



**THE STUDENTS' DIFFICULTIES
IN READING COMPREHENSION
AT GRADE XI MAS BAHARUDDIN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written by

NURLIJA MATONDANG

Reg. No. 16 203 00034

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



**THE STUDENTS' DIFFICULTIES
IN READING COMPREHENSION
AT GRADE XI MAS BAHARUDDIN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written by

NURLIJA MATONDANG
Reg. No. 16 203 00034

ENGLISH EDUCATION DEPARTMENT



ADVISOR I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

ADVISOR II

Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**

LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Nurlija Matondang
Item : 7 (Seven) Exemplars

Padangsidempuan, Desember 2020
To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Nurlija Matondang**, entitled "**The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin**" we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I



Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II



Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Nurlija Matondang
Registration Number : 16 203 00034
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The Title of Thesis : **The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin"**

I hereby declare that I have arranged and written my thesis by my self without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, December 2020
Declaration maker,



Nurlija Matondang
Reg. Num. 16 203 00034

**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CAVITY**

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Nurlija Matondang
Registration Number : 16 203 00034
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the state institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin"**

With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, December 2020

Signed




Nurlija Matondang
Reg. Num. 16 203 00034


EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Nurlija Matondang
Reg. No. : 16 203 00034
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education
Department
Thesis : **The Students' Difficulties in Reading Comprehension at
Grade XI MAS Baharuddin**

Chief,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Secretary,



Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Members,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : December, 22nd 2020
Time : 08.30 WIB - finish
Result/Mark : 82.5 (A)
IPK : 3.56
Predicate : CumLaude



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : THE STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT GRADE XI MAS
BAHARUDDIN
Written By : NURLIJA MATONDANG
Reg. No : 1620300034
Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY
/TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of
graduate of Education(S.Pd.) in English

Padangsidimpuan, December 2020
Dean of Tarbiyah and Teacher
Training Faculty



M.Si.
NIP. 19710202000032002

ABSTRACT

Name : Nurlija Matondang
Reg. Number : 1620300034
Department : English Education
Title : **The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin**

The problems of this research was the student feel difficult in reading comprehension. The student feel difficult to find the main idea of the text, the students feel difficult in understanding vocabulary, the student feel difficult in understanding detail the information and the student feel difficult to making inference.

This research has three formulation of the problems, namely, how are the situations or conditions in MAS Baharuddin, what are the students' difficulties in reading comprehension at grade XI MAS Baharuddin, and what will be the teachers' effort to solve the students' difficulties in reading comprehension at grade XI MAS Baharuddin. The objective of this research is to know the situation or conditions in MAS Baharuddin, to identify the students' difficulties in reading comprehension at eleventh grade of MAS Baharuddin and to know the teachers' effort to solve the students' difficulties in reading comprehension at eleventh grade of MAS Baharuddin.

This research was done in MAS Baharuddin. The source of the data was the eleventh (Agama) grade students of MAS Baharuddin with the total 22 students. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data were observation, interview and test.

Based on the result of the research, researcher found that there are many facilities, extracurricular and there are 118 students in MAS Baharuddin. Then, the students' difficulties in reading comprehension were in determining main idea, understanding vocabulary, detail the information and making inference. Also, the students got 95 difficulties in reading comprehension. They are; 29 (30.52%) difficulties in determining main idea, there was 17 (17.90%) difficulties in understanding vocabulary, there was 24 (25.27%) difficulties in detail information, and there was 25 (26.31%) difficulties in making inference. The teacher' effort to solve the students' difficulties in reading comprehension are; explaining more detail about structure of the text, supporting paragraph, how to find main idea, how to make conclusion, giving the new vocabulary to the students before start the lesson and not allowing the students to speak Arabic language when study English.

Key words: students, difficulties, reading comprehension

ABSTRAK

Nama : Nurlija Matondang
NIM : 1620300034
Program Studi : Tadris Bahasa Inggris
Judul : The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin

Permasalahan dalam penelitian ini adalah siswa merasa kesulitan dalam pemahaman membaca. Siswa merasa kesulitan dalam menentukan ide pokok, siswa merasa kesulitan dalam memahami kosakata, siswa merasa kesulitan dalam mengetahui informasi yang terperinci dan siswa merasa kesulitan dalam membuat kesimpulan.

Penelitian ini memiliki tiga rumusan masalah yaitu: bagaimana situasi atau kondisi di MAS Baharuddin, apa kesulitan yang dialami siswa dalam pemahaman membaca di MAS Baharuddin dan apa upaya guru dalam mengatasi kesulitan siswa dalam pemahaman membaca di MAS Baharuddin. Tujuan dari penelitian ini adalah untuk mengetahui situasi atau kondisi di MAS Baharuddin, untuk mengetahui kesulitan siswa dalam pemahaman membaca di kelas sebelas MAS Baharuddin dan untuk mengetahui usaha apa yang akan dilakukan guru untuk mengatasi kesulitan siswa dalam pemahaman membaca di kelas sebelas MAS Baharuddin.

Penelitian ini dilakukan di MAS Baharuddin. Sumber dari penelitian ini adalah siswa kelas sebelas agama Mas Baharuddin dengan total siswa sebanyak 22 siswa. Jenis penelitian ini adalah penelitian kualitatif menggunakan metode deskriptif. Instrumen yang digunakan adalah observasi, wawancara dan tes.

Berdasarkan hasil penelitian, peneliti menemukan ada banyak fasilitas, esktrakurikuler dan ada 118 siswa di MAS Baharuddin, peneliti juga menemukan kesulitan yang dialami siswa dalam pemahaman bacaan adalah dalam menentukan ide pokok, pemahaman kosakata, informasi yang terperinci dan membuat kesimpulan. Kemudian siswa memperoleh 95 kesulitan dalam pemahaman bacaan. Ada 29 (30.52%) kesulitan dalam menentukan ide pokok, ada 17 (17.90%) kesulitan dalam memahami kosakata, ada 24 (25.27%) kesulitan dalam mengetahui informasi yang detail dan ada 25 (25.27%) kesulitan dalam membuat kesimpulan. Dan usaha guru untuk mengatasi kesulitan siswa dalam memeahami bacaan adalah dengan menjelaskan lagi lebeih terperinci tentang struktuk teks, paragraf pendukung, bagaimana menemukan ide pokok, bagaimana membuat kesimpulan dan memberikan kosa kata baru sebelum memulai pelajaran dan tidak membolehkan murid berbahasa arab waktu belajar bahasa inggris.

Kata kunci: *murid, kesulitan, pemahaman membaca*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW hwo has brought us from the darkness in to the lightness.

In finishing this thesis, I got a lot of advices, suggestions and aids from the following:

1. Special thanks are do to Mrs. Eka Sustri Harida, M.Pd, as the first advisor and Mrs. Yusni Sinaga, M.Hum., as the second advisor that had guided, supported, advised, and suggested the researcher with great pacienceto finish this thesis as well.
2. The Rector of IAIN Padangsidimpuan, Prof. Dr. H. Ibrahim Siregar, MCL., as the administrator that has accepted researcher as the university student in IAIN Padangsidimpuan
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty that has done the best to improve the faculty in creating various activity to increase students' skill.
4. Mrs Fitri Rayani Siregar, M.Hum., as the Chief of English Education Departmen who gladly supporte, and give permit to research in English Education Department and counseled the researcher till finishing this thesis.
5. All lecturers that have taught, guided and also encouraged his during studying in IAIN Padangsidimpuan.
6. Big thanks to my beloved parent, (Sayahdin Matondang and Armija Tanjung) who has supported emotionally and economically and taught the researcher how to survive in leading the life and always be patient and pray in any conditions.

7. My beloved brothers and sister; (Nur Toibah Matondang, Ilda Fitriani Matondang, Bukhori Matondang, Ahmad Nasir Matondang, and Harisma Matondang) and all of my family who always give their materials, prays, motivation and moral encouragement to finish my study.
8. The headmaster, the principal and all teachers of MAS Baharuddin.
9. Thanks to all of researcher beloved friends, they are; Suryana Hotma, Putri Ramadani, Rahma Diny, Sri Sulastri, Tukma Wanita, Fatimah Hariati, Imanda Putri and also my close friend Wahyuni Aflah Rambe, Deswinda Sari, Rusmi Yanti and friends in TBI-1 especially who had give help, patience, and care to support the researcher to finish the researcher's study.
10. All of the people who have helped to finish the researcher's study that can not mention it one by one.

Hope, all of them given health and all the kindness will be replied by Allah SWT. This thesis is still far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructives criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, October 2020

Researcher

NURLIJA MATONDANG

Reg. No. 16 203 00034

TABLE OF CONTENTS

	Page
COVER	
LETTER OF AGREEMENT	
DECLARATION LETTER OF WRITING OWN THESIS	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CAVITY	
EXAMINERS OF SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION	
ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	
A. Background of the Research	1
B. Focus of the Problem	4
C. Definition of Terminologies	4
D. Formulation of the Problem	5
E. Objectives of the Research.....	5
F. Significances of the Research.....	6
G. Outline of the Thesis	6
CHAPTER II THEORETICAL DESCRIPTION	
A. Theoretical description	8
1. Students' Difficulties	8
2. The Purposes of Reading	10
3. Reading Comprehension	12
4. Types of Reading	17
5. Types of Difficulties In Reading	23
B. Review of Related Findings	31

CHAPTER III RESEARCH METHODOLOGY	
A. Time and Place of the Research	35
B. Kind and Method of the Research	35
C. Instrument of Collecting Data	36
D. Source of the Data	38
E. Technique of Collecting Data.....	39
F. Technique of Data Analysis	39
G. Technique of Checking Data Trustworthiness	40
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings.....	43
1. General Findings	43
2. Specific Findings	49
B. Discussion	62
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	64
B. Suggestion	64

REFERENCES

APPENDICES

LIST OF TABLES

Table	Page
1. Conditions the students of MAS Baharuddin	32
2. The name of the teachers	33
3. The classification of students' difficulties.....	35
4. The result types of difficulties, frequency, percentage	39

LIST OF APPENDICES

APPENDIX I	The classification of students' difficulties
APPENDIX II	Test
APPENDIX III	Answer key
APPENDIX IV	The questions items
APPENDIX V	Students' name
APPENDIX VI	Observation guidance
APPENDIX VII	List of interview
APPENDIX VIII	Picture while doing the research

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the language teaching and learning process, there are four skills which are important. The first is listening that human can get in ear. The second is speaking that human use to respond what have been heard through mouth soundly. The third is reading that is a transaction between reader and writer. The last is writing that human to write information or idea through writing which will be read by reader.

Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. When understanding the text, the readers want to communicate with ideas proposed by the writer. Reading also in connection with study language such as: vocabularies, component of paragraph and others. It means that in reading comprehension needs new vocabulary for the reader. In this case, a reader needs vocabulary to make reader easier in comprehend a text or in knowing the information. It also makes a reader more comprehend of the text.

Reading comprehension is a process of understanding the content of the text or story and to get information. Reading comprehension involves at least two people, they are the writer and the reader. Not only the writer does a lot of work to make written text, but also the reader work hard to comprehend the text, because reading without comprehending is a useless activity. The main purpose

of reading is comprehends the text they read. If the reader reads something without knowing the meaning and the idea or without a purpose, the reading will get nothing.

Reading is an activity to get the meaning from written form. Reading is very important for every person. The important of reading are: reding makes smarter, reading can shares information to others, by reading can add knowldge and by reading can get many information.

As the English students, reading is one of the important skills that must be managed by the students because students can expand their English vocabulary, increase the knowledge, and learn many things by reading. The information that the students will get is more details rather than the students just listen the radio, or watch the television. By reading, the students can know the specific information, and understand the whole stories of the text

Also reading is the difficult subject for most students. Reading comprehension is not a simple process because English is a second or foreign language, so they still find difficulties in comprehending the English text. Their difficulties in reading comprehension such as: getting the main idea, general information, specific information, factual information, and vocabulary (includes synonym and unfamiliar word).

The difficulties in comprehending English reading text should be known and solved by the students and the teacher because comprehending reading text is the important skill. If the students feel difficulties in comprehending the English reading text, it will affect their learning.

The fact in the school, when the researcher interviewed to the English teacher in MAS Baharuddin, she said most of students can not read English text correctly especially students at grade XI. They got some difficulties when they read English text. Their difficulties are: vocabulary and pronunciations. Then, dominant factor make students difficult in studying English and read the English text, because they usually speak Arabic language in classroom.¹

Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every student may have different difficulties in comprehending English reading text. By knowing the students difficulties, it can help the teacher to find the appropriate teaching method to help students improve their ability in reading. Also the students have studied English Language when the students were in junior high school, but when the students in senior high school the students still feel difficult in understanding the reading text.

Based on the explanation above the researcher wants to find about students' difficulties in reading comprehension. Therefore the writer in

¹Interview with Donna as English teacher at grade XI MAN MAS Baharuddin, Wednesday, 18 July 2020 at 09.30 pm.

interested in carrying out a research entitle **“The Students’ difficulties in reading comprehension at grade XI MAS Baharuddin”**

B. Focus of the Problem

Based on the background of the problem above, this research is focused on students’ difficulties in reading comprehension at grade XI MAS Baharuddin. In this research, researcher focused to know about students’ difficulties in understanding reading text in four aspects. And the four aspects of students’ difficulties in comprehending are determining main idea, understanding vocabulary, detail information and making inference.

C. Defenition of the Terminologies

1. Student

Student is a person who is studying or leaning at a school or university.

Student is a person that learning at school. Students is a someone who learning something from the teacher or lecturer.

2. Difficulties

Difficulties are situation or condition that cause a problem. Difficulties is something not easy to do or to understand. Difficulties is the fact that the person do not easy to do something or find the problems.

3. Reading Comprehension

Reading comprehension is the process of understanding the content of the text. Reading comprehension is the ability the reader to understand and

comprehend the mean of the text. Reading comprehension is the process of the reader try to get the information or to get the meaning.

So, students' difficulties in reading comprehension is the problems that make students feel difficult in understanding the English text. The students difficulties in reading comprehension is when the students try to get the meaning of the text the students get the problems.

D. Formulation of the Problem

The problems in this research can be formulated as:

1. How are the situations or conditions in MAS Baharuddin?
2. What are the students' difficulties in reading comprehension at grade XI MAS Baharuddin ?
3. What will be the teachers' effort to solve the students' difficulties in reading comprehension at grade XI MAS Baharuddin ?

E. Objectives of the Research

The objectives of the research are:

1. To know the situation or condition in MAS Baharuddin.
2. To know the students' difficulties in reading comprehension at grade XI MAS Baharuddin.
3. To know the teachers' effort to solve the students' difficulties in reading comprehension at grade XI MAS Baharuddin

F. Significance of the Research

The significances of the research are:

1. To help the teacher in solving students' difficulties in reading comprehension.
2. To the headmaster of MAS Baharuddin as supervisor to supervise the development of student and teacher in English learning process.
3. To other researcher as an information to do a further research.

G. Outline of the thesis

The systematic of this research is divided into five chapters. Each chapters consists of many sub chapters with detail follow:

1. The first chapter consist of: background of the problem, the focus of the research, the definition of terminologies, the formulation of the problems, the objectives of the research, the significance of the research and outline of the thesis.
2. The second chapter consist of: theoretical literature, review of related finding and. In theoretical review consist of definition of the students' difficulties, the purposes of reading, reading comprehension (definition of reading, comprehension and reading comprehension), types of reading and types of difficulties in reading.
3. The third chapter is research methodology. In research methodology consist of time and place of the research, kind and method of the research, source of the data, technique of data analysis, instrument of collecting data, technique of collecting data and technique of the checking trustworthiness.

4. Chapter fourth is the result of the research and discussions. In result of the research consist of general finding and specific finding.
5. Chapter fifth is the conclusion and suggestion.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Students' Difficulties

a. Students

Students is a person who are going to school and studying something. Students can be children, teenager, or adult who are going to school, but it may also be other person who are studying, such as in a school, a college or university. Student is a component of human to occupy central position in teach of learning.

The student as side want reach for ambitions, have aims and then want optimal to achieve . According to Oxford Learner's Pocket Dictionary that the student is a someone who is learning at a school, a college or University.² So, student is a person who is learning, and student will be become determining factor and can to influence something to achieve learning purpose, and student is to constitute of learning subject. The students is the a person who is going to school and learn something from the teacher.

²Hornby, Oxford Advent Learner Dictionary (New York: Oxford University Press,1995)

b. Difficulties

Difficulty is something that complicated to do. Students difficulties is some problems from students which do not comprehend an handle the learning process in the classrooms, it make the students get resulted bad or low. The some factors that make students get difficulties that are the students' background knowledge, the teaching approach, some within the learning environment, and some are possibly related to the working relationship between teacher and student.³ Difficulties are situation or condition that cause problems.

Based on the definition of difficulties above, it makes it clear that the condition where the student cannot read English text well. The difficulties of students in reading text well arise from internal factors. The internal factors, such as; vocabulary, pronouncation and acquiring, talent, interest, motivation and mental health.⁴ So, researcher can concluded that the students is a person who learning in school or university. They get some difficulties when the students read an English text.

³ Yuni Kartika Sari, "An Nalysis of Students' Difficulties in Comprehending English Reading Text on the MTs Negeri Mlinjon Klaten in Academic Year 2016/2017" (The State Islamic Institute of Surakarta, 2017), <http://epints.iain-surakarta.ac.id>.

⁴ Kristin Padama and Rohana Thomas Tangla, Adolfina Moybeka, "The Difficulties in Reading Descriptive Text of the Eight Grade Students of SMP Negeri Likwatang," 2016, <https://untrlbkalabahi.ac.id>.

2. The Purposes of Reading

The purposes of reading is to connect the ideas on the page to what you already know. There are some purposes of reading such as, to understand what the content of the story, to know the topic of the text, main idea of the text, detail information or specific information and the others. The purpose of reading differs from one person to another person and from one situation to another situations. In other words, the different circumstances people face in their daily lives determine the purpose of their reading, which can vary from reading for information to reading for excitement. This view is supported by Davies who lists five purposes for reading:

- a. Reading for pleasure
- b. Reading for a general impression
- c. Reading to organize a text and for study purposes
- d. Reading to learn content or procedures
- e. Reading for language learning⁵

Added by Jeremy Harmer , the purposes of reading are:

- a. Reading to confirm expectations
- b. Reading to extract specific information
- c. Reading for communication tasks
- d. Reading for general understanding

⁵ Marzook Maazi Alshammari, "New Developments in Teaching Reading Comprehension Skills to EFL Learners," *International Journal of English Language Teaching* 3, no. 1 (2015): 1–10, www.researchgate.net.

- e. Reading for detailed comprehension (information)
- f. Reading for detailed comprehension (function and discourse)⁶

According to William Grabe and Fredricka L. Stoller there are seven purposes of reading such as:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension⁷

There are seven goals of reading; reading for the details and facts, read for main idea, reading for sequence of organization, reading for inference, classify reading, reading for evaluate and compare the reading for the contest.

- a. Reading for details and facts: reading to find out what the subject of the story.
- b. Reading for main ideas: reading to get the problem statement.
- c. Reading to the order of organization: reading to know every part of the story.
- d. Reading to a conclusion: read to know what is meant by the author of the story.
- e. Reading to classify: reading to find things that are not ordinary.

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, fourth edi (Longman: pearson, 1991).

⁷ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Teaching and Researching Reading, Second Edition*, second (London And New York: Routledge Taylor & Francis Group, 2013), 5, <https://doi.org/10.4324/9781315833743>.

- f. Reading to evaluate: reading to find out the value of the story.
- g. Reading to compare or contest: reading to compare how the story of the reader life way.⁸

The purpose of reading can help the reader improve comprehension, such as comprehension in knowing the structure of paragraph, look for the method of organization, create motivation and interest and can build up a good vocabulary. One of the most important task on the reader is to find out what the writer said.⁹ So, researcher can conclude that the purposes of reading are to get the information, to understand the content of the text and to know what the writer want to say to the reader.

3. Reading Comprehension

a. Definition of reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁰ Reading is a crucial skill for students of English whether it is as a second language or a foreign language. Reading still plays great role and it is essential as a tool to convey meaning and information through the text. Reading for foreign language learners is not an easy task because reading in English is complicated and it is hard to get the meaning from the text. It needs

⁸ Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills," 2015, 1–20, <https://ejournal.iainbengkulu.ac.id>.

⁹ Thomas Tangla, Adolfina Moybeka, "The Difficulties in Reading Descriptive Text of the Eight Grade Students of SMP Negeri Likwatang."

¹⁰ David Nunan, *Practical English Language Teaching*, first (New York: McGraw-Hill Education, 2003), 67, http://www.academia.edu/34135090/Practical_English_Language_Teaching.pdf.

comprehension to get meaning or to get information conveyed by the writer. It can be caused by the language system of English is different from the students' own language.¹¹ Reading is a process that negotiates the meaning between the text and the reader.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹² According to Chen, reading is a very complex process that needs so much active participation from the reader.¹³ Commander and Guerrero said reading is an interaction process of communication between reader and text.¹⁴ Hung and Ngan said that reading is a basic skill that can improve students' vocabulary, speaking and writing, and finally can help them to master their target language.¹⁵ Kennedy states that reading is the ability of an individual to recognize a visual form, associate the form with a sound and meaning acquired in the past and on the basis of past experience, understand, and interpret its meaning.¹⁶ Reading is the process to understand about the text.

¹¹ Sukarta Karta wijaya, "Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text," *Jurnal Curricula* 2, no. 3 (2017): 80, <https://researchgate.ac.id>.

¹² Stoller, *Teaching and Researching Reading*.

¹³ Ratih Inayah and Silpia Rahayu, "Exploring Students' Difficulties in Comprehending Reading for Academic Materials Used in Their Class," *Jurnal Ilmiah UPT P2M STKIP Siliwangi* 2, no. 2 (2015): 240, <https://doi.org/10.22460/p2m.v2i2p240-245.183>.

¹⁴ Shanty Octavia and Jufri, "An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang" 411 (2019): 126, <https://doi.org/10.2991/assehr.k.200306.022>.

¹⁵ Usman Kasim and Siti Raisha, "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities," *English Education Journal (EEJ)* 8, no. 3 (2017): 2.

¹⁶ Yuni Kartika Sari, "An Nalysis of Students' Difficulties in Comprehending English Reading Text on the MTs Negeri Mlinjon Klaten in Academic Year 2016/2017," 12.

Rivers said that, “reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s which are knowledge of the language”.¹⁷ According to Snow, Burns & Griffin, reading is the most important skill among the four language skills as it can improve the overall language proficiency. Hood Soloman and Burns, reading is a part of the way we use language in everyday or daily activity to know the information, to communicate with other people and also for enjoyment. Reading always occurs in context, that is, what we read is part of a broader situation or an extended text.¹⁸ Reading is the important skill in studying English, because from reading can add knowledge or get information.

Reading is the activity to get the information about the text. with reading text, someone can add the knowledge, get information and answer the questions.

b. Comprehension

The objective of reading is comprehension. Comprehension is the ability in understanding about something, for example a language or

¹⁷ Qarqez Mohammed and Radzuwan Ab Rashid, “Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan,” *Arab World English Journal* 8, no. 3 (2017): 422, <https://doi.org/10.24093/awej/vol8no3.27>.

¹⁸ Lauren Stephenson and Barbara Harold, “Elements in the Teaching of Reading,” *Teachers, Learners and Curriculum* 4 (2009): 14–21, <https://www.zu.ac.ae/main/files/contents/edu/docs/journal/Stephenson.pdf>.

text.¹⁹ According to Brassell and Rasinski, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.²⁰ Comprehension is the process of obtaining meaning from written text. It involves word knowledge (vocabulary) as well as thinking and reasoning.²¹ Comprehension is the way of understanding the text.

Comprehension means understanding. It is the ability to get the meaning of the something. Reading comprehension is the first goal in reading. Duke and Pearson stated that reading is comprehension. Explain without comprehension is simple word barking being able to articulate the word correctly without understanding its meaning.²² Comprehension means relating to what we do not know or new information, to what we already know.²³ Comprehension is reading all about.

Furthermore, comprehension focuses on reading instruction, such as: understanding words and building vocabulary, understanding sentences, sentence structure, and syntax, and understanding paragraph,

¹⁹ and Eka Sustris Harida Siti Nurhamidah Syahid Muammar Pulungan, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 299, <http://jurnal.iain-padangsidempuan.ac.id>.

²⁰ Nofitarina, "Teaching Reading Narrative Reading By Using Literature Circles Strategy To the Tenth Grade Students of Sman 1 Lempuing Jaya," n.d., <http://lib.unnec.ac.id>.

²¹ By Elizabeth S Pang and Elizabeth B Bernhardt, *Teaching Reading*, ed. IAE Educational Practices Series (Chicago, n.d.), 14.

²² Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills."

²³ Anindya Sekarini, "An Analysis of Students' Reading Comprehension Conttaints at the Fisrt Year Students of MAS 1 Bandar Lampung" (University of Lampung, 2017), 11, http://digilib.unila.ac.id/27992/4/A_SCRIPT_TANPA_BAB_PEMBAHASAN.pdf.

which include finding the main idea and topic sentences, finding detail, and drawing conclusion and interpretation what you read.²⁴

c. Reading comprehension

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text.²⁵ According to Grape & Stoller, reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly.²⁶

Then researcher can concluded that reading is a process of thinking of readers who are trying to catch the meaning of a passage. In this situation, readers try to comprehend a text that they read. It means that reading is a

²⁴ Eka Sustri Harida, "Authentic Assessment for Reading Comprehension," *English Education* 3, no. 02 (2015): 8, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1202>.

²⁵ Kate Cain and Carsten Elbro Jane Oakhill, *Understanding and Teaching Reading Comprehension* (London And New York: Routledge Taylor & Francis Group, 2015), 2, <https://pdfdrive.com/Understanding-and-Teaching-Reading-Comprehension-a-handbook-d184580656>.

²⁶ Marzook M Alshammari, "New Developments In Teaching Reading Comprehension Skill To EFL Learners," *International Journal of English Language Teaching* 301657862, no. 1 (2016): 3.

process of readers to comprehend a text which encourage them to apply strategy in order to catch the idea of the writer's meaning.

4. Types of Reading

There are four types of reading, such as:

a. Intensive Reading.

Intensive reading involves a short reading passage followed by textbook activities to develop comprehension or a particular reading skill. Most textbooks used to teach first and second language reading using an intensive reading approach.²⁷ Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading

- 1) This reading helps learner to develop active vocabulary.
- 2) Teacher play main role in this Reading.

²⁷ Nunan, *Practical English Language Teaching*, 2003, 72.

- 3) Linguistic items are developed.
- 4) This reading aims at active use of language.
- 5) Intensive reading is reading aloud.
- 6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

Intensive reading is reading carefully for complete, detailed comprehension, for example main ideas, details and vocabulary.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

Few characteristics of extensive reading are:

- 1) It helps learner to develop to active vocabulary.
- 2) In extensive reading the subject matter is emphasized.
- 3) In the extensive reading the learners play main role because they have to ask for measures.
- 4) In extensive reading the idea can be developed.
- 5) The aim of extensive reading is to enrich learners' knowledge.

6) Through extensive reading the good reading habit can be developed.²⁸

Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.

The benefits of extensive Reading are:

- 1) The choice in reading material; one of the reasons why students take pleasure in extensive reading program is that they can choose what they want to read
- 2) Developing students' vocabulary; an extensive reading program is the single most effective way of improving both vocabulary and reading skill in general
- 3) Regarding to students' readiness to have activities in the classroom, because they have read the material before, they can follow the classroom activities related to extensive reading well.²⁹

Extensive reading is reading widely in order to improve reading comprehension, reading speed and vocabulary.

c. Aloud Reading

Aloud reading is types of reading by using aloud voice and clearly.

Reading aloud also play important role in teaching of English. Reading

²⁸ M.F. Patel Praveen M. Jain, *English Language Teaching*, First (Jaipur: Sunrise Publisher & Distributors, 2008), <https://www.academia.edu>.

²⁹ Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," *Journal of English and Education* 2, no. 2 (2014): 68–80.

aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of the study. The reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Reading aloud good books can become a tradition and favorite activity in the classroom.³⁰

The benefits of reading aloud are;

1) Vocabulary Building

While reading aloud, teachers can take note of words that they think may be new or difficult for the class.

2) Developing Listening Skills

Reading aloud will also help students to develop their listening skills and improve their overall attentiveness.

3) Order

Reading aloud to children will help them to learn how things are placed in order. By listening to a story, children will learn that stories have a logical course of events.

4) Grammar

Reading aloud will help students to learn grammar. Also, hearing complete sentences will increase students' overall understanding of grammar and word use.

³⁰ Praveen M. Jain M.F.Parel, *English Language Teaching* (Jaipur: Sunrise Publisher & Distributors, 2008).

5) Creativity

Reading aloud also enhances creativity. Children will visualize while listening to a story and this visualization process will help to enhance their creative skills.³¹

The advantage of aloud reading

- 1) It enables the learner to develop the skill of reading very well by speaking or expressing ideas.
- 2) It enables the learner to develop the skill of pronouncing very well.
- 3) It makes reading very enjoyable while teacher uses reinforcement during reading.
- 4) Language learning is a kind of imitation. When the teacher says anything or reads any text, the learner also tries to imitate that. So the teacher should have innovative ideas so that it can make this activity very effective.

The disadvantage of Aloud Reading

- 1) The overcrowded class is the very big problem. The teacher can not provide sufficient opportunities to all students.
- 2) At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at the secondary stage.

³¹ Nurul Annisa, "A Comparison between Reading Aloud and Silent Reading in Understanding Recount Text (in Case of Senior High School Year Ten of SMA N 12 Semarang in the Academic Year 2010/2011)" (Semarang State University, 2010), 14.

3) Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chance of reading. So they become the passive learners.

4) Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.

d. Silent Reading

Silent reading is meant to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

1) The advantage of silent reading:

a) This reading makes students very active and accurate.

b) Silent reading concentrates the attention of learners toward subject matter and he learns naturally.

c) It saves time because this activity is done at a time. All students participate together in this activity at a time.

d) It is very useful to develop the skill of reading fast. e) This skill plays the main role to increase the knowledge of students.

- 2) The disadvantage of silent reading:
 - a) This technique is not useful at the earlier stage of language learning.
 - b) Through this skill, one can learn the pronunciation.
 - c) In this skill, the learner can cheat the teacher if the subject matter is not interested.
 - d) Only bright and intelligent students can learn this skill but average students learn it hard.³²

Then there are some factors of students in reading difficulties:

- 1) Boring activities in reading text
- 2) Low interest material
- 3) Situation (uncomfortable situation towards learning)
- 4) Sufficient time spent in reading.³³

The researcher can concluded that there are four types of reading, such as: intensive reading, extensive reading, reading aloud and silent reading.

5. Types of Difficulties in Reading

Many students have difficulties when they read a text. The most common area of difficulty is in phoneme segmentation, the process by which an unfamiliar word is broken up by the brain into its component sounds, have a verbal memory deficit, a difficulty recalling words that have just been read, difficulty in the way in which their brain perceives the shapes of letters, a

³² M.F.Parel, *English Language Teaching*.

³³ Thomas Tangla, Adolfina Moybeka, "The Difficulties in Reading Descriptive Text of the Eight Grade Students of SMP Negeri Likwatang."

visual perception deficit, confuse letters such as ‘b’ and ‘d’, have mixed phonological and visual perception difficulties.³⁴ Students have different difficulties when they are reading an English text. It can be about understand the unfamiliar words, the content of the text and forget what the students have read.

There are some difficulties in understanding English text, such as: limitation in vocabularies, activating background knowledge or schemata while reading, find main ideas and supporting paragraph and lack of practice and having limited knowledge of genre contribute to their weaknesses in reading.³⁵ Aulia Khoirunnisa and Estu Widodo said that there are eight difficulties faced by students in reading such as: difficulties dealing with grammar, point of view, majority of words, meaning of each sentence, moral value, information finding, and plot.³⁶

Galuh Nur Rohmah said there are two problems or difficulties faced by the student in reading, for example in language-related problems and non-linguistic problems.

³⁴ Mark Selikowiz, *Dyslexia and Other Learning Difficulties*, third edit (Australia: Oxford University Press, 2012), 47, <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.

³⁵ Eka Sustris Harida, “Students’ Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan),” *Al-Ta Lim Journal* 21, no. 3 (2014): 183–88, <https://doi.org/10.15548/jt.v21i3.102>.

³⁶ Aulia Khoirunnisa and Estu Widodo, “Students’ Difficulties in Comprehending Narrative Text,” *TELL: Teaching of English Language and Literature Journal* 7, no. 2 (2019): 65–74, <http://journal.um-surabaya.ac.id>.

a. Language-related problems are related to the internal component of the text, those are:

- 1) Understanding unfamiliar vocabulary and phrases
- 2) Limited vocabulary
- 3) Unfamiliar idioms
- 4) Compound words, phrasal verb, the whole meaning of every single words
- 5) Guessing the meaning of the word without looking up in the dictionary
- 6) The high level of language in academic writing

Then content related problems belong to this area are:

- 1) Difficult to understand the text and draw a conclusion completely
- 2) Difficult to get all information from a whole text
- 3) Difficult to get the main idea from the text
- 4) Difficult to evaluate the argument of the text
- 5) Difficult to analyze the content
- 6) Misinterpret the author's purposes
- 7) Find the implicit meaning of the text and making relevant questions.

b. In non-linguistic problems, problems belong to this category are:

- 1) Less of concentration
- 2) Having no interest in a specific topic
- 3) Cannot find the appropriate answer for the questions
- 4) Giving the comment of the text

5) Building the curiosity in to the text

6) Less of carefulness and less sensitive.³⁷

And there are some difficulties for readers to understand the ideas.

Jeremmy Harmer stated the problems of reading are:

a. Language

The students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because they find unfamiliar words which the text contains as a whole.

b. Topic and genre

The topic is not appropriate or not interesting for students. Besides, students are not unfamiliar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to successful in reading.

c. Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult.

d. Negative expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think too difficult in reading activity.³⁸

Then, David Nunan said there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text.

³⁷ Galuh Nur Rohmah, "Critical Reading: Students' Problems, Strategies, and Reflections," *J-ELLiT (Journal of English Language, Literature, and Teaching)* 2, no. 1 (2018): 20, <http://journal2.um.ac.id>.

³⁸ Harmer, *The Practice of English Language Teaching*.

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located. Finding the main idea of a paragraph is one of the important reading skill to finding the author's purpose.

b. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies. Understanding vocabulary is the important things to know the content or to understand the whole story.³⁹ Vocabulary is the important things in reading text. The students who have limited

³⁹ Dwi Larasati, "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan.," *Ayan* (State Islamic University of North Sumatera, 2019), <http://repository.uinsu.ac.id>.

vocabulary knowledge can make the students difficult in understanding reading text. The students do not know the meaning of the text without vocabulary knowledge.

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. Vocabulary knowledge is difficult to measure. It is very important in learning to read and in future reading development.⁴⁰

There are some factors causing difficulties in learning vocabulary

- 1) The difference between written form and the spoken form in English
- 2) The large number of words students have to learn or master
- 3) The limited knowledge about words
- 4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition
- 5) Causes of lack of understanding of grammatical of the words.⁴¹

So, student must have much vocabulary to understand the English text because without vocabulary the students get difficulties to know the information in the text.

⁴⁰ Pang and Bernhardt, *Teaching Reading*.

⁴¹ Ratih Laily, "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test," *Metathesis: Journal of English Language, Literature, and Teaching* 2, no. 2 (2018): 1–11, <https://doi.org/10.31002/metathesis.v2i2.958>.

c. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Making inference mean that the reader understand the content of the text.

d. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text.⁴²

Then there are many possible reasons why a student may experience difficulty learning to read, write and spell in the early years of schooling. Some of the problems may be due to factors intrinsic to the student, while others are due to outside influences, such as:

- a. Teaching method
- b. Time allocated for learning
- c. Language ability

⁴² Dwi Larasati, "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan" (State University of North Sumatera Medan, 2019).

d. Phonological awareness⁴³

There are some factors that make students feel difficult in understanding reading text. The some factors that make the students get difficulties in understanding English reading texts are vocabulary, grammar knowledge, and reading interest. According to Bean there are ten factors of reading difficulties, they are:

- a. Misunderstanding of the reading process
- b. Failure to adjust reading strategy for different purposes
- c. Difficulty in perceiving the structure of an argument as they read
- d. Difficulty in assimilating the unfamiliar, difficulty in appreciating a text's rhetorical context
- e. Difficulty seeing themselves in conversation with the author
- f. Lack of cultural literacy assumed by the text's author
- g. Inadequate vocabulary
- h. Difficulty in tracking complex syntax
- i. Difficulty in adjusting reading strategies to the varieties of academic course.⁴⁴

Peter Westwood said that there are eight problems or factor that make students difficult in understanding reading English text. They are:

⁴³ Peter Westwood, *What Teachers Need to Know about Reading and Writing* (Australia: ACER Press, 2008), <https://pdfdrive.com>.

⁴⁴ Nofitarina, "Teaching Reading Narrative Reading By Using Literature Circles Strategy To the Tenth Grade Students of Sman 1 Lempuing Jaya," 68.

- a. Limited vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Lack of familiarity with the subject matter
- e. The difficulty level of the text
- f. Inadequate use of effective reading strategies
- g. Weak verbal reasoning
- h. Problems with processing information
- i. Problems in recalling information after reading⁴⁵

So, reading difficulty is the problems that are faced by the students in comprehending the English text. The students get many difficulties when they read the English text. The students' difficulties in reading comprehension are vocabulary, grammar knowledge, detail information, identifying the main idea and also students have some problems when the students read the English text like the students less of concentration and having no interest in a specific topic.

B. Review of Related Findings

In this research was related to some research. The first is by Yunyta Wahyuningtiyas. The result of this research show that the students have three difficulties in reading comprehension include: The first was difficulty in inferring information that was only in a text, the second was making inferences to connect up the ideas in a text, and the third was inferring the meanings of particular words from context. Based on the data each component has 6,7% percentages. It can be conclude the percentage had been criterion average, with the percentage

⁴⁵ Westwood, *What Teachers Need to Know about Reading and Writing*, 33.

of 80%, it means that the students had a quiet difficult and strong 20%, it means that the students had difficulty.⁴⁶

The second research was done by Ariyanti Puspita. The results of this research showed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.⁴⁷

The third research was done by Yuni Kartika Sari. The result of the research shows that the difficulties faced by the students found in comprehension English reading text at seventh grade there is inadequate instruction presented by the teacher, lack of pupil interest, and the students limited of vocabularies.⁴⁸

The fourth researcher was done by Dasrul Hidayat. Then this research will be done in MAS Baharuddin. The result of his research show that the students get difficulties in reading comprehension. In this research he founded that the difficulties faced by the students are difficulty in answering main idea questions (74%), making inferences questions (56%), and locating reference questions (71%). Therefore, the most difficult aspect faced by the first grade students is

⁴⁶ Yunya Wahyuningtiyas, "Students' Difficulties in Reading Comprehension for Fourth Semester Students of English Teacher Education Department at IUN Sunan Ampel Surabaya" (IUN Sunan Ampel, 2014).

⁴⁷ Ariyanti Puspita, "Students' Difficulties In Comprehending English Reading Text At Second Grade Students Of SMA N 2 Metro" (University Of Lampung, 2017).

⁴⁸ Yuni Kartika Sari, "An Nalysis of Students' Difficulties in Comprehending English Reading Text on the MTs Negeri Mlinjon Klaten in Academic Year 2016/2017."

reading for getting main idea with (74%). As the result, most of the students had difficulty in achieving the standard grade for reading comprehension test.⁴⁹

The last research was done by Siti Aisah Aminah. The result of her research mentioned that the students' difficulties in Literal Comprehension is 27.31% and categorized into Low Level, The students' difficulties in Inferential Comprehension is 30.38% and categorized into Low Level. The students' difficulties in Critical Comprehension is 40.77% and categorized into Medium Level. So, the finding that the students' difficulties are on highest level, namely Critical Comprehension that is 40.77%. And the students' difficulties in reading narrative text can be caused of their lack of understanding the narrative text because of their vocabularies in English or their interest in reading English text and it made students did not understanding of the story and make them can't answer the question of narrative text well. And the last is caused that students felt bored in reading long passage of story and the theme or topic from the story that is not interested to read.⁵⁰

Then this research was conducted at MAS Baharuddin. There are 22 students have given the test. The researcher also used four aspects of reading comprehension in this test. The four aspects of reading comprehension are

⁴⁹ Dasrul Hidayati, "Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar" (Ar-Raniry State Islamic University Darussalam Banda Aceh, 2018), <https://repository.ar-taniry.ac.id>.

⁵⁰ Siti Aisah Aminah, "An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text" (Sultan Maulana Hasanuddin Banten, 2019), <http://repository.uinbanten.ac.id>.

determining main idea, understanding vocabulary, making inference and detail information After analysis the data and researcher get the result, the researcher found the result of this research is similar with the research was done by Dasrul Hidayat. The most students' difficulties in reading comprehension is to determining main idea. The result of the research was done by Dasrul Hidayat there are 74% the students who are difficulties in answering to look for the main idea of the question items and this research there are 30.52% the students who are difficulties in answering to look for the main idea.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The place of the research was conducted at MAS Baharuddin on Jl. Mandailing Km. 15 Janjimauli-MT, Kec. Batang Angkola, Kab. Tapanuli Selatan, Prov. Sumatera Utara.

The reason of researcher choosed this school as the location of the research, because the place is near from house of the research till the data easy collected. This research begin form October 2019 until October 2020.

B. Kind and Method of the Research

This research uses descriptive method. It is kind of method use in research and based analysis of data and this research used a qualitative approach. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.

Qualitative research is used for investigating a variety of educational problem, an issues and it is used to determine a descriptive way things.⁵¹ Qualitative research in which the re- searcher directly observes and records notes on people in a natural setting for an extended period of time.⁵²

⁵¹ Geoffrey E. Mills; Peter Airasian L.R. Gay, *Educational Research Competencies for Analysis and Applications*, Tenth Edit (USA, 2012).

⁵² W Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, Seventh Ed (United Kingdom: Pearson Education Limited, 2014), 50.

C. Instrument of Collecting Data

In this research used the observation and test to collect the data of the research. The explanations of the instruments as follow:

1. Observation

Gay and Airasian stated that observation is a technique of collecting data to understanding the natural environment as lived by participants, without altering or manipulating.⁵³ This observation used to know the situations and condition in MAS Baharuddin include location, facilities and subject of the research.

2. Test

The researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students answered the test well or not. That is way of the researcher to see about students' difficulties in reading comprehension. In order to get the data, the researcher adopted text from the reading for Islamic studies book. The researcher conducted a test which consists of 10 multiple choice questions. The researcher also used four aspects of reading comprehension in this test. The four aspects of reading comprehension are determining main idea, understanding vocabulary, making inference and detail information.

⁵³ L.R. Gay, *Educational Research Competencies for Analysis and Applications*.

3. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁵⁴ After the researcher got the result of the test, the researcher interviewed the English teacher to know the teachers' effort to solve the students' difficulties in reading comprehension. The researcher gave four questions to the English teacher.

Table 1
The Classification of Students' Difficulties

NO	Students' Initial Name	Determining Main Idea	Understanding vocabulary	Detail Information	Making Inference
1					
2					
3					
4					
5					
Total of each difficulties					
Total of all difficulties					

⁵⁴ L. R. Gay, *Educational Research Competencies for Analysis and Applications*, Tenth Edit (USA, 2000), 219.

Table 2
The Result Types of Difficulties, Frequency, Percentage

No	Types of Difficulties in Reading	Frequency	Percentage
1	Determining main idea		
2	Understanding vocabulary		
3	Detail Information		
4	Making Inference		
Total			

D. Source of the Data

The source of the data in this research are divided into two part , they are:

1. Primary source of data was students at grade XI MAS Baharuddin, they are 56 students. They are divided into two class. They are class XI-Agama consist of 26 students, class XI-IPA consist 29 students. Then the researcher took only one class because it is representative to take the result of the research. They are XI-Agama.
2. Secondary source of data was information from the English teacher of MAS Baharuddin.

E. Technique of Collecting Data

To collecting data, the researcher used some techniques. The techniques of collecting data of this research are:

1. Come to the school and permission to headmaster to do the research
2. Meet the English teacher to sharing about the students at grade XI
3. Preparing the test
4. Come to the classroom and give the test
5. Explaining what the test is and what students will do with the test.
6. Determine the time of doing the test.
7. Giving the test to the students.
8. Giving chance to the students to answer the test.
9. Collecting the students' answer sheet to analyze it.
10. Observe the situations and conditions of MAS Baharuddin, include: facilities, students' activity and school area.
11. Interviewed the English teacher of MAS Baharuddin to know the teachers' effort to solve the students difficulties in reading comprehension

F. Technique of Data Analysis

After collecting data, the researcher analysis the data by using some steps they are:

1. Editing of the data, it don't arrange the data become a structured sentence systematically.

2. Reduction of the data, it is done to seek the uncompleted data and put a side data unnecessary.
3. Tabulating of the data, it done to account and give the scores to respondent answer trough test and take to the table that consist alternative answer, frequency and percentage. To obtain percentage of the answer subject and take on the table by using the formula:

$$P = f/N \times 100\%$$

Explanation:

P= percentage

f= frequency

N= Number of cases (total frequent)⁵⁵

4. Description the data, it is done to describe or interpret the data that have been collected systematically.
5. Take conclusion, it is done to conclude the discussion solidly and briefly.

G. Technique of the Checking Trustworthiness

In doing the research, the researcher needed to make validating of the finding. In this case the research used the term of “trustworthiness” for validating the accuracy findings

⁵⁵ Kartika S, “An Analysis of Students ’ Ability in Retelling Narrative Text in Written Form,” *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 104–18.

There are some technique to determine the data trustworthiness stated by Lexy J Moleong, such as:

1. The extension of participation is the extension not only done at the short time, but need a long time.
2. The application of the research the researcher must do the research with carefully, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends trough discussion is done with expos the interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes in the research collect example in appropriate cases with the model and inclination of information that have collected a used a substance of comparison.
6. Checking the member is the most important in checking credibility.
7. The detail description is the technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the content of the research.
8. Auditing is used to check the truth and certainly of data, this point is done well to the process or result and extant.⁵⁶

⁵⁶ Lexy. J Meleong, Metode Penelitian Kualitatif, (Bandung; PT. Remaja Rosdakarya:2018),p.326

From the all techniques above, the researcher used the fourth technique to determine the data trustworthiness. It was checking with friends, but to make this research more valid the research checking with an English teacher at MAS Baharuddin. She is mom Donna S.Pd

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

1. General findings

This research was conducted at MAS Baharuddin. It is located in Jl. Mandailing Km. 15 Janjimauli-MT, Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan, Provinsi Sumatera Utara. MAS Baharuddin built at 2002 and it gets an accreditation A on 05 October 2009. The headmaster of MAS Baharuddin is Samaruddin, S.HI, S.Pd. I. The treasurer of this school is Awaluddin Sireagar M.Pd. MAS Baharuddin has 23 teachers and 118 students that were 51 boys and 67 girls.

Some students in MAS Baharuddin live in dormitory or boarding school and some students live their own homes. Some students who lives in dormitory because their house is far from this school and the students who did not live in dormitory because their house is near from this school. Actually, students at grade XI-Agama and XI-IPA there are 55 students. Then, some of them live in dormitory and some of them live in their own home. In class XI-Agama, there are 17 students live in their house and there are 9 students live in dormitory or boarding school with the total 9 boys. In class XI-IPA, there is one students live in her own home and there are 28 students live in dormitory or boarding school with the total 3 boys and 25 girls.

The students in MAS Baharuddin usually used Arabic Language in the school area. The students speak Arabic Language in the classroom, canteen and every places in the school. The teacher also used Arabic Language when the teacher gave an announcement or asked the students to do something. In this school, the students usually doing dhuha prayer together in the yard and they also doing zuhur prayer together in a Baharuddin mosque. The students called the teacher as ustadz or ustadzah.

Table 1
Condition the students of MAS Baharudddin

No	Class	Male	Female	Total
1	X IPA	2	13	15
	X AGAMA	11	2	13
2	XI IPA	4	26	30
	XI AGAMA	14	12	26
3	XII IPA	11	8	19
	XII IPS	9	6	15
	Total	51	67	118

Based on observation in MAS Baharuddin , below is school profil, students activity and generally this school had some facilities and extraculicular as follows:

a. Facilities

- 1) 1 teacher office
- 2) 1 headmaster office
- 3) 10 classrooms
- 4) 1 administration room
- 5) 1 library room
- 6) 1 clinic room
- 7) 2 laboratories room
- 8) 1 sport center
- 9) 3 dormitories
- 10) 1 mosque
- 11) 2 bathrooms
- 12) 2 canteens
- 13) 1 administration room

b. Extraculicular

- 1) English Language
- 2) Arabic Language
- 3) Sewing

- 4) Reading Qur'an
- 5) Athletic
- 6) Scout
- 7) Marching band

c. School Profil

1) Madrasah General Data

NSM : 131212030011
NPSN : 10263665
Name of School : Madrasah Aliyah Baharuddin
Madrasah status : Swasta
NPWP : 20. 024. 457. 2-118. 000

2) Madrasah address

Address : JL. Mandailing Km. 15
Village : Janji Mauli-MT
Districts : Batang Angkola
Regency : Tapanuli Selatan
Province : Sumatera Utara
Zip Code : 22773
Email : masbaharuddin2@gmail.com

3) Head Master

Name : Samaruddin, S.HI, S.Pd.I
Genre : Male

Education : S-1

Phone : 082168633242

4) Madrasah Accreditation

Accreditation : A

No : 853/BAP-SM/PROVSU/LL/XII/2015

d. Students Activity

- 1) Monday : the students start the lesson at 07.30 am until 12.20 am
Then, the students get a break time at 10.10 am until 10.20 am
- 2) Tuesday : the students start the lesson at 07.30 am until 15.30 am.
Then, the students get a break time at 10.10 am until 10.20 am and at 12.20 am until 13.30
- 3) Wednesday : the students start the lesson at 07.30 am until 15.30 am
Then, the students get a break time at 10.10 am until 10.20 am and at 12.20 am until 13.30
- 4) Thursday : the students start the lesson at 07.30 am until 15.30 am
Then, the students get a break time at 10.10 am until 10.20 am and at 12.20 am until 13.30
- 5) Friday : the students start the lesson at 07.30 am until 11.40 am
Then, the students get a break time at 10.10 am until 10.20 am.

- 6) Saturday : the students start the lesson at 09.00 am until 11.00 am

Table 2
The Name of the Teachers

No	NAME	GENDER	POSITION
1.	Samaruddin, S. HI, S.Pd	L	Kepala Sekolah
2.	Awaluddin Siregar, M.Pd	P	WKM. Kurikulum
3.	Linda Sari S.Pd	L	WKM. Kesiswaan
4.	Andi Syahwadi, M. Pd	L	Guru
5.	Abdul Aziz, S. Pd	L	Guru
6.	Agussantina S. Pd	P	Guru
7.	Anwar Efendi Harahap S. Pd	L	Guru
8.	Ardiansyah Harahap S. Pd. I	L	Guru
9.	M. Riski Sanda, S.Kom	L	Guru
10.	Balyan Siregar S.HI, M.Pd	L	Guru
11.	Donna, S. Pd	P	Guru
12.	Dra. Emma Wati Lubis	P	Guru
13.	Elsa Listiana, S. Pd	P	Guru
14.	H. Abdul Jalil, S. Pd. I	L	Guru
15.	Harun Rasyid Nst, M.Pd	L	Guru
16.	Lismawarni Siregar, S. Pd	P	Guru
17.	Masdayani Siregar, S. Pd. I	P	Guru

NO	NAME	GENDER	POSITION
18.	Rahma, S. Pd	P	Guru
19.	Rustina, S. Pd	P	Guru
20.	Syahrída Daulay, S. Pd. I	P	Guru
21.	Tiamro Siregar, S. Pd	L	Guru
22.	Wahyu Kurniawan Nst, S. Pd. I	L	Guru
23.	Riski Kholila, S. Pd	P	Guru

2. Specific finding

The specific finding in this research was consisted of the answer for formulation of the problems that was discussed in the chapter one. So, the researcher describe them is below:

a. The students' difficulties in reading comprehension at grade XI MAS

Baharuddin

In this case, the researcher took the test to analyze students' difficulties in comprehending English reading text. The researcher took the Reading for Islamic Studies book for the test. The process of collecting data was held on September 9th, 2020. The subject of the research is limited to the eleventh grade students of MAS Baharuddin.

The data were taken from 22 students from eleventh grade students of MAS Baharuddin. The researcher has identified the students' difficulties

and has calculated the number of each difficulties. The researcher draws up the result of calculation into table and converting them into percentage. Below is the table of difficulties in reading comprehending made by each students of class XI- Agama in MAS Baharuddin.

Table 3
The Classification of Students' Difficulties

No	Students' Initial Name	Determining Main Idea	Understanding vocabulary	Detail Information	Making Inference
1	AH	2	0	1	1
2	OSD	1	2	0	2
3	MR	2	2	2	1
4	ML	1	0	0	0
5	KH	1	1	1	0
6	RH	1	0	2	1
7	RNS	1	1	1	1
8	FMA	2	1	2	2
9	KML	1	2	2	1
10	YL	1	1	0	2
11	AR	1	0	1	2
12	NA	1	0	1	1
13	FS	2	1	2	1

No	Students' Initial Name	Determining Main Idea	Understanding vocabulary	Detail Information	Making Inference
14	MY	1	1	0	0
15	NS	2	2	2	1
16	CB	0	0	0	1
17	RL	2	1	0	2
18	PMH	1	0	1	0
19	MA	2	2	2	1
20	PR	1	0	2	2
21	WN	1	0	1	1
22	EA	2	0	1	2
Total of each difficulties		29	17	24	25
Total of all difficulties		95			

After getting and analyzing the data, there were 95 difficulties from students' reading comprehension. Those 95 difficulties were described into these following:

- 1) Determining Main Idea = 29
- 2) Understanding Vocabulary = 17
- 3) Detail Information = 24
- 4) Making Inference = 25

In research finding, the researcher presented the result of analyzing the data. The subjects are the eleventh (XI-Agama) grade students of class at MAS Baharuddin. There are 22 data collected by the researcher. The type of the test which was done by the students was multiple choices with five options such as a, b, c, d and e, then the material of reading comprehending there are understanding for determining main idea, understanding vocabulary, for detail information and making inference. The researcher analyzed the students answer sheet in order to know the students difficulties in comprehending reading text. Those difficulties made by students was analyzed here, the researcher will put each incorrect answer based on the categories of Difficulties in Reading comprehension. The researcher calculates the frequency of difficulties by using this formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

1) Determining Main Idea

In 95 difficulties, there were 29 incorrect answer that made by the students in determining main idea, below is frequency of difficulties in determining main idea is:

$$P = F/N \times 100\%$$

$$P = 29/95 \times 100\%$$

$$P = 30.52\%$$

Based on the data above the researcher described that some students had difficulties to determining main idea or to find out the main idea of the text. The mean of students in percentage is 30.52%. The model of questions to find out the main idea of the students test can be seen below:

a) What is the main idea of the second paragraph?

(Multiple choice number 1). Most of students made incorrect answer to analyse this questions, such as : Rifaldi Hasibuan, Riskiana Lubis, Nurul Azmi, Rahmad Nawawi Siregar, Mahlil Lubis, Nirmala Sari, Muhammad Royhan, Koriman Hasibuan, Mufti Alwiyanasyah, Mutia Ramadhani, Ansor Hasibuan, Emmi Atika, Fitri Situmorang, Khoirul Musbar, Faiz Mainard Abdullah, Yuharni Lubis, Ogo Syaputra and Wardiyah Nadzifah. They chose "Migration in Arabic is "Hijrah" to answer this question. Then, Monia Harahap and Putri Ramadani chose "the Arabic people were invited by Muhammad to accept Islam" to answer this

question, but this sentences are incorrect, the correct answer should be “The Islamic calendar begins from the time of migration”.

b) What is the main idea of the paragraph 2?

(Multiple choice number 6). Some of students made incorrect answer to analyse this questions, such as: Riskiana Lubis, Mufti Alwiyanasyah, Mutia Ramadhani, Ansor Hasibuan, Emmi Atikah, Fitri Situmorang, Faiz Mainard Abdullah. They chose “ He gave his sons some cake” to answer this questions. Then, Nirmala Sari and Anna Romadhani chose “Ali took the cake and he went to his room” to answer this questions, but this sentences are incorrect, the correct answer should be “One day Mr. 'Abdullah tested his sons to know their belief in God”.

2) Understanding Vocabulary

In 95 difficulties, there were 17 incorrect answer that made by the students in understanding vocabulary, therefore frequency of difficulties of understanding vocabulary is:

$$P = F/N \times 100\%$$

$$P = 17/95 \times 100\%$$

$$P = 17.90 \%$$

Based on the data above the researcher described that some of students had difficulties in understanding vocabulary of the text. The

mean of students in percentage is 17.90%. The model of understanding vocabulary question of the students' test can be seen below:

a) Muhammad continued to preach Islam in Medina.

The synonym of the underlined word is.....

.(Multiple choice number 3). Some of students to answer this question is incorrect, such as: Khoirul Musbar, Rahmad Nawawi Siregar, Riskiana Lubis, Yuharni Lubis and Fitri Situmorang. They chose the word "rejected" to answer this question and Ogo Syaputra, Nirmala Sari, Mufti Alwiyanasyah and Mutia Ramadhani chose the word "contributes" to answer this question, but that words are incorrect and the correct answer is the word "sermonize".

b) "...he wanted them to be good Moslems...."

The antonym of the underlined word is....

(Multiple choice number 7). All of students to answer this question is correct. They are understand to answer this question, because all of them know the antonym the word "good" is "bad".

c) He shut the door and ate the cake. The word "shut" means

(Multiple choice number 9). Some of students to answer this question is incorrect, such as: Faiz Mainard Abdullah, Khoirul Musbar, Koriman Hasibuan, Ansor Hasibuan, Mufti Alwisyah, Nirmala Sari, and Muhammad Royhan, . They chose the word "clock" to answer this question, then Mutia Ramadhani, and Ogo

Saputra chose the word “ open” to answer this question, but that words are incorrect and the correct answer is the word “close”.

3) Detail Information

In 95 difficulties, there were 24 incorrect answer that made by the students in detail information, therefore frequency of difficulties of detail information is:

$$P = F/N \times 100\%$$

$$P = 24/95 \times 100\%$$

$$P = 25,27\%$$

Based on the data above the researcher described that most of students had difficulties in detail information of the text. The mean of students in percentage is 25.27% The model of detail information question of the students test can be seen below:

a) When did Muhammad migrate to Medina?

(Multiple choice number 2). All of students to answer this question is correct. Their are understand to answer this question, because most of them know in 622 A.D Muhammad migrate to Medina.

b) What did Muhammad do in Mecca?

(Multiple choice number 4). Most of students made incorrect answer to analyse this questions, such as: Faiz Mainard Abdullah,

Rahmad Siregar, Nirmala Sari, Mufti Alwisyah and Wardiyah Nadzifah. They chose “he tried to establish a social life among many different people” to answer this question. Khorul Musbar and Mutia ramadani chose the sentence “he was accepted as a leader of an Islamic state” to answer this question and Nurul Azmi chose the sentence “he established the foundations of the relation between Moslem and non-Moslem people general” to answer this question. But that sentences are incorrect, the correct answer or sentence should be “he tried to establish belief in One God among Arabic people”.

c) What did Mr. Abdullah want when his children grew up?

(Multiple choose number 8). Some of students made incorrect answer to analyse this questions, such as: Emmi Atika, and Koriman Hasibuan, they chose the sentence “he want them to be a good son” to answer this question. Mutia Ramadani, Khoirul Musbar, Faiz Mainard Abdullah, Nirmala Sarti, Mufti Alwisyah, Fitri Situmorang, Putri Ramadani, Rifaldi Hasibuan and Ansor Hasibuan chose the sentence “ he want to know their belief in God” to answer this questions. But that sentences are incorrect, the correct answer or sentence should be “he wanted them to be good Moslems”.

4) Making Inference

In 95 difficulties, there were 25 incorrect answer that made by the students in making inference, therefore frequency of difficulties of making inference is:

$$P = F/N \times 100\%$$

$$P = 25/95 \times 100\%$$

$$P = 26.31\%$$

Based on the data above the researcher described that most of students had difficulties in order to understanding making inference or making conclusion of the text. The mean of students in percentage is 26.31%. The model of understanding making inference question of the students test can be seen below:

a) What can be inferred from the text?

(Multiple choose number 5). Most of students made incorrect answer to analyse this questions, such as: Nurul Azmi, Anna Romadani, Censya Berliana Sipahutar, Riskiana Lubis, Fitri Situmorang, Nirmala Lubis, Faiz Mainard Abdullah, Khorul Musbar, Mutia Ramadani, Ogo Saputra and Wardiyah Nadzifah. They chose the sentences “Muhammad continued to preach Islam in Medina” to answer this question. Rahmad Siregar, Rifaldi Hasibuan and Putri Ramadani chose the sentence “The Islamic calendar begins from the time of migration” to answer this question, and

Emmi Atikah and Yuharni Lubis chose the sentence “the Arab people were invited by Muhammad to accept Islam” to answer this question. But that sentences are incorrect, the correct answer should be “Today, about 1,000 million Muslims all over the world accept Islam”.

b) What can be inferred from the text?

(Multiple choose number 10). Some of students made incorrect answer to analyse this questions, such as: Anna Romadani, Riskiana Lubis, Faiz Mainard Abdullah, Ansor Hasibuan, Yuharni Lubis, Putri Romadani, and Mufti Alwisyah chose the sentence “there was no place which was secret from Allah” to answer this question. Ogo Syaputra chose the sentence “Allah could always see him” to answer this questions. Emmi Atikah chose the sentence “Hasan said that there was no place which was secret from Allah” to answer this question. But that sentences are incorrect, the correct answer should be “Allah knew everything, saw everything and was with them all the time”.

Table 4
The Result Types of Difficulties, Frequency, Percentage

No	Types of Difficulties in Reading	Frequency	Percentage
1	Determining main idea	29	30.52%
2	Understanding vocabulary	17	17.90%
3	Detail Information	24	25.27%
4	Making Inference	25	26.31%
Total		95	100%

b. The teachers' effort to solve the students' difficulties in reading comprehension at grade XI MAS Baharuddin

Based on the test, there are four difficulties face by the students in reading comprehension, they are; students' difficulties in determining main idea, understanding vocabulary, detail the information and making inference. Then the researcher want to know the what will be the teacher do to solve these problems. So, the researcher interviewed the English teacher at MAS Baharuddin. She is Mom Donna as an English teacher at grade XI-Agama.

Based on an interviewed the English teacher of MAS Baharuddin, to solve the students' difficulties in reading comprehension are;

- 1) To solve the students' difficulties in determining main idea, the teacher will explain more detail about main idea of the text, how to find the main

idea in a paragraph and also the location of main idea. So the students are not confused to determine main idea in a paragraph or text.

- 2) To solve the students' difficulties in understanding vocabulary, the teacher will give the new vocabulary before the students start the lesson. Then the students must remind the new vocabulary and also the students not allowed to speak Arabic language when study English. So, it can develop the students' vocabulary.
- 3) To solve the students' difficulties in detail information, the teacher will explain more detail about kind of the text, characteristic of the text and generic structure of the text. Also the teacher will teach more detail about topic and supporting paragraph (supporting major and supporting detail). So, it can make the students find the specific information easier than before.
- 4) To solve the students' difficulties in making inference, the teacher will teach the students' how to find the conclusion of the statement in the text. and how to make conclusion of the paragraph. Also the teacher will search appropriate method to make the students enthusiastic to learning English.

B. Discussion

Based on the test to the students, there are some difficulties that faced by the students in reading comprehension. The researcher took 22 students at eleventh grade students of MAS Baharuddin as the subject of the study. Then, the researcher found that students' difficulties in reading comprehension were in determining main idea, understanding vocabulary, detail the information and making inference. And there were 95 difficulties from students' reading comprehension. There was 29 (30.52%) difficulties in determining main idea, there was 17 (17.90%) difficulties in understanding vocabulary, there was 24 (25.27%) difficulties in detail information, and there was 25 (26.31%) difficulties in making inference.

While according to Yolanda Melandita. The result of his research shows that the Students' difficulties about reading comprehension include: The first was difficulty in Language knowledge, the second was Learner's background knowledge, the third was motivation, the fourth was the lack of reading strategies and the last reading process. Based on the data each component has 6.7% percentages. It can be concluded the percentage had been criterion average, with the percentage of 73%, it means that the students had a quiet difficult and strong 27%, it means that the students had difficulty.⁵⁷

⁵⁷ Yolanda Melandita, "Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eight Grade of SMP Darul Falah Bandar Lampung" (State Islamic University Raden Intan Lampung, 2019), <http://repository.radenintan.ac.id>.

Added the research was done by Dwi Larasati about “An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan”. The result of this research show that there are four difficulties in comprehending reading text, such as; the students feel difficult in answering to look for the main idea of the question items, the students feel difficult in answering questions items for understanding vocabulary, the students feel difficult in answering question items for understanding making inference and the students feel difficult in answering question items to look for the detail information.⁵⁸

⁵⁸ Dwi Larasati, “An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan.”

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. There are four aspect of reading that make students difficulty to comprehend. They are; difficult in determining main idea, difficult in understanding vocabulary, difficult in detail information and difficult to making inference.
2. The teacher' effort to solve the students' difficulties in reading comprehension are; the teacher will explain more detail about structure of the text, supporting paragraph, how to find main idea, how to make conclusion, give the new vocabulary to the students before start the lesson and not allowed the students to speak Arabic xxlanguage when study English.

B. Suggestions

Based on conclusion above, the researcher gave some suggestion as follow:

1. To headmaster of MAS Baharuddin, to motivate the English teacher to decrease teacher's problems in teaching English.
2. To the English teacher, the teachers should make a creative method in teaching English especially in reading lesson to make the students interest to study English language. It is used to solve the students difficulties in

3. comprehending the reading text. Then the teacher motivated the students to decrease students' difficulties in reading comprehension.
4. To the students, to learn English subject more active in the classroom, specifically in reading, because from reading the students can add vocabulary, knowledge, and information more detail better than the students listen in radio or watch in television.

REFERENCES

- Alshammari, Marzook M. "New Developments In Teaching Reading Comprehension Skill To EFL Learners." *International Journal of English Language Teaching* 301657862, no. 1 (2016): 1–11.
- Alshammari, Marzook Maazi. "New Developments in Teaching Reading Comprehension Skills to EFL Learners." *International Journal of English Language Teaching* 3, no. 1 (2015): 1–10. www.researchgate.net.
- Aminah, Siti Aisah. "An Analysis of Students' Difficulties in Reading Comprehension on Narrative Text." The State Institute For Islamic Studies Sultan Maulana Hasanuddin Banten, 2017.
- Anindya Sekarini. "An Analysis of Students' Reading Comprehension Conttaints at the Firts Year Students of MAS 1 Bandar Lampung." University of Lampung, 2017. http://digilib.unila.ac.id/27992/4/A_SCRIPT_TANPA_BAB_PEMBAHASAN.pdf.
- Ariyanti Puspita. "Students'Difficulties In Comprehending English Reading Text At Second Grade Students Of SMA N 2 Metro." University Of Lampung, 2017.
- Aulia Khoirunnisa and Estu Widodo. "Students' Difficulties in Comprehending Narrative Text." *TELL: Teaching of English Language and Literature Journal* 7, no. 2 (2019): 65–74. <http://journal.um-surabaya.ac.id>.
- Dasrul Hidayati. "Students Difficulties In Reading Comprehension At The First Grade Of SMAN1 Darussalam Aceh Besar." State Islamic University Darussalam- Banda Aceh, 2018.
- Dian Permata Sari. "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills," 2015, 1–20. <https://ejournal.iainbengkulu.ac.id>.
- Dwi Larasati. "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan." *Ayan*. State Islamic University of North Sumatera, 2019. <http://repository.uinsu.ac.id>.
- . "An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan." State University of North Sumatera Medan, 2019.
- Ferdila, Raihani. "The Use of Extensive Reading in Teaching Reading." *Journal of English and Education* 2, no. 2 (2014): 68–80.
- Gay, L. R. *Educational Research Competencies for Analysis and Applications*. Tenth

Edit. USA, 2000.

Harida, Eka Sustri. "Authentic Assessment for Reading Comprehension." *English Education* 3, no. 02 (2015): 1–15. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1202>.

———. "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)." *Al-Ta Lim Journal* 21, no. 3 (2014): 183–88. <https://doi.org/10.15548/jt.v21i3.102>.

Harmer, Jeremy. *The Practice of English Language Teaching*. Fourth edi. Longman: pearson, 1991.

Jain, M.F. Patel Praveen M. *English Language Teaching*. Fiirst. Jaipur: Sunrise Publisher & Distributors, 2008. <https://www.academia.edu>.

Jane Oakhill, Kate Cain and Carsten Elbro. *Understanding and Teaching Reading Comprehension*. London And New York: Routledge Taylor & Francis Group, 2015. <https://pdfdrive.com/Understanding-and-Teaching-Reading-Comprehension-a-handbook-d184580656>.

L.R. Gay, Geoffrey E. Mills; Peter Airasian. *Educational Research Competencies for Analysis and Applications*. Tenth Edit. USA, 2012.

Laily, Ratih. "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test." *Metathesis: Journal of English Language, Literature, and Teaching* 2, no. 2 (2018): 1–11. <https://doi.org/10.31002/metathesis.v2i2.958>.

M.F.Parel, Praveen M. Jain. *English Language Teaching*. Jaipur: Sunrise Publisher & Distributors, 2008.

Mark Selikowiz. *Dyslexia and Other Learning Difficulties*. Third edit. Australia: Oxford University Press, 2012. <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.

Mohammed, Qarqez, and Radzuwan Ab Rashid. "Reading Comprehension Difficulties among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan." *Arab World English Journal* 8, no. 3 (2017): 421–31. <https://doi.org/10.24093/awej/vol8no3.27>.

Neuman, W Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*. Seventh Ed. United Kingdom: Pearson Education Limited, 2014.

Nofitarina. "Teaching Reading Narrative Reading By Using Literature Circles Strategy To the Tenth Grade Students of Sman 1 Lempuing Jaya," n.d.

<http://lib.unnec.ac.id>.

Nunan, David. *Practical English Language Teaching*. First. New York: McGraw-Hill/Contemporary, 2003.

———. *Practical English Language Teaching*. First. New York: McGraw-Hill Education, 2003.
http://www.academia.edu/34135090/Practical_English_Language_Teaching.pdf.

Nurul Annisa. “A Comparison between Reading Aloud and Silent Reading in Understanding Recount Text (in Case of Senior High School Year Ten of SMA N 12 Semarang in the Academic Year 2010/2011).” Semarang State University, 2010.

Pang, By Elizabeth S, and Elizabeth B Bernhardt. *Teaching Reading*. Edited by IAE Educational Practices Series. Chicago, n.d.

Ratih Inayah and Silpia Rahayu. “Exploring Students’ Difficulties in Comprehending Reading for Academic Materials Used in Their Class.” *Jurnal Ilmiah UPT P2M STKIP Siliwangi* 2, no. 2 (2015): 240. <https://doi.org/10.22460/p2m.v2i2p240-245.183>.

Rohmah, Galuh Nur. “Critical Reading: Students’ Problems, Strategies, and Reflections.” *J-ELLiT (Journal of English Language, Literature, and Teaching)* 2, no. 1 (2018): 20. <http://journal2.um.ac.id>.

S, Kartika. “An Analysis of Students’ Ability in Retelling Narrative Text in Written Form.” *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 104–18.

Shanty Octavia and Jufri. “An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang” 411 (2019). <https://doi.org/10.2991/assehr.k.200306.022>.

Stephenson, Lauren, and Barbara Harold. “Elements in the Teaching of Reading.” *Teachers, Learners and Curriculum* 4 (2009): 14–21.
<https://www.zu.ac.ae/main/files/contents/edu/docs/journal/Stephenson.pdf>.

Stoller, William Grabe and Fredricka L. *Teaching and Researching Reading. Teaching and Researching Reading, Second Edition*. Second. London And New York: Routledge Taylor & Francis Group, 2013.
<https://doi.org/10.4324/9781315833743>.

Sukarta Karta wijaya. “Analysis of the Students’ Reading Comprehension in Comprehending Descriptive Text.” *Jurnal Curricula* 2, no. 3 (2017): 80–87.
<https://researchgate.ac.id>.

- Syahid Muammar Pulungan, and Eka Sustris Harida Siti Nurhamidah. "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak." *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 299. <http://jurnal.iain-padangsidimpuan.ac.id>.
- Thomas Tangla, Adolfini Moybeka, Kristin Padama and Rohana. "The Difficulties in Reading Descriptive Text of the Eight Grade Students of SMP Negeri Likwatang," 2016. <https://untrlbkalabahi.ac.id>.
- Usman Kasim and Siti Raisha. "EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities." *English Education Journal (EEJ)* 8, no. 3 (2017): 1–14.
- Wahyuningtiyas, Yunyta. "Students' Difficulties in Reading Comprehension for Fourth Semester Students of English Teacher Education Department at IUN Sunan Ampel Surabaya." IUN Sunan Ampel, 2014.
- Westwood, Peter. *What Teachers Need to Know about Reading and Writing*. Australia: ACER Press, 2008. <https://pdfdrive.com>.
- Yolanda Melandita. "Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eight Grade of SMP Darul Falah Bandar Lampung." State Islamic University Raden Intan Lampung, 2019. <http://repository.radenintan.ac.id>.
- Yuni Kartika Sari. "An Nalysis of Students' Difficulties in Comprehending English Reading Text on the MTs Negeri Mlinjon Klaten in Academic Year 2016/2017." The State Islamic Institute of Surakarta, 2017. <http://epints.iain-surakarta.ac.id>.

CURRICULUM VITAE



A. Identity

Name : Nurlija Matondang
Registration Number : 16 203 00034
Place/ Date of Birthday : Muaratais III September 08th 1997
Sex : Perempuan
Religion : Islam
Address : Muaratais III, Jl. Mandailing Km. 15
Tapanuli Selatan, Batang Angkola

B. Parents

Fathers' Name : Sayahdin Matondang
Mother's Name : Armija Tanjung

C. Educational Background

1. Elementary School : SDN 101110 Muaratais
2. Junior High School : MTsN Batang Angkola
3. Senior High School : MAN Sipirok
4. Institute : IAIN Padangsidimpuan

APPENDIX I**The Classification of Students' Difficulties**

No	Students' Initial Name	Determining Main Idea	Understanding vocabulary	Detail Information	Making Inference
1	AH	2	0	1	1
2	OSD	1	2	0	2
3	MR	2	2	2	1
4	ML	1	0	0	0
5	KH	1	1	1	0
6	RH	1	0	2	1
7	RNS	1	1	1	1
8	FMA	2	1	2	2
9	KML	1	2	2	1
10	YL	1	1	0	2
11	AR	1	0	1	2
12	NA	1	0	1	1
13	FS	2	1	2	1
14	MY	1	1	0	0
15	NS	2	2	2	1
16	CB	0	0	0	1
17	RL	2	1	0	2
18	PMH	1	0	1	0

19	MA	2	2	2	1
20	PR	1	0	2	2
21	WN	1	0	1	1
22	EA	2	0	1	2
Total of each difficulties		29	17	24	25
Total of all difficulties		95			

APPENDIX II

Read the text below and answer the question

Question no 1-5

PROPHET MUHAMMAD

The Arab people were invited by Muhammad to accept Islam. Some responded favorably, but most of them rejected Islam. They also turned against him. In 622 A.D, Muhammad migrated to Medina. It was in the 12th year of his prophet hood. In Medina he was accepted as a leader of an Islamic state. There he established the foundations of the relation among Moslem people and between Moslem and non-Moslem people in general.

The Islamic calendar begins from the time of migration. Migration in Arabic is "Hijrah". In Mecca he tried to establish belief in One God among Arabic people. In Medina he tried to establish a social life among many different people. Muhammad continued to preach Islam in Medina. He worked with unmatched patience and great wisdom.

A short time after his death the message of Islam spread to most parts of the world. Islam contributes to world history. It also contributes to civilization and scientific development. Today, about 1,000 million Muslims all over the world accept Islam.

1. What is the main idea of the second paragraph?
 - a. Migration in Arabic is "Hijrah".
 - b. He worked with unmatched patience and great wisdom
 - c. The Islamic calendar begins from the time of migration
 - d. Muhammad continued to preach Islam in Medina
 - e. The Arab people were invited by Muhammad to accept Islam.
2. When did Muhammad migrate to Medina?
 - a. In 621 A.D
 - b. In 622 A.D
 - c. In 623 A.D
 - d. In 624 A.D
 - e. In 625 A.D
3. Muhammad continued to preach Islam in Medina. The synonym of the underlined word is.....
 - a. Talk
 - b. Sermonize
 - c. Contributes
 - d. Reject
 - e. Establish

4. What did Muhammad do in Mecca?
 - a. he tried to establish a social life among many different people
 - b. he tried to establish belief in One God among Arabic people
 - c. he was accepted as a leader of an Islamic state
 - d. he established the foundations of the relation among Moslem people
 - e. he established the foundations of the relation between Moslem and non-Moslem people in general.

5. What can be inferred from the text?
 - a. Today, about 1,000 million Muslims all over the world accept Islam
 - b. Muhammad continued to preach Islam in Medina
 - c. The Arab people were invited by Muhammad to accept Islam
 - d. The Islamic calendar begins from the time of migration
 - e. He worked with unmatched patience and great wisdom

Question no 6-10

ALLAH KNOWS EVERYTHING

Mr. 'Abdullah had three sons, the oldest was 'Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good Moslems when they grew up. As a father, Mr. Abdullah was a good Moslem so that his sons could regard him as their model.

One day Mr. 'Abdullah tested his sons to know their belief in God. He gave his sons some cake and asked them to eat it in a place where no one could see them. 'Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought and thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. 'Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything, saw everything and was with them all the time. So, it was said, they should not do anything bad even in secret.

6. What is the main idea of the paragraph 2?
- He gave his sons some cake
 - One day Mr. 'Abdullah tested his sons to know their belief in God.
 - Ahmad went to a cave near his house
 - Hasan did not eat the cake
 - 'Ali took the cake and he went to his room
7. "...he wanted them to be good Moslems...."
- The antonym of the underlined word is
- great
 - bad
 - nice
 - beautiful
 - strong
8. What did Mr. Abdullah want when his children grew up?
- he wanted them to be good Moslems
 - he wanted to know their belief in God
 - he wanted his sons get high score in the class
 - he wanted them to be a good son
 - he wanted them to be good person
9. He shut the door and ate the cake. The word "shut" means
- close
 - open
 - push
 - pull
 - clock
10. What can be inferred from the text?
- Allah knew everything, saw everything and was with them all the time.
 - Hasan said that there was no place which was secret from Allah
 - Allah could always see him
 - Mr. Abdullah was a good Moslem
 - There was no place which was secret from Allah

Padangsidempuan September 2020

Validator

Researcher

Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

Nurlija Matondang
NIM.162030003

APPENDIX III

Answer Key

- 1. C**
- 2. B**
- 3. B**
- 4. B**
- 5. A**
- 6. B**
- 7. B**
- 8. A**
- 9. A**
- 10. A**

APPENDIX IV

The Question Items

No	Question Item	Reading Aspect
1	1	Determining Main Idea
2	2	Detail Information
3	3	Vocabulary
4	4	Detail Information
5	5	Making inference
6	6	Determining Main Idea
7	7	Vocabulary
8	8	Detail Information
9	9	Vocabulary
10	10	Making inference

APPENDIX V

THE STUDENTS' NAME

No	Students' Name	Students' Initial
1	Ansor Hasibuan	AH
2	Anna Romadani	AR
3	Censya Berliana	CB
4	Emmi Atikah	EA
5	Fitri Situmurang	FS
6	Faiz Mainart Abdullah	FMA
7	<i>Feri Simamora</i>	<i>FS</i>
8	Koriman Hasibuan	KH
9	Khoirul Musbar	KM
10	Mahlil Lubis	ML
11	<i>Morales</i>	<i>MS</i>
12	Muhammad Royhan	MY
13	Mufti Alwisyah	MA
14	Mutia Ramadani	MR
15	Nirmala Sari	NS
16	Nurul Azmi	NA
17	Ogo Syaputra	OS
18	Putri Ramadani	PR
19	Putri Monica Harahap	PMH
20	Rahmad Nawawi Siregar	RNS
21	Rifaldi Hasibuan	RH
22	<i>Rifki Pasaribu</i>	<i>RP</i>
23	Riskiana Lubis	RL

24	Wardiyah Nadzifah	WN
25	<i>Wahyu Hidayat</i>	<i>WH</i>
26	Yuharni Lubis	YL

APPENDIX VI

OBSERVATION GUIDANCES

1. Location of MAS Baharuddin..
2. The situation, conditions and facilities as supporter of learning process

APPENDIX VII

LIST OF INTERVIEW

1. What will the teacher' effort to solve the students' difficulties in determining main idea?
2. What will the teacher' effort to solve the students' difficulties in understanding vocabulary?
3. What will the teacher' effort to solve the students' difficulties in detail information?
4. What will the teacher' effort to solve the students' difficulties in making inference?

APPENDIX VIII

Picture while doing the research



The researcher while gave the test and explain how to answer the test



The students while try to answer the test



Condition of MAS Baharuddin



The researcher while interviewed the English teacher of MAS Baharuddin



Headmaster office, teacher office, canteen, bathroom



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sibitung 22733
Telephone (0634) 22080 Faximile (0634) 24022

10 September 2019

Nomor
Lamp
Perihal

: 133 /An.14/E.6a/PP.00.9/09/2019

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd
2. Yusni Sinaga, M.Hum.

(Pembimbing I)
(Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Nurlija Matondang
NIM	: 1620300034
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Students' Difficulties In Reading Comprehension At Grade XI MAS Baharuddin

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayyhi Siregar, M.Hum.
NIP. 0920731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA

Pembimbing I

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nardin Km. 4,5 Sititang 22733
• Telepon (0534) 22090 Faksimile (0534) 24922

Nomor : B - 736 /In.14/E.1/TL.00/08/2020
Hal : Izin Penelitian
Penyelesaian Skripsi

24 Agustus 2020

Yth. Kepala MAS Baharuddin
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurlija Matondang
NIM : 1620300034
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Difficulties in Reading Comprehension at Grade XI MAS Baharuddin".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenarkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

Wakil Dekan Bidang Akademik
Ahmad Muzakki, S.Si, M.Pd
100014132006041002



**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
BAGAS GODANG JANJI MAULI - MT
MADRASAH ALIYAH SWASTA BAHARUDDIN**

Izin Operasional Menag RI, No. 1608 Tahun 2015, Tgl. 19 Oktober 2015
NSM : 131212030011, NPSN : 10263665, Akreditasi : A (Sangat Baik)
Email : mas.baharuddin2@gmail.com

Jl. Mandailing Km. 15 Desa Janjimauli - MT Kec. Batang Angkola, Kab. Tapanuli Selatan - Kode Pos 22773

Nomor : 0174/PPMB-BGJMT/9/2020
Lampiran : -
Perihal : Izin Penelitian

Janjimauli-MT, 09 September 2020

Yth Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidimpuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-736/In.14/E.1/TL.00/08/2020 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : NURLIJA MATONDANG
NPM : 1620300034
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : **The Students' Difficulties in Reading Comprehension at Grade XI
MAS Baharuddin**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.



NAME : Nurul Azmi

CLASS : XI Agama

70

Read the text below and answer the question

Question no 1-5

PROPHET MUHAMMAD

The Arab people were invited by Muhammad to accept Islam. Some responded favorably, but most of them rejected Islam. They also turned against him. In 622 A.D. Muhammad migrated to Medina. It was in the 12th year of his prophet hood. In Medina he was accepted as a leader of an Islamic state. There he established the foundations of the relation among Moslem people and between Moslem and non-Moslem people in general.

The Islamic calendar begins from the time of migration. Migration in Arabic is "Hijrah". In Mecca he tried to establish belief in One God among Arabic people. In Medina he tried to establish a social life among many different people. Muhammad continued to preach Islam in Medina. He worked with unmatched patience and great wisdom.

A short time after his death the message of Islam spread to most parts of the world. Islam contributes to world history. It also contributes to civilization and scientific development. Today, about 1,000 million Muslims all over the world accept Islam.

1. What is the main idea of the second paragraph?
 - a. Migration in Arabic is "Hijrah".
 - b. He worked with unmatched patience and great wisdom
 - c. The Islamic calendar begins from the time of migration
 - d. Muhammad continued to preach Islam in Medina
 - e. The Arab people were invited by Muhammad to accept Islam.
2. When did Muhammad migrate to Medina?
 - a. In 621 A.D
 - b. In 622 A.D
 - c. In 623 A.D
 - d. In 624 A.D
 - e. In 625 A.D
3. Muhammad continued to preach Islam in Medina. The synonym of the underlined word is....
 - a. Talk
 - b. Sermonize
 - c. Contributes
 - d. Reject
 - e. Establish