

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING
COMPREHENSION AT THE FIRST SEMESTER OF THE
TENTH GRADE STUDENTS OF SMK NEGERI 1 NATAR
IN THE ACADEMIC YEAR OF 2023/2024**

A Thesis

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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H/2024 M**

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A Thesis

**Submitted as a Partial Fullfilment of the Requirments for
S1 - Degree**

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ABSTRACT

Reading is an active process of language skills, where the reader should comprehend the text well. Most of the students usually faced difficulties when they were reading comprehension. This research only focused on analyzing the students' difficulty in reading comprehension. Based on the preliminary research, showed that the students still faced difficulties in reading comprehension related to their aspects and factors of reading comprehension. Therefore, this research is about students' difficulty in reading comprehension in the tenth grade of SMK Negeri 1 Natar in the academic year of 2023/2024.

Descriptive qualitative research design was employed in this research. The tenth grade of Accounting was taken as a sample because they had lower scores in reading than other classes. Document analysis, questionnaires, and interviews were used to collect the data. The three major phases of data analysis are data condensation, data display, and conclusion drawing.

After analyzing the data, the results showed that there were eight difficulty aspects for students in reading comprehension. Thus, the difficult aspect faced by the students in reading comprehension was the vocabulary. Based on the students' interviews, there are three difficulty factors in reading comprehension. Thus, the difficult factor faced by the students in reading comprehension was the students experience difficulty in understanding reading long sentences, some difficulty in using strategies, and difficulty in concentration.

Keywords: Analysis, Reading Comprehension, Students Difficulties, Descriptive Qualitative Research

DECLARATION

The researcher's identity, the undersigned below:

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There by declared that the thesis entitled "An Analysis of Students' Difficulties in Reading Comprehension at the First Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024" is truly the researcher's own original work. The researcher was fully responsible for the publication of the thesis. The sources and structure of the writings in this research have complied with the provisions and ethical standards.

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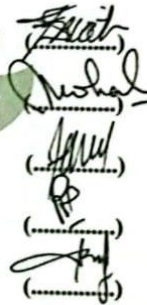
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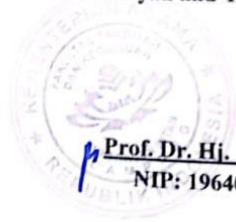
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“For indeed, with hardship will be ease. Indeed, with hardship will be ease”

(QS. Al-Insyirah: 5-6)¹

¹Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (New Johar Offset Printer 2006), p. 1219.

DEDICATION

This thesis is dedicated to :

1. First of all, thank you to Allah SWT who always helps me to face everything in this extraordinary world.
2. Myself, Dila Putri Wulandari always believed in herself, always did her best, and tried to be herself no matter what.
3. My beloved parents, Mr. Sugiarto and Mrs. Nurliah, have provided me with unconditional love and never-ending support, not only for the completion of my studies but also for the success of my life. I am thankful for having you by my side, and this thesis is absolutely yours.
4. My beloved sister, Amelia Putri Agustin always loves, cares, and provides his support to immediately complete this thesis.
5. My boyfriend, M Risky Darmawan always supports and makes me full of spirit to finish this thesis.
6. My best friend, Silvia Anisa Putri always helped me and cheered me up during many difficult stages of my study.
7. My lecturers and almamater of State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

Dila Putri Wulandari was born in Tasikmalaya on January 12th 2001. She is the first of two children of Mr. Sugiarto and Mrs. Nurliah and she has a little sister named Amelia Putri Agustin. She is famously called by her friend Dila. She likes watching films and listening to music.

In 2006, she began her study at TK Kartini 2 Tanjung Karang and finished in 2007. Then she continued her study at SD Negeri 1 Palapa Tanjung Karang in 2007 and then moved to SD Negeri 1 Mandah in 2008 and graduated in 2013. In the same year, she continued her study at SMP Negeri 4 Natar and graduated in 2016. Then she continued her study to SMK Negeri 1 Natar and graduated in 2019. After completing her study at Vocational High School, in the same year, she registred as a student of the English Department of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung from SPAN-PTKIN program.

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Praise be to Allah SWT who is Most Merciful, and Most Gracious, for blessing me with His grace and guidance to complete this thesis. Shalawat and Salaam are always devoted to the great Prophet Muhammad SAW, who brought us from the darkness into the lightness. This thesis entitled “An Analysis of Students’ Difficulties in Reading Comprehension at the First Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024” is submitted as a compulsory fulfillment of the requirement for the S1 degree of the English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

During the completion of this thesis, the researcher received a lot of valuable help and support from people around. Therefore, the highest appreciation is addressed to:

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9. My best friend, Silvia Anisa Putri always helped me and cheered me up during many difficult stages of my study.
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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestions and contributions from readers for the improvement of the graduating paper.

Bandar Lampung, October 12th 2023
The Researcher

Dila Putri Wulandari
NPM. 1911040060

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this research, and to avoid misunderstanding, the researcher feels that it is need to explain the title of this research. The research entitled "An Analysis of Students' Difficulties in Reading Comprehension at the First Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024", to be able to understand the purposes of the title of the research, the researcher will explain the title used in this research as follows:

Analysis is the activity of observing something. An analysis is a methodical search and categorization of records obtained by observations, interviews, and other data in terms of improving the researcher's understanding of the case under study and presenting it as a finding for others looking for meaning. Gorys Keraf stated that analysis is a process of solving a problem into parts that are related to each other.² The analysis will be used to understand and explain various problems. In addition, the analysis in this research discusses the students' difficulties in reading comprehension.

Reading well means understanding what the researcher tries to present in his/her writing. This is important for students because by reading students will get a lot of information and knowledge in everyday life.³ This means that a reader needs background knowledge and competence while reading to compose meaning from the text in the reading process, then the readers will connect the ideas in the text to what they already know to get the comprehension of the text.

Reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding

²Gorys Keraf, Komposisi : *Sebuah Pengantar Kemahiran Bahasa* (Ende-Flores : Nusa Indah), (2004), p.67.

³Brown, H.D. *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffis, NJ: Printice Hall, (1994).

of what is described in the text or sentence.⁴ Reading comprehension can be defined as a thought process through which the reader becomes aware of the ideas in the text. This means that reading comprehension is an activity of the readers when they read to understand and to get the total meaning of the passage.

Students' difficulties is a bad situation which is something hard to do and stuck in your mind. The students know that they have difficulty in reading when they practice reading the text.⁵ Students' difficulties in reading comprehension include main ideas, expressions in context, conclusions, grammatical features, details, exclusion of unwritten facts, supporting ideas, and vocabulary in context. Also, the factors of students' difficulties in reading comprehension include difficulty in understanding reading long sentences, difficulty in using reading strategies, and difficulty in concentration. Based on the description above, this study aims to determine students' difficulties in reading comprehension. Students' worksheets and interviews as instruments in this study, exercises made consist of aspects reading comprehension, and interviews of factors in reading comprehension.

B. Background of the Problem

English as one of the subjects in school has an important role because English is a foreign language, an international language that is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high school until universities. English is taught at school so that students can master the four skills, they are listening, speaking, reading, and writing. So, it is important to learn English to find out information and

⁴Woolley Gray, *Reading Comprehension: Assisting Children with learning Difficulties* (New York: Springer Science+Business Media B. V, (2011), p.15.

⁵George Harper Adams. *English Language Learning Difficulty in Hongkong School*, (BiblioBazaar, 2017).

knowledge in every aspect such as education, society, technology, and religion.

Reading is one of the skills taught in the English language learning process besides speaking, listening, and writing. Reading is a process to understand the information from the text, through reading the students can build up their knowledge. Therefore, reading is one of the skills learned by students. By mastering the reading skill to comprehend texts, textbooks, and references written in English, the learners are able to absorb information and knowledge.⁶ This means that teaching reading is important because it helps the learners to have good skills in reading comprehension.

Meanwhile, students have to comprehend the text to get the message from their reading text in learning English. Besides, reading is one of the most important skills in English and should be mastered by students. Mickulecky and Jeffries in Ismail said that reading is a very important activity because it can develop students' general language skills in English, it helps students think in English, their English vocabulary, and improve their writing skills, and it can be a good way to get new ideas, facts, and experiences.⁷ Moreillon explains that reading is an active process of how the students make meaning from reading text and visual information which requires a lot of practice and skill.⁸ This means that reading is a process of getting information, communicating, and building meaning from the written text that should be mastered by students in English.

Reading comprehension is a complex process that involves many the elements.⁹ Woolley stated the objective of reading comprehension is to get an overall understanding of what is explained in the text rather than to get the meaning from isolated

⁶Hijril Ismail, Juang Kurniawan Syahrurah, and B. Basuki, "Improving the Students' Reading Skill Through Translation Method". *Journal of English Education* 2, No. 2 (2017), p.124–131.

⁷*Ibid*, p.125.

⁸Yustina Selong, "Improving Students' Reading Comprehension Through the Use of Numbered Head Together (Nht) Technique". *Journal of English Educational Study (JEES)*, Vol. 2 No. 2 (2019), p. 78.

⁹Riandry Fadilah Nasution, Eka Sustri Harida, and Sojuangon Rambe, "Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan". *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*, Vol. 4 No. 2 (2018), p.263.

words or sentences.¹⁰ Therefore, students are expected to understand what information they get after reading and comprehend the text by expressing ideas, feelings, and opinions when they are in a group discussion during the teaching and learning process. Because the goal of teaching reading comprehension is that the students are expected to be able to use and understand the text well, in order to the students can build new ideas from the text that they have read.

Then, reading comprehension involves some questions in several forms. Reading comprehension exercises-types consist of finding the main idea and supporting details, vocabulary knowledge of synonyms and antonyms, or answering detail questions.¹¹ Referring to classroom activities, the problems of reading comprehension in doing essays in reading exercises have been a common issue in English as foreign. Most of the students were unable to understand the meaning (Indonesian meaning) of the written text they read and they were unfamiliar with the vocabularies in the text.¹² Meanwhile, comprehension is the process of making sense of words, sentences, and connected grammatical knowledge.

The researcher chose to analyze students' difficulties in reading comprehension at SMK Negeri 1 Natar, especially tenth-grade students. The researcher chose this school because the problem at that school is that students had difficulty in reading comprehension, therefore the researcher wanted to examine more deeply to analyze students' difficulties in reading comprehension. Therefore the researcher did preliminary research to ensure that this research is possible to be carried out in this school and the researcher wanted to get accurate data from SMK Negeri 1 Natar. The preliminary research was by interviewing the tenth-grade teacher about her class, especially when the focus is on reading. Based on interviews, the researcher conducted this preliminary research on January 24 2023 in SMK Negeri 1 Natar in grade tenth the

¹⁰Woolley, Gary *Reading Comprehension: Assisting Children with Learning Difficulties* (Australia: Springer Science+Business Media, 2011), p.15.

¹¹*Ibid.*, p.13.

¹²Rohani Ganie, Deliana, and Rahmadsyah Rangkuti, "Reading Comprehension Problems on English Texts Faced By High School Students in Medan". *KnE Social Sciences* (2019), p.69.

researcher found students' difficulties in reading comprehension. The teacher said that students experienced some difficulties in reading comprehension and students experienced a slight decrease in learning. It can be concluded that there is no readiness so in the class accounting the tenth grade experiences difficulties in reading comprehension. In this research, the researcher wants to analyze what are the students' difficulties in reading comprehension.

There are previous studies relevant to this research as conducted by Zuhra entitled "Senior High School Students in Reading Comprehension". This study aims to find out the most difficult types of reading comprehension questions faced by students in reading tests and why they face these difficulties in the national examinations. The instruments used were a test, a questionnaire, and an interview guide. Based on the results from the test, the researcher found that the most difficult type of reading comprehension question faced by the students was an inference question, and this type of question was also classified into difficult questions based on the index of difficulty formula. After analyzing the data from the questionnaire, it was found that most of the students failed to answer the inference questions correctly because they did not fully understand what was being asked and because of weakness in understanding the reading comprehension questions. From the interview, the researcher found that the students had an inadequate knowledge of vocabulary and sentence structure but they lacked knowledge about different types of reading comprehension questions. It can be concluded that there were some factors that caused difficulties for the students in answering these tests. Based on the explanation above, reading comprehension is important in language because the student can get information, ideas, and knowledge.¹³

Based on the discussion in previous research above, there are some differences and similarities. This research has the same topic as previous research. The difference between this research and previous studies can be attributed to several reasons. First, the

¹³Zuhra, "Senior High School Students In Reading Comprehension" *English Education Journal (EEJ)*, Vol.6, No. 3 (2020), p.424-441.

participants in this study were participants in tenth-grade students. Second, this study used a qualitative design where the researcher chose qualitative because it used interview and questionnaire research as instruments. This researcher aimed to find out the student's difficulties in learning reading comprehension and the factors causing it. Based on the background above, the researcher conducted research entitled "An Analysis of Students' Difficulties Reading Comprehension at the Second Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024".

C. Focus and Sub-Focus of the Research

Based on the background above, this research focused on the analysis of students' difficulties in reading comprehension. The sub-focus of the research is: (1) the analysis of aspects of students' difficulties in reading comprehension based on Brown the theory, and (2) the analysis of factors from students' difficulties in reading comprehension based on Westwood theory. In the tenth-grade students of SMK Negeri 1 Natar.

D. Formulation of the Problem

Based on the background above, the problem was formulated as follows:

1. What are the difficult aspects of reading comprehension encountered by the students in the tenth grade of SMK Negeri 1 Natar?
2. What are the factors of students' difficulties in reading comprehension in the tenth grade of SMK Negeri 1 Natar?

E. Objective of the Research

Based on the formulation of the problem, the objectives of the research were as follows:

1. To find out the difficult aspect of reading comprehension encountered by the students in the tenth grade of SMK Negeri 1 Natar.
2. To find out the factors of students' difficulties in reading comprehension in the tenth grade of SMK Negeri 1 Natar.

F. Significance of the Research

1. Theoretically

This research complemented the previous research and theories related to the students' difficulty aspects and factors in reading comprehension. This research can be used as a reference that could be used by other researchers who want to conduct research on the analysis of students' difficulties in reading comprehension.

2. Practically

The result of this research is expected to give precious contributions to teachers, students, and other researchers.

- a. For the teacher, the results of this research were expected that the teacher know the students of difficulties in reading comprehension. Based on the eight aspects and three factors of reading comprehension the teacher knows which aspects and factors of reading comprehension students have reached.
- b. For the students, the results of this research were expected to help them to be active in their reading and to motivate them to read as often as possible.
- c. For the other researcher, the result of this research was expected to be previous research for those who were interested in doing a similar field of research.

G. Relevant Researches

The first research has been conducted by Ratih Laily Nurjanah entitled "The Analysis of Students' Difficulties in Doing Reading Comprehension Final Test". Reading is one of the skills considered important in language learning and like the other skills, mastery is influenced by some factors. This research is an attempt to find out the difficulties faced by students in doing reading comprehension to find the perfect technique or method to overcome the problem and answer the research questions (1) what difficulties are faced by students in doing reading comprehension

tests? (2) what are the causes of the difficulties? (3) what methods or learning activities are applicable in the classroom to overcome the difficulties?. The method of this study is the explanatory multi-method strategy by first giving test to students and then analyzing the results of the tests. The findings show that students face problems related to vocabulary knowledge or mastery. These problems are related the poor habit of reading and less interesting reading comprehension courses they have in the classroom. Students need more interactive learning activities to be applied in the classroom such as games, or audio-visual media to keep them interested in the lecture or reduce their anxiety. So here, the teachers should be more aware of problems faced by students and provide more interactive teaching techniques.¹⁴

The second research has been conducted by Aenun Oktavia Salamah from Walisongo State Islamic University of Semarang. The research is about “Students’ Difficulties in Comprehending the Analytical Exposition Texts at the Second Grade of SMA NU 1 Hasyim Asy’ari Tarub - Tegal in Academic Year 2019/ 2020”. The objective of this research is to find out the most difficult aspect and the factor of causing the students’ difficulties in comprehending analytical exposition texts. sThis research is descriptive qualitative. The subject of research is the second-grade of XI IPA 1. The techniques of collecting data are documentation and interview. The result of this research shows that there are of students have less level in understanding to look for determining main idea of the text. Then, there are students who have the less level of understanding to look for making inference of the text. Next, there are of students have an average level in locating the reference of the text. The last, there are of students who have a good level in detail information of the text. The difficulties faced by the students found in comprehending analytical exposition text, there are inadequate instruction, lack of pupil interest, and vocabulary difficulties. The factor of causing the students’ difficulties found in comprehending analytical exposition text,

¹⁴Ratih Laily Nurjanah, *"The Analysis on Students’ Difficulties in Doing Reading Comprehension Final Test"*, (University Ngudi Waluyo,2018).

there is difficulty in understanding a long sentence, difficulty reading strategy, and difficulty in concentration (school environment and home environment).¹⁵

The third research has been conducted by Dwi Larasati from the Universitas Islam Negeri Sumatera Utara Medan 2019 in entitled “An Analysis of Students’ Difficulties in Comprehending English Reading Text At the Eleventh Grade students”. The objective of this research is to identify the difficulties faced by the eleventh grade students, to identify factors of causing the students difficulties in comprehending English reading text at the eleventh grade students. This research is a qualitative research. The subject of research was the eleventh grade students. The techniques of collecting the data are interview and test. The researcher uses the technique of analyzing the data from Miles and Huberman. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the students, such as test of students. The second is data reduction, the researcher classifies and reduces the data based on focus. The researcher deletes several data did not relate to the difficulties in comprehending English reading text. Third is data display, the researcher arranging the information described in order to draw the conclusion. The factor of causing the students difficulties found in comprehending English reading text there are difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.¹⁶

The fourth research has been conducted by Intan Safitri from Universitas Islam Negeri Lampung 2022 entitled “An Analysis of Students’ Difficulties in Comprehending English Reading Exercises of the Eleventh Grade”. This research only focused on

¹⁵Aenun Oktavia Salamah, about *Students’ Difficulties in Comprehending the Analytical Exposition Texts at the Second Grade of SMA NU 1 Hasyim Asy’ari Tarub - Tegal in Academic Year 2019/ 2020*”. (Walisongo State Islamic University of Semarang,2020).

¹⁶Dwi Larasati “*An Analysis of Students’ Difficulties in Comprehending English Reading Text of the Eleventh Grade*”, (Universitas Islam Negeri Sumatera Utara Medan, 2019).

analyzing the student's difficulty aspects in comprehending English reading exercises. Based on the preliminary research, it showed that the students still faced difficulties in comprehending reading exercises related to their aspects of understanding to answer the exercises. Therefore, this research is about students' difficulty in comprehending English reading exercises. A descriptive qualitative research design was employed in this research. The eleventh grade of Science Two took as a sample because they had lower scores in reading than other classes by using the purposive sampling technique, which consisted of 30 students. Then, document analysis and a questionnaire were used to collect the data. Besides, the three major phases of data analysis are data condensation, data display, and drawing conclusions or verification. After analyzing the data, the result showed that there were four difficult aspects faced by students in comprehending reading exercises. The most difficult aspect faced by the students in comprehending English reading exercises was the vocabulary aspect.¹⁷

The fifth research has been conducted by Saraswati, Dambayana, and Pratiwi entitled "An Analysis of Students Reading Comprehension Difficulties of Eight-Grade Students". This study used a descriptive quantitative method. The data on students' reading comprehension in difficulties was the to collected through reading comprehension test. The result of students' reading comprehension test indicated that eighth-grade students of have difficulty in all five aspects of reading comprehension. Those were determining the main idea, locating references, understand vocabulary meaning, making inferences, and finding specific information. Determining the main idea was the most difficult aspect faced by students. It was followed by locating references. For students' difficulty in understanding

¹⁷Intan Safitri "An Analysis of Students' Difficulties in Comprehending English Reading Exercises of the Eleventh Grade", (Universitas Islam Negeri Lampung, 2022).

vocabulary and finding specific information and which only a one percent difference.¹⁸

This research would be different from all of those research because this research analyzed the difficult aspects of reading comprehension faced by vocational high schools. Therefore, "An Analysis of Students' Difficulties Reading Comprehension In the First Semester of the Tenth Grade" is a topic with the expectation the result of this research can help the teacher know about the students' difficulty aspects and factors faced in reading comprehension.

H. Research Method

1. Research Design

The objective of this research is to analyze the student's difficulties in reading comprehension therefore a qualitative study design was employed in this research. Miles and Huberman stated that the qualitative use of the word that is arranged in the text is expanded. This means qualitative data is the source of a broad and reasonable description and contains all of the explanation processes that occur in the local scope. In addition, Creswell explains that the qualitative research is exploring and understanding the phenomena, events, social interactions, attitudes, values, expectations, perceptions, and thoughts of individuals or groups.¹⁹

In addition, the researcher used descriptive methods to describe students' difficulties in reading comprehension. As explained by Sugiyono the descriptive method is used to describe or analyze research results but is not used to make them broader.²⁰ This means that students' difficulties in reading comprehension were only described as what they were, without giving any treatment. In this research, the

¹⁸Saraswati, Dambayana and Pratiwi, An Analysis of Students Reading Comprehension Difficulties of Eight-Grade Students, *Jurnal IKA Undiksha*, Vol. 19, No.1 (2021).

¹⁹John W. Creswell, *Research Design (Qualitative, Quantitative and Mix Methods Approach)*, (Fourth Edition), (California: Sage, 2009), p.16.

²⁰Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p.118.

researcher uses the qualitative method because the analysis is based on the facts that have been found. The researcher only focused on describing data students' difficulties in reading comprehension.

2. Population, Sample and Sampling

a. Population

The research is conducted at SMK Negeri 1 Natar. SMK Negeri 1 Natar chose to consider several aspects population of interest and qualifying criteria. Ary et al explain that a population is determined as members of any well-defined class of people, objects, or events.²¹ The students of the tenth accounting grade of SMK Negeri 1 Natar were qualified to be the sample of the research.

Table 1.1
Population of the Students at the First Semester of the Tenth Grade at SMK Negeri 1 Natar 2023/2024

No	Class	Male	Female	Total
1	X Akuntansi	2	24	26
2	X Teknik Komputer	13	16	29
3	X Teknik otomotif	25	-	25
4	X Teknik industri	16	2	18

(Source: Document of The Number of Students at the First Semester at the Tenth Grade of SMK Negeri 1 Natar in the Academic Year of 2023/2024)

b. Sample

After deciding the population of the study, the sample is recruited from the population to include in the research. Fraenkel stated a sample is any part of a population of individuals from which is obtained. It may be for a variety of

²¹Donald Ary et al, *Introduction to Research in Education*. (Eight Edition), (Belmonth: Wadsworth, 2006), p.301.

reasons, it can be different from the sample originally selected.²² The researcher chose between four classes from tenth grade by choosing the class that had the lowest score in reading exercises.

c. Sampling Technique

In this research purposive sampling a sampling technique. Fraenkel stated that purposive sampling is a sampling technique based on knowledge of the characteristics of a population and the purpose of the research.²³ In other words, purposive sampling is a sampling technique that uses certain considerations. After conducting research the consideration is determined to take the sample. The researcher took students in class tenth-grade Accounting as the sample because this class got low scores in reading exercises (see Appendix 12).

3. Data Collecting Technique

Data collecting technique is the process of collecting and measuring information on targeted variables. Creswell defines collecting data as identifying and selecting individuals for observing their study, getting permission to study them, and collecting information by asking people questions or actions.²⁴ In addition, Ary et al. explain that several ways can be used in qualitative research to collect the data including observations, interviews, documents, questionnaires, or artifact analysis. It is important to know data-collecting techniques so that the writer can obtain the data. The data-collecting techniques can be used in this research, as follows:

a. Document Analysis

Document analysis is particularly applicable to the qualitative case studies which produce rich descriptions of

²²Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill Companies, Inc. (2009), p.105.

²³*Ibid.* p.106.

²⁴John W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approach)*, p.9.

a single phenomenon, event, organization, or program. Arikunto explains that documentation is derived from the word document means written object.²⁵ It means that document analysis is one of the ways to obtain data in a particular research, especially qualitative case. In this study, this research analyzed documents from English teachers, and task documents about narrative text for reading exercises which analyzed researcher aspects of students difficulties in reading comprehension.

b. Questionnaire

A questionnaire is a research instrument consisting of a series of questions that the researcher uses to collect data from a sample of individuals. It is one of the most widely used data collection tools in research. The questionnaire is an instrument in which respondents give their responses directly or in writing to questions given by researchers related to a particular topic. Questionnaires can be given in a variety of ways, including by mail, phone, email, or in person. Questionnaire is the one of the ways to know the difficulty aspects of the faced by students in reading comprehension. Sugiyono said that a questionnaire is the technique of collecting data by giving some questions to the respondent. They can be structured, where respondents are presented with a fixed set of questions and response options, or unstructured, where respondents are free to answer questions in their own words.

Questionnaires can the include to different types of questions, such as the open-ended questions, closed-ended questions with multiple choice options, rating scales, and Likert scales. Questions should be designed to obtain the information necessary to answer the research question or hypothesis. The questionnaire of this research is an open question. Open-ended questions are created because the researcher does not provide optional answers, so students

²⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2011), p. 174.

answer questions with their own responses, and in their own words questionnaire was obtained by giving research questionnaire by analyzing participants' answers to know their difficulty aspects in comprehension of English reading exercises. The items of the questions consist of questions related to their responses when the answer to exercises their difficulty aspects in comprehension of English reading exercises.

c. Interview

Interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint contraction of meaning about a particular topic.²⁶ In this research, the researcher used interviews to get interviews to support the data. The interview was used to collect the data from the students. The researcher asked about their students' factors difficulties in reading comprehension questioning techniques. From collecting the data by interviewing the students, the researcher knows the students' responses toward the causes of students' factors in reading comprehension through the questioning technique. The data obtained through this interview method are the students' difficulties in reading comprehension encountered by tenth-grade students and the factors that cause students' difficulties in reading comprehension.

4. Instrument

This research used questionnaires and interviews to know the students difficult aspects and factors reading comprehension. Sugiyono stated that a questionnaire is a data collection technique that is used to give questions for the respondents to answer the questions.²⁷ A questionnaire is known as the technique used to obtain data by using questions

²⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), p.175.

²⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), p.199.

and answers between respondents and the researcher. Furthermore, interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint contraction of the meaning about particular topic. This research used the student's worksheet of reading exercises of the narrative text by the English teacher and then analyzed it to know the students difficulty aspects and factors in reading comprehension based on Brown and Westwood the theory. The specifications of the questionnaire and interview used in this research are as follows:

Table 1.2
The Specification of Questionnaire Aspects of Students' Difficulty in Reading Comprehension

No	Aspects of Students' Difficult in Reading Comprehension	Indicators	Question Number
1	Main Idea (Topic)	1. The students have difficulty determining the main idea.	1
2	Expression/idiom/phrases in context	2. The students find it difficult to identify expression words. 3. The students find it difficult to identify idiom words. 4. The students find it difficult to identify phrase words.	2, 3, 4
3	Inference	5. The students have difficulty to understand inference. 6. The students are confused about how	5, 6, 7

		to connect a conclusion in the text. 7. The students have difficulty to understand the passage.	
4	Grammatical features	8. The students find it difficult to identify tenses that are used in the text.	8
5	Detail	9. The students find it difficult to identify the title. 10. The students find it difficult to identify the names of objects. 11. The students find it difficult to identify time. 12. The students find it difficult to identify places.	9, 10, 11, 12
6	Excluding facts not written (understand detail)	13. The students find it difficult to identify facts or details not written in the text.	13
7	Supporting ideas	14. The students find it difficult to identify sentence that supports the main idea in the text.	14

8	Vocabulary in context	<p>15. The students find it difficult to identify words.</p> <p>16. The students find it difficult understand context of the text.</p> <p>17. The students find it difficult to define a simple functional text related to the social environment.</p> <p>18. The students find it difficult to identify words that have same or different meaning.</p>	15, 16, 17, 18
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Table 1.3

The Specification of Interview Factors of Students' Difficulty in Reading Comprehension

No	Factors of Students' Difficult in Reading Comprehension	Indicators	Question Number
1	Difficulty in Understanding Reading Long Sentences	1. The students felt difficult to read if the text was too long.	1
2	Difficulty in Using Strategies	<p>2. The students use the reading strategy between skimming and scanning.</p> <p>3. The Students find it difficult to read the text quickly or only read the points</p>	2,3

		when reading the text.	
3	Difficulty in Concentration	4. The students find it difficult to concentrate when reading long texts.	4

5. Trustworthiness of the Data

In qualitative research, data can be categorized as good data, the data are valid to have a more accurate conclusion. To get the validity of the data, this research used triangulation. Triangulation is a process of corroborating evidence from different individuals such as a principal and student, types, of data such as observation and interviews, or methods of data collection such as documents, interviews, and questionnaires in descriptions and themes in qualitative research.²⁸ This means triangulation to get accurate results in the analysis of data by combining two or more data sources, methods, investigators, or theories. In addition, there are four types of triangulation, they are:

1. Triangulation of Source

It is carried out by checking the data that have been obtained from several sources. Then, the data is described and categorized with the same or different data and specific data from several data sources.

2. Triangulation of Method

It is carried out by checking the data from the same source but using different techniques or methods. For example, data obtained by interview, then checked by observation, documentation, or questionnaire.

3. Triangulation of Time

The time of obtaining the data affects the credibility data. Data were collected by an interview in the morning

²⁸John W. Creswell, *Qualitatif, Quantitatif, Mix Method*. Fourth Edition. p.258.

with the fresh condition interviews. In order to test credibility can be checked again by conducting interviews, observations, and documentation at different times.

4. Triangulation of Theory

It is carried out using various theories to approach the data. Using a variety of theories can help provide a better understanding when interpreting data.

In this research, the triangulation method was used to get the validity of the data. There are two data-collecting techniques used in the triangulation method they are questionnaires and interviews. The questionnaire and interview focused on students' difficulty aspects and factors in reading comprehension.

6. Data Analysis

The data analysis technique is the process of organizing the data collection in order to get the regularity of the pattern of the form of the research. The purpose of analyzing data is to find an understanding of the data and make the researcher able to present the result of the research to others. Miles and Huberman stated there are three major phases of data analysis data condensation, data display, and drawing the conclusion of verification.²⁹ These were explanations about the data analysis process of this research:

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcriptions.³⁰ In this process, the data were analyzed to select the important data based on the purposes of this research. In this case, the researcher selected the data derived from the given questionnaire of the students and interviewed the students.

²⁹Matthew B. Miles.A. Michael Huberman, and Johnny Sldana, *Qualitative Data Analysis*. Fourth Edition, (A Methods Sourcebook), p.89.

³⁰*Ibid*, p.89.

b. Data Display

The activity is to explain the data in order to be meaningful as a data display. Data display is the collection of information arranged and gives the possibility to get the conclusion of the study.³¹ A display can be an enlarged part of a text or a diagram, table or matrix, graph, or chart that provides a new way of arranging and thinking about the more textually embedded data. The students' reading comprehension aspect and difficult factors in reading comprehension are from the English reading exercises of the questionnaire and interviews with students. Through the presentation of these data, the data is organized and structured so that it will be easier to understand.

c. Conclusion Drawing

Conclusion Drawing is a process that involves stepping back to consider what the analyzed data mean and assess their implication for the questions at hand. Furthermore, the process that is unable to answer the questions and objectives of research that were formulated is verification.³² In this step, this research drew the conclusion and verified the answers to research questions that have been done in displaying the data by comparing the questionnaire of the students and interviewing the students. Thus, the researchers concluded about the aspects and factors of students' difficulty in reading comprehension.

7. Systematics of the Research

Systematic writing of thesis research is the sequence contained in the study, where one chapter and another chapter are closely related and cannot be separated into separate parts.

³¹*Ibid*, p.100.

³²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan RnD*, p.100.

To achieve the goals, the systematics of the research is divided into five chapters, which are as follows:

1. Chapter I Introduction

The chapter contains the confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematics of the research.

2. Chapter II Review of Literature

The chapter contains several theories that serve as the foundation for supporting studies. This chapter is about the concept of reading, the concept of reading comprehension, the level of reading comprehension, aspects of reading comprehension, concept of students' difficulties and factor difficulties in reading comprehension.

3. Chapter III Research Method

The chapter contains about description of the research which contains a general description of the object, facts, and data display.

4. Chapter IV Result and Discussion

The chapter contains the results and discussion of the research.

5. Chapter V Conclusion and Recommendation

The chapter contains the conclusions of the research that has been carried recommendation.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

At the end of the research, the result of analyzing the students' difficulty aspects and factors in reading comprehension was concluded. This research used document analysis, questionnaires, and interviews.

1. The result of the document analysis showed that the students had difficulty aspect in reading comprehension. These are in the main idea, expression/idiom/phrases in context, inference, grammatical features, detail (specific information of text), excluding facts not written (understanding detail), supporting ideas, and vocabulary. Briefly, it can be seen that the difficult aspect faced by the students in reading comprehension is vocabulary. Furthermore, the result of the distributed questionnaire showed that the students faced difficult aspects in reading comprehension, as follows:

There were 2 students who faced difficulty aspect in determining the main idea, 8 students faced difficulty aspect expression/idiom/phrases in context, 5 students faced difficulty aspect in inference, 4 students faced difficulty aspect in grammatical features, 4 students faced difficulty aspect in detail (specific information of text), 9 students faced excluding facts not written (understand detail), 8 students faced difficulty aspect in supporting ideas, and 20 of students faced difficulty aspect in vocabulary. Thus, the difficult aspect faced by the students in reading comprehension was the vocabulary aspect. From the explanation above, it was indicated that the difficult aspect that arose in accordance with the result of the document analysis and questionnaire done by the students in the tenth grade of SMK Negeri 1 Natar was the vocabulary aspect.

2. Based on the teacher and student interviews, there are factors of difficulty faced by students in reading comprehension. Difficulty in reading long sentences, difficulty in using strategies, and difficulty in concentration. Thus, the difficult that the difficult factor that arose in accordance with the results of the interviews done with the students in the tenth grade of SMK Negeri 1 Natar was the students experienced difficulty in reading long sentences, some students had difficulty using strategies, and difficulty in concentrating.

B. Recommendation

Based on the findings of this research, the recommendations this research are as follows:

1. Recommendation for English Teacher

- a. The teacher should give a deep explanation about what aspects consist of the text with more attention to each aspect of reading comprehension and comprehend it well, especially in understanding the vocabulary aspect.
- b. The students need motivation and suggestions from the teacher to get better results in their studies, which means that the teachers should be more caring to their students by motivating the students to enjoy doing reading comprehension and others.

2. Recommendation for Students

- a. The students should pay more attention to text exercises reading comprehension especially when they comprehend the text to answer the exercises.
- b. The students must be more active in asking their teacher about words, the meaning of words, and something that they cannot understand well.

3. Recommendation for Other Researchers

The research analyzed the students' difficulty aspects and factors in reading comprehension. This research focuses on eight aspects they are main idea, expression/idiom/phrases in context,

grammatical features, inference, detail (scanning for specifically stated detail), excluding facts not written (understanding detail), supporting ideas, and vocabulary in context. And factors in reading comprehension difficulty understanding reading long sentences, difficulty using strategies, and difficulty in concentration. Hence, the other researchers suggested analyzing the students' difficulty in another aspect, types of exercises or types of text.

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Appendix 1

THE RESULT OF THE INTERVIEW IN PRELIMINARY RESEARCH FROM THE ENGLISH TEACHER

Interviewer : Dila Putri Wulandari
 Interviewee : Miss Tri Ratna Sari Dewi, S.Pd
 Day/Date : Wednesday, January 25th, 2023
 Time : 09.00 a.m
 Place : SMK Negeri 1 Natar

No	Question	Answers
1	How long has Miss been teaching English at this school?	I have been teaching at school since 2010, so I have been teaching at SMK Negeri 1 Natar for about 13 years as an English teacher.
2	How is the English teaching and learning process?	Usually, students do not have motivation in the teaching and learning process.
3	What the English teaching and learning process at this school going well?	Not yet. The teaching and learning process is not optimal. Explanation of material is difficult for students.
4	How interested are students in learning English at this school?	Student interests are relative, there are some students who like English and some who don't like English. Because they find it difficult to obey. English is a difficult subject so not many students like English lessons
5	What method did miss use to teach reading comprehension?	In teaching, I do not use any techniques/methods.

6	What the students have difficulty with reading comprehension?	Yes, every student will experience difficulties in reading comprehension that they don't know about.
7	What difficulties do students face in reading comprehension?	The most important difficulty faced by students is mastering vocabulary which they do not know enough about in reading comprehension.
8	What the students' ability in reading comprehension good enough?	For students reading comprehension, some students understand it so it is quite good.

Appendix 2

THE RESULT OF THE INTERVIEW IN PRELIMINARY RESEARCH FROM STUDENTS

Student 1

No	Pertanyaan	Jawaban
1	Apa anda menyukai Bahasa Inggris?	Iya suka
2	Bagaimana menurut anda pembelajaran bahasa inggris didalam kelas?	Pelajarannya sangat menyenangkan
3	Apa anda suka membaca teks berbahasa Inggris?	Tidak suka
4	Apa membaca teks berbahasa inggris itu sulit?	Lumayan sulit
5	Apa anda sering mengalami kesulitan saat memahami teks tersebut?	Iya sering tidak memahami teksnya
6	Apa saja kesulitan yang anda hadapi membaca teks berbahasa Inggris?	Sering kesulitan ketika memahami bacaan karena kosakatanya susah diartikan
7	Apa anda sering menemukan kata-kata yang sulit?	Sering karena bahasa inggris kata-katanya tidak familiar.
8	Apa anda kesulitan dalam menceritakan kembali isi bacaan?	Iya kesulitan jika menceritakan kembali isi bacaannya
9	Apa jenis teks yang anda pelajari selama dikelas?	Recount text and Narrative text

Student 2

No	Pertanyaan	Jawaban
1	Apa anda menyukai Bahasa Inggris?	Iya sangat suka
2	Bagaimana menurut anda pembelajaran bahasa inggris didalam kelas?	Pelajarannya sangat seru dan mudah dipahami
3	Apa anda suka membaca teks berbahasa Inggris?	Iya suka
4	Apa membaca teks berbahasa inggris itu sulit?	Sedikit sulit
5	Apa anda sering mengalami kesulitan saat memahami teks tersebut?	Iya sering tidak memahami teks bacaannya
6	Apa saja kesulitan yang anda hadapi membaca teks berbahasa Inggris?	Susah menyusun kata-kata dari kalimatnya, kan bahasa inggris bahasanya kebalik-balik kalau diartikan.
7	Apa anda sering menemukan kata-kata yang sulit?	Sering karena kosakata nya baru
8	Apa anda kesulitan dalam menceritakan kembali isi bacaan?	Iya kesulitan
9	Apa jenis teks yang anda pelajari selama dikelas?	Recount text and Narrative text

Student 3

No	Pertanyaan	Jawaban
1	Apa anda menyukai Bahasa Inggris?	Iya suka
2	Bagaimana menurut anda pembelajaran bahasa inggris didalam kelas?	Pelajaran nya sedikit susah untuk dipahami
3	Apa anda suka membaca teks berbahasa Inggris?	Tidak suka
4	Apa membaca teks berbahasa inggris itu sulit?	Iya sulit
5	Apa anda sering mengalami kesulitan saat memahami teks tersebut?	Iya sering tidak memahami sebuah teksnya
6	Apa saja kesulitan yang anda hadapi membaca teks berbahasa Inggris?	Ketika memahami sebuah teks, saya susah untuk mengartikan teksnya. Jadi, saya kurang paham tentang isi teksnya.
7	Apa anda sering menemukan kata-kata yang sulit?	Sering karena kosakatanya tidak pernah muncul
8	Apa anda kesulitan dalam menceritakan kembali isi bacaan?	Iya kesulitan jika menceritakan kembali isi pada bacaannya
9	Apa jenis teks yang anda pelajari selama dikelas?	Recount text and Narrative text

Appendix 3

INTERVIEW GUIDELINES IN RESEARCH FOR ENGLISH TEACHER

No	Question	Answers
1	What problems do students face in the English teaching and learning process? The problem in the English teaching and learning process is the limited time in teaching reading	
2	What the students have difficulty with reading comprehension?	
3	What difficulties do students face in reading comprehension?	
4	What the students brave enough to give their opinions about the text that was given by the teacher?	
5	What the students having the habit of slow reading?	
6	Can the students make a conclusion for their reading text?	
7	What do the students know about how to determine the reading content in a text such as (the main idea, conclusion, details, and vocabulary)?	
8	What the students experience difficulty in reading because they don't know the vocabulary in the text?	

9	What the students confused about answering questions when you ask questions about the reading text?	
10	What are the minimum standard criteria (KKM), what about grades in learning English reading comprehension?	

Appendix 4

THE RESULT OF THE INTERVIEW IN RESEARCH FROM THE ENGLISH TEACHER

Interviewer : Dila Putri Wulandari
 Interviewee : Miss Tri Ratna Sari Dewi, S.Pd
 Day/Date : Wednesday, October 11th, 2023
 Time : 10.00 a.m
 Place : SMK Negeri 1 Natar

No	Question	Answers
1	What problems do students face in the English teaching and learning process? The problem in the English teaching and learning process is the limited time in teaching reading	Student skills require more time than other skills because students have to read, translate, and understand texts.
2	What the students have difficulty with reading comprehension?	Yes, every student will experience difficulties in reading comprehension that they don't know about.
3	What difficulties do students face in reading comprehension?	The most important difficulty faced by students is mastering vocabulary which they do not know enough about in reading comprehension.
4	What the students brave enough to give their opinion about the text that given by the teacher?	Yes, students dare to give their opinions regarding the texts they read. They explain their opinions according to the text
5	What students having the habit of slow reading?	Yes, some students still have the habit of reading slowly, therefore

		students must be able to understand word in the text.
6	Can the students make a conclusion for their text?	Yes, students can conclude the contents of the text that I provide and they understand what is explained in the text.
7	What the students know how to determine the reading content in a text such as (the main idea, conclusion, details, and vocabulary)?	Yes, students know how to determine the reading content in a text, but they have difficulty determining the topic, content, conclusions in the text, and the vocabulary they know.
8	What the students experience difficulty in reading because they don't know the vocabulary in the text?	There are some students who have difficulty in reading comprehension because they don't know the vocabulary in the text, which makes it difficult for them to read.
9	What the students confused about answering questions when you ask questions about the reading text?	Yes, every student is bound to be confused, but there are also those who can understand questions related to the text given.
10	What are the minimum standard criteria (KKM), what about grades in learning English reading comprehension?	For students' reading comprehension scores, they are still below (KKM), so students need remediation to improve their scores, while those who are above (KKM) do not need remediation.

Appendix 5

INSTRUMENT READING TEST FOR STUDENTS CLASS TENTH ACCOUNTING

Name :

Class :

Read the following text and then answer the following question!

The Legend of Malin Kundang

Once upon a time, lived a diligent and smart boy named Malin Kundang. He lived in the seashore with his old mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. They lived harmonious and quite happy although lived in the poorness.

One day, a big ship moored to the beach near Malin's village. People from the big ship asked people to join and work in their ship because they would go to the cross-island. Malin Kundang was interesting, he wanted to join the big ship because he wanted to improve the life quality of his family. But, the mother worried about Malin, so Malin didn't get permission from her mother. Then, Malin still kept his arguments up until his mother said yes. Finally, he joined and sailed with a big ship.

After five years later, Malin Kundang became a rich merchant because he succeeded in Inter-Island trading. After that, he married beautiful daughter from another rich merchant. Then, he came back his village with his beautiful wife. His wife didn't know Malin's real family and descent. Hearing this good news, Malin's mother ran quickly approached Malin with happiness. She brought a plate of Bika cake because Malin very loved it. But, what she gets, Malin acted never know who she is. Malin didn't recognize that old woman as his mother, and then he kicked the Bika cake brought by Malin's mother until broke into pieces.

The mother was a very broken heart because Malin was seditious with her, the woman who had grown and born him to the world. Then, his mother said that if he was not her Malin, she would go with happiness. But, if he was truly her Malin, she cursed Malin to be a stone.

Suddenly, the big ship of Malin Kundang was vacillated by a big rain and storm. It made all of his crew in the big ship tossed aside out. Malin realized that was his mistake that seditious his mother. Thunder came to his big ship and the ship broke into many pieces. Several pieces come to the Malin's village. Finally, her mother found Malin Kundang bowed down and he became a stone.

1. What is the title of the topic above?
2. What is the main idea of the second paragraph?
3. Who was Maling Kundang?
4. How many characters were in this story? Mention it!
5. Where did they live?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. How did the curse happen?
9. Is it true that Malin Kundang admitted that the old woman was his mother, why?
10. What is the conclusion of the story?

Appendix 6

STUDENTS ANSWERS SHEET

Yukesia Amelda

No.	Answer
	Nama : Yukesia Amelda
	Kelas : X Ak
	Materi : B. Inggris
1.	The Legend of Malin Kundang
2.	A big ship moored to the beach near Malin's village. People from the big ship asked people to join and work in their ship. Malin Kundang was interested, because he wanted to improve the life quality of his family.
3.	A diligent and smart boy
4.	Malin Kundang, Mother, dan wife
5.	He lived in the seashore with his old mother
6.	She quickly approached Malin with happiness
7.	Because Malin was seductive with her
8.	Suddenly, the big ship of Malin Kundang was violated by a big rain and storm. Thunder came to his big ship and the ship broke into many pieces
9.	The big ship of Malin Kundang was violated by a big rain
10.	Never forget the services of mother even though you are already its success at feel.

Widiya Sari

No. _____
Date: _____

<input type="checkbox"/>	Nama : WIDIYA SARI
<input type="checkbox"/>	Kelas : X Akuntansi
<input type="checkbox"/>	Aspek : B-Inggris
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1. The legend of malin kundang
<input checked="" type="checkbox"/>	2. malin kundang was interesting, he wanted to join the big ship because he wanted to improve the life quality of his family
<input checked="" type="checkbox"/>	3. He liked a diligent and smart boy named malin
<input checked="" type="checkbox"/>	4. malin kundang, father and mother
<input checked="" type="checkbox"/>	5. he lived in the seashore with his old mother.
<input checked="" type="checkbox"/>	6. malin's mother ran quickly approached malin with happiness
<input checked="" type="checkbox"/>	7. The mother was a a very broken heart because malin was seditious with her, the woman who had grown and broom him to the world.
<input checked="" type="checkbox"/>	8. suddenly, the big ship of malin kundang was
<input checked="" type="checkbox"/>	9. va cillated by a big rain and storm.
<input checked="" type="checkbox"/>	10. thunder come to the big ship and the ship broke into many pieces.
<input checked="" type="checkbox"/>	11. the big ship of malin kundang was va cillated by a big rain and storm and made in
<input checked="" type="checkbox"/>	12. of the crew in the big ship kossed aside out
<input checked="" type="checkbox"/>	13. Newer forget the series of mother even
<input checked="" type="checkbox"/>	14. thovan you are already success fell.

SIDU

Cindy Septiyani

No. _____
Date: _____

Nama : Cindy Septiyani
Kelas : X ABUNTAH
Materi : Bhs Inggris

1. The legend of Malin Kundang
2. The legend of Malin Kundang was interesting, he wanted to join the big ship because he wanted to improve the life quality of his family.
3. He lived a diligent and smart boy named Malin Kundang. He lived in the seashore with his old mother.
4. - Malin Kundang (3 figure)
- his wife
- her mother
5. He lived in the seashore
6. Then, quickly approached Malin with happiness
7. betrayed his mother
8. She cursed Malin to be a stone
9. NO, because he was ashamed of his mother
10. Never forget the series of a mother even though you are already successful

(GIDU)

Nada Rasya Nafisa

Nama : Nada Rasya Nafisa
Kelas : X < AK1

No. _____
Date: _____

1. The legend of Malin Kundang
2. Even though Malin Kundang's mother had forbidden, but still want to go.
3. a child who disobeys his mother and is therefore cursed to become a stone
4. 4 (Four) (Malin Kundang, Malin Kundang's Mother, Malin Kundang's wife, ~~and~~ Ship Captain)
5. Sumatra barat, seashore
6. ran to the beach to meet his son who had sailed home
7. Malin Kundang did not find her as his mother
8. Not long afterward, Malin Kundang turned into stone. Which is believed to be a curse because he did not respect and respect his mother
9. did not recognize his mother who was old and ugly when he came home rich
10. that we as children must not be disobedient and go against our parents, because parents, especially mothers, are someone we must respect, apart from that, a mother's prayer will definitely be answered by Allah

Dewynta Hadhea

Nama : Dewynta hadhea A
 kelas : x

1. The legend of main kundang

2. Main kundang was interesting, he wanted to join the big ship because he wanted to improve the life quality of his family.

3. lived a diligent and smart boy named main kundang

4. - main kundang
 - his wife
 - her mother } 3 figure
 live in the Seaside

5. ran quickly approached main with happiness.


6. Because main was sedulous with her

7. Suddenly, the big ship of main kundang was vacillated by a big rain and storm. thunder come to the big ship and the ship broke into many pieces.

8. the big ship of main kundang was vacillated by a big rain and storm and made all of his crew in the big ship tossed aside out.

9. Never forget the services of mother even though you are already successful.

10.



Veronika Prasasti

Nama: Veronika Prasasti
 kelas: ~~IX~~ Akuntansi

1. The legend of malin Kundang

2. malin Kundang was interesting, he wanted to join the big ship because they would go to the cross-island.

3. a diligent and smart boy

4. malin Kundang
malin Kundang landed

5. He lived in the Seashore

6. malin Kundang was interesting

7. A single parent because ~~he wanted~~ malin Kundang father had passed away when he was a baby

8. quite happy although

9. malin didn't recognize that old woman is mother

10. malin Kundang bowed down and he ~~became~~ became a stone

You'll never know till you have tried

THAN DONA

Dina Setiawati

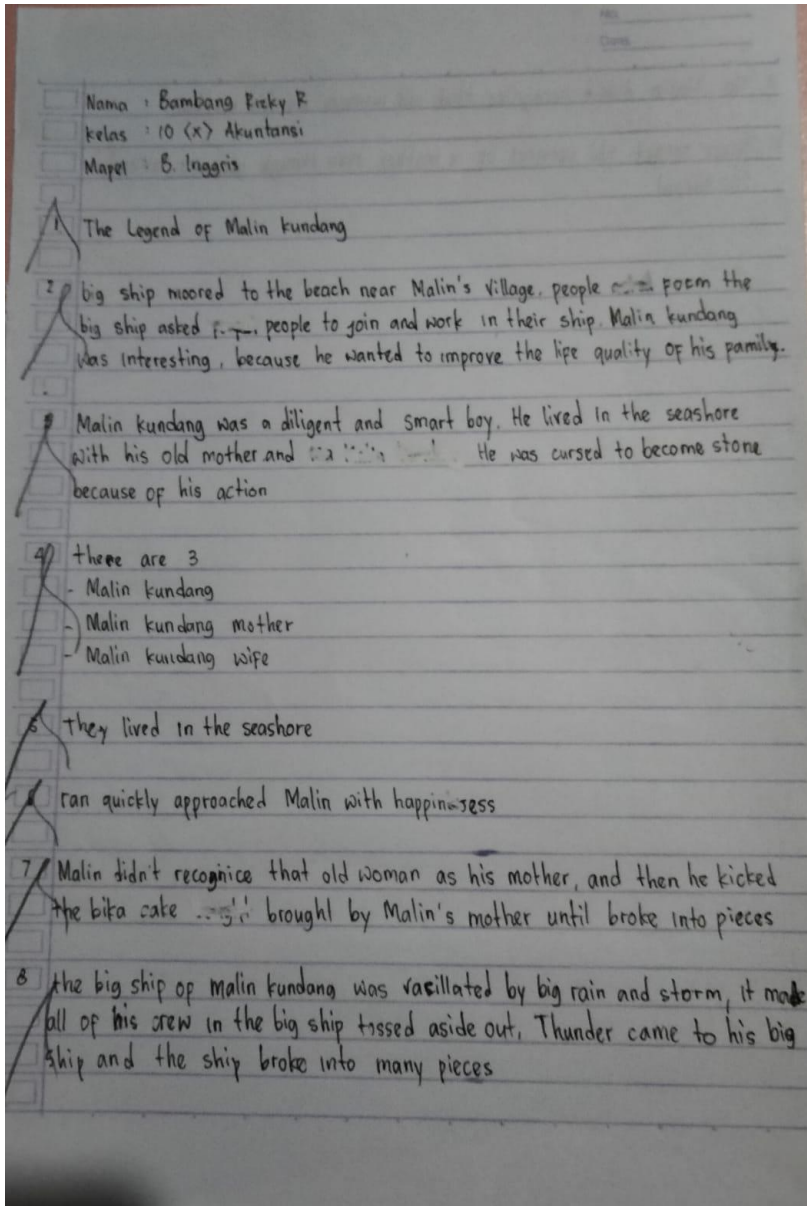
DINA SETIAWATI X AK

Date: _____

1. The legend of main kundang
2. Main kundang was interesting, he wanted to join the big ship
 because he wanted to improve the life quality of his family
3. I was a diligent and smart boy
4. Main kundang, his wife, her mother
5. He lived in the seashore
6. I quickly approached main with happiness
7. Betrayed his mother
8. She cursed main to be a stone
9. No, because he was ashamed of his mother
10. We must not disobey our parents, we must acknowledge
 our parents because the karma and prayers of parents
 are very real

SIDU

Bambang Rizky Ramadhan



Juni Santika

No. _____
Date: _____

NAMA : JUNI SANTIKA
 KELAS : X AKL

1. The Legend of Main Kundang

2. Main defended his argument so that mother could allow Main to join and sail, in order to improve the quality of life of his family.

3. a diligent and smart boy.


4. - main kundang
- his wife
- her mother

5. ~~Beach~~ He lived in the seashore

6. ran quickly approached main with happiness.

7. Because main was scintious with her

8. Suddenly, the big ship of main kundang was vaciated by a big rain and storm thunder come to this big ship



Anggen Komala

Name: Anggen Komala Date: 11.10.2023
 Kelas: 3 ARL Article: Babu, 11.10.2023

Answer

1. The Legend of Mauli Kundang was interesting, he wanted to join the big city because he wanted to improve the life quality of his family.

2. a diligent and smart boy...

3. (1) MAULI KUNDANG: clever, diligent, disobedient
 (2) MAULI KUNDANG'S MOTHER: Patient
 (3) MAULI KUNDANG'S WIFE: beautiful

4. He lived in the seashore with his old mother.

5. Hearing this good news, Mauli's mother ran quickly approach Mauli with happiness. She brought a plate of Bika cake because Mauli very love it.

6. The mother was a very broken heart because Mauli was seditions with her, the woman who had grown and born

7. him to the world.

8. Suddenly, seeing Mauli's treatment, the mother felt very sad and devastated and send god for help so that Mauli would be given a deterrent effect. Not long afterwards, Mauli kundang turned into stone, which is believed to be a curse because he did not respect and respect his mother

9. No, Mauli Kundang did not admit that the woman was his mother. Because his mother was old and ugly when he came home rich.

10. The Legend of Mauli Kundang contains messages that must be remembered, that as children we must not be disobedient and fight our parents, because parents, especially mothers, are someone we must respect, apart from that, a mother's prayer will also be answered by Allah

Appendix 7

GUIDELINES QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Name :

Class :

Date :

This questionnaire is intended to obtain objective data regarding aspects of the difficulties faced by students in reading comprehension. This questionnaire aims to find out the aspects of difficulties faced by students in reading comprehension. Read each question carefully. Then give the answer and reason you think is most appropriate.

No	Question	Answer	Conclusion
1	Do you have difficulty finding the main idea in the reading text?		
2	Do you have difficulty recognizing or identifying phrases in the text?		
3	Do you have difficulty recognizing or identifying idiom words in the text?		
4	Do you have difficulty recognizing or identifying compound words in the text?		
5	Is every sentence of the reading text difficult o understand?		
6	Is the reading text difficult to understand?		
7	Are the tenses used in the text difficult to find?		
8	Is the topic in the reading text		

	difficult to find?		
9	Is the topic in the reading text difficult to find?		
10	Is the name character in the text text difficult to find?		
11	Is the place in the text difficult to identify?		
12	Is place in the text difficult to identify?		
13	Is it difficult to identify facts or details that are not written in the reading text?		
14	Are the sentences that support the main idea in the text difficult to understand?		
15	Is the new vocabulary often to be found?		
16	Is the meaning of each vocabulary in the reading text easy to know?		
17	Do you think the vocabulary is easy to master in the reading text?		
18	Do you think synonyms and antonyms are difficult to find in the reading text?		

Appendix 8

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Bambang Rizky Ramadhan

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan nya mudah ditemukan.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena didalam teksnya yang menggunakan kata ungkapan atau frasa.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Iya sulit	Karena tidak mengerti apa itu kata idiom.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena didalam teks tersebut kata frase sedikit ditemukan.

5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena teksnya sangat jelas jadi kalimatnya mudah dipahami.
6	Apakah teks bacaan sulit dipahami?	Tidak	Karena teks jelas dan mudah untuk disimpulkan.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Tidak	Karena teks menggunakan bacaan yang mudah dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks didalam itu menceritakan masa lalu.
9	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena cerita tersebut sangat mudah dipahami dan cerita itu menceritakan tentang cerita rakyat.
10	Apakah karakter nama pada teks teks sulit ditemukan?	Tidak	Karena mudah untuk ditemukan.
11	Apakah tempat dalam teks sulit diidentifikasi?	Iya sedikit sulit	Karena waktu dalam teks tersebut kurang rinci.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teksnya mudah dipahami untuk diidentifikasi.
13	Sulitkah mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Tidak	Karena ada beberapa hal yang saya tahu dan ada yang tidak tahu.
14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena didalam teks tersebut ceritanya mendukung pada

			gagasan utama nya.
15	Apakah kosakata baru sering ditemukan?	Iya	Karena beberapa kosakata didalam teks nya mudah dipahami.
16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Tidak	Karena setiap makna kosakatanya jelas dan mudah dimengerti.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Iya mudah	Karena didalam teks tersebut ada beberapa kosakata yang saya ketahui.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Iya mudah	Karena sinonim dan antonim kata persamaan dan kata lawan.

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Juni Santika

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan nya mudah dipahami.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena teks didalam nya yang menggunakan kata frasa.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Tidak	Karena didalam teks tersebut mudah ditemukan.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena teks tersebut kata frase sedikit ditemukan.
5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena sangat jelas jadi kalimatnya mudah di pahami.

6	Apakah teks bacaan sulit dipahami?	Tidak	Karena teksnya jelas untuk disimpulkan.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Tidak	Karena teks tersebut bacaan nya mudah dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks didalam itu menceritakan masa lampau.
9	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena topik teks tersebut sangat mudah dipahami.
10	Apakah karakter nama pada teks sulit ditemukan?	Tidak	Karena sangat mudah untuk ditemukan.
11	Apakah tempat dalam teks sulit diidentifikasi?	Iya sedikit sulit	Karena waktu dalam teks tersebut kurang rinci jadi cukup mudah dikenali.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teksnya mudah dipahami untuk diidentifikasi.
13	Sulitkah mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Tidak	Karena ada beberapa hal yang saya mengerti dan ada yang tidak saya mengerti.
14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena didalam teks tersebut ceritanya mendukung.
15	Apakah kosakata baru sering ditemukan?	Iya sedikit sulit	Karena beberapa kosakata didalam teks nya mudah dipahami dan ada yang tidak.

16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Iya sulit	Karena setiap makna kosakatanya tidak dimengerti.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Tidak	Karena didalam teks tersebut ada beberapa kosakata yang saya ketahui dan ada beberapa yang tidak.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Tidak	Karena sinonim dan antonim kata yang mudah dipahami dan dimengerti.

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Anggen Komala

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan utamanya mudah ditemukan.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena didalam teks nya mengungkapkan dari frasa makna.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Iya sedikit sulit	Karena didalam teks tersebut mudah ditemukan kata idiom.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena didalam teks tersebut kata frase mudah ditemukan.
5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena teksnya sangat jelas jadi kalimatnya mudah di pahami.

6	Apakah teks bacaan sulit dipahami?	Sulit	Karena teks bacaannya sulit untuk disimpulkan.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Sulit	Karena beberapa teks menggunakan bacaan yang tidak mudah dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks didalam nya menceritakan tentang masa lalu/masa lampau.
9	Apakah topik dalam teks bacaan sulit ditemukan	Iya sedikit sulit	Karena cerita tersebut menceritakan tentang cerita rakyat.
10	Apakah karakter nama pada teks sulit ditemukan?	Tidak	Karena mudah untuk ditemukan/dikenali.
11	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena waktu dalam teks tersebut dijabarkan.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teksnya mudah diidentifikasi.
13	Sulitkah mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Iya cukup sulit	Karena ada beberapa yang saya tahu dan ada yang tidak tahu dalam teks tersebut.
14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena didalam teks ceritanya mendukung pada

			gagasan utama itu.
15	Apakah kosakata baru sering ditemukan?	Iya	Karena beberapa dari kosakata didalam teks nya mudah untuk dipahami.
16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Tidak	Karena setiap makna kosakatanya mudah dimengerti.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Tidak	Karena didalam teks bacaan tersebut ada beberapa kosakata yang saya ketahui dan tidak saya ketahui.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Tidak	Karena mengerti apa itu kata sinonim dan antonim.

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Nada Raya Nafisa

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan nya mudah ditemukan dan dipahami.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena teks yang diungkapkan menggunakan frasa.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Tidak	Karena didalam teks mudah mengerti apa itu kata idiom.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena didalam teks kata frase sedikit mudah ditemukan.
5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena teksnya dijelaskan dengan baik jadi kalimatnya mudah di pahami.

6	Apakah teks bacaan sulit dipahami?	Tidak	Karena teks bacaan jelas mudah untuk disimpulkan.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Tidak	Karena teks bacaan yang mudah dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks cerita didalam itu menceritakan masa lalu.
9	Apakah topik dalam teks bacaan sulit ditemukan	Tidak	Karena cerita tersebut sangat mudah dipahami dan cerita itu menceritakan tentang cerita rakyat.
10	Apakah karakter nama pada teks sulit ditemukan?	Tidak	Karena karakter dalam teks mudah untuk ditemukan.
11	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena waktu dalam teks tersebut mudah dikenali.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teksnya mudah untuk diidentifikasi.
13	Apakah sulit untuk mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Tidak	Karena ada beberapa hal yang saya tahu dan ada yang tidak tahu fakta atau detail yang tidak tertulis dalam teks.

14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena teks ceritanya mendukung gagasan utamanya.
15	Apakah kosakata baru sering ditemukan?	Tidak	Karena beberapa kosakata didalam teks nya tidak mudah dipahami.
16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Tidak	Karena setiap makna kosakatanya dalam bacaan tersebut ada beberapa yang belum paham.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Iya sulit	Karena didalam teks ada beberapa kosakata yang saya tidak ketahui.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Tidak	Karena kata sinonim dan antonim adalah kata persamaan dan kata lawan.

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Yukesia Amelda

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan utamanya mudah ditemukan.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena teks cerita yang menggunakan frasa.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Tidak	Karena tidak mengerti apa kata idiom.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena didalam teks tersebut kata frase sedikit ditemukan nya.
5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena jika teksnya jelas maka setiap kalimat mudah di

			pahami.
6	Apakah teks bacaan sulit dipahami?	Tidak	Karena teks jelas mudah untuk disimpulkan dari ceritanya tersebut.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Tidak	Karena teks menggunakan bacaan jelas yang mudah untuk dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks ceritanya menceritakan masa lalu.
9	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena cerita mudah dipahami dan menceritakan cerita rakyat.
10	Apakah karakter nama pada teks sulit ditemukan?	Tidak	Karena mudah untuk ditemukan karakter yang ada di dalam teks tersebut.
11	Apakah tempat dalam teks sulit diidentifikasi?	Iya sulit	Karena waktu dalam teks tersebut mudah dikenali.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teks yang ada didalamnya mudah dipahami untuk diidentifikasi.
13	Sulitkah mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Tidak	Karena ada beberapa hal yang saya tahu dan ada yang saya tidak tahu tentang fakta atau detail yang tidak tertulis dalam teks

			ada di dalam nya.
14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena didalam teks tersebut ceritanya mendukung yaitu dalam gagasan utama nya.
15	Apakah kosakata baru sering ditemukan?	Iya	Karena beberapa kosakata didalam teks nya ada yang bisa dipahami.
16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Iya sulit	Karena setiap makna kosakatanya cukup sulit untuk dipahami.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Tidak	Karena didalam teks tersebut ada beberapa kosakata yang saya ketahui dan ada yang tidak saya ketahui.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Tidak	Karena sinonim dan antonim kata persamaan dan kata lawan jadi mudah untuk dipahami.

THE RESULT OF THE QUESTIONNAIRE DIFFICULT ASPECTS OF STUDENTS' IN READING COMPREHENSION

Nama : Widiya sari
 Kelas : X Akuntansi
 Tanggal : 11 Oktober 2023

Angket ini dimaksudkan untuk memperoleh data obyektif mengenai aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Angket ini bertujuan untuk mengetahui aspek-aspek kesulitan yang dihadapi siswa dalam pemahaman membaca. Bacalah setiap pertanyaan dengan cermat. Kemudian berikan jawaban dan alasan yang menurut anda paling tepat.

No	Question	Answers	Conclusion
1	Apakah Anda kesulitan menemukan ide pokok dalam teks bacaan?	Tidak	Karena gagasan nya mudah dipahami.
2	Apakah Anda kesulitan mengenali atau mengidentifikasi frasa dalam teks?	Tidak	Karena teks didalam nya yang menggunakan kata frasa.
3	Apakah Anda kesulitan mengenali atau mengidentifikasi kata-kata idiom dalam teks?	Tidak	Karena didalam teks tersebut mudah ditemukan.
4	Apakah Anda kesulitan mengenali atau mengidentifikasi kata majemuk dalam teks?	Iya sedikit sulit	Karena teks tersebut kata frase sedikit ditemukan.
5	Apakah setiap kalimat dalam teks bacaan sulit untuk dipahami?	Tidak	Karena sangat jelas jadi kalimatnya mudah di pahami.

6	Apakah teks bacaan sulit dipahami?	Tidak	Karena teksnya jelas untuk disimpulkan.
7	Apakah tenses yang digunakan dalam teks sulit ditemukan?	Tidak	Karena teks tersebut bacaan nya mudah dipahami.
8	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena teks didalam itu menceritakan masa lampau.
9	Apakah topik dalam teks bacaan sulit ditemukan?	Tidak	Karena topik teks tersebut sangat mudah dipahami.
10	Apakah karakter nama pada teks sulit ditemukan?	Tidak	Karena sangat mudah untuk ditemukan.
11	Apakah tempat dalam teks sulit diidentifikasi?	Iya sedikit sulit	Karena waktu dalam teks tersebut kurang rinci jadi cukup mudah dikenali.
12	Apakah tempat dalam teks sulit diidentifikasi?	Tidak	Karena teksnya mudah dipahami untuk diidentifikasi.
13	Sulitkah mengidentifikasi fakta atau detail yang tidak tertulis dalam teks bacaan?	Tidak	Karena ada beberapa hal yang saya mengerti dan ada yang tidak saya mengerti.
14	Apakah kalimat-kalimat pendukung gagasan utama dalam teks sulit dipahami?	Tidak	Karena didalam teks tersebut ceritanya mendukung.
15	Apakah kosakata baru sering ditemukan?	Iya sedikit sulit	Karena beberapa kosakata didalam teks nya mudah dipahami dan ada yang tidak.

16	Apakah makna setiap kosa kata dalam teks bacaan mudah diketahui?	Iya sulit	Karena setiap makna kosakatanya tidak dimengerti.
17	Menurut Anda, apakah kosakata dalam teks bacaan mudah dikuasai?	Tidak	Karena didalam teks tersebut ada beberapa kosakata yang saya ketahui dan ada beberapa yang tidak.
18	Apakah menurut Anda sinonim dan antonim sulit ditemukan dalam teks bacaan?	Iya sedikit sulit	Karena sinonim dan antonim kata yang suliy dipahami dan dimengerti.

Appendix 9

GUIDELINES INTERVIEW FOR THE STUDENTS' FACTORS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION

Name :

Class :

Date :

This interviews aims to find out the factors of difficulties faced by students in reading comprehension.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text?		
2	Have you used skimming and scanning as your reading strategy?		
3	Do you often read quickly or do you only read the bullet points when you read text?		
4	Do you have difficulty concentrating when you read a text that is too long?		
5	Do you have difficulty reading because of the lack of tools, such as English books and magazines at this school?		

Appendix 10

THE RESULT INTERVIEW FOR THE STUDENT FACTORS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION

Nama : Bambang Rizky Ramadhan

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text? <i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i>	Iya karena membaca kalimat yang panjang terkadang saya salah membaca kalimat yang ada di dalam teks tersebut.	Siswa masih sulit membaca kalimat yang panjang.
2	Have you used skimming and scanning as your reading strategy? <i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i>	Sudah karena guru di kelas sudah menerapkannya.	Guru di kelas sudah menerapkan strategi skimming dan scanning.

3	<p>Do you often find it difficult to read quickly or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>Iya terkadang sulit ketika harus membaca teks dengan cepat.</p>	<p>Siswa masih sulit membaca teks dengan cepat.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya terkadang sulit berkonsentrasi ketika harus membaca teks dengan kalimat yang terlalu panjang.</p>	<p>Siswa masih kurang berkonsentrasi dalam membaca teks yang panjang.</p>

**THE RESULT INTERVIEW FOR THE STUDENT FACTORS
OF STUDENTS' DIFFICULTIES IN
READING COMPREHENSION**

Nama : Juni Santika

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text? <i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i>	Iya karena membaca kalimat yang panjang terkadang membuat saya salah membaca kalimat nya yang ada di dalam teks tersebut karena menemukan kosakata baru.	Siswa masih sulit membaca kalimat yang panjang.
2	Have you used skimming and scanning as your reading strategy? <i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i>	Sudah karena guru di kelas sudah menerapkannya dan mengajarkan strategi membaca skimming dan scanning	Guru di kelas sudah menerapkan strategi skimming dan scanning.
3	Do you often find it difficult to read quickly	Iya terkadang sulit untuk	Siswa masih sulit membaca

	<p>or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>membaca teks dengan cepat.</p>	<p>teks dengan cepat.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya sulit berkonsentrasi ketika harus membaca teks dengan kalimat yang panjang.</p>	<p>Siswa masih sulit berkonsentrasi dalam membaca teks yang panjang.</p>

**THE RESULT INTERVIEW FOR THE STUDENT FACTORS
OF STUDENTS' DIFFICULTIES IN
READING COMPREHENSION**

Nama : Anggen Komala

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	<p>When you read a long text, do you find it difficult to understand the text?</p> <p><i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i></p>	<p>Iya karena membaca kalimat yang panjang saya mengalami kesulitan seperti salah membaca kalimat nya dan memahami teksnya.</p>	<p>Siswa masih sulit membaca kalimat yang panjang.</p>
2	<p>Have you used skimming and scanning as your reading strategy?</p> <p><i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i></p>	<p>Sudah karena guru di kelas sudah menerapkan strategi membaca skimming dan scanning</p>	<p>Guru di kelas sudah menerapkan strategi membaca.</p>
3	<p>Do you often find it difficult to read quickly</p>	<p>Iya terkadang mengalami</p>	<p>Siswa masih merasa sulit</p>

	<p>or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>kesulitan jika harus membaca teks dengan cepat jadi hanya point teks nya saja.</p>	<p>membaca teks dengan cepat.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya terkadang masih sulit berkonsentrasi dalam membaca teks jika kalimat nya terlalu panjang.</p>	<p>Siswa merasa masih kesulitan dalam berkonsentrasi dengan membaca teks yang panjang.</p>

**THE RESULT INTERVIEW FOR THE STUDENT FACTORS
OF STUDENTS' DIFFICULTIES IN
READING COMPREHENSION**

Nama : Nada Raya Nafisa

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text? <i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i>	Iya karena membaca kalimat yang panjang terkadang masih merasa mengalami kesulitan seperti salah membaca kalimat nya.	Siswa masih kesulitan membaca kalimat yang panjang karena salah membaca setiap kalimatnya.
2	Have you used skimming and scanning as your reading strategy? <i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i>	Sudah karena disekolah guru dikelas sudah menerapkannya strategi membaca skimming dan scanning.	Guru di kelas sudah menerapkan strategi membaca skimming dan scanning.
3	Do you often find it difficult to read quickly	Iya mengalami kesulitan jika	Siswa masih merasa

	<p>or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>harus membaca teks dengan cepat jadi hanya point teks nya saja yang saya baca.</p>	<p>mengalami kesulitan jika membaca teks dengan cepat jadi hanya point yang ada di teksnya saja.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya terkadang masih kesulitan berkonsentrasi dalam membaca teks kalimat yang panjang.</p>	<p>Siswa merasa masih kesulitan dalam berkonsentrasi dengan membaca teks yang kalimat yang terlalu panjang.</p>

**THE RESULT INTERVIEW FOR THE STUDENT FACTORS
OF STUDENTS' DIFFICULTIES IN
READING COMPREHENSION**

Nama : Yukesia Amelda

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text? <i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i>	Iya karena membaca kalimat yang panjang saya masih merasa kesulitan.	Siswa masih kesulitan dalam membaca kalimat yang panjang.
2	Have you used skimming and scanning as your reading strategy? <i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i>	Sudah karena guru menerapkan strategi membaca skimming dan scanning.	Guru sudah menerapkan strategi membaca skimming dan scanning.
3	Do you often find it difficult to read quickly	Iya terkadang mengalami	Siswa masih merasa kesulitan

	<p>or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>kesulitan jika harus membaca teks dengan cepat jadi hanya point tnya saja.</p>	<p>dalam membaca teks dengan cepat.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya terkadang masih kesulitan berkonsentrasi dalam membaca teks pada kalimat yang terlalu panjang.</p>	<p>Siswa merasa masih kesulitan dalam berkonsentrasi karena kalimat yang terlalu panjang.</p>

**THE RESULT INTERVIEW FOR THE STUDENT FACTORS
OF STUDENTS' DIFFICULTIES IN
READING COMPREHENSION**

Nama : Widiya Sari

Kelas : X Akuntansi

Tanggal : 11 Oktober 2023

Wawancara ini bertujuan untuk mengetahui faktor-faktor kesulitan yang dihadapi siswa dalam pemahaman bacaan.

No	Question	Answer	Conclusion
1	When you read a long text, do you find it difficult to understand the text? <i>(Ketika Anda membaca teks yang panjang, apakah Anda merasa kesulitan untuk memahami teks tersebut?)</i>	Iya karena membaca kalimat yang panjang saya merasa kesulitan seperti salah membaca kalimat nya yang ada didalam teks tersebut.	Siswa masih kesulitan dalam membaca kalimat yang panjang.
2	Have you used skimming and scanning as your reading strategy? <i>(Sudahkah Anda menggunakan skimming dan scanning sebagai strategi membaca Anda?)</i>	Sudah karena guru dikelas menerapkan strategi membaca skimming dan scanning	Guru di kelas sudah menerapkan strategi membaca skimming dan scanning.
3	Do you often find it difficult to read quickly	Iya terkadang masih	Siswa masih merasa sulit

	<p>or only get to the points when reading text?</p> <p><i>(Apakah Anda sering merasa kesulitan membaca cepat atau hanya langsung pada poin-poin saja saat membaca teks?)</i></p>	<p>mengalami kesulitan jika harus membaca teks dengan cepat jadi hanya point yang ada di dalam teks nya saja.</p>	<p>membaca teks dengan cepat jadi hanya point tertentu saja yang siswa pahami.</p>
4	<p>Do you have difficulty concentrating when you read a text that is too long?</p> <p><i>(Apakah Anda kesulitan berkonsentrasi saat membaca teks yang terlalu panjang?)</i></p>	<p>Iya masih sulit berkonsentrasi karena dalam membaca teks kalimat yang terlalu panjang.</p>	<p>Siswa merasa masih kesulitan dalam berkonsentrasi dengan membaca teks yang terlalu panjang.</p>

Appendix 11**SAMPLE OF STUDENTS OF SAMPLE CLASS
THE CLASS OF TENTH ACCOUNTING
OF SMK NEGERI 1 NATAR**

No	Name of Students	Male/Female
1	AK	F
2	AST	M
3	BBR	M
4	CS	F
5	DF	F
6	DHA	F
7	DS	F
8	DA	F
9	EH	F
10	FA	F
11	FF	F
12	LNL	F
13	LV	F
14	MAR	F
15	NRN	F
16	NA	F
17	NW	F
18	NYP	F
19	RI	F
20	SA	F
21	SAU	F
22	SAR	F
23	VP	F
24	WSS	F
25	YW	F
26	YY	F

Appendix 12

**RESULTS SCORE ACCOUNTING
AT THE CLASS TENTH**

No	Nama	Nilai		Keterangan	
		KKM	Nilai	Tuntas	Tidak tuntas
1	AK	75	75	√	
2	AST	75	65		√
3	BRR	75	75	√	
4	CS	75	66		√
5	DF	75	70		√
6	DHA	75	70		√
7	DS	75	71		√
8	DA	75	60		√
9	EH	75	75	√	
10	FA	75	65		√
11	FF	75	67		√
12	LNL	75	80	√	
13	LV	75	64		√
14	MAR	75	70		√
15	NRN	75	55		√
16	NA	75	62		√
17	NW	75	75	√	
18	NYP	75	80	√	
19	RIP	75	70		√
20	SA	75	71		√
21	SAU	75	65		√
22	SAR	75	75	√	
23	VP	75	66		√
24	WS	75	75	√	
25	YW	75	66		√
26	YY	75	60		√

**RESULTS SCORE COMPUTER AND NETWORK
ENINEERING AT THE CLASS TENTH**

No	Nama	Nilai		Keterangan	
		KKM	Nilai	Tuntas	Tidak tuntas
1	AK	75	75	√	
2	AB	75	75	√	
3	ADS	75	75	√	
4	AAS	75	77	√	
5	AP	75	75	√	
6	AIP	75	75	√	
7	AAL	75	77	√	
8	CAL	75	76	√	
9	CAP	75	75	√	
10	DE	75	70		√
11	DS	75	67		√
12	FWD	75	80	√	
13	HA	75	75	√	
14	IA	75	70		√
15	KF	75	60		√
16	LEP	75	62		√
17	MRS	75	80	√	
18	MH	75	75	√	
19	MS	75	75	√	
20	NJS	75	77	√	
21	NS	75	75	√	
22	PIW	75	65		√
23	RSH	75	75	√	
24	RA	75	77	√	
25	RS	75	60		√
26	SF	75	75	√	
27	SFU	75	76	√	
28	TAP	75	75	√	

29	VI	75	75	√	
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**RESULTS SCORE TECHNICAL LIGHT VEHICLE
AT THE CLASS TENTH**

No	Nama	Nilai		Keterangan	
		KKM	Nilai	Tuntas	Tidak tuntas
1	AJ	75	76	√	
2	AKJ	75	75	√	
3	AFM	75	75	√	
4	AE	75	75	√	
5	BS	75	75	√	
6	DF	75	75	√	
7	ED	75	75	√	
8	FA	75	77	√	
9	GL	75	75	√	
10	IM	75	75	√	
11	IRT	75	75	√	
12	MHH	75	80	√	
13	MIP	75	75	√	
14	MY	75	77	√	
15	MM	75	76	√	
16	MR	75	75	√	
17	NKM	75	75	√	
18	RYP	75	80	√	
19	RS	75	77	√	
20	RS	75	75	√	
21	RAP	75	77	√	
22	RS	75	75	√	
23	SA	75	75	√	
24	UAW	75	75	√	
25	WIP	75	75	√	

**RESULTS SCORE INDUSTRIAL ENGINEERING
AT THE CLASS TENTH**

No	Nama	Nilai		Keterangan	
		KKM	Nilai	Tuntas	Tidak tuntas
1	AC	75	75	√	
2	ADJ	75	75	√	
3	AT	75	75	√	
4	ABF	75	66		√
5	BCH	75	76	√	
6	BTP	75	75	√	
7	BU	75	78	√	
8	HM	75	60		√
9	HS	75	75	√	
10	IS	75	75	√	
11	KF	75	76	√	
12	MAG	75	80	√	
13	MMB	75	64		√
14	NJ	75	75	√	
15	RMP	75	76	√	
16	SJ	75	75	√	
17	YW	75	75	√	
18	YK	75	80	√	

Appendix 13

DOCUMENTATION OF THE RESEARCH



Interview with English Teacher at SMK Negeri 1 Natar



The researcher gave the questionnaire and students did reading assignments



Interview with Students X Accounting

Appendix 13

Respon Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT PERMOHONAN VALIDASI

Hal : Permohonan Validasi Data Hasil Analisis
 Lampiran : Dua

Kepada Yth.
 Tri Ratna Sari Dewi, S.Pd
 Guru Bahasa Inggris
 SMK Negeri 1 Natar
 Di-
 Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Sehubungan dengan pelaksanaan tugas akhir skripsi, dengan ini saya:

Nama : Dila Putri Wulandari
 NPM : 1911040060
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of Students' Difficulties in Reading Comprehension at the First Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024

Dengan hormat memohon Ibu berkenan memberikan validasi terhadap data hasil analisis penelitian skripsi saya. Sebagai bahan pertimbangan, bersama ini saya lampirkan: (1) Form Validasi Data Hasil Analisis.

Demikian permohonan ini saya sampaikan, atas bantuan dan perhatian Ibu saya ucapkan terima kasih.

Wassalammu'alaikum Warrahmatullahi Wabarakatuh.

Natar, 11 Oktober 2023
 Mahasiswa

Dila Putri Wulandari
 NPM. 1911040060



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Tri Ratna Sari Dewi, S.Pd
Instansi : SMK Negeri 1 Natar
Jabatan : Guru
Bidang : Bahasa Inggris

yang telah dianalisis dalam skripsi yang berjudul "*An Analysis of Students' Difficulties in Reading Comprehension at the First Semester of the Tenth Grade Students of SMK Negeri 1 Natar in the Academic Year of 2023/2024*" oleh peneliti:

Nama : Dila Putri Wulandari
NPM : 1911040060
Program Studi : Pendidikan Bahasa Inggris

Berdasarkan hasil penilaian terhadap analisis penelitian tersebut maka hasil analisis tersebut dinyatakan valid. Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Natar, 11 Oktober 2023
Validator

Tri Ratna Sari Dewi, S.Pd

QUESTIONNAIRE
AN ANALYSIS OF THE ASPECTS OF STUDENTS'
DIFFICULTY IN READING COMPREHENSION

Indicators:

1. In this questionnaire, there are 18 statements. This questionnaire is intended to obtain objective data regarding aspects of the difficulties faced by students in reading comprehension. Read each question carefully. Then give the answer and reason you think is most appropriate.
2. This questionnaire is made only for scientific purposes for research. Therefore, your response is guaranteed to be kept confidential. Thank you.

Note:

The responses of respondents are secretly by the researcher.

No	Aspects of Students' Difficult in Reading Comprehension	Indicators	Question Number
1	Main Idea (Topic)	1. The students are difficult determining the main idea.	1
2	Expression/idiom/phrases in context	2. The students are difficult to identify expression words. 3. The students are difficult to identify idiom words. 4. The students are difficult to identify phrase words.	2, 3, 4
3	Inference	5. The students are difficult to understand well. 6. The students are difficult how to connect a conclusion. 7. The students are difficult to understanding the passage.	5, 6, 7
4	Grammatical features	8. The students are difficult to identify tenses that are used in the text words.	8
5	Detail	9. The students are difficult to identifying the title. 10. The students are difficult to identifying the names of objects. 11. The students are difficult to identifying time. 12. The students are difficult to identifying places.	9, 10, 11, 12
6	Excluding facts not written (understand detail)	13. The students are difficult to identify facts or details that are not written in the text.	13

7	Supporting ideas	14. The students are difficult to identify sentence that supports the main idea in the text.	14
8	Vocabulary in context	15. The students are difficult to identifying words. 16. The students are difficult to understanding the context. 17. The students are difficult to define a simple functional text related to the social environment. 18. The students are difficult to identifying words that have the same or different meanings.	15, 16, 17, 18

INTERVIEW
AN ANALYSIS OF THE FACTORS OF STUDENTS'
DIFFICULTY IN READING COMPREHENSION

Indicators:

1. In this interviews, there are 4 question. This interview aims to determine the factors of difficulties faced by students in reading comprehension.
2. This interview made only for scientific purposes for research. Therefore, your response is guaranteed to be kept confidential. Thank you.

No	Factors of Students' Difficult in Reading Comprehension	Indicators	Question Number
1	Difficulty in Understanding Reading Long Sentences	1. The students felt difficult to read if the text was too long.	1
2	Difficulty in Using Strategies	2. The students use what in the reading strategy between skimming and scanning. 3. The Students find it difficult to read the text quickly or only read the points when reading the text.	2,3
3	Difficulty in Concentration	4. The students find it difficult to concentrate when reading long texts.	4



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 NATAR



Alamat: Jl. Sumber Sari, Mandah, Natar-Lampung Selatan 35364
www.smknegeri1natar.sch.id e-mail : smkn1natar@smkn1natar.sch.id NPGN : 10811006

Nomor : 421/234/III.01/2023
Sifat : Penting
Lapiran :-
Perihal : Jawaban Rekomendasi Pengadaan Penelitian

Berdasarkan surat dari Fakultas Tarbiyah Dan Keguruan, dengan Nomor: B-// 741 Un.16/DT/PP.009.7/10/2023 hal : izin Mengadakan Penelitian tertanggal 02 Oktober 2023 Sampai Dengan Selesai, maka Kepala SMK negeri 1 Natar dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : Dila Putri Wulandari
NPM : 1911040060
Semester : 9 (Sembilan)
Prodi : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di SMK Negeri 1 Natar pada tanggal 02 Oktober 2023 sampai dengan selesai guna melengkapi data pada penyusunan skripsi yang berjudul :

“ An Analysis Of Student' Difficulties In Reading Comprehension at The First Semester of The Tenth Grade Students of SMK Negeri 1 Natar In The Academic Year Of 2023/2024”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mandah, 02 Oktober 2023
Kepala Sekolah SMK Negeri 1 Natar

Adi Gunawan, S.Pd
NIP. 1963032000031004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN

Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131
 Telp. (0721) 780887-74531 Fax. 780422 Website: www.radenintan.ac.id

SURAT KETERANGAN

Nomor: B-3324/Un.16 / P1 /KT/XII/ 2023

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I
 NIP : 197308291998031003
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
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 FIRST SEMESTER OF THE TENTH GRADE STUDENTS OF SMK NEGERI 1 NATAR
 IN THE ACADEMIC YEAR OF 2023/2024**

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