

**TEACHER'S STRATEGIES DEALING WITH STUDENTS'
DIFFICULTIES IN READING COMPREHENSION AT 8th
GRADE OF ISLAMIC MODERN SCHOOL AL- AZHARY
AJIBARANG**



THESIS

**Submitted to Faculty and Teacher Training of UIN Prof. K.H. Saifudin
Zuhri as a Partial Fulfillment of the Requirements for Achieving the Degree
of Sarjana Pendidikan (S. Pd) in English Education**

By:

DIFI FERNANDA

1717404014

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROF. K.H. SAIFUDIN ZUHRI
PURWOKERTO
2022**

STATEMENT OF ORIGINALITY

Here with I,

Name : Difi Fernanda

Student Number : 1717404014

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that all statement, opinion, and analysis that I have written in this thesis is original work, except some writings that referenced from sources.

Purwokerto, 22th April 2022

I who declare,



Difi Fernanda
S.N. 1717404014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

PROF. K. H. SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jend. A Yani, No. 40 A Purwokerto
Telepon (0281) 635624 faksimili (0281) 636553 www.uinsaizu.ac.id

APPROVAL SHEET

The Thesis Entitled :

TEACHER'S STRATEGIES DEALING WITH STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT 8TH GRADE OF ISLAMIC MODERN SCHOOL AL-AZHARY AJIBARANG

Written by Difi Fernanda, Student Number 1717404014, English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri, was examined on Monday, May 30th, 2022 and declared qualified for achieving the degree of *Sarjana Pendidikan (S.Pd.)* in English Education.

Examiner I/Head of
Examiner/Supervisor,

Maulana Mualim, M.A.

Examiner II/Secretary,

Agus Husein As Sabiq, M.Pd.

NIDN. 2011088701

Main Examiner,

Muflihan, S.S., M.Pd.

NIP. 19720923 200003 2 001

Validated by:



Dean,

Dr. H. Sunyoto, M. Ag.

NIP. 19570710199903 1 002

OFFICIAL NOTE OF SUPERVISOR

To the Honorable
Dean of Faculty of Tarbiya and Teacher Training
State University of Prof. K.H. Saifuddin Zuhri
In Purwokerto

Assalamu'alaikum Warrahmatullahi Wabarrakatuh

Having guided, analyzed, directed, and corrected the thesis by Difi
Fernanda,
Student Number 1717404014, entitled:

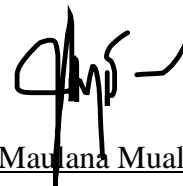
**TEACHER'S STRATEGIES DEALING WITH STUDENTS'
DIFFICULTIES IN READING COMPREHENSION AT 8TH
GRADE OF ISLAMIC MODERN SCHOOL AL-AZHARY
AJIBARANG**

I recommended the thesis to be submitted to Dean of Faculty Tarbiya and
Teacher Training, State University of Prof. K.H. Saifuddin Zuhri and
examined in order to get undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Warrahmatullahi Wabarrakatuh

Purwokerto, 22th April 2022

Supervisor,



Maulana Mualim, M. A.

MOTTO

“No matter how hard it is right now, think of what the result will make you feel.”- Park Jimin of BTS.



DEDICATION

To myself, thank you for always trying to do the best.

My beloved parents, Sobingatun Khasanah (Mama) and Slamet Riyadi (Papa). Thank you for all the supports and prays for my success.

My sister, Adinda Meylani Alfasani. Thank you always being by my side and supports me.



ACKNOWLEDGEMENT

In the name of Allah, all praises and thanks to Allah, the Lord of the universe, who has given His blessings, guidance, loves, and helps to the writer for completing this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as a partial fulfillment of the requirement for achieving the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State University of Prof. K.H. Saifuddin Zuhri. The writer would like to express the deep gratitude and appreciation to:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State University of Prof. K.H. Saifuddin Zuhri.
2. Desi Wijayanti Ma'rufah, M.Pd., as the Head of English Education Department of State University of Prof. K.H. Saifuddin Zuhri.
3. Maulana Mualim, M. A., as the supervisor who always encourages me to write diligently and supports me. All goodness, attention, praying and amazing advices, you show your student success. I hope a good back will be for you by Alloh S.W.T.
4. All the lecturers in Faculty Tarbiya and Teacher Training of State University of Prof. K.H. Saifuddin Zuhri for teaching precious of knowledge, sharing philosophy of life, and giving the best experience study.
5. All staffs and officials of State University of Prof. K.H. Saifuddin Zuhri.
6. Khayatul Ikhsan, S. Kom., as the headmaster of MTs Modern Al-Azhary Ajibarang.
7. Jumiati, S.Pd., as the English Teacher of the eighth grade students of MTs Modern Al-Azhary Ajibarang who has given me chance to do observation in her class.

8. All the students of the eight grade of MTs Modern Al-Azhary Ajibarang who have given me the chance to do observation on them.
9. My beloved parents, Slamet Riyadi (Papa) and Sobingatur Khasanah (Mama), and also my sister the one and only Adinda Meylani Alfasani, who have loved me, always supported me, and prayed for the best of me.
10. My beloved comrade who always helps and cheer me up, Tofik Hidayat, Nendianne Lestari, Linda Aryani, Desi Tri Lestari, Iqbal Latif Saputra, Anniqa Rizqi Awalina, and Miftakhul Anam.
11. My additional support system who always give me encouragement to finish my study, Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook.
12. Everyone who contributed and support me to finish the study.

There is no sentence that is more appropriate than the deepest thanks for all helps, supports, and sugestions. Only Allah who can reply with better replies. Hopefully this thesis can be useful for writer and all readers.

Purwokerto, 22th April 2022

I who declare,



Difi Fernanda
S.N. 1717404014

**TEACHER'S STRATEGIES DEALING WITH STUDENTS'
DIFFICULTIES IN READING COMPREHENSION AT 8th
GRADE OF ISLAMIC MODERN SCHOOL AL- AZHARY
AJIBARANG**

**Difi Fernanda
S.N. 1717404014
English Education Study Program
State University of Prof. K.H. Saifuddin Zuhri**

ABSTRACT

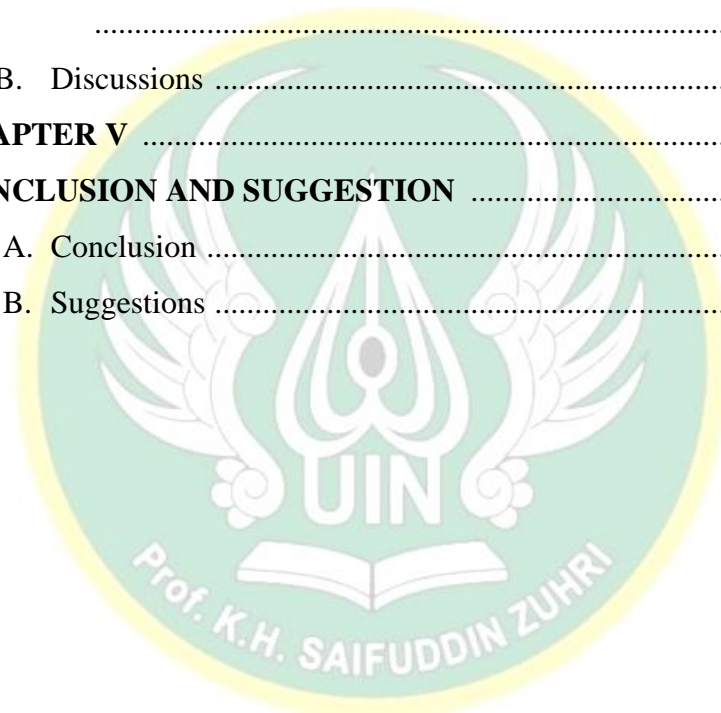
This research aimed to find out the students' difficulties in reading comprehension, to explore the teachers' strategies to overcome the students' difficulties in reading comprehension, and also to explore the teacher's reasons for choosing those strategies to overcome the students' difficulties in the eighth grade of Islamic Modern School Al-Azhary Ajibarang. The researcher used a descriptive method and a qualitative approach. The subjects of this research are the English teacher and the students in eighth grade at Islamic Modern School Al-Azhary Ajibarang. To collect data, the researcher used observation, interviews, and documentation. The data analysis of this research used data reduction, data display, drawing conclusions, and verification. The results of this research showed that the students' difficulties in reading comprehension are due to their limited vocabulary and their lack of subject matter. The teacher used Surveying, Questioning, Reading, Reciting, and Reviewing (SQ3R) strategy to overcome the students' difficulties in reading comprehension. The teacher chooses this strategy because they are suitable for the students' problems and are effective strategies.

Key words: *Teacher's Strategies, Students' Difficulties, Reading Comprehension*

TABLE OF CONTENTS

COVER	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
B. Conceptual Definition	5
C. Research Questions	6
D. Objectives of the Research	6
E. Significances of the Research	7
F. Structure of the Research	8
CHAPTER II	9
THEORITICAL REVIEW	9
A. Teachers' Strategies in Teaching Reading Comprehension	9
B. Students' Difficulties in Reading Comprehension	14
C. Reading Comprehension	20
D. Review of Relevant Studies	22
CHAPTER III	26
RESEARCH METHOD	26
A. Type of Research	26
B. Sources of Data	26
C. Techniques of Data Collection	27
D. Techniques of Data Analysis	29

E. Triangulation	30
CHAPTER IV	32
FINDING AND DISCUSSION	32
A. Research Findings	32
1. Students' Difficulties in Reading Comprehension	32
2. The Teacher's Strategies to Overcome the Students' Difficulties in Reading Comprehension	35
3. The Teacher's Reasons in Choosing Those Strategies to Overcome the Students' Difficulties in Reading Comprehension	36
B. Discussions	37
CHAPTER V	46
CONCLUSION AND SUGGESTION	46
A. Conclusion	46
B. Suggestions	47



LIST OF APPENDICES

Appendix 1 Permission Observation Letter (p.52)

Appendix 2 Permission Research Letter (p.53)

Appendix 3 The Guidelines of Interview (p.54)

Appendix 4 Interview Result (p.56)

Appendix 5 Observation Sheet (p.71)

Appendix 6 Lesson Plan (p.74)

Appendix 7 The Material (p.78)

Appendix 8 Research Photos (p.81)



CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is the process of gaining meaning in writing by comprehending the content. Reading is not only a basic skill that must be mastered by students to achieve all learning, but it can also be defined as a complex process and problem solving. By reading, students will find it easier to understand and get the information from written materials such as texts. That is supported by Willis's statement that with the aid of reading, a person can discover the data they need with the precise data.¹ Through reading, students will find it easier to master other skills (listening, writing, and speaking) and can improve their vocabulary. Reading is a complex cognitive skill, involving subskills, processing, and knowledge sources.² Students who have better reading ability will become successful in English education. Because Mualim and Aziez state that reading is one of the abilities that build the English skillability of a student, reading talent has a unique component within the curriculum composition of an English training program.³ Reading skills are referred to as one of the most important skills that students have to learn. It's supported by Wibowo et al.'s statement in their journal that reading is one of the language skills which is very important to be learned by students.⁴ Snow, et al. assume that among the four skills in English, reading ability can improve the overall language ability.⁵ Thus, based on the explanation above, we can conclude that students are required to master reading skills to build up their knowledge of English by reading a text.

¹Willis, D. *Reading for information: Motivating learners to read efficiently*. British Council Teaching English. 2008.

² Nassaji, H. *Issues in Second-Language Reading: Implications for Acquisition and Instruction*. Reading Research quarterly. Vol.2. 2011.P. 173-184.

⁵ Mualim, M and Aziez, F. *Reading Portfolio as a Supplementary Activity to Leverage Students' Reading Competency*. BASIS Journal. Vol. 7. No.1. 2020. P. 246.

⁴ Wibowo, Syafrizal, and Syafriyadin. *An Analysis of English Teachers' Strategies in Teaching Reading Comprehension*. JALL Journal. Vol. 4. No. 1. Bengkulu : Galuh University. 2002.

In English, students have to learn reading comprehension. The students should be able to comprehend the text in order to acquire the information contained within. Oberholzer argues that comprehending what we are analyzing is far more essential to us than understanding the mechanical ability of analyzing. Without comprehending analyzing might have no purpose.⁶ It means that when people read the text, they have to understand the content of the text that they have read. When they read and do not understand the text, their activity is useless. But not only must they comprehend the content; the readers also have to get the message contained in the text. Chastain stated that they do no longer want to apprehend every character that is a part of the sentence or paragraph, but they must apprehend the message from the author who is attempting to convey.⁷

Meanwhile, many Indonesian students have difficulties with reading comprehension. Saraswati said that English is taught as overseas language in Indonesia, the students have better opportunities of going through the problems in comprehending the text.⁸ There are possibilities that can cause difficulties in reading comprehension faced by students. It can be because English is not their mother tongue, they lack motivation and have poor vocabulary. Nuttall argues that there are five issues students normally face at the same time as they may be analyzing, no longer in their first language, especially whilst they are attempting to recognize the text. Those issues are: the code or alphabet symbol, vocabulary and sentence structure, cohesive gadgets and discourse markers, hassle past simple experience and the concepts.⁹ Furthermore, Joseph also stated that the issues in studying which

⁶ Oberholzer, B. *The Relationship between Reading Difficulties and Academic Performance* (Submitted in part fulfilment of the requirements for the degree of M Ed (Ed. Psych). (Online). Vol. Xii. University of Zululand's Library Catalogue. 2005. P.119. (<http://uzspace.uzulu.ac.za/handle/10530/398>). Accessed on 28 Juli, 2021.

⁷ Chastain, K. *Developing Second – Language Skills: Theory to Practice*. Chicago, USA: Rand McNally College Publishing Company. 1976. P.309.

⁸ Saraswati. *An Analysis of Students Reading Comprehension of Eight Grade Students*. Journal IKHA Undiksha: Ganesha University. 2021. P.35

⁹ Christine Nutall. *Teaching Reading Skills in a Foreign language*. Oxford: Heinemann International. 1998. p. 4.

are regularly confronted with the aid of using students whose first language isn't always English are: the scholars have issues in knowing and deriving meaning from text; making inferences; figuring out and knowing vocabulary and sentence structure; and understanding the context of phrases within the text.¹⁰

Knowing the difficulties faced by students is important, but the students' problems can be different in one school than in another. Not only the students' difficulties but also the teachers' strategies to overcome them may be different in each school. So, the aim of this research is to find out the students' difficulties in reading comprehension at the eighth grade of Islamic Modern School Al-Azhary Ajibarang and to explore the teacher's strategies to overcome the students' difficulties in reading comprehension at the eighth grade of Islamic Modern School Al-Azhary Ajibarang. The researcher hopes that the strategies developed as a result of this research will assist teachers and future researchers in addressing similar problems. So, by this research, hopefully the findings can help the students overcome their difficulties and help them understand English learning, especially in reading comprehension.

Based on online interviews with English teacher at Islamic Modern School Al-Azhary Ajibarang. The researcher found the difficulties in reading comprehension faced by students in eighth grade at Islamic Modern School Al-Azhary Ajibarang. The problems faced by students are lack of vocabulary, being easily bored, and being unable to focus on the material, so that they cannot understand the material in the text. It is supported by the result of interview with the students that they have difficulties in reading comprehension cause some factors such as lack of vocabulary and easy to get bored because do not know about the material of the text. To be a better

¹⁰ Saraswati, et.al. *An Analysis of Students Reading Comprehension of Eight Grade Students*. Jurnal IKHA Undiksha: Ganesha University. 2021. P.35.

student, the teacher must have good strategies for teaching reading comprehension so that the students will easily comprehend the text.

Islamic Modern School Al-Azhary Ajibarang was located in Lesmana, Ajibarang, Banyumas, Central Java, it is the first and only modern school under the ministry of religion currently exists in Ajibarang. This school is one of the favorites in Ajibarang because the teaching method is based on unusual activities such as using a game in each learning activity, using media as learning aids, and starting the learning activities by praying and reading Asmaul Husna together. In there, not only teaching the general subject but also teaching the Islamic subject.

Islamic modern school of Al-Azhary Ajibarang manages three levels of education: MI (Madrasah Ibtidaiyyah), MTs (Madrasah Tsanawiyah), and MA (Madrasah Aliyyah). This school implements different daily activities that cannot be found in any other school in Ajibarang. That is because the students stayed in dormitories. Each madrasah has three grades, like school in general. The reason I choose to do research in this school because this school is one of the favorite schools in Ajibarang which has a special appeal for students and parents. Other than that, this school has its own uniqueness that other schools in Ajibarang do not have such as this school is the only Islamic school in Ajibarang which is modern base, this school also provides dormitories for the students, and the students used Arabic and English to communicate on certain days (Sunday and Wednesday use English, Thursday and Friday use Arabic). In addition, this school has a lot of achievements. Both in academic and non-academic fields, such as Ministry of Religion Olympiads, Madrasa science competitions, calligraphy competitions, and so on.

According to the background of the research that has been explained above, the researcher wants to find out the students' difficulties in reading comprehension and to explore the teachers' strategy to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang. Build upon the description above, the

researcher aims to conduct a research entitled: **TEACHER'S STRATEGIES DEALING WITH STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT 8th GRADE OF ISLAMIC MODERN SCHOOL AL- AZHARY AJIBARANG.**

B. Conceptual Definition

It is important to outline the words or variables of this research to avoid misunderstanding of the matter and to guide the researcher to talk about it further. This research could be targeted at the students' difficulties in reading comprehension and the teacher's strategies to overcome the students' difficulties in reading comprehension. The following is a brief rationalization of the phrases used in this thesis:

1. Teachers' Strategies

A strategy is a way or technique to overcome a problem than other skills. Teaching strategies can be defined as educational strategies that contain of a plan method, or variety of activities designed to achieve the educational goal. A strategy in teaching and learning can be defined as procedures teachers use in learning, thinking, etc. to achieve a goal.¹¹ From the explanation above, we know that a teacher's strategy is a teacher's ability to solve a problem in order to achieve a goal.

2. Students' Difficulties

Problem is nation or best of being tough to do or to understand.¹² A student's difficulty is a mistake or problems which are encountered by the students in learning English. In this case, we can conclude that students' difficulties are a mistake or problem that students face in the learning process so that they cannot understand the material well.¹³ A

¹¹ Jack, C Richards and Richards Schmidt. *Longman Dictionary of language Teaching and Applied Linguistics*. London : Pearson education limited. 2002.

¹² Hornby, A.S. *Oxford advance Learner's Dictionary of Current English Sixth Edition*. New York: Oxford University Press. 2001.

¹³ Hornby, A.S. *Oxford advance Learner's Dictionary of Current English Sixth Edition*. New York: Oxford University Press. 2001.

student's difficulty is a mistake or problems that are encountered by the students in learning English. In this case, we can conclude that students' difficulties are a mistakes or problem which students faced in learning process so that they cannot understand the material well.

3. Reading Comprehension

Reading is set for expert written texts by reading activities, whereas comprehension is a method of creating experience of words, sentences, and related text.¹⁴ Reading comprehension is the capacity to study a text, analyze it, and get the meaning of the text. According to the text above, in reading comprehension, we should be able to understand the text through reading activities in order to obtain the information contained in the written text.

C. Research Questions

According to the background of the study above, the research questions are formulated as follows:

1. What are the difficulties faced by students at eighth grade of Islamic Modern School Al-Azhary Ajibarang in reading comprehension?
2. What are the teacher's strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School AlAzhary Ajibarang?
3. What are the teacher's reasons in choosing those strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang?

D. Objectives of the Research

Based on the background of the research, there are three objectives which the writer wants to get, they are:

¹⁴ Pang et al. *Teaching Studdents with Reading Difficulties and Dissabilities* : A Guide for Educator. 2003.

1. To find out the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang.
2. To explore the teacher's strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang.
3. To explore the teacher's reasons in choosing those strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang.

E. Significances of the Research

The research result is expected to be able to give some benefits for;

1. Theoretical Significance

This study may be a beneficial reference of teaching reading for the reader in giving more information on teaching method to the students.

2. Practical Significances

The end result of this study is expected to offer a few contributions for teachers and future researches.

- a. For the English Teacher

The findings of this study are expected to provide useful information that will assist teachers in determining the best strategy to overcome students' difficulties with reading comprehension.

- b. For the Future Researcher

This research hopes will provide an information for future researcher who is want to conduct research on the same topic for the research.

- c. For the students

The results of this research are expected can help the students in reading comprehension to attain the information of the material in the text.

F. Structure of the Research

To make systematic research, the classification of structure research is a necessary. This study is divided into five chapters, they will explain as follows:

Chapter I is the introduction which consists of a background of the research, conceptual definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II describes the theories of the teacher's strategies, students' difficulties, and reading comprehension, which consists of some subsections.

Chapter III is a research method that offers with the type of the research, the subject of the study, the object of the study, the instruments for obtaining the data, techniques of collecting data, techniques of analyzing data, and triangulation.

Chapter IV presents the results and discussion about the students' difficulties in reading comprehension, the teacher's strategies, and the teacher's reasons in choosing those strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang.

Chapter V is the conclusion and the suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.

CHAPTER II

THEORETICAL REVIEW

A. Teachers' Strategies in Teaching Reading Comprehension

1. Definition of Teachers' Strategies

Teachers' strategies can be defined as a general method in teaching process to attain the goal of learning. Harmer argues that a strategy refers to one of the teacher's approach to gain one or more of her coaching gaining knowledge of goals.¹⁵ The teachers should to use many strategies in teaching process in order to the students can be more interested, it can be making use of diverse methods, media and games in class. Brown explains that the essential function of teaching strategies is to reduce the students' difficulties to execute a few of teaching techniques.¹⁵ The strategies teachers used in teaching is one of factors of success in teaching activity. Nunan noted that success in teaching relies upon on many factors; one in every of them is teaching strategies. In fact, it might be actual to mention that more time is spent on teaching reading than different skills.¹⁶ The teachers who used a good strategy, it can be easier to reach the goal because strategy is one of factors to success in teaching process. In getting the meaning from the text, the teachers' strategies have a very important role to reach the objectives of teaching process.

2. The Objectives of Teachers' Strategies

The objectives of teaching strategy are to make students become effective and efficient readers, to be able to get the aim, the teacher needs to apply approach to attain the aim planned. Teachers' strategies are one of plan in teaching to reach a goal of learning process. Teaching

¹⁵ Harmer, Jeremy. *How to Teach English. England*. Pearson : Longman. 1998. ¹⁵ Brown, Douglas. *Language Assessment. Principles and Classroom Practice*. California: Pearson Education. Inc. 2004.

¹⁶ Nunan, David. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher. 1999. P. 251.

strategy can be defined as a teacher's tactics in teaching process in order to can obtain the goal which has been planned.¹⁷

Teachers' strategies used to help the students in learning process to order they can get the material easier and as activity to achieve the specific goal of educational. Teaching strategy is a idea, procedure, or even variety of activities designed to attains a particular educational goal. Nunan stated that fulfillment in teaching relies upon on many factors; certainly considered one among them is teaching strategies.¹⁸ Based on explanation above, teachers' strategies has an important objective, it is as one of a strategy to gain the aim of teaching process. Not only it but teachers' strategies also to helping the students that have a problem in the learning process.

3. The Teachers' Strategies in Teaching Reading Comprehension

Teaching reading comprehension is one of teachers' strategies as guidance in teaching reading comprehension. In effective teaching procedure of reading comprehension, teachers have to lead the students withinside the study room to end up gifted and a hit reader. The teachers' have to use many strategies in teaching reading comprehension, do now no longer use most effective one specific method and technique, however implement many technique and abilities to accommodate the desires and studying styles of every students withinside the classroom. The hit of teachers who train reading comprehension recognise that reading may be taught by using a variety of strategies. The teaching should be changed via way of the teachers relying at the students' needs.¹⁹

¹⁷ Aswan et al. *Strategi Belajar Mengajar*. Jakarta. Reneka cipta. 2010.

¹⁸ Nunan, David. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher. 1999. P. 280.

¹⁹ Dwiningtiyas, et.al. *Teachers' Strategies In Teaching Reading Comprehension*. JALL. Vol. 4. No. 2. 2020. P. 67.

Teachers' strategies in reading comprehension have aim to gain one or more teachers' teaching-learning goal. It shows that the teachers' strategies have an important role in teaching reading comprehension. according to the description above, the researcher conclude that the teacher's role is very important to resolve the students' problems in reading comprehension. The teacher have to apply the variety of teaching strategies to increassee the quality of teaching process.

A teacher has to implemented an appropriate strategy to help their students to improve their ability so that they would be comprehend the text well. The strategies of reading comprehension can use a few strategies for instance skimming the overall ideas, scanning the critical details, summarizing, guessing phrases meanings, figuring out components of a paragraph, recognizing major and minor information, and different crucial abilities of reading.²⁰

Based on Vacca and Vacca, there are five strategies in teaching reading comprehension:²¹

a. Scaffolding

Scaffolding can be defined as a strategy wherein the students given a help at some stage early and reducing the aid and provided the chances to the students.²² In Scaffolding strategy the teacher requires more effort and time, it is helpful for the teacher to communicate what the students are doing well. This strategy includes additional explanation or modeling as well as feedback. It will improve their ability in reading comprehension.²³

b. Think Aloud

²⁰ Mualim, M & Aziez, F. *Reading Portfolio As a Supplementary Activity to Leverage Students Reading Competency*. BASIS Journal. Vol. 7. No.2. 2020. P.246.

²¹ Vacca, Richard T & Vacca, Jo Anne L. *Content Area Reading*. Longman. 1999.

²² Gasong. *Langkah Langkah Pembelajaran Scaffolding*. 2007.

²³ Roit, M. L. *Effective Teaching Strategy for Improving Reading Comprehension*. 2011. P. 14.

Think aloud is one of the strategies that helps the students in reading comprehension, through recall the significant information from the text given by the teacher. This strategy focus on ideas and problems encountered while reading a text, it would be help the students to develop their own ability to think about the text.²⁴

c. Reciprocal Teaching

Reciprocal teaching is a strategy in reading comprehension to develop the student's ability through encourage them to discussion about reading text. There are four strategies in Reciprocal Teaching that guide the discussion: predicting, generating question, summarizing and clarifying. It is a good strategy to teach students in reading comprehension such as how to determine the crucial ideas, discussing vocabulary, developing the ideas and questions, and summarizing the information.

d. SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing)

SQ3R is a systematic strategy in reading comprehension that can help the students to organize the reading process into manageable unit. There are five steps in SQ3R strategy:

1) Surveying

Before reading the text, the students read the main point of the text quickly. This activity is only a few minutes. The students should to get the main information by read quickly the text.

2) Questioning

Questioning is the second step in SQ3R. The students create the questioning to attain the information of the text by read the text.

3) Reading

²⁴ Roit, M. L. *Effective Teaching Strategy for Improving Reading Comprehension*. 2011. P. 14.

The third step in SQ3R is reading. In this section, the students have to read the text carefully to get the information in order to they can answer the questions.

4) Reciting

Reciting is the student's activity after read the text. They have to answer the questioning based on their knowledge language.

5) Reviewing

The last step in SQ3R is reviewing, in this step would be helps the students in understanding the text, have they read. Pebriantika and Aristia argue that this strategy is an appropriate and functioned effectively in teaching reading comprehension, because by applying this strategy the teacher would be helped to manageable in resolve the students' difficulties. They should competent and achieve the information while reading a text.²⁵

e. Question-Answer Relationship (QARs)

QARs is a reading strategy based on question answer to get the information of the text. Through this strategy the student can understand and analyze the text. The applying of this strategy is effective to improve the students' ability in reading comprehension because by QARs the students would be helped to comprehend the text.²⁶ Asking a question and finding the answer gives the students' reasons to reading a text, it means that by reading a text the students would be checking their understanding and determine the information of the text. It can conclude that QARs strategy is the suitable strategy to help the teacher in teaching reading

²⁵ Pebriantika, A & Aristia, E. S. *Teaching Reading Strategies for Eight Grade of SMPN 1 Jereweh*. JOLLT Journal. Vol. 9. No. 1. 2021. P. 27.

²⁶ Nurdianingsih, Fitri. *Teacher's Strategy in Teaching Reading Comprehension*. PROJECT Journal. Vol. 4. No. 2. 2021. P. 288.

comprehension in order to the students' problem would be overcome.²⁷

B. Students' Difficulties in Reading Comprehension

1. Definition of Students' Difficulties

Difficulty refers to anything that makes a hard or difficult situation. According to Oxford dictionary, difficulty is a thing that is hard to do or understand. Based on Hornby, problem is state or best of being difficult to do or to understand.²⁸ Thus, from the explanation above we can conclude that difficulty is a hard or difficult condition so that makes can not to do something well.

The students' difficulty is the errors or troubles are encountered by the students in learning process so that they cannot obtain the information that contained in the text.²⁹ The students have confused or cannot understand the material that teacher's delivered in learning process. Mostly, the students get difficulties in learning process because they cannot understand and interpreting information from the text. When they read a text, they only focus on what they saying the words, they not really focus on reading/understanding the text about. Thus, from the text above we know that students' difficulties are a disability learning or problem in learning that students' have in learning process.

2. The Factors Caused of Students' Difficulties in Reading Comprehension

The factors caused of students' difficulties in reading comprehension decided into some factors, there are: internal and external factors. The internal factor includes physics, psychological,

²⁷ Roit, M. L. *Effective Teaching Strategy for Improving Reading Comprehension*. 2011. P. 10.

²⁸ Hornby, A.S. *Oxford advance Learner's Dictionary of Current English Sixth Edition*. New York: Oxford University Press. 2001.

²⁹ Aziz, T. *Students' Difficulties In Reading Comprehension At The Second Grade Of Junior High School Satap 3 Betara*. Thesis. Jambi : UIN Sultan Thaha Saifudin. 2019. P. 17. ³⁰ Rahim. *The Primary English Teacher's Guide*. England. 2006.

and intellectual factors. Whereas the external factors includes family and the school's environments.³⁰ Fajar assumes there are some internal factors caused the students' difficulties in reading comprehension:³⁰

a. Difficulty in Understanding Long Sentences

The long sentences would be a problem faced by students, so it can make them difficult to comprehending a text.

b. Difficulty in Using Reading Strategies

The strategy that used in reading have an important role, the students who lacking of reading strategies might be have a problems in reading comprehension. So, the use of strategy in reading comprehension should use an appropriate strategy so that the students would be helped in reading comprehension.

c. Difficulty in Concentration

Have a good concentration will makes the students helped in reading comprehension. The students who have bad concentration would be fail in comprehending a text.

Meanwhile, Peter argues some external factors caused the students' difficulties in reading comprehension are the students' environment. It because the students' environment can influence the students in mastering English. The environment factors can cause the students' difficulties in reading comprehension, there are:³¹

a. House Environment

The parents' attention can influence the students' achievement in learning. Learning reading without parents' attention would be makes the students have difficult in reading process.

b. School Environment

³⁰ Fajar, S. *The Difficulties Faced by Students in Reading Comprehension Section of National Examination*. (Unpublished). Banda Aceh: Syiah Kuala University. 2009.

³¹ Peter, W. *What Teachers Need to Know About Reading and writing Difficulties*. Australia: Acer Press. 2001.

The school environment can influence the students in learning English such as lacking of learning media. If the school lacking of learning media, the students can have problem in reading comprehension. For example, in the school lacking of magazines, English books, dictionary, and the others, it would be influencing the students in learning reading comprehension.

3. Students' Difficulties in Reading Comprehension

In reading activity, each student has own difficulties that would be makes them have problem to understand the text about. To get the information of the text, the students have to read and understanding the text. However, in reading and understanding a text the students faced a problem that makes them cannot get the information in detail. The difficulties usually encountered by the students in reading comprehension.³²

a. Language Knowledge

Language knowledge refers to the students can not realise the sentence with out attaching that means to the phrases and that a passage with many unexpected phrases motive problems in comprehension. The students have problem in reading comprehension because they faced unknown words in the text, so that they cannot comprehending the text.

b. Learners' Background Knowledge

Background knowledge is one of the problems faced by students in reading comprehension because they cannot follow and understand of the text about. Background knowledge refers to the students' prior knowledge, includes cultural knowledge, knowledge of vocabulary, and the content knowledge. Yin argues that the students' prior knowledge can encouraged the students in reading comprehension to understanding the text. The students who

³² Alderson, J.C. *Assessing Reading*. Cambridge University Press. 2000. P.34.

have limited background knowledge, they would be have a difficulty in comprehending the text.³³

c. Motivation

Motivation refers to the students' reason why they read the text and it can influence their achievement in learning English. The students' motivation can affect to their outcomes in reading, if they not interest in reading activity so they will cannot get the information of the text.

d. The Lack of Reading Strategies

Lacking of reading strategies is another issue in that caused the students' difficulties in reading comprehension. The use of reading strategies can affect to the students' result in reading comprehension. if the students lacking of reading strategies they will fail in comprehending a text.

e. Reading Process

Reading process is the interaction of the readers and the text. So, if the students can get the information of the text was they read, so their reading process is a good enough.

Meanwhile, Peter Westwood assumes that students' difficulties in reading comprehension causes are:³⁴

a. Limited Vocabulary

The most essential factor in producing meaning is vocabulary. This is due to the fact that the writings contain various words, specifically vocabulary. If a student is having trouble understanding what he or she is reading, assess whether there is a significant mismatch between the student's knowledge of word definitions and the word used in the text.

³³ Yin, K. M. *The Role of Prior Knowledge in Reading Comprehension*. Article. Vol. 3. No. 1. 1985. P. 376.

³⁴ Westwood, Peter. *What Teachers Need to Know About Reading and Writing Difficulties*. Victoria: ACER Press. 2008.

Having a large vocabulary will significantly assist students in the reading process, allowing them to more readily comprehend the text's substance and extract the information contained therein. As a result, students' vocabulary plays a critical part in the reading process.

b. Lack Fluency

Some students have difficulty with this since they do not read well. Students who read very slowly or very quickly typically have difficulty comprehending what they are reading. Slow reading tends to limit cognitive capacity to low-level letter and word processing rather than allow full attention to be given to higher-order thoughts and concepts in the text. Fast reading, on the other hand, may result in inaccurate word recognition and the omission of key details.

c. Unfamiliarity of Subject Matter

Typically, the teacher delivers direct apperception from the school textbook at the first meeting. It is preferable to deliver information first through other means such as video, posters, mini lectures, and so on. However, many professors who deliver an introduction to theory use a school textbook. It causes students to struggle with comprehension. The use of media to help students grasp the presentation of material is critical since providing material through textbooks may feel more dull to some students than providing material through added media.

d. Difficulty of Readability

The degree of difficulty of the text is a crucial determinant of whether or not material can be read with comprehension. Readers have a hard time processing text that is complicated in terms of topics, vocabulary, sentence length, and organization. This means that students must read at their own pace. Students in eighth grade,

for example, are taught narrative text; it is also taught in ninth grade. However, the text's level is different.

e. **Uneffective Reading Strategies**

This causes to problems that occur frequently during the teaching and learning process. In fact, because the teacher serves as both a facilitator and a manager in the classroom, children require a range of tactics from the teacher. For them to improve their comprehension, they must have a reading strategy. Unfortunately, evidence suggests that reading is not taught as a thinking activity, and that many teachers do not dedicate enough time to teaching students how to implement comprehension skills.

f. **Weak Verbal Reasoning**

This difficulty is caused by students' inability to relate new information to their prior knowledge. However, it is based on the students' capacity to reason while reading. It is determined by a person's level of intelligence. Verbal reasoning has a significant impact on students' reading comprehension. Students should have a reason to be interested in reading a text in order to focus more on reading activities in order to receive the information included in the text.

g. **Difficulty of Processing Information**

Everyone's working memory capacity is different. The reader, on the other hand, should have enough memory to receive a message during the reading process. A reader must be able to remember relevant information in working memory and create the necessary connections between concepts in order to sustain the sense of text as the sentences and paragraphs build. As a result, teaching implies that slow readers should be encouraged to re-read the material several times in order to process the information effectively.

h. **Difficulty of Recalling Information**

Recall is based on students paying a lot of attention to the reading task and understanding the importance of remembering information. Students regularly identified these errors, which made it difficult for them to comprehend the text. This is due to students' inability to pay attention when reading. When readers relate new material in the book to their prior knowledge and experience, as well as when they rehearse key themes from the text, recall is enhanced. Students can benefit from using a mind map or graphic organizer to help them remember knowledge.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of skills students should to have because it is a crucial skill as a tool to get the meaning contained in the text. Reading refers to a process to get the information, which will recognize the importance or which means of the textual content read.³⁵ Reading is not only a process to saying the word correctly, but it is an essential ability to know, see, understand and interpret the contents of what the students read of the text. To receive the meaning or information in written text, so we have to read a text. It because a text provides the writer thought as a language and the reader should to comprehend the language as a thought. From the explanation above show that reading is an activity to get the information by understand the meaning of the written text.

Comprehension can be defined as an ability to understand about something.³⁶ Comprehension refers back to the capacity to move past the phrases, to recognize the author's ideas and the relationships among thoughts conveyed in a text. Comprehending a text is a process to making sense of what students reads and connecting the writers' ideas

³⁵ Audina, et.al. *An Analysis of Teacher's Strategies in Teaching Reading Comprehension*. LECTURA: JURNAL PENDIDIKAN. Vol.11. No.1. 2020. P. 95.

³⁶ Audina, et al. *An Analysis of Teacher's Strategies in Teaching Reading Comprehension*. LECTURA: JURNAL PENDIDIKAN. Vol.11. No.1. 2020. P. 98.

in the text to what they already know after read the text. Thus, comprehension can be defined to an ability to comprehend the authors' ideas to the reader knowledge after read the text.

Reading comprehension is a skill to making a means from the text by reading activities. It is an active cognitive process to catch meaning or understanding the writers' mean by coordinating words, knowledge and fluency.³⁷ Reading comprehension refers to this sort of type of debate among the writer and the reader in which the written language turns into the medium that cause the dialogue happen when the two persons communicate through the medium of print.³⁸ In this case, reading comprehension is a cognitive process as an ability to making a meaning by coordinating words, knowledge, and fluency which contained in a text.

2. The Aspects in Reading Comprehension

To mastering in reading comprehension, students have to improve their ability in reading comprehension. The students also should master the aspects of reading comprehension. Nuttal argues there are some aspects to master in reading comprehension:³⁹

a. Determine the main idea of the text

Each a text has a main idea that given by the writer, if the readers can find the main idea so that they will be easier to get the information of the text and understanding it.

b. Locating reference

Reference is antecedent of pronoun. The students should understand the pronoun used in the text, such as singular or plural, place, people and situation usually are used in the text.

³⁷ Fauzia, Septiana. *A Descriptive Analysis Of Students' Difficulties In Comprehending English Reading Text*. Thesis. IAIN Salatiga. 2019. P. 12.

³⁸ Audina, et.al. *An Analysis of Teacher's Strategies in Teaching Reading Comprehension*. Lektura: Jurna.l Pendidikan. Vol.11. No.1. 2020. P. 98.

³⁹ Nuttal, C. *Teaching Reading Skill in Foreign Language*. London: Heinemann Educational Book. 1982.

c. Understanding Vocabulary

When reading a text, the students must know the meaning of vocabulary used in the text in order to the readers easier in understanding a text. The readers who faced the unfamiliar vocabulary would be have difficulties in comprehending the text.

d. Making Inference

Making inference same as making conclusion after reading a text. The reader needs to comprehend the text to get the information and conclude it.

e. Detailing Information

This aspect usually use questioning to know the students' information by read the text. If the students can answer the questions, so they get the information of the text.

Meanwhile, Koda assumes some aspects in reading comprehension, there are:⁴⁰

- a. Categorizing decoding
- b. Vocabulary knowledge
- c. Processing of syntactic
- d. Knowledge of text structure
- e. Detection the main idea
- f. Background knowledge
- g. Comprehension strategies

D. Review of Relevant Studies

According to some assets related to this study, the researcher provides some of preceding studies which correlate to this study. Here is the comparison of the results among this research and the previous study:

First, a thesis entitled "Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eighth Grade of SMP

⁴⁰ Koda, K. *Insights into Second Language Reading*. Cambridge: Cambridge University Press. 2005.

Darul Falah Bandar Lampung in the Academic Year of 2018/2019” by Yolanda Melandita (2019) from Raden Intan Lampung State Islamic University. The thesis aimed to find out the students’ difficulties at eighth grade at SMP Darul Falah Bandar Lampung in comprehending English reading descriptive text. The result of this thesis is students’ motivation is very influential on the process of reading comprehension. The students’ background knowledge in English and the less of precise learning strategies is also a problem for students. The similarities between her thesis and this research are located in focus and theory. However, this research focuses more on the teacher’s strategies to overcome the difficulties faced by students in reading comprehension.

Second, a journal entitled “An Analysis of Students’ Reading Comprehension Difficulties of Eight Grade Students” by Saraswati, Dambayana, and Pratiwi (2021). The aim of their research was to investigate students’ difficulties in reading comprehension of eighth graders at SMP N 4 Tegallalang. The finding of the research is the students have all aspects of problems in reading comprehension. Those problems are: determining the main idea, determining the location of reference, to recognizing the vocabulary’s meaning, making the inference, and finding the specific information. Their study and this study have one thing in common: they were both conducted in eighth grade. Nevertheless, they used quantitative research and this research used qualitative research.

Third, a thesis by Leli Sari in 2017 entitled “Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP N 17 Medan in the Academic Year of 2016-2017” from UIN-SU Medan. Her research has the purpose of finding the students’ improvement in their reading comprehension by using the DRTA strategy. The findings of her study show that the students’ improvement in reading comprehension was improved. The similarity between her research and the research is that both

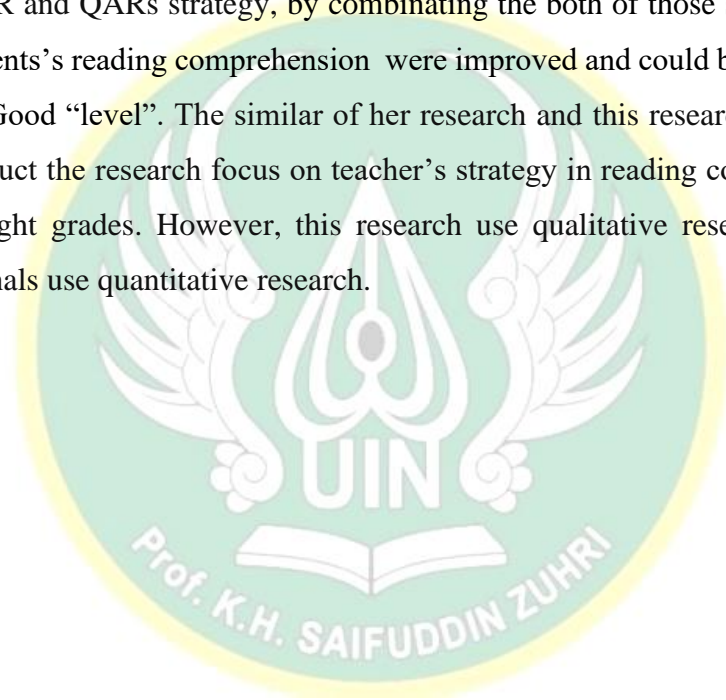
focus on students' reading comprehension at eighth grade. Although, she used classroom action research and this research uses qualitative research.

Then, a thesis entitled "Teacher's Strategy in Teaching Reading Comprehension in Third Grade of State Junior High School 23 Jambi" by Rio Gusti Ranggi from UIN SUTHA Jambi (2019). Rio's research has objective to know the strategies that used by the teacher in teaching reading comprehension and how the implementing of those strategies in teaching reading comprehension at third grade students of state junior high school 23 Jambi. The findings of his result are the researcher found two strategies that used by the teacher, there are: scaffolding and Question-Answer Relationships (QARs), and the students received the assignment and they were guided to focus on the text and what the text about. The similarities of this research and Rio's research are the both conduct the research at Junior High School to know what the teacher's strategies in teaching reading comprehension and both use qualitative research. The difference between this research and Rio's research is in this research focuses on a teacher's strategy to overcome the students' difficulties in reading comprehension at eighth grade, while Rio's research focuses on the strategies to improve the students' reading comprehension at third grade.

Next, in 2017, Agus Husein As Sabiq published "Improving Students' Motivation and Reading Skills in ELT Through Audio-Visual Media," which was published in a journal. The goals of this journal are: 1) the use of audio-visual media teaching and learning in English class; 2) the use of audio-visual media in improving the motivation and reading skills of MTs Al Imam Purworejo seventh grade students. The findings of this journal showed that using audio-visual media in English teaching can improve motivation and reading skills in students in class VII D at MTs Al Iman Purworejo. His journal and this study have one thing in common: they both aim to improve students' reading comprehension. The distinction is that the journal enhances students' reading comprehension by employing audio-

visual media, but this study uses the teacher's strategy to overcome students' reading comprehension challenges.

Last, a journal by Erlin Pebriantika and Erni Sona Aristia in 2021 entitled “Teaching Reading Strategies for Eighth Grade of SMP 1 Jereweh”. The objective of her research is to identify the strategies that used by the English teacher in teaching reading comprehension, to identify the students’ achievement in reading comprehension through implementing those strategies, and identifying the effect of applying of those strategies. The result of her research showed that the English teacher implemented the SQ3R and QARs strategy, by combining the both of those strategies, the students’s reading comprehension were improved and could be categorized in “Good “level”. The similar of her research and this research is the both conduct the research focus on teacher’s strategy in reading comprehension at eight grades. However, this research use qualitative research and the journals use quantitative research.



CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of this research is a field research that was conducted on the English teacher and the students at eight grade of Islamic Modern School Al-Azhary Ajibarang. This research was conducted by using the qualitative approach to know the students' difficulties in reading comprehension and to find out the teacher's strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang. According to Ari, qualitative research refers to the perspective of human's participants in indentifying the social phenomenon.⁴¹

The researcher chooses the "descriptive qualitative method", it because the researcher would like to describe the difficulties faced by students and the strategies the teacher used to overcome the students' problems in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang. Mack assumes that descriptive method is a description of the situation or phenomenon, this method used in research to choose the fixed answer by describing the situation, not search a something or making a prediction.⁴²

B. Sources of Data

1. Subjects of the Research

The subjects of this research has an important role in interpreting outcomes. The subjects in this research are the English teacher as the main subject and 28 students of eighth grade at the eighth grade of Islamic Modern School Al-Azhary Ajibarang. The English teacher and

⁴¹ Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Karya. 2008.

⁴² Natasha, Mac. *Qualitative Research Method : a Data Collector's Field Guide*. Family Health International. 2005. P. 4.

students are the ones that offer the information as the result of this research, so the researcher chooses them as the subject of this study.

2. Object of the Research

The object of this research are the students' difficulties in reading comprehension and the strategies used by the teacher to overcome the students' difficulties in reading comprehension in the eighth grade of Islamic Modern School. Al-Azhary Ajibarang.

C. Techniques of Data Collection

The study would provide the techniques of data collection as following by:

1. Interview

According to Sukardi, interview is the process of communication interaction to collect information through approach of questions and answer researcher and respondents.⁴³ In addition, the researcher used interviews with the English teacher and eighth graders to get the information related to this research. Sugiyono argues that interview refers to an encountering of two persons to get the information and the idea of the respondent's responses, the result of the interview is attain the particular topic.⁴⁴ Ladico, et al assumes that a arrangement of interview is the researcher comes to the interview with a list of the questions, and the respondent should response those questions in order to getting the fixed answer.⁴⁵ It means that the instruments that used in this interview is mobile phone and the interview guide lines.

In this research, the researcher conducted interviews with the English teacher and 10 students at eight grade using structured interviews. But, because in July 2021 there is a COVID-19 pandemic situation, it is impossible to do the direct interview with the English

⁴³ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta.

⁴⁴ Sugiyono. *Metode penelitian kuantitatif, kualitatif dan r&d*. Bandung: Alfabeta. 2008. P. 231.

⁴⁵ Lodico, G. M. et al. *Methods in Educational Research*. San Francisco: Jossey Bass. 2010.

teacher. Then, the researcher interviewed by online-interview with the teacher. On October 25th 2021, the researcher conducted a direct interview as a second interview with the English teacher, to clarify the difficulties faced by the students as well as the strategies used by the teacher in teaching reading comprehension to assist the students in better comprehending the text. The researcher also conducted direct-interview with 10 students on October 26th 2021 to gain the information about their difficulties in reading comprehension.

2. Observation

Observation is one of the methods of collecting data directly through observation of an object at a certain time with the objective of recognizing and understanding the events that happen there. Observation refers to a directly survey against an object presents in that environment either in progress or still in stages covering various intentional activities to an object studies using the sensing.⁴⁵

In this case, the researcher used observation non participant to observe the English teacher and 28 students at eighth grade of Islamic Modern School Al-Azhary Ajibarang. According to Sugiyono, an inactive participant or non participant, the researcher present at the act of the activity however does not interrelate or participate in there activities.⁴⁶ During the teaching and learning process, the researcher examined every activity in the classroom. The researcher utilized an observation field note to watch how an English teacher taught their students about reading comprehension and the strategies that the teacher applied in the classroom to teach reading comprehension. Aside from that, the researcher watched 28 eighth-grade students to

⁴⁵ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta.

⁴⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D*. cet.XXII: Bandung : Alfabeta. 2016.

see what their reading comprehension difficulties were. During four sessions, the researcher made observations.

3. Documentation

Documentation is the last technique in this research. Documentation is used to obtain information when the lesson plan, the material, and images of the teacher implements the strategies in educating students on reading comprehension. The researcher gather the notes and photographs of the participants conditions during teaching and learning process. The following is a list of the documentation:

- a. The lesson plan documentation
- b. The material's documentation
- c. Photographic documentation of research

D. Techniques of Data Analysis

This research uses qualitative data by using a technique of analysis called descriptive qualitative. Based on Miles and Huberman, data analysis can be categorized into four points; coding, reduction of the data, displaying the data, and making a conclusion and interpreting.⁴⁷ Based on the statements above, the researcher will use three activities, which are data reduction, displaying the data, and making a conclusion. In short, the steps in analyzing data that are used by the researcher are:

1. Data Reduction

Reduction of the data is a step of choosing, concentrating, simplifying, theorising, and also changing the data that appears in the written up field notes. Data reduction refers to the decision of a researcher (often without full awareness) which a theoretical, case, or research request is made and also which the data selected in the collection of the data approaches.⁴⁸ It can be concluded that the

⁴⁷ Miles, et al. *Qualitative Data Analysis*. London: Sage. 1984. P.10.

⁴⁸ Sugiyono, *Penelitian Metode*, p. 247.

researcher will be able to distinguish accurate and inaccurate data. In this step, the researcher focuses on the data that will be analyzed. So, it would be easy for the researcher to analyze the data collection.

2. Data Display

After reducing the data, the next step in analyzing data is data display. It can be defined as a process of displaying the data in the form of a table or essay to make the data clear. Sugiyono said that the data display can help us in understanding the something occur and to do something further analysis or caution on the undersanding.⁴⁹ In this case, the researcher decided to use an essay to display the data. It is a familiar data display method in qualitative research.

3. Drawing Conclusion and Verification

The last step in this research is data analysis, which involves drawing conclusions. In this step, the researcher begins to understand the data. According to Miles & Huberman, this data based on the data collection, the next step conduct by the researcher is defining and understanding the data.⁵¹ Lastly, the researcher should be able to attain the findings and conclusion of the study.

E. Triangulation

In analyzing the data, the validity in the analysis of the data bases is to achieve the legal data. To show the validity of the data, the researcher applies the triangulation method. In triangulation, the researcher uses more than one method to analyze a similar topic. Triangulation has an objective in qualitative research, it is to intensify the credibility and validity of the data findings. Because

⁴⁹ Sugiyono. Metode penelitian kuantitatif, kualitatif dan r&d. Bandung: Alfabeta. 2009. P. 95 ⁵¹ Miles, M. B. And Huberman, M.A. *Qualitative Data Analysis*. An Expedned Sources Books 2nd Ed. Thousand Oaks. 1994.

through triangulation, the data more specific and balanced with the picture of the situation.⁵⁰

Through triangulation, the data research would be more accurate and valid because the information draws on multiple sources, entities, and also processes. Denzin mentioned there are four kinds of triangulation: methodological triangulation, researcher triangulation, data triangulation, theoretical triangulation.⁵¹ The researcher uses methodological triangulation to find the data validity based on these types of triangulation. Furthermore, the types of data and the methods of data collection used in this study are to ensure the validity of data. The researcher uses observation, interviews, and documentation to gather the data.

In brief, the researcher uses stages in analyzing data. There are: (1) The data collected and used by the researcher in this study is from online interview, direct-interview, observation, and also documentation. Then the researcher chooses, identifies, and focuses on the data linked to the research problems. (2) In the second stage, the researcher arranges the data into a good sentence and displays it. (3) Then the researcher analyzes the data and correlates it with related theories. (4) The researcher validates the accuracy of the findings. (5) The last, the researcher makes a conclusion based on the result.

⁵⁰ Altrichter, etal. *Teachers Investigate their work ; An Introduction to Action Research Across the Professions*. Routledge. 2008. 2nd edition.

⁵¹ Norman K Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, New Jersey: Transaction Publishers, 1970, p. 301.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The outcome of this study is described in perspective of the questions. What were the reading comprehension difficulties faced by students in the eighth grade at Islamic Modern School Al-Azhary Ajibarang? Furthermore, these data findings are connected to the teacher's strategies for overcoming the student's difficulties, as well as the reasons for using such strategies..

1. Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School Al-Azhary Ajibaran

This result is based on interview and observation methods, to know the students' difficulties in reading comprehension. The English teacher and the students in the eighth grade at Islamic Modern School Al-Azhary Ajibarang were the subject. There are the students' difficulties in reading comprehension:

a. The students have limited vocabulary

Students' vocabulary limitations will have an impact on their reading comprehension ability. Students with a limited vocabulary will have a harder time understanding the content of the book, making it more difficult for them to get the information contained therein. It is undeniable that having a large vocabulary can greatly assist students in mastering English abilities, especially reading. Students must be able to derive information from what they read in the text, particularly when reading. As a result, if they have a restricted vocabulary, they will have trouble grasping the text's content.

According to the interview result with the teacher, the students have difficulty in reading comprehension because they lack vocabulary, which makes them unable to get the

meaning of the words. so that they have problems with reading comprehension. As she explains in the following interview:

Excerpt of Interview

T: *“The students have lack of vocabulary, it makes them have difficulties in reading comprehension. Many students do not know the meaning of the text they have read. They just read, they do not surely what the text about. It’s because they do not know the meaning of each words in the text.”*⁵²

In addition, based on interview results with the students, their difficulties in reading comprehension are such that they often cannot get the meaning of the new words that are contained in the text. As they explain in the following interview:

Excerpt of Interview

S1: *“I often feel difficult to get the meaning of the words in the text, so that I cannot understand the text about.”*⁵³

S2: *“My difficulties in reading comprehension maybe because I cannot get the meaning of each words...”*⁵⁴

S3: *“I think the difficulties I faced in reading comprehension are difficult to get the meaning of the words...”*⁵⁵

S4: *“I feel the difficulties encountered in reading comprehension are I cannot recognize the words in the text...”*⁵⁶

S5: *“My difficulties in reading comprehension are difficult to understand the text, I do not know the meaning of the words...”*⁵⁷

b. The students' lack of subject matter

Knowing the subject matter of a material is one of the most crucial things for students to know so that they are better

⁵² Interview with T, on Monday, October 25th, 2021.

⁵³ Interview with S1 on Tuesday, October 26th, 2021.

⁵⁴ Interview with S2 on Tuesday, October 26th, 2021.

⁵⁵ Interview with S3 on Tuesday, October 26th, 2021.

⁵⁶ Interview with S4 on Tuesday, October 26th, 2021.

⁵⁷ Interview with S4 on Tuesday, October 26th, 2021.

prepared to accept the material. Students will have a harder time accepting new material if they do not know specific subject subjects, so teachers will require more media and time to offer material to students so that they can follow the material presented. Students who lack subject knowledge will have a lot of difficulty understanding the text they read, which will influence their understanding process and cause them to be more passive in class.

According to the interview result with the English teacher, she said that when during a learning activity, the students look passive in the class and they do not pay attention to the text. As she explains in the interview:

Excerpt of Online Interview

T: *“Beside lack of vocabulary, the students’ knowledge is limited. I think, it makes them difficult to understanding the text and they did not like to this subject. So that they cannot focus, it makes them also passive in classroom, and they can not to pay attention to the learning activity.”*⁵⁸

Besides that, according to interview results with the students, they assume that the difficulties in reading comprehension make they have a difficulty to understanding the text and also do not know the certain subject matter.

According to their responses in the following interview:

Excerpt of Interview

S5: *“My difficulties in reading comprehension are difficult to understand the text, ...”*⁵⁹

S6: *“I often feel cannot focus on the learning activity, I also lack of vocabulary, and my knowledge is limited.”*⁶⁰

⁵⁸ Interview with T on Monday, October 25th, 2021.

⁵⁹ Interview with S5 on Tuesday, December 26th, 2021.

⁶⁰ Interview with S6 on Tuesday, December 26th, 2021.

S8: *"I feel that my difficulties in reading comprehension are difficult to understanding the text even more if the text is long, my vocabulary also is limited."*⁶¹

S9: *"I feel difficult to understand the text, I also find the new vocabularies so that I have to often open my dictionary, and I easier to get bored."*⁷⁰

2. The Teacher's Strategies to Overcome the Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School Al-Azhary Ajibarang

After knowing the students' problems in reading comprehension, the researcher also found out the teacher's strategies to overcome the students' difficulties. In this segment, the researcher wanted to display the data findings from the English teacher through the observation and online interview to find out the strategies used by the teacher to overcome the difficulties faced by students in the eighth grade of Islamic Modern School Al-Azhary Ajibarang. Here is the following data findings:

The teacher used the SQ3R (Surveying, Questioning, Reading, Reciting, and Reviewing) strategy to overcome the students' difficulties in reading comprehension. SQ3R is one of the strategies that teachers can utilize to help students overcome their reading comprehension challenges. Students learn to be more active in reading activities as a result of this method, and they will be more careful in reading activities in order to obtain information. The students can figure out what the text is about using the SQ3R strategy. They can also locate unknown language in the text and attempt to grasp the meanings of such words. Even if they still don't understand what the strange terms mean, they can write or sign the vocabulary to discuss with the teacher. According to the result of interview with the English teacher, she said that often used SQ3R in

⁶¹ Interview with S8 on Tuesday, December 26th, 2021.

⁷⁰ Interview with S9 on Tuesday, December 26th, 2021.

teaching reading comprehension. As her explains in the following interview result:

Excerpt of Interview

T: *"I often use SQ3R in teaching reading comprehension. I think, this strategy can help them to get the information about the text and also reduce their problems in reading comprehension."*⁶²

3. The Teacher's Reasons in Choosing Those Strategies to Overcome the Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School Al-Azhary Ajibarang

The last objectives of this research are the reasons teacher have in choosing those strategies to overcome the difficulties faced by students in reading comprehension. The result of the data below is according to an interview with the English teacher. These are the reasons that teachers have in choosing those strategies to overcome the difficulties faced by students in reading comprehension:

a. Suitable to the students' problems.

The first teacher's reason is that the teacher thought that the strategy used by the teacher was suitable for the students' problems. The selection of the strategy is so important to the teachers. It is because the strategy that is chosen should be appropriate to the difficulties faced by the students. If the strategy was not suitable for their problems, it would be difficult to achieve the goal of using the strategies. As shown in the following interview result in below:

Excerpt of Interview

T: *"I think the strategy is suitable with the problems faced by my students. If I used the strategies that not appropriate to*

⁶² Interview on Monday, October 25th, 2021.

my students, I think it can be make postpone to reach the goal. So, I must choose the right strategy.”⁶³

b. The effective strategy

The second teacher’s reason is that she thought that the strategy was more effective than other strategies. To determine if the strategies are effective or not, the teacher should analyze the effects of using many strategies. After the teacher compared some strategies, she felt that QARs and SQ3Rs were more effective to use in reading comprehension based on the students’ problems. As in the following interview below:

Excerpt of Interview

T: *“The second reason is the strategy is more effective than other strategies. In my opinion, through used those strategies the students were helped in reading comprehension. I also have tried to use other strategies but I think SQ3R strategy more suitable for them based on their difficulties.”⁶⁴*

C. Discussions

In the sub-chapter above, the researcher described the research findings. In the research findings, the researcher explained it in detail. According to the first chapter, there are three objectives of this research: to find out the students’ problems in reading comprehension; to explore the teacher’s strategies to overcome the problems faced by the students in reading comprehension; and to determine the teacher’s reasons for choosing those strategies to resolve the students’ difficulties in reading comprehension at the eighth grade of Islamic Modern School Al-Azhary Ajibarang. The researcher discussed the data findings of this research in this sub-chapter. The explanation was presented below:

⁶³ Interview on Monday, October 25th, 2021.

⁶⁴ Interview on Monday, October 25th, 2021.

1. Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School al-Azhary Ajibarang.

In reading comprehension, the students have some difficulties, there are:

a. The students have limited vocabulary

In learning English, reading comprehension is an activity to understand the text through reading. For comprehending the text, the students' vocabulary is an important thing. Through vocabulary, the students will easily understand the text because they will be getting the meaning of each word in the text. Based on the findings data results, the students have difficulties with reading comprehension because of their limited vocabulary.

According to Westwood, the students' reading comprehension problems are due to their poor vocabulary. Vocabulary is one of the most important aspects of reading comprehension since you need it to understand the meaning of each word in the text. It indicates that students' vocabulary is a common barrier to reading comprehension.⁶⁵ Because, in reading comprehension, students must comprehend the text by attaching the meanings of the words, and they will obtain thorough information from the text, this is the case.

Furthermore, Sabouri believes that reading comprehension is the process of making sense of the words in a text. Its goal is to recognize a word in order to extract information from the text. Reading comprehension is defined as the ability of students to comprehend each word in a text by recognizing the meaning of the words.⁶⁶ The objective of attaching the meanings of the words in reading comprehension is to help students understand the text. If

⁶⁵ Westwood, Peter. *What Teachers Need to Know About Reading and Writing Difficulties*. Victoria: ACER Press. 2008

⁶⁶ Sabouri, N. B. *How Can Students Improve Their Reading Comprehension Skill?*. Journal of Studies in Education. Vol. 6. No. 2. 2016. P. 230.

the meanings of the words were not tied to the text, they would struggle to understand it. As a result, students who struggle to understand the meaning of words in reading comprehension will struggle to comprehend the text and extract information from it.

The issues that the students had with reading comprehension were discussed. The meaning of words, according to Maureen Laughlin, plays a vital part in reading because meaning is constructed when students draw a connection between their existing knowledge and what they are reading in a text.⁶⁷ It demonstrates that associating the meaning of each word in the text can help students reduce their reading comprehension challenges by making the material easier to understand. According to the preceding argument, a student's vocabulary can influence their reading comprehension skills because reading a text without understanding the meaning of the words is difficult to comprehend..

b. The students' lack of subject matter

The second problem students have with reading comprehension based on the data findings in this research is that they lack exposure to subject matter in English. The teacher said that when she gives the students a question, they cannot answer it. They are passive in the classroom, and they also look bored and not interested in the reading process. It makes them have difficulties with reading comprehension.

Westwood believes that subject matter is one of the most important aspects of reading since it can influence students' comprehension of the content they are reading.⁶⁸ If students lack subject matter knowledge, they will be less interested in reading,

⁶⁷ Laughlin, M. "Reading Comprehension: What Every Teacher Needs to Know." Article. 2012. P. 432.

⁶⁸ Alderson, J. C. *Assessing Reading*. Cambridge University Press. P. 34.

making it more difficult to obtain the information provided inside. It requires the teacher to commit more time and resources to helping students understand a text. Before giving students the major material on a subject, the teacher must also provide them with extra material. It is thought that it will help students comprehend the text better.

According to Yin, students require knowledge to aid in reading comprehension. Students would struggle to comprehend the text without previous information, and their limited knowledge would prevent them from obtaining information from the text. They will have an easier time with the reading exercise if they have previous information. As a result, one of the most recent issues students have in reading comprehension is their knowledge.⁶⁹

Students' knowledge of the subject matter, which is related to the theory, becomes a regular challenge for students in reading comprehension. Reading comprehension would be challenging for students who did not have basic knowledge of particular topic matters in English. It also makes students dislike English as a subject because they believe it is difficult..

2. The Teacher's Strategies to Overcome the Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School Al-Azhary Ajibarang

Based on the result of observation and interview with the English teacher, she used the SQ3R strategy to resolve the students' difficulties in reading comprehension. After discussing the difficulties faced by the students in reading comprehension, At this point, the researcher would discuss the teacher's strategies to

⁶⁹ Yin, K. M. *The Role of Prior Knowledge in Reading Comprehension*. Article. Vol. 3. No. 1. 1985. P. 375.

overcome the difficulties faced by the students in reading comprehension. There are:

SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing) is one of the reading comprehension teaching methodologies. The teacher would be able to teach reading comprehension using the SQ3R technique. Because there are five steps in this technique: surveying, questioning, reading, reciting, and reviewing, it is a systematic strategy. As a result, this method is appropriate for improving students' reading comprehension skills.

SQ3R is one of the strategies taught in reading comprehension classes to help students arrange their reading process in a systematic way, according to Vacca and Vacca.⁷⁰ This method can assist pupils have a better understanding of the text and improve their comprehension skills. The five steps of the SQ3R method would give detailed information (Surveying, Questioning, Reading, Reciting, and Reviewing).

Furthermore, Pebriantika and Aristia claim that the teacher needs to use the SQ3R technique when teaching reading comprehension to assist students through a systematic reading strategy. This strategy for teaching reading comprehension is suitable and successful.⁷¹ The SQ3R technique is an excellent alternative for teaching reading comprehension because it will assist students in grasping the content. They would break down the text into five phases in order to comprehend the chapter.

As a result, the SQ3R technique is a systematic strategy for teaching reading comprehension that consists of five processes (Surveying, Questioning, Reading, Reciting, and Reviewing), and students will be able to extract information from the text using this

⁷⁰ Vacca, Richard T & Vacca, Jo Anne L. *Content Area Reading*. Longman. 1999.

⁷¹ Pebriantika, A & Aristia, E. S. *Teaching Reading Strategies for Eight Grade of SMPN 1 Jereweh*. JOLLT Journal. Vol. 9. No. 1. 2021. P. 27.

strategy. Students can get the most out of their reading comprehension inquiry.

3. The Teacher's Reasons in Choosing Those Strategies to Overcome the Students' Difficulties in Reading Comprehension at Eighth Grade of Islamic Modern School al-Azhary Ajibarang

The teacher considered a variety of factors while selecting strategies to help students overcome their reading comprehension difficulties. The teacher couldn't just choose a plan by thinking about it. The teacher must have a reason for the strategies he or she employs. That is why the teacher has chosen those reading comprehension tactics to overcome the eighth students at Islamic Modern School. Ajibarang Al-Azhary:

a. Suitable to the students' problems

The teacher has a reason for adopting the strategies to overcome the students' issues based on the data findings that were discussed. The teacher's strategies may be able to assist the teacher in overcoming challenges with students. If the solutions are appropriate for the students' issues, the problems will be resolved. Each method is designed to assist students in studying and make learning activities easier for them.

According to Roit, one of the acceptable techniques for teaching reading comprehension through the five steps of the SQ3Rs strategy is to execute it.⁷² Besides that, the SQ3Rs strategy is also one of the appropriate strategies in teaching reading comprehension through the five steps in this strategy. According to Pebriantika and Aristia, the SQ3R is a systematic technique for teaching reading comprehension that makes students' reading activities more manageable.⁷³ As a result, using the SQ3R technique to assist the teacher in teaching reading

⁷² Roit, M. L. *Effective Teaching Strategy for Improving Reading Comprehension*. 2011. P. 10.

⁷³ Pebriantika, A & Aristia, E. S. *Teaching Reading Strategies for Eight Grade of SMPN 1 Jereweh*. JOLLT Journal. Vol. 9. No. 1. 2021. P. 27.

comprehension and overcoming the students' reading comprehension challenges is a good idea.

Other research has shown that using the SQ3R method to solve students' reading comprehension challenges is an effective strategy. The teacher can use this method to assist students enhance their reading comprehension skills. The SQ3R approach has a beneficial impact on reading comprehension. The teacher might learn about the students' challenges after reading the material using this technique, such as the terms that were misread by the students. The teacher is also aware that if the students are unable to answer the teacher's question, it indicates that they are having difficulties with reading comprehension. As a result, it has been shown that this method is effective in overcoming students' reading comprehension challenges.⁷⁴ In addition, the five steps in the SQ3R approach will aid students in reading comprehension. They must double-check their comprehension of the text.

According to the researcher's assumption, using the SQ3R technique to help students overcome their reading comprehension challenges is the best option. The teacher can achieve the purpose of applying these strategies by employing those strategies. The problems of the students can be reduced if they assist them in improving their reading comprehension skills. The SQ3R approach has become a popular way for students to tackle their reading comprehension difficulties.

b. The effective strategy

One of the reasons for selecting the strategies that would be used by the teacher is the effectiveness of the strategies to resolve the problems faced by the students. Those strategies aim to help the teacher overcome the students' difficulties in learning. In reading

⁷⁴ Nurdiansih, Fitri. *Teacher's Strategies in Teaching Reading Comprehension*. PROJECT. Vol.

comprehension, the students have difficulties, so the teacher has to choose the appropriate strategy to resolve it. The strategies that are used must be effective to resolve the students' difficulties in order for them to follow the learning activities. The SQ3R strategy is called the effective strategy to overcome the students' difficulties in reading comprehension because, through those strategies, the teacher could know what the students' problems were in reading comprehension, such as unfamiliar words for the students or misunderstandings faced by the students of the text. So, through the use of those strategies, the teacher would be able to overcome the students' difficulties effectively.

According to Nurdianingsih, the teacher can apply the SQ3R technique in teaching reading comprehension since the students' reading skills will be increased by using such strategies. Those are the most effective reading comprehension strategies available. This is because these strategies can enable students to learn more about the material by encouraging them to conduct more study.⁷⁵ Each strategy has its unique set of phases, but the end goal is the same. The SQ3R approach is designed to assist teachers in teaching reading comprehension and overcoming students' challenges. This method is known as the "effective strategy" because it motivates students to study the material thoroughly in order to understand the information contained therein.

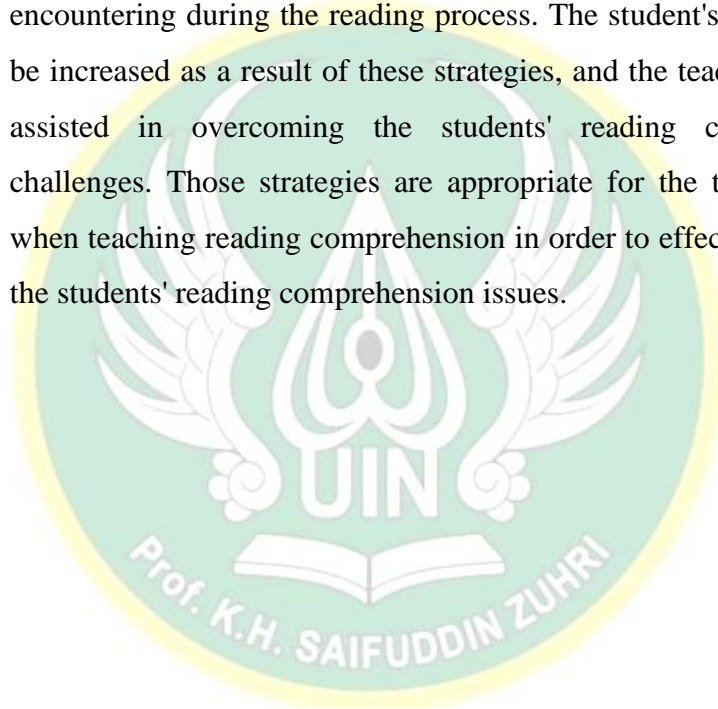
According to Pebriantika and Aristia's research, the SQ3R technique is the most effective strategy for teaching reading comprehension that can assist students with reading comprehension challenges.⁷⁶ Students can use this method to locate unfamiliar

⁷⁵ Nurdianingsih, Fitri. *Teacher's Strategy in Teaching Reading Comprehension*. PROJECT Journal. Vol. 4. No. 2. 2021. P. 288.

⁷⁶ Pebriantika, A & Aristia, E. S. *Teaching Reading Strategies for Eight Grade of SMPN 1 Jereweh*. JOLLT Journal. Vol. 9. No. 1. 2021. P. 27.

terminology in the text so that they can try to figure out what the terms mean first. Students must also check their understanding of the text using the SQ3R approach by reading the text in five steps. Each phase of the SQ3R technique is designed to assist teachers in teaching reading comprehension so that students can understand the material.

According to the foregoing description, the SQ3R strategy is the most successful strategy for teaching reading comprehension. Because of these strategies, the teacher can see how the students are understanding the material, as well as the challenges they are encountering during the reading process. The student's ability would be increased as a result of these strategies, and the teacher would be assisted in overcoming the students' reading comprehension challenges. Those strategies are appropriate for the teacher to use when teaching reading comprehension in order to effectively address the students' reading comprehension issues.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As mentioned in the objectives of this research, there are three objectives of this research: 1) to find out the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang; 2) to explore the teachers' strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang; and 3) to explore the teacher's reasons for choosing those strategies to overcome the students' difficulties in reading comprehension at eighth grade of Islamic Modern School Al-Azhary Ajibarang. The following explanation is the conclusion of the result according to the findings and discussion.

According to the findings, the students' reading comprehension problems in eighth grade at Islamic Modern School Al-Azhary Ajibarang are due to a lack of vocabulary and subject area competence in English. Their challenges in reading comprehension stem from the fact that they frequently encounter unfamiliar words in the text, which causes them to be unable to comprehend the material, resulting in difficulties in reading comprehension of the text they read. The findings of the interview and the observation sheet back it up. Because of their low vocabulary and lack of topic matter in English, the students have difficulty understanding what they are reading.

Furthermore, at Islamic Modern School al-Azhary Ajibarang's eighth grade, the researcher described the teacher's solutions for overcoming the students' reading comprehension challenges. According to the data, the teacher employed SQ3R to help the students with their reading comprehension issues (Surveying, Questioning, Reading, Reciting, and Reviewing). This method is used to assist the teacher in teaching reading comprehension and overcoming the students' reading comprehension issues.

Moreover, based on the reasons why the teacher chose those ways to solve the students' reading comprehension issues in the eighth grade at Islamic Modern School Al-Azhary Ajibarang. The conclusions are: 1) suitable for the problems of the students; 2) effective strategies. According to the teacher, using the SQ3R technique to help students enhance their reading abilities is the best option.

B. Suggestions

Some of the researcher's recommendations for teaching strategies to address students' reading comprehension challenges at eighth grade of Islamic Modern School AlAzhary Ajibarang.

1. For the English Teacher

By means of this research, the researcher would suggest the English teacher. The teacher should use a variety of strategies and suitable media to support the learning process so that the students will be helped in reading comprehension. The teacher should also give a clear explanation of the material first so that the students will understand the material better and so that it will be easier for them to do the assignment.

2. For the Future Researcher

Furthermore, for the future researcher, this researcher would suggest to the future researcher who wanted to research the teacher's strategies in reading comprehension to overcome the students' difficulties. This research leads the next researcher to find more kinds of strategies to teach reading comprehension and use the appropriate strategies that can improve the students' ability in reading comprehension. As a result of this research, it is expected to help future researchers conduct similar research.

3. For the Students

Additionally, the researcher would to suggest to the students in order to improve their vocabulary, students should add to it by reading

a text. The students also read the material carefully in order to get the information they need from it quickly.



REFERENCES

- Altrichter, et al. (2008). *Teachers Investigate their work ; An Introduction to Action Research Across the Professions*. Routledge. 2nd edition.
- Alderson, J.C. (2000). *Assessing Reading*. Cambridge University Press. P.34.
- Arikunto, S. (2008). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Karya.
- Audina, et al. (2020). *An Analysis of Teacher's Strategies in Teaching Reading Comprehension*. Lectura: Jurnal Pendidikan. Vol.11. No.1. P. 98.
- Aziz, T. (2019). *Students' Difficulties In Reading Comprehension At The Second Grade Of Junior High School Satap 3 Betara*. Thesis. Jambi : UIN Sultan Thaha Saifudin. P. 17.
- Chastain, K. (1976). *Developing Second – Language Skills: Theory to Practice*. Chicago, USA: Rand McNally College Publishing Company. P.309.
- Christine Nutall. (1998). *Teaching Reading Skills in a Foreign language*. Oxford: Heinemann International. P. 4.
- Dwiningtiyas, et.al. (2020). *Teachers' Strategies In Teaching Reading Comprehension*. JALL. Vol. 4. No. 2. P. 67.
- Fajar, S. (2009). *The Difficulties Faced by Students in Reading Comprehension Section of National Examination*. (Unpublished). Banda Aceh: Syiah Kuala University.
- Fauzia, Septiana. (2019). *A Descriptive Analysis Of Students' Difficulties In Comprehending English Reading Text*. Thesis. IAIN Salatiga. P. 12.
- Gasong. (2007). *Langkah Langkah Pembelajaran Scaffolding*.
- Harmer, Jeremy. (1998). *How to Teach English*. England. Pearson : Longman.
- Hornby, A.S. (2001). *Oxford advance Learner's Dictionary of Current English Sixth Edition*. New York: Oxford University Press.
- Jack, C. R and Richards Schmidt. (2002). *Longman Dictionary of language Teaching and Applied Linguistics*. London : Pearson education limited.

- Koda, K. (2005). *Insights into Second Language Reading*. Cambridge: Cambridge University Press.
- Lodico, G. M. et al. (2010). *Methods in Educational Research*. San Francisco: Jossey Bass.
- Miles, M. B. And Huberman, M.A. (1994). *Qualitative Data Analysis*. An Expanded Sources Books 2nd Ed. Thousand Oaks.
- Mualim, M & Aziez, F. (2020). *Reading Portfolio As a Supplementary Activity to Leverage Students Reading Competency*. BASIS Journal. Vol. 7. No.2. P.246.
- Nassaji, H. (2011). *Issues in Second-Language Reading: Implications for Acquisition and Instruction*. Reading Research quarterly. Vol.2. P. 173-184.
- Natasha, Mac. (2005). *Qualitative Research Method : a Data Collector's Field Guide*. Family Health International. P. 4.
- Norman, K. D. (1970). *The Research Act: A Theoretical Introduction to Sociological Methods*, New Jersey: Transaction Publishers. P. 301.
- Nunan, David. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher. P. 251.
- Nurdianingsih, Fitri. (2021). *Teacher's Strategy in Teaching Reading Comprehension*. PROJECT Journal. Vol. 4. No. 2. P. 288.
- Nuttal, C. (1982). *Teaching Reading Skill in Foreign Language*. London: Heinemann Educational Book.
- Oberholzer, B. (2005). *The Relationship between Reading Difficulties and Academic Performance* (Submitted in part fulfilment of the requirements for the degree of M Ed (Ed. Psych). (Online). Vol. Xii. University of Zululand's Library Catalogue. P.119. (<http://uzspace.uzulu.ac.za/handle/10530/398>). Accessed on 28 Juli, 2021.
- Pang et al. (2003). *Teaching Studdents with Reading Difficulties and Dissabilities: A Guide for Educator*.
- Pebriantika, A & Aristia, E. S. (2021). *Teaching Reading Strategies for Eight Grade of SMPN 1 Jereweh*. JOLLT Journal. Vol. 9. No. 1. P. 27.

- Peter, W. (2001). *What Teachers Need to Know About Reading and writing Difficulties*. Australia: Acer Press.
- Rahim. (2006). *The Primary English Teacher's Guide*. England.
- Roit, M. L. (2011). *Effective Teaching Strategy for Improving Reading Comprehension*. P. 14.
- Sabiq, A. H. A. (2017). *Improving Students' Motivation and Reading Skills in Elt Through Audio Visual Media*. Journal : DIKSI. Vol. 25. No. 1.
- Saraswati, et.al. (2021). *An Analysis of Students Reading Comprehension of Eight Grade Students*. Journal IKHA Undiksha: Ganesha University. P.35.
- Snow, et.al. (2002). *Reading for Understanding*. Santa Monica: RNAD.
- Sugiyono. (2009). *Metode penelitian kuantitatif, kualitatif dan r&d*. Bandung: Alfabeta. P. 95
- Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D*. cet.XXII: Bandung : Alfabeta.
- Vacca, Richard T & Vacca, Jo Anne L. (1999). *Content Area Reading*. Longman.
- Wibowo, Syafrizal, and Syafriyadin. (2002). *An Analysis of English Teachers' Strategies in Teaching Reading Comprehension*. JALL Journal. Vol. 4. No. 1. Bengkulu : Galuh University.
- Willis, D. (2008). *Reading for information: Motivating learners to read efficiently*. British Council Teaching English.
- Yin, K. M. (1985). *The Role of Prior Knowledge in Reading Comprehension*. Article. Vol. 3. No. 1. P. 376.

Appendix 1 Permission Observation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsatku.ac.id

Nomor : B-e. 2201/Un.17/WD.IFTIK/PP.00.9/10/2021 Purwokerto, 27 Oktober 2021
Lamp. : --
Hal : Permohonan Ijin Riset Individual

Kepada
Yth., Kepala MTs Al- Azhary Ajibarang
Kec. Ajibarang
di Banyumas

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Difi Fernanda
2. NIM : 1717404014
3. Semester : IX (Sembilan)
4. Jurusan/prodi : Tadris Bahasa Inggris
5. Alamat : Rt 04/03, Desa Darmakradenan, Ajibarang Kab. Banyumas
6. Judul : Teacher's Strategies in Dealing with Students' Difficulties in Reading Comprehension at 8th Grade in Islamic Modern School Al-Azhary Ajibarang Banyumas Regency

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Guru Kelas 8
2. Tempat/lokasi : MTs Al- Azhary Ajibarang
3. Tanggal Riset : 28 Oktober s/d 28 Desember 2021
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan
Wakil Dekan Bidang Akademik,

Dr. Suparjo, S.Ag., M.A.
NIP.19730717 199903 1001

Tembusan :
1. Kepala Seksi Pendidikan Madrasah Kankemenag Kab. Banyumas;
2. Ketua Yayasan Al- Azhary Ajibarang;
3. Arsip.

Appendix 2 Permission Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaiu.ac.id

Nomor : B-e. 2281/Un.17/WD.IFTIK/PP.00.9/10/2021 Purwokerto, 27 Oktober 2021
Lamp. : --
Hal : Permohonan Ijin Riset Individual

Kepada
Yth., Kepala MTs Al- Azhary Ajibarang
Kec. Ajibarang
di Banyumas

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Difi Fernanda
2. NIM : 1717404014
3. Semester : IX (Sembilan)
4. Jurusan/prodi : Tadris Bahasa Inggris
5. Alamat : Rt 04/03, Desa Darmakradenan, Ajibarang Kab. Banyumas
6. Judul : Teacher's Strategies in Dealing with Students' Difficulties in Reading Comprehension at 8th Grade in Islamic Modern School Al-Azhary Ajibarang Banyumas Regency

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Guru Kelas 8
2. Tempat/lokasi : MTs Al- Azhary Ajibarang
3. Tanggal Riset : 28 Oktober s/d 28 Desember 2021
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan
Wakil Dekan Bidang Akademik,

Drs. Suparjo, S.Ag., M.A.
NIP.19730717 199903 1001

Tembusan :

1. Kepala Seksi Pendidikan Madrasah Kankemenag Kab. Banyumas;
2. Ketua Yayasan Al- Azhary Ajibarang;
3. Arsip.

Appendix 3 The Guidelines of Interview

1. Interview guide with the English teacher

INTERVIEW GUIDE FOR ENGLISH TEACHER

1. What do you think about teaching reading comprehension to eight graders?
2. How was your experiences when teaching reading comprehension to eight graders?
3. What the difficulties usually faced by students in reading comprehension? Answer
4. What your response about the students who have difficulties in reading comprehension?
5. In your opinion, what the causes of students' difficulties in reading comprehension?
6. What do you know about the techniques or strategies in teaching reading comprehension?
7. What the strategies do you often use to overcome students' difficulties in reading comprehension?
8. Why did you chooses to used those strategies to overcome the students' difficulties in reading comprehension?
9. What the media usually you use in teaching reading comprehension?
10. What do you think the strategies you used in teaching reading comprehension is appropriate? Please give the reasons?

2. Interview guide with the students

INTERVIEW GUIDE FOR STUDENTS

1. What your opinion about reading activity?
2. So, what do you think about reading comprehension?
3. What the difficulties do you encounter in reading comprehension?
4. In your opinion, reading material is difficult to understand?
5. Do you think that reading comprehension is not interest and makes boring?
6. Do you think that your knowledge of English is limited?
7. What do you think about the use of strategies in reading comprehension?
8. Do you feels that you lacking of motivation in reading comprehension?
9. Do you often found a unfamiliar vocabulary in reading activity?
10. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Appendix 4 Interview Result

1. Interview result of English teacher

INTERVIEW RESULT

1. What do you think about teaching reading comprehension to eight graders?

Answer : *“Teaching English reading comprehension to the eight grade is not easy. I got some problems in teaching it.”*

2. How was your experiences when teaching reading comprehension to eight graders?

Answer : *“I have thought an English lesson for 11 years. I was so challenging when the students got the difficulties in reading comprehension.”*

3. What the difficulties usually faced by students in reading comprehension?

Answer : *“The students have lack of vocabulary, it makes them have difficulties in reading comprehension. Many students do not know the meaning of the text they have read. They just read, they do not surely what the text about. It's because they do not the meaning of each words in the text. Beside lack of vocabulary, the students' background knowledge is limited. I think, it makes them difficult to understanding the text and they did not like to this subject. So that they can not focus, it makes them also passive in classroom, and they can not to pay attention to the learning activity.”*

4. What your response about the students who have difficulties in reading comprehension?

Answer : *“I think it's a common problem in learning English, include in reading comprehension. I usually use some strategies to solve that problems.”*

5. In your opinion, what the causes of students' difficulties in reading comprehension?

Answer : *“I think it because they lacking of vocabulary and they have not background knowledge. So, they have problems in comprehending the text.”*

6. What do you know about the techniques or strategies in teaching reading comprehension?

Answer : *"I know some techniques/strategies in teaching reading comprehension, they are: Encouraging the use of dictionaries, thinking aloud, QARs, evaluating comprehension in particular tasks, Scaffolding, and so on."*

7. What the strategies do you often use to overcome students' difficulties in reading comprehension?

Answer : *"I often use SQ3R in teaching reading comprehension. I think, this strategy can helps them to get the information about the text and also reduce their problems in reading comprehension."*

8. Why did you chooses to used those strategies to overcome the students' difficulties in reading comprehension?

Answer : *"I think those strategies is suitable with the problems faced by my students. If I used the strategies that not appropriate to my students, I think it can be make postpone to reach the goal. So, I must chooses the right strategies. The second reasons is the strategies is more effective than other strategies. In my opinion, through used those strategies the students was helped in reading comprehension. I also have tried to use other strategies but I think SQ3R strategy more suitable for them based on their difficulties."*

9. What the media usually you use in teaching reading comprehension?

Answer : *"I use some medias:*

- 1. Dictionary*
- 2. Worksheet*
- 3. Pictures"*

10. What do you think the strategies you used in teaching reading comprehension is appropriate? Please give the reasons?

Answer : *“I think so. By these strategies, my students became easier in reading comprehension.”*



2. Interview result of students

INTERVIEW RESULT

Student : Aisyah

1. What is your opinion about reading activity?

Answer : *“Reading is one of the skills in English that have to mastering by the students.”*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *“My difficulties in reading comprehension maybe cause I cannot get the meaning of each words and difficult to understanding the text.”*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *“To understand the reading material I have to really know the meaning of the words used in the text. So, I think reading material is difficult enough to me.”*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *“Reading comprehension is interesting. Unfortunately, my limitation makes me have the difficulties in that activity.”*

5. Do you think that your knowledge of English is limited?

Answer : *“Yes, English lesson are quite difficult. So, I think my knowledge in English is limited.”*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *“I think, I have motivation in reading comprehension. Because by reading, I feel challenged to get the information of the text. ”*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *“Yes, my vocabulary is limited so that I often encountered the unfamiliar words in the text.”*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *“Yes, to understanding the text I have to know the meaning of the each words first. So, I think to get the information of the text, I have to understanding the text first.”*

INTERVIEW RESULT

Student : Alma

1. What is your opinion about reading activity?

Answer : *"A learning activity to read a text and understanding it to get the information that contained of the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I often feel cannot focus on the learning activity, I also lack of vocabulary, and my knowledge is limited."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Of course, in reading I often find unpopular vocabularies. So, I have to open my dictionary in order to can understanding the text about."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"Maybe yes, because my limitation, I feel easier to get bored in the activity."*

5. Do you think that your knowledge of English is limited?

Answer : *"Of course, I often feel cannot following this lesson because my limitation."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"Sometimes, I feel have motivation but I still have difficult in reading comprehension. So, it is makes me feel lazy to following this subject."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Yes, when I reading a text I have to provide my dictionary. It is because when reading a text I always find an unfamiliar vocabularies in the text."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"I think so, maybe because my limitation of vocabulary so that makes me difficult to understanding the text. So, I also cannot get the main point of the text."*

INTERVIEW RESULT

Student : Anugrah

1. What is your opinion about reading activity?

Answer : *"Reading activity is an activity to obtain the information through reading a text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I often feel difficult to get the meaning of the words in the text, so that I cannot understand the text about."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Yes, I think reading material is difficult to understanding the text."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"I think, reading is an interesting activity. But, if the text use English and the text is long, it is makes me bored."*

5. Do you think that your knowledge of English is limited?

Answer : *"Of course, English is not my first language. So, I think English subject is difficult to me."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"Maybe yes, because I do not much thing about English. It is makes me do not motivation in reading comprehension."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Yes, of course."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Yes, that is one of my difficulties in reading comprehension."*

INTERVIEW RESULT

Student : Arsyi

1. What is your opinion about reading activity?

Answer : *"One of the activity in learning process that aimed to get the points of the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"My difficulties in reading comprehension are difficult to understanding the text and I also cannot get the meaning of each words easily."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Sometimes yes, because some material often used unfamiliar vocabularies so that I cannot understanding it."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"If the text is too long I usually feel bored."*

5. Do you think that your knowledge of English is limited?

Answer : *"Yes, I often feel I cannot following this subject."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"I do no think so, I like reading. If the teacher asks us to read the text, I feel so excited with that."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Of course, each read the new text, I find it."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"I think, it is depending of the text. If the text used a familiar vocabularies, it would be easier to understand."*

INTERVIEW RESULT

Student : Aura

1. What is your opinion about reading activity?

Answer : *"In my opinion, reading is an activity to get the spesific information of the text by read and understanding the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"My difficulties in reading comprehension are difficult to understand the text, I do not know the meaning of the words, and also I do not know how the pronounciation of the text when the teacher asks me to read the text loudly."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Of course, maybe it is because I do not like English subject."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"I like reading, so I do not think so."*

5. Do you think that your knowledge of English is limited?

Answer : *"I think so, I often feel difficult in this subject ."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"No, I like reading activity. Because through reading I can get the information of the text."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Yes, I often find a new words in the text."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Of course, maybe because lack of the vocabulary and also my limited knowledge."*

INTERVIEW RESULT

Student : Fahrenia

1. What is your opinion about reading activity?

Answer : *"I think reading activity is an activity to reading a text to getting an information that contained in the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I feel the difficulties encountered in reading comprehension are I cannot recognize the words in the text, I feel my knowledge is limited in English so I cannot understanding the text surely."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Some the materials are difficult, but not all of them."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"I feel reading is interesting activity, but if the text is so long I feel bored with that."*

5. Do you think that your knowledge of English is limited?

Answer : *"I ever thought it, when I cannot get the point of the text."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"I think, I have motivation in reading comprehension. It is because in reading I have to get the information of the text, so I think reading comprehension is a challenge in learning English."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Of course, I often find an unfamiliar vocabularies in the text. It makes me cannot understanding the text."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Yes, in my opinion understanding a text is not easy. So, it also makes me have difficulties to getting the information."*

INTERVIEW RESULT

Student : Pawitra

1. What is your opinion about reading activity?

Answer : *“Reading activity is an activity to get the information by read a text.”*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *“I think the difficulties I faced in reading comprehension are difficult to get the meaning of the words, I also cannot understand the sentences.”*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *“I feel the material of reading comprehension is difficult to understand. It is because I do not know the meaning of the words in the text.”*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *“If the text is short I think is fine, but if the text is long, I feel bored with that activity.”*

5. Do you think that your knowledge of English is limited?

Answer : *“Of course, because I feel English is difficult so I think that my knowledge is limited.”*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *“I like reading, but I cannot get the information of the text because my vocabulary is limited..”*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *“Yes, if I reading a text I must open the dictionary in order to get the meaning of the words. ”*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *“I think understanding a text is difficult, so in reading comprehension I often cannot get the information of the text.”*

INTERVIEW RESULT

Student : Salma

1. What is your opinion about reading activity?

Answer : *"An reading activity to get the main point of the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I feel difficult to understand the text, I also find the new vocabularies so that I have to often open my dictionary, and I easier to get bored."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"I feel that, maybe because my limitation in English."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"Sometimes I feel reading comprehension is interesting, but sometimes I also feel bored with the activity."*

5. Do you think that your knowledge of English is limited?

Answer : *"Because I have difficult in English, so I think my knowledge is limited."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"I do not think so, I like reading activity. However, I have some difficulties in reading comprehension, thus affecting my activity in reading comprehension."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Of course, even more English is not our mother language. So that in reading a text, I often find a new vocabularies."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Because my vocabulary is limited, it is makes me also difficult to understanding the text. So, it is also affecting me to get the information of the text."*

INTERVIEW RESULT

Student : Talita

1. What is your opinion about reading activity?

Answer : *"An activity to get the information by read the text and understanding it."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I feel that my difficulties in reading comprehension are difficult to undersanding the text even more if the text is long, my vocabulary also is limited."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"I think, if the sentences is short and use a popular vocabularies, the material of reading maybe easier to understanding."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"I think depending of the material. If the material is difficult and use unfamiliar vocabularies, so it is makes me bored and feel not interesting."*

5. Do you think that your knowledge of English is limited?

Answer : *"Of course, it is one of my reasons why do not like this subject."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"I like reading, but it is also depending of the text."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Yes, but if the new vocabularies in the text is not too much I think it is fine."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Yes, if I do not know the meaning of the words so I cannot understanding the text. Thus, I cannot get the information of the text."*

INTERVIEW RESULT

Student : Tiara

1. What is your opinion about reading activity?

Answer : *"Reading is one of the skills that must be have by the students. In Reading activity, we have to read the text to get the information of the text."*

2. What are the difficulties do you encountered in reading comprehension?

Answer : *"I have some difficulties in reading comprehension, but I think my limitation of the vocabulary is my first problem."*

3. In your opinion, are the reading materials is difficult to understand?

Answer : *"Of course, in reading I often find unpopular vocabularies. So, I have to open my dictionary in order to can understand the text about."*

4. Do you think that reading comprehension is not interesting and makes you bored?

Answer : *"Maybe yes, because my limitation, I feel easier to get bored in the activity."*

5. Do you think that your knowledge of English is limited?

Answer : *"Yes, I think because English is not our basic language so that we have to study hard in this subject."*

6. Do you feel that you lack of motivation in reading comprehension?

Answer : *"Sometimes, I feel like that but sometimes I also feel have motivation in reading comprehension."*

7. Do you often find an unfamiliar vocabularies in reading activity?

Answer : *"Of course, I always find it when reading a text. But I feel happy, because it is can increase my vocabulary ."*

8. Do you think that understanding text is difficult, so that you cannot get the information of the text?

Answer : *"Maybe yes, but I think that to understanding a text, we have to know first the meaning of the words. So, if I know the meaning of the words maybe I can easier to undertanding the text and get the information of the text."*

Appendix 5 Observation Sheet

OBSERVATION FIELD NOTE

Researcher : Non Participant
Date : 28th October 2021
Grade : Eighth Grade
Teacher : Mrs. Jumiati, S.Pd.

Date	Description
Tuesday, 28 th October 2021	<p>The English lesson at eight grade of Islamic Modern School al-Azhary Ajibarang started by the teacher's greeting. Then before learning activity, the teacher asked them to pray together. After that, the teacher given brainstorming to them in order to provoke the students' knowledge.</p> <p>The teacher asked them about the last meeting material by question answer. Then, for the next material the teacher started by tell them about the chapter of this meeting. The teacher asked them do they know about the Descriptive text. Because on that day the material is Descriptive text. Some of them knew the Descriptive text, but the large of them did not know about the material of that day.</p> <p>The teacher explain in general about the definition, social function, structure of the Descriptive text, and also the aspects of the Descriptive text. After that, the teacher given them a paper that contained about one of the example of Descriptive text. Afterward, the teacher asked them to read the text. She asks one of them to reading aloud the text. Then, she asked about the content of the text to the students. She also asked them about the unfamiliar vocabulary that they did not know the meaning of the words. And then, they discuss it together to resolve those problems.</p> <p>The teacher asks them to translated the text to Indonesian, but they often cannot get the meaning of each words and they still find the</p>

	<p>new familiar vocabulary. It makes them cannot get the information of the text. So that she allowed them to open the dictionary. Each students found different unfamiliar vocabulary in the text, so open dictionary is the right choice. If they finished in translated, then the teacher asked them to try answer about the question in below about the information of the text.</p> <p>However, when the teacher asked them to read the text, the students looks not interest to the activity, they did not listened the teacher, they still chatted each others. Even, when the teacher asked them about the text, they can not answer it. They can not focus to the classroom activity. And that situation lasting till the classroom finished. But, before the teacher close the class she asked them about the material of that day as a review material, through question and answer. After that, the teacher asks to pray together as a closing prayer. Then, the teacher said the close greeting before she leaving the classroom.</p>
--	--

Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTs Modern Al Azhary Ajibarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Gasal
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 Jam Pelajaran @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
Menjelaskan fungsi social, struktur teks dan unsur kebahasaan berkaitan dengan teks deskriptif.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Lapoto/HP
- ❖ **Sumber Belajar:**
 - Siti Wachidah,dkk. 2017. Bahasa Inggris Think Globally Act Locally Kelas VIII. Kementerian Pendidikan dan Kebudayaan Republik Indonesia
 - Nur Zaida. 2016. Bright An English Course for Junior High School Students for SMP/MTs Grade VIII . Jakarta: Penerbit Erlangga
 - Cicik Kurniawati, dkk. 2018. Bahasa Inggris Untuk SMP/MTs Kelas VIII.Yogyakarta. Intan Pariwara.

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan

materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Descriptive Text</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi (Descriptive Text).
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, terutama kata-kata sukar yang terdapat pada teks. dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi.
Collaboration	Peserta didik dibagi menjadi beberapa kelompok, selanjutnya guru memberikan sebuah kartu situasi, masing-masing kelompok membuat sebuah teks descriptive berdasarkan kartu yang dipilih.
Communication	Peserta didik mempresentasikan hasil secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan

	kemudian ditanggapi kembali oleh teman lain.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

- **Penilaian Sikap spiritual dan sikap social** berupa observasi dan jurnal.
- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan /observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Mengetahui,

Ajibarang , Oktober 2021

Kepala MTs Modern Al Azhary Guru Mata Pelajaran
Ajibarang

Khayatul Ikhsan

Jumiati, S.Pd.

NPK. 7855150230080

NUPTK. 8149757659220003



Appendix 7 The Material

DESCRIPTIVE TEXT

1. What is descriptive text?

Teks deskriptif (descriptive text) adalah teks yang mendeskripsikan atau menggambarkan bentuk, ciri atau sifat benda, hewan, tumbuh-tumbuhan, manusia atau peristiwa **tertentu yang khusus**, misalnya seekor jerapah yang hidup di kebun binatang Ragunan, bunga melati di halaman rumahku, atau Dodi temanku yang paling gemuk.

2. What is the purpose of Descriptive text?

The purpose of descriptive text is to describe a particular place/ thing/ person

3. What is the Generic Structure of Descriptive Text?

Descriptive text memiliki kerangka atau struktur (generic structure) sebagai berikut.

A. *Identification*: memperkenalkan **benda, hewan, tumbuhan**, atau **seseorang** yang akan dideskripsikan. Misalnya:

- a. Mr. Pambudi, my new neighbor, is a well-known veterinarian in our city.
- b. One of the most beautiful houses in my village is Mr. Raman's.
- c. Gembira Loka zoo is the most interesting zoo in Yogyakarta and has the most complete collection of animals in Java.
- d. Bombi is my playful pet. It is a cat. The cat is always playful

B. *Description*: menceritakan bagian per bagian dari objek yang kita deskripsikan, misalnya penggambaran dimulai dengan menceritakan bentuk **fisiknya**, kemudian ciri-ciri khusus, **kualitas, sifat**, dan **tingkah laku benda**, hewan, tumbuhan, atau seseorang yang dideskripsikan.

4. What is the language feature of the descriptive text?

Ciri-ciri kebahasaan:

- ❖ specific participant
misal: my cat, my garden.
- ❖ memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu)

misalnya : bandengan beach, my house, borobudur temple, uncle Joko

- ❖ penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda)

misalnya digunakan untuk ungkapan berikut : a beautiful beach, a handsome man, the famous place in jepara dll.

- ❖ memakai pola kalimat simple present tense
pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.

Misalnya: it is funny, it is beautiful

- ❖ action verbs terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Contoh Descriptive Text

My Cape jasmine

I have a garden. I plant many flowers there. But my favorite flower is Jasmine. Jasmine is a kind of white jasmines. You see... it has glossy and bright green leaves. It has also beautiful fragrant flowers. It usually blooms in June. Well ... my cape jasmine has survived for years, but still blooms profusely every year.

ACTIVITY

a. Activity 1

Read the text carefully! And then find some difficult word, next translate it!

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area.

Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic area offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

NO.	WORD	MEANING
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

b. Activity 2

In a group, create a descriptive text based on one of the situation bellow!

Situation card:

- 1) Your school**
- 2) Your favorite teacher**
- 3) Your classroom**
- 4) Your favorite subject**

Appendix 8 Research Photos



