AN UNDERGRADUATE THESIS

AN ANALYSIS ON THE BARRIERS
IN TEACHING OF READING AMONG THE EIGHTH GRADERS
OF THE SMP MUHAMMADIYAH 1 BANGUNREJO
CENTRAL LAMPUNG

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Tarbiyah and Teacher Training
English Education Department

STATE ISLAMIC INSTITUTE OF METRO

1439 H / 2018 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Departement

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ABSTRACT
By:
ERMA YULI ASTUTI

The purpose of this research are to show that the barriers or problem in teaching reading among the eighth graders Of the SMP Muhammadiyah 1 Bangunrejo Central Lampung.the research had outlined problem in this research that focused in reading abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading. they get difficulties when they must read and answer a question about the discourse, if they do not understand with the content of the discourse. Because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover the teacher must have interestingly and affectively learning method in the class

In this research the writer chose to use the qualitative method with the case study approach. Observation, interview, and documentation are used to collect the data. The writer observed the research toward thirty four of the eighth graders of SMP Muhammadiyah Bangunrejo and than the writer interviewed the teacher and the students about the barriers or problems in teaching reading among the eighth graders. Furthermore, the documentation is supporting method in collecting data.

Finally, the data confirmed that there was seven student who got good score (20.25%). Furthermore, 8 students got bad score less than fifty point (23.50%). And the last, on standard score was gotten by other (55.25%). It could be concluded that the students did not understand about the teachers strategy. Moreover, the teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult.

Keywords : Reading abilities, the teachers strategy

ANALISIS MASALAH
DALAM PROSES MENGAJAR READING DI KELAS DELAPAN
SMP MUHAMMADIYAH 1 BANGUNREJO LAMPUNG TENGAH

ABSTRAK
Oleh:
ERMA YULI ASTUTI

Tujuan dari penelitian ini adalah menunjukan bahwa adanya hambatan atau permasalahan yang terjadi dalam proses mengajar bahasa Inggris khususnya materi membaca di kelas delapan SMP Muhammadiyah Bangunrejo Lampung Tengah. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya dalam materi membaca. mereka mengalami kesulitan ketika mereka harus membaca dan menjawab pertanyaan tentang wacana. Mereka tidak memahami isi konten dalam wacana tersebut. Karena mereka tidak hanya memiliki kemampuan kosa kata yang rendah akan tetapi mereka juga memiliki kelemahan dalam pemahaman struktur dan tata bahasa. Oleh karena itu guru harus memiliki strategi mengajar yang menarik dan efektif di dalam kelas.

Dalam penelitian ini penulis memilih menggunakan metode kualitatif dengan pendekatan studi kasus. Observasi, wawancara, dan dokumentasi digunakan sebagai alat pengumpul data. Penulis melakukan pengamatan pada 34 siswa kelas VIII SMP Muhammadiyah Bangunrejo kemudian penulis melakukan wawancara kepada guru dan siswa untuk mengetahui apa hambatan atau permasalahan yang terjadi dalam proses mengajar membaca pada kelas delapan.sedangkan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah diteliti dapat disimpulkan bahwa hanya ada tujuh siswa yang mendapatkan nilai baik (20.25%), delapan siswa mendapatkan nilai buruk kurang dari 50 (23.50%) dan nilai cukup didapatkan oleh siswa lainnya(55.25%). Sebagai hasilnya, penulis menyimpulkan bahwa siswa tidak memahami strategi mengajar guru. Ketika siswa tidak mampu menerapkan strategi mengajar dengan baik dalam membaca, sebagai konsekuensinya, kemampuan pemahaman dalam membaca banyak jenis teks akan sulit.

Kata kunci : kemampuan membaca, strategi mengajar guru.

NOTA DINAS

Number   :
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> Kepada Yth.,
> Ketua Fakultas Tarbiyah
> Institut Agama Islam Negeri (IAIN)
> di-
> > Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Erma Yuli Astuti
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **AN ANALYSIS ON THE BARRIERS IN TEACHING READING AMONG THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 BANGUNREJO CENTRAL LAMPUNG.**

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

Wassalamu'alaikumWr.Wb.

Metro,12 July 2018

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ERROR ANALYSIS OF USING DISCOURSE MARKERS IN WRTING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, Written by Rima Rimba Sari, student number 1065477, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 06th, 2018 at 13.00-115.00 a.m.

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STATEMENT OF RESEARCH ORIGINALITY

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      Department   :   English Education

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

Metro, Jully 2018
The writer

ma Yuli Astuti
No. 1176087

MOTTO
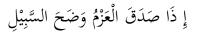
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<div dir="rtl">

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ ١

</div>

1. Read in the name of your Lord Who created.

1. Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan.

<div dir="rtl">

إِ ذَا صَدَقَ الْعَزْمُ وَضَحَ السَّبِيْلِ

</div>

"Where there is will there is a way"

Dimana ada kemauan disitu ada jalan

DEDICATION PAGE

This undergraduate thesis is made as the researcher's testimonial for:

1. My beloved Parents, my husband and children, and all my brother and sister you are my spirit in every time.
2. All beloved almamater of State Institute for Islamic studies Of Metro.

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CHAPTER 1

INTRODUCTION

A. Background Of Study

Indonesia is one of the countries that determine English as a foreign language. Nowadays Indonesia departement of education takes it into national curriculum and also takes this language as one of compulsory subject of the formal education that must be learned by all students in Indonesia.

As a foreign language learning, this language is not as easy learning Indonesia language. Because it has different structure, pronounciation from Indonesian language, and others. Moreover, the primary aim or learning and teaching English is the student can communicate each other either in spoken or written language.

The four skills of the language that must be mastered by all language learners. They are listening, writing, reading and speaking. Teacher should develop these four skills so that their students could use these skills to communicate with each other and express their throughts, feelings and opinions in English. For many students, reading is by far the more important of these four skills, particulary in English as a second or foreign language. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that repesent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

Furthermore, the data of pre survey on January 2018 at SMP Muhammadiyah 1 Bangunrejo especially in the eighth grade, the researcher give test about narrative text, the class consist of 34 students. And there are the result of test:

Table 1

The data of Pre-survey

No.	Student's Name	Score	No.	Student's Name	Score
1	AD	6,50	18	IR	7,00
2	AS	6,50	19	LO	6,50
3	AW	6,50	20	LU	7,00
4	AH	7,00	21	MA	6,50
5	AM	6,50	22	MI	7,50
6	AN	6,50	23	MAM	6,50
7	ANE	6,50	24	RE	7,00
8	ANH	6,50	25	RF	7,50
9	ANI	6,50	26	RR	6,50
10	DE	6,00	27	SW	6,50
11	DJ	6,50	28	SI	6,50
12	ED	6,50	29	SR	6,50
13	FE	6,50	30	SO	7,50
14	FN	6,50	31	SY	7,50
15	FE	6,50	32	TR	8,00

16	IR	6,50		33	WK	6,00
17	IZ	6,50		34	WR	6,50

NOTE: Score A = 8,10 – 9,00

Score B = 7,10-8,00

Score C = 6,10 – 7,00

Score D = 5,10 – 6,00

The student feel bored and lazy when they must read and answer a question about the discourse, if they do not understand with the content of the discourse. Because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some student have low motivation in reading comprehension, the students think that to read the text needed for long time.

In this research, the researcher wants to investigate about the barrier of English teacher in teaching reading class. In fact, there are many kinds of reading technique. However they do not choose and use one of the effective and efficient techniques in reading. In fact some student with reading comprehension interpret word by word which are inefficient in reading comprehension.

B. Focus Of The Study

This research will focus on : what are barrier of English teacher in teaching reading class at SMP Muhammadiyah 01 Bangunrejo based on the theories, data collection and writer's point of view as the researcher.

C. THE OBJECTIVE AND BENEFIT OF THE STUDY

1. The Object of the Research

The objective of this research is to find out the barrier of English teacher in teaching reading class at SMP Muhammadiyah 1 Bangunrejo.

2. Benefits of the study

a. For the Teachers:

1) To enable the teachers to know the barrier in teaching reading and give solution to teach reading more effectively and interestingly.

b. For the Students:

1) To enable the students to increase reading comprehension in the most efficient way.

CHAPTER II

THEORETICAL REVIEW

1. Theory of Reading.

a. Concept of Reading.

Etymologically, the word "reading" in Oxford advanced learner's Dictionary is derived from the word 'read' that can be defined as follows:

i. To look at and understand the meaning of written or printed words or symbols.

ii. To go through written or printed words, silently or aloud to others.

iii. To discover or find out about somebody or something by reading[1]. In other word, reading is an activity to get some information or knowledge in a book.

Terminologically, there are so many experts that have different definitions for reading but here the writer will take several definitions according to the experts as follows:

Moreover, Albert Josiah Harris states that reading is a result of the interaction between: the perception of graphic symbols that represent language

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[1] A.S Hornby, , *Oxford Advanced Learner's Dictionary,* New york: Oxford University Express,1995, P:.967

and the reader's language skills, cognitive skills and knowledge of the word.[2] It means that reading is a process of sequence between something that is written with the knowledge.

Furthermore, Rick Ostrov defines that "Reading is based on two factors: the first is speed and the second is comprehension"[3], it means that if you read extremely fast, but can not understand the material, and then the student might as well not read it. At the other extrem, if the student reads to slowly, the student may never have time to finish that you start. Both factors are important.

Based on the quotations above, it can be inferred that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer thought printed language such as graphic symbol, written verbal symbol. In comprehending the content of the text, the reader must not only use eyes, but also mind concentration to catch the writer's idea.

As it was cited by Farrell from Anthony, Pearson, and Raphael (1993:284) explained that: [4]

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[2] Albert Josiah Harris and Sipay, *How to Increase Reading Ability,* United States of America: the Alpine Press, 1984, p.12

[3] Rick Ostrov, *Power Reading,* Nort San Juan:Education Press 2003 P: 2

[4] *Ibid*, p.1

"reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation".

It means that reading gets through the dynamic interaction process in gaining what the writer intended. In that process, the readers integrate their existing knowledge with the information containing in the text, and context of the reading situation.

Furthermore, Mc Conkie pointed out that reading is a cognitive activity that takes place rapidly and privately in our minds.[5] Moreover, reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiential backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read.[6]

It means that reading process includes interaction between our mind and the written language to gain the information existing in it.

Based on the quotations above, it can be inferred that reading is the cognitive process of constructing meaning through several interactions such as connection among the reader's prior knowledge, the writer ideas in the text, and the context of reading situation.

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[5] Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability,* United States of America: the Alpine Press, 1984., p. 7

[6] Albert J. Harris and Edward R. Sipay, *op. cit.,* p. 13

b. The Models of Reading

1). The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning.[7] This means that between knowledge and competence linguistics interrelated in interpreting a text reading,

In top-down model, background knowledge activities, prediction, main idea, contextual guessing, scanning and skimming are provided, the prospects and previous information help readers to recognize meaning in their reading process. In this model, readers begin to read a passage and utilize their previously learned information to get new experiences and knowledge.

In top-down model, readers use their background knowledge to predict meaning.[8] Accordingly, active readers translate the message of writers in their own language in a meaningful form. Therefore, good readers do not read all of the vocabularies in a context, but they will recognize the message of the context by getting some important of words and sentences. In other words, the model of top-down emphasizes on reading proficiency and focuses on predicting the message by using the readers' prior knowledge related to the context.

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[7] *Albert Josiah Harris and sipay, *How to Increase Reading Ability,* United States of America: the Alpine Press, 1984, p.9

[8] Goodman, K. "Reading: A psycholinguistic Guessing Game." *Journal of the Reading Specialist* 6(1), (1967): 126-135.

2). The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax.[9] In other word, in bottom-up processing the reader must recognize of linguistics signal.

Bottom-up model emphasizes on surface meaning, using a dictionary for translating new vocabularies for facilitating reading comprehension. This model is normally used at the earlier level of the study. Reading process in the bottom-up model starts with the decoding of the smallest elements of linguistic especially phonemes and words, continued with creating meaning from the larger elements.[10] Bottom-up model focuses on the print itself, whereas reading is the starting point to grasp understanding in words description, letters information, linguistic elements and sentences before recognizing the meaning the whole text.

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[9] Thomas S. C. Farrel, *planning lesson for a reading class,* Singapore: SEAMEO Regional Language Centre,2002, p: 2

[10] Carrell, P. L. "Metacognitive Awareness and Second Language Reading." *Modern Language Journal* 73 (1989): 120-133.

3). The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text.[11] From the above two models it can be a single chain of the reading process.

Interactive model is the combination of the two aforementioned models (top-down and bottom-up). This model is based on information from different parts such as semantic information, lexical, schemata, orthographic and syntactic.[12] Interactive model covers what top-down or bottom-up model uncovered in the whole process of reading.

c. Kinds of Reading Comprehension

Burn et al divided reading comprehension into four categories, they are literal reading, interpretive reading, critical reading, and creative reading.[13] The following subsections discuss about these in more details.

1)   Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the

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[11] Carrell, P. L. "Metacognitive Awareness and Second Language Reading." *Modern Language Journal* 73 (1989) : 120-133.

[12] http://dx.doi.org/10.2307/747348 accessed on Jan 17, 2017

[13] http://yoyoii.blogspot.com/2011/06/kinds-of-reading-comprehension.html accessed on Jan 13, 2017

students from memory what the book says. Literal comprehension is the lowest level type understanding.

2)   Interpretive Reading

The interpretive involves reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

3)   Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

4)   Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination. In creative reading,   the reader tries to come up with a new or alternative solution to the presented by author.

d. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

1)   Identifying the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.[14] It means, to find out what information will be taken of the text,   the reader have to determine their purpose in reading.

2)   Skimming the text for main ideas.

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.[15] In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

3)   Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.[16] It means, scanning is reading the text quickly to find specific information without reading every word in the text.

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[14] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. p. 306.

[15] *Ibid*., p. 308.

[16] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. P.308.

4)   Guessing when the readers are not certain.

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.[17] Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5)   Analyzing vocabulary

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it.

a)   Look for prefixes (co-, inter-, etc.) that may gives clues.

b)   Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.

c)   Look for roots that are familiar.

d)   Look for grammatical contexts that may signal information.

e)   Look at the topic for clues.[18]

6)   Predicting

Farrell described that prediction is making an assumption what is going happen next of the text and asking the reader before reading to think the previous experiences they have had about the topic.[19] It can be said that before reading, the

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[17] *Ibid*.

[18] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001. p. 310.

[19] Farrell, Thomas S.C. *Planning Lesson for a Reading Class*. Singapore: Seameo Regional Language Center, 2002. p. 27.

readers have to connect their previous experiences with the topic then making prediction about what will happen to next of the text.

    7)   Identifying Topics and Main Idea

Mikukecky in Farrell recommended to train identifying topics and main ideas, there are some developmental order that should be done by the reader, as follows:

    a)   Finding the topic from a list of words

    b)   Recognizing the topic of a paragraph

    c)   Identifying the main idea of a passage.[20]

Finding the topic and main ideas are not easy. Many readers are difficult to find the topic and main ideas of the text. It is because the readers do not know the way to find it. The reader should know the developmental order in finding the topic and main ideas. Therefore, the readers will be easy to understand the content of what they read.

e. Level of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follows:[21]

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[20] *Ibid*., p. 35.

[21] Siahaan, Sanggam. *Issues in Linguistics*. Yogyakarta: Graha Ilmu, 2008. p. 106.

1)   Novice-level readers

The readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2)   Intermediate-level reader

The readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements well with some common misunderstanding of finer point.

3)   Advanced-level reader

The readers that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4)   Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School are included in intermediate-level readers, they must be able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements well.

f. Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely:

1) Pronominal Questions, Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answers are required and these forms of questions are called short answer questions.

2) True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions forms, the students do not make their own answer but they choose the answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3)   Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.[22] After the students finish reading the passage, they write short notes to fill in the diagrams.

2. **Theory of the barrier in learning process.**

a. **The Definition.**

The Definitions of the "barrier" Based on Oxford learner's pocket dictionary

:1. Something that prevents or controls movement or progress: the removal of trade~s. 2. Thing that keeps people apart : the language. And also as any condition that makes it difficult to make progress or to achieve an objective. 3. a structure or object that impedes free movement 4. Any condition that makes it difficult to make progress or to achieve an objective intolerance is a barrier to understanding. 5. Anything serving to maintain separation by obstructing vision or access. 6. A carpentry obstruction, stockade, or other obstacle made in a passage in order to stop an enemy.

The barrier can also to speak of an obstacle in the process that makes it difficult to make progress.

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[22] Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009. p. 77-79.

An obstacle (also called a barrier, impediment or stumbling block) is an object, thing, action or situation that causes an obstruction. There are, therefore, different types of obstacles, which can be physical, economic, biopsychosocial, cultural, political, technological or even military. Definition of barrier is anything which makes it difficult for someone to do something, especially to send goods from one place to another Usage to impose trade barriers on certain goods to restrict the import of some goods by charging high duty[23].

Moreover, Richard Carlson states that barrier is the most better place to practice,[24]

Agung Wijaya look the problem as a unmatched situation between expectation and reality. [25]

Dogorty Craig said that the problem is the future situation but not desirable. [26].

From the statement the experts above the writer can conclude that the barrier as a problem is anything situation which makes it difficult for someone to do something.

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[23] : http://www.investorwords.com/8968/barrier.html#ixzz4WXah1zVEasseced Jan 20 2017

[24] Carlson,R. dkk "definisi masalah menurut para ahli" p.5

[25] *Ibid.*

[26] *Ibid.*

b. Characteristic of the barrier.

Generally the problem have characteristics, there are :

1. The trouble which must be finished.

2. The challenge which must be through.

3. Important and realistic.

4. Motivate the people to solve.

5. It can be useful if can devided.

According to Dewey Theory Following the characteristic of problem (the barrier) among:

1) The problem (barrier) make someone feel worried.

2) It will make a problem formulation to found the problem solving.

3) The problem will make a people to make a hypothesis by collecting data as a step to solution for this problem.

4) The problem will invite the people to develop them idea to find the best fission by reason.

5) It will make the people to make conclusion based on the theory and data as a proof has been collection,

c. Barrier Types.

1.   Physical Barriers

Exist in a structural environment that interferes with or impedes a person with a physical disability from accessing a particular location or service. For example : the student has the problem about mathematic learning.

2.   Communication Barriers

Exist when an individual is unable to access information in a format they can use. Alternate forms of communication include such things as audiocassette, Braille, large print, closed captioned video and computer diskette. For example : the student not understand with the teacher explanation in learning process.

3.   Systemic Barriers

Occur when practices or policies are put in place that discriminate against individuals by screening them out from participation. Sometimes the system in learning process different with students condition, It make the discriminate the student to understanding.

4.   Attitudinal Barriers

This type of barrier impacts accessibility on all levels since most of the other barriers are rooted in attitudes as well. These can be the hardest to address in spite of the fact that they are the ones that we have the most control over. Are inaccurate beliefs or perceptions about a person's ability based on assumptions

and a lack of direct knowledge. The student which has good attitude usually has responsibility better than other.

d.   Kinds of Problem.

Generally the problem devided into two categories, they are: simple problem and complex problem, The following subsections discuss about these in more details.

1.   Simple Problem.

The simple problem has small scale, unrelated to other problem, and not has more consequence

2.   Complex problem.

The complex problem has bigger scale and related to other problem, and also has more consequence which require cooperation to solve.

e.   Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner learns, setting the conditions for learning[27].

Kimble and Garmezy in Brown states that " Teaching is defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand"[28]

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[27] Douglas Brown, *Principle of Language Learning and Teaching,* United State of America : Prentice hall regent, 2003.p.7

[28] *Loc.cit*

Teaching cannot be defined apart from learning. Acording to Chaplin,in Syah learning is acquisition of any relatively permanent change in behavior as a result of practice, experience and the process of acquiring responses as a result of special practice.[29] Meanwhile Reber states that "Learning is relativety permanent change in responding potentially which occurs as a result of reinforced practice."[27] Learning can be defined as the steps of any relatively permanen change in behavior as result of experience and interaction with environment that involved the process of cognitive and affective.

Without the acquisition of basic sentence patterns and attention to the form of language, problems with basic structures and cosequently accuracy, will continue, and children will be enable to participate in activities with focus on purposeful communication. Appropriate language use requares a knowledge of both the form and the function of a language. Children should therefore be provided with opportunities from an early stage to use grammatical structure for real communication purpose. This will make language learning nuch more meaningful and motivating[28]

The result of learning depends on the process of learning. Therefore, the teacher should use the suitable technique and media to make the students understand the English materials. In learning process, the teacher should give the

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[29] Muhibbin Syah, *Psikologi Pendidikan,* Bandung: PT. Remaja Rosdakarya, 1995,p.90

[27] *Ibid,*p.91

[28] Gail Ellis, and Jean Brewster, *The Primary English Teachers' Guide*, Great Britain: Penguin English, 2002, p.94

various activities in the classroom to avoid the students' boredom and generate the

students' respond.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Design

The design of this study use a qualitative research in the form of field qualitative. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[29]

> Qualitative research is fundamentally interpretative. This means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned and offering further questions to be asked (Walcott, 1994).[30]

According to Creswell "the researcher make interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically".[31]

From the quotation above, the writer concludes that the data is gotten in this research from the personal or setting description that will be analyzed, which then it will be interpreted in a conclusion by the writer. In the qualitative research, a

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[29] Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches 4th edition.* United States of America: SAGE Publications, Inc., 2014. p. 4.

[30] Jhon W.Creswell,*Research design :Qualitative,Quantitative,and mixedd methods approaches* (2nd Ed),New Delhi,Sage Publications,2003,P.182

discussion about participations and site might include four aspects identified by Miles and Huberman (1994): setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).[31]

Furthermore, the writer use purposive sample as the participants. Purposive sample is sampling technique of data source based on certain consideration. That is handed over to researcher and based on research objective.[32]

In this research, the writer chooses the eighth grade students of Junior High School at SMP Muhammadiyah Bangunrejo because they have studied about kinds of reading texts, so that the writer considers that they master about the subject and analyses the barrier in their learning process.

B.   Data Collection Instruments

The instruments that are used to conduct the research in collecting data are based on Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information". [33] as follows:

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[31] Jhon W.Creswell,*Research design :Qualitative,Quantitative,and mixedd methods approaches* (2nd Ed),New Delhi,Sage Publications,2003 P.185

[32] Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches 2nd edition.* United States of America: Sage Publication, Inc., 2003. p. 219

[33] Op.Cit. P.184

1.   **Observation**

Sugiono said that "in participant observations, the researcher observes what people do, listen to what they say, and participates in their activities"[34]. Jhon W.Creswell explained that, the researcher takes field notes on the behavior or activities of the participants at the research site.[35]. The writer chooses participant observation and will observe the participants directly, then notes what they do. Firstly, the writer observes the learning activities in the classroom instruction. The writer will also observe the method that is implemented by the teacher in the learning process.

Secondly, the writer observes the behavior of the students in the classroom instruction. is specified on how the students follow the learning process, whether they are active, enthusiastic, inactive and or not.

From this observes the writer will be found and analyze the barrier of english teacher in teaching reading.

2.   **Interview**

Interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic.[36] In this research, the writer uses interview to get the deeper understanding about the participants through the questions and

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[34] Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches 2nd edition.* United States of America: Sage Publication, Inc., 2003. p. 227

[35] *Ibid.,* p. 188.
[36] *Ibid.,* p. 231

answers that are structured. By using it, the writer can also know more about what the problems of the students in this place.

3. Documentation

Documentation consists of public and private that qualitative researchers obtain about a site or participants in a study.

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.   it is used to support the writer to note the event or information related to this research.

C. Data Analysis Technique

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The researcher used inductive logic in research process. Creswell explained the data analysis technique in the following steps :[38]

1. Gathering the data

Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

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[38] Jhon W.Creswell,*Research design :Qualitative,Quantitative,and mixedd methods approaches* (2nd Ed),New Delhi,Sage Publications,2003P.191

2.   Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

3.   Selecting / Displaying

The writer should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

4.   Interpretation

A final steps in data analysis involves interpretation or meaning of the data. "what were the lesson learned" captures the essence of this idea.

D.   Research Procedures

In this research, the writer uses the case study to explore the phenomenon which occurs in social or human problems. By using this method the researcher will find out the phenomenon which occur in English learning process at eighth graders of smp Muhammadiyah 1 Bangunrejo . Because the writer uses case study, the writer applies step by step procedures in gaining the result of the research as following steps:

1.   Determining focus of the research and formulating the questions.

2.   Determining the case, collecting and analyzing the data

3.   Preparing the collection instrument

4.   Collecting the data

5.   Evaluating and analyzing the data

6.   Making report[39]

From the procedures above, the writer conducts the research as follows: firstly the writer focuses on collecting the data taken from students' reading assignment result. Then, the writer formulates the questions that will be conducted in interview to gain the data. After finishing to gain data, the writer determines the case that will be analyzed. The next step, the writer prepares various preparations for instance schedule of the data collection, instruments to collect the data, and others. After choosing the instruments, the writer collects the data needed in the research. The data will be collected with the instruments that have been prepared previously. Then, the writer evaluates the data, before analyzing and interpreting the data. It is to ensure that data is complete. Finally, the writer creates the report to the simply data.

CHAPTER IV

DATA PRESENTATION

A. **Data Historical of Junior High School Muhammadiyah Bangunrejo**

1. **The Brief History of Junior High School Muhammadiyah 1 Bangunrejo**

   Junior High School (SMP) Muhammadiyah 1 Bangunrejo was built on July 13th, 1985 by Muhammadiyah Institution of Bangunrejo Subdistrict, Committee of Education and Culture Bangunrejo.

   At that time, Junior High School (SMP) Muhammadiyah 1 Bangunrejo occupied the location at Junior High School (SMP) Muhammadiyah Bangunrejo with borrowing statue. In 1985, Junior High School (SMP) Muhammadiyah 1 Bangunrejo had built four permanent classrooms that addressed on Sukanegara street of Bangunrejo Subdistrict, Central Lampung regency.

   At this time, Junior High School (SMP) Muhammadiyah 1 Bangunrejo has done building of infrastructures and during the increasing of total students in 2005-2006 reached 200 students divided to 6 study groups that occupied 6 classrooms.

   The building fund of infrastructures and facilities at Junior High School (SMP) Muhammadiyah 1 Bangunrejo was got from the donation of

students' parent (infak), and routine operational and Block Grand fund was got from Central Government.

Since the existence in 1978-2005, Junior High School (SMP) Muhammadiyah 1 Bangunrejo had done several changing of Headmaster. They are as follows:

a. Lasiyo AB S.Ag   (year 1978-1987)

b. Radjimin S.Ag   (year 1987-1992)

c. Basoir S.Ag   (year 1992-1994)

d. Badrun S.Ag   (year 1994-1999)

e. Sayidi S.Ag   (year 1999 – 2003)

f. Radjimin S.Ag   (year 2003-2006)

g. Sayidi S.Ag   (year 2006 – 2012

h. Prayitno A.Ma   (year 2012 – 2014)

i. Erfi Efendi S.Sos (year 2014 - now)

2. **The Condition of Teachers and Official Employees of Junior High School Muhammadiyah 1 Bangunrejo**

The numbers of teachers and official employees in the academic year of 2015/2016 are 26. They are identified as follows:

Table 2
The Condition of Teachers and Official Employees of Junior High School Muhammadiyah 1 Bangunrejo

No.	Name	Gender	Occupation
1.	Erfi Efendi S.Sos	Male	-Headmaster -IT Teacher

No.	Name	Gender	Position
2.	Sayidi S.Ag	Male	- Al- Islam Teacher
3.	Prayitno A.Ma	Male	-Mulok Teacher
4.	Imam Hanifah S. Pd. SD	Male	-Mulok Teacher
5.	Amir Syarifudin S.Pd.I	Male	-Indonesian Language Teacher
6.	Asyhari S.Pd	Male	-BP Teacher
7.	Sukliwon S.Pd	Male	-Indonesian Language Teacher
8.	Sugeng Waluyo S.Pd	Male	-History Teacher
9.	Dwiyono S.Pd	Male	-Penjaskes Teacher
10.	Heni Budiarti S.Pd	Female	-English Teacher -Vice Principal of Curriculum
11.	Dwi Istiqomah S.Pd	Female	-Mathematics Teacher
12.	Nafiatul Qitiyah S.Pd	Female	-Sains Teacher -Treasurer
13.	Supriati Ningsih S.Pd SD	Female	-Indonesian Language Teacher -Mulok Teacher
14.	Rubingatun S.Sos	Female	-Pkn Teacher
15.	Handayani S.Pd	Female	-Al –islam Teacher
16.	Joni S.Pd	Male	-Art Teacher
17.	Adno	Male	-Officer Teacher
18.	Zufriyah Wardati	Female	-Administrator

Source: Observation Result on January 8th, 2018.

3. **The Quantity of Junior High School Muhammadiyah 1 Bangunrejo Students in the Academic Year of 2017/2018**

The condition of students at Junior High School Muhammadiyah 1 Bangunrejo Students in the Academic Year of 2017/2018 as follows:

Table 3
The Quantity of Junior High School Muhammadiyah 1 Bangunrejo
Students in the Academic Year of 2017/2018

No.	Class	Girls	Boys	Quantity
1	VII A	7	13	20
2	VII B	13	7	20

3	VIII	16	18	34
4	IX	19	18	37
Total		55	56	111

Source: Observation Result on January 8th, 2018.

B. Description of Data Analysis

In analyzing the data, the writer applied Miles and Huberman's model. Based on Miles and Huberman's model, the steps in analyzing the data were data reduction, data display, and conclusion.

For the first step, the writer collected the data, chose the main data, focused on the most important data, and decided the theme and the pattern. The writer collected the data from interview and observation. Then the writer only focused the research in finding the problem in teaching learning and also students' reading result. Afterwards, the writer also interviewed the students about the implication of teaching strategy in reading comprehension.

The next step was data display. Here, the writer would make presentation about the data which were collected and reduced it into the simple explanation. The last step, the writer made the conclusion about the data which were conducted.

C. Description of Findings

1. Data Analysis Result

In this research, the objects were the eighth graders of Junior High School Muhammadiyah 1 Bangunrejo in Academic year 2017/2018.They held a great role in this research while the object of this research was the

analysis on the barriers in teaching of reading. The situation of analsysis included time, physical and social condition of the participants in English learning.

Regarding to the object of the research, the writer had distributed a questionnaire to 34 students of the eighth graders of Junior High School (SMP) Muhammadiyah 1 Bangunrejo. The students' answers in questionnaire were the primary data of this research. Students' answers in questionnaire had been analyzed to find out how was the students' ability in the use of teacher's strategy on English learning. Furthermore, the writer had interviewed the students as the second instrument. An interview was designed in order to recognize the causes that influence the students' ability. To collect specific data, the writer personally visited all the respondents to have face to face interview. The total respondents in interview were 17 of 34 students who had answered the questionnaire. This interview took on May 30th, 2018 at Junior High School (SMP) Muhammadiyah 1 Bangunrejo.

To find out the students' ability on English Reading. The writer had analyzed from the students' answers in questionnaire. In this qualitative research, the writer used method triangulation to make sure the data of this research was valid. The researcher used different methods for collecting one kind of data. The writer used questionnaire and interview method to collect the data.

The writer analyzed 34 students' reading result. Based on the analysis, the writer found the use teaching strategy in their reading. The following table explained the Specification of Reading of the Procedure Text:

Table 4

Specification of Reading Comprehension of the Procedure Text

No	Indicator	Reciprocal Teaching Strategy	Item Numbers
1	Students can find the main idea of the passage	Questioning	3
2	Students can find the purpose of the passage	Summarizing	4
3	Students can scan for specific information of the passage	Questioning	2, 5, 6, 7. 8
4	Students can find a detail word of a pronoun or synonym in the passage	Predicting	1, 9
6	The students can find the meaning of word in the passage	Clarifying	10
7	Students can find the generic structure of the passage	Predicting	-
Total			**10**

Based on the table above, the ability in predicting, questioning, clarifying and summarizing had to be mastered to support the students to be confident. Moreover, English test were more reading text form than others. Most of the students could apply the teacher's teaching strategy on English reading. There were still some students could not apply it.

The writer had distributed a questionnaire to 34 students of the eighth graders of Junior High School (SMP) Muhammadiyah 1 Bangunrejo. This was the attendant list of VIII:

Table 5
The student names of class VIII

No	NIS	Name	Se
1	1995	Student 1	Female
2	1999	Student 2	Female
3	2000	Student 3	Female
4	2003	Student 4	Female
5	2004	Student 5	Female
6	2007	Student 6	Female
7	2008	Student 7	Female
8	2009	Student 8	Female
9	2011	Student 9	Female
10	2015	Student 10	Female
11	2017	Student 11	Female
12	2019	Student 12	Female
13	2020	Student 13	Female
14	2023	Student 14	Female
15	2024	Student 15	Female
16	2025	Student 16	Female
17	2026	Student 17	Male
18	2027	Student 18	Male
19	2028	Student 19	Male

20	2029	Student 20	Male
21	2030	Student 21	Male
22	2031	Student 22	Male
23	2032	Student 23	Male
24	2034	Student 24	Male
25	2035	Student 25	Male
26	2036	Student 26	Male
27	2037	Student 27	Male
28	2038	Student 28	Male
29	2039	Student 29	Male
30	2040	Student 30	Male
31	2041	Student 31	Male
32	2042	Student 32	Male
33	2043	Student 33	Male
34	2044	Student 34	Male

The following were the result of research that had been done by the writer as follows:

Table 6
Questions and Answers of Students

No.	Question	Multiple Choice			True	False
		A	B	C		
1	To turn on an iPhone, first we have to turn the … on	19	-	15	19	15
2	We must … the the	2	31	1	31	3

	screen. before you can start using the iPhone.				
3	The text above shows us how to ….	9	5	20	20	14
4	What is the purpose of the text?	24	5	5	5	29
5	What should be done first before using iPhone is ready on?	34	-	-	34	-
6	The iPhone 6 and newer power button an be found along the …………………	13	10	11	11	23
7	If the iPhone is off you will need to keep …… to button until you see the Apple logo.	3	17	14	17	17
8	The Apple logo indicates that your iPhone is ………	18	6	10	18	16
9	We must ……. And ……… the power button if the iPhone ready on.	5	9	20	20	14
10	What is the different to unlock the screen between iPhone 5 and iPhone 4	6	12	16	6	28

Based on the data analysis on the table above, the questions number 4 and 10 were summarizing and clarifying most of the students can not answer correctly. The other questions almost could answer by the students. It meant that clarifying was more difficult than others and questioning was the easier one based on the materials.

2. Interview Result

The writer conducted the interview toward 7 students of the eighth graders on May 9th, 2015 At Junior High School Muhammadiyah Bangunrejo and the writer gave 7 questions to the participants related to the reading. The interview was used structured interview and the followings are the interview result.

The first question was "What is your opinion about reading activity? Is it difficult?". Several responses were presented as follows: (1) the student considered that reading activity is not difficult (*two students answered*), (2) the student considered that reading activity is little difficult (*one student answered),* (3) the student considered that reading activity is difficult (*three students answered*), (4) the student considered that reading activity is very difficult (*one student answered*)

The second question was "If you were reading, do you usually comprehend the texts?". Several responses were presented as follows: (1) the student sometimes comprehended the texts (*three students answered*), (2) the student usually comprehended the texts (*one student answered*), (3) the student sometimes could not comprehend the texts (*two students* answered), (4) the student never comprehended the texts (*one student answered*).

The third question was "Do you know about reading?". Several responses were presented as follows: the student knew about reading (*seven students answered)*.

The fourth question was "Have you ever studied reading by using reciprocal teaching? Do you know what reciprocal teaching is?" Several responses are presented as follows: the student ever studied by using reciprocal teaching on reading comprehension and they knew reciprocal teaching strategy (*two students answered*).

The fifth question was "Could you explain us about the reciprocal teaching strategy?". Several responses are presented as follows: (1) the student told that reciprocal teaching strategy consists of (predicting, questioning, clarifying and summarizing) (*three students answered*), (2) the student couldn't explain (*two students answered*).

The sixth question was "About the reciprocal teaching strategy, which the strategy did you often use on reading?". Several responses are presented as follows: (1) the student often used all strategy (*one student answered*), (2) the student just used clarifying with dictionaries (three *students answered*), (3) the student used predicting and questioning (*two students answered*), (4) the student did not use anything on reading (*one student answered*).

The last question was "Do you have difficulties of using the reciprocal teaching strategy on your reading? Could you tell us about that?". Several responses were presented as follows: (1) the student was seldom confused when they use these strategies (*two students answered*), (2) the student still felt difficult to use summarizing and clarifying on reading (*three students answered*), (3) the student considered that it is not difficult (*one student answered*), (4) the student often forgot about the use of the strategies on reading activity (*one student answered*).

Based on the interview results above which was conducted by the writer to the eighth graders at Junior High School Muhammadiyah Bangunrejo, the writer classified the reason why the students had any problems on English Reading as follows: the students felt difficult in reading activity, the students were lack of knowledge about structure grammar and vocabulary, and the students still confused to express their ideas in writing form or even speaking.

Table 7
The score of class VIII

No	NIS	Name	Score (0 -100)
1	1995	Student 1	40
2	1999	Student 2	50
3	2000	Student 3	35
4	2003	Student 4	45
5	2004	Student 5	30
6	2007	Student 6	60
7	2008	Student 7	55
8	2009	Student 8	65
9	2011	Student 9	75
10	2015	Student 10	45
11	2017	Student 11	60
12	2019	Student 12	65

13	2020	Student 13	50
14	2023	Student 14	80
15	2024	Student 15	65
16	2025	Student 16	70
17	2026	Student 17	45
18	2027	Student 18	80
19	2028	Student 19	60
20	2029	Student 20	65
21	2030	Student 21	50
22	2031	Student 22	45
23	2032	Student 23	60
24	2034	Student 24	55
25	2035	Student 25	65
26	2036	Student 26	70
27	2037	Student 27	55
28	2038	Student 28	75
29	2039	Student 29	45
30	2040	Student 30	50
31	2041	Student 31	60
32	2042	Student 32	60
33	2043	Student 33	65
34	2044	Student 34	70

Based on the result of the questionnaire, there was seven student who got good score (20.25%). Furthermore, 15 students got bad score less than fifty point (44.50%). And the last, on standard score was gotten by only one student too (35.25%). It could be concluded that the students did not understand about the teachers strategy. Moreover, the teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult.

To solve this problem, the students should study and the teacher know more about the usage all of teaching strategy. By knowing the theory and the

types of teaching strategy the teacher would be better to teach reading text and the students would master reading well and also would not find any difficulties to understand many types of English reading texts and the final examination of junior high school.

D. Limitation

It should be understood that this research was limited only for administrate the teacher' ability in applying learning strategy on reading on the procedure text and the writer was not responsible about another errors for other times. This research focused on the ability of using teaching strategy which there was in the students' reading result.

There were many factors probably cause the errors. In this research, the cause of students' errors as follows: the students felt difficult in reading activity, the students were lack of knowledge about structure grammar and vocabulary, and the students still confused to express their ideas in writing form or even speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The barrier can also to speak of an obstacle in the process that makes it difficult to make progress. Based on the analysis and result of the research the researcher can conclude that the barrier as a problem is anything situation which makes it difficult for someone to do something. The teaching strategy is the basic way to teach on reading. When the students could not apply the effectively learning strategy well on their reading, as the consequence, the ability of comprehension on reading many types of texts would be difficult. So, there is an analysis on the barriers in teaching reading among the eighth graders of the SMP Muhammadiyah 1 Bangunrejo Central Lampung.

B. Suggestions

Through this research, the writer would like to constructively give suggestions for:

1. The students

   a. The students should study more about vocabularies and structure and grammar deeply.

   b. The students should enrich their knowledge and sense about the types and functions of what they read.

c. The students should express their ideas about the learning process to the teacher if they have critics or suggestion as an input and consideration.

2. The teachers

a. The teachers should give more attention in reading process of the students to minimize learner language phenomena.

b. The method that was used in a learning process should be suitable with the material and the students' condition

c. The teachers should master and practice about reciprocal teaching strategy on reading comprehension.

3. The researcher

The researcher should have more knowledge about almost teaching strategy on reading especially in applying to do assignments in writing that needs reading texts.

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Appendixes

Interview Instrument..

1. What is the method usually use in learning process ?

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    ………………………………………………………………………………

    ………………………………………………………………………………

    ……………………………………………………………

2. Why you choose this method?

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    ………………………………………………………………………………

    ………………………………………………………………………………

3. How about the student feedback about this method?

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    ………………………………………………………………………………

    …………………………..………………………………………………….

4. What is the problem / barriers in learning process?

    ………………………………………………………………………………

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    ……………………………………………………………………….………

    ………………………………………………………………………………

5. If any problem what is it?

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6. :How about the student vocabulary ability?

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7. :How to increase their vocabulary ability ?

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8. How about the student structure and grammar ability?

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9. How to increase their structure and grammar ability?

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10. What is the implication of this method to the student reading mastery?

…………………………………………………………………………………………

…………………………………………………………………………………………

  ………………………………………………………………………………………

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   **: SMP Muhammadiyah 1 Bangunrejo.**
Mata Pelajaran   **: Bahasa Inggris**
Kelas/Semester   **: VIII/2**

Standar Kompetensi :
Reading
 5. Memahami makna teks fungsional dan instruksi sangat sederhana berbentuk prosedure yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar   :
5.1   Merespon makna dan langkah retorika dalam esei pendek sederhana seara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk prosedur..
Alokasi Waktu   : 2 x 35 menit

Tujuan Pembelajaran**:**
Diakhir pembelajaran diharapkan siswa dapat :
1. Mengidentifikasi gagasan utama dari teks prosedur.
2. Menentukan gamaran umum dari teks.
3. Menentukan informasi yang tersurat.
4. Menentukan makna kata dari teks.
5. Menentukan tujuan komunikasi teks.

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

Metode Pembelajaran   :
Tanya jawab
Diskusi
P-P-P

Langkah-langkah Kegiatan Pembelajaran:
1.   Kegiatan Pendahuluan
    Apersepsi dan Motivasi :
☐ Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari

☐ Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik tentang mendeskripsikan seseorang, guru bertanya pada siswa bagaimana cara mereka mendeskripsikan seseorang dalam bahasa Inggris.

2.   Kegiatan Inti

☐ *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

☐ Siswa dapat Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

☐ *Elaborasi*

Dalam kegiatan elaborasi, guru:

☐ Siswa diminta membaca teks prosedur. Selama I5 menit.

☐ Sebagai latihan awal, siswa dapat melakukan tindakan secara klasikal.

☐ siswa mempelajari tujuan komunikatif dan langkah retorika teks recount yang dijelaskan oleh guru.

Siswa mempelajari kata-kata kuni dalam teks untuk menentukan gamaran umum informasi rinci dan informasi tersurat.

☐ *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

☐ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

☐ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

        Dalam kegiatan penutup, guru:

☐ Guru meminta siswa satu per satu untuk memberikan instruksi dan meminta siswa yang lain memperagakannya.

☐ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Alat/Sumber Belajar:

1.   Buku teks *Let's Make Friends with English*, Bambang Sugeng,
    jilid 5, Esis
2.   Gambar-gambar yang berkaitan dengan materi ajar
3.   Rekaman kaset/CD
4.   Buku-buku lain yang relevan

Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon dengan melakukan tindakan secara berterima	Unjuk kerja	*Responding*	*Listen and describe Kaset/CD: (memberikan deskripsi beberapa orang) Siswa: (menulis deskripsi orang yang didengar)*

FORMAT KRITERIA PENILAIAN

☐ *PRODUK (HASIL DISKUSI)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

☐ *PERFORMANSI*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

☐ *LEMBAR PENILAIAN*

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							

CATATAN :

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

                                               Sukanegara Januari 20I8

Mengetahui

Kepala Sekolah

SMP Muhammadiyah 1 Bangunrejo   **Guru Mapel Bahasa Inggris**

ERFI EFENDI S.SOS.I   **HENI BUDIARTI S.Pd**

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
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0407/In.28/S/OT.01/06/2018

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

Nama : ERMA YULI ASTUTI
NPM : 1176087
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1176087.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Juni 2018
Kepala Perpustakaan,

Drs. Mokhtandi Sudin, M.Pd.
NIP. 195808311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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S U R A T   T U G A S
Nomor: B-2183/In.28/D.1/TL.01/07/2018

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

Nama	:	**ERMA YULI ASTUTI**
NPM	:	1176087
Semester	:	14 (Empat Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 BANGUNREJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE BARRIERS IN TEACHING OF READING AMONG THE EIGHTH GRADERS OF THE SMP MUHAMMADIYAH 1 BANGUNREJO CENTRAL LAMPUNG".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 09 Juli 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

Nomor   : B-2184/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
BANGUNREJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2183/In.28/D.1/TL.01/07/2018, tanggal 09 Juli 2018 atas nama saudara:

Nama	:	**ERMA YULI ASTUTI**
NPM	:	1176087
Semester	:	14 (Empat Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 BANGUNREJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE BARRIERS IN TEACHING OF READING AMONG THE EIGHTH GRADERS OF THE SMP MUHAMMADIYAH 1 BANGUNREJO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA

INSTITUTE AGAMA ISLAM NEGERI METRO

Jl. Ki Hajar Dewantar 15 iringmulyo Metro Timur Kota Metro Provinsi Lampung 34111 Telp.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama Mahasiswa : Erma Yuli Astuti   Jurusan / Prodi : Tarbiyah / TBI
NPM : 1176087   Semester / TA : XIV / 2017/2018

No	Hari/Tanggal	Pembimbing II	Hal Yang Dibicarakan	Tanda Tangan
	06 juni '18			

Diketahui Oleh:
Dekan Tarbiyah

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

Dosen Pembimbing

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

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

Nama : Erma Yuli Astuti

NPM : 1176087

Jurusan : TBI

Semester : XIV

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	12/7-18	✓		acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah M.Hum
NIP. 19620424 199903 2 001

SURAT KETERANGAN

ua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

na : Erma Yuli Astuti

M : 1176087

ultas : FTIK

usan : TBI

gkatan : 2011

lah menyerahkan buku berjudul

Action Research for educational change .

Metro,
Ketua Jurusan TBI

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

SURAT KETERANGAN

etua Jurusan Tadris Bahasa Inggris, menerangkan bahwa

ama : Erma Yuli Astuti

PM : 1176087

kultas : FTIK

rusan : TBI

ngkatan : 2011

elah menyerahkan buku berjudul

Action Research for educational change .

Metro,
Ketua Jurusan TBI

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

The documentation of learning process.

The documentation of Group Discussion

CURRICULUM VITAE

The writer's name is Erma Yuli Astuti. She was born in Bangunrejo on July 5th, 1991 and spent her childhood in Sukanegara, Bangunrejo, Central Lampung. She is the ninth child from eleventh Brothers of Mudasim and Wasimah. She was enrolled her study in Kindergarten Aisyiyah 1996. She took his elementary school at SD Muhammadiyah Sukanegara (1997-2003) and then she took junior high school at SMP Muhammadiyah 01 Bangunrejo (2004-2006) and senior high school at MA Ma'arif 08 Bangunrejo (2007-2009) Having graduated from senior high school, he continued the study at STAIN Jurai Siwo Metro in 2011 and she was registered as a university student of English Education Study program up to now.

And now she was married with Heru Satriyono and have two children, They are Ainayya Fithiya Inara and Syaif Ubay Asy-Syauqie