Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SMP BUKIT RAYA PEKANBARU

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education

UIN SUSKA RIAU

By:

PRIMA ARADI

SRN. 21790115860

POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1443 H./2021 M.

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama	: Prima Aradi
Nomor Induk Mahasiswa	: 21790115860
Gelar Akademik	: M.Pd. (Magister Pendidikan)
Judul	: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SMP BUKIT RAYA PEKANBARU

Tim Penguji:

Dr.H.Abdullah Hasan, M.Sc .....
Penguji I/Ketua

Dr. Alwizar, M.Ag. .....
Penguji II/Sekretaris

Drs. H. Promadi, MA., Ph.D .....
Penguji III

Dr.Nur Aisyah Zulkifli, M.Pd. .....
Penguji IV

Tanggal Ujian/Pengesahan 29/08/2021

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Lampiran Surat :
Nomor : Nomor 25/2021
Tanggal : 10 September 2021

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : PRIMA ARADI
NIM : 21790115860
Tempat/Tgl. Lahir : Bukit Makmur/02 Januari 1992
~~Fakultas~~/Pascasarjana : Pasca Sarjana S2
Prodi : PAI / Pendidikan Bahasa Inggris
Judul ~~Disertasi~~/Thesis/~~Skripsi/Karya Ilmiah lainnya~~*:
AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPHENDING ENGLISH READING TEXT AT SMP BUKIT RAYA PEKANBARU

Menyatakan dengan sebenar-benarnya bahwa :

1. Penulisan ~~Disertasi~~/Thesis/~~Skripsi/Karya Ilmiah lainnya~~* dengan judul sebagaimana tersebut di atas adalah hasil pemikiran dan penelitian saya sendiri.
2. Semua kutipan pada karya tulis saya ini sudah disebutkan sumbernya.
3. Oleh karena itu ~~Disertasi~~/Thesis/~~Skripsi/Karya Ilmiah lainnya~~* saya ini, saya nyatakan bebas dari plagiat.
4. Apa bila dikemudian hari terbukti terdapat plagiat dalam penulisan ~~Disertasi~~/Thesis/~~Skripsi/(Karya Ilmiah lainnya)~~* saya tersebut, maka saya besedia menerima sanksi sesua peraturan perundang-undangan.

Demikianlah Surat Pernyataan ini saya buat dengan penuh kesadaran dan tanpa paksaan dari pihak manapun juga.

Pekanbaru, 30 Desember 2021
buat pernyataan

METERAI TEMPEL D8492AJX617438713

PRIMA ARADI
NIM : 21790115860

** pilih salah satu sasuai jenis karya tulis*

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak Cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

SUPERVISOR APPROVAL SHEET

The thesis entitled "An Analysis of Students' Difficulties in Comprehending English Reading Text: A Case Study at SMP Bukit Raya Pekanbaru", written by:

Name	: Prima Aradi
Students Number	: 21790115860
Program Study	: Islamic Education
Field of Study	: English Education

Has been corrected and revised based on the feedbacks provided by the thesis examiners' team in the final exam held on Sunday, August 29th 2021.

Approved by :

Supervisor I
Dr. Abdul Hadi, S.Pd., MA., Ph.D
NIP. 19730118 2000 03 1001

Date: August 29th 2021

Supervisor II
Dr. Faurina Anastasia, SS., M.Hum
NIP. 19810611 2008 01 2017

Date: August 29th 2021

Acknowledge by:
Head of Islamic Education Study Program

Dr. Alwizar, M.Ag
NIP. 19700422 2003 12 1002

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

EXAMINERS' APPROVAL SHEET

The thesis entitled "An Analysis of Students' Difficulties in Comprehending English Reading Text: A Case Study at SMP Bukit Raya Pekanbaru", written by :

Name	: Prima Aradi
Students Number	: 21790115860
Program Study	: Islamic Education
Field of Study	: English Education

Has been corrected and revised based on the feedbacks provided by the thesis examiners' team in the final exam held on Sunday, August 29th 2021.

Approved by :

Examiner I
Drs. H. Promadi, MA., Ph.D
NIP. 19640827 1991 03 1009

Date: August 29th 2021

Examiner II
Dr. Nur Aisyah Zulkifli, M.Pd.
NIP. 19850619 2009 12 2008

Date: August 29th 2021

Acknowledge by:
Head of Islamic Education Study Program

Dr.Alwizar, M.Ag
NIP. 19700422 2003 12 1002

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

APPROVAL SHEET

The thesis entitled "An Analysis of Students' Difficulties in Comprehending English Reading Text at SMP Bukit Raya Pekanbaru" is written by:

Name	: Prima Aradi
Studentnumber	: 21790115860
Study program	: Islamic Education
Consentration	: English Education

Is accepted to be examined at the thesis examination of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau.

Date : August 27th , 2021

Supervisor I,

Abdul Hadi, MA, Ph.D.
NIP. 197301182000031001

Date: August 27th, 2021

Supervisor II,

Dr. Faurina Anastasia, S.S, M.Hum
NIP. 198106112008012017

Acknowledged by:
Headof Islamic Education Study Program

Dr. Alwizar, M.Ag
NIP. 197004222003121002

UIN SUSKA RIAU

Dr. Abdul Hadi, S.Pd., MA., Ph.D
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Prima Aradi

To: Director of Postgraduate
Program State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu`alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: Prima Aradi
Student Number	: 21790115860
Program of Study	: Islamic Education
Field of study	: English Education
Thesis Tittle	: An Analysis of Students' Difficulties in Comprehending English Reading Text : A Case Study at SMP Bukit Raya Pekanbaru.

It is, therefore, approved to be examined and assessed in the Final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu`alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, August 29th 2021
Supervisor I,

Dr. Abdul Hadi, S.Pd., MA., Ph.D
NIP. 19730118 2000 03 1001

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

UIN SUSKA RIAU

Dr. Faurina Anastasia, SS., M.Hum
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Prima Aradi

To: Director of Postgraduate
Program State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu`alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: Prima Aradi
Student Number	: 21790115860
Program of Study	: Islamic Education
Field of study	: English Education
Thesis Tittle	: An Analysis of Students' Difficulties in Comprehending English Reading Text : A Case Study at SMP Bukit Raya Pekanbaru.

It is, therefore, approved to be examined and assessed in the Final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

Wassalamu`alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, August 29th 2021
Supervisor II,

Dr. Faurina Anastasia, SS., M.Hum
NIP. 19810611 2008 01 2017

Hak Cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty; the Lord of the of universe. Regard and pray to our Prophet Muhammad, Peace Be Upon Him.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled "An Analysis of Students' Difficulties in Comprehending English Reading Text at SMP Bukit Raya Pekanbaru".

The author realizes that there are still many weaknesses on this thesis. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express her gratitude and sincere thanks to:

1. Prof. Dr. Hairunnas, M.Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Ilyas Husti, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Alwizar, M.Ag., the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advices and suggestions during accomplishment of this project paper.
4. Abdul Hadi, MA, Ph.D., as the first Supervisor who has given the writer correction, supervision, advice, and guidance from the very early stage of

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

this research as well as giving the writer extraordinary experiences throughout the past few months.

5. Dr. Faurina Anastasia, S.S, M.Hum, as the second Supervisor who has help the writer patiently finishing this thesis by giving correction, suggestion, support, advice and guidance until the completion of this thesis.
6. All Lecturers of Postgraduate Program who have given the writer their knowledge and information through the meeting in the class or personally.
7. The Headmaster of SMP Bukit Raya Pekanbaru, the English teachers and all staffs that really help the writer in finishing this thesis.
8. My Parents, Sahara and Turiyah for their endless prayers, sacrifice, love and support through my life.
9. My beloved classmates of PBI 2018 and my thesis partners.

Finally, the author realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin.

Pekanbaru, August 27th, 2021

Author,

PRIMA ARADI

SRN. 2179011586

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

LIST OF CONTENTS

TITLE PAGE
ACKNOWLEDGEMENTS i
LIST OF CONTENTS iii
LIST OF FIGURE vi
LIST OF APPENDICES vii
TRANSLITERATION GUIDE viii
ABSTRACT x
CHAPTER I INTRODUCTION 1
1.1 Background of Study 1
1.2 Statement of the Problem 6
1.3 Limitation of the Problem 8
1.4 Research Questions 8
1.5 The Purpose and Objective the Study 8
1.6 The Significance of the Study 9
1.7 The Definition of Key Terms 9
CHAPTER II LITERATURE REVIEW 11
2.1 Learning Difficulty 11
2.1.1 The Sign of Learning Difficulties 12
2.1.2 Measuring Difficulties 13
2.2 Reading Comprehension 14
2.2.1 Definition of Reading 14
2.2.2 The Purpose of Reading 23
2.2.3 Definition of Comprehension 24
2.2.4 Definition of Reading Comprehension 29
2.2.5 The Components of Reading Comprehension 32
2.2.6 Indicators of Reading Comprehension 37
2.2.7 Factors Causing Students' Difficulties in Comprehending English Texts 42

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

2.2.8 Teaching Reading Skill at Junior High Schools 50
2.2.9 The Strategies in Teaching Reading Comprehension 58
2.2.10 Assessment of Reading Comprehension 61
2.3 Genre of the Text..... 64
2.3.1 Recount Text..... 72
2.3.2 The Components of Recount Text 73
2.3.3 Language Features in a Recount Text..... 73
2.3.4 Teaching Recount Text at Junior High School 73
2.4 Previous Study..... 75
2.5 Conceptual Framework 80
CHAPTER III RESEARCH METHODOLOGY 83
3.1 The Research Design..... 83
3.2 The Research Site and Time..... 84
3.3 The Participants..... 84
3.4 Data Collecting Technique..... 85
3.4.1 Reading Comprehension Test 86
3.4.2 Interview 87
3.5 Data Analysis Technique..... 88
3.6 Data Trustworthiness..... 90
CHAPTER IV FINDING AND DISCUSSION 92
4.1. Finding 92
4.1.1 The Aspect of Difficulties Faced by the Students in Comprehending English Reading Text at the Eight Grade Students of SMP Bukit Raya Pekanbaru 93
4.1.2 The Factors Causing the Students' Difficulties In Comprehending English

Reading Text Faced By The Eight Grade Students of SMP Bukit Raya Pekanbaru ... 102
4.2 Discussion 105
4.2.1 The Aspects of Difficulties Faced by the Students in Comprehending English Reading Text at the Eight Grade Students of SMP Bukit Raya Pekanbaru 106
4.2.2 The Factors Causing the Students' Difficulties in Comprehending English Reading Texts Faced by the Eight Grade Students of SMP Bukit Raya Pekanbaru ... 113
CHAPTER V CONCLUSION AND RECOMMENDATION 120
5.1 Conclusion 120
5.2 Implication and Recommendations 121
BIBLIOGRAPHY 123

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

LIST OF FIGURE

Figure 2.1 Conceptual Framework..... 82
Figure 3.1 Data Analysis Technique 88

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

LIST OF APPENDICES

Apendix 1 Reading Comprehension Test 131
Apendix 2 Transcript of the Interview 136
Apendix 3 Coding..... 133
Apendix 4 Students Scors..... 169

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak Cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العمة written*al-ammah*

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

3. Short Vowel

Fathah is written *α*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and *dhommah* is written u, for instance زولو ما (zhuluman).

4. Double Vowel

وا is written *aw*,وا is written *uw*,يا is written *ay*, and ايis written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written *t*, for instance al-maytatu in Arabic: الميتاتو

6. Article Alif Lam

The article Alif Lam followed by QomariyahdanSyamsiah letters is written al, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, '*Abdullah* (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UNIVERSITAS ISLAM NEGERI Sultan Syarif Kasim Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

ABSTRACT

Prima Aradi (2021) : An Analysis of Students' Difficulties in Comprehending English Reading Text at SMP Bukit Raya Pekanbaru

This research aims to identify the students' difficult aspects of the eighth grade students of SMP Bukit Raya Pekanbaru in comprehending English reading texts. Besides that, this research also aims to identify factors causing the students' difficulties in comprehending English reading texts at the eighth grade students of SMP Bukit Raya Pekanbaru. By using the qualitative research with case study design, the researcher collected the data from the documents, which was the result of the students' test on recount text to find the students' ability in comprehending English reading text at SMP Bukit Raya Pekanbaru. After analyzing the documents, the researcher interviewed the students and the English teacher to find the data about the students' difficulties in comprehending the English reading text, and to find the factors causing the difficulties in comprehending the English reading text. The result of this research shows that the eight grade students of SMP Bukit Raya Pekanbaru got the difficulties in comprehending the English reading text, especially in determining main idea, found detail informations, and understanding vocabulary. But, the students only get a little difficulties in locating reference and making inference. However, the factors that causing the students' difficulties in comprehending English reading text for the eight grade students of SMP Bukit Raya Pekanbaru is because they have lack vocabulary. So, they are difficult to understand the meaning of the text. Finally, they can not comprehend the text clearly. This research also indicated that the students have less motivated and interest to learn English. Some of them just learn English just because they have to. Then the researcher also indicated that the teacher didn't give the students the tips to comprehend the text clearly. The teacher only asked the students to translate the text. Based on the finding above, the researcher recommend to the teacher to use the suitable strategy to improve the students' motivation to read and develop their ability to comprehend the English reading text.

Keywords: ***Difficulties, Reading Comprehension, English Reading Text***

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

ABSTRAK

Prima Aradi (2021) : Analisis Kesulitan Siswa Dalam Memahami Teks Bacaan Dalam Bahasa Inggris di SMP Bukit Raya Pekanbaru

Penelitian ini bertujuan untuk mengidentifikasi aspek-aspek kesulitan siswa kelas delapan di SMP Bukit Raya Pekanbaru dalam mamahami teks bacaan dalam bahasa Inggris. Disamping itu, penelitian ini juga bertujuan untuk mengidentifikasi faktor-faktor yang dapat menyebabkan kesulitan siswa dalam memahami teks bacaan dalam bahasa Inggris pada siswa kelas delapan SMP Bukit Raya Pekanbaru. Dengan menggunakan desain penelitian kualitatif dengan studi kasus, peneliti mengumpulkan data yang didapat dari dokumen yang merupakan hasil tes siswa pada teks *recount,* untuk mendapatkan data mengenai kemampuan siswa dalam memahami bacaan dalam bahasa Inggris di SMP Bukit Raya Pekanbaru. Setelah menganalisa dokumen, peneliti melakukan wawancara kepada siswa dan juga guru mata pelajaran bahasa Inggris untuk mendapatkan data mengenai kesulitan siswa dalam memahami teks bacaan dalam bahasa Inggris, serta untuk mengetahui faktor-faktor yang dapat menyebabkan kesulitan siswa dalam memahami teks bacaan dalam bahasa Inggris pada siswa kelas delapan SMP Bukit Raya Pekanbaru. Hasil penelitian ini menunjukkan bahwa siswa kelas delapan SMP Bukit Raya Pekanbaru mengalami kesulitan dalam memahami teks bacaan dalam bahasa Inggris, khususnya dalam mengidentifikasi ide pokok, menemukan informasi detail, dan memahami kata. Namun, siswa hanya mendapat sedikit kesulitan dalam menempatkan kata ganti dan membuat kesimpulan. Bagaimanapun, faktor-faktor yang menyebabkan kesulitan dalam memahami teks bacaan dalam bahasa Inggris adalah karena siswa kekurangan kosakata. Sehingga, mereka kesulitan untuk memahami arti dari teks. Akhirnya, mereka tidak mampu memahami teks dengan baik. Hasil penelitian ini juga mengidentifikasi bahwa siswa kurang termotivasi dan kurang tertarik untuk belajar bahasa Inggris. Sebagian dari mereka hanya belajar bahasa Inggris karena memang harus. Kemudian, peneliti juga menemukan bahwa guru tidak memberikan siswa cara untuk memahami teks dengan baik. Guru hanya meminta siswa untuk mengartikan teks. Berdasarkan hasil penelitian di atas, peneliti merekomendasikan kepada para guru untuk menggunakan strategi yang tepat untuk meningkatkan motivasi siswa untuk membaca dan mengembangkan kemampuannya untuk memahami teks bacaan dalam bahasa Inggris.

Kata Kunci: ***Kesulitan, Membaca Pemahaman, Teks Bacaan dalam Bahasa Inggris***

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau

ملخص البحث

بريما أرادي (٢٠٢١): تحليل صعوبات الطلاب في فهم قراءة النصوص باللغة الإنجليزية في مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو

تهدف هذا البحث إلى تحديد جوانب الصعوبات التي يواجهها طلاب الصف الثامن في مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو في فهم نصوص القراءة باللغة الإنجليزية. بالإضافة إلى ذلك، تهدف هذا البحث أيضًا إلى تحديد العوامل التي يمكن أن تسبب صعوبات للطلاب في فهم نصوص القراءة باللغة الإنجليزية لطلاب الصف الثامن في مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو. باستخدام تصميم بحث نوعي مع دراسة حالة، جمع الباحث البيانات التي تم الحصول عليها من الوثائق التي كانت نتائج اختبارات الطلاب على المواد النصية إعادة فرز، للحصول على بيانات حول قدرة الطلاب على فهم القراءة باللغة الإنجليزية في مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو. بعد تحليل الوثائق، أجرى الباحث مقابلات مع الطلاب و أيضًا مع معلمي مادة اللغة الإنجليزية للحصول على بيانات عن صعوبات الطلاب في فهم نصوص القراءة باللغة الإنجليزية، و كذلك لمعرفة العوامل التي يمكن أن تسبب صعوبات لدى الطلاب في فهم نصوص القراءة باللغة الإنجليزية لصف الثامن مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو. تشير نتائج هذا البحث إلى أن طلاب الصف الثامن في مدرسة الثانوية الحكومية بوكيت رايا بيكان بارو يجدون صعوبة في فهم قراءة النصوص باللغة الإنجليزية، خاصة في تحديد الأفكار الرئيسية و إيجاد معلومات مفصلة و فهم الكلمات. و مع ذلك، لم يكن لدى الطلاب سوى القليل من الصعوبة في وضع الضمائر و التوصل إلى استنتاجات. و مع ذلك، فإن العوامل التي تسبب صعوبات في فهم نصوص القراءة باللغة الإنجليزية هي أن الطلاب يفتقرون إلى المفردات. لذلك، يجدون صعوبة في فهم معنى النص. أخيرًا، فهم غير قادرين على فهم النص جيدًا. حددت نتائج هذا البحث أيضًا أن الطلاب كانوا أقل حماسًا و أقل اهتمامًا بتعلم اللغة الإنجليزية. بعضهم يتعلم اللغة الإنجليزية فقط لأنهم مضطرون لذلك. ثم وجد الباحث أيضًا أن المعلم لم يمنح الطلاب طريقة لفهم النص جيدًا. يطلب المعلم من الطلاب فقط تفسير النص. بناءً على نتائج البحث أعلاه، يوصي الباحث بأن يستخدم المعلمون الاستراتيجيات المناسبة لزيادة دافع الطلاب للقراءة و تنمية قدرتهم على فهم نصوص القراءة باللغة الإنجليزية.

الكلمات المفتاحية: صعوبة، فهم قرائي، قراءة نص باللغة الإنجليزية

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is the importantskills where the students must be achieves in learning a language, besideswriting, listening, and speaking. In orderto achieve the competencies, especially in English subject, the students also must be able to master the linguistic elements such as vocabulary, pronunciation, and grammar (Mariana, Nitiasih, &Budasi, 2013). Reading is the important skill for the students, because they will be easier to add and get the new informations from any kinds of text. Then, reading comprehension activity is also expected to make reading as the students' habit and be able to understand the meaning of the text and represent what they have read in their own language (Nainggolan, 2018). Furthermore, Oberholzer (2005) said that understanding what we are reading is far more important knowing the mechanical skill of reading, without understanding reading would serve no purpose.It means that understanding text is the most important aspect in reading. In the other words, the students not only have to understand but also should comprehend the text that they read, the students must be able to read and comprehend the text to help them to find the new information in the learning process.

Nowadays, Indonesian Ministry of Education and Culture revised the curriculum for elementary and high schools, namely Curriculum2013.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Curriculum is the main of educational pattern to reach the educational goals. The curriculum is not only a set of plans, but also the guidance and themeasure of the success of education. It can decide the success of education if the policymakers can set the appropriate curriculum. As the content of the curriculum, it consists of a set of plans and rules of goals, contents, and learning materials as well as the way of using the curriculum as guidance for the teaching and learning process (Darsih, 2013). Curriculum 2013 replaced the previous curriculum, the Curriculum 2006. This curriculum is claimed to be different from the previous one in several aspects. One of the main differences is the implementation of scientific approach instead of communicative approach in teaching and learning (Mulyarti, 2019). The component in the 2013 Curriculum gives the benefits to the English teachers because its flexibility and details components to carry out teaching. It requires skilful English teacher to carry out teaching and learning process since it focuses on giving learners real-life experiences in their learning (Cahyaningrum, Shofia, & Mahaputri, 2018).

The characteristic of Curriculum 2013 is the using of scientific approach as one approach that encourages students to learn actively in depeloving attitude, knowledge, and skill (Bulan, Suryaman, & Mardiah, 2020).The demand of the 2013 Curriculum in Junior High School, especially in reading, the teacher have to make sure that the reading lessons go smoothly. Then, the teaching and learning process also have to follow the rules of scientific approach to meke the students able to develop their knowledge, comprehension, application, analysis, synthesis,

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and evaluation. Meanwhile, the fact shows that most of students can not meet the demand of this Curriculum. This condition can be seen based on interviews with the students at the school where the research conducted.The researcher found that the students got the difficulties in comprehending the text. This finding supported by their English teacher who explained that students at the school still have difficulties in understanding reading texts, the teacher found many students had difficulties in understanding the English reading text. This conditioncan be seen from the results of student tests at the school.Further she said from 33 students in eighthB there were 23 studentsstill had difficulties in understanding the reading text, they could not achieve a value above Minimum Criteria of Mastery (KKM). The teacher said that students had to overcome the difficulties in reading comprehension to support their success in the other skills and to prepare them in taking National Exam.

The topic of the students' difficulties in reading comprehension have been conducted by a number of researchers.Qarqez and Rashid (2017) who investigated about reading comprehension difficulties among EFL learners. This research held at the firstand second year students at Yarmouk University in Jordan. They found that the students face several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. After that, Kamalia (2018) investigated the students' difficulties in reading comprehension in the final test. The participants of Kamalia's research (2018) were the second-semester students of English Literature at Universitas

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Ngudi Waluyo.The findings show that students face problem related to vocabulary knowledge or mastery.

Hidayati (2018) who also did the research about the students' difficulties and factors face by the students in reading comprehension at the first-grade students of SMAN 1 Darussalam, Aceh Besar. Hidayati (2018) found that the most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students' responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension. Meanwhile, in 2015, Dwanasari conducted theresearch about students' problems on reading comprehension at Islamic Junior High School in Sungai Bahar Jambi. Dwanasari (2015) found that the students' problems on reading comprehension at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students' grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in understanding the vocabulary.

Next, students have difficulty in uninteresting material on reading comprehension. Then, students' problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading comprehension. Overall, Students' problems are related

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.

In this case, the researcher conducted the study at the schoolbased on the finding and the fact that the reserarcher found in the school. The research conducted in SMP Bukit Raya Pekanbaru. The curriculum in the school is Curriculum 2013. But, the researcher found that most of students can not meet the demand of this Curriculum.The students have difficulty in reading comprehension, especially in understanding the text. Then, after the researcher collected the previous research, it showed that most research related to the students' difficulties in comprehending English reading text has been conducted in senior high school level and university level. Then, for the junior high school level, the researcher found only one previous research related to this topic. Even though the topic of both research is related, but there are the differences of this research. The previous research aims to find the students' problems on reading comprehension in the school.

For this reason the researcher conducted the study with deep exploration about the students' difficulties in comprehending English reading textalso the factors causing the difficulties in comprehending the text. By knowing the students' difficulties, it will help English teachers to find the appropriate ways and teaching method to improve the students' ability in reading, especialy in reading comprehension. And the result of this study provides useful information for other teachers who faced the same problems in teaching and learning process.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1.2 The Statement of the Problem

Considering to the phenomena described above, the importance of reading comprehension is apparent. It was become an interesting issue which requires exploration to know the students' difficulties in comprehending English reading text and also to know the factors causing the students' difficulties in comprehending English reading text. Based on the preliminary research, by doing observation and interviewtowardteacher and few students at SMP Bukit Raya Pekanbaru, it was found that some of students were still far from ideal expectation of the curriculum. Most of students can not meet the demand of this Curriculum. Students still had difficulties in understanding the reading text and they did not achieve the minimum criteria of mastery in reading comprehension, although they have some facilities such as library in the school, manual dictionaries, smart phones, and laptops to support learning process. The teacher also has tried to teach them scanning and skimming strategies, but it also has not given any significant influence.

A numerous studies have been conductedpertaining to the issue of students difficulties in reading comprehension. Among of those studies were Qarqez, M., & Ab Rashid. R. (2017). They faced several problems in the reading process, such as ambiguous words unfamiliar vocabulary, and limited available time to cognitively process the text. The findings of this study may be useful to policy makers in Jordan to improve the leaners' reading experience. Data were collected using questionnaires which were distributed to 200 students at Yarmouk University.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Nila Dwianasari (2015) conducted a research about students' problems on reading comprehension. The result of this research showed that the students' problems on reading comprehension at that school were related to students spelling, the lack of grammar knowledge, and lack of vocabulary. Besides, students had difficulty in uninteresting material on reading comprehension. Students also had problem on reading speeds on a long text which can cause students to spend time. But the researcher did not explained specifically about factor causing of the students' difficulties.

Novia Nur Cahyaningsih (2016) conducted the research about the Students' reading comprehension in the report textat the Second Grade of TKJ 1 SMK Sultan Agung Tirtomoyo. The researcher did not analyze the students' difficulties and factors of causing the students' difficulties in comprehending English reading text.

From many studies found, there are still few studies which explore students' difficulties in reading comprehension. This fact of course needs to be concerned. Moreover, every school or place may have different problems that the students face in reading comprehension. Every school must do researches to know the difficulties faced by their students in reading comprehension.

Based on the problem above, it is crucial toexplore deeply about students' difficulties in comprehending English Reading text by doing research entitles AN ANALYSIS OF STUDENTS' DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SMP BUKIT RAYA PEKANBARU.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1.3 Limitation of the Problem

This researchfocused on exploring students' difficulties in determining main idea, locating reference, making inference, detail information, and the understanding vocabulary on recount textsand the factors causing students' difficulties in comprehending recount texts at the eighth grade students of SMP Bukit Raya Pekanbaru.

1.4 Research Questions

Based on the research background above, the researcher intends to identify the students' difficult aspectsand what are factors of causing the students' difficulties in comprehending English reading texts. The problem of this research is formulated in the following questions:

1. What are the aspect of difficulties faced by the students in comprehending English reading text at the eighth grade students of SMP Bukit Raya Pekanbaru?
2. What are the factors causing the students' difficulties in comprehending English reading texts faced by the eighth grade students of SMP Bukit Raya Pekanbaru?

1.5 The Purpose and the Objective of the Study

The objectives of this research are:

1. To identify the aspect of difficulties faced by the students in comprehending English reading text at the eighth grade students of SMP Bukit Raya Pekanbaru.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

2. To identify factors causing the students' difficulties in comprehending English reading texts at the eighth grade students of SMP Bukit Raya Pekanbaru.

1.6 The Significance of the Study

This research is expected to give some contributions for students, teachers, and future researchers.

1. Student can have better ability in comprehending English texts. They can apply the skill of reading comprehending to decrease their difficulties in comprehending English reading texts and this study will be expected to add knowledge for educators who concern to education.
2. The teachers and the policy makers at the schoolare expected to get information about students' difficulties in comprehending English reading texts, so they can give more attention to the teaching of English at the school and finally can improve students' reading comprehension.
3. For further researcher who wants to study the same case, hopefully, this research can be the source of information and reference and giving the description of the students difficulties and factors causing the students' difficulties in comprehending English reading texts at eighth grade students of SMP Bukit Raya Pekanbaru in Academic Year 2020/2021.

1.7 The Definition of Key Terms

To prevent misunderstanding in reading this research, it needs to provides some definition of the terms used in the research as bellow:

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

1. **From the oxford dictionary, difficulty** is a thing that is hard to do or understand. Difficulties happen when students get mistakes. Mostly the difficulty on learning process caused when students do not understand the material or the subjects about, students are passive in the learning process, students also lack of learning strategy so it is make students hard to comprehending the material.
2. **Reading comprehension.** According to Klingner (2007) defines reading comprehension is the process of creating meaning by coordinating a number of complex processes that include word reading and word knowledge, and fluency, construct the ideas and concepts. Reading comprehensionin this study means the reader not only have to understand but also should comprehend the text that they read, requires interaction with the text and comprehend the contents of the texts as well.
3. **Reading Text.** According to Mark and Kathy Anderson (2003) a text is defined as a result of some word which are put together to communicate. Reading a text is process of interpreting meaning of the text. In this research reading text means a process of constructing meaning from written texts, understanding information that the writer put on the text form by using background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text, identify the main idea and supporting details, factual information, and the meaning of the words.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

CHAPTER II

LITERATUREREVIEW

2.1 Learning Difficulty

According to Higa (1996) in Ameliani (2019), difficulty is the effort needed by the students to complete the task. It is a relative concept with objective and subjective legitimacy. It is also comparative concept in that some starting point and goal are indicated and unstated comparison implied. Then, according to Cornbach (1984) in Ameliani (2019) stated that the difficulty in terms of anxiety which express motivation to avoid psychological failure.

According to Mulyadi (2010) in Brigitta (2017), the learning difficulties is a condition in a learning process characterized by certain constraints to achieve learning outcomes. The difficulties include into a category of disorders that affect the process of information in human brain. This condition is important learn and understanding the concepts and experience trouble in learning process (Department of Child & Adolescent Psychiatry, 2014). Learning challenges have a wide understanding and profundity as well as learning inabilities, learning incapacities, learning brokenness, mooaccomplishment, and moderate learning. Learning troubles are obviousside effects within the appearances of different behaviors, either straight forwardly or by implication, and are characterized by obstructions to learning. Then, Thomas & Whitten (2012) stated that learning Difficulties, which allows for the influence of context and concurrent conditions

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

upon the child's learning, best described the potential range of current understanding and practice in mainstream education.

From both definitions above, difficulties in the teaching and learning process are obstacles encountered by teachers and students due to the inability to learn or teach, as well as obstacles experienced by teachers when teaching. Difficulty can be encountered by anyone. However, these difficulties can be overcome best if the individual can recognize the difficulty and find a solution to overcome the difficulty.

2.1.1 The Sign of Learning Difficulties

Department of Child & Adolescent Psychiatry (2014) stated that the common types of learning difficulties involve problems with reading, writing, mathematics, reasoning, listening, and speaking. The learning difficulties can make the students feel disappointed and anxious or indeed lose centeramid the learning handle. The issue of learning challenges can be affected by behavioral issues, such as a need of self-control or inconvenience collaboration with individuals. In any case, the learning issue endure over time and can be happen in most of under studies within the school.

The sign of learning difficulties stated by Department of Child & Adolescent Psychiatry (2014) are: (1) Difficulty with the grouping and distinguishing proof of letters of the alphabet. (2) Confusion over letters and numerals that see alike. (3) Trouble learning the association between letters and sounds. (4) Uneven dividing between composed letters, words and symbols. (5)

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Difficulty with or evasion of assignments that require replicating, composing, spelling, perusing and perusing aloud. (6) Inability to get it what has been read. (7) Ability to checkout loud but not to compose down the numerals. (8) Trouble taking after classroom talks and communicating considerations aloud. (9) Difficulty understanding straight forward instructions. (10) Difficulty getting a handle on concepts in spite of accepting extra offer assistance and bolster in school. (11) Forgefulness of what has been learn. (12) Difficulty completing homework.

2.1.2 Measuring Difficulties

According to Gronlund in Fong and Rex (2000), the difficulty level of a problem can be measured by a ratio called the item difficulty ratio, which is the ratio of the number of respondents who answer correctly to the total number of responses to the problem. This gives a convenient measure of problem difficulty since it is not difficult to determine the two quantities required for the calculation once the problem has been administered to students. A problem is classified as easy or difficult according to a pre-determined proportion of students who can correctly solve the problem. However, a problem not solved correctly by all the students may not really be a difficult problem, and that a problem solved by all may not be an easy problem. The validity of using item difficulty ratio to represent problem difficulty can only be determined when the correlation between item difficulty ratio and problem difficulty can be clarified.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Concerning the validity of the item difficulty ratio, Mason, Zollman, Bramble, and O'Brien in Fong and Rex (2000) point out that, this definition (difficulty in terms of item difficulty ratio) implies that an easy item also would be easy in terms of the cognitive challenge it presents to a respondent. Such a conclusion might be incorrect. Easy items might be answered correctly for the wrong reasons. Similary, a difficult item might not represent a difficult concept, but it might be so poorlyphrased as they encourage incorrect responding. Thus, there may be many reasons why a problem is difficult. Problems which do not require the student to understand difficult concepts or performcomplex calculations may be difficult due to poor or misleading phrasing. Once the problem is rephrased or clarified, it may be easily solved.

2.2 Reading Comprehension

To have clear understanding about reading comprehension, we should know first the definition of reading by some experts, the types of reading, and the techniques of reading.

2.2.1 Definition of Reading

Anderson (1997) define reading is the process of constructing meaning from written texts, reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader. From those theories, it can be said that reading always deal with printed materials and it is an active process of the reader to interpret the meaning of the text. The other theory said reading as an active

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

cognitive process of interacting with print and monitoring comprehension to establish meaning (Clark and Silberstein, 1987). Brown (2004) adds that reading is a process of negotiation of meaning. He also adds that the readers use their prior language to the next part of reading process to get the meaning of the texts they read. It can be said that reading is an interactive process because in the reading process the reader using preliminary analysis, and vocabulary as interactive process between the reader and the text in order to understand the writer's intention. That is mean the readers make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. In this skill the reader must be able to identify the main idea and supporting details, factual information, and the meaning of the words.

According to Elizabeth (as cited in Irawan 2010) reading is the process of constructing meaning from print and from other symbol. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experiences. The reading process does not involve reading every single letter and that is why proofreading is so difficult, when you are very familiar with the ideas you hardly need to read the words at all. Nuttall (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to match their perception with the author's perception. There are many kinds of definition about reading. Because of

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

many people use the term reading in different ways. Nuttall classified reading in short definition into these groups: (1) Understand interpret meaning sense etc. (2) Decode decipher identify etc. (3) Articulate speak pronounce etc. In reading, students should acquire the reading skill. They need to be able to do a number of things with a reading text. Harmer (as cited in kudsiyah 2009) adds that the student should able to scan and skim a text. In scanning the text, they do not have to read every word and line to find detailed information. It means glancing rapidly through a text either to search for specific information. They will get general idea of what text is about by casting their eyes over its surface.

From many definition above, it seems that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. they connects text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication. The writer expresses his thoughts on paper with language using whatever skills and style she or he has developed personally. The reader tries to get meaning from printed page. Reading is not just a means of comprehension but becoming aware of how writers express meaning and also becoming able to reconstruct those meanings for our own understanding. So, reading can add our knowledge because every word that is read to construct meaning to comprehend. With reading we get more knowledge or information. It means that reading is important to be learned.

According to Richards, et all (2005) reader's purposes in reading and the types of reading used referred to: (1) Literal comprehension, where reading in

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

order to understand, remembers, or recall the information explicitly contained contained in a passage. (2) Inferential comprehension, where reading in order to find information, which is not explicitly stated in a passage, using the readers' experience and institution, and by inferring. (3) Critical or evaluation comprehension, where in order to compare information in a passage with the readers' own knowledge and values. (5) Appreciative comprehension, where reading in order to gain an emotional or other kind of valued response from a passage.

According to Milan (1998) there are some essential skills in reading, they are: (1) Comprehension and Retention. The reader should be able to comprehend the text and memorize what they have read. To build comprehension and retention, the students can determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details. (2) Inferences and Conclusion. Mc Whorter (1989: 254) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the connection that you draw between what you observe and what you do not know. In making inference, the readers are required to read between the lines to make deductions based on the information given. It means that the readers should try to understand what is meant by something that is not written explicitly or openly. For example, from the text that a reader read, he/she may know that the main character in a story is brave because of his actions, even though the author never uses the word brave in the entire story. In reading activity, the readers should make inferences

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

from what they are reading and also make conclusion toward the text that has been read. (3) Critical Thinking and Analysis. In this skill, the readers should distinguish the text that they read, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While text of opinion is a reading text which is written based on someone's point of view. So, the readers should analyze whether the text is a text of fact or opinion, then they also think critically whether the information or message in that reading text is important for them or not.

According to Patel and Praveen (2008), There are some types of reading, they are: First, intensive reading. Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role than skimming. Reader is trying to absorb all theinformation, example: reading dosage instruction for medicine. In intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. The reader focused on linguistic or semantic details of a reading and focus on structure details such as grammar. Brown (1989) define intensive reading is an effective approach for developing control of the language, and studying how grammar and vocabulary work. He adds that intensive reading can be assess through reading tests and quizzes in the form of multiple-choice, true / false, and open-ended questions.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

One of the strategies of intensive reading is the guided reading approach. The main focus in intensive reading is on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

Second, extensive reading. Brown (2001) define that extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1971) identify extensive reading as occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, (reading for gist) and skipping unknown words. Patel and Praveen (2008) adds intensive reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills, the reader read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

Third, aloud reading. M, Jean Praveen (2008) define that reading aloud is part of reading skill which related with students experience in mastering their oral language. He adds that aloud reading are reading by using loud voice and clearly. For exmple : Reading poetry, dialogue, and other type of text.

Fourth, silent reading. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts, the reader reading a text by heart. Alderson (2000) support that silent reading is the method which reading process are held silently by the reader, the main purpose of silent reading is how the reader can

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

obtain the information from the printed page efficiently, rapidly and fully understand.

According to Grellet (1983), there are three main ways and techniques of Reading, it is summarized as follows: First, extracting main ideas (Skimming). Skimming is reading techniques that use rapid eye movement and keywords to move quickly. It is the method of rapidly moving the eyes over text with the purpose of getting only the main ideas and the general overview of the content. Skimming is reading rapidly in order to get a general overview of the material. Skimming is a technique which is used to look for the gist of what the author is saying without a lot of details. The aims of skimming, are to: (1) Get the preview of the materials, (2) Get the overview of the materials, (3) Decide whether to read the material thoroughly and rapidly or not.

Second, reading for specific information (Scanning). Scanning is reading rapidly in order to find specific fact. He adds that scanning is a fast reading techniques to obtain specific information without reading the others or without reading through the whole text. Meanwhile, Brown (2001) stated that scanning consists of quickly searching for some particular piece or piece of information in a text. In this technique the reader can find for names or date, to find a definition key concept or to list the certain number of supporting ideas as the exercise. When student needs to locate specific information, the student might be able to scan, to finds out the information they needs. Scanning is a searching that requires a reader find what the reader needs, and then the reader stops and reads as much as necessary in order to answer their question.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Third, reading with comprehension. Reading comprehension means to understand what has been read. The student's experiences and their prior knowledge have influence in their success in comprehending. Comprehension process involves the understanding of vocabulary, seeing the relationship among the words and concept, organizing idea, recognizing the author's purpose, making judgments, and evaluating. The level of comprehension have generally been identified as: (1) Literal comprehension. Literal comprehension is the basic of all higher level comprehension skill. Literal idea and fact are usually so clearly stated that one could go back in the passage and underline the information desired. (2) Interference reading. Interference reading process of idea after goes beneath the surface to sense relations, fact and idea making interference requires more thinking on personal insight. (3) Critical reading. Critical reading requires a reading with an inquiring mind and with active, creative looking for false statement (Cuctard, 1998). Those levels of comprehension are interconnected one another. The students will comprehend a reading text through those three stages of comprehension.

According to Richards (2001), there are some main models of how reading occurs. These models are the bottom-up model, the top-down model, and the interactive model: First, bottom up. Goodman (1971) states the top-down strategy is about how the reader guessing the meaning of the reading text, the readers predict the meaning of the text based on the readers background knowledge. Nuttall (1996) support this model is applied in reading when readers want to

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

interpret assumptions and when the reader want to draw inference or to get main ideas of the text.

Second, top-down. Eskey (2005) described that top-down model is a reading comprhension process that begins from the brain to text. In the top-down model, readers are required to start the process of reading comprehension with building particular expectations about the text. These expectations should be built based on a reader's previous knowledge.

Third, interactive. The theory that bottom up theory and top down theory process occur in the same time. These theorists describe a process that moves both bottoms up theory and top down depending on the type text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

The reader's reading processes certainly use the techniques in reading. Grellet (1998) devided the techniques of reading into several kinds: First, sensitizing. Sensitizing is the situation when the readers find some of new vocabulary that the reader does not know before. In sensitizing consists of inference, understanding relation with the sentences, and linking sentences with ideas. The aim of this section is to provide exercises that will develop the strategies that students' need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset. (1) Inference. Inference means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. When dealing with a new text, it is better not to explain the

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

difficult words to the learners beforehand. (2) Understanding relations within the sentence. It is therefore important to train the students as early possible to look first for the core of the sentence. In order to do that, the learners can be asked to divide passages into sense groups and underline, box, or recognize in some other way the important elements of each sentence in a page. (3) Linking sentences and ideas. It is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words.

Second, predicting. It is the faculty of predicting or guessing what is come next, making use of grammatical, logical and cultural clues. This skill is at the core of techniques such as anticipation or skimming. Third, previewing. Previewing is a very specific reading technique which involves using table of contents, preface; the chapter and paragraph headings in order to find out where the required information is likely to be. Fourth, skimming. Skimming is therefore a more through activity which requires an overall view of the text and implies a definite reading competence. Skimming means retrieving what information is relevant to our purpose.

2.2.2 The Purpose of Reading

A purpose of reading is established for each lesson and each extension changes the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material. Reading can be summarized as a process that

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge (Huck and Kiefer, 2004). And every individual has their own reason forread and their own needed. So here we focus on the importance of purpose in private reading and the range in different purposes for which individual, so here several purpose for reading. Such as: (1) Reading for pleasure is reading a narrative, novel, comics and soon. Here the readers enjoy the sound and the rhythm of literary text. (2) Reading for a general impression, such as: to gain an idea of the writer‟s viewpoints, to decide whether or not to read the text. (3) Reading for organizing reading and study, such as: to identify theimportant content of a text, to answer a specific question, to decide which section of a text to start studying. (4) Reading for learning content or procedure, such as to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions.

2.2.3 Definition of Comprehension

Comprehension means different things to different people, comprehension is not always effortless and fast, of course, comprehension is not only cognitive competence but also ability to grasp something mentally (Danielle S Mc Namara, 2007). Comprehension is as the process by which a person understood the meaning of the written or spoken language (Jack Richards, John Platt, and Heidi Weber, 1998). It means that the reader can understand the meaning of written language when they read the writen text or the listener can understand the meaning of the spoken language through the process of reading or listening seriously, and it can make they to be understood the meaning.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Schumm (2006) said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entails three elements, they are: (1) The reader who is doing the comprehension. To comprehend the text, a reader must have a wide range of capacities and abilities. These included cognitive capacities, motivation and various types of knowledge. (2) The text that is to be comprehended. The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched to the readers' knowledge and experience, the text may be too difficult for optimal comprehension to occur. (3) The activity in which comprehension is a part. A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge that the reader have. Another consequence of reading activities is finding out how to do something.

Beside the definition that show us that comprehension is the main modal in reading skill in order to understand the whole of the text. A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material Otto, Wayne (1979): (1) Oral language development related to real objects, experiences, and pictures. (2)

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Ability to listen with understanding to stories read aloud. (3) Firsthand experiences with people, object, and place. (4) Continuous development of syntactic and semantic features of our language. (5) Oral language development of syntactic and semantic features of our language.

Furthermore, Shepherd states some principles of learning that must be applied to reading comprehension, they are: First, background knowledge of experience and knowledge. It is necessary for learning. A reader's background knowledge influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetoritically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background knowledge. If students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information. Second, learning must have meaning for the learner.The goal of reading is to enable the reader to get meaning from the printed material it means that the reader must be able to understand the information and to determine its significance. Third, the students must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development. So, if the students do not read because of lack of a purpose and a motivation, he does not get the practice he needs in reading skills. As a result, any

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

instruction he may get in the skills of reading willbe useless to him, and it makes him unsuccessful in comprehending. Fourth, the learner must be active in his learning.Learning to read is not a passive process. It is nearly impossible to teach skills to a student if he puts forth little or no effort. The teacher can tech the techniques, but the students must practice and apply them. Fifth, learning requires the forming of habits. A student learns how to use reading skills and how to attack a reading assignment. Learning techniques habits will insure success and efficiency in his effort. For the student to become an efficient reader, many of the skill must be so well development that they function smoothly and simply. Sixth, much learning is by association. Learning to read is no exception.The students first to use and understand language through listening and speaking. Reading is one additional rom the form of using language. When he read, he recognizes the words and attaches meanings to them from his oral knowledge about them. In addition, a new meaning for a word is easier to remember if the students already know the meaning of another word. Seventh, learning requires practice.This is particularly true of learning to read. The student does not learn an effective reading technique merely by being shown. Eighth, favorable attitudes toward learning.Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading an effective learning tool. Their whole mental set will oppose this avenue of learning. Nineth, students learn at different rates and in different modes.Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, the teacher cannot expect all students to have the same

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

abilities, needs, and levels of reading. Tenth, knows the reason for what he is learning.In reading skill development the students need to understand the importance and usefulness of each skill. He needs to understand how the skills can increase his reading competence. Such realizations will not only help his improvement in reading, but his motivation will also improve.

Comprehension level refer to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. There are three main level of comprehension (Heilman 1981): First, literal comprehension. Understanding the ideas and information explicitly stated in the passage. Abilities: (1) Knowledge of words meanings. (2) Recall of detail directly stated or paraphrased in own words. (3) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth. (4) Recall of main idea explicitly stated. (5) Knowledge of sequence of information presented in passage.

Second, interpretative comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (1) Reason with information presented to understand the author's tone, purpose and attitude. (2) Infer factual information, main ideas, comparison, cause effect relationships, not explicitly stated in the passage. (3) Summarization of story content.

Third, critical comprehension: Analyzing, evaluating and personally reacting to information presented in a passage. Abilities: (1) Personally, reacting to information in a passage indicating it meaning to the reader. (2) Analyzing and evaluating the quality of written information in terms of some standards.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Fourth, creative comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (1) Reason with information presented to understand the cause effect relationship in a text, although it is not stated directly. (2) It must be able to think and use the imaginations. (3) Solving problem, producing new creations or new ideas and develop new insights.

2.2.4 Definition of Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Danielle S. Mc. Namara (2009) reading comprehension is the cognitive processes that a reader uses in making sense of a word, sentence and connected text understanding. Chen et al (2003) adds that without comprehension, reading is simply following words on a page from left to right while sounding them out and the words on the page have no meaning. It is mean reading comprehension is the process of constructing meaning from the text. Reading comprehension involves at least two people, the reader and the writer. In brief, the main purpose of reading is to comprehend the text being read.

The ability to read a written language with good comprehension and a reasonable rate has long been organized to be important skill. Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (Smith, 2004). A general component is many definition of comprehension is the interpretation of the information in the text, the use of prior

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

knowledge to interpret this informationand ultimately. The construction of a coherent representation of picture in the reader's mind of what the text is about (Smith, 2004).

According to Lewin (as cited in Nur'aeni 2011), Reading comprehension is a very complex activity. So much occurs inside mind of reader as the eyes glide over the printed words. It means that, to understand the meaning of a text in reading activity, the reader makes interaction among eyes and mind. Reading comprehension is the goal instruction in reading and recognition is a means to help achieve that goal Choate (as cited Ade 2010). While in reading instruction, John F. & Jean F. (as cited Ikah Atikah 2009) explained about the crucial dimensions of reading comprehension there are: (1) Mastery of basic word skills.(2) The nature of the reading material. (3) The reader's background and experience. (4) The reader understands of language. (5) The reader's purpose or motivation. (6) The reader's thinking ability. According to Hornby in Irawan (2010) reading comprehension means reading with the power of understanding of the printed symbols.

Based on those explanations, reading comprehension can be defined as the ability to interpret the meaning or the message of the text clearly. Reading comprehension is the application of a skill that evolved for other purposes, listening or oral comprehension to a new form of input or text. Unlike listening comprehension, reading comprehension is not something for which our brains have evolved, whereas oral comprehension seems to develop naturally with

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction.

Humans have been accomplished in oral comprehension for 100,000 years or more, and virtually all humans do it, reading comprehension has only been practiced for 5,000 years, and for most of that time the majority of humans did not do it (Donald, 1991 in Kirby, 2014). It should not be surprising that reading comprehension is difficult so the application of comprehension to text amplifies our mental capacities.

Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation (Smith, 2004). Reading comprehension is an interaction between ability of prior knowledge reader on reading book. The readers will get information or knowledge of the text after they read. So they understand information of text. Meanwhile, Klingner (2007) states that reading comprehension is the process of creating meaning by coordinating a number of complex processes that include word reading and word knowledge, and fluency, construct the ideas and concepts. Reading comprehension is a process in which the reader has to decide linguistic symbol and reconstruct and reconstruct them up to a meaningful whole as intended by the writer. Comprehension includes recognizing and understanding a main idea and related detail.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.2.5 The Components of Reading Comprehension

Before going on to further explanation about reading comprehension, the most important thing that needs to be considered is the components of reading itself. According to Donald et al. (1987), there are six major components of reading comprehension, and they are: decoding knowledge, vocabulary knowledge, syntactic knowledge, readiness aspect and effective aspect. So, the writer will explain them as the following:

First, decoding knowledge. Knowledge is used to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader. Identifying meaning is frequently true and relatively unfamiliarwith printed of many word in spoken but are relatively unfamiliar with printed word.

Second, vocabulary knowledge. The knowledge is what one has about word meaning used to determine the appropriate meaning for a word in a particular context. Vocabulary knowledge is important at all grade levels, but is particularly important aspect of reading instruction as develop and explore less familiar subject offers with somewhat specialized vocabularies.

Third, syntactic knowledge. Knowledge of the order rules that determine grammatical function and sometimes the meaning and pronunciation of word. Syntactical knowledge includes understanding word order rules that exist within sentence and permit.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Fourth, discourse knowledge. Knowledge of language organization at units beyond the single sentence level includes knowledge of the structure organization of different type of writing.

Fifth, readiness aspect. Referring to the different concept, traditionally, reading readiness is the ability of the student to benefit from initial reading instruction. Reading readiness, therefore, may describe instruction designed to assist both preferred and children who have already know how to read, traditional readiness skill are important instruction during kindergarten and beginning of the first: recently, reading readiness has wider definition, it includes reading to read and understand a particular selection.

Sixth, effectiveness aspect. Reading comprehension includes both interest and attitude, and these increase motivation and facilitate reading comprehension. Thus, to facilitate comprehension, always make reading and reading instruction asinteresting and enjoyable as possible. Effective aspect is important to consider at age and grade level.

Based on the descriptions above, there are six components of reading comprehension that must be achieved by the students, So that the students can be categorized as a comprehensive student in reading.

According to Rosenshine (1980), there are two aspects of reading comprehension,that are : First, human information. Processing how the human mind handles information can be briefly described as follows: Incoming sensory information is held literally in sensory stores, and information from the permanent

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

memory is retrieved for organizing it. Then, the identified information is judged by its relevance to the current activities to be selected or not selected for further processing. Selected information is kept temporarily in the working memory since the contents of working memory keep changing as sensory stores keep functioning. Selected information is sent to the permanent or the long term memory. The permanent memory holds all information from the past which is not currently active and uses it to interpret new experiences which, in turn, may later be added to the permanent memory. There are some process of human information: (1) Sensory Store Sensory store is a place where information is temporarily stored. When information is temporarily stored in sensory stores and short term memory, activities such as scanning, searching, comparing and integrating may relate it to other information in the long term memory to result in comprehension (Nagle and Sanders, 1986). (2) Working memory. Working memory is often called episodic memory. It keeps traces of events that are specific to a time and a place. This memory is used to keep records of personal experience. (3) Permanent memory. The permanent memory itself can be distinguished into semantic and episodic memory. Semantic memory refers to the organized knowledge of words, concepts, symbols and objects. This memory holds all information regardless of the particular time or place of the information. In order to understand the reading comprehension process, theories on human information processing should be related to theories of reading and discourse comprehension, since reading activities deal with information presented in sentences which are supposed to be related in some ways in a piece of discourse.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Second, reading activity. Alderson (2000) states that reading is commonly viewed as consisting of decoding and comprehension activities of written verbal stimuli. Decoding activities refer to word recognition activities, whereas comprehension activities consist of activities to parse sentence, to understand sentences in discourse, to build a discourse structure, and to integrate what is understood from the discourse with what a readeralready knows.

According to Burn (1999), reading activities include: Sensory activity, perceptual activity, sequential activity, experiential activity, thinking, learning, association, affective, and constructive. Based on these explaination, in reading the readers will deal with materials, process, and product. With materials, the readers decode the information from the author. In the process, the readers transfer the information from the text, using their background experience, linguistic competence, etc. In the product, the readers gain the informationthey want. This means that the more the read, the moreinformation they gain.

In developing reading comprehension, Kennedy (1981) classifies the category in developing reading comprehension: First, literal meaning. Literal meaning is kind of comprehension that the student comprehend on the text as literally. Beginning reading instruction places much emphasis on *what a writer says*. Literal reading results in this kind of comprehension. It requires ability to locate specific facts, identify happenings that are described directly, find answers to questions based on given facts, classify or categorize information given, and summarize the details expressed in a selection. Model of literal question: Where

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(town, city, state, etc.) did the events in this (story, selection, paragraph, etc.) take place?, what (events, happenings, facts, ideas, etc.) from this selection do you remember best?, (Who, what, etc.) was the most important (person, event, thing, etc.) in this selection?, what did the writer (say, do, etc.) about, what (facts, events, happenings, etc.) in the selection showed that.

Second, inferential comprehension. the student focus on the infer meaning of the text reading and the student able to find out the implicit also the explicit meaning of the text reading. Inferential reading is used extensively in content reading and in interpreting symbolic language in literature. Inferential question expect the readers to understand the information give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. Inferential reading requires thinking and contemplation. When the reader understands the specific facts and ideas in a selection, the reader must try to find answers to such questions as: Why did the author give this information?, what exactly is the author trying to explain?, how does this information relate to what the author has said previously?, how does it compare with what I already know?, what effect will it have on?.

Third, critical comprehension. Critical comprehension concern in the students, ability for make judgments in the text reading that is read. Critical reading is reading to evaluate, to make judgements as its application, accuracy, validity, and worth. Model of critical question: Is the author technically correct in what he or she says?, has the author documented controversial statements?, is the

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

author qualified to write on this subject?, has the author used questionable writing technique?, of what value are the author's contributions?.

2.2.6 Indicators of Reading Comprehension

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regarded as difficulties that the students encounter in comprehending the text:

First, determining main idea. According to Longan (2002) that finding main idea is a key to understand a paragraph or short selection.The main idea is a statement that tells the author's point about the topic. Vener (2002) says that the main idea is more often than not located in a sentence, it is more often than notthe primary sentence but it can be within thecenter or within thefinal sentence. Subsequently, this could make the mostthought more troublesome to discover. He includes, the understudies may get befuddled to see what the mostthought of a entry is, and where the mostthought is found.

Second, locating Reference. According to Sharpe (2005) reference is antecedent of a pronoun, the antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Third, understanding vocabulary. The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning (Sharpe, 2005). It implies that making expectation from the setting will offer assistanceunderstudiesget it the meaning of a section without ceasing looks up eachunused word in a lexicon. In truth, one of the issuesperusers have troubles in understanding fabric is that they have need of vocabularies.

Fouth, making inference. According to Kopitski (2007), in making of inference, the reader are expected to comprehend the text to find the conclusion of the statements in the text. He adds that the perusersgot tohone combining clues from the content with their foundationinformation in order to formdeductions. It implies that the clues within thecontent will offer assistance the peruser to constructpresumption and draw conclusion. Some of the time to discover the conclusion of the content is troublesomesince the meaning of the explanationisn't composed on the content.

Fifth, detail information. In reading test the question usually found as detail question or detail information is the question used to check students ability in understanding the material that is directly stated in the text. Some example of detail question fall in the following pattern: “According to the passage, who..... where..when.. how ...?”, “All of the following are the true except…”. In answering and understanding detail question, the students can use scanning

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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

Furthermore, Kuswidyastutik (2013) support that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The researcher considers that the questions are also the basic difficulties that are face by the students in comprehending the text.

Besides, Akbari (2014) in her research found some of the comprehension problems from insufficiency or lack of grammatical knowledge: (1) Recognizing and understanding different kinds of phrases and determining their head noun. (2) Recognizing and understanding different kinds of clauses and determining their grammatical function. (3) Recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence. (4) Recognizing the role of conjunctive adverbs. (5) Recognizing the reference of the pronouns. (6) Recognizing and understanding the tense of the verb. (7) Understanding the passive sentences. (8) Lack of knowledge of collocations. (9) False generalizations or stereotyping about words with similar spelling or pronunciation.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Latulippe (1987) there are two groups of words that give problems on reading comprehension to students of a second language: (1) References. References are words or phrases that are used as substitutes for words or phrases used either before or (less often) after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. (2) Connectives. Connectives are words that are used to link (connect) ideas together in some kind of relationship. Connectives can be used to signal a cause-expected result relationship in which. The result follows logically from the cause. According (Allaith, 2009) the importance of spelling is not limited to individuals whose first language is English, but to English language learners as well. Spelling supports reading because the two processes are reciprocally related and they both follow a similar course of acquisition. Furthermore, spelling supports reading. This is because "spelling and text production in later grades will require that students can automatically and legibly write alphabet letters and match sounds in words to associated spelling patterns' (Ritchey, 2008). Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound.

According to Perera (as cited in Irawan 2010), there are types of difficulty in reading comprehension, they are: (1) Illegible handwriting, print that is blurred or uncomfortably small, or lack of contrast between the words and the background. (2) When the subject matter is outside the reader's knowledge and experience. In this case, it is possible for all the words of the text to be understood but for the whole not to make sense. (3) Presented by unfamiliar vocabulary.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Some of the book written for students in Junior High School, contains several words which are unlikely to be known by young children. (4) There may be grammatical difficulties in the text. (5) They overall of discourse organization may be unclear or unfamiliar.

According to Heilman (as cited in Atikah 2009), there are five problems are identified from the student's problems in reading : First, word attack some of the students had obvious word-attack problems; either the examiner had to supply words or the students mispronounced words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows: (1) It is too abstract, requiring sophisticated prerequisite abilities. (2) It spends time on tasks that do not contribute to reading. (3) It omits components needed for successful decoding. Second, fluency. Most of students read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension. Third, syntactic Structure. The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, students‟ ability to understand syntactic structure when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print. Fourth, word meanings. Many students had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

becomes more sophisticated, and word meaning becomes more of a problem. Some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations. Fifth, Lack of concentration. Lack of concentration is another mentionable reason for students‟ poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further.

2.2.7 Factors Causing Students' Difficulties in Comprehending English Texts

According to Kennedy(1981)comprehending English reading texts is not an easy thing, so many students find difficulties in comprehending English reading texts.The difficulties in reading comprehension are produced by some factors:

First, inadequate instruction presented by the teacher. Inadequate instruction practices include selecting the wrong skills emphasize, presenting the skills to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Second, lack of pupil interest. Concentrate on materials that they dislike or that is unrelated to their personal interest is difficult things. Without thoughtful attention to content, the comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task and reduces consciousness effort.

Third, unsuitable materials. The difficulties comprehensions can result when reading materials are not appropriate for pupils in a particular classroom. Such required materials may be too difficult, stress the wrong skills, have little relationship to the pupil interests, or generally be of poor quality. If unsuitable materials are used exclusively, the comprehension can not be succes.

Fourth, vocabulary difficulties. According to Carlisle and Qian (2002) an excessive vocabulary burden forces the readers to rely on dictionary or to bypass many important words. Vocabulary knowledge plays an important role in understanding complex reading materials such as textbooks, particularly those containing technical expressions. Nuttall (1982) adds that students with poor vocabulary knowledge face difficulties in understanding technical words such as superordinate, synonyms, antonyms, or words with multiple connotations.

Westwood (2001) mention that factors contribute of students' difficulties in the understanding text are located within the learner's background, some within the teaching technique, and some within the learner's environment.

First, learner's background. In achieving reading comprehension ability, the background knowledge is an important factor, it plays a dynamic role in comprehension of text, and its absence can negatively influence reading

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehension. Hudson (2007) adds, the learner's background means something which comes from the learners themselves. The learner's background was related to the learner's interest, learner's motivation and the learner's attitude toward reading.

Second, teaching technique. The teacher is one of school environmental factors who has the important role to increase students learning achievement. Westwood (2001) stated the teacher is a subject in education who has the duty to transfer the knowledge to the students because the teacher also determines whether their students to be good readers or not. The teacher should be careful in choosing the technique in teaching. When the teacher cannot choose the right technique to teach the material, it will adds the student's difficulties.

Third, learner's eenvironment. The environment factors also can influence the students in learning and mastering English. Someone who lives in an environment that has reading habits will be supported by her environment indirectly. Practice and applied English outside school will support the learner in understanding English perfectly. There are two kinds of learners'environment that can influence their learning reading achievement. They are : (1) House Environment. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Children need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text. (2) School Environment. The school with lack of learning media such as English books, magazines or newspapers will make

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

reading learning process become ineffective and will be impeding students in understanding the material.

Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). It will be seen from students' mistake or error learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student's poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension. Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009).

First, difficulty in understanding long sentence. In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

Second, difficulty in using reading strategies. The students who lack of reading strategies often fails in understanding the text. The students who are not

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).

Third, difficulty in concentration. Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning reading achievement. First, house environment. It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text. Second, school environment. The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material

According to Putri as cited in Irawan (2010) there are number of causes poor comprehension such as; lack of vocabulary knowledge, inappropriate reading strategies and reading speeds, some factor associated with students boring activities in reading), text (of low interest materials), situation (uncomfortable situation towards learning), and insufficient time spent in reading. According to (Lusiana, 2007) many students get difficulties in comprehending the English reading text, getting the general information, specific information, vocabulary, grammatical, and main idea of paragraph of a text. It means that the factors that cause students difficulties in comprehending the reading text, not only from the teacher strategies, text and also the students them self. The interaction between the teacher and also the students influence the students in comprehending the text.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reading problems related to the misunderstanding of the reading process, weaver as cited in Mourtaga (2006) states that the process of construting meaning through the dynamic interaction transaction among the readers existing knowledge, the information suggested by written language, and the context of the reading situation. According to Burgmeier at all as cited in Irawan (2010) the difficulty of reading comprehension can divided establishing a context, understanding words, putting words into sentence, and the last using word in context. According to Markstein (1981) comprehensive word or phrase related to the reading write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words phrases on the board. Lack of concentration is another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further. Puspita in Irawan (2010) found that many difficulties in comprehending reading text: (1) The lack of competence to find out the main idea and specific idea in the reading text. (2) The lack of ability to predict the meaning of words in the reading texts and students has limited vocabulary. (3) The lack of students abilities to discriminate or different between noun and adjective. (4) The students less comprehends in grammar of reading text. (5) The lack of background knowledge about the reading text. (6) The lack of comprehending about reading text.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Clarke (2014) states five factors which influence the students' score in reading comprehension: First, language skills. Language skills can be derived into four areas: phonology (the sounds of the words), semantics (the meaning of the words), grammar (the structure of words and sentences) and pragmatics (the social use of language). Second, understanding the meaning of words. Student's understanding of individual word meanings is closely related to their ability to understand connected text. Understanding word meanings is often measured by student's ability to define vocabulary items. Third, working memory. Working memory refers to the ability to hold information in mind while simultaneously performing other attentional demanding activities. Working memory processes may be important for text comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before. Fouth, working with text. The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding. Fifth, environment influences.

Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environmental influences including teaching methods, reading at home and exposure to a range of books.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.2.8 Teaching Reading Skill at Junior High Schools

According to Brown (2001) the period of teens which is between the childhood and adulthood whose age range is between twelve and eighteen or so, is age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He explains that around the age of twelve, intellectual capacity adds abstract operational thought. Moreover, factors surrounding ego, self-image, and self-esteem are important for them. Therefore, in the teaching of reading at the junior high schools, the teacher must understand the characteristics of teenagers before choosing a certain technique or strategy in the process of the teaching reading in the class.

There are seven types of reading text which is learned by students in secondary school, they are Descriptive, Narrative, Spoof, Recount, Procedure, Report and Anecdote (Depdiknas, 2003). Students are expected to understand and master all of the text after they learnt English.Teaching reading comprehension for the students who are in adolescence is indeed not a simple and easy work. It is the time when they need attention and guidance from people around them, not least, their teacher. Therefore, the English teacher must apply a very special set of considerations to teach them. The secondary school teacher should be able to understand what the students need so that the students can develop a good reading habit. It can be implemented by designing interesting activities which can improve their skills and motivation, avoid embarrassing situations, and encourage the

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

studens' activation in the process of the teaching and learning of reading in the junior high schools.

Since the 2013 curriculum has been implemented in Indonesia, schools use scientific approach.Scientific approach has 5 steps in the implementation: observing, questioning, exploring, associating, and communicating. This approach is commonly integrated to the three kinds of model namely discovery learning, project-based learning, and problem-based learning. This curriculum has the idea that knowledge cannot be just transferred from the teacher to their students, but students themselves should actively search, process, construct, and apply the knowledge.In the process of teaching reading comprehension, the teacher also has to implement this approach. Taken from Pradini (2019), the steps of teaching reading comprehension (in simple recount texts) using scientific approach can be done as follows:

First, observing stage. The teacher asks students to read some simple recount texts in the textbook or other sources in small groups then asks each of them to read the simple recount text. Secondly, the teacher asks them to pronoun sentence examples in the activity or event or experience with the guidance of the teacher. Then the teacher asks students to learn to find the main idea and certain information from the text.

Second, asking stage. Students ask the difference between a few kinds of simple recount text written in the book especially regarding social function, the structure of the text, and language feature. Next, students ask the main idea and certain information from the simple recount text.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Third, exploring stage. The teacher asks students to make a group discussion report of the observing step and asks another group to give some responses. Next, the teacher asks students to read the simple recount text that they have made with correct pronunciation and intonation in a group. Last, the teacher asks students to make a group consists of two and find the main idea, certain information, and social function of the simple recount text that they have read or heard.

Fourth, associating stage. The teacher asks the students to make a comparison analysis from many texts with a deep focus on the social function, text structure, and language feature. Then the teacher asks students to group the simple recount texts in accordance with the social function. Last, the teacher gives feedback to students' works.

Fifth, communicating stage. There are two activities in this stage. First, the teacher asks students to explain the discussion result of the recount text in accordance with the teacher's guidance. Second, the teacher asks students to make a learning journal about an experience in describing the recount text and mention the support and obstacle that have been experienced.

In the process of teaching reading comprehension, the teacher implements 3 types of reading activities. Those three activities are pre reading, while reading, and post reading (Williams, 1984).

First, pre-reading activities. Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

Second, while reading activities. While reading activities are the activities that reader does while reading take place. (a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During reading activities are instructional activities that are going on while reading activities are happening (Mukhroji, 2011). Five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically (Mukhoji, 2011).

Third, post-reading activities. Post-reading activities are the activities conducted by a reader after reading. In post reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned. Post-reading activities are instructional activities that the

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students and teacher do after reading take place. According to Mukhroji (2011) point out that postquestion, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

According to Harris (1976) in the process of reading, there are some factors which influence reading comprehension. There are: First, attention. Attention is an activity whereas the reader tries to pay attention on whet the reader is reading. Second, background experience. In the writer opinions, reading is actually the activity of relating something we do not know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message. Heilman (1981) says that previous language experience is probably most important as it relates to the specific task called reading.This idea is confirmed by Harris (1976) who says that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience witha topic, his familiarity with key concepts and his knowledge of haw language works. So, good

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

readers must have the ability to relate the text to their own background knowledge efficiently.

Third, language abilities. Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When a child learns to read, at the same time, he learns a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language abilities of student in using a language are includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

Fourt, thinking abilities. Thinking ability refers to the students' ability to link their new experience with their previous experience. Burn (1999) says, reading is a thinking process. Reader should think in the act of recognizing word. Teachers in class can develop the students' ability in thinking by them appropriate questions to comprehend.The question should be good enough so that the students are notasked to quote parts of the passage only but they must beconcerned with the main ideas and understand the purpose of the author.

Fifth, reading purposes. Grellet (1981) states that reading comprehension means extracting the required information from a written text as efficiently as possible, rejecting irrelevant information and finding what we are looking for, quickly. She establishes that there are two main reasons for us to read for pleasure and for information. It is important to apply to principles of learning to the students' mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are: (1) Reading requires purpose and

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read. (5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are importantfor effective reading. (9) Reading capabilities are different for eachstudent, (10) Reason for reading is important to be an effective reader.It isimportant to apply these principles of learning to the students' mastery of the reading skills in order to make learning process to be efficient and effective.

William, Grabe and Stoller (2002) states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almostunconsciously in most cases. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper. They adds that reading as the ability to draw meaning from the printed page and interpret the information appropriately. They mention seven purposes of reading: (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) Reading to integrate the information. (5)Reading to write (search information needed for writing). (6) Reading to critique texts. (7) Reading for general comprehension.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course.

A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading ofselection and the purpose for reading it. On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

Heilman, Arthur, W. et al. (1981) states there are three main level of comprehension: First, literal comprehension: Understanding the ideas and information explicitly stated in the passage. Abilities: (1) Knowledge of words meanings. (2) Recall of detaildirectly stated or paraphrased in own words. (3) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth. (4) Recall of main idea explicitly stated. (5) Knowledge of sequence of information presented in passage. Second, interpretative comprehension:

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Understanding of ideas and information not explicitly stated in the passage. Abilities: (1) Reason with information presented to understand the author's tone, purpose and attitude. (2) Infer factual information, main ideas, and comparisons, cause-effect relationships, not explicitly stated in the passage. (3) Summarization of story content. Third, critical comprehension: Analyzing, evaluating and personally reacting to information presented in a passage. Abilities : (1) Personally reacting to information in a passage indicating it meaning to the reader. (2) Analyzing and evaluating the quality of written information in terms of some standards. Fourth, creative comprehension: Understanding of ideas and information not explicitly stated in the passage. Abilities: (1) Reason with information presented to understand the cause effect relationship in a text, although it is not stated directly. (2) It must be able tothink and use the imaginations. (3) Solving problem, producing new creations or new ideas and develop new insights.

2.2.9 The Strategies in Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. To develop the students' comprehension, the students have to know which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose.

There are some strategies in teachingreading comprehension, the strategies are scaffolding, think-aloud, reciprocal teaching, question-answer relationship

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(QARs) and survey question read recite review (SQ3R). (Vacca & Vacca, 1999) : First, scaffolding. Scaffolding is a technique which break reading into smaller pieces, scaffolding is perceived as the strategy used by the teachers to facilitate learners' transition from assisted to independent performance (Cooper, 2000). Second, think-aloud. Think Aloud Strategy allowed teachers to formerly their thinking clear by verbalizing their thoughts while reading orally to model the process of comprehension (Vacca & Vacca, 1999). Some steps are organized by this model; develop hypotheses by making predictions, develop images, share analogies, monitor comprehension, and control comprehension. Third, reciprocal Teaching. Mayer (2010) defined Reciprocal Teaching as a dialogicinstructional strategy. Four stages are designed to be cognitiveapproaches in reciprocal teaching, consists of; prediction, clarifying,questioning and summarizing. Students are led to do collaboration withother in a small group discussion. Fourth, question-answer relationship (QARs). Raphael and Pearson (1982) in Vacca et all (2015) defined QAR strategy as a way for students to understand that the answer to a question is directly related to type of question that is asked. Vacca et all (2015) stated that QAR enhances children's ability to answer comprehension questions by teaching them how to discover the information they need to answer questions. An explicit instruction will make students sensitive to two information sources where answers can be found. Fifth, survey question read recite review SQ3R is a systematic reading strategy to help teachers organize the reading process intomanageable units. It consists of; Surveying, Questioning, Reading, Reciting, and Reviewing. The SQ3R strategy involves: (1) Reading the headings

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in the chapter quickly to get its important part. (2) Turning the heading in to question. (3) Reading to find the answer to the question. (4) Recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

Brown (2003) also states the strategies for reading comprehension, the strategies, such as: (1) Identify the purpose of reading a text. (2) Apply spelling rules and conventions from the bottom-updecoding. (3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean. (4) Guess at meaning (of words, idiom, etc.) when the reader is not certain. (5) Skim the text for gist and for main ideas. (6) Scan the text from specific information (names, dates, keywords). (7) Use silent reading techniques for rapid processing. (8) Use marginal notes, outlines, or semantic maps for understanding and retain the information. (9) Distinguish between literal and implied meaning. (10) Capitalize on discourse markers to process relationship.

Some reading strategies above can help students to comprehend in reading. Students can choose some techniques which are appropriates for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability but the students can master all strategies if they often practice them.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.2.10 Assessment of reading Comprehension

Assessment is an important thing in teaching reading comprehension process. Palomba and Banta (1999) in Habib (2016) contend that assessment is the process of systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development that involves the process of evaluating, marking, and grading students' performance. Airasian (1994) in Habib (2016) adds that assessment is viewed as a method of collecting, synthesizing, and interpreting information in order to diagnose students' problems, to judge their academic performance, to plan classroom instruction, and to know and to respond the students' needs.

Commonly, there are three types of assessment, namely diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is used to diagnose learners' strengths and weaknesses in the very beginning of a foreign language course. Diagnostic assessment usually occurs when learners move to a new learning program. In short, diagnostic assessment is an educational strategy used by teachers to determine the learning and the instructional goals. It paves the way to a continuous formative assessment. Then, formative assessment is an ongoing generative process which is designed to support learning. It brings the assessor and the learner together in a process of continual reflection by making clear judgments about the learning gains. Whereas, summative assessment is the assessment which provides evidence of what learners got at the end of a specific term of learning.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

In assessing reading comprehension, teachers need to use various methods. According to Sally and Katie (2008), the assessments that can be used to assess reading comprehension are: First, Gap filling. This kind of reading comprehension test includes texts or diagrams from which single words, phrases, sentences, or paragraphs are deleted.These filling the gaps tasks can also be used in testing grammar and vocabulary.

Second, WH questions. WH questions are questions that begin with WH such as: “where”, “why”, “who”, “when”, and “how”. These questions areuseful in providing learners with literal understanding of a text and help them recognize information in the text.

Third, multiple choice questions. This type of the reading task is the most familiar to learners. It is composed of a text which can be of any typeaccompanied by one or more multiple choice items. These choices may be in the form ofstatements, a question with answers, or incomplete statements with a choice of phrases or words. Generally, there are three or four options and only one of them is the right one.

Fourth, true or false questions. This is another type of a reading test that is familiar to most learners. It consists of a text accompanied by a series of statements. Learners need to decide and mention whether the given statements are true or false according to the text.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Fifth, yes-no questions. These are questions that should be answered with either yes or no. However, teachers are recommended to follow up these questions by other types of questions to make sure that students have understood the text as Yes/No questions can be answered correctly by chance.

Sixth, open-ended questions. These questions are used in standardized assessments. They are useful in assessing the component skills of comprehension such as the ability of learners to make inferences from the text.

Seventh, matching. In a matching task, learners need to choose from a list of prompt. These prompts may be statements, headings, or question completion. For instance, learners can be asked to match a description to the appropriate paragraph, or to match words and phrases to their meanings.

National examination is held every year. All teachers who teach National Examination subjects will be very busy to prepare it, including English teachers. They hope that their students will get success and able to do the test well. One of the important things to do by the teachers is knowing the types of the questions will raise on the test, so it will be easy to them to teach the students what should be learned to face the test. For analyzing it, it will be related to the theory about the types of questions in reading comprehension test. It takes the important factor in measuring the teaching learning process, besides the educational curriculum.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Regardless of the level of comprehension or the form of the question, teachers and materials developers need to make sure that the questions are used to help students interact with the text. This can be done by making sure that students keep the text in front of them while answering questions on the text. They should always be able to refer to the reading passage, for we are interested in teaching reading comprehension, not memory skills (Day, 2005). Furthermore, Gurus (2013) speaks out that there are 7 types of reading comprehension questions: Universal, Specific, Vocab-in-Context, Function, Inference, Application, and Tone that will be discussed for the next chapter.

The types of reading comprehension questions are interesting and important to be studied because there are many uses to help students respond to a variety of types of comprehension test that are very crucial to get success in passing on their national examination test. The types of Reading Comprehension Questions among the three theories, therefore to avoid the overlapping meaning, the writer only takes GMAT Gurus and Barret theories by mixing them of the different points arevocab in Context, inferential comprehension, function, literal Comprehension, specific, and evaluation.

2.3 The Genre of the Text

Text refers to any written record of a communicative event. The event itself may involve oral language (for example, a sermon, a casual conversation, a shopping transaction) or written language (for example, a poem, a newspaper, advertisement, a wall poster, a shopping list, a novel). Text consists of more than

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

one sentence and the sentences combine to form a meaningful whole that is convey a complete message. Klarer (1991) stated that the word text is related to "textile" and can be translated as "fabric" just as single threads form a fabric, so words and sentences form a meaningful and coherent text.

According to statement of Klarer (1991) it means the text is coherent for the readers and language perceived to be meaningful, it is a discourse. Discourse brings together language, the individuals producing the language, and the context within which the language is used. Our purpose and our context will be shown from our choice of word. There are two main categories of texts which called literary and factual. Every category has various text types and each text types have different purposes. Each text types have a common way of using language.

Literary texts can be categorized into aboriginal dreaming stories, movie scripts, limericks, fairy tales plays, novels, song lyrics, mimes and soap opera. Factual texts including advertisements, announcements, internet websites, current affairs showed debates, recipes, reports and instruction. They present information or ideas and aim to show, tell or persuade the audience (Anderson and Kathy, 1997). A factual text has eight main text types: recount, explanation, discussion, information, report, exposition, procedure, and response. The important thing about text is an understanding meaning which appropriate to its context.

Belcher and Liu (2007) state that genre represents how a writer states repeated situations by using language. Genre is almost the same with

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

register but we can still differentiate genre from register. Couture in Swales (1997) clarifies genre as completed text which specifies situations from beginning until ending whereas register represents stylistic choice in the text. In addition, according to Butt et al. (1996), genre is a text which has some purposes, obligatory and optional structure element, while register is a text which has same context of situation.

According to Macken (1990), there are 2 kinds of genre as story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Factual genre is divided into procedure, explanation, report, exposition, and discussion.

Mark and Kathy (1997) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre, they are recount, explanation, discussion, information report, exposition, procedure, and response.

Kinds of the genre of the text, according to Mark and Kathy (1997), as follow: First, descriptive text is a kind of genre that its social function to describe a particular person, place, or thing. (1) Social Function: to describe a particular person, place or thing. (2) Generic (schematic) Structure : Identification (identifies phenomenon to be described). Description: describes part, qualities, characteristics. (3) Significant Lexicogrammatical Features: Focus on specific

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, use of simple present tense.

Second, recount text is a kind of genre that has that has its social function is to retell event for the purpose of informing or entertaining. (1) Social Function. To retell events for the purpose of informing or entertaining. The purpose of recount text is to tell what happened, to record events for the purpose of informing. He gives the schematic structure of recount as orientation, events, reorientation, and (coda). (2) Generic (schematic) Structure : Orientation: provides the setting and introduces participants, Events: tell what happened in what sequence, Re-orientation: optional-closure of events. (3) Significant Lexicogrammatical Features: Focus on specific participants, use of material processes, circumstance of time and places, use of past tense, focus on temporal sequences.

Third, narrative text is a kind of genre that has its social function to amuse. Entertain, and to deal with actual experience in a different way. (1) Social Function: To amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. (2) Generic (schematic) Structure: Orientation: sets the scene and introduces the participants, Evaluation: a sleeping back to evaluate the plight, Complication: a crisis arise, Resolution: the crisis is resolved, for better for worse, Re-orientation: optional. (3) Significant Lexicogrammatical Features: Focus on specific and usually

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

individualized participation, use of material processes, (and in this text, behavioral and verbal processes), use of relational processes and mental processes, use of temporal conjunctions and temporal circumstance, use of past tense.

Fourth, discussion text is a kind of genre that has the function to present at least two points of view about the issue. (1) Social Function: To present (at least) two points of view about an issue. (2) Generic (schematic) Structure: Issue or statement and preview, arguments for and against or statement of differing points of view: Point and elaboration, conclusion or recommendations. (3) Significant Lexicogrammatical Features: Focus on generic human and generic non-human participants, use of : Material processes, and relational processes.

Fifth, exposition (analytical) text is a kind of genre that its social function isto persuade the reader or listener that something in the case. (1) Social function: To persuade the reader or listener that something in the case. (2) Generic (schematic) structure : Thesis, position: introduce topic and indicate writer's position, Preview: outline the main arguments to be presented, arguments, Point: restates main argument outlines in preview , Elaboration: developer and supports each point / argument, Reiteration: restates writer's position. (3) Significant Lexicogrammatical Features: Focus on generic human and non-human participants, use of simple present tense, use of relational processes, use of internal conjunction to state argument, Reasoning through causal conjunction or nominalization.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Sixth, Exposition (hortatory) text is a kind of genre that its social function is to persuade the reader or listener that something in the case. (1) Social Function, to persuade the reader or listener that something should or should not be the case. (2) Generic (schematic) Structure: Thesis: announcement of issue of concern, Arguments: reason for concern, leading to recommendation, Recommendation: statement of what ought or ought not to happen. (3) Significant Lexico grammatical Features, Focus on generic human and non-human participant except forspeaker or written referring to self. Use of exposition (hortatory text): Mental processes: to state whatwriter thinks or feels about issue, Material processes: to state what happens, Relational processes: to state what is or should, Use of simple present tense.

Seventh, News item text is a kind of genre that its social function to inform reader event of the day which is considered worthy or important. (1) Social Function: To inform readers, listeners or viewer, about events of the day what are considered news worthy or important. (2) Generic (schematic) Structure: Newsworthy Events, recounts the events in summary form. Background Events, elaborate what happened, to whom, in whatcircumstances. Sources: comments by participants in witness to and authorities expert on the events. (3) Significant LexicogrammaticalFeaturesm. Short, telegraphic information about story captured in headline.Use of material / processes to retell the event. Use of projecting Verbal Processes in Sources stage. Focus on circumstances.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Eighth, Report text is a kind of genre that has the function to describe the way things that are with reference to the range of natural man made and social phenomenon in the environment. (1) Social Function, to describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. (2) Generic (schematic) Structure: General classification, tells what the phenomenon under discussion is.Description, tell what the phenomenon under discussion is like in term of: Part (and their function), Qualities, and Habits / behaviors, of living, uses, if non natural. (3) Significant Lexicogrammatical Features: Focus on generic participants, Use of relational processes to state what is and that which it is, Use of simple present tense (unless extinct), No temporal sequence

Nineth, Anecdote text is a kind of genre that has its social function to retell an event a humorous twist. (1) Social Function, to share with others on account of an unusual or amusing incident. (2) Generic (schematic) Structure: Abstract signals the retelling of an unusual incident. Orientation sets the scene. Crisis provides details of the unusual incidents. Reaction: reaction to crisis. Coda: optional-reflection on or evaluation of the incident. (3) Significant Lexico grammatical Features: Use of exclamations, rhetorical questions and intensifiers (really, very quite, etc) to point up the significance of the events.Use of material processes to tell what happened.Use of temporal conjunctions.

Tenth, review text is a kind of genre that has its social function is to critique person, place, or thing. (1) Social Function, to critique an art work or event for a

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

public audience. Such works of an art include movie, TVshows, books, plays, operas, recordings, exhibitions, concerts and ballets. (2) Generic (schematic) Structure a. Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event. b. InterpretativeRecounts: summarizes the plot and / or provides an account of how the reviewed rendition of the work came into being: is optional, but if present, often recursive. (3) Evaluation: provides an evaluation of the work and / or its performance or production: is usually recursive. d. Evaluative Summation: provides a kind of punch line which sums up the reviewer opinion of the art event as a whole: is optional. (4) Significant Lexico grammatical Features. Focus on particular participants, direct expression of opinions through use of attitudinal texts (value-laden vocabulary) including attitudinal / epithets in nominal groups: qualitative attributes and effective mental processes, use elaborating and extending clause and groupcomplexes to package the information (evident), use of metaphorical language.

Eleventh, procedure text is a kind of genre that has its social function to describe how something is accomplished through a sequence of actions or step. (1) Social Function, to describe how something is accomplish through a sequence or action or steps. (2) Generic (schematic) Structure: Goal. Material (not required for all procedural texts). Step 1 – n (I e goal followed by a series or steps oriented to achieving the goal). (3) Significant Lexicogrammatical Features: Focus on generalized human agents. Use of simple present tense, often imperative. Use of mainly temporal conjunctions d. Use of mainly material processes.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Twelfth, explanation text is a kind of genre that has its social function of explanation is to explain the process involved in the formation or working of natural or social culture phenomena. (1) Social Function, to explain the processes involved in the formation or working of natural/ or socio cultural phenomena. (2) Generic (schematic) Structure: A general statement to position the reader. A sequenced explanation of why or how something occurs. Significant Lexicogrammatical Features: focus on generic, non-human participants, use mainly of material and relational processes, use mainly of temporal and causal circumstances and conjunction, use of simple present tense e. Some use of passive voice to get theme right.

In Junior High School, especially in the second grade students, based on syllabus there are two genres like descriptive text and recount text. The researcher used the material only focus on recount text.

2.3.1 Recount Text

On Indonesia curriculum the students also learn this text type, recounts are the simplest text type rather than the other genre. So, the students have to master this subject.According to Anderson (1997) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

of events. Another view comes from Recount can be in the form ofletters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

2.3.2 The Components of Recount Text

To make students easier in comprehending recount text, the students have to know about contruction of recount text. Anderson (1997) explain the components of recount text are: (1) First paragraph: Orientation which explains about background ofinformation about who, what, where and when. (2) A series of paragraph that retell the events in the order in whatthey happened. (3) A concluding paragraph.

2.3.3 Language Features in a Recount Text

According toAnderson (1997) there are four language features of recount text: Proper nouns to identify those involved in the text, descriptive words to give detail about who, what, when, where and how, the use of the past tense to retel the event, words that show the order of the event (first, next, then).

2.3.4 Teaching Recount Text at Junior Hight School

Teaching recount to students of junior high schools is not different with teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences, through collaborative writing, the teaching of recount texts can be easier because it provides some stepswhich are the wheel process of writing and

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the activities based on the nature of collaborative writing technique (Storch, 2005).

According to Storch (2005) the first phase is a planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions.In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listen carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give the useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it.

They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase. Second, in drafting phase, the students work together to write their first paragraph of the text. They write each composition to ensure that they both have aclear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborated they idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Third, in editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it can help them to generate positive attitude toward their writing process. Besides, they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products. Therefore, they can make self-improvement for better writing skills.

Last, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of writing process and collaborative writing, it is expected that the students' writing skills on recount texts can be effectively improve.

2.4 Previous Study

This research employssomeprevious studies to make easy in finishing this thesis. Kamalia in a journal of English language literature and teaching Vol. 2. No. 2. Oktober 2018 investigated about students' difficulties in doing reading comprehension final test. She analized 8 second-semester students of English literature at Universitas Ngudi Waluyo, this study adapts explanatory multi-

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

method strategy proposed by Creswell. The findings show that students face problem related to vocabulary knowledge or mastery. These problems are related to poor habit of reading and less interesting reading comprehension course they have in the classroom. Students need more interactive learning activities to be applied in the classroom such as games, or audio visual media to keep them interested in the lecture or reduce the anxiety.

Mohammed Qarqez and Radzuwan Ab Rashid in a Arab world English journal (AWEJ) Vol. 8 No. 3 September 2017investigated aboutreading comprehension difficulties among EFL learners: the case of first and second year students at Yarmouk University in Jordan. This paper discusses English as a foreign language (EFL) reading comprehension difficulties faced by students at a university in Jordan. Data were collected using questionnaires which were distributed to 200 students at Yarmouk University. The questionnaire consists of two parts: the first part contains demographic information about the participants and the second part includes two sections: the students' preferences and the students' reading difficulties. The findings reveal that the respondents are motivated to learn as they are in dire need for acquiring English. However, they face several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text. The findings of this study may be useful to policy makers in Jordan to improve the leaners' reading experience.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Besides, Novia Nur Cahyaningsih (2017) conducted a research on Students' Reading Comprehension in the Report Text at the Second Grade of TKJ 1 SMK Sultan AgungTirtomoyo. This objective of this study was to know the students'reading comprehension in the report text at the second grade TKJ 1 of SMK Sultan Agung Tirtomoyo. The samples of this research are 32 students. The researcher used documentation and interview in collecting the data. The documentation was used to take the data of the students' results in reading comprehension in the report text, whereas the interview used to know the students' level of reading comprehension. The technique used to analyze the data was using data reduction, the data representation/ display, and the drawing conclusion/ verification. From the analysis, based on the result of the data from the documentation and the interview, it could be concluded that the students in the second grade of TKJ 1 SMK Sultan Agung Tirtomoyo in academic year of 2015/2016 used some techniques when doing in reading text. The techniques used are using background knowledge, prediction, inferences, using dictionary, grammatical analysis and translation. Furthermore, for the component skills model of comprehension, the students were teaching by the DIME model.

Hamza Al-Jarrah & Nur Salina Binti Ismailin a journal of International journal of English linguisticsVol. 8. No. 7. 2018 investigated about Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions, This study aims to investigate reading comprehensions difficulties among EFL learners in higher learning institutions. The study employed quantitative method, 100 out of 281 Arab students of Universiti Sultan Zainal

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Abidin (UniSZA) and Universiti Malaysia Terengganu (UMT) were selected to participate in responding to the questions. Cross tabulation was used to analyze data from the test. Findings from the test indicated that the major difficulty faced by the Arab EFL learners is inability to recognize the types of text. This study concludes that the reading comprehension difficulties faced by Arab EFL learners in the selected institutions could affect their English language proficiency and academic performance. To find solutions to these difficulties, there is a need for shared efforts of English language teachers, instruction policy makers, public and private bodies responsible for educational policy learning and implementation, and the EFL learners.

Usman Kasim and Siti Raisha in English education journal (EEJ) Vol. 8. No. 3. July 2017 investigated about EFL students' reading comprehension problems: linguistic and non-linguistic complexities. The goal of this study was to investigate how to overcome reading comprehension problems amongst students in an EFL classroom. Specifically, this study tries to identify both linguistic and nonlinguistic reading comprehension problems. Further, the study focused on fifty of the fifth semester students from the English department in the Teaching Faculty at Syiah Kuala University. Data collection was conducted by distributing the English Reading ComprehensionProblems Questionnaire. The results indicated that the students experienced the most reading problems in the areas of linguistics (69%) the biggest reading comprehension problem was with semantics in which (81%) of the participants considered unfamiliar vocabulary was their major problem in comprehending English texts.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Moreover,Dasrul Hidayati(2018) conducted aresearch about students difficulties in reading comprehension. This researchconductedat SMAN 1 Darussalam Aceh Besar. The purposes of the study were to find out the difficulties faced by the first grade students of SMAN 1 Darussalam, Aceh Besar and to find out the factors of difficulties in reading comprehension.The method applied in this research was descriptive quantitative, where the test and questionnaire were used as the instrument data collection methods. The test consisted of 20 question items divided into five types of questions, which were main idea, detail information, making inferences, locating reference, and vocabulary. This research used Index difficulty and percentage to analyze the data. The result of the test showed that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students' responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.

Nila Dwianasari (2015) conducted aresearch about students' problems on reading comprehension. This researchconductedat Islamic Junior High School in Sungai Bahar Jambi. The aim of this research is to describe students‟ problems on reading comprehension at an Islamic Junior High School in Sungai Bahar. The

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

sample of this research was eight graders at an Islamic Junior High School in Sungai Bahar. The survey research design in term of descriptive quantitative was used to figure out of the students‟ problems on reading comprehension in the school. The data were collected by using close ended questionnaire. In which, the students filled the questionnaire, the researcher used four alternatives choices in every questionnaire, as follows: strongly disagree, disagree, agree, and strongly agree. The researcher used SPSS 16.0 to calculate students‟ responses from the collected questionnaire. The result of this research showed that the students‟ problems on reading comprehension at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students' grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in understanding the vocabulary. Next, students have difficulty in uninteresting material on reading comprehension. Next, students' problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading comprehension. Overall, Students' problems are related from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.

2.5 Conceptual Framework

From the related studies above, it shows that analyzing the difficulties in reading is very important. However, the problems faced by th students in different schools and countries might be different. The researcher is interested to analyze the students' difficulties in comprehending English reading text. The differences of this research and the previous studies are the subject of the research (SMP

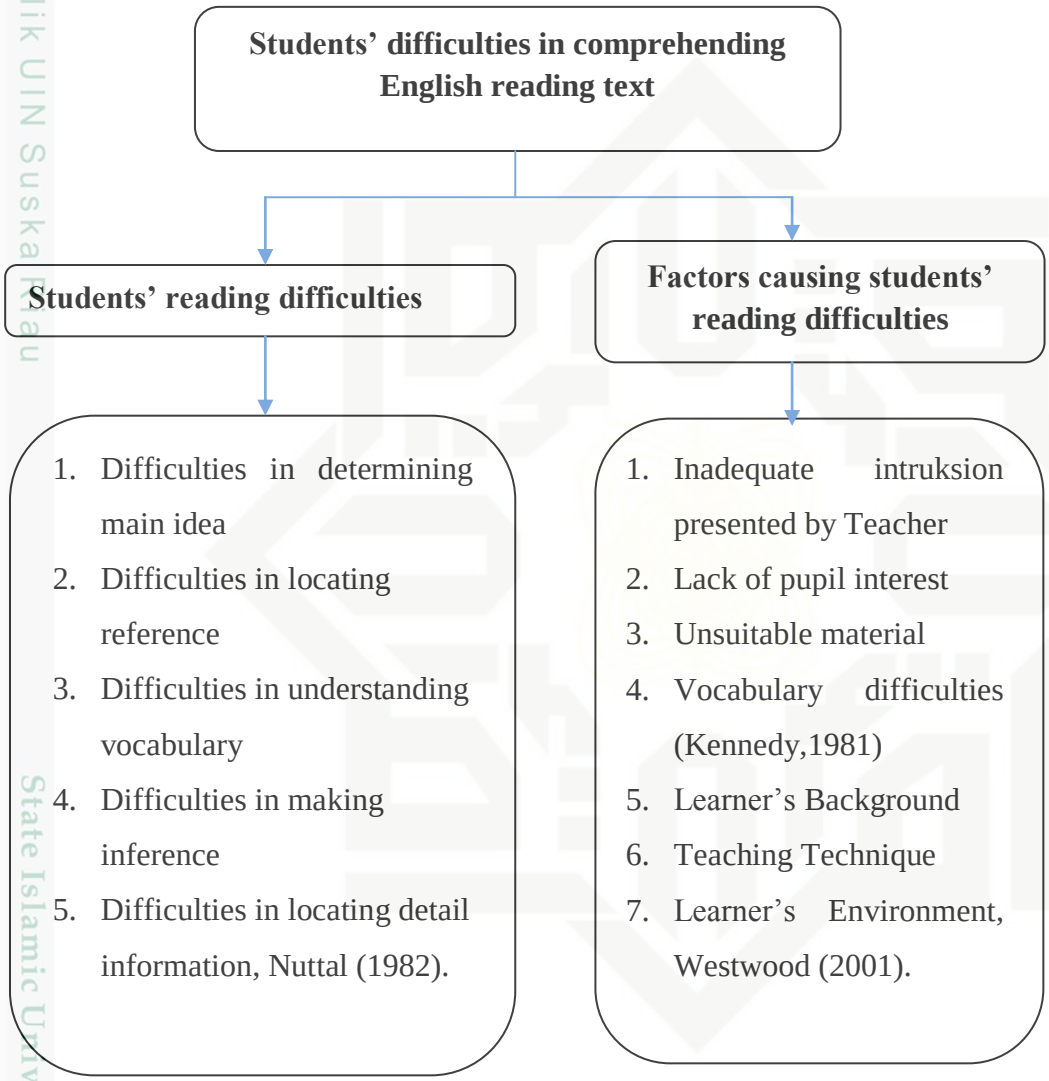
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Bukit Raya Pekanbaru) and the text which is used in this research (recount text). Recount text is chosen since it has not been studied in the previous studies. The researcher wants to know what difficulties students face in reading recount textsand what makes the students difficult in comprehending recount texts. In this research, the researcher use five aspects of reading comprehension by Nuttal (1982) as the difficulties analyzed as follows: (1) Determining main idea, (2) Locating reference, (3) Making inference, (4) Detail information, (5) Understanding vocabulary. Factors causing students' reading difficulties by Kennedy (1981) analyzed as follows: (1) Inadequate intruksion presented by Teacher, (2) Lack of pupil interest, (3) Unsuitable material, (4) Vocabulary difficulties, and factor causung the students difficulties by Westwood (2001) analyzed as follows: (1) Learner's Background, (2) teaching Technique, (3) Learner's Environment.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Figure2.1 Conceptual Framework



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This research was qualitative research. According to Creswell (2009), qualitative research is explained as an inquiry process of accepting a social or human difficulty, based on building a complex, holistic picture, formed with words, conveying detailed views of informants, and organized in a natural setting. Other experts (Miles and Huberman, 1994) state that qualitative research is a collection, analysis, and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. Furthermore, Bodgan and Taylor in Setiyadi (2006) state that qualitative research is the research which produces descriptive data in written or spoken words from the people and their behavior which can be observed.

In this research, qualitative case study was used. Case study design was chosen because it is a study focusing on a bounded system comprised of an individual, institution, or entity and the site and context in which social action takes place (Hood, 2009). This study used multiple sources of data. Through case study design, this study relied on multiple data sources of evidence (Croker & Heigham, 2009). It involved two data sources which were taken from a document analysis and interview (Creswell, 2000). Those data sources helped the researcher to investigate and understand the focus of this study, which were the students' difficulties in comprehending English reading texts.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This study concerned with a multiple case study, which is the students' difficulties in comprehending English reading texts. Through a multiple case study, this study provides an opportunity for the intensive analysis of specific details of the students' difficulties in comprehending English reading texts (Malik & Hamied, 2017).

3.2 The Research Site and Time

This research took place in SMP Bukit Raya. It is located at JL. Sialang Bungkuk Tenayan Raya Pekanbaru Riau. This school was chosen for two reasons. First, the teachers at the school have had long experiences in teaching English. Second, the research activities was easy since the location have good access and public transportation was easily accessible. So, these made easier for the researcher to conduct the data collection, consultation with supervisors, and coordination with related parties since this is an unfunded research project. This research took place on May 2021.

3.3 The Participants

The participants of this research were one English teacher and the eight grade students of SMP Bukit Raya Pekanbaru in the Academic Year of 2020 /2021. The total number of the students are 194 students. They were thirty students (17 male and 13 famale) of seventh grade A class, thirty students (14 male and 16 famale) of seventh grade B class. Thirty two students (17 male and 15 famale) of eight grade A class, thirty three students (17 male and 16 famale) of

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

eight grade B class. Thirty five students (19 male and 16 famale) of nineth grade A class, thirty four students (18 male and 16 famale) of nineth grade B class.

In this research, *Purposive Sampling* was used. According to Arikunto (2006), *purposive sampling* is determining the subject based on specific purpose. It is not based on the strata, random or territory. The use of *Purposive Sampling* was because the researcher can reach a targeted sample quickly. It was easy to get a sample of subjects with specific characteristics.

In this research, the samples were 65 students the eight grade students of SMP Bukit Raya Pekanbaru. They were thirty two students (17 male and 15 famale) of eight grade A class, thirty three students (17 male and 16 famale) of eight grade B class. The researcher chose them because they had studied recount text and most of them were below the Minimum Criteria of Mastery (KKM). From 65 students, about 35 students could not achieve a value above Minimum Criteria of Mastery (KKM) they found difficulties in understanding English reading text. Only about 20 students were able to achieve a value above Minimum Criteria of Mastery (KKM), 10 students got Minimum Criteria of Mastery (KKM).

3.4 Data Collecting Technique

The technique of collecting data was the way the researcher do for collecting the data in the research. In this research, the researcher used two kinds of instruments to collect the data, they were documentation and interview.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.4.1 Reading Comprehension Test

The aims of this research were to find the types of students' difficulties in comprehending English reading text and the factors causing students' difficulties in comprehending English reading text. So, the researcher used reading comprehension test to find out the students' ability and their difficulties in reading comprehension. This research, the data were collected by giving the reading comprehension test to the participants without carrying out any classroom interaction.

The researcher asked the English teacher in of the eighth-grade students of SMP Bukit Raya in academic year 2020/2021, Solehawati, S.Pdi., to give the test to the students. There were 20 questions with 5 indicators of reading comprehension, such as determining main idea, locating reference, making inference, and locating detail information, understanding vocabulary. The researcher took this test from the teacher's documents about mid-semester test from the previous semester. Then, the type of the test was the objective test, where the students only have to choose the right answer from the option a, b, c, d, based on the reading text given in the test.

The researcher used the documents of reading comprehension test for two reasons: (1) The situation was not possible to let the researcher give the test to the samples due to covid-19 and (2) the document taken from the teacher showed their ability in comprehending texts better than if researcher gave the test to the students, moreover if the students did the test online at home.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.4.2 Interview

To get deeper information related to students' difficulties in comprehending English reading text, the researcher used interview. It was also used to find the factors causing students difficulties in comprehending English reading text. Interview was considered the most suitable method used by researcher to gain an in-depth information for the research data purposes. It can also be used to get more information about the cause and effect for each aspect in qualitative research (Setiyadi, 2006)

There kinds classification of interview (Arikunto, 1990).

1. Unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question.
2. Structured interview. The interview carries out the interview by using a set questions arranged in advance.
3. Semi structured interview. The interviewer uses a set question which is developed to gain the specific information.

In this reseach the researcher used semi structured interview. The interview was conducted to 10 students (5 students from class A and 5 students from class B) to identify the students' difficult aspects and identify factors of causing the students' difficulties in comprehending English reading texts at eighth grade students of SMP Bukit Raya Pekanbaru in Academic Year 2020/2021. The teacher was also interviewed to be the triangulation.

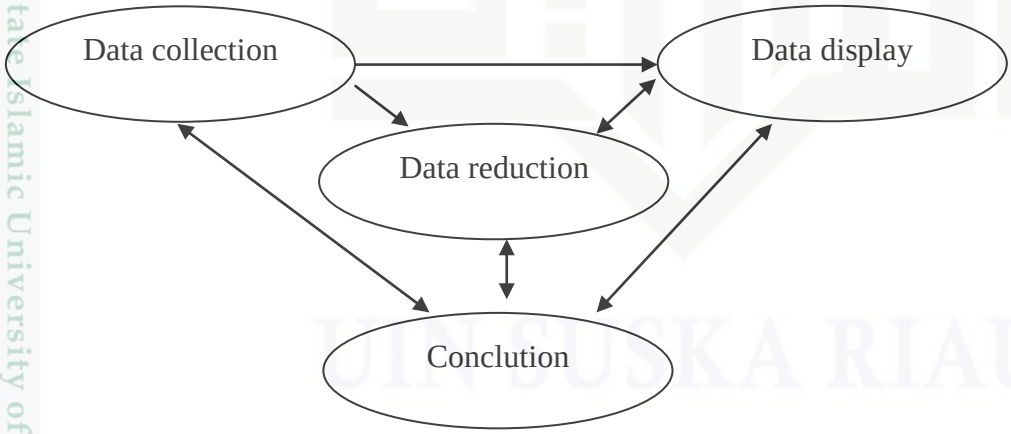
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.5 Data Analysis Technique

In this part, researcher had to understand, describe, explain, and interpret the objects or even to which researcher's data referred. Therefore, data analysis in every research was important to produce the real structural information based on research questions. After getting data and then analyzing the data, the data found from document and interview wereanalyzed together to get the result and describe the students difficulties in comprehending English reading texts at the Eighth Grade Students of SMP Bukit Raya Pekanbaru in the Academic Year of 2020 /2021.

Miles and Huberman (1994) state that qualitative analysis uses the word that is arranged in the text. They are data reducing, data displayed, and conclusion. Those can be explained as follows :

Figure 3.1 Data Analysis Technique



(Miles and Huberman, 1994)

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Data Reduction

It was the process of choosing, focus on simplifications, abstracting, and transformation of hard data to written notes that were found from interview and documention. Reducing the data was a type of analysis that made sharpen, categorize, direct, eliminated the data, and organize the data to get the conclusion and verification. It means that the researcher chose the important data that had been collected. Then, researcher categorized the data related to the difficulties faced by students and factors causing the students difficulties in comprehending English reading texts at the eighth grade students of SMP Bukit Raya Pekanbaru in the Academic Year of 2020 /2021.

2. Data Display

After reducing the data into the most important, the data were displayed. The data were displayed in narrative style. The narration of the data allowed the researcher take conclusion of the study. In presenting the data, the researcher described the data in the form of description or narration.

3. Drawing Conclusion

The last step of data analysis was drawing conclusion. Here, the researcher began to see what the data were. After describing and interpreting the data, the researcher took conclusion. The result of the research became the description of the analysis on students' difficulties in comprehending English reading text at the eighth grade students of SMP Bukit Raya Pekanbaru in the Academic Year of 2020 /2021.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In talking conclusion in this research, the initial conclusion was taken first from data displayed. Then the researcher took supporting and the non-supporting evidence to the initial conclusion. If the non-supporting evidence was more than the supporting one, the initial conclusion should be changed. Yet, if the supporting evidence was more than the non-supporting one, the conclusion was confirmed and will become the final conclusion of the research.

3.6 The Trustworthiness of the Data

In analyzing the data, the researcher analyzed the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To ensure that all researcher was not being misinformed, the researcher used triangulation technique in research.

Triangulation is the process of corroborating evidence from different individuals (e.g. principal and student), type of data (e.g., observational, field note, and interview, or method data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support the theme (Ary, 2010). Triangulation refers to the attempt to get a true fix on a situation by combining different ways of looking at it or different finding (Silverman, 2005). Four kind of triangulations, namely triangulation source, method, researcher, and theory (Moleong , 2006). The researcher can recheck the result by comparing them with several sources, method, researcher, and theory. The first triangulation of source

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

is the useful sources of multiple data source to help in understanding a phenomenon. The second triangulation of method is the use of multiple research methods to study a phenomenon. The third triangulation of researcher is the use of multiple researchers in collecting and interpreting the data. The last triangulation of theory is the use of multiple theories and perspectives to help to interpret and explain the data.

In this research, the triangulation was used to see the validity of the data which were collected by document and interview. The document was collected from the English teacher. The researcher also gave interview to the students and the teacher in the class about the students' difficulties in comprehending English reading text. The researcher used the data from document and interview as the implementation of triangulation method.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

CHAPTER V

CONCLUSON AND SUGGESTION

This chapter present the conclusion based on the data analysis about the difficulties faced by the students in comprehending English reading text and the factors causing the students' difficulties in comprehending English reading text faced by the eitht grade students of SMP Bukit Raya Pekanbaru. Beside the conclusion, this chapter also provide the imlication and recomendations for the teachers, schools, also the other researchers.

5.1 Conclusion

The conclusion of this research was obtained from the result of the interview, also the result of the students' reading comprehension test in the eight grade students of SMP Bukit Raya Pekanbaru in the Academic Year 2020/2021. After the researcher collected the data, then the researcher analyzed the data based on the theory of Miles and Huberman (1994), where the process of the data analysis was data reducing, data desplayed, and making conclusion. So, based on the analysis of the data, the researcher conclude as follows:

1. The eight grade students of SMP Bukit Raya Pekanbaru got the difficulties in comprehending the English reading text, especially in determining main idea, found detail informations, and understanding vocabulary. But, the students only get a little difficulties in locating reference and making inference.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

2. The factors that causing the students' difficulties for the eight grade students of SMP Bukit Raya Pekanbaru in comprehending the English text is because they have lack vocabulary. So, they are difficult to understand the meaning of the text. Finally, they can not comprehend the text clearly. However, this research also indicated that the students have less motivated and interest to learn English. Some of them just learn English just because they have to. Then the researcher also indicated that the teacher didn't give the students the tips to comprehend the text clearly. The teacher only asked the students to translate the text.

5.2 Implication and Recommendation

Based on the finding of this study, this research is usefull to measure the students ability and their problem in comprehend the text. So, it can help the teacher to know the students' problem and find the better solution to solve that problem. Then, there are some recomendations for the teachers, students, and the other researchers.

The teacher have to found the suitable strategy to train the students to comprehend the text. Because, learn English means learn how to comprehending the text. Then, for the students, the researcher recommend to improve their skills by practicing, started from reading a simple text in English, then read some books in English. Finally, for the future researcher, this research still have some limitation. The researcher suggest to future researcher to explore the students' difficulties in comprehending English reading text with the deeper anaysis,

different research design, varied groups of participants, and with more valid instruments.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BIBLIOGRAPHY

Aebersold JA., Field, M.L. 1997. *From Reader to Reading Teacher:Issues and Strategy for Second Language Classroom*. New York. Cambridge University Press

Akbari, Z. 2014. *The Role of Grammar in Second Language Reading Comprehension: Iranian ESP Context* (International Conference onCurrent Trends in ELT). Procedia - Social and Behavioral Sciences98122 – 126. Iran: Elsevier Ltd.

Alderson,J Charles *Assesing Reading*, (New York: Cambridge University Press, 2000) Peter.

Al-Jarrah, Hamza and binti Ismail, Nur Salina. 2018. *Reading Comprehension Strategies Among EFL Learners in Higher Learning Institutions*. Arab World English Journal Vol. 9 No. 2

Allaith, Zainab Abdulameer Ahmed. (2009) . *Analysis of Spelling Performance in English among Students whose First Language is Arabic.* Texas A&M: Bahrain University.

Ameliani, A.N. 2019. Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang. *Proceeding 1st Conference of English Language and Literature (CELL).* Available at https://semnas.untidar.ac.id/wp-content/uploads/2019/07/Atiqoch-Novie-Ameliani-students-difficulties-in-grammar-of-Seventh-Grade-Junior-High-School-1-Magelang.pdf

Anderson, Mark and Anderson, Kathy. 1997. *Text and Type in English*. Australia: Macmillan Education Australia PTY LTD.

Airasian, P.W. (1994). Classroom Assessment, (2nd edition). New York: McGraw

Arikunto, S.1990. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Pt Rineka Cipta

Arikunto, S. 2006. *Prosedur Penelitian suatu Pendekatan Praktik.* Ed Revisi VI. Jakarta: PT Rineka Cipta

Ary, Donald . 2010. *Introduction to Research in Education*. Canada: Thomson Wordswort.

Atikah, Ikah. (2009)**.** *Analisis on the Students' Linguistic Problems in Reading Comprehension.* Second Grade Students of MTs Baiturrahmah Sukabumi. Jakarta : State Islamic University Syarif Hidayatullah.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Barfield, A. (1999). *In Other Wird: How learner contruct Reading Difficulties.* Retrived Agustus 20th, 2017 from http://www.aasa.ac.jp/~dcdycus/LAC99/bar399.html.

Badan Standar Nasional Pendidikan (BSNP). 2006.*Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Tingkat Dasar dan Menengah. Jakarta:* BNSP

Baxter, P., Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. The Qualitative Report, 13, 544–559.

Brindley, Susan. *1994. Teaching English.* New York: Routledge.

Brown, H. Douglas *Principles of Language Learning and Teaching* (New York: San Fransisco State U, niversity, 1989).

Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy* (2nd Ed.) California: Longman.

Brown, H Douglas. 2003. *Reading on Second Language Acquisition.* New York: Longman.

Brown, H. Douglas *Language assessment,* (US America : Person Education, 2004).

Bulan, A., Suryaman, M., Mardiah, M. (2020) The process of English language teaching in 2013 curriculum.*Voice of English Language Education (VOLE),* 4(1)

Burt, M., Peyton, J.K., & Adams, R. 2003. *Reading and Adult English Language Learners: A Review of the Research*. Washington, DC: Center for Applied Linguistics.

Cahayaningrum, W., Shofia, O.K., Mahaputri, P. (2018) Content analysis of English subject in Curriculum 2013 for junior high school levels. *Getsempena English Education Journal (GEEJ),* 5(1), 50-57

Cahyaningsih, Novia Nur. 2017.The analysis of students' reading comprehension in the Report text at the second grade of tkj 1 smk sultan Agung tirtomoyo in academic year of 2015/2016: A thesis

Cahyono. 2011. *The teaching language skill and English language components*.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and writing*, *12*(3), 169-190. https://doi.org/10.1023/A:1008131926604

Chen, L. T. (2003). *The Teaching Method of Text Structure and Think-aloud*. Unpublished master's thesis, National Taiwan Normal University, Taiwan.

Clarke, Paula J., Emma Truelove, Charles Hulme and Margaret j. Snowling. 2014. *Developing reading comprehension*. USA: John Wiley & Sons, Ltd.

Cresswell, J. W., & Miller, D.L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), pp. 124-130.

Cresswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and MixedMethods Approaches.* Los Angeles: Sage Publication.

Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Reseach.* Los Angeles: Pearson Publication.

Department of Child & Adolescent Psychiatry. 2014. *Learning Difficulties.* Singapore: Institute of Mental Health, Buangkok Green Medical Park

Duarte, N and Barner V. (2005). *Reading Comprehension in Teaching English as Foreign Language*, (Online), http://www.monografias.com/trabajos68/ reading-comprehension-teaching-english/reading comprehension-teachingenglish2. shtml. Accessed on July 5th, 2017.

Dwianasari, Nila. 2015. Students' Problems on Reading Comprehension at an Islamic Junior. High School in Sungai Bahar: A Thesis

Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook on Second Language Learning and Teaching* (pp. 563-579). Mahwah, NJ: Erlbaum.

Fajar, S. (2009). *The Difficulties Faced by Students in Reading Comprehension Section of National Examination*. (Unpublished). Banda Aceh: Syiah Kuala University.

Fong LL, Rex H (2000) Problem Complexity: Measure of Problem Difficulty in Algebra by Using Computer. *Education Journal*. Vol 28, No. 1

Freeman, D. L and Long. M. H. (1990). *An Introduction to second Language Acquisition Research.* Newyork: Longman

Grellet, Francoice. 1983. *Developing Reading Skill*. Cambridge: Cambridge University Press.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Habib, M. (2016). Assessment of Reading Comprehension. Revista Romaneasca pentru Educatie Multidimensionala, 8(1), 125-147. doi: http://dx.doi.org/10.18662/rrem/2016.0801.08

Heigham, J., & Croker, R. A. (2009). Qualitative Research in applied linguistics: a practical introduction. Britain: Palgrave Macmillan.

Hidayati, Dasrul. 2018. *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*. A Thesis

Hood, M. (2009). Case study. In Heigham, J. and R.A. Croker (eds). Qualitative Research in Applied Linguistic : A Practical Introduction (page 66-90). New York: Palgrave Macmillan.

Hudson. 2007. *Teaching Second Language Reading.* Oxford University Press

Irawan, Ade. (2010). *The Factors that Cause Student's Dfficulties in Comprehending the English Reading Text of the Eight Year Students of The State Junior High School 1 of Pagaralam.* Palembang: The University of PGRI Palembang.

Julian, Edge. 1993. *Essentials of English Language Teaching*. London: Longman.

Kaarbo, J., Beasley, R. K. (1999). *A practical guide to the comparative case study method in political psychology*. Political Psychology, 20, 369–391.

Kennedy, Eddy C. 1981. *Method in Teaching Developmental Reading Second Addition.* Peacock publishers. Inc

Kirby, J. R. (2006). *Reading Comprehension, What have we learned about reading comprehension?* Faculty of Education, Queen's University.

Kopitski, M. (2007). *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).* Minnesota: Hamline University.

Krashen, S. 1993. The input hypothesis and its rivals. In N. Ellis (Ed.) Implicit and Explicit Learning of Languages. London: Academic Press. pp. 45-77.

Kusuma, M.D. et al (2017). The Development of Higher Order Thinking Skills (HOTS) Instrument Assessment in Physics Study. Journal of Research and Method in Education,2017; e-ISSB:2320-2388.

Kuswidyastutik. 2013. *Identifikasi Kesulitan Belajar Matematika Siswa Kelas IV SDN Kedungringin 1.* Surabaya: UIN Sunan Ampel.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Lauder, A. (2008*). The status and function of English in Indonesia: A review of key factors.* MAKARA, SOCIAL HUMANIORA, 12 (1), 9-20. Unpublished.

Lee, Andrew,M.I. (2017). https://www.understood.org/en/learning attentionissues/ child-learning-disabilities/reading-issues/6-essential-skills-needed-forreading- comprehension

Longan, J. (2002). *Reading and Study Skill: Seventh Edition.* Atlanta capenCommunity College. Published by McGraw-Hill Companies. New York.

Mariana, I.P., Nitiasih, P.K., Budasi, I.G. (2013) The students' profile in reading comprehension of the ninth grade in five junior high schools in Singaraja in the academic year 2012/2013. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha.* 1

Malik, R.S. & Hamied, F.A. (2014). *Research Methods: A Guide For First Time Researchers*. Bandung: UPI Press.

Mc.Namara Danielle S., *Reading Comprehension Strategies,* (New York: Cambridge University Press, 2009).

Mc Whorter, K.T. 1989. *College Reading Study Skills.* London: Scott, Foresman and Company.

Mei- Yun, Y. (1988). *Teaching Efficient EFL Reading, In: Teacher Development Making the Right Move.* Vol 17 (Thomas Kral, editor), English Language Program Devision, Washington D. C, 179-188.

Merriam, Sharan B., Tisdell, Elisabeth J. 2016. Qualitative Research: A Guide to Design and Implementation 4th Edition. Jossey-Bass.

Miles, Matthew B and Huberman, A Michael. 1994. *Qualitative Data Analysis*. California: SAGE Publication.

Milan, D.S. 1998. *Developing Critical Reading Skill.* The University of Shouthern California: Mcgraw – Hill College.

Moleong, Lexy J. 2006. *Metode Penelitian Kualitatif*. Bandung PT Remaja Rosdakarya.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Mourtaga, R. & Dr. Kamal. (2006*). Some Reading Problems of Arab EFL Students*. Gaza: Al Aqsa University Journa.

Mukhroji, M. 2011. *The Importance of Teaching Reading Strategies to improve students reading Comprehension*. Malang: State university of Malang Press

Mulyarti (2019) The analysis of reading materials in English textbook based on 2013 curriculum for the first grade of vocational high schools. 1-13

Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum 2013.* Bandung: PT. Remaja Rosdakarya

Ningsih, D.W. 2015. The Implementation of Genre Based Approach in Teaching Reading: A Case Study at SMPN 17 in Pekanbaru. Padang: *Journal English Language Teaching, Vol. 1*

Nainggolan, E.E. (2018) The teaching reading comprehension based on 2013 Curriculum at senior high school. *Getsempena English Education Journal (GEEJ)*, 5(2), 92-100.

Nur'aeni. (2011). *Developing Students' Reading Ability by Using Student Team Achievement Division (stad) Technique (A Classroom Action Research in the Second Year of VIII-6 class of SMPN 17 Tangerang Selatan).* Jakarta: Syarif Hidayatullah State Islamic University.

Nuttal, Christine. 1983. *Teaching Reading Skill in a Foreign Language*. Oxford: Macmillan Heinemann.

Nuttal, Christine. 1982. *Teaching Reading Skill in Foreign Language.* London: Heinemann Educational Books.

Oakhill, Jane. Cain, Kate. and Elbro, Carsten. 2015. *Understanding and Teaching Reading Comprehension*. New York: Routledge.

Oberholzer, B. 2005.*The Relationship between Reading Difficulties and Academic Performance* (Submitted in part fu1fiIment of the requirements for thedegree of M Ed (Ed. Psych). (Online). Vol. xii, 119 leaves. University of Zululand's Library Catalogue.(http://uzspace.uzulu.ac.za/handle/10530/398).

Patel, M. F., and Jain Praveen, M. 2008. *English Language Teaching*. Jaipur: Sunrise.

Peter, W. (2001). *What teachers need to know about reading and writing difficulties*. Australia: Acer Press.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pradini , Btari Anggun. 2019. Lesson Planning in Reading Comprehension: An Insight from Indonesian Context. RETAIN, Vol. 7 No. 2

Pradini, B.A. (2019) Lesson plan in reading comprehension: an insight from Indonesian context. *Retain*, 7(2). 18-28

Praveen, M, jean *English Language Teaching.* (Methodes, Tools, Technique), Jaipure Sunrise Publisher & Distributor, 2008.

Qarqez, M., & Ab Rashid. R. (2017). Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. Arab World English Journal

Rahim, F. (2006). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.

Reis, R. 2016. *Tomorrow's Professor Mailing List:* Helping Difficult Students Read Difficult Text. (Online). (http://cgi.stanford.edu/~deptctl/ tomprof/posting.php?ID=1145).

Richard, Jack C 1992 *Longman Dictionary of Language Teaching and Applied Linguisti.c* 2 rd ed England Longman Group

Richards, Jack C *Curriculum Development in Language Teaching* (New York : Cambridge University Press, 2001).

Richards, R.G. (2008). *Helping Students who Struggle to Write: Classroom Compensations. Exclusive to LD Online*. Retrieved from : www.idonline.org/article/3037 on 08 september 2014.

Rivers, W. (1981). *Teaching foreign language skills.* Chicago: University of Chicago Press.

Schumm, J. S. 2006. *Reading Assessment and Instruction for All Learners.* United Stated of Amerika: Guilford Press.

Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Sharpe, J. P. (2005). *How to Prepare the TOEFL Test 11th Edition*: Ohio

Shaw. H. (1959). *For Expository Reading Writers*. New York: Harper and Brothers Publishers.

Silverman, David. 2005. *Doing Qualitative Research*. India: SAGE Publication.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children.*Washington, DC: National Academy Press.

Smith, W. P. 2008. *Reading Instruction Resource. (Online).* (*http://www.k12reader.com/what-is-content-area-reading/).*

Tankersley, Karen *The Thread of Reading Strategy Literacy Development* (Alexandria : ASDC, 2003).

Tarihoran Nafʻan andMiftahulRahmat, Reading: Intermediate Reading skills, (Serang: Loquen Prees, 2010).

Taylor, Stanford. 2001. *Fluency In Silent Reading*. New York: EDL/ Mcgraw Hill.

Thomas, G., Whitten, J. 2011. Learning Support for Students with Learning Difficulties in India and Australia Similarities and Differences. *The International Education Journal: Comparative Perspectives.* 11(1), 2-21 ISSN 1443-1475. Available at www.iejcomparative.org

Townend, A. 2003. English as a Second Language. (Online). (http://www.english-test.net/forum/ftopic24468.htmlth). Accessed on 30 August, 2020

Vacca, Richard T &Vacca, Jo Anne L .1999. *Content Area Reading*. Longman.

Vener, D. (2002). *Landmark School Outreach Program: Finding the Main Idea.* (Online)http://www.lndmarkoutreach.org/publications/spotlight/findingmain-idea. Accessed on November 3th, 2016.

Wahab, W. (2012). *A Descriptive Study Of Students' Difficultieis In Using WordOrder Of Adjective.* Gorontalo: Universitas Negeri Gorontalo (UNG).

Wallace, Catherine. 1992. *Reading*. New York: Oxford University Press.

Westwood, Peter. 2001. *Reading and learning difficulties a process of teaching and assessment.* Australia: Acer press.

William, Robert. 1984. *About language: a reader for writers.* Boston: Houghton Mifflin.

Wilson, Jacquiline. 2006. *Great Booksto Read Aloud*. Britain: Random.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

READING COMPREHENSION TEST

Direction: Read the following text to answer the questions below!

Dear Isnan,

Hi, how are you? How is your trip to Washington? I am really curious.

Let me tell you about my holiday in Scotland, here I really enjoy every single day because it is winter. You know what, every single day I always go skating with my new friends from Indonesia. And I am so surprised because one of my new friends is Axal, I am sure you know him so well right? Yeah, he is our school mate when we studying at Junior High School of Bukit Raya Pekanbaru. Well, I think it's enough, and I'm patiently waiting your experience boy.

Cheers,

Siti

1. The main idea of the text is about?
   a. Isnan's holiday
   b. Siti's trip
   c. Isnan's experience in Scotland
   d. Siti's holiday in Scotland

2. Who is Axal?
   a. Isnan's brother
   b. Siti's brother
   c. The headmaster of junior high school of Bukit Raya Pekanbaru
   d. Isnan and Siti's schoolmate

3. "I really **enjoy** every single day" the synonym of the underlined word is…
   a. Like
   b. Hate
   c. Sad
   d. Bad

4. The letter is written to…
   a. Siti's brother
   b. Isnan
   c. Siti
   d. Axal

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. "**he** is our school mate." The underlined word refers to?
   a. Siti's brother
   b. Isnan
   c. Siti
   d. Axal

From: 08678999999

Just to inform you that Pengajian tomorrow morning will be cancelled and **it** will be held on Frid, Aug, 03'15 at 06.00 p.m. Please tell your classmates.

Gus ABS

6. The purpose of the message is….
   a. Inviting to come to Pengajian
   b. Promoting Pengajian
   c. Informing the students about Pengajian
   d. Telling Gus ABS about Pengajian

7. The word "it" refers to …….
   a. Tomorrow morning
   b. Pengajian
   c. Classmates
   d. Gus ABS

8. The synonym of cancel is?
   a. Postpone
   b. On time
   c. In time
   d. Skip

Announcement

To celebrate the school anniversary, students' association of SMP Bukit Raya Pekanbaru will hold some contests such as Writing Hijaiyah Race, Islamic pantomime, Speech, Islamic dance, Hijab hunt,Adzan, and 3D Wall Magazine. They will be held from 2 - 6 July 2020. Those who are interested to join should register themselves to Mr. Yoga. The registration will be closed a day before the contest.

Chief of OSIS,

Azzam

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

9. The main idea of the text is about?
   a. School contests
   b. Register to the school
   c. Register to OSIS
   d. Mr Yoga is the new chief of OSIS

10. How long will the contest be held?
   a. 4 days
   b. 5 days
   c. 6 days
   d. 7 days

11. "**They** will be held from 2 - 6 July 2020" the underline word refers to?
   a. The contests
   b. The students
   c. The OSIS
   d. The contestants

12. What probably happened when the students register at 2 July 2020?
a. They will be accepted
b. They will be rejected
c. They will be the winner of the contest
d. They will be asked to be the judge of the test

13. Those who are interested to join should….
   a. Remember the time of the event
   b. Celebrate the school anniversary
   c. Contact Mr. Yoga
   d. Ask to Azzam

14. What date will the registration be closed?
   a. 3rd July 2020
   b. 7th July 2020
   c. 1st July 2020
   d. 2nd July 2020

Going to a Movie

Somat and Mamat decided to go to a film theatre to relax. They were very tired after finishing the exams. They choose to watch an adventure film. They didn't want to watch a drama, thriller, or horror film. They wanted to forget studying one night and fantasize a little.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

So, they bought two tickets for a movie called the Lord of the Rings, The Fellowship of the Ring. They got in the theatre just on time before the movie start. Inside the theatre, a tall man sat on the seat in front of them. He put on a tall hat. Somat and Mamat could not see the screen. Somat tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognize him. He was Pak Joedi, Somat's father.

15. Why couldn't Somat and Mamat see the screen?
    a. The fat man sat in front of them
    b. The man sat in front of them wore tall hat
    c. They were too short to see the screen
    d. They closed their eyes

16. What does the first sentence of the second paragraph tell you?
    a. Somat and Mamat in the film theatre
    b. Somat and Mamat meet the tall man in the theatre
    c. Somat and Mamat bought the tickets for a movie the Lord of the Rings, The Fellowship of the Ring
    d. Somat and Mamat loves the movie the Lord of the Rings, The Fellowship of the Ring

17. Who is the man?
    a. Pak Joedi
    b. Mamat's father
    c. Somat's grand father
    d. Somat's teacher

18. "a tall man sat on the seat **in front of** them" what is the antonym of the underlined words?
    a. Beyond
    b. Beside
    c. Behind
    d. Below

19. "a **tall** man…" the synonym of
    a. Long
    b. Short
    c. Low
    d. Black

© Hak Cipta Milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

20. "So, **they** bought two tickets for a movie called Lord of the Rings, The Fellowship of the Ring." The underlined word refers to?
    a. Somat
    b. Mamat
    c. Somat and Mamat
    d. Somat and Pak Joedi

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

TRANSCRIPT OF THE INTERVIEW

Student A

Researcher : "Selamat pagi, terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini. Langsung kita mulai saja ya."

Student : "Iya, baik pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Iya pak. ada. Masalahnya itu kadang saya sulit pak menentukan kalimat mana yang jadi main idea dari teks itu. Kadang saya ambil satu kalimat, tapi ternyata bukan itu main ideanya."

Researcher : "Contohnya seperti apa?"

Student : "Kadang kan pak, saya ambil aja tu kalimat yang sering di ulang-ulang. Tapi ternyata salah."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Yang seperti he refers to itu ya pak?"

Researcher : "Iya, seperti itu."

Student : "Mmmm gak terlalu sulit sih kalau itu pak. Paling saya liat aja tu nama siapa yang ada di kalimat sebelumnya. Udah saya pilih aja itu."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Sedikit pak. Soalnya kadang saya bingung mau jawab apa. Apalagi kalau itu teks kan pak, kadang saya gak paham isi seluruh teks itu. Paling bagian sebagian aja kadang pahamnya."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student : "mmm agak sedikit sulit pak. Soalnya kadang saya gak paham sama teksnya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kalau itu 50:50 lah pak. Kalau kata-katanya kebetulan saya paham ya mudah, tapi kalau saya gak paham ya sulit."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya."

Researcher : "Mengapa?"

Student : "Karena sekarang banyak pakai bahasa Inggris pak. Misalnya dalam game kan, ada bahasa Inggrisnya. Jadi kalau saya paham bahasa Inggris kan enak tu."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Iya tentu. Soalnya biar saya mudah memahami kalau ada perintah dalam bahasa Inggris."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Kadang pak, kadang juga bisa gak fokus."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Paling guru saya cuma suruh translate aja pak, diartikan gitu, biar paham isi teksnya."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "mmmm rasanya ada. Kalau gak salah cari di awal atau akhir kalimat gitu pak."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Kan di suruh artikan pak, jadi di situ kita bisa tau ini refer kemana."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama aja sih pak, di suruh mentranslate dulu."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Mmmm gak ada kayaknya."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Kami di suruh menghapal vocab sama sering-sering latihan bahasa Inggris sih pak."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Lumayan pak."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Haha gak tau ya pak, saya kurang suka membaca soalnya."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak pernah rasanya pak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Banyak pak, di perpustakaan."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Kurang tau juga sih, soalnya gak pernah memperhatikan juga. Kayaknya gak begitu banyak pak."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Gak bagus-bagus kali kayaknya pak."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student B

Researcher : "Terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini. Langsung kita mulai saja ya."

Student : "Silahkan pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Sering. Karena saya sulit untuk memahami teks yang dikasih sama guru. Gak bisa bahasa Inggris saya pak."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Sama pak, sulit juga.."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Itu juga sama pak."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Bagian ini yang paling sulit pak, soalnya saya gak ngerti apa yang ditulis di teks itu."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Lumayan sulit, karena saya gak banyak hapal kata-kata dalam bahasa Inggris."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Gak begitu sih pak."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Mengapa?"

Student : "Karena bahasa Inggris itu sulit untuk dipahami."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Karena di ajarkan, jadi saya ikut aja pak."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Susah pak, soalnya gak ngerti artinya."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Paling guru saya cuma suruh mengartikan teks aja pak."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "mmmm rasanya ada, tapi tetap aja agak susah nyarinya pak, soalnya kan gak paham artinya."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Gak ada kayaknya pak."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama aja sih pak."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Di suruh mengartikan aja teksnya."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Biasanya kami di suruh baca dulu pak, sesudah itu kami di suruh cari kata-kata apa yang sulit. Tapi rasanya semuanya sulit."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student : "Mendukung pak."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Saya agak kurang suka baca buku pak"

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak pernah."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada, di perpustakaan."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Kayaknya gak banyak."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Lemah pak, soalnya gak ngerti."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student C

Researcher : "Assalamu'alaikum, terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini. Langsung kita mulai saja ya."

Student : "Silahkan pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Alhamdulillah, tidak. Saya bisa menjawab pertanyaan-pertanyaan main idea"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Kebetulan tidak pak, pertanyaan semacam ini bisa lah. Saya bisa liat di kalimat sebelum pertanyaan itu aja."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Alhamdulillah, tidak pak."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Kalau untuk pertanyaan detail ini biasanya saya mengartikan dulu isi teksnya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "kadang bisa, kadang ada juga yang sulit."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Lumayan"

Researcher : "Mengapa?"

Student : "Ya, biar gampang nanti kalau udah lulus terus nyari kerja."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Sangat tertarik."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Lumayan bisa fokus. Paling kalau ada teman yang rebut di kelas."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Biasanya di suruh translate aja sih pak."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student : "Gak ada, cuma dari mengartikan teks itu aja."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Reference itu yang misal dari 'He' itu siapa kan pak? itu katanya liat di paragraf sebelumnya."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Nah, itu gak ada kayaknya pak."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Ada, soalnya kan kita di suruh mengartikan teks itu."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Biasanya kami di suruh baca dulu teksnya, abis itu baru di cari kata-kata yang kurang dimengerti, terus di suruh cari artinya di kamus."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Alhamdulillah, mendukung."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Kalau buku saya jarang pak, paling searching aja di google kalau ada yang penting."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Jarang pak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Iya, semua ada di pustaka."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Kurang yakin juga sih pak, tapi lumayan lah."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "mmmm kalau di tanya bagus gak bagus, mungkin masih lemah pak. soalnya masih banyak yang belum saya paham."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student D

Researcher : "Terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini."

Student : "Iya."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Ada, susah, karena gak paham artinya."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Sama pak, susah"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "hehe susah juga pak. gak paham artinya."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Sama, susah juga. Ya itu tadi, gak paham artinya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kalau ini paling saya liat kamus, kalau pas gak boleh bawa kamus, paling nebak-nebak aja."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Gak gitu pak"

Researcher : "Mengapa?"

Student : "Karena susah."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Pengen sih, tapi rasanya susah gitu."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Sedikit, kalau pas teman-teman tu ribut, susah juga."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Di suruh mengartikan aja paling."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Dari teks yang sudah di artikan itu, dari situlah dapat main ideanya."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "mmmmm gak tau pak"

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama pak, gak tau juga."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student : "Dari yang di artikan tadi, haa jadi nampak lah tu informasi detailnya."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Paling di suruh sering-sering menghapal atau latihan aja sih."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Mmmm kalau baca buku jarang pak, paling baca-baca di hp aja."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "haha gak ada pak, gak paham artinya."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada pak, banyak."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Gak tau juga pak, gak yakin haha."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Mmm gak bagus-bagus kali kayaknya pak."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student E

Researcher : "Assalamualaikum, terimakasih waktunya untuk berpartisipasi dalam penelitian ini."

Student : "Waalaikumsalam, iya pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Main idea ya pak? paling ambil di kalimat paling depan atau yang paling intinya aja."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Bisa pak, biasanya saya liat di kalimat sebelumnya."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Mmmm kadang kalau untuk inference, saya susah gitu nentuin jawabannya gitu."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Kalau ini kadang saya harus baca seluruh isi teks ya pak, nah kadang saya susah gitu nyari detail informasinya. Soalnya kadang ada beberapa bagian yang saya gak paham."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kadang suka gak paham pak sama artinya, bingung juga nyari yang maknanya sama gitu."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya, termotivasi."

Researcher : "Mengapa?"

Student : "Karena bahasa Inggris itu penting pak."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Lumayan."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Kadang fokus, kadang juga tidak."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Di suruh mengartikan, jadi dari situlah pahamnya."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Rasanya pernah pak, dari di suruh mengartikan itu, dapatlah main ideanya."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Ada."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Kayaknya ada pak, tapi lupa."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Mungkin ada pak, lupa juga."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Di suruh baca dulu, terus kalau ada yang gak paham, di suruh cari di kamus."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Jarang pak, kurang suka baca."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Kayaknya gak pernah, paling yang penting-penting aja."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Menyediakan."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Mmmm lumayan lah."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Lumayan lah pak."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student F

Researcher : "Terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini."

Student : "Iya."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Iya, kadang gak paham artinya."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Kadang susah juga, gak ngerti soalnya"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Mmm.. kadang susah juga."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Iya, gara-gara itu, gak ngerti artinya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kalau itu pas paham ya bisa, tapi pas gak paham ya susah juga."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya."

Researcher : "Mengapa?"

Student : "Biar gampang aja gitu."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Iya, lumayan tertarik."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Kadang bisa, tapi susah."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Biasanya kami di suruh mengartikan teks aja."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Ada, tapi g ngerti artinya, jadi susah."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Mungkin ada pak, tapi gak ingat."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama, gak ingat pak."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Paling dari mengartikan teks itu."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Di suruh sering-sering baca aja sih pak."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Mmm agak jarang juga."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak pernah kayaknya."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Kayaknya gak gitu banyak pak, masih banyak yang gak paham."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Biasa aja pak."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student G

Researcher : "Selamat pagi, Langsung kita mulai saja ya."

Student : "Iya, silahkan pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Kadang susah pak."

Researcher : "Karena?"

Student : "Soalnya gak paham artinya."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Yang refers refers itu ya pak?"

Researcher : "Iya, seperti itu."

Student : "Mmmm kadang bisa, kadang rupanya salah juga."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Agak susah juga pak."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Susah juga kadang, soalnya kadang gak paham artinya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Mmmm kadang kalau sinonim antonym itu agak susah pak, gak tau mana yang mirip artinya."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya."

Researcher : "Mengapa?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Student : "Biar enak aja gitu kalau pas ada perlu."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Lumayan lah pak."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Bisa, pas lagi gak ada gangguan."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Mmmm dari mengartikan teksnya."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Sama, dari situ juga."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Mmmm mungkin ada pak, lupa."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Itu dari mengartikan juga."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Kan di baca sama di artikan dulu tu pak, aaa dari situlah dapatnya."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Paling di suruh sering-sering baca aja."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Jarang pak."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Ini juga jarang, pak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Gak begitu banyak sih pak, soalnya banyak yang gak paham."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Lemah kayaknya."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student H

Researcher : "Terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini."

Student : "Iya, pak."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Mmmm agak susah kadang pak."

Researcher : "Contohnya seperti apa?"

Student : "Iya itu, gak paham artinya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Kadang bisa pak?"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Kadang gak paham artinya, jadi susah."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Kalau gak ngerti artinya, ya susah juga."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kadang suka susah gitu jawabnya."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya."

Researcher : "Mengapa?"

Student : "Biar bisa ngomong bahasa Inggris aja."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Sedikit, tapi susah"

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Kalau pas ngerti yaa bisa fokus, tapi kalau gak ngerti ya susah juga fokus."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Di suruh mengartikan aja teksnya."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Jadi kita tu di suruh baca sama mengartikan teknya, jadi dari situlah ketemu jawabannya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Katanya baca dulu, pahami teksnya, biar dapat jawabannya."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama aja sih pak, gitu juga."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Dari yang di suruh mengartikan teks itu."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Jadi kami di suruh baca dulu teksnya, bagian yang g paham di cari di kamus."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung pak."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Kadang baca pak, tapi jarang."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak pernah rasanya."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada, di pustaka."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Masih banyak yang gak paham pak."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Bisa di bilang lemah lah."

Researcher : "baik, sekian dulu wawancaranya."

Student I

Researcher : "Selamat pagi, terimakasih telah memberikan waktunya untuk ikut berpartisipasi dalam penelitian ini."

Student : "Iya."

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Pernah."

Researcher : "Contohnya seperti apa?"

Student : "Yak arena saya gak paham artinya pak."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Yang gimana tu pak?"

Researcher : "Yang seperti he refers to, gitu."

Student : "Ooo itu, agak susah pak."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Susah juga."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Kalau gak paham teksnya, ya susah juga pak."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kadang susah pak, gak ngerti."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Iya."

Researcher : "Mengapa?"

Student : "Biar nilainya bagus."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Karena sudah ditetukan, jadi ikut aja."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Lumayan bisa."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Di suruh mengartikan teksnya."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Ada kayaknya."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Mungkin ada, tapi gak ingat."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Sama pak, gak ingat juga."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Dari teks yang diartikan itu, disitulah dapat infonya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Di suruh sering-sering latihan."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Lumayan."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak ada pak, gak ngerti."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student : "Ada, di pustaka."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Tidak juga."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Gak bagus kali lah pak."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih atas waktunya."

Student J

Researcher : "Selamat pagi, Langsung kita mulai saja ya."

Student : "Iya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student : "Kadang ada."

Researcher : "Contohnya seperti apa?"

Student : "Susah gitu ngerti artinya."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student : "Kadang bisalah pak, gak masalah"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student : "Iya."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi?"

Student : "Iya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student : "Kadang kalau gak paham ya susah pak."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student : "Adalah."

Researcher : "Mengapa?"

Student : "Biar bisa aja."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student : "Lumayan."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student : "Bisa."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student : "Ada."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student : "Ada."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student : "Mungkin ada."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student : "Kayaknya ada."

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?"

Student : "Di suruh mengartikan dulu, biar tau informasi detailnya."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student : "Di suruh sering-sering latihan."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?

Student : "Mendukung."

Researcher : "Seberapa sering kamu membaca buku yang berbahasa Indonesia."

Student : "Jarang."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student : "Gak pernah."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Student : "Ada."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student : "Gak banyak kayaknya pak."

Researcher : "Menurut kamu, seberapa bagus penguasaanmu terhadap vocabulary?"

Student : "Lemah."

Researcher : "baik, sekian dulu wawancaranya. Terimakasih partisipasinya."

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Teacher's Interview

Researcher : "Assalamualaikum, terimakasih atas waktunya untuk berpartisipasi dalam penelitian ini."

Teacher : "Waalaikumsalam. Iya, semoga bisa membantu ya."

Researcher : "Kita Mulai aja ya bu. Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang main idea?"

Teacher : "Kalau saya perhatikan, iya pak. karena masih banyak siswa yang jawabannya salah jika di berikan pertanyaan main idea."

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan reference?"

Teacher : "Sama pak, ada yang kesulitan juga. Meskipun yang bisa tu ada, tapi gak semua."

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan inference."

Teacher : "Mmm sama aja sih pak, kayaknya sebagian masih kesulitan, karena masih banyak yang belum nyampe KKM."

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang vocabulary."

Teacher : "Kalau pertanyaan yang biasa aja, misal mengartikan kata-kata tu bisa, tapi kadang kalau udah soal sinonim dan antonym itu banyak juga yang gak bisa."

Researcher : "Bagaimana tingkat motivasi dan ketertarikan murid ibu dalam belajar bahasa Inggris?"

Teacher : "Mungkin karena bahasa Inggris itu mata pelajaran yang wajib kali ya, jadinya mereka ikut aja."

Researcher : "Bagaimana sikap murid ibu pada pelajaran bahasa Inggris?"

Teacher : "Mereka nurut aja sih biasanya, dikerjakan terus tiap ada tugas."

Researcher : "Bagaimana cara ibu mengajar bahasa Inggris? Misalnya buat jawab main idea, jawab pertanyaan reference, inference, detail informasi, sama vocabulary?"

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Teacher : "Biasanya saya minta mereka mengartikan teksnya, terus dari situ mereka menemukan main idea sama yang lainnya. Terus buat vocabulary, saya suruh mereka baca dulu, yang mana yang gak paham, saya minta mereka nyari di kamus artinya."

Researcher : "Apakah murid ibu mendapatkan dukungan dari orang tuanya untuk mempelajari bahasa Inggris."

Teacher : "Ada, soalnya saya dengar sebagian ada yang di kasih les bahasa Inggris sama orang tuanya."

Researcher : "Apakah murid ibu mempunyai kebiasaan untuk membaca?"

Teacher : "Gak begitu rasanya, tapi sebagian ada yang memang suka baca."

Researcher : "Apakah ibu pernah memberikan tugas untuk membaca, tapi gak harus jawab pertanyaan gitu. Cuma baca untuk senang-senang aja."

Teacher : "Ada, tapi gak tau tu entah di baca apa tidak."

Researcher : "Apakah sekolah menyediakan bacaan dalam bahasa Inggris?"

Teacher : "Ada, mereka bis abaca di pustaka. Tersedia semuanya."

Researcher : "Apakah menurut ibu murid-murid ibu menguasai kata-kata dalam bahasa Inggris yang membuat mereka bisa paham isi teks dan dapat menjawab pertanyaan yang diberikan?"

Teacher : "Mmmm kayaknya belum, mereka masih butuh bantuan kamus."

Researcher : "Menurut ibu, tingkat penguasaan vocabulary murid ibu?"

Teacher : "Bervariasi lah pak, ada yang udah bagus, ada juga yang masih lemah."

Researcher : "Baik, terimakasih banyak atas waktunya bu."

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Coding

Statement	Keywords	Category
"Iya pak. ada. Masalahnya itu kadang saya sulit pak menentukan kalimat mana yang jadi main idea dari teks itu. Kadang saya ambil satu kalimat, tapi ternyata bukan itu main ideanya….. Kadang kan pak, saya ambil aja tu kalimat yang sering di ulang-ulang. Tapi ternyata salah." (Student 1) "Sering. Karena saya sulit untuk memahami teks yang dikasih sama guru. Gak bisa bahasa Inggris saya pak." (Student 2) "Alhamdulillah, tidak. Saya bisa menjawab pertanyaan-pertanyaan main idea" (Student 3)	Main idea	Problem in answering main idea questions
"Mmmm gak terlalu sulit sih kalau itu pak. Paling saya liat aja tu nama siapa yang ada di kalimat sebelumnya. Udah saya pilih aja itu." (Student 1) "Sama pak, sulit juga.." (Student 2) "Kebetulan tidak pak, pertanyaan semacam ini bisa lah. Saya bisa liat di kalimat sebelum pertanyaan itu aja." (Student 3)	Reference	Problem in answering reference questions
"Sedikit pak. Soalnya kadang saya bingung mau jawab apa. Apalagi kalau itu teks kan pak, kadang saya gak paham isi seluruh teks itu. Paling bagian sebagian aja kadang pahamnya." (Student 1) "Itu juga sama pak." (Student 2) "Alhamdulillah, tidak pak." (Student 3)	Inference	Problem in answering inference questions
"mmm agak sedikit sulit pak. Soalnya kadang saya gak paham sama teksnya."(Student 1)	Detail information	Problem in answering detail questions

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

"Bagian ini yang paling sulit pak, soalnya saya gak ngerti apa yang ditulis di teks itu." (Student 2) "Kalau untuk pertanyaan detail ini biasanya saya mengartikan dulu isi teksnya." (Student 3) "Kalau ini kadang saya harus baca seluruh isi teks ya pak, nah kadang saya susah gitu nyari detail informasinya. Soalnya kadang ada beberapa bagian yang saya gak paham." (Student 5)		
"Kalau itu 50:50 lah pak. Kalau kata-katanya kebetulan saya paham ya mudah, tapi kalau saya gak paham ya sulit." (Student 1) "Lumayan sulit, karena saya gak banyak hapal kata-kata dalam bahasa Inggris." (Student 2) "kadang bisa, kadang ada juga yang sulit." (Student 3) "Kalau ini paling saya liat kamus, kalau pas gak boleh bawa kamus, paling nebak-nebak aja." (Student 4)	Vocabulary	Problem in answering vocabulary questions
"Karena sekarang banyak pakai bahasa Inggris pak. Misalnya dalam game kan, ada bahasa Inggrisnya. Jadi kalau saya paham bahasa Inggris kan enak tu." (Student 1) "Karena bahasa Inggris itu sulit untuk dipahami." (Student 2) "Ya, biar gampang nanti kalau udah lulus terus nyari kerja." (Student 3)	Motivated	Learners' background
"Iya tentu. Soalnya biar saya mudah memahami kalau ada perintah dalam bahasa Inggris." (Student 1)	Learning interest	Learners' background

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

"Karena di ajarkan, jadi saya ikut aja pak." (Student 2)		
"Kadang pak, kadang juga bisa gak fokus." (Student 1) "Susah pak, soalnya gak ngerti artinya." (Student 2) "Lumayan bisa fokus. Paling kalau ada teman yang rebut di kelas." (Student 3) "Sedikit, kalau pas teman-teman tu ribut, susah juga." (Student 4)	Focus in learning English	Learners' background
"Paling guru saya cuma suruh translate aja pak, diartikan gitu, biar paham isi teksnya." (Student 1) "Paling guru saya cuma suruh mengartikan teks aja pak." (Student 2) "Biasanya di suruh translate aja sih pak." (Student 3)	Comprehending the text	Teaching technique
"mmmm rasanya ada. Kalau gak salah cari di awal atau akhir kalimat gitu pak." (Student 1) "mmmm rasanya ada, tapi tetap aja agak susah nyarinya pak, soalnya kan gak paham artinya." (Student 2) (Student 3) "Dari teks yang sudah di artikan itu, dari situlah dapat main ideanya." (Student 4)	Find main idea	Teaching technique
"Kan di suruh artikan pak, jadi di situ kita bisa tau ini refer kemana." (Student 1) "Katanya baca dulu, pahami teksnya, biar dapat jawabannya." (Student 7)	Answer reference	Teaching technique
"Itu dari mengartikan juga."(Student 6) "Sama aja sih pak, gitu juga." (Membaca keseluruhan isi teks dan mamahaminya)(Student 7)	Answer inference	Teaching technique

"Di suruh mengartikan aja teksnya." (Student 2)	Detail information	Teaching technique
"Paling di suruh sering-sering menghapal atau latihan aja sih." (Student 4) "Di suruh sering-sering baca aja sih pak." (Student 5)	Vocabulary	Teaching technique
"Lumayan pak." (Parents support) "Haha gak tau ya pak, saya kurang suka membaca soalnya." (Student 1) "Saya agak kurang suka baca buku pak" (Student 2) "Mmmm kalau baca buku jarang pak, paling baca-baca di hp aja." (Student 3)	Environment	Learners' environment
"Kurang tau juga sih, soalnya gak pernah memperhatikan juga. Kayaknya gak begitu banyak pak." (Student 1) "Lemah pak, soalnya gak ngerti." (Student 2)	Vocabulary	Vocabulary knowledge

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau State Islamic University
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun

VIII A

Student no.	Result																Σ
	Main Idea		Locating reference				Making Inference			Detail Information							Undestanding Vocabulary				
	1	2	1	2	3	4	1	2	3	1	2	3	4	5	6	7	1	2	3	4	
1	5	0	5	5	5	5	0	5	5	0	5	5	5	5	5	5	0	5	5	0	75
2	5	5	0	5	5	5	5	5	5	5	0	0	5	5	5	5	5	0	5	5	80
3	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	0	0	0	0	0	65
4	5	5	5	5	0	5	5	5	5	5	0	0	0	0	0	5	5	5	0	0	60
5	5	0	5	0	5	5	5	5	5	5	0	0	5	5	5	5	5	0	5	5	75
6	5	5	0	5	5	5	5	0	5	0	0	5	0	5	0	0	0	0	0	0	45
7	5	5	5	5	5	5	5	5	5	0	0	5	0	5	0	0	0	5	0	0	60
8	0	5	0	0	5	0	0	5	0	0	5	0	0	0	5	5	0	5	0	5	40
9	5	0	0	5	5	5	5	0	0	5	5	0	0	5	0	5	0	5	0	5	55
10	5	5	5	5	5	5	5	5	5	5	0	5	5	0	0	5	5	5	5	5	85
11	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	95
12	5	0	0	5	0	0	0	0	5	0	5	0	5	5	0	0	0	0	0	0	30
13	5	5	0	5	5	5	0	0	5	5	5	5	0	5	0	5	5	5	5	5	75
14	5	5	5	5	5	5	5	0	0	0	0	0	0	5	0	5	5	0	0	0	50
15	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	90
16	5	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
17	0	0	0	5	0	5	0	0	5	5	0	0	5	0	0	5	0	0	5	5	40
18	0	0	5	5	5	0	5	0	5	0	5	0	5	0	0	5	5	5	5	5	60
19	0	0	5	5	0	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	75
20	0	0	5	5	0	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	75

Hak Cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun
© Hak cipta milik UIN Suska Riau
State Islamic University

Student no.	Result																Σ
	Main Idea		Locating reference				Making Inference			Detail Information							Undestanding Vocabulary				
	1	2	1	2	3	4	1	2	3	1	2	3	4	5	6	7	1	2	3	4	
21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
23	0	0	0	5	5	5	5	5	5	0	5	0	0	5	0	0	0	0	0	0	40
24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
25	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
26	0	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
27	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
28	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	90
29	0	0	5	5	0	5	0	5	0	5	5	5	0	5	0	5	0	5	0	5	55
30	0	5	5	5	5	0	0	5	5	5	5	5	5	0	5	5	5	5	5	5	80
31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
32	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun
© Hak cipta milik UIN Suska Riau
State Islamic University

VIII B

Student no.	Result																Undestanding Vocabulary				Σ
	Main Idea		Locating reference				Making Inference			Detail Information											
	1	2	1	2	3	4	1	2	3	1	2	3	4	5	6	7	1	2	3	4	
1	0	5	5	5	5	5	5	0	0	5	5	5	0	0	5	5	5	5	5	5	75
2	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	5	90
3	0	0	5	5	5	5	5	5	5	5	0	5	5	5	0	5	0	5	0	5	70
4	5	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	0	80
5	0	0	0	5	5	5	5	5	5	5	0	5	0	5	5	0	0	5	5	5	65
6	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	95
7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
8	0	0	5	5	5	0	0	5	0	0	0	5	5	0	0	0	5	5	0	0	40
9	0	0	5	5	5	5	5	5	5	5	0	0	5	0	5	0	0	5	0	5	60
10	0	0	0	0	5	0	0	0	5	5	5	0	0	0	0	0	0	5	0	5	30
11	0	5	5	5	5	5	5	5	0	0	5	5	5	0	0	5	5	5	5	5	75
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
13	0	0	5	0	0	5	5	5	5	5	0	0	5	0	5	0	5	0	5	5	55
14	5	5	0	5	0	0	0	0	5	5	5	5	5	0	0	0	5	0	5	5	55
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	90
16	5	0	5	5	0	0	5	5	5	5	5	0	0	0	5	0	5	0	5	0	55
17	5	5	5	5	5	0	5	5	5	0	5	0	5	5	5	0	5	0	5	5	75

Student no.	Result																					Σ
	Main Idea		Locating reference				Making Inference			Detail Information							Undestanding Vocabulary					
	1	2	1	2	3	4	1	2	3	1	2	3	4	5	6	7	1	2	3	4		
18	5	0	0	0	5	0	0	5	5	0	0	0	5	5	0	0	5	5	5	5		50
19	0	0	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5		80
20	5	5	0	0	5	5	0	5	0	5	0	5	0	5	0	5	0	5	5	0		55
21	0	0	5	0	5	0	5	0	0	0	5	0	5	0	5	0	5	0	0	5		40
22	5	5	0	5	5	5	0	5	0	0	0	5	0	5	5	5	5	5	0	0		60
23	0	5	5	5	0	5	5	5	5	5	5	5	5	5	5	0	0	5	5	0		75
24	5	0	5	0	0	5	5	0	0	5	5	0	5	0	5	5	5	5	0	0		55
25	5	5	5	0	0	0	0	5	0	0	0	5	0	0	0	0	0	5	5	5		40
26	5	5	0	5	0	0	5	0	0	5	0	5	0	5	0	5	0	5	5	5		55
27	0	5	0	0	5	5	5	0	0	5	5	5	5	0	5	0	5	0	5	5		60
28	5	5	0	0	0	5	5	5	5	5	5	0	0	0	5	5	5	5	0	0		60
29	0	0	5	5	0	0	5	5	5	0	0	5	5	5	5	0	0	5	0	5		55
30	5	5	0	0	5	5	5	0	5	0	0	5	5	0	5	0	5	0	5	0		55
31	0	0	5	5	5	5	5	5	0	0	0	5	0	0	5	0	0	5	5	0		50
32	0	5	0	0	5	5	5	0	0	5	5	0	0	0	0	5	5	5	5	5		55
33	5	0	0	0	0	5	0	0	5	5	0	5	0	5	5	5	0	0	5	5		50

© Hak cipta milik UIN Suska Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun
State Islamic University of Sultan Syarif Kasim Riau

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 865 /Un.04/Ps/PP.00.9/2020 Pekanbaru, 15 Oktober 2020
Lamp : 1 berkas
Perihal : Penunjukan Pembimbing Utama dan Pembimbing Pendamping Tesis Kandidat Magister

Kepada Yth.
1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)
2. Dr. Faurina Anastasia, M. Hum (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Prima Aradi
NIM	: 21790115860
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VI (enam)
Judul Tesis	: An Analysis Of Students' Difficulties In Comprehending English Reading Text At SMP Bukit Raya Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

UIN SUSKA RIAU
Hak cipta dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak Cipta Dilindungi Undang-Undang
Hak Cipta Milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs,,(0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-2329/Un.04/Ps/HM.01/08/2021 Pekanbaru, 27 Agustus 2021
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: PRIMA ARADI
NIM	: 21790115860
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: AN ANALYSIS OF STUDENTS DIFFICULTIES IN COMPREHENDING ENGLISH READING TEXT AT SMP BUKIT RAYA PEKANBARU

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari SMP Bukit Raya

Waktu Penelitian: 3 Bulan (26 Agustus 2021 s.d 26 Oktober 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
Hak cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SULTAN SYARIF KASIM

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Prima Aradi
ID Number : 21790115860
Date of Birth : January 02, 1992
Sex : Male
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension	: 51
Structure & Written Expressions	: 61
Reading Comprehension	: 58
Overall Score	: 567

Expired Date : October 13, 2021

The Committee of Language Development center
CLDC
State Islamic University of Sultan Syarif Kasim Riau

English Proficiency Test® Certificate *Provided by*
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

UIN SUSKA RIAU

PUSAT BAHASA UNIVERSITAS ISLAM NEGERI RIAU SULTAN SYARIF KASIM

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Prima Aradi

Nomor ID : 21790115860
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 02 Januari 1993

بيان النتائج لاختبار اللغة العربيّة لمعرفة الكفاءة اللغويّة

الاستماع : 57
القواعد : 54
القراءة : 63
النتيجة : 580

Berlaku Hingga : 27 Oktober 2021

The Committe of Language Development center
CLDC
State Islamic University of Sultan Syarif Kasim Riau

Arabic Proficiency Test® Certificate *Provided by*
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

Mahyudin Syukri, M. Ag
The Head of Language Development Center

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang
1. Dilarang menggunakan sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Penggunaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Penggunaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang menggumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	:	PRIMA ARADI
NIM	:	21790115 86
PROGRAM STUDI	:	PBI
KONSENTRASI	:	BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	:	ABDUL HADI, M.A. Ph.D
PEMBIMBING II /CO PROMOTOR	:	Dr. FAURINA ANASTASIA, S.S. M.Hum
JUDUL TESIS/DISERTASI	:	An Analysis of Students' Difficulties in Comprehending English Reading Text.

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor*	Keterangan
1.	10-9-2020	Chapter I		
	12-10-2020	Chapter I		
2.	17-11-2020	Chapter I		
	30-11-2020	Chapter II		
3.	07-12-2020	Chapter II		
	28-12-2020	Chapter II		
4.	11-01-21	Chapter III		
	25-01-21	Chapter III		
5.	15-02-2021	Chapter III		
	24-05-2021	Chapter IV		
6.	21-06-21	Chapter IV		
	05-07-21	Chapter IV		
	03-08-21	Chapter V		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 03 AGUSTUS 2021

Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor*	Keterangan
1.	12 OKT 20	Chapter I		
	27 OKT 20	Chapter I		
2.	16 NOV 20	Chapter II		
	14 Des 20	Chapter III		
3.	09 MAR 21	Chapter IV		
	23 MAR 21	Chapter IV		
4.	10 MEI 21	Chapter III		
	02 JUN 21	Chapter III		
	14 JUN 21	Chapter III		
5.	02 JUL 21	Chapter IV		
	13 JUL 21	Chapter IV		
	26 JUL 21	Chapter IV		
6.	05 AGS 21	Chapter V		
	27 AGS 21	Chapter V		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 27 AGUSTUS 2021

Pembimbing II / Co Promotor*

Dr. Faurina. A, M.Hum

UIN SUSKA RIAU

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : PRIMA ARADI
NIM : 21790115860
PROGRAM : Pascarajana
PRODI : Pend. Agama Islam
KONSENTRASI : Pend. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	24 Juli 2019 Rabu	The Comparison between Probes O Gram and Kelly table Strategy on Students' reading comprehension at vocational school		Hilma Juita
2.	24 Juli 2019 Rabu	The Effects of flash card on the students' vocabulary mastery and Their speaking ability at MTS Nu Sibuhuan Padang Lawas Regency North Sumatra		Ihwan Rahmad
3.	24 Juli 2019 Rabu	The students' activities on English club at University of Riau (case study of English club at University of Riau).		

Pekanbaru, 24 Juli 2019
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 195910151989031001

NB: Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

© Hak cipta milik UIN Suska Riau
Hak cipta dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

CURRICULUM VITAE

I. Personal Identity

Name	: Prima Aradi
Place, Date of Birth	: Bukit Makmur, January 02nd 1992
Gender	: Male
Address	: RK. Harapan
Religion	: Islam
Nationality	: Indonesia
Marital Status	: Married
Phone Number	: 081268975293
Email	: prima.pm17@gmail.com

II. EducationBackground

1. SD (Elementary School) : SDN 011 Bukit Raya (1998-2004)
2. SMP (Junior HighSchool) : SMPN 2 Singingi Hilir (2004-2007)
3. SMA (Senior High School) : SMAN 1 Singingi Hilir (2007-2010)
4. Sarjana/S1 (Bachelor Degree) : UIR Pekanbaru Riau (2013-2017)
5. PascaSarjana/S2 (Postgraduate) : UIN SUSKA RIAU (2018-2021)

III. JobExperience

1. Front Desk Agent at Ajita Pratna Gaja (2012-2016)
2. Front Desk Agent and Night Auditor at PT. Dwi Mandiri Indo Jaya (2016-2019)
3. Central Operational Admin at PT. Swadarma Sarana Informatika (2020-NOW)

IV. Skills

Language	: Indonesian and English
Computer	: Windows Operating System and Microsoft Office.