STUDENT'S DIFFICULTIES IN READING COMPREHENSION AT MTS DARUL ULUM SEMARANG

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor of Education The English Department

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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ABSTRACT

Title : **Student's Difficulties in Reading Comprehension at MTs Darul Ulum   Semarang**

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The purpose of this research is to identify the difficulties in reading comprehension faced by 8th grade students of MTs Darul Ulum Semarang. This research is classified as qualitative research with a case study approach. The participants in this study consisted of the teacher and students from class VIII A MTs Darul Ulum Semarang, with a total of four students selected as the research sample. Data collection techniques were carried out through observation, interviews, and documentation. Test the validity of the data used in this study is a technique of triangulation. Data were analyzed using Miles and Huberman's data analysis model, namely data reduction, data analysis, and data presentation. The result showed that there are several difficulties faced by students in reading comprehension, those are: (1) difficulties in comprehending a word's meaning, (2) difficulties in comprehending long sentences, (3) difficulties in comprehending main ideas (4) difficulties to understand the grammar, (5) difficulties in inferencing.

Keywords: *EFL, Reading Comprehension, Students' Difficulties*

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Hopefully, this thesis can add to our insights or lessons can be learned. The researcher apologizes for the shortcomings that exist in this thesis. Thank you for your prayers and support, the researcher cannot reply with anything and the only thank you is that the researcher can say.

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the research, the research question, the objective of the research, and pedagogical significance.

A. Background of the Research

Language is crucial for a child's growth since it serves as a means of communication for people to communicate with one another. Language serves as a tool for human communication so that people can comprehend what is being said. Humans use language for speaking, reading, listening, and writing. In its most basic form, language is a collection of sounds that represent a concept, emotion, or attitude. Every country has its language, therefore we are united by an international language, namely the English language. As a basis for learning English for children, they generally start at school with the first basic learning.

There are four skills involved in learning English: listening, speaking, reading, and writing. One aspect of the skill that is very important to master is reading skill. Reading allows students to make use of the information in the text, comprehend the sentences, utterances, and paragraphs, evaluate the written ideas, and apply the ideas to actual circumstances so reading skills are very important to master. Reading is a multifaceted, complex activity that involves many different cognitive processes in addition to reciting written

words, including visual, cognitive, psycholinguistic, and metacognitive ones.

In the world of education, literacy skills are very fundamental. Because all learning processes are based on reading and writing activities, it is also through reading and writing literacy activities that we can explore the vast world of knowledge that is spread out from all over the world and from various eras. Therefore, it is the responsibility of the educational and training sectors to work toward ensuring that students have at least one aspect of this language ability. One aspect of language skills that is very important to master is reading skills. Reading skill is an activity to recognize letters and words, so reading skills are very important to master. Reading is also important because reading can improve critical thinking. According to Day and Bamford, reading can foster readers' critical thinking abilities by providing them with background information (Jhon S. Hedgcock, 2009). Reading can help readers' critical thinking because it is a method for pupils of English as a Second Language (ESL) or English as a Foreign Language (EFL) to learn information and acquire knowledge.

Besides that, Islamic teachings place a high value on literacy, and the beloved prophet Muhammad SAW received a revelation the first surah from Allah SWT through Gabriel that included the command to read (Iqra).

Surah Al-Alaq' verses 1-5

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اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِئْ خَلَقَ (1)خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2)
اِقْرَأْ وَ رَبُّكَ الْأَكْرَمُ (3)الَّذِئْ عَلَّمَ بِالْقَلَمِ (4)عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

"Read: In the name of thy Lord who created (1) Created man from a clot. (2) Read: And thy Lord is the Most Bounteous (3) Who taught by the pen (4) Taught man that which he knew not (5)" (QS. Al-Alaq: 1-5)

There is a command in this surah for people to read and learn more. Reading is one way to gain knowledge and broad insights. Islam views reading as a form of worship, a way to get closer to knowledge and ultimately to God. Second, by making reading a form of worship, Islamic society grows and moves civilization, elevating humanity.

Reading is one of the English skills that includes in every school curriculum. They must acquire a wide variety of texts in junior high school, including recount, report, narrative, descriptive, and procedural texts. And it will go on until they continue their high school education. So, to fulfill the requirements and comprehend reading material every student needs to master reading.

One of the skills in reading that is very important for students to master is reading comprehension. Reading comprehension in Woolley's opinion, is the process of obtaining meaning from text (Woolley, G, 2011). Reading comprehension involves several

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linguistic and cognitive processes, such as the ability to comprehend words, working memory, concluding, monitoring comprehension, vocabulary, and prior knowledge (Elleman & Oslund, 2019). Reading comprehension is a process of understanding that actively incorporates the reader's prior knowledge and experience and is connected to the reading's subject matter. It is crucial to have good reading comprehension when learning English in school since comprehension of the text's substance must be a primary concern when reading.

The majority of students presently have reading difficulties because of their weak reading abilities, as it can be challenging to comprehend and analyze the text. Understanding the message, correctly responding to inquiries, and deciphering a text's general framework are all challenges for students. In addition, because they are unable to visualize the text they read, pupils also struggle to understand what they are reading (Gerald G. Duffy, 2009). As a result, students find it boring and indolent to read a text that affects their reading comprehension.

According to Longman Dictionary, the difficulty is an issue, something that creates trouble, and difficulty is defined as something that is not simple to do or difficult to understand (Mayor, 2009). The situation in which students experience difficulties is the issue. Students' errors and blunders during the learning process will demonstrate this. The difficulties are part of human error. Because

students are unaware of the content being taught or are confused, reading difficulties arise in the classroom.

The research will be conducted at MTs Darul Ulum Semarang to learn more about their reading comprehension difficulties. The selection at MTs Darul Ulum Semarang especially grade 8th of A was due to several reasons based on the results of observations. Obtained from the researcher's observations when doing PPL for two months and additional field observations during the process of taking thesis research at MTs Darul Ulum that there were still many students in grade 8th of A who had difficulty comprehending reading, the score of learning outcomes were still relatively low. The researcher is interested in learning more in-depth information about students' problems comprehending English. Gaining comprehension in reading is a significant issue because reading is regarded as a fundamental necessity in all facets of life, particularly when learning English.

B. Research Question

Based on the background of the study above, the research problems are formulated as follows:

1. What are the students' difficulties in reading comprehension at MTs Darul Ulum Semarang?

C. Research Objective

The objective of the research is to know the answer to the problems mentioned above as follows:

1. To find out students' difficulties in reading comprehension at MTs Darul Ulum Semarang

D. Research Significance

The significances of this research are as follows:

1. Theoretical Significances

   The theoretical significances of this research are:

   a. The result of this research is expected can be helpful for any further researcher who wants to study the same case. Hopefully, this research becomes a source of information and reference.

   b. The result of this research describes students' difficulties in reading comprehension.

2. Practical Significances

   The practical significances of this research are:

   a. For Teacher

      From this study, a teacher can gain knowledge about reading difficulties. Teachers also play an important role improve student achievement and becoming important people in the teaching and learning process, especially in teaching reading. Teachers must be more creative in applying teaching techniques and reading skills. This can overcome students' difficulties in reading comprehension

   b. For School

The results of this study are expected to make new contributions and add to the literature related to reading difficulties faced by students in reading comprehension in grade 8th MTs Darul Ulum for all academic community

c. For Students

This research can improve students' reading comprehension skills and train students in dealing with reading difficulties comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the previous research of the related previous studies and the theoretical review that is relevant to the topic.

A. Previous Researches

A few relevant research from previous studies about students' difficulties in reading comprehension strengthens researchers to conduct correlation research. The results of this research include the following.

1. A journal entitled "An Analysis of Students' Difficulties in Reading Comprehension at SMA NEGERI 1 SUKODADI LAMONGAN" which was done in March 2020 by Sulih Okta Prihatini is also relevant.

   Sulih stated that the goal of her research was to determine the difficulties that students at SMA Negeri 1 Sukohadi face in comprehending what they read and what the factors that contribute are. In this research, researchers used descriptive qualitative research and using interview techniques and documents for data collection. The research participants were X MIPA 5 SMA Negeri 1 Sukodadi pupils who had been identified as having reading comprehension difficulties. The researcher gathered information using worksheets from the students. Data reduction was the second. Using focus as a guide, the

researcher categorized and minimized the data. The researcher removed several data points that had nothing to do with difficulties with reading comprehension. The researcher organized the data to conclude the third step, which was the data display. The final section is the researcher's conclusion after having provided the facts on reading comprehension issues.

The findings of the research indicated that several students struggled with reading comprehension on a variety of levels, including literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. Students have the most difficulties with creative comprehension. The teacher's instruction, the student's lack of interest, and the students' vocabulary issues were the main causes of the student's comprehension problems in the tenth grade (Prihatini, 2020). The difference between this research to the current research is the research object or the participant. The participants of this research were Senior High School students, whereas the participants of the current research were Junior High School students.

2. A journal titled "An Analysis of Students' Difficulties in Reading Comprehension Through Online Learning" was carried out in 2022 by Rachmanita Muzakkir, Eva Saptarina, and Tiara Amelia.

The major goal of this study is to investigate the difficulties that Grade VIII students at SMP Persatuan in Pedamaran OKI Regency confront when learning online using Google Classroom and Zoom. All eighth-grade students at SMP Persatuan in the Pedamaran OKI District participated in this descriptive qualitative study using a reading comprehension test and a questionnaire as the data collection methods.

Data were examined using, data display, data reduction, and conclusion. Reading comprehension tests used in the research analysis revealed the following results: A study based on reading comprehension assessments revealed that 77.5 percent of students struggled to understand the text's primary ideas. The generic structure of the text was next difficult for 72.78 percent of pupils, and reference issues were a problem for 75.83 percent. The moral principles of the work are also problematic for 73.75 percent of students. The remainder of the class had trouble comprehending the text's specifics in 72.25 percent. Lastly, 73.25 percent of students required assistance in understanding the meaning of vocabulary used in the text.

Additionally, based on the result of the questionnaire, it was discovered that issues with learning reading comprehension were related to several variables, including the student's background, their social position, their

educational environment, and the teacher's instructional approach. The result shows that many SMP Persatuan students' still have difficulties to comprehend reading (Muzakkir et al., 2022). The difference between current research is the instrument to collect the data, this research was also conducted online.

3. Research journal conducted by Estika Satriani entitled "Reading Comprehension Difficulties Encountered by English Students of the Islamic University of Riau" in 2018.

According to the findings of a study of first-semester FKIP UIR Pekanbaru students, they continue to struggle to grasp what they read because they lack the ambition to develop good reading habits and rarely read with any passion. They have trouble understanding reading for a variety of reasons, including their poor reading abilities. To comprehend a reading, they need to read it several times, which takes more time. When they read a reading with unfamiliar topics, they struggle to process new words that pop up as well as the intricate grammar. Students are aware of these causes as barriers to comprehending a reading text (Satriani, 2018).

The difference between this research to the current research is in the research subject or the participant. The

participants of this research were English students of the Islamic University of Riau.

4. Research by Rahmat Sudirman and Mawardin M Said, "Identifying Students' Difficulties in Reading Comprehension at SMA Muhammadiyah 1 Palu Through Narrative Text".

The research, which aims to find out what are the students' difficulties in understanding this narrative text, uses a qualitative research design with questionnaires and interviews as a data collection technique. For the subject, of course, the researcher used Muhammadiyah 1 Palu High School students as subjects, then English teachers were also included as one of the data sources for this study.

According to the research's final findings, which were derived from a questionnaire given to the participants, it was discovered that SMA Muhammadiyah 1 Palu students had problems with vocabulary and organizing narrative texts, using the right reading strategies, with lacking motivation, and with having inadequate background knowledge when reading narratives. According to the findings of teacher interviews, pupils struggle with reading comprehension. Lack of vocabulary, sluggish reading speed, a lack of enthusiasm, and boredom are among the reasons why students struggle with reading comprehension

(Sudirman & Said, 2021). The difference with current research is the participants and the instrument

5. A journal titled "Reading Difficulties Among Malaysian Undergraduate ESL Learners: A Preliminary Study" was done in November 2021 by Eugenia Ida Edward, Kamsilawati Kamlun, Wardatul Akmam Din, Chelster Sherralyn Jeoffrey Pudin.

The purpose of this study is to look into the reading challenges faced by Malaysian undergraduate ESL students when reading English texts. To take part in this study, 25 Malaysian students enrolled in university-level advanced English classes were chosen. For this investigation, a quantitative methodology was used. The questionnaires were created with the goal of this study in mind. SPSS was used to analyze the data that was gathered. The findings indicate that students struggle to understand the primary idea of what they are reading, have limited vocabulary, have little interest in reading English texts, and are under time pressure.

Conclusion: Lack of reading skills affects students' academic success and English language ability. Students who struggle with reading must arm themselves with a few reading techniques that will enable them to understand the English materials they are reading (Edward et al., 2021). This research uses quantitative methods, so the difference

with current research is not only the participants but also the instrument the researcher used.

6. A journal by Hamza Al-Jarrah and Nur Salina Binti Ismail titled "Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions" was done in June 2018.

The researcher state one of the biggest issues professors deal with is students' low academic performance, which is reflected in their inability to read English-language materials. It is considered that students who are unable to read and comprehend have a difficult time in school and after they graduate. In this study, the researcher looks into the reading comprehension issues faced by EFL students in higher education. Out of 281 Arab students at Universiti Sultan Zainal Abidin (UniSZA) and Universiti Malaysia Terengganu (UMT), 100 were chosen to participate in the study's quantitative methodology and answer the questions. Data from the test were analyzed using cross-tabulation. The results of the exam revealed that the main challenge Arab EFL learners experience is their inability to recognize the sorts of (Al-Jarrah & Ismail, 2018).

B. Theoretical Review

The theoretical review consists of some theories which support this study. The writer took some theories related to the topic from many sources.

1. Students' Difficulties

a. Definition of Students Difficulties

When there is interference with learning, it is said that there is difficulty. The inability of students to comprehend the subject matter leads to learning difficulties. This hindered their ability to learn, which decreased their academic progress.

The following is an expert description of the difficulties:

1) Student difficulties, as defined by Dörnyei, are issues or challenges that students confront during the learning process, such as a lack of motivation or the inability to communicate in the target language (Zoltán Dörnyei, 2005).

2) In Ellis's definition, students' difficulties are challenges that students encounter when learning and utilizing the target language, such as difficulties with pronunciation, vocabulary, and grammar (Rod Ellis, 1994).

3) Oxford (1990) defined student difficulties as challenges that students confront when learning

linguistic abilities like speaking, listening, reading, and writing (Rebecca L. Oxford, 1990).

4) By Nunan, student difficulties are issues or barriers that students encounter in accomplishing their academic goals, such as a lack of drive, focus, and critical thinking abilities (Nunan, 1999).

5) Student difficulties, as defined by Brown, are difficulties that students encounter when learning language skills, such as trouble decoding complex sentence patterns, a small vocabulary, and trouble pronouncing particular sounds (Brown, 2001).

From the previously mentioned experts' perspectives, it can be inferred that student difficulties are issues or challenges that students face during the language learning process, such as difficulty comprehending the material, a lack of motivation, an inability to communicate in the target language, challenges with understanding grammar, vocabulary, and pronunciation, challenges with developing language skills, a lack of attention, and a lack of critical thinking abilities. Therefore, to achieve the desired learning objectives, efforts must be made to assist students in overcoming these challenges.

b. **Difficulties in Reading Comprehension**

The definition of difficulty according to Djamarah the term "difficulty" refers to a situation in which students are

unable to learn easily because of risks, challenges, or other disruptions. According to the statement, students who struggle with learning will run into challenges when trying to meet learning objectives, which will lower student achievement.

According to Westwood, understanding issues, using phonic knowledge and orthographic units in words, using analogies and contexts of sentences or paragraphs, and using word levels are all related to word decoding and identification skills (Peter Westwood, 2008). From the explanation, the difficulty is the problem in understanding words, sentences, or paragraphs.

Regarding Oberholzer stated that "difficulty with reading can have an increasingly negative effect on the student's school work and tertiary education, as reading requirements become greater and more extensive" (Oberholzer, n.d.). If the students find difficulties in comprehending the text, it will affect their study. They will have difficulty in understanding the texts in the future. The students will also not be pleased with English.

Comprehending the idea can be difficult for readers. According to Harmer, who is mentioned by, the difficulties with reading are as follows:

1) Language

    The fact that students still have difficulty reading in English or a foreign language causes them difficulty understanding the content. When they find foreign words in the text they read, they have difficulty understanding them. According to the findings of the researchers, the children's limited vocabulary in English made it difficult for them to read. The result is their inability to understand how their text is read

2) Topic and Genre

    Less knowledgeable students are more likely to be unfamiliar with the genre or subject under discussion. They can lose interest as a result of this. In situations like this, pupils with inadequate expertise may struggle to comprehend the main ideas or concepts in the reading material.

3) Comprehension Task

    One of the keys to practicing receptive skills is the comprehension assignment. By assigning tasks or reading materials, teachers attempt to motivate pupils to develop their receptive abilities. The researcher concluded that to help students improve reading comprehension, teachers must make sure they understand the comprehension

tasks they assign, such as telling them to comprehend each test question. However, not all pupils will comprehend. It will be challenging for those who don't comprehend to locate the information in the text.

4) Negative Expectation

English text reading is not something that students take carefully. They believe that learning to read in another language is quite challenging. Students won't want to learn English because of this issue, which will make them uninterested in doing so.

c. Type of Reading Difficulties

Teachers often encounter difficulties during the learning process when students have difficulty understanding the reading material being taught. The low achievement of students' scores in learning to read is evidence of this problem.

According to Nuttal, the following variables contribute to students' difficulties with reading comprehension (Nuttall, 1982):

1) Determining the Main Idea

A remark that conveys the author's viewpoint on the text's subject is what is meant by the phrase "main idea." Longan asserted that the key to

understanding a paragraph or brief selection is to identify the text's core concept. Usually, the first sentence contains the primary idea, however, it can also be in the second or third sentences.

As a result, finding the core idea is tough for the learner. It's the reason why pupils could find it difficult to determine a passage's key idea and where it is located.

2) Understanding Vocabulary

It is expected of the pupils to comprehend every word in the text. Students build their comprehension of reading texts by researching the definitions of unfamiliar words in dictionaries and attempting to infer the meaning from context as they read. Students guess broadly about the word's meaning because guessing from context can help students understand the meaning of a chapter without constantly having to seek up new words in a dictionary. One of the challenges readers face in comprehending the content is language comprehension.

3) Making Inferences

To draw inferences from the text's statements, pupils must be able to comprehend the text, which requires them to make inferences. Students must

practice drawing the appropriate conclusions as readers by fusing the text's hints with their prior knowledge. This demonstrates how the text's directions will support students in formulating hypotheses and forming conclusions about the material they are reading. Students will thus be able to respond to the text's inquiries. In reality, though, it's common for pupils to struggle to conclude the material.

4) Detail Information

Comprehensive questions or comprehensive information make up the final category of questions that are typically seen on reading comprehension examinations. The purpose of this question is to gauge students' comprehension of the information that is directly stated in the text. The use of scanning techniques by students will help them comprehend and respond to these intricate queries. Readers can also highlight or make notes of the question's essential words, then scan the section of the text that contains synonyms to locate the answers to questions that need more specific information.

According to Peter, other factors like the reader environment have an impact on students' reading comprehension.

1) House Environmental Factors

   The development of pupils' learning abilities, particularly their reading ability, is also influenced by environmental circumstances. The student's upbringing, experiences at home, and the social and economic circumstances of their family are all considered environmental variables. Every student requires parental attention in order to realize their full potential as learners, the researcher concluded. Students may feel inferior and less excited about learning if they receive no family attention, which will make them disinterested in their studies.

2) School Environmental Factors

   Factors that originate in the educational setting, specifically from within the institution. There are a number of factors that can contribute to reading difficulties among pupils, including an ineffective teaching technique, a dearth of resources, a shortage of books, and other issues. pupils struggle to understand what the teacher is saying since there is missing course material based

on their level of understanding (Peter Westwood, 2008).

There are two categories of difficulties with reading, according to Melinda, Gina, and Jeanne. The first is issues with basic reading arise when it is difficult to comprehend the relationship between sounds, letters, and words. Second, issues with reading comprehension arise when a reader is unable to understand the meaning of words, sentences, and paragraphs (Lopez & Campoverde, 2018).

According to Joseph, reading comprehension problems might result from a lack of knowledge of word or concept definitions, the inability to remember factual information, the inability to draw conclusions about the text's content, and the inability to connect the various pieces of information. As a result, the kids struggle to comprehend the text and infer the meaning of words (Joseph, 2005).

d. Reason for Difficulties in Reading Comprehension

Reading comprehension problems, according to Westood, can arise from a variety of causes (Peter S. Westwood, 2001).

    1) Learner's background includes elements that stem from the pupils themselves. This has to do with the student's attitude toward reading, including their interest in and desire for reading, as well as their prior knowledge.

2) The teaching approach is the second reason. In the classroom setting, teachers play a crucial role in raising student achievement. It is the teacher's responsibility to impart knowledge to students as a subject in the educational process. As the one who ultimately decides whether or not pupils will develop into competent readers, the teacher is crucial in the process of teaching reading. If teachers are unable to select the appropriate instructional strategy for the content being taught, this can also be a barrier to learning. As a result, educators need to be very careful when selecting their methods of instruction in order to ensure that their pupils fully comprehend the topic.

3) The pupils' environment makes up the third reason. Students' English proficiency and learning are significantly influenced by their environment. Someone who lives in a community where reading is appreciated and encouraged will benefit inadvertently from his surroundings. This holds true for both learning to read and learning English as a whole. Without using and practicing English outside of the classroom, someone won't be able to comprehend it correctly. There are two different student environments—home and school—that

may have an impact on how well they learn to read.

There are a number of causes for students to have reading difficulties, according to Janette, Sharon, and Alison, including:

1) Vocabulary

The use of vocabulary is crucial to reading comprehension. The growth of vocabulary has a substantial impact on one's capacity to comprehend literature, hence vocabulary instruction is an essential component of comprehension learning.

2) Text structure

The text structure is the method used to organize a text so that readers or students may easily identify its key ideas. Students may have trouble understanding a work if its structure differs from what the reader might anticipate. Good readers are able to recognize the many reading comprehension aids that are employed and choose the most effective ones.

3) Cultural Variations

Understanding various text structures may be difficult for students from various ethnic backgrounds. People's understanding and

interpretation of texts can be impacted by cultural variations (Boardman & Series, 2017).

By understanding these reasons, we can help students overcome difficulties in reading through approaches that suit their needs.

2. The Nature of Reading Comprehension

a. Definition of Reading

Every person, particularly a student, must possess the ability to read as one of their language skills. Reading is one of the four language abilities included in the school, the other three are speaking, listening, and writing. The more reading activities a person engages in, the more his vocabulary, knowledge, speech organs, reasoning ability, and ability to respond to the reading's content will all naturally grow.

Depending on the viewpoint of the reader, reading might mean different things to different people. Reading is the process of deriving meaning from something written or printed by interpreting the characters or symbols employed. Reading, which is considered a second language, is the complete process of comprehending linguistic meaning in a foreign language through the symbols that represent it.

Reading is the endeavor to extract information from written symbols by converting them into the sounds that

make up a language, according to McCradien and Walcutt. This objective does not, however, completely define reading and set it apart from speaking because we can acquire knowledge in the same way through spoken language as well. The key here is that in order to interpret the written, we translate it into sound (Glenn McCracken, 1969).

Without reading the text, people cannot fully understand what is being said in a novel, magazine, or book. Books, novels, advertising, newspapers, and other forms of written discourse that people may read. According to Harmer, pupils' abilities will improve if they have a better knowledge of what they read and read more often. Anywhere there is text, including on websites, newspapers, billboards, signs, books, or electronic books, students can read it (Harmer, 2010).

One of a person's most crucial abilities is reading. These abilities are typically taught beginning at a young age, even prior to starting school. Reading comprehension is the process of comprehending content when reading. Reading is more complicated than simply opening a book, reading it, and putting it back on the shelf. It is necessary for the reader to comprehend what the author is saying.

The ability to read is the capacity to comprehend written or printed language with the intention of recalling

information from memory and using that information to interpret the content being given. Decoding and understanding the text to the level necessary for the reader is a process that takes place during reading. There is broad consensus among educators that reading can lead to beneficial outcomes with frequent practice. Accurate information acquisition requires the capacity to read. The reader can decipher the printed text's meaning via reading. As a result, reading is a method frequently used to get information from texts, and reading is a task performed by someone who wants to get information from texts by using their reading skills.

The issues raised before led to the conclusion that reading is crucial for the growth of the reader's critical thinking abilities as well as a means of accessing knowledge and innovation that is preserved in printed form. People can widen their horizons and develop fresh perspectives through reading. Reading additionally enables learning new ideas from the available reading material.

b. Definition of Reading Comprehension

Reading is one of the abilities in learning a language, and reading comprehension involve a complex interplay of the levels of words, sentences, and text processes. Reading comprehension skills are crucial for English language

learners, especially for students who learn English as a foreign language (Gruhn et al., 2020)

There are numerous definitions of reading comprehension that can be located in different references. The purpose or outcome of the reading activity is to comprehend what has been read, so Linse claims that reading and understanding cannot be separated. It's useless to read something you don't comprehend. The reader receives no benefit from reading if they do not comprehend the content (Caroline T. Linse, 2005).

Reading exercises place a focus on comprehension and ability development. Readers need to be able to comprehend and grasp what they read. In this instance, comprehension is the component that is required in every reading activity. Reading comprehension is a type of reading that seeks to comprehend literary standards or norms, sensitivity, written drama, and fictional patterns.

Reading comprehension is closely related to trying to understand the important things from what is read. There are three main components in reading comprehension: knowledge and experience already held, connecting knowledge and experience possessed with the text to be read, and the process of acquiring meaning actively according to the views held.

According to some of the above-mentioned expert opinions, it can be inferred that reading comprehension is a process that involves understanding the reading's contents, searching for relationships between things, causal relationships, differences and similarities between things in discourse, drawing a conclusion from the reading, and thinking back on what has been read. As a result, it can be said that reading and comprehension are inextricably linked. Activities that involve reading are intended to help students realize that reading is more than just repeating words from a text; it is also a process of meaning construction.

The purpose of reading comprehension is for students to understand, interpret, appreciate, respond to, and use appropriate reading comprehension strategies. Understanding is the goal of reading comprehension. The goal of reading comprehension is to comprehend the reading text as a whole.

Somadayo identifies the following stages of reading comprehension development:

1) Pre-reading Stage

Before students engage in reading activities, the teacher focuses on energizing their schemata in relation to the reading topic. Schemata are prior knowledge and experience that pupils already have

regarding a concept or piece of information that is organized within a person and connected to various things like places, things, actions, or occurrences.

2) Reading Stage

Students' reading comprehension is enhanced during the reading stage by using metacognitive techniques. Metacognitive refers to a person's awareness of their own internal intellectual processes and their capacity to monitor and regulate them. To assist students in developing their metacognitive power, children need to be active learners.

3) Post-reading Stage

Post-reading activities are carried out to help students integrate the new information he reads into the schemata he already has so that a higher level of understanding is obtained, according to Burns (Paul Clay Burns, Betty D. Roe, 1996). At this stage, children are given the opportunity to expand their learning by having students consider whether these students need more information on the topic and where they can find more information. The teacher has a very important role in learning reading comprehension to improve students' reading comprehension. Language

learning in schools, especially learning to read, is not just reading texts, but understanding text is very important for students' knowledge.

c. Purposes of Reading Comprehension

Reading is primarily done for informational purposes. The majority of this data is available in written form. The aim of reading can be summed up as follows, according to Grabe and Stoller (2011: 7).

1) Reading for searching information

One of the most frequently used reading skills is reading for information. When looking for information, readers frequently skim the text in an effort to find the basics without having to fully comprehend it. When reading for information, the reader typically scans the text quickly to look for relevant information or specific keywords.

2) Reading to learn from the text

Reading for educational reasons typically occurs in academic and professional settings where one must glean a lot of information from a text. When reading for learning, the reader seeks to retain the key concepts and significant supporting material as well as an understanding of the rhetorical devices employed to organize the information in the text.

3) Reading to integrate information, write, and critique text

Making conclusions regarding the significance of relationships between information from diverse sources that are conflicting, supporting, or complimentary requires extra reading in order to integrate knowledge. In order to decide which information needs to be integrated and how to do so in accordance with the reader's goals, this skill requires the reader to iteratively evaluate the material they have read.

4) Reading for general understanding

The primary purpose of reading is to gain general comprehension. But reading for broad comprehension is trickier to acquire than reading for academic objectives. Reading for general comprehension requires a reader to have proficient and fluid reading abilities because it entails more complicated understanding. Reading for general comprehension requires quick, automatic word processing as well as the ability to put together key concepts that capture the essence of the material being read (Grabe & Stoller, 2013).

According to the description given above, the researcher can draw the conclusion that reading is done to

find simple information. Students learn from texts by reading them, integrating the information, writing and critiquing them, and reading for general knowledge.

CHAPTER III
RESEARCH METHOD

A method is a process or a strategy to learn something that has organized steps. Research methodology, on the other hand, is a test of knowledge of the research's rules.

A. Research Types and Approach

The research methodology employed qualitative techniques to gather descriptive data through written or spoken language, observing people and their behavior. The collected data were analyzed using text analysis to identify patterns and themes, ultimately interpreting the broader significance of the findings. The central focus of qualitative research was to uncover the core concept, idea, or process involved (Jhon W. Creswell, 2012). Consequently, the research problem at hand, which concerned the difficulties in reading comprehension, necessitated both exploration and comprehension of the teaching and learning process. Meanwhile, according to Corbin, research using qualitative models can be used to study kinship, social conditions, history, behavior, and aspects of communal life (Anselm & Juliet, 2009).

Understanding the phenomena experienced by research subjects is the goal of qualitative research. Bogdan and Taylor assert that qualitative research is a research methodology that generates descriptive data of a qualitative nature through written or spoken

words, capturing the perspectives and behaviors of individuals under observation (Taylor, 2016).

In this study, a case study technique is applied. Case study research, as defined by Creswell, is research that employs a methodology with the aim of examining actual, modern finite systems (cases) or limited systems (cases), through data collection in-depth and involving various sources of information and report it in descriptive form (Jhon W. Creswell, 2012). Descriptive qualitative research was used by the researchers. This qualitative research method is used as a research procedure that produces data in the form of written or spoken words from the individuals being observed. This research uses descriptive qualitative because in this case, it will explain in detail the phenomenon of students' difficulties in understanding English reading, using qualitative it will be clearer in describing the phenomenon of students' difficulties in reading comprehension at MTs Darul Ulum Semarang with related theoretical studies.

B. Research Setting

This research was conducted in MTs Darul Ulum Semarang the choice of that location as the research site resulted from a peculiar gap in the activities conducted there, which suggested it was a place to look for varied data to support the study. In this study, the researcher initiated a two-month engagement as a teacher apprentice (PPL) at MTs Darul Ulum Semarang, with the main objective of establishing

comprehensive access and fostering the essential connections needed to conduct research. By immersing themselves in the daily routine and academic environment of the school, researchers can make observations regarding students' reading ability levels.

In this study, the researcher initiated a two-month engagement as a teacher apprentice (PPL) at MTs Darul Ulum Semarang, with the main objective of establishing comprehensive access and fostering the essential connections needed to conduct research. By immersing themselves in the daily routine and academic environment of the school, researchers can make observations regarding students' reading ability levels.

During the PPL period, it became clear to the researcher that the students displayed a marked deficiency in their reading skills. This discovery serves as an important impetus to research efforts, prompting researchers to recognize schools as optimal settings for research investigations. The researcher harbors deep hope that the culmination of this research initiative will facilitate a deeper understanding among educators regarding the nature and precise location of students' reading difficulties. Such insights can then be used effectively as a valuable reference for the evaluation and subsequent improvement of existing school teaching systems.

Given the importance of literacy skills in academic achievement and lifelong learning, researchers recognize the urgent need to address the reading difficulties observed among students. Consequently, this

study was designed to comprehensively examine various aspects that contribute to students' difficulties in reading comprehension, fluency, and vocabulary mastery. It aims to uncover the underlying factors hindering their reading development, which can include a variety of individual, instructional, and environmental variables.

To achieve this goal, researchers use a rigorous methodology that incorporates qualitative research techniques. Extensive class observations and interviews were conducted to collect a variety of data.

In conclusion, the researchers initiated PPL engagement in selected schools, drawn by its suitability for investigating reading difficulties. The low levels of literacy observed among college students during the PPL period served as an important catalyst for this research effort. The researchers sincerely hope that the completion of this research will equip teaching faculty with a deep understanding of the fundamental challenges faced by students. This newfound knowledge can then serve as an important reference point for evaluating and improving a school's teaching system, driving better student outcomes, and nurturing a culture of continuous improvement.

Place of research: MTs Darul Ulum Semarang. The full address of MTs Darul Ulum Semarang is Jalan Gondoriyo 07/02, Wates Village, Ngaliyan, Semarang. Approximately 19 kilometers away from Semarang's center. At MTs Darul Ulum Semarang, madrasah

education is completed within three years, beginning in grade 7 and continuing through grade 9.

This research was conducted from May 2023 until the beginning of June. In May, the researcher commenced the study by making observations on English reading learning in the classroom. They identified the sources for interviews among the students in the class, followed by conducting interviews with teachers and school principals. The next step involved the collection of documentation, which took place in early June.

C. Data Sources

In Moleong, Lofland writes, "The main data sources in qualitative research are words and actions, the rest is additions such as documents and others" (Lexy J. Moleong, 2018). The subject that can be used to acquire data is known as the data source. There are two categories of data sources: primary data sources and secondary data sources. The difference between primary and secondary data is that primary data is collected and processed by the researcher directly from the subject or object of the study, whereas secondary data is collected indirectly from the subject or object of the study.

The primary data sources in this study were the researcher conducted interview some informants were interviews with the school principal the to know school condition, one English teacher to find out students' difficulties in reading comprehension in the class, four students were selected based on female and male with the lowest score

of reading, with the aim that the researcher obtained constructive and cooperative informants. And the secondary data are taken from teacher documentation and school documentation.

Purposive sampling was used as the sampling method in this investigation. A sample method with some considerations is called "purposive sampling". In the process of selecting a research subject, a purposive technique is employed. This technique involves carefully choosing the subject based on specific considerations and objectives. This includes identifying the desired data, deciding who will serve as informants or research subjects, and determining the methods for gathering and capturing the data to ensure its validity. In this case, the researcher has selected the sample based on criteria, which are eight grade of A MTs Darul Ulum Semarang were selected based on their lowest scores from the results of learning reading in class.

D. Research Focus

The main focus of this research is to investigate the lexico-grammatical difficulties encountered by 8th grade students at MTs Darul Ulum Semarang in the context of reading comprehension. The objective is to gain a comprehensive understanding of the specific challenges students face in this area. By employing qualitative research methods and a case study approach, the research aims to identify and analyze the nature and extent of these difficulties. The research sample consists of four students from class VIII A, and data will be collected through observation, interviews, and documentation.

The data will be analyzed using Miles and Huberman's data analysis model, which involves data reduction, data analysis, and data presentation. The anticipated outcomes of this study will shed light on the specific lexico-grammatical hurdles students encounter during the reading comprehension process. The findings will contribute to a deeper understanding of the factors that impede students' reading comprehension skills and provide insights for developing effective instructional strategies to address these lexico-grammatical difficulties.

E. Data Collection Technique

Since gathering data is the primary goal of the research, data-collecting techniques are the most crucial stage of the process. According to the data sources and qualitative research methods, the following data-gathering methods were employed in this study:

1. Observation

To gather qualitative observations, the researcher needed to make field notes regarding the behavior and actions of individuals present at the research location. These field notes were made in an unstructured or semi-structured manner, which involved recording information based on certain prior questions the researcher sought to address, as well as documenting the activities taking place at the research site. Depending on the situation, qualitative observers might assume different roles ranging from being a non-participant to fully participating in the

activities being studied (Jhon W. Creswell, 2012). According to Julmi, there are two types of observation: participant observation and non-participant observation. Non-participant observation is when a researcher watches the participants without getting involved. In contrast, during participant observation, researchers take part in order to blend in with the group being researched.

Non-participant observation is used in this research. Researchers merely function as observers and refrain from taking part in the activity being investigated. The researcher will monitor class VIII A students at MTs Darul Ulum Semarang in order to gather information on difficulty with reading. The researcher will observe the student responses during the teaching and learning activities of reading, the researcher can find what are students' difficulties in reading comprehension.

2. Interview

As per Kvale & Brinkman, interviews can be described as guided exchanges where questions are posed and answered, or as discussions between two individuals centered around a shared topic of interest. What sets interviews apart from other conversations is their distinct structure and purpose (Sarah J. Tracy, 2020).

Interviews are the primary method of gathering data in qualitative research. Most of the information was gathered from

interviews. For that, interviewing skills need to be mastered. The three general interview kinds are structured, semi-structured, and unstructured, according to Edward and Holand (Wiles & Crow, 2013). In this method, the author will conduct the interview using a semi-structured interviewing methodology that involves drafting previously prepared and planned interview questions.

Principals, teachers, and four of VIII A students will be the informants for the interviews that researchers will conduct with them. Regarding the pupils' difficulties with reading comprehension, interview questions, and answers were presented. The results of the interviews were used to find out information related to reading comprehension difficulties in VIII A class of MTs Darul Ulum Semarang.

3.   Documentation

Throughout the research process, the researcher gathered qualitative documents. As described by Ary et al., the term "document" encompassed a broad spectrum of written, physical, and visual materials (Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, 2010). Supporting documentation for this research's execution, including letters, reports, photographs, interviews, and other forms of media.

A method for gathering information on research-related topics is called documentation. and it might take the form of school documents, score lists, notes, transcripts, books,

newspapers, magazines, inscriptions, meeting minutes, agendas, and more.

F. Data Validity

To ensure the accuracy of the findings, the researcher employed specific procedures to assess the qualitative validity. In this study, the triangulation technique was utilized to gauge the credibility of the data. Triangulation involved utilizing diverse and multiple sources, methods, investigators, and theories to provide supporting evidence. Typically, this process involves gathering corroborating evidence from various sources, shedding light on a particular theme or perspective (Jhon W. Creswell, 2012).

The triangulation used in this study is method triangulation. It means testing the validity of observational data and data from interviews, combining interview data with documents, or comparing data obtained in different ways, namely through field observations, interviews, and documentation. Method triangulation is a test of the credibility of data that uses different methods to examine data from the same source. The triangulation technique used by researchers processed by testing the results of interviews obtained with how to observe and record results.

G. Technique of Analyzing Data

The gathered information is then added together until all of the survey's questions have been satisfactorily addressed. Data analysis seeks to make data more understandable by simplifying it.

Analyzing is the process of making inferences from previously gathered data. The research involved a three-step process for analyzing the data, as outlined by Miles, Huberman, and Saldana. These steps are divided into three sections, as follows (Matthew B. Miles, A. Michael Huberman, 2014):

1. Data Reduction

   According to Miles, data reduction involves simplifying, abstracting, and transforming data obtained from field notes or transcripts. Researchers initiate this process by analyzing the data, summarizing and selecting essential components, and prioritizing significant information while removing unnecessary details. In the specific research under consideration, the emphasis was on condensing and choosing pertinent field notes derived from observations and interviews concerning students' reading difficulties. The data collected during fieldwork is meticulously recorded with precision and subsequently subjected to reduction, wherein key points are identified, crucial aspects are highlighted, and irrelevant elements are eliminated.

2. Data Display

   The process of presenting all the data or information that the researcher has gathered—during pre-research or fieldwork—in relation to the subject of the research challenge is known as a data display. In this instance, narrative text is the most common type of data presentation for qualitative research data, according to Miles and Huberman (1984. The design used

for this data presentation contains the findings and conclusions. It then needs to be simplified without compromising the essence of the desired research problem in order to be converted into narrative language. So the next step is to provide the data after first decreasing it. The step of data presentation involves gathering pertinent information, characterizing the information collected from data sources, and arranging it in a methodical manner. As a result, it can be said that the research objectives were achieved by linking the categories of phenomena that emerged. For the purpose of future planning, it was also necessary to identify any issues that required further investigation and to analyze the data from the research's findings in order to assess their applicability based on the information provided.

In qualitative research, the goal of data presentation is to derive meaning from the words collected before organizing them logically and systematically to make complex information simple yet being. so that it is simpler to comprehend.

All information gathered from the field, whether it be in the form of documents, interview findings, or identifiable documentation, is presented in this section in the forms of interview notes, field notes, and documentary notes. The analyzed data is displayed in text form, allowing for a descriptive explanation of the student's reading comprehension difficulties.

3.   Drawing Conclusion/Verification

According to Miles and Huberman, the last step in qualitative data analysis is the conclusion which is then followed by verification. Conclusions can be interpreted as a review of the data or conclusions obtained from the data after testing the truth. Drawing data conclusions is the answer to the formulation of the problem of qualitative analysis which is temporary and develops or changes along with the finding of evidence that supports data collection. A conclusion is said to be true or reasonable if the conclusion is supported by strong or consistent evidence that supports it when found in practice in the field. Conclusions can be in the form of descriptions of theories or objects that were previously unclear, which become clear after conducting research. Based on the results of the discussion, there are data that make it possible to draw conclusions from the analysis of the results of the studies conducted by researchers.

Conclusions are said to be accurate or credible if these conclusions have passed the verification stage supported by strong or consistent evidence that supports them when found in the field. Based on these arguments, triangulation is needed at this stage to obtain truly valid data to support the verification of initial conclusions.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher gave two things: research findings, data analysis, and a discussion of the data analysis's findings. Following the data collection from MTs Darul Ulum Semarang eighth grade of A, the researcher examined the problems of the pupils to come up with the findings. The supporting ideas that had been previously offered were discussed together with the study's findings in the discussion section.

A. Research Findings

1. Description of Research Locations

This research was conducted at MTs Darul Ulum Semarang, located on Jl. Gondoriyo, RT 07 RW II, Wates Village, Ngaliyan District, Semarang City, Central Java Province. MTs Darul Ulum was established in 1990, following the founding of MI Darul Ulum in 1983. Among the founding figures of MTs Darul Ulum Antarana were Mr. Yusro' (deceased), Mr. Sumardi (deceased), Mr. Ablori (deceased), Mr. KH. Thohari, Mr. KH. Mansyur, Kyai Ali Kasmiran (deceased), and Mr. Toha Hasan. The first principal of MTs Darul Ulum Semarang was Mr. Drs. Daljono, from the DPD of the Semarang City Ministry of Religion, who served for one year. However, a year later, since 1990, the position of Principal has been held by Mr. Drs. Moh. Erfan Soebahar (now with the

additional title Prof. Dr. KH, M.Ag). During that time, he also served as a lecturer at the Tarbiyah Faculty of IAIN Walisongo Semarang. He was then succeeded by Mr. KH. Thohari, S.Ag from 1998-2008. From 2008 to 2013, the position of Head of MTs Darul Ulum was held by Mr. Mustahfidhin M.S.I. Finally, from 2017 until the present time, Mr. H. Abdul Hadi, M.S.I. has been holding the position.

In the early days of its establishment, MTs Darul Ulum stood in an imperfect building. It was only in 2008 that MTs Darul Ulum Semarang constructed a two-story building, starting from the northern section and later expanding to the front area. The building of MTs Darul Ulum Semarang consists of a total of 9 classrooms, comprising 3 classrooms for class VII, 3 classrooms for class VIII, and 3 classrooms for class IX. Additionally, there are eight other rooms, including the principal's room, teacher's room, administration room, library room, UKS room, guidance and counseling room, living room, and 3 bathrooms.

The goal of MTs Darul Ulum Semarang was to lead and promote the Islamic junior high school. Those were the vision and mission of MTs Darul Ulum Semarang based on the result of observation.

a. Vission

The Realization of a Knowledgeable, Skilled, Muslim Generation with good morals and a promising future.

b. Mission

- Producing a generation that is broad-minded and understands Ahlus Sunnah wal Jama'ah

- Play a role in educating the lives of people who believe and have faith

- Helping people in the Semarang area to successfully complete twelve years of compulsory education

2. Description of Research Subjects

The subjects of this study were students of class VIII A, which consisted of 28 students. Due to limitations and considerations, only four students were selected as the research sample. Based on their lowest scores in the reading learning class, namely MRF with a score of 17, SR 33, MZES 39, and WA 41. All the students in class VIII A are physically and mentally healthy, without any physical or mental deficiencies. Based on the researchers' observations during the study, the students of class VIII A exhibit different characteristics, with the majority being passive and only a few being active. Throughout the learning process, including English lessons, it was observed that only a few students actively participated while others remained passive.

Students who actively participate in learning tend to respond more to the teacher during instruction, such as answering questions and actively seeking clarification if they

have difficulty understanding the material or instructions. Some students who are passive or less active need to be encouraged or prompted to answer questions or ask the teacher for assistance. Passive or less active students are more likely to remain silent, following the teacher's directions, and listening to their peers' responses to the material presented by the teacher.

B. Data Presentation and Analysis

A study needed to be supported by the presentation of data to support its findings since the data that needed to be studied would support the analysis and lead to a conclusion. Interviews and observation were both employed as data-gathering techniques in this study. The data regarding student difficulties in reading comprehension in the eighth grade at MTs Darul Ulum Semarang was described based on the study's findings. The following data presentation would provide more information:

1. The Student's difficulties in reading comprehension at MTs Darul Ulum Semarang

The results of this study's analysis of the data regarding the students' reading comprehension issues include five key conclusions: it can be difficult in comprehending a word's meaning, comprehend a lengthy passage of text, grasp the main idea, comprehend grammar, and draw inferences.

a. The Difficulties in Comprehending a Word's Meaning

When confronted with challenges related to comprehend important concepts in the reading text, students find it arduous to articulate their struggles in interpreting the meaning of words present in the text. Consequently, they encounter impediments in assimilating and comprehending the content provided within the reading material. This particular scenario indicates that students experience difficulties when engaging in the process of reading the text. Within this context, their challenges become evident when they encounter obstacles while attempting to respond to questions pertaining to the information conveyed in the text. It is observed that students tend to resort to guesswork when confronted with unfamiliar vocabulary in the text, thereby relying on conjecture to answer such questions.

Based on the observations of researchers on students in the eighth class of A the following data demonstrates the following conclusions: "Students often ask the meaning of words they do not know to their teachers or friends. In addition, they also often open the dictionary to find the meaning of words that are not yet known"

Students are having difficulty comprehending a word, as evidenced by the aforementioned quotation. To learn the meaning of terms they don't comprehend, people frequently consult dictionaries. Students were also

regularly spotted asking one another questions in an effort to decipher the words they did not comprehend in each other's sentences.

When students participated in reading text exercises and gave answers to questions, this scenario was clear. As a result, students frequently find themselves opening the dictionary to look up the definitions of the terms they are having trouble understanding. Every time they take a break from reading, they dutifully open their dictionaries, and if they still can't figure out what a word means, they will ask their classmates or the teacher.

This occurs as a result of children frequently coming across words they do not fully comprehend. The students' familiarity with these words is likewise limited. When pupils have trouble understanding words, it also affects how well they can understand the whole book. Students must be able to decipher the language and comprehend each sentence well. This ability is crucial for connecting the author's intended message to readers who are students. It will be challenging for pupils to investigate the meaning of the text as a whole if they have trouble reading and decoding words.

According to the student's interview and the teacher, further information indicated that the student did not comprehend the word in the text: "Each student possesses

unique abilities. While some excel in speaking, they may face challenges in writing or reading, and vice versa. However, overall, the student's proficiency in reading remains deficient. Numerous students struggle to comprehend the reading materials due to their limited vocabulary knowledge. Consequently, I have prioritized the enhancement of reading skills in my teaching approach." (Mrs. I)

"Often, I don't understand the meaning and the content of the text because I don't know the meaning. Sometimes, I can only guess the content of the text because I encounter words whose meanings I don't know." (WA) (Instrument 6)

As a result of their inability to comprehend the meaning of these terms, students have trouble understanding the text, as may be inferred from the previous statement. When they have no other options, pupils occasionally rely entirely on guesswork to come up with solutions. Additionally, students are aware of how limited their vocabulary currently is, so they frequently come across unfamiliar words. When students are reading the material, this challenge particularly surfaces. They run into problems and feel the need to stop and think about the word's definition. They do, however, occasionally have a tendency to overlook unfamiliar terms.

This issue happens as a result of pupils not making an attempt to increase their vocabulary knowledge and not reading English-language materials frequently. Students don't see reading English as a personal necessity; instead, they only read because they are compelled to comply with their teacher's expectations. They only read when there is a test or practice at school or when there is a reading assignment. Because of this, reading activities do not become a regular part of student's life, which has an adverse effect on both their vocabulary knowledge and their comprehension of the texts they read. Students struggle to comprehend the meaning of the words in the text as a result.

Another quote from the student's interview that supports the aforementioned facts is: "I don't read English books or materials very often, ma'am. Usually, I only read them during English class or when I have assignments. Since I rarely read, I'm not familiar with English vocabulary, which makes it difficult for me to understand the meaning of English texts. When I don't understand, I tend to dislike and avoid reading English texts." (MRF) (Instrument 4)

These students don't seem to read English literature very often, based on the statements made before. The vocabulary growth of the pupils is negatively impacted by

this condition and does not progress with time. Additionally, these pupils displayed a propensity to avoid reading English-language books on the grounds that they had trouble deciphering new vocabulary. As a result, when pupils read a text, they are unable to recall the information that is implied.

Reading English books plays a crucial role in developing students' language skills, particularly in enriching their vocabulary. Through regular reading, students can familiarize themselves with a wider range of words and expand their comprehension of the English language. However, in the case of these students, their reluctance and discomfort in encountering unfamiliar words have impeded their motivation and chances for enhancing their English proficiency through reading.

The lack of intrinsic motivation or comprehension regarding the significance of reading English as a personal necessity is also a contributing factor that exacerbates this situation. These students solely engage in English reading when compelled to do so, such as during school exercises or when preparing for exams. Consequently, reading activities do not become a consistent routine for students, leading to a negative impact on the improvement of their English vocabulary in terms of both quality and quantity.

Consequently, students encounter significant challenges in comprehending the meanings of unfamiliar words within the English texts they read. A lack of understanding regarding these words leads students to miss out on crucial information that could be acquired through reading. Therefore, it is essential for students to cultivate a regular reading habit with English books and enhance their adaptability in tackling unfamiliar words, thereby improving their comprehension of the English texts they come across.

The conclusion drawn from this study is that students' reading comprehension issues indicate difficulty in comprehending the meaning of words within the text.

b. **The Difficulties in Comprehending Long Sentences**

The fact that pupils have trouble understanding lengthy sentences suggests that this is because of the text's complicated sentence structures and unfamiliar terminology. Additionally, they have trouble correctly spelling sentences or words. As a result, this issue has the negative effect of making students unable to comprehend lengthy phrases as well as the primary ideas offered in the text. This demonstrates that pupils struggle with text reading because it takes a while to read and comprehend each sentence in its entirety. This seeming difficulty can be

seen in the student's comprehension of the text and their capacity to respond to questions about the material in the text.

Based on the students' difficulties when asked about reading long phrases in the text during an interview. In her words: "Longer texts are usually more difficult for me, ma'am. It takes me a long time to understand the content. Moreover, the pronunciation and spelling in English are different, which can be confusing for me. I often wonder how to pronounce certain words and what they mean." (MRF) (Instrument 5)

According to the interview above, the student admitted that she had trouble understanding texts, especially ones that were lengthy. She still didn't understand a lot of words. Additionally, the pupil requires extra time to read and comprehend the text.

Researcher also spoke with the English teacher about this aspect. She stated that: "In general, students often encounter challenges when dealing with English reading texts, particularly if the texts are lengthy. Their fluency in reading English words (spelling) is still limited, and they struggle with comprehending the meanings of vocabulary words. As a teacher, I assist them by offering step-by-step explanations while providing a clear understanding of

word meanings. This approach aims to facilitate their comprehension of the reading materials." (Mrs. I)

Students had trouble reading the lengthy phrases in the English reading material, according to observation. If they come across lengthy sentences, they don't know what the text is about and need more time to comprehend it. They are also unable to correctly spell each word. Additionally, students need extra time to determine the word's definition and the right response. Students had to open dictionaries to look up the word's definition.

According to information gathered from additional interviews, earlier conclusions drawn from studies of other students are supported: "There are many difficulties, especially when the text is long. It becomes more challenging because there are more sentences and words. So, there are more meanings to look up in the dictionary, which takes more time. Sometimes I feel lazy to search for the meanings of unfamiliar words." (MZES) (Instrument 5)

These findings suggest that pupils have trouble comprehending readings with lengthy texts. Because they frequently struggle to understand every word in the book or text and are uninterested in looking up definitions, students are typically unwilling to read. Students' capacity to expand their vocabulary will be limited if they are not enthusiastic readers and are unwilling to open a dictionary.

When reading materials in class, it appears from researcher observations in the eighth class of A that students are also conversing with their peers as well as reading. Additionally, they occasionally open a dictionary to seek unfamiliar words' definitions or they consult acquaintances. It was also observed that kids lacked the necessary dictionary skills, such as the ability to order words alphabetically. Of course, this makes it take them longer to look up words in the dictionary, which in turn makes them feel uncertain, bored, and even lazy.

During the reading process, students only read in a low voice, without involving themselves actively. They are able to read without difficulty, but when the teacher gives questions or direct interaction, students tend to be reluctant to participate and prefer to be silent.

It took place as a result of the student's lack of text comprehension. Long sentences from the students were challenging to understand since students frequently encountered words they don't understand. In addition, the student did not comprehend the value of reading in and of itself, as seen by their learning activities; they read but did not learn anything from the text. Another factor was that the students lacked vocabulary competence and were unfamiliar with the text's basic writing structure (sentences, paragraphs, and grammar).

The teacher claimed students have trouble understanding English materials, particularly if they are sufficiently long. Additionally, teachers struggle to pique children's interest in reading. The teacher must aggressively motivate the kids to participate in reading activities. Students frequently struggle with word knowledge, which is one of the reasons they struggle to comprehend lengthy texts.

Students face difficulties in reading long texts or sentences because they do not understand many words in those sentences. This is due to two main factors: their lack of comprehension of the terms used and their limited vocabulary mastery. By expanding their vocabulary and strengthening their vocabulary proficiency, students' understanding of long sentences will improve.

In addition, students also struggle to comprehend each sentence in a text and connect them cohesively to obtain information from the entire text. This issue is also related to their lack of knowledge about the words used in the text. With an insufficient understanding of these words, students find it challenging to link sentences together to form a coherent meaning.

In conclusion, the proposition from these findings is that students struggle with reading comprehension,

indicating that they have difficulty understanding long sentences.

c.Not Understanding the Main Idea

The difficulty in understanding the main idea is that students struggle to grasp statements that convey the author's point on the given topic. This implies that students face challenges when reading texts to extract the central idea. The difficulty becomes evident in their inability to answer questions, especially when the text is lengthy. Consequently, this makes it harder to identify the main idea. Students may find it perplexing to discern the primary concept of a particular section and determine its location within the text.

The following information, derived from the student's interview, demonstrate this conclusion: "Sometimes it's still difficult to understand the main idea of the reading, especially if the text is a lot and longer it's even more difficult to find the main idea of what the story is about." (SR) (Instrument 7)

The lack of understanding among students in determining the main idea stems from three factors. Firstly, students are unable to differentiate between the main idea and supporting ideas. Secondly, students struggle to identify the location of the main idea within the text. Lastly, students are unfamiliar with the process of

determining the main idea. Their understanding is based on the assumption that the main idea is always found at the beginning of a paragraph or sentence. Consequently, students often attempt to determine the main idea solely by searching for the opening sentence of a paragraph without reading and comprehending the entire text, even though the main idea may not be explicitly stated there.

Students' lack of concentration when reading is another factor. They simply follow the reading process without fully understanding the material since they are preoccupied with their friends' conversations. Thus, they are unable to comprehend the text's primary ideas. As a result, they are unable to grasp the text's primary ideas. Additionally, their poor grasp of the main idea makes it difficult for them to comprehend the questions and their associated responses.

Additional evidence for the aforementioned facts is provided by the following quote from the another student's interview: "If the text is unfamiliar, I sometimes get confused, Miss, when asked about the main idea of the story. Unless it's a text that I already know, like a local story from Indonesia translated into English, then I can answer. But if it's an unfamiliar story that I read for the first time, I still struggle to determine the main idea." (MZES) (Instrument 7)

The provided quote from another student's interview serves as additional evidence supporting the previously stated facts. The quote highlights the student's experience and challenges in determining the main idea of a text. When faced with an unfamiliar text, the student expresses confusion when asked about the main idea of the story. However, if the text is familiar, such as a translated local story into English, the student feels more confident in answering questions about the main idea. This further emphasizes the significance of familiarity and prior knowledge in comprehending and identifying the main idea of a text.

Additional evidence based on observation that supports the findings above: "When students finish reading the text, the teacher asks the main idea of the text they have read. However, some students still answered incorrectly as they answered the main idea is the sentence contained in the first sentence or the first sentence in the text, some also looked doubtful and confused when asked by the teacher. There are still many students who have difficulty finding the main idea of the text."

Based on this statement, it can be concluded that a number of students face difficulties in finding the main idea of the text after they have finished reading it. This can be seen from the students' answers that were not quite

right, doubt, and confusion when asked by the teacher. Furthermore, this statement shows that there are still many students who have not been able to effectively identify the main idea of the text they read.

The result is the need for interventions and deeper learning to help students develop skills in finding main ideas. Teachers can provide more exercises and strategies that focus on understanding texts, recognizing text structures, and techniques for identifying main ideas. In this case, it is important for teachers to provide constructive feedback and adequate guidance to students.

With appropriate and targeted efforts, it is hoped that students will experience an increase in their ability to find the main idea of the text they read. This will have a positive impact on their overall ability to understand and analyze texts more effectively.

These results suggest that pupils struggle with reading comprehension, which is a sign that they struggle to grasp the main idea.

d. Not Understanding the Grammar

Not understanding grammar refers to the inability to comprehend or properly apply the rules and structures of a particular language. Grammar encompasses the rules governing the formation of sentences, the arrangement of words, the use of tenses, verb forms, articles, pronouns, and other linguistic elements that contribute to effective communication.

When individuals struggle with grammar, it often means they have difficulty constructing grammatically correct sentences, understanding the relationships between words in a sentence, or using appropriate verb forms and tenses. This lack of understanding can lead to errors in spoken or written language, which may affect the clarity, coherence, and overall effectiveness of communication.

According to the facts derived from the student's interview, the following conclusion can be drawn: "It's also difficult to read English reading because if you translate it into words it doesn't connect, it doesn't look the same as Indonesian, the sentence structure is different, the writing and pronunciation are also different, it's also quite confusing, sis.." (SR) (Instrument 5)

Based on the statement regarding the difficulties in reading English texts, the conclusion related to grammar proficiency can be inferred as follows: The students'

struggles in reading English texts are partly attributed to challenges in understanding and applying English grammar rules. The differences in sentence structure, word order, and pronunciation between English and Bahasa Indonesia can lead to confusion and hinder their ability to comprehend and interpret the grammar of English sentences.

The following comment from an interview with a different student adds to the proof of the facts stated above. "If asked to interpret or conclude, it's still a bit difficult, sis. Apart from the sentence structure, the meaning of the vocabulary is different, if it's past or future. Slightly different letters can have different meanings, which also makes it difficult to understand the contents of the text." (WA) (Instrument 7)

Based on the interview, the following conclusion can be drawn: Translating or summarizing English texts poses challenges for the students. The difficulties arise from differences in sentence structure and the meaning of vocabulary, particularly when dealing with past or future tenses. Even slight variations in spelling can lead to different meanings, further complicating the understanding of the text's content. These factors contribute to the students' struggle in comprehending and interpreting the meaning of English texts.

The student's incomplete understanding of the grammar is what caused it to occur. Furthermore, because of her limited vocabulary, the pupil failed to understand the sentence's intended meaning. Each word's meaning can be translated into a useful statement by the student after they are aware of what it means. In order to comprehend well-written, understandable sentences, students should think about the meaning of each word they encounter.

To address this challenge, individuals can benefit from studying and practicing grammar rules, engaging in language exercises, seeking guidance from language resources or instructors, and engaging in regular conversation or writing activities to reinforce proper grammar usage. By improving their understanding of grammar, individuals can enhance their language skills and effectively convey their thoughts and ideas.

The outcome of this study was that the student does not understand grammar as evidenced by his or her issues with reading comprehension.

e. The Difficulty in Inferencing

The difficulty in inferencing refers to the challenges individuals face when attempting to draw logical conclusions or make educated guesses based on available information or clues. Inferencing involves using prior knowledge, context, and evidence to make inferences or

predictions about implicit or unstated information in a text or situation.

When individuals struggle with inferencing, they may have difficulty connecting different pieces of information, identifying patterns, or making logical leaps to fill in gaps. This can hinder their ability to fully comprehend the intended meaning or message in a text or to accurately interpret the intentions or emotions of others in a conversation or social interaction.

The facts below, which are based on researcher observations of pupils in the eighth class of A, demonstrate this conclusion: "When making observations in the classroom the teacher asks conclusions and asks students to explain the contents of the story in the text. However, students only mentioned a few general points."

Based on these interviews, it can be concluded that students face difficulties in formulating conclusions and explaining the contents of the stories contained in the text. They tend to only mention general points without providing details or in-depth information.

This can happen due to several factors. First, students may not be skilled in analyzing and organizing information systematically. They may find it difficult to identify relevant key points in the text and relate them to a complete conclusion. Second, lack of comprehension and

good reading skills can also be the cause. If students have difficulty understanding the text as a whole, they may only be able to grasp a few general points without being able to elaborate or explain in depth.

In addition, anxiety or self-doubt factors can also affect students' ability to formulate more detailed conclusions. They may feel unsure about their answers and prefer to give more general answers as a form of self-defense.

Additional information that indicates the student has difficulties drawing conclusions from the text that the teacher has presented is as follows: "If children are asked to conclude the text they have read, they can conclude it quite well. But if I ask them to conclude in English they still have difficulty explaining what they want to convey." (Mrs. I)

It can be concluded that students face difficulties in concluding texts in English and explaining them well. Even though they were able to summarize texts in Indonesian fairly well, their ability to do the same in English was hampered.

This can happen due to several factors. First, the differences in structure and grammar between Indonesian and English can be an obstacle. Students may not be familiar with typical sentence patterns, vocabulary, or expressions in English, so they experience difficulties in

expressing thoughts and ideas effectively in English. Second, the level of understanding and mastery of students' vocabulary in English may not have reached an adequate level. They may still be limited in understanding the words or phrases used in English texts, making it difficult to explain accurately and completely.

To overcome this challenge, it is important for the teacher to provide appropriate guidance and provide exercises that allow students to practice their ability to formulate conclusions and explain the contents of the text in more detail. Teachers also need to create a supportive environment where students feel comfortable practicing and expressing their thoughts in English. In addition, it is also necessary to pay attention to the development of better reading skills so that students can understand texts better and can identify relevant information more effectively. With consistent practice and proper support, students can improve their ability to better conclude and explain texts in English.

In conclusion, the proposition of this finding is that the student's difficulties in reading comprehension showed that the student had difficulty making inferences.

C. Discussion

The purpose of this study is to address the research questions in the first chapter, which are to identify the difficulties experienced by MTs Darul Ulum Semarang pupils in the eighth grade. This section explains the rationale for the conclusions drawn from several experts' theories. The research findings on the student's difficulties in reading comprehension at MTs Darul Ulum Semarang will also be discussed with pertinent references from the expert.

According to Hornby, a state or trait that is challenging to accomplish or comprehend is difficult (Hornby & Ashby, 2000). He asserts that mistakes made in the teaching and learning process or in the classroom are the root of the problems pupils encounter. The reason behind this is that the pupils are perplexed and do not comprehend the subject matter that the instructor has been explaining in class. Additionally, students' learning results may suffer as a result of their inability to master the learning process in the classroom. The word "difficulty" here alludes to students' struggles with reading and comprehending literature written in English.

Pang claims that spoken communication and reading comprehension are similar (Pang et al., 2003). In order for there to be a constant flow of ideas being shared and new

ideas being developed, one must be able to critically analyze the messages being sent by the author. In other words, reading isn't just restricted to one person; it may also reach out to other individuals by generating fresh concepts. The ability to put words together into sentences and understand the ideas the author is trying to get across through these sentences is another aspect of reading comprehension, according to Grabe (Grabe & Stoller, 2013).

In order for the reader to understand what the author is writing and to grasp the idea, the writer always strives to explain the idea or its meaning. It is clear that students who experience confusion and lack of knowledge about the information they read or study in English reading texts will have trouble understanding what they are reading.

Nuttal states that the difficulties in reading comprehension are produced by a variety of factors there is, determining the main idea, understanding vocabulary, making inferences, and detailing information. There are five conclusions in this study, namely: difficulty understanding the meaning of the term; difficulty understanding long phrases in the text; not understanding the primary idea; not understanding the grammar; difficulty forming inferences. This conclusion is consistent with Nuttal's idea; these elements are thought to be

obstacles to text comprehension for kids. But in this study, the researcher discovered three challenges that the students faced: it was challenging to identify main ideas, it was challenging to comprehend language, and it was challenging to draw inferences. Furthermore, Joseph's theory concurs with these results. According to Joseph, reading comprehension issues might result from a lack of knowledge of word or concept definitions, a failure to comprehend factual information, a failure to infer about the content, a failure to connect the dots among the information offered in the text, and a failure to comprehend grammar.

In the observation and interview activities, it was also found that students often faced additional difficulties caused by external factors related to their environment. According to Peter's theory, there are two external factors that influence students, namely school factors and family factors. Reading comprehension problems in pupils can also be brought on by the learning environment at school, such as a dearth of learning resources. Reading instruction becomes inefficient without learning materials like English books, periodicals, or newspapers, which prevents students from understanding the subject.

Based on interviews with students in the class, this is also faced by eighth students of class A MTs Darul Ulum

Semarang. Less English reading material is consumed by them. The students seldom ever, if at all, read English-language texts at the library. This is due to the dearth of English reading materials outside of textbooks in the school library. As a result of the interview, it was determined that pupils have trouble understanding English reading text. This is likely due to the school environment because there weren't enough English textbooks or other reading materials provided by the school.

The house environment is the next factor generating problems for pupils with reading comprehension. Children need their parents or their family's attention to learn English because learning it is not the same as studying in Indonesia. Without parental support, children will find it challenging to learn to read. They can feel down if no one supports them to learn English text.

Interviews with school principals provide evidence of: "So far there hasn't been one, yes, the school has never asked parents to work together to improve student's reading skills in the home environment. Maybe later this can be input for the school." (Mr. H)

According to an interview with the students, they independently studied the English material. However, some student work on their English at home with their parents or siblings. As a result, the interview's findings

indicated that, if parents don't pay attention to their children, the house environment may be one of the reasons why students have difficulty comprehending English reading texts.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter of this research. After examining the outcomes of the pupils' reading comprehension difficulties from a few eighth-grade of A MTs Darul Ulum students, the researcher makes the conclusion after evaluating the data. The researcher also made some recommendations for how to teach the reading process.

A. Conclusion

Based on data analysis, researchers have found several difficulties experienced by students in understanding reading. And in this study, there are five findings, namely: students have difficulty understanding the meaning of words, students have difficulty understanding long sentences, students do not understand the main idea, students do not understand grammar, and students have difficulty drawing conclusions.

Through meticulous data analysis conducted by the researchers, several difficulties commonly encountered by students when trying to comprehend reading materials were identified. This study brings forth five significant findings, namely: firstly, students often face challenges in grasping the meanings of words found in the readings. Secondly, students tend to struggle in understanding long and complex sentences, often leaving them perplexed when attempting to connect the conveyed ideas of the author.

The third finding, which is equally important, reveals the fact that these students often encounter difficulties in identifying the main ideas within the readings. They frequently lose focus and get caught up in irrelevant details, consequently affecting their overall comprehension of the content. Furthermore, the fourth finding indicates that students also struggle in understanding the grammar used in the readings. Their comprehension of sentence structure and word usage remains relatively low, consequently impacting their overall understanding of the readings.

Lastly, but not any less significant, the fifth finding demonstrates that students often face challenges in making accurate conclusions or drawing appropriate inferences based on the readings they have understood. Their ability to summarize and connect important information within the readings still needs improvement. By being aware of and comprehending these five findings, it is hoped that educators and relevant parties can develop more effective teaching strategies and methods to assist students in overcoming these difficulties and enhance their overall reading comprehension skills.

B. Suggestion

Based on the aforementioned result, the researcher would like to make some recommendations on this research that can be useful for students, teachers, schools, and future researchers. The writer hopes that the directions provided are helpful.

1. For Teacher
   a. There needs to be attention and motivation from the teacher to overcome reading comprehension difficulties. With attention and motivation, students are more enthusiastic and not easily bored in understanding reading comprehension material.
   b. Teachers are expected to be able to provide knowledge about reading comprehension both in theory and practice, if this is done well students will be better able to master and understand reading comprehension material.
   c. Teachers are expected to be more creative in learning such as applying appropriate learning models, strategies, and methods in conveying material about reading comprehension in order to overcome difficulties in reading comprehension in students.
   d. Teachers are expected to be more creative in learning such as applying appropriate learning models, strategies, and methods in conveying material about reading comprehension in order to overcome difficulties in reading comprehension in students.

2. For Students

   a. Students should develop reading comprehension skills, such as diligently reading books in order to overcome reading comprehension difficulties.

   b. Students should always pay attention when the teacher explains material about reading comprehension, and be more active in learning activities.

3. For School

   a. Schools should improve the quality of educators through socialization and training so that educators can apply creative and innovative learning models, strategies, and methods.

   b. Schools are expected to provide more English reading books in the library.

   c. Schools are expected to promote education. Given that the current era is entirely technological, English education is supported by learning resources that are information technology integrated. This technology must be used in learning so that students may operate technology that is useful in learning. Additionally, learning becomes more engaging and allows for the exploration of learning materials to further the study of a subject.

4. For Further Researcher
    a. The result of this research hopefully can help the next researcher with a similar topic
    b. The researcher suggests other researchers dig deeper into students' difficulties in understanding the text and how to solve it

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APPENDIX

APPENDIX I

List of Score

No	Name	Score
1.	ANQ	75
2.	AAZ	77
3.	AAA	61
4.	BN	56
5.	DA	70
6.	FS	75
7.	FAM	60
8.	KU	63
9.	MAHI	78
10.	MFA	70
11.	MFH	81
12.	MRAK	70
13.	MRF	17
14.	MZES	39
15.	NMA	60
16.	NP	39

17.	NAI	52
18.	OPA	66
19.	RIR	64
20.	RIF	28
21.	SR	33
22.	SWJ	49
23.	ST	68
24.	UAA	67
25.	WCB	51
26.	WA	41
27.	ZAA	52
28.	ZMEGA	76

Interviewing English Teacher

Interview	: Mrs. I
Place	: In Front of the Office
Date	: May 17th, 2023

Researcher : Assalamualaikum wr wb, I am Atika Primandhita, a student from UIN Walisongo. I humbly request your permission to conduct an interview regarding the teaching of English in class 8A, specifically focusing on the area of reading. May I inquire if you are available for the interview?

Teacher : Waalaikumsalam, of course

Researcher : In teaching English, what skills are you currently imparting to the students, ma'am?

Teacher : I diligently cover all the essential skills as outlined in the curriculum. At present, I am giving particular attention to enhancing the students' reading abilities since they are still in need of further development. Nevertheless, I am committed to teaching all four language skills comprehensively, including speaking, reading, listening, and writing.

Researcher : How would you assess the student's proficiency in the four language skills, ma'am?

Teacher : Each student possesses unique abilities. While some excel in speaking, they may face challenges in writing or reading, and vice versa. However, overall, the students' proficiency in reading remains deficient. Numerous students struggle to comprehend the reading materials due to their limited vocabulary

knowledge. Consequently, I have prioritized the enhancement of reading skills in my teaching approach.

Researcher : What are the challenges encountered by students when it comes to comprehending English reading materials, ma'am?

Teacher : In general, students often encounter challenges when dealing with English reading texts, particularly if the texts are lengthy. Their fluency in reading English words (spelling) is still limited, and they struggle with comprehending the meanings of vocabulary words. As a teacher, I assist them by offering step-by-step explanations while providing a clear understanding of word meanings. This approach aims to facilitate their comprehension of the reading materials.

Researcher : What are the issues that students encounter when reading English texts or books, ma'am?

Teacher : If not closely monitored, students often remain silent during reading lessons. While they can provide satisfactory summaries of the texts they have read in Indonesian, they still struggle to express their conclusions in English. Furthermore, they exhibit better proficiency in summarizing texts when they are familiar with the stories being read.

Researcher : What are the obstacles encountered by students when it comes to reading English, ma'am?

Teacher : There are several obstacles that students encounter. Their interest in reading remains low, they exhibit a reluctance to search for word meanings in the dictionary, and they rarely engage in independent

reading at home. Their reading practice is primarily limited to the classroom setting.

APPENDIX III

Interviewing School Principal

Interview   : Mr. H

Place   : Office

Date   : May 23rd, 2023

Researcher   : Assalamualaikum wr wb, I am Atika Primandhita, a student from UIN Walisongo. I humbly request your permission to conduct an interview regarding the learning of English at MTs Darul Ulum, particularly focusing on the area of reading. May I inquire if you are available and ready for the interview?

Principal   : Waalaikumsalam, of course

Researcher   : Is the school's vision and mission directly connected to the learning of English?

Principal   : All forms of learning, including English and other subjects, are intricately woven into the fabric of the madrasa's vision, mission, and goals. They collectively contribute towards the realization of our shared aspirations.

Researcher   : What is your perspective on the learning of English, particularly reading, at this school, sir?

Principal   : In regard to the learning of English at MTs Darul Ulum, we adhere to the 2013 curriculum. English holds immense significance as a global language that necessitates mastery by all individuals. We recognize its pivotal role in enabling effective communication and fostering intercultural understanding in today's interconnected world. Therefore, we prioritize the

acquisition of English language skills among our students.

Researcher : It is undeniable that students encounter challenges in learning English, particularly in the area of reading, sir. From your perspective, what are the factors contributing to students' difficulties in comprehending English reading materials?

Principal : The obstacles that students face include translation, vocabulary, and grammar. Among these, vocabulary stands out as a key factor. To address this, it is crucial that every student learning English is equipped with a dictionary to aid them in expanding their vocabulary and enhancing their understanding of the language.

Researcher : Does the school establish specific collaborations with parents to assist students in overcoming difficulties in comprehending English texts, sir?

Principal : Until this moment, we have not established such partnerships with parents to address students' reading comprehension difficulties in English texts. Your suggestion of involving parents in the home environment to enhance reading skills is indeed valuable and will be considered for future improvement in our school.

Researcher : All right, I believe that concludes our interview, sir. I extend my gratitude for your kind cooperation and valuable time.

APPENDIX IV

Students Interview Guidelines

No.	Question
1	Apakah anda suka membaca teks berbahasa Inggris? (Do you like reading English texts?)
2	Apakah anda sering membaca buku atau bacaan Bahasa Inggris di luar pelajaran atau tugas? (Do you often read English books or readings outside of lessons or assignments?)
3	Apakah membaca teks Bahasa Inggris itu sulit? (Is reading English text difficult?)
4	Apakah anda sering mengalami kesulitan saat sedang memahami bacaan? (Do you often experience difficulties when reading comprehension?)
5	Kesulitan seperti apa yang anda alami saat sedang memahami bacaan? (What difficulties do you experience when reading comprehension?)
6	Hambatan apa saja yang anda alami saat belajar reading hingga sekarang? (What obstacles have you experienced while learning to read until now?)
7	Apakah anda kesulitan dalam menceritakan kembali atau memuat kesimpulan tentang isi bacaan? (Do you have difficulty in retelling or drawing conclusions about the contents of the reading?)
8	Apa yang kamu lakukan sejauh ini ketika kamu mengalami kesulitan membaca? (What have you done so far when you have difficulty reading?)

APPENDIX V

Interviewing with Student

Interview   : WA (initials)

Place   : Classroom

Date   : May 24th, 2023

Researcher   : Assalamualaikum wr wb, allow me to introduce myself, I am Atika Primandhita from UIN Walisongo. I would like to inquire about English language learning in your class. Are you willing to participate?

Student   : Waalaikumsalam, I am willing, Miss.

Researcher   : Do you enjoy reading texts in English?

Student   : Not really, Miss.

Researcher   : Do you often read books or materials in English outside of class or assignments?

Student   : Rarely, Miss. I only read English materials during English lessons at school.

Researcher   : Do you find reading English texts difficult?

Student   : Yes, Miss.

Researcher   : What kind of difficulties do you experience when trying to understand a text?

Student   : I don't know the meaning, I'm not familiar with the vocabulary, and sometimes when asked to read, I don't know how to pronounce the words.

Researcher   : What are the obstacles you face when trying to comprehend a text?

Student	: Often, I don't understand the meaning and the content of the text because I don't know the meaning. Sometimes, I can only guess the content of the text because I encounter words whose meanings I don't know.
Researcher	: Do you struggle to retell or summarize the content of a reading?
Student	: If asked to translate or make a summary, it is still somewhat difficult, Miss. Besides the different sentence structure, the meaning of vocabulary also differs in the past or future tense. A slight difference in a few letters can change the meaning, and that's what makes it difficult to understand the content of the text.
Researcher	: What do you usually do when you encounter difficulties while reading?
Student	: Usually, I ask a friend or look up word meanings in a dictionary, Miss.

APPENDIX VI

Interviewing with Student

Interview   : MRF (initials)

Place   : Classroom

Date   : May 24th, 2023

Researcher   : Assalamualaikum wr wb, allow me to introduce myself. I am Atika Primandhita from UIN Walisongo. I would like to ask you about learning English in your class. Are you willing to participate?

Student   : Waalaikumsalam, I am willing, miss

Researcher   : Do you enjoy reading English texts?

Student   : Not really, miss

Reseacher   : Do you often read English books or materials outside of class or assignments?

Student   : I don't read English books or materials very often, ma'am. Usually, I only read them during English class or when I have assignments. Since I rarely read, I'm not familiar with English vocabulary, which makes it difficult for me to understand the meaning of English texts. When I don't understand, I tend to dislike and avoid reading English texts.

Researcher   : Is reading English texts difficult for you?

Student   : I often find it difficult, it depends on the text.

Researcher   : What kind of difficulties do you face when trying to understand a text?

Student	: Longer texts are usually more difficult for me, ma'am. It takes me a longer time to understand the content. Moreover, the pronunciation and spelling in English are different, which can be confusing for me. I often wonder how to pronounce certain words and what they mean.
Reseacher	: What obstacles do you experience when trying to understand a text?
Student	: The spelling and pronunciation are different, and sometimes the meaning gets reversed.
Researcher	: Do you have difficulty in retelling or summarizing the content of a reading?
Student	: Yes, it's difficult, Miss, when asked to retell it in English, but if I use Indonesian, I can manage a little bit.
Researcher	: What have you been doing so far when you encounter reading difficulties?
Student	: I usually search in a dictionary, Miss, and at home, I use Google Translate.

APPENDIX VII

Interviewing with Student

Interview   : SR (initials)

Place   : Classroom

Date   : May 21th, 2023

Researcher   : Assalamualaikum wr wb, let me introduce myself. I am Atika Primandhita from UIN Walisongo. I would like to ask you about English language learning in your class. Are you willing to participate?

Student   : Waalaikumsalam, yes, I'm willing.

Researcher   : Do you enjoy reading English texts?

Student   : Not really.

Researcher   : Do you often read English books or materials outside of class or assignments?

Student   : I don't read English books or materials very often, Miss. Mostly only during English lessons in class or when there's an assignment. Because I rarely read, I'm not familiar with English vocabulary, so it's difficult for me to understand the meaning of English texts. And since I don't understand, I usually don't like and feel unmotivated to read English texts.

Researcher   : Is reading English texts difficult for you?

Student   : Yes, it's difficult.

Researcher   : What kind of difficulties do you experience when trying to comprehend a reading?

Student	: The difficulty in reading English texts is also because when translated word by word, it doesn't make sense. The sentence structure is different from Indonesian, and the writing and pronunciation are also different. It can be quite confusing, Miss.
Researcher	: What obstacles do you face when trying to understand a reading?
Student	: The pronunciation, understanding the words or sentences in the reading, and accurately translating the text into Indonesian.
Researcher	: Do you have difficulty in retelling or summarizing the content of a reading?
Student	: Sometimes it's still difficult for me to understand the main idea of the reading, especially if the text is long and complex. It becomes challenging to identify the main idea or what the story is about.
Researcher	: What have you been doing so far when you encounter reading difficulties?
Student	: Usually, I guess the meaning by looking at the sentences before or after, sometimes I ask friends, and sometimes I look up the meanings in a dictionary.

APPENDIX VIII

Interview : MZES (initials)

Place   : Classroom

Date   : May 21st, 2023

Researcher : Assalamualaikum wr wb, allow me to introduce myself. I am Atika Primandhita from UIN Walisongo. I would like to ask you about English language learning in your class. Are you willing to participate?

Student   : Waalaikumsalam, I'm willing.

Researcher : Do you enjoy reading English texts?

Student   : No, I don't.

Researcher : Do you often read English books or materials outside of class or assignments?

Student   : Not really, Miss. Mostly only at school.

Researcher : Is reading English texts difficult for you?

Student   : Yes, it's difficult.

Researcher : What kind of difficulties do you experience when trying to understand a reading?

Student   : There are many difficulties, especially when the text is long. It becomes more challenging because there are more sentences and words. So, there are more meanings to look up in the dictionary, which takes more time. Sometimes I feel lazy to search for the meanings of unfamiliar words.

Researcher : What obstacles do you face when trying to understand a reading?

Student	: I lack vocabulary, and since I rarely read, I'm not accustomed to it, so it becomes difficult.
Researcher	: Do you have difficulty in retelling or summarizing the content of a reading?
Student	: If the text is unfamiliar, I sometimes get confused, Miss, when asked about the main idea of the story. Unless it's a text that I already know, like a local story from Indonesia translated into English, then I can answer. But if it's an unfamiliar story that I read for the first time, I still struggle to determine the main idea.
Researcher	: What have you been doing so far when you encounter reading difficulties?
Student	: Sometimes I ask the teacher, friends, or search for the meanings of unknown words in a dictionary.

APPENDIX IX

Result of Observation

Result of Observation

Date   : May 17th, 2023

Place   : MTs Darul Ulum Semarang

MTs Darul Ulum Semarang utilizes the 2013 curriculum as a comprehensive learning guide. In the classroom, the learning process is enriched by the availability of various books and workbooks (LKS) that serve as valuable resources. However, it is worth noting that, at present, MTs Darul Ulum Semarang has not fully explored the potential of technology as a supportive tool for teaching and learning. Consequently, the integration of digital tools and resources into the curriculum is an area that could be further developed to enhance the educational experience. Furthermore, it is important to mention that the school has implemented a policy that restricts students from bringing cell phones to the premises, aiming to maintain a focused and distraction-free learning environment.

Moreover, the classroom environment at MTs Darul Ulum Semarang is generally conducive to learning, with students diligently following the teacher's instructions. However, it is unfortunate that the student's level of engagement during the teaching and learning process is not as active as desired. This is primarily because the students tend to rely heavily on the teacher's explanations and guidance, resulting in limited independent thinking and participation.

In particular, during the question-and-answer sessions, students often exhibit confusion when attempting to answer questions that require them to locate specific information within the text. This indicates that they face challenges in comprehending and analyzing the reading texts in order to provide accurate answers. Consequently, there is a need to address these difficulties and equip students with effective strategies for reading comprehension and critical thinking.

Efforts should be made to encourage students to become more proactive in their learning, fostering a sense of curiosity and self-reliance. By promoting interactive discussions, encouraging independent reading, and providing guidance on effective reading strategies, students can develop the necessary skills to comprehend and analyze reading texts more proficiently. This, in turn, will enable them to confidently answer questions and actively engage in the learning process.

Furthermore, at the end of each class, the teacher assigns the students the task of memorizing new vocabulary. This serves as an additional exercise to expand their language repertoire. Additionally, the teacher encourages students to actively identify and articulate the main ideas or conclusions derived from the texts they have been reading. This practice promotes critical thinking and enhances their ability to comprehend and summarize written material effectively.

Moreover, to further enhance the student's reading skills, the teacher assigns them various texts to read independently. This

independent reading exercise aims to improve their reading fluency, comprehension, and vocabulary acquisition. By engaging in regular reading practice, students have the opportunity to develop their understanding of different text types and genres and become more proficient readers overall.

In summary, the teacher employs various strategies to enhance the student's language proficiency and reading skills. These strategies include vocabulary memorization, analyzing main ideas and conclusions in texts, and promoting independent reading. By incorporating these practices into the classroom, the teacher aims to foster a well-rounded approach to language learning that encompasses both linguistic knowledge and reading comprehension abilities.

Although in practice, these strategies may not always yield optimal results due to certain challenges and limitations. One potential challenge is the limited time available within the classroom setting. The time constraints may restrict the extent to which vocabulary can be effectively memorized and reinforced. Additionally, students' varying levels of motivation and engagement may impact the effectiveness of these strategies. Some students may struggle to retain vocabulary, while others may find it difficult to identify the main ideas or draw conclusions from the texts.

Moreover, the reliance on memorization alone may not fully develop students' language skills in a meaningful and communicative way. While vocabulary memorization is important, it should be

supplemented with activities that encourage students to actively use and apply the vocabulary in authentic contexts. Similarly, focusing solely on identifying main ideas and conclusions may overlook other important reading comprehension skills, such as inferencing, making connections, and analyzing the author's purpose.

In conclusion, while teachers employ various strategies to improve language and reading skills, it is important to consider the limitations and challenges that may arise. By exploring alternative approaches and adapting to student's individual needs, teachers can strive to create a more effective and engaging learning environment that nurtures students' language proficiency and reading comprehension abilities.

APPENDIX X

Documentation

Interview with Students

Interview with Principal   **Interview with English Teacher**

Observation

APPENDIX XI

RESEARCH PERMIT LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 2354/Un.10.3/D1/TA.00.01/05/2023   Semarang, 17 Mei 2023
Lamp. : -
Hal   : Mohon Izin Riset
a.n.   : Atika Primandhita
NIM   : 1903046034

Kepada Yth.
Kepala Sekolah MTs Darul Ulum Ngaliyan
di Tempat

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama   : Atika Primandhita
NIM   : 1903046034
Judul skripsi   :

"STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT MTS DARUL ULUM SEMARANG "

Pembimbing   : Nadiah Ma'mun M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas selama 30 hari, mulai tanggal 17 Mei 2023 sampai dengan tanggal 17 Juni 2023

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih. Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan:
Dekan FITK UIN Walisongo (sebagai laporan).

APPENDIX XII

CERTIFICATE OF CONDUCTING RESEARCH

YAYASAN PENDIDIKAN ISLAM

MADRASAH TSANAWIYAH "DARUL ULUM"

Alamat : Jalan Raya Anyar Wates Ngaliyan
Telp. (024) 7628212 Semarang 50188

SURAT KETERANGAN

Nomor : 0106/D/MTs-DU/VI/2023

Yang bertanda tangan dibawah ini

Nama	: M.Abdul Hadi, M.S.I
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Darul Ulum Semarang

Menerangkan dengan sesungguhnya bahwa:

Nama	: Atika Primandhita
NIM	: 1903046034
Perguruan Tinggi	: UIN Walisongo Semarang
Fakultas	: Ilmu Tarbiah dan Keguruan

Telah melakukan penelitian di MTs Darul Ulum Semarang, untuk keperluan penyusunan skripsi dengan judul " **STUDENTS DIFFICULTIES IN READING COMPREHENSION AT MTs DARUL ULUM SEMARANG**"

Demikian Surat keterangan dibuat dengan sebenar- benarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Semarang, 6 Juni 2023
Kepala Madrasah

M.Abdul Hadi, M.S.I

CURRICULUM VITAE

Name   : Atika Primandhita

Student Number   : 1903046034

Address   : JL. Lingkar Selatan no. 6B, RT 03/06, Kedungwinangun, Klirong, Kebumen

Place/Date of Birth   : Kebumen, June 13th, 2001

Major   : English Education Department

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Education Background

1. TK Tunas Harapan
2. SDN 2 Kedungwinangun
3. SMP VIP Al- Huda
4. MAN 1 Kebumen

Semarang, 7 Juni 2023

Researcher

Atika Primandhita

1903046034