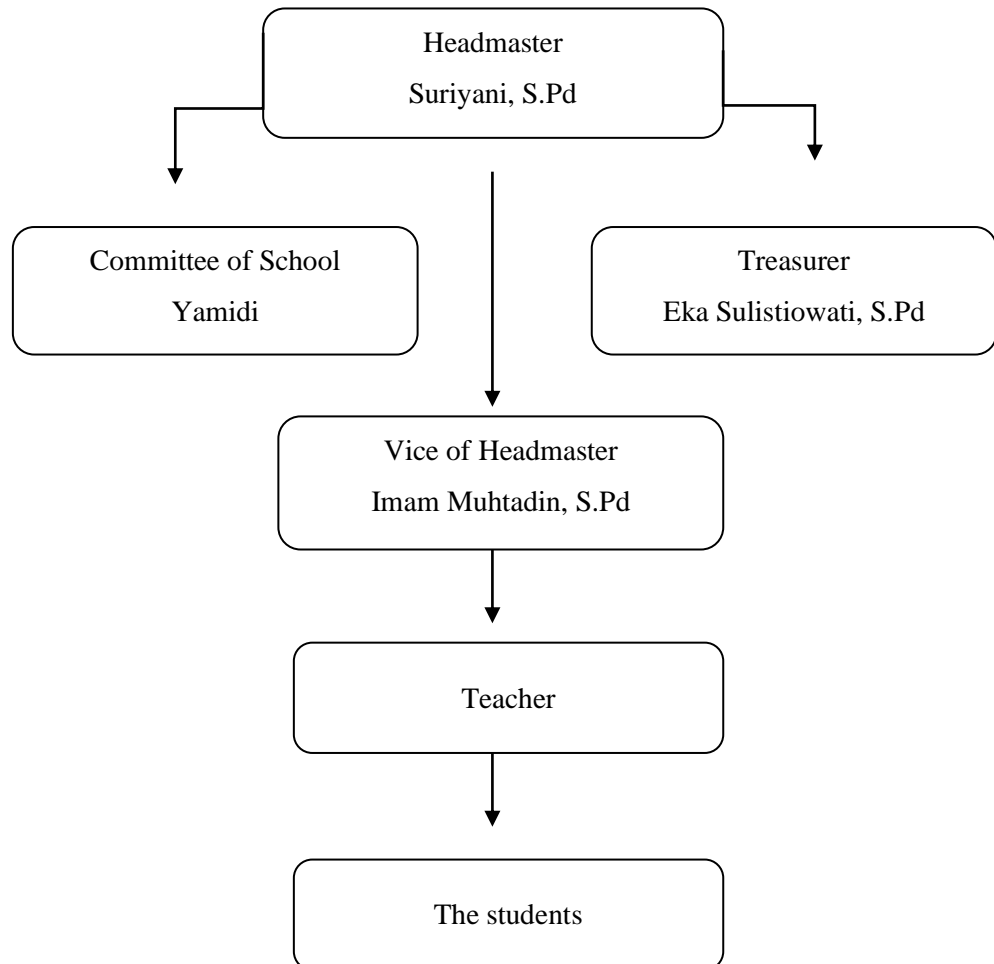
Figure 3. Structure Organization of MTs Ma'arif NU 6 Taman Negri

d. **Building Condition and School Facilities**

MTs Ma'arif NU 6 Taman Negri has the satisfy facilities to support the learning activity. The complete data of building condition and school facilities are provided in the appendix.

e. **Total of the Students at MTs Ma'arif NU 6 Taman Negri**

Total of the students divided some classes that can be identified as follows:

Table 2. The Number of The students

at MTs Ma'arif NU 6 Taman Negri in Academic Year 2021/2022

No.	Class	Sex		Amount
		Male	**Female**	
1.	VII	20	26	46
2.	VIII	18	17	35
3.	IX	21	22	43

Source: Documentation of MTs Ma'arif NU 6 Taman Negri in the academic year 2021/2022.

f. The Location Sketch of MTs Ma'arif NU 6 Taman Negri

The location sketch of MTs Ma'arif NU 6 Taman Negri academic year of
2021/2022 can be identified as follows:

Figure 4. Location Sketch of MTs Ma`arif NU 6 Taman Negri
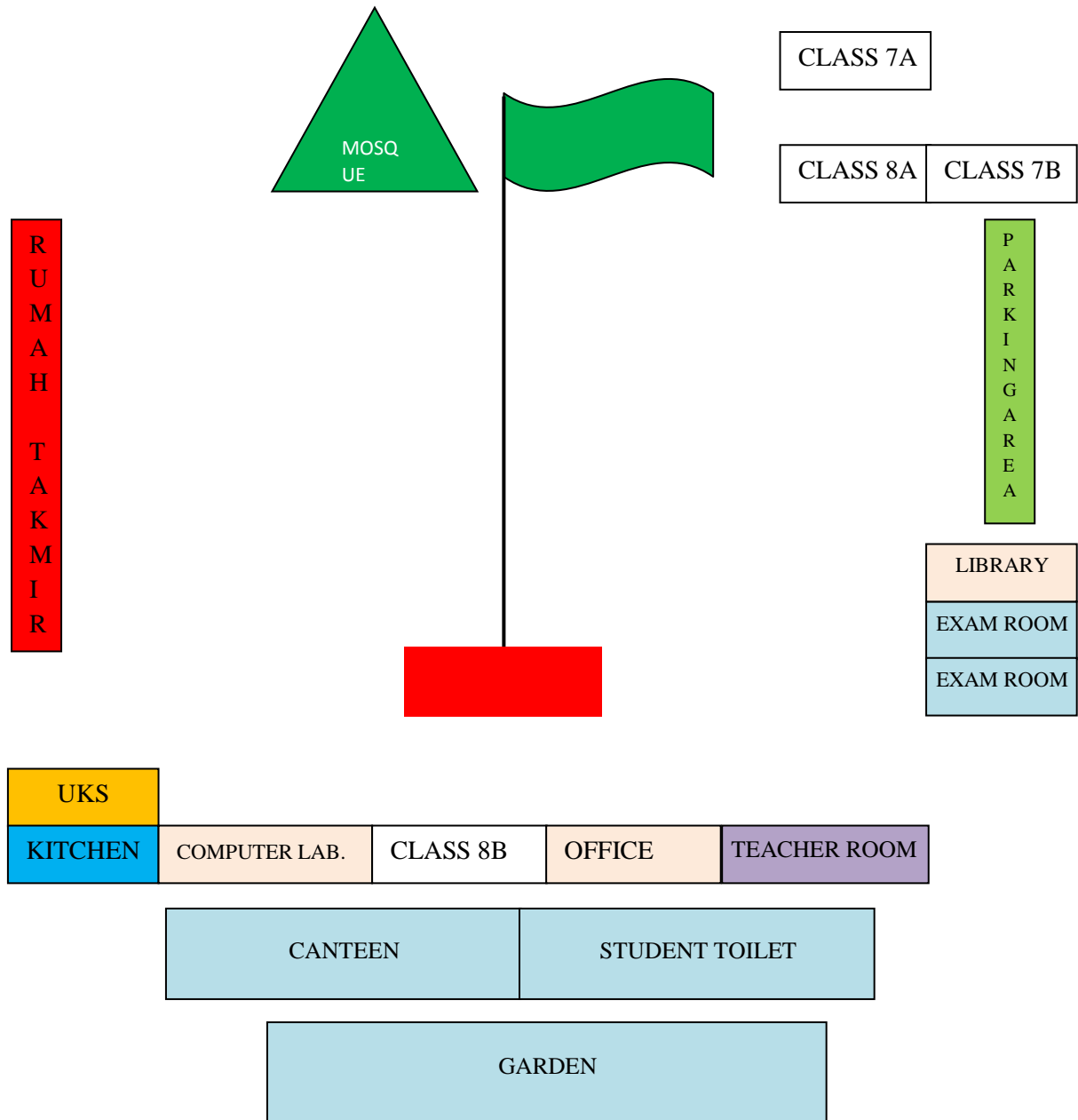
The description of the results of this study is described with reference to the research objectives which include to find out the difficulties of the students in doing gap-filling tasks on reading skills and to find out the causes of the students' difficulties in doing gap-filling tasks on reading skills.

2. **The Students Difficulties in Facing Gap-Filling Tasks in Reading Skill**

In collecting data about the students' difficulties in working on gap-filling tasks on reading skills, the researcher used observation and interview as the data collection techniques. Therefore, the instrument used are an observation and interview sheet. Research data related to the students' difficulties in doing gap-filling tasks on reading skills are illustrated in the following explanation.

a. The research result based on the observation

In collecting data about the students' difficulties in working on gap-filling tasks on reading skills, the researcher observed the results of student assignments after working on gap-filling tasks given by the teacher. Each gap-filling task consists of 8 empty gaps that have been answered by the students. In analyzing the difficulties of the students working on these gap-filling tasks, the researcher observed the content of the reading aspect of the gap-filling tasks which included grammatical features, ideas helping and vocabulary in context. The

explanation of each of the difficulties in each reading aspect contained in the gap-filling tasks is explained below:

1) Grammatical Feature

In analyzing the difficulties of the students working on gap-filling tasks related to aspects of grammatical features, the researcher observed the results of the students' gap-filling tasks as many as 21 tasks. In the gap-filling tasks given by the teacher, there are three blank questions related to the grammatical features that appear in the answers to the words are, find and has. As for the explanation of the students' difficulties in working on gap-filling tasks, especially those related to grammatical features, some of the results of this study are explained.

a) Student 1(AI)

On the results of the assignments written by AI, the researcher found three difficulties in working on gap-filling tasks from the grammatical feature aspect as evidenced by errors in filling in the words "*are*, *find* and *has*".

The question of fill in the blanks is as follow*:*

Giraffes….the….mammals in the world.

The student AI answered the question of fill in the blanks with:

Giraffes is the highest mammals in the world.

The answer is wrong because AI should use grammatical feature by *are.*

So the correct answer is *Giraffes are the tall mammals in the world*.

b) Student 2(AM)

On the results of the assignments written by AM, the researcher found three difficulties in working on gap-filling tasks from the grammatical feature aspect as evidenced by errors in filling in the words *are* , *find* and *has*.

The question of fill in the blanks is as follow*:*

We can …. them in central, eastern and southern Africa.

The student AM answered the question of fill in the blanks with:

We can kept   them in central, eastern and southern Africa.

answer is wrong because AM   should use grammatical feature by *find.*

So the correct answer is *We can find them in central, eastern and southern Africa.*

c) Student 3 (SRW)

On the results of the assignments written by SRW, the researcher found three difficulties in working on gap-filling tasks from the grammatical feature aspect as evidenced by errors in filling in the words *are, find and has.*

The question of fill in the blanks is as follow*:*

A giraffe …. a …. neck and long legs.

The student SRW answered the question of fill in the blanks with:

A giraffe have a own neck and long legs.

answer is wrong because SRW should use grammatical feature by *has.*

So the correct answer is *A giraffe has a long neck and long legs*

2) Ideas Helping

Student 1(RKN)

The question of fill in the blanks is as follow*:*

Giraffes….the….mammals in the world.

The student RKN answered the question of fill in the blanks with:

Giraffe is the highest mammals in the world.

The answer is wrong because RKN should use helping ideas by referring to tall animals by using the adjective tallest

So the correct answer is*Giraffes are the tallest mammals in the world.*

3) Vocabulary in Context

a) Student 1 (FP)

The question of fill in the blanks is as follow*:*

On the top of its head, there are small "….." or knobs.

The student FP answered the question of fill in the blanks with:

On the top of its head, there are small "part" or knobs.

The answer is not correct because FP is not able to apply the meaning of the synonyms contained in the word knobs which means horn by filling it in the blanks, the synonym of knobs should be horns which means horn.

So the correct answer is*On the top of its head, there are small "horns" or knobs.*

b) Student 2 (DAL)

The question of fill in the blanks is as follow*:*

The long neck helps it to eat leaves from the tall ….

The student DAL answered the question of fill in the blanks with:

The long neck helps it to eat leaves from the tall pulls.

The answer is not correct because DAL is not able to fill in the vocabulary by adjusting the meaning of words that are present before the dots, namely leaves from the tall which means leaves from high points. When the student is able to use the right vocabulary according to the context, the readers definitely fill in the blanks with the word trees instead of pulls.

So the correct answer is*The long neck helps it to eat leaves from the tall trees.*

3. **The Causes of the Students` Difficulties in Doing Gap-Filling Tasks the Researcher Also Conducted Interview**

In collecting data related to the students' difficulties in doing gap-filling tasks, the researcher also conducted interview with 21the

students of MTs Ma'arif 6 Taman Negri by giving 6 questions to the students through interview sheets. The question refers to the theory expressed by Erick Castello related to the forms of the students' difficulties in gap-filling tasks. The results of interview research related to the students' difficulties in working on gap-filling tasks include:

a. **The Students Tend to Feel Bored in Doing Gap-Filling Tasks Because the Students are Asked to Fill in the Blanks of Statements by Thinking About What to Fill in the Context of the Given Sentence.**

Based on the results of the interview, there were 4 out of 21the students who stated that they were bored in working on gap-filling tasks so that they found it difficult to do gap-filling tasks.

The results of interview related to student boredom in working on gap-filling tasks are shown in this script:

The interviewer: *Do you feel bored in doing gap-filling tasks?*

The interviewee: *Yes, because I don't really understand the text.*

Most the students who do not feel bored in doing gap-filling tasks are the cause of their desire to complete the gap-filling tasks to completion.

b. The Students Tend to Find it Difficult in the Process of Identifying the Meaning Contained in the Gap-Filling Tasks Because They Tend to Feel Confused in Interpreting the Contents of the Statements Contained in the Gap-Filling Tasks.

The results of interview with the students revealed that the students' difficulties in doing gap-filling tasks were in the form of difficulties in identifying the meaning contained in the reading text. The script from the interview with the students is stated in the following statement:

The interviewer	:	*What are the difficulties you get in identifying the meaning contained in gap-filling tasks*?
The interviewee (NAD)	:	lack of vocabulary

The results of the information contained in the interview script are known that the form of the students' difficulties in identifying the meaning contained in the gap-filling tasks is their weak English vocabulary. The limited English vocabulary that the students have causes the students to be unable to understand the meaning of important information contained in gap-filling tasks. This means that they have difficulty interpreting some of the keywords that appear before or after the blanks.

Other interview scripts are listed in the information below:

The interviewer   :*What are the difficulties you get in identifying the meaning contained in gap-filling tasks*?

The interviewee (FAP)   :*I must think it hard*

Based on the conversation script, it is known that the difficulty of the students in understanding the meaning of the words contained in the gap-filling tasks is that the task is a difficult effort for them to do. In other words, they perceive that gap-filling tasks are difficult tasks so they have to work hard to complete them.

The other interview scripts related to the students' difficulties in working on gap-filling tasks are described as follows:

The interviewer   : *What are the difficulties you get in identifying the meaning contained in gap-filling tasks*?

The interviewee (DO)   : *The difficulty is because I only know part of the text so I don't fully understand the meaning of the text.*

Based on the information from the conversation script, it is known that the difficulty of understanding the meaning contained in the gap-filling tasks is their inability to understand the overall meaning of the important message contained in the gap-filling

tasks. In other words, they only know part of the meaning of the text.

By not understanding the meaning contained in the gap-filling tasks, it was very difficult for the students to fill in the blanks correctly.

c. The Students do Not Give Careful Attentions in the Process of Doing Gap-Filling Tasks Because the Difficulty of the Cohesive Meaning in Gap-Filling Tasks.

Another cause of the students' difficulties in working on gap-filling tasks is related to their lack of attention to the process of working on gap-filling tasks because they find it difficult to lexically find cohesive meanings in gap-filling questions. From the results of interview with the students, it is known that there is only 1 student who finds it difficult to focus on working on gap-filling tasks because they find it difficult to capture the meaning contained in gap-filling tasks. While the other 19 the students can give good attention. This can be seen from the following conversation script:

The interviewer : *Do you give full attention in the process of doing gap-filling tasks?*

The interviewee (JN) : *Yes, because the text is difficult to understand.*

From the statement above, it can be seen that the lack of focus in the process of working on gap-filling tasks is not a form of difficulty in working on gap-filling tasks in reading.
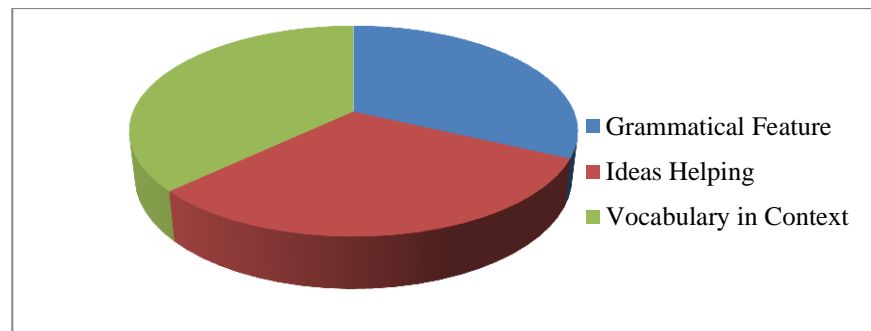
**Figure 5. The Students` Difficulties What are the Students`
Difficulties in Facing Gap-Filling Tasks In Reading Skill.**

Based on Figure IV, in this study, it was found that The students` Difficulties In Facing Gap-Filling Tasks In Reading Skill there are 81, the consist 26 uses 32% grammatical feature, 25 uses 31% ideas helping, 30 uses 37% vocabulary in context. It is it can be seen the most frequently used gap-filling tasks in the students` at MTs Ma'arif NU 6 Taman Negri is vocabulary in context.

B. Discussion

The discussion of the results of this study includes a discussion of research results that refer to the underlying theory. The discussion of the first research results is related to the students' difficulties in doing gap-filling tasks on reading skills. In collecting data related to the students' difficulties in working on gap-filling tasks, the researchers made observations on the

students' reading assignments. In addition, the researchers also conducted interview with the students to clarify the students' difficulties in working on gap-filling tasks on reading skills. In compiling the instrument related to the students' difficulties in working on gap-filling tasks, the researcher examines the theory put forward by Douglas Brown which is in accordance with the reading sub-aspects contained in the gap-filling tasks which include grammatical features, ideas helping and vocabulary in context.[27]

In addition, to find out the difficulties of the students in working on gap-filling tasks in reading, the researchers also compiled a research instrument based on the theory of Erick Castello which stated that the forms of the students' difficulties in working on gap-filling tasks in reading were boredom in working, difficulty in identifying the meaning contained in gap-filling tasks and lack of attention in working on gap-filling tasks.[28]

The results of this study are first related to the students` difficulties in working on gap-filling tasks in reading skills which can be seen from sub aspects to grammatical feature 32%, ideas helping 31%, and vocabulary in context 37%. In addition, The students` difficulties in working on gap-filling tasks in reading skills include the students tend to feel bored in working on gap-filling tasks. Second, the students find it difficult in the process of identifying the meaning contained in gap-filling tasks and the students don't really pay much attention to focusing on working on gap-filling tasks.

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[27]H Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University, 2004), 13

[28]Erick Castello. *Text Complexity and Reading Comprehension Tests* (Switzerland:Peter Lang, 2008).

The researcher examine the causes of the students' difficulties in working on gap-filling tasks in reading skills. To examine this, the researchers conducted interview with English teacher, in compiling the interview instrument the researchers considered the theory of Erick Castello which stated that the causes of the students' difficulties in working on gap-filling tasks were gap-filling tasks that did not include answer choices so the students had to think of the right answer without any alternative answers. Another reason is that the characteristics of the text are difficult.[29]

Based on the research results from interview with English teacher, the researcher found that the causes of the students' difficulties in working on gap-filling tasks were the absence of alternative answers in working on gap-filling tasks and the level of difficulty of the gap-filling tasks.

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[29]Castello. *Text Complexity and Reading Comprehension Tests* (Switzerland:Peter Lang, 2008).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study are first related to the students` difficulties in working on gap-filling tasks in reading skills which can be seen from sub aspects to grammatical feature 26 uses (32%), ideas helping 25 uses (31%), and vocabulary in context 30 uses (37%). In addition, the causes of the students` difficulties in doing on gap-filling tasks include of being bored in working on gap-filling tasks. Second, the students find it difficult in the process of identifying the meaning contained in gap-filling tasks and the students don't really pay much attention to focusing on working on gap-filling tasks.

B. Suggestion

The researcher provides some suggestion for the students, the teacher and the headmaster, as follow:

1. For the students

   It is suggested that the students to be more active in learning English, particularly in learning to read the English text. Therefore, the students can comprehend the material which teacher has given and influences their skill especially in reading skill.

   It is recommended for teacher to motivate the students more in learning English, especially in reading skills. Teacher are advised to encourage the

students to be more active in working on reading questions in several types

of reading assignments, one of which is gap-filling tasks.

2. For the Headmaster

It is recommended for school principals to support the English learning

process by providing adequate facilities and infrastructure. In addition, the

principal can organize various English teaching training so that teacher can

be more motivated to apply various techniques and motivate the students

to do English assignments.

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Blue print of Observation

Aspect	Sub-Aspect	Source
The students` difficulties in facing gap-filling tasks in reading skill	1. Grammatical Features 2. Ideas Helping 3. Vocabulary in context	Brown, Douglas H. *Language Assessment: Principles and Classroom Practices.* New York Longman: San Francisco State University, 2004.

Blue print of Interview

No.	Aspect	Sub-Aspect	Source
1.	The causes of difficulties in facing gap-filling tasks in reading skill	a. Students tend to feel bored in doing gap-filling tasks because students are asked to fill in the blanks of statements by thinking about what to fill in the context of the given sentence.	Castello, Erik. *Text Complexity and Reading Comprehension Tests* .Switzerland: Peter Lang , 2008.
		b. Students tend to find it difficult in the process of identifying the meaning contained in the gap-filling tasks because they tend to feel confused in interpreting the contents of the statements contained in the gap-filling tasks.	
		c. The students do not give careful attentions in the process of doing gap-filling tasks because the difficulty of the lexically cohesive device in gap-filling tasks.	

Blue Print of Documentation Sheet

No.	Aspect
1	Profil of MTs Ma'arif NU 6 Taman Negri
2	The building condition and school facilities in MTs Ma'arif NU 6 Taman Negri
3	The quantity of students MTs Ma'arif NU 6 Taman Negri
4	Organization structure of MTs Ma'arif NU 6 Taman Negri
5	Location sketch
6	Students` reading document

Research Instrument

Observation Sheet

No.	Data	Task Item	Aspect of Reading in Gap-Filling Tasks			appropriate	Inappropriate
			Grammatical Features	Ideas Helping	Vocabulary in Context		
1.	NAD	Are	✓			✓	
		Highest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Long		✓		✓	
		Neck			✓	✓	
		Tree			X		✓
		Horn			X		✓
2.	FAP	Are	✓			✓	
		Animal		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Part		X			✓
		His neck			X		✓
		Tree			X		✓
		Horn			X		✓
3.	DAL	Are	✓			✓	
		Tallest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Long		✓		✓	
		Neck			✓	✓	
		Pull			X		✓
		Horns			✓	✓	
4.	JN	Are	✓			✓	
		Highest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Own			X		✓
		neck			✓	✓	

No.	Code	Word	1	2	3	4	5
		Tree			X		✓
		Horn			X		✓
5.	JMW	Are	✓			✓	
		Highest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Neak			X		✓
		Trees			✓	✓	
		Use			X		✓
		Horn			X		✓
6.	DO	Are	✓			✓	
		Highest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Neck			X		✓
		Trees			✓	✓	
		Use			X		✓
		Horn			X		✓
7.	ZAR	Are	✓			✓	
		Highest			X		✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Own			X		✓
		Neck			✓	✓	
		Use			X		✓
		horn			X		✓
							✓
8.	AI	Is	✓			✓	
		Highest		X			✓
		Found	✓	✓		✓	
		Have	✓			✓	
		Own			X		✓
		His neck			✓	✓	
		Use			X		✓
		Horn			X		✓
9.	FPA	Are	✓			✓	
		Tallest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Long		✓		✓	

No.	Code	Word	C1	C2	C3	C4	C5
		Neck			✓	✓	
		Trees			✓	✓	
		Horns			✓	✓	
10.	NN	Are	✓			✓	
		Highest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Own			X		✓
		Neck			✓	✓	
		Trees			✓	✓	
		Horns			✓	✓	
11.	RR	Are	✓			✓	
		Animal		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Own		X			✓
		Neck			✓		✓
		Tree			X		✓
		Horn			X		✓
12.	HHL	Are	✓			✓	
		Tallest		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	
		Long		✓		✓	
		Neck			✓	✓	
		Trees			✓	✓	
		Horns			✓	✓	
13.	ZRF	Are	✓			✓	
		Animal		X			✓
		Look	X	X			✓
		Has	✓			✓	
		Tail			X		✓
		Neck			✓	✓	
		To			X		✓
		Horn			X		✓
14.	FP	Are	✓			✓	
		Animal		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	

No.	Code	Word					
		His		X			✓
		Neck			✓		✓
		Tree			X		✓
		Part			X		✓
							✓
15.	DCR	Are	✓			✓	
		Animal		X			✓
		Find	✓	✓		✓	
		Has	✓			✓	✓
		Part			X		✓
		His neck			X		✓
		Tree			X		✓
		Part			X		✓
16.	AM	Is	✓			✓	
		A		X			✓
		Kept	X	X			✓
		Have	✓			✓	
		Long		✓		✓	
		Legs			X		✓
		Tongue			X		✓
		Head			X		✓
17.	AF	Are	✓			✓	
		Highest		X			✓
		Found	X	X			✓
		Has	✓			✓	
		Tail		X			✓
		Neck			✓	✓	
		Trees			✓	✓	
		Horn			X		✓
18.	RKN	Are	✓			✓	
		Highest		X			✓
		Found	X	X			✓
		Has	✓			✓	
		Tail		X			✓
		Neck			X		✓
		Trees			✓	✓	
		Horn			✓	✓	
19.	CCS	Are	✓			✓	
		Tallest		X			✓

		See	X	X			✓
		Has	✓			✓	
		Own		X			✓
		Neck			✓	✓	
		Trees			✓	✓	
		Horn			X		✓
20.	EEC	Are	✓			✓	
		Tallest		X			✓
		Find	✓	✓			✓
		Has	✓			✓	
		Long		✓		✓	
		Neck			✓	✓	
		Trees			✓	✓	
		Horn			X		✓
21.	SRW	Is	✓			✓	
		Highest		X			✓
		Found	X	X			✓
		Have	✓			✓	
		Own		X			✓
		Use			✓	✓	
		Tree			✓	✓	
		Horn			X		✓

Research Instrument

Interview Sheet

The following questions are intended to the students` to investigate their difficulties in facing gap-filling tasks in reading skill.

No.	The Questions of Interview
1.	What are the problems you get in doing reading assignments, especially those related to gap-filling tasks?
2.	Do you feel bored in doing gap-filling tasks?
3.	Do you have to think hard in the process of working on gap-filling tasks to find ideas that you should fill in empty sentences?
4.	What are the difficulties you get in identifying the meaning contained in gap-filling tasks?
5.	Do you have difficulty in determining the vocabulary you have to fill in according to the context of the text?
6.	Do you give full attention in the process of doing gap-filling tasks?

Documentation Sheet

No.	Aspect	Available	Inavailable
1	Profil of MTs Ma'arif NU 6 Taman Negri		
2	The building condition and school facilities in MTs Ma'arif NU 6 Taman Negri		
3	The quantity of students MTs Ma'arif NU 6 Taman Negri		
4	Organization structure of MTs Ma'arif NU 6 Taman Negri		
5	Location sketch		
6	Students` reading document		

Reading Aspect of Gap-Filling Tasks

No	Name	Grammatical Feature			Ideas Helping			Vocabulary In Context	
		Are	Tallest	Find	Has	Long	Neck	Trees	Horns
1.	NAD	✓	–	✓	✓	✓	✓	–	–
2.	FAP	✓	–	✓	✓	–	–	–	–
3.	DAL	✓	✓	✓	✓	✓	✓	✓	✓
4.	JN	✓	–	✓	✓	–	✓	–	–
5.	JMW	✓	–	✓	✓	–	–	–	–
6.	DO	✓	–	✓	✓	–	–	–	–
7.	ZAR	✓	–	✓	✓	–	✓	–	–
8.	AI	–	–	–	–	–	–	–	–
9.	FPA	✓	✓	✓	✓	✓	✓	✓	✓
10.	NN	✓	–	✓	✓	–	✓	✓	✓
11.	RR	✓	–	✓	✓	–	✓	–	–
12.	HHL	✓	✓	✓	✓	✓	✓	✓	✓
13.	ZRF	✓	–	–	✓	–	✓	–	–
14.	FP	✓	–	✓	✓	–	✓	–	–
15.	DCR	✓	–	✓	✓	–	–	–	–
16.	AM	–	–	–	–	✓	–	–	–
17.	AF	✓	–	–	✓	–	✓	✓	–
18.	RKN	✓	–	–	✓	–	✓	✓	–
19.	CCS	✓	✓	–	✓	–	✓	✓	–
20.	EEC	✓	✓	✓	✓	✓	✓	✓	–
21.	SRW	–	–	–	–	–	–	–	–
Total		A / I	A / I	A / I	A / I	A / I	A / I	A / I	A / I
		18 / 3	5 / 16	14 / 7	18 / 3	6 / 15	14 / 7	8 / 13	4 / 17
	Appropriate	87							
	Inappropriate	81							
	Amount	168							

Dimarcahya R.

Fill in the blanks!

Giraffe

Giraffes *are* the *animal* mammals in the world. We can *find* them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe *has* a *part* neck and long legs. The long *His* neck helps it to eat leaves from the tall *tree* It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".*tort*...." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 5   6F   1H   VC
          A = 2   A = 1   A = 0
B = 3   1 : 1   1 : 2   1 : 2

REDO PRANATA

Fill in the blanks!

Giraffe

Giraffes .Are.. the Animal[×] mammals in the world. We can .Find.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .Has. a .His...[×] neck and long legs. The long neck. helps it to eat leaves from the tall Tree[×] It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".Part....[×]" or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

		6F	1H	VC
B	= 4	A = 2	A = 2	A = 0
S	= 4	I = 1	I = 1	I = 2

Uama= hafizan hanin lutfia
:elas = VII^

Fill in the blanks!

Giraffe

Giraffes .Are.. the .Tavest.mammals in the world. We can .find.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .Has. a ..long neck and long legs. The long .Neck helps it to eat leaves from the tall .Trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "...Horns.." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

	6F	1H	VC
B = 8	A : 3	A : 3	A : 2
S = 0	I : 0	I : 0	I : 0

nama : Rika rahmawati

Fill in the blanks!

Giraffe

Giraffes _are_ the _animal_ mammals in the world. We can _find_ them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe _has_ a _own_ neck and long legs. The long _neck_ helps it to eat leaves from the tall _tree_. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "_Horn_" or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 4

B - 4

6F
A = 2
I : 1

IH
A = 2
I : 1

VC
A = 0
I : 2

Jama- N uru Neulana.

Fill in the blanks!

Giraffe

Giraffes .Are.. the Highest mammals in the world. We can Find.... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .Has. a .own. neck and long legs. The long ..Neck. helps it to eat leaves from the tall Trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..Horns." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 2

B = 6

	6F	1H	VC
A = 2	A = 2	A = 2
1 : 1	1 : 1	1 ; 0

Nama = Fera Putri Anggraini

Fill in the blanks!

Giraffe

Giraffes ..Are.. the Tallest mammals in the world. We can Find.... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .Has. a .Long.. neck and long legs. The long .Neck. helps it to eat leaves from the tall .Trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..Horns..." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

	GF	IH	VC
S = 0	A = 3	A = 3	A = 2
B = 8	I = 0	I = 0	I = 0

ALLYN IRMAYASSA

VII A

Fill in the blanks!

Giraffe

Giraffes ...is... the Highest mammals in the world. We can found. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe Have a Own.... neck and long legs. The long His.neck helps it to eat leaves from the tall Use. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".Horn....." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 8   6F   IH   VC
B = 0   A = 0   A = 0   A = 0
               I : 3   I : 3   I : 2

LULU ALFI KASMIRAH
CLS: 7A

Fill in the blanks!

Giraffe

Giraffes .Are.. the .Highe.mammals in the world. We can .Find... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .Has.. a .own.. neck and long legs. The long .neck.. helps it to eat leaves from the tall .use. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "…Horn…." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 4
B = 4

GF
A = 2
I = 1

IH
A = 2
I = 1

VC
A = 0
I = 2

Destri Octavia
7ª (VII^)

Fill in the blanks!

Giraffe

Giraffes .are.. the .highest mammals in the world. We can .find... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has.. a .neck... neck and long legs. The long trees. helps it to eat leaves from the tall .use. ✗ It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".Horn....." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 5
B = 3

6F
A = 2
I = 1

1H
A = 1
I = 2

VC
A = 0
I = 2

JESHA MUTIARA WATI

Fill in the blanks!

Giraffe

Giraffes ..are.. the highest mammals in the world. We can ..Find.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has.. a Neak.. neck and long legs. The long Trees. helps it to eat leaves from the tall .use. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".h.orn...." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

	6f	1H	Vc
S = 5	A = 2	A = 1	A = 0
B = 3	I = 1	I = 2	I = 2

Iulia Nurasmawati

1A

Fill in the blanks!

Giraffe

Giraffes ..are.. the highest mammals in the world. We can find.... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has... a ..own.. neck and long legs. The long .neck.. helps it to eat leaves from the tall tree. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..horn......" or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 4   A : 2   A : 2   A : 0
b = 4   l : 1   t : 1   l : 2

nama Dea ayu lestari
15. VII

Fill in the blanks!

Giraffe

Giraffes .Are.. the Tallest mammals in the world. We can .find.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe Has.. a long.. neck and long legs. The long Neck. helps it to eat leaves from the tall pull. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".horns...." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 0
B = 8

6F
A : 3
I : 0

1H
A : 3
I : 0

Vc
A : 2
I : 0

nama : FARHAN. AZWAR P.
kls : VII A

Fill in the blanks!

Giraffe

Giraffes .A.re. the .animal mammals in the world. We can .Find... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .has.. a .Part.. neck and long legs. The long .hisnecs. helps it to eat leaves from the tall .tree. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".horn....." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

	Gf	IH	VC
S = 5	A : 2	A = 1	A = 0
B = 3	i = 1	i = 2	I = 2

Syfa Rahmawati
VII A

Fill in the blanks!

Giraffe

Giraffes ..is.. the ..Highest.. mammals in the world. We can ..Pound.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe ..have.. a ..own.. neck and long legs. The long ..use.. helps it to eat leaves from the tall ..tree.. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..horn.." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 8   GF   1H   VC
          A : 0   A : 0   A : 0
          I : 3   I : 3   I : 2

Elsa Eli Cahyani
VII A

Fill in the blanks!

Giraffe

Giraffes ..Are.. the Tallest mammals in the world. We can ..Find.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe ..has. a ..long... neck and long legs. The long ..Neck. helps it to eat leaves from the tall ..Trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..Horn^X.." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 1
B = 7

6F
A = 3
I : 0

IIt
A = 3
I : 0

VC
A = 1
I : 1

Chieka cherLiana Sari
VII a

Fill in the blanks!

Giraffe

Giraffes .Are. the tallest mammals in the world. We can .See. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .has. a .own. neck and long legs. The long .neck. helps it to eat leaves from the tall .trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..horn.." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 3   6F   1H   VC
         A : 2   A : 2   A : 1
B = 5   1 : 1   1 : 1   1 : 1

Rosidatun khoirun Nisa
VII a

Fill in the blanks!

Giraffe

Giraffes ..Are. the ..Highest. [×] mammals in the world. We can
..Found. [×] them in central, eastern and southern Africa. Some of
them are also kept in the zoo. A giraffe ..Has. a ..Tail. [×] neck and
long legs. The long ..neck. helps it to eat leaves from the tall ..Trees.
It pulls the leaves by its long tounge. Around his body, it has
spotted patterns. "Giraffa camelopardalis" is its scientific name.
On the top of its head, there are small "...Horn.....[×]" or knobs. They
are used to protect the head when fighting. The colors of their
skin are light and dark brown,

S = 4   6F   1H   VC
         A = 1   A = 2   A = 1
B = 4   1 : 2   1 : 1   1 : 1

ALDA FITRIYANI
JU A

Fill in the blanks!

Giraffe

Giraffes ..Are.. the ..highest.. mammals in the world. We can found.. them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe ..Has.. a ..tail.. neck and long legs. The long ..neck.. helps it to eat leaves from the tall ..trees It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "..horn...." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 4   GF   1H   VC
           A = 1   A = 2   A = 1
B = 4   I = 2   I = 1   I = 1

alfi mustafiah
VII a

Fill in the blanks!

Giraffe

Giraffes ..!.S... the ...A... mammals in the world. We can

..kept.. them in central, eastern and southern Africa. Some of

them are also kept in the zoo. A giraffe ..have.. a ..long.. neck and

long legs. The long ..legs.. helps it to eat leaves from the tall .tongove.

It pulls the leaves by its long tounge. Around his body, it has

spotted patterns. "Giraffa camelopardalis" is its scientific name.

On the top of its head, there are small "..Head...." or knobs. They

are used to protect the head when fighting. The colors of their

skin are light and dark brown,

S = 7 6F   IH   VC
B = I   A=0   A=I   A=0
        I:3   I:2   I:2

grammatical (3) x2'
Ideas Helping. (3)
Vocabulary.

8 x 2' = 168.

2

Zahra Kizky fadilah
VII^A

Fill in the blanks!

Giraffe

Giraffes are... the Animal mammals in the world. We can look... them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe .has.. a .Tail... neck and long legs. The long Neck.. helps it to eat leaves from the tall .To... It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small ".Horn....." or knobs. They are used to protect the head when fighting. The colors of their skin are light and dark brown,

S = 5   6F   1H   VC
B = 3   A : 1   A : 2   A : 0
            1 : 2   1 : 1   1 : 2

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

Nomor   : B-1335/In.28.1/J/TL.00/06/2020
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MA`ARIF NU 6 TAMAN NEGRI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**EVA IMROATUL MUFFIDAH**
NPM	:	1701070016
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF GAP-FILLING TASKS IN STUDENTS` READING SKILL AMONG THE SEVENTH GRADE AT MTS MA`ARIF NU 6 TAMAN NEGRI

untuk melakukan *pra-survey* di MTS MA`ARIF NU 6 TAMAN NEGRI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

LEMBAGA PENDIDIKAN MAARIF NU
MTs.S. MAARIF NU 06 TAMAN NEGERI
WAY BUNGUR LAMPUNG TIMUR
Alamat : Jalan Lintas Timur Desa Taman Negeri Kec. Way Bungur 34192

SURAT KETERANGAN
NOMOR: 481/MTs-MA-06/TN/X/2021

Yang bertandatangan di bawah ini :

Nama	:	SURIYANI,S.Pd
Jabatan	:	Kepala Madrasah
Tempat tanggal lahir	:	Tajimalela, 12 Januari 1973
Pendidikan	:	Sl Bahasa Inggris
Unit Kerja	:	MTs Ma'arif NU 06 Taman Negeri

Menerangkan dengan sesungguhnya :

1. Nama   : EVA IMROATUL MUFFIDAH
   NPM   : 1701070016
   Asal PerguruanTinggi : Institut Agama Islam Negeri Metro
   Jurusan   : Pendidikan Bahasa Inggris
   Fakultas   : Tarbiyah dan Ilmu Keguruan

Bahwa nama tersebut di atas kami selaku Kepala Madrasah MTs Ma'arif 6 Taman Negeri Kecamatan way Bungur Kabupaten Lampung Timur telah memberikan Izin untuk melakukan Pra-Survey di sekolah kami.

Demikian surat keterangan ini di buat untuk dapat di gunakan sebagaimana mestinya

Taman Negeri, 26 Oktober 2021
Mengetahui Kepala Madrasah

SURIYANI,S.Pd
NIP.197301122005012004

12/7/2022   Bimbingan Skripsi

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-5105/In.28.1/J/TL.00/11/2022
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

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

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

Nama	:	**EVA IMROATUL MUFFIDAH**
NPM	:	1701070016
Semester	:	11 (Sebelas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS' DIFFICULTIES IN GAP-FILLING TASKS AMONG THE SEVENTH GRADERS AT MTS MA`ARIF NU 6 TAMAN NEGRI

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, 25 November 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

12/7/2022   Bimbingan Skripsi

2

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

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor	: B-5210/In.28/D.1/TL.00/12/2022	Kepada Yth.,
Lampiran	: -	KEPALA MTS MA`ARIF NU 6 TAMAN
Perihal	: **IZIN RESEARCH**	NEGRI
		di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5209/In.28/D.1/TL.01/12/2022, tanggal 01 Desember 2022 atas nama saudara:

Nama	:	**EVA IMROATUL MUFFIDAH**
NPM	:	1701070016
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF NU 6 TAMAN NEGRI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` DIFFICULTIES IN GAP-FILLING TASKS AMONG THE SEVENTH GRADERS AT MTS MA`ARIF NU 6 TAMAN NEGRI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Desember 2022
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
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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-5209/In.28/D.1/TL.01/12/2022

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

Nama	:	**EVA IMROATUL MUFFIDAH**
NPM	:	1701070016
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MA`ARIF NU 6 TAMAN NEGRI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` DIFFICULTIES IN GAP-FILLING TASKS AMONG THE SEVENTH GRADERS AT MTS MA`ARIF NU 6 TAMAN NEGRI".

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   : 01 Desember 2022

Mengetahui
Pejabat Setempat

(Suritahi, S.pd)

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MAARIF NU
MTs.S. MAARIF NU 06 TAMAN NEGERI
WAY BUNGUR LAMPUNG TIMUR
Alamat : Jalan Lintas Timur Desa Taman Negeri Kec. Way Bungur 34192

SURAT KETERANGAN
NOMOR: 566 /MTs-MA-06/TN/XII/2022

Yang bertandatangan di bawah ini Kepala MTs Ma'arif 6 Taman Negeri menerangkan bahwa:

1. Nama   : EVA IMROATUL MUFFIDAH
   NPM   : 1701070016
   Asal PerguruanTinggi   : Institut Agama Islam Negeri Metro
   Jurusan   : Pendidikan Bahasa Inggris
   Fakultas   : Tarbiyah dan Ilmu Keguruan
   Judul Skripsi   :"AN ANALYSIS OF STUDENTS` DIFFICULTIES IN GAP-FILLING
                                   TASKS AMONG THE SEVENTH GRADERS AT MTS MA'ARIF NU
                                   6 TAMAN NEGRI"

Benar telah melaksanakan Research di MTs Ma'arif 6 Taman Negeri Kecamatan way Bungur Kabupaten Lampung Timur.

Demikian surat keterangan ini di buat untuk dapat di gunakan sebagaimana mestinya

Taman Negeri, 2 Desember 2022
Mengetahui Kepala Madrasah

SURIYANI,S.Pd
NIP.197301122005012004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1332/In.28/S/U.1/OT.01/11/2022

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

Nama	: Eva Imroatul Muffidah
NPM	: 1701070016
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070016

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, 10 November 2022
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
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Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Eva Imroatul Muffidah

NPM   : 1701070016

Jurusan   : Tadris Bahasa Inggris (TBI)

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Desember 2022
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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www.tarbiyah.metrouniv.ac.id

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

Nama: Eva Imroatul Muflidah   Jurusan: Tadris Bahasa Inggris (TBI)
NPM 1701070016   Semester: VIII / 2021

No	Hari / Tanggal	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Friday, Jan 25th 2021	✓	Chapter 1	
2	Friday, July 9th 2021	✓	Revisi chapter I, II, III Penambahan assesment reading	
3	Thursday, August 10th 2021	∨	Revisi chapter III Penambahan interview	
4	Friday, August 20th 2021	∨	ACC Proposal Chapter I, II, III	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

DosenPembimbingII,

LINDA SEPTIYANA, M.Pd
NIDN. 2016099001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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www.tarbiyah.metrouniv.ac.id

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

Nama : Eva Imroatul Muffidah

NPM : 1701070016

Jurusan : Tadris Bahasa Inggris (TBI)

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1.	27 Agustus 2021	√		- Menambahkan How to solve di Research Question - Mengganti analyze menjadi identify di Poin c Objectives. - Menambahkan to give the solution di Point c. Objectives.	
2	01 September 2021	√		ACC BAB I Lanjut BAB II	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198710222015031004

Dosen Pembimbing I,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

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

Nama : Eca Ianuatul Muthilah   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1201010616   Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
3	01 September 2021	√		- Menambahkan teori tentang Reading Skill. - Menambahkan teori yang ada score nya.	
4	23 September 2021	√		ACC BAB II lanjut BAB III	
5	01 October 2021	√		- Mengubah huruf times new roman 12 - Mengganti Research Desain menjadi Type and Characteristic of The Research	
6	15 Oktober 2021	√		ACC BAB III	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP 197911022015031004

Dosen Pembimbing I,

Drs. KURYANI, M.Pd
NIP. 196202151995031001

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

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

Nama : Eva Imroatul Muffidah   Jurusan : TBI
NPM : 1701070016   Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, 17 januari 2022		Membuat soal research	
2.	Monday January, 24th 2022		Acc Instrument	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Linda Septiyana, M.Pd,
NIDN. 2016099001

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

Nama : Eva Imroatul Muffidah   Jurusan : TBI
NPM : 1701070016   Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Monday / April 18th 2022		Chapter 4	
2.	Tuesday May 10th 2022		Chapter 4	
3.	Thursday Okt. 11st 2022		Chapter 4.	
4	Thursday, Nov. 10th 2022		Chapter 4-5	
5.	Tuesday Nov. 22nd 2022		Abstract, Acknowledgment, Motto	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Linda Septiyana, M.Pd.
NIDN. 2016099001

CURRICULUM VITAE

The name of writer is Eva Imroatul Muffidah. She was born in Taman Negri, September 23, 1999. She is the first child of married couple Mr. M. Nasir Nufis and Mrs. Komsatun. She was enrolled her study at TK Muslimat NU Taman Negri 2004-2005. She continued her study at SD N 2 Taman Negri on 2005-2011. She continued her study at MT′s Ma′arif NU 6 Taman Negri 2011-2014. She continued her study at SMA Ma`arif NU 5 Purbolinggo on 2014 and completed in 2017. After graduating of SMA Ma`arif NU 5 Purbolinggo, the writer continued her study at Kota Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.