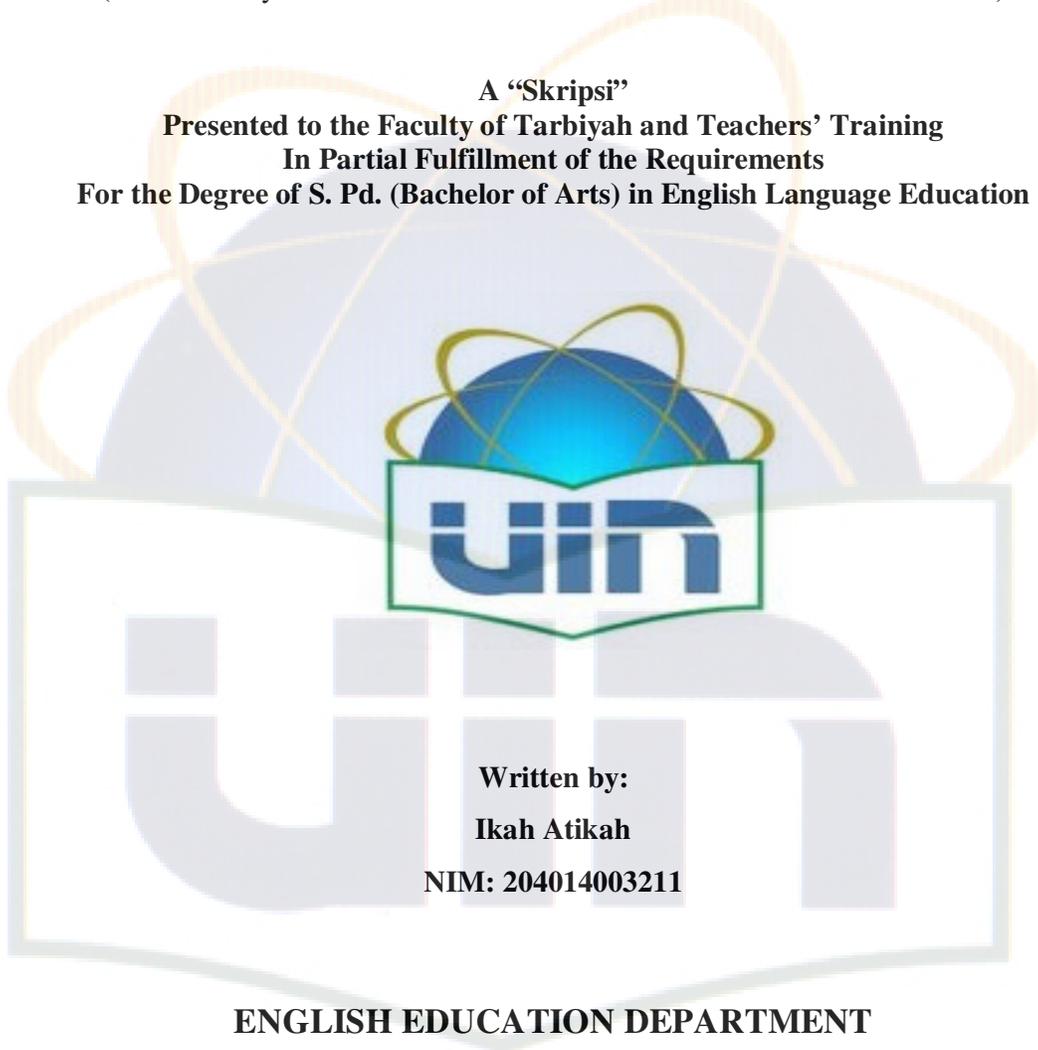


**ANALYSIS ON THE STUDENTS' LINGUISTIC PROBLEMS  
IN READING COMPREHENSION**

(A Case Study at Second Grade Students of MTs. Baiturrahmah Sukabumi)

A "Skripsi"

**Presented to the Faculty of Tarbiyah and Teachers' Training  
In Partial Fulfillment of the Requirements  
For the Degree of S. Pd. (Bachelor of Arts) in English Language Education**



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**2009**

**ABSTRACT**

Atikah, Ika, *Analysis on the Students Difficulties in Reading Comprehension (A Case study at Second Grade Students of Madrasah Tsanawiyah Baiturrahmah Sukabumi*, Thesis, Degree of Strata-1 of English Department Program of Tarbiyah and Teacher Training Faculty "Syarif Hidayatullah" State Islamic University Jakarta, Advisor: Nasrun Mahmud, Drs., M. Pd.

Keywords: Reading comprehension and difficulties

This study tries to describe the students' difficulties in reading comprehension at second grade students of Madrasah Tsanawiyah Baiturrahmah Sukabumi. The aim of this research is to find out some difficulties in linguistic problems in reading comprehension on second grade students in Madrasah Tsanawiyah Baiturrahmah Sukabumi. In doing the research the writer applies qualitative method. The objects of this research are the second grade students of Madrasah Tsanawiyah Baiturrahmah Sukabumi. The techniques used to collect the data are observation, documentation, interview and test. The finding of this research is the second grade students of Madrasah Tsanawiyah Baiturrahmah get difficulties on linguistic problem in reading comprehension; they are vocabulary, structure and spelling. Based on the findings above, it is suggested to language learners to be harder in learning reading comprehension especially on vocabulary, structure, and spelling which is called as linguistic problems to make easier in learning reading comprehension. For language teachers, they may make modification of their methods in teaching English especially in teaching reading comprehension.

## ABSTRAK

Atikah, Ikah, *Analysis on the Students Difficulties in Reading Comprehension (A Case study at Second Grade Students of Madrasah Tsanawiyah Baiturrahmah Sukabumi*, Thesis, Degree of Strata-1 of English Department Program of Tarbiyah and Teacher Training Faculty "Syarif Hidayatullah" State Islamic University Jakarta, Advisor: Nasrun Mahmud, Drs., M. Pd.

Kata kunci: *Reading Comprehension* dan *Difficulties*

Penelitian ini mencoba untuk menggambarkan dan menganalisa kesulitan siswa tingkat dua di Madrasah Tsanawiyah Baiturrahmah Sukabumi dalam pembelajaran reading comprehension. Tujuan dari pembelajaran ini adalah untuk menemukan kesulitan linguistik siswa dalam reading comprehension pada siswa tingkat dua Madrasah Tsanawiyah Baiturrahmah Sukabumi. Dalam melakukan penelitian ini penulis menggunakan metode kualitatif. Objek penelitian ini adalah siswa tingkat dua Madrasah Tsanawiyah Baiturrahmah Suakabumi. Teknik yang digunakan dalam mengumpulkan data adalah observasi, dokumentasi, wawancara dan tes. Hasil dari penelitian ini adalah bahwa siswa tingkat dua Madrasah Tsanawiyah Baiturrahmah Sukabumi mengalami kesulitan dalam masalah linguistik dalam reading comprehension diantaranya dalam *vocabulary*, *structure* dan *spelling*. Berdasarkan hasil penelitian tersebut disarankan kepada siswa untuk belajar lebih dalam lagi mengenai *vocabulary*, *structure* dan *spelling* yang disebut sebagai masalah linguistik agar lebih mudah dalam belajar reading comprehension. Untuk pengajar bahasa Inggris sendiri mereka bisa membuat suatu perubahan terhadap metode klasik terutama dalam mengajar bahasa Inggris.

## ACKNOWLEDGEMENT

*In the name of Allah, the Beneficent the Merciful.*

All praise be to Allah, Lord of the worlds. Because of His blessing, the writer is able to complete this "skripsi". Peace and blessing be upon Prophet Muhammad, his family, his relatives, and his followers.

This 'skripsi' entitled 'Analysis on the Students Difficulties in Reading Comprehension is presented to the English Education Department Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta.

This skripsi can be finished because of her beloved parents Bpk. E. Dahlan and Ibu Yati Supiyati who have been getting involved in the writer's life especially in her education, her young brothers and sisters who have been giving their motivation, my beloved husband who always give me motivation, great love and sufficient material, and I didn't forget my cute baby who had become a motivation for me to finish this skripsi.

The writer would like to express her thanks, great attitude and appreciation to her advisor Drs. Nasrun Mahmud, Mpd. Who has given his time and guidance for the writer and has forced to finish this skripsi.

Her special thanks are also due to all lecturers of English Education Department who recommended sources of information, Drs. Syauki, M. Pd as the head of English Education Department, Neneng Sunengsih as the

secretary of English Education Department, Prof. Dr. Dede Rosyada, MA as the dean of the Faculty of Tarbiyah Teachers' training.

She would like to give her gratitude to Drs. Dadang Sofyan Hady as the headmaster of Madrasah Tsanawiyah Baiturrahmah, who permitted the writer to do the research. Didi Darmadi, ST. as the English teacher at Madrasah Tsanawiyah Baiturrahmah who has given his time and guided the writer in doing the research in his class.

The librarians of UIN Jakarta and ATMA JAYA, etc. who have given her the occasion to overview the books and references related to the topic which is discussed in her skripsi.

The writer also would like to refer her gratitude for all of her friends at Syarif Hidayatullah State Islamic University especially for class B English Enducation Department Non Regular.

Finally, the writer realizes that this 'skripsi' is not perfect yet; it is a pleasure for her to receive criticism and suggestion from the readers.

May Allah pours His reward to many parties who help the writer in completing this 'skripsi'.

*ay Allah grant our wishes....*

Jakarta, June 2,

2009

The writer

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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, limitation and formulation of the problem, objective of the study, significance of the study, method of the study, and organization of writing.

## A. Background of the Study

Language is the most effective tool to get communication with other people. So language can be defined as communication. As Cook said in his book; “Language is a means of communication”<sup>1</sup> It is with the help of language that people are able to communicate through spoken and written language. It also makes people able to solve a number of their problems, to make a lot of achievements in life and to express their thought and feelings. As Japerson (1919:12) said, “Language is a set of human habits, the purpose of which is to give expressions to thought and feelings.”<sup>2</sup>

However, it is not easy to learn a language. Every language is a complex phenomenon, and everyone has to devote a number of years to learn a language. Moreover if they want to learn more than one language, it needs a long time to learn it.

English is one of the most prominent international languages. English is not only the language used with the largest number of native or ‘first’ language speakers. But it also has become a lingua franca. Jeremy Harmer defined a lingua franca in his book ‘The Practice English Language Teaching’:

A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language”.<sup>3</sup>

It has been used and studied by people all over the world. It has become part of the lives of millions of people and the multiple crucial roles it now fulfills affect societies at every level.

In Indonesia, the government has considered English language as the most important foreign language and the compulsory foreign language subject must be

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<sup>1</sup> Albert B. Cook III, *Introduction to the English Language* (New York: The Ronald Press Company, 1969), p. 6

<sup>2</sup>A. Chandra Bose, *His presentation of the research study for his M.Phil degree*, 3Coimbatore, November 2005.

<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching* (England : Pearson Education Limited, 2001), p. 1

learnt by students at school in Indonesia. It is given to the students from elementary school up to university level.

In studying English, there are four basic language skills. One of them is reading skill. The other ones are listening, speaking and writing.

Reading ability is very useful and important skill. With this skill they are also able to broaden their knowledge by reading many kinds of English text. Reading also is very essential for the students. They can develop their knowledge and get many kinds of information which related to their studies through reading academic books, news paper, magazine, advertisements although many kinds of written languages from the internet.

Reading is the most complex and difficult for most students in Indonesia especially for second grade students in Madrasah Tsanawiyah Baiturrahmah Parungkuda sukabumi. All those students who study reading would agree that reading comprehension is not a simple process. Because of English is a second or foreign language they still find difficulties in comprehending the English text.

Through the writer's experience also in her teaching learning reading comprehension activities at Madrasah Tsanawiyah Baiturrahmah and other places, she found the learners faced some linguistic problems under the students' comprehension in reading like in the vocabulary, structure and spelling.

Based on the problem above, in this opportunity the writer is eager to know more deeply about some difficulties in learning reading comprehension that faced by the second grade students of Madrasah Tsanawiyah Baiturrahmah. So the writer will do the research by the title "Analysis on the Students Difficulties in Reading Comprehension", (A case study at second grade students of MTs. Baiturrahmah Parungkuda Sukabumi).

## **B. Limitation and Formulation of the Problem**

### **1. Limitation of the Problem**

Based on the background above, the writer limits this research on the students' linguistic difficulties in reading comprehension faced by the students of Madrasah Tsanawiyah Baiturrahman Parungkuda-Sukabumi.

## **2. Formulation of the Problem**

The writer also formulates the problem of the study as follows: "What kind of linguistic problems under the students' comprehension in reading?"

### **C. Objective of the Study**

Based on the statement above the general objective of this research is to find out some linguistic difficulties under the students comprehension in reading faced by second grade students of Madrasah Tsanawiyah Baiturrahmah and how to solve or overcome those difficulties.

### **D. Significance of the Study**

The writer hopes this research will be useful for students, teachers and also the writer. For students it can improve their skills in reading comprehension and can make their comprehending a reading text with fewer difficulties. Although as non native languages they always would find any difficulties, they can solve any problems they have especially in comprehending the English reading text. Besides, the result of this research is expected to be an input for the English teachers in developing their professionalism in teaching reading comprehension as one of their career. And the writer hopes this study will be useful for her to enrich and improve her knowledge and skill especially in comprehending English reading texts as a candidate of English teacher.

### **E. Method of Research**

In doing this research, the writer does both library research and field research. In library research, she tries to find out the materials that are needed and related to her topic in some libraries, even from internet. In the field research the data are collected by giving the questionnaires to the second grade students of Madrasah Tsanawiyah Baiturrahmah about linguistic problems under the students comprehension in reading and interviewing them.

### **F. Organization of Writing**

To make this paper has more brief explanation; the writer would like to divide this paper into four chapters. The following is a brief description about what every chapter contains.

**Chapter I** Introduction, this chapter is containing of background of the study, limitation and formulation of the study, significance of the study, method of research and organization of the study.

**Chapter II** Theoretical framework, this chapter is consisting of two parts. Part A explains about reading comprehension. This describes the definition of reading comprehension, kinds of reading and factor which influence reading comprehension. Part B explains about some difficulties in reading comprehension.

**Chapter III** This chapter tells about the profile of MTs. Baiturrahmah. It consist of background of MTs. Baiturrahmah, vision and mission, curriculum of the school, English teaching material, English teaching and learning process and the profile of English teacher.

**Chapter IV** Research Methodology and Findings, in this chapter the writer determines the purposes of the research, research setting, object of the research, techniques of data collecting and data analysis. Then she describes the data in data description, analyzes the data in data analysis and interprets the data in data interpretation.

**Chapter V** The last chapter is about conclusion and suggestion. It is a core review of previous discussion in this paper and some suggestion that might be useful for the teachers, students and readers in general.



## CHAPTER II

### THEORETICAL FRAMEWORK

This chapter discusses (A) Reading comprehension and (B) Some possible difficulties in reading comprehension.

#### A. Reading Comprehension

##### 1. Definition of Reading Comprehension

Before we talk about reading comprehension, to make sure that we know exactly what reading is, it would be useful to look at some basic aspects of reading first. The following is some basic aspects of reading which is noted from book of “Principle and Practices of Teaching Reading” with which most authorities are in these agreements:

- a. Reading is interacting with language that has been coded into print.
- b. The product of interacting with the printed language should be comprehension.
- c. Reading ability is closely related to oral language ability.
- d. Reading is an active and ongoing process that is affected directly by an individual’s interaction with his environment.<sup>4</sup>

It is also better for us to know about the nature of reading. Here are some assumptions about the nature of reading that is noted from book “A Course in Language Teaching”:

- a. We need to perceive and decode letters in order to read words.
- b. We need to understand all the words in order to understand the meaning of a text.
- c. The more symbols (letters or words) there are in text, the longer it will take to read it.
- d. We gather meaning from what we read.

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<sup>4</sup> Arthur W. Heilman, *Principles and Practices of Teaching Reading* (Columbus: Charles E. Merrill Publishing Co., 1981), p. 4

- e. Our understanding of a text comes from understanding the words of which it is composed.<sup>5</sup>

From the assumptions of reading above, we know that reading is an activity to read letters and words in order to get some information from printed language.

There are 14 principles of teaching reading which is still noted from book “Principle and Practices of Teaching Reading” by Arthur W. Heilman. They are:

- a. Learning to read is a complicated process and is sensitive to a variety of pressures.
- b. Learning to read is an individual process.
- c. Pupil differences must be a primary consideration in reading instruction.
- d. Reading instruction should be thought of as an organized, systematic growth-producing activity.
- e. Proper reading instruction depends on the diagnosis of each child’s weakness and needs.
- f. The best diagnosis is useless unless it is used as a blueprint for instruction.
- g. No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.
- h. Reading is a process of getting meaning from printed word symbols.
- i. Any given technique, practice, or procedure is likely to work better with some children than with other. Hence, the teacher of reading must have a variety of approaches.
- j. Learning to read is a long-term developmental process extending over a period of years.
- k. The concept of readiness should be extended upward to all grades.
- l. Early in the learning process the child must acquire ways of gaining independence in identifying words whose meanings are known to him but which are unknown to him as sight words.

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<sup>5</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (England: Cambridge University Press, 1996), p. 138

- m. Children should not be in the classroom in they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.
- n. Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-frustration-reaction cases.<sup>6</sup>

While in reading instruction, John F. Svge and Jean F. Mooney in their book “Teaching Reading to Children with Special Needs” explained about the crucial dimensions of reading comprehension are these:

- a. Mastery of basic word skills.
- b. The nature of the reading material
- c. The reader’s background and experience.
- d. The reader understands of language.
- e. The reader’s purpose or motivation.
- f. The reader’s thinking ability.<sup>7</sup>

There are many kinds of definition about reading. Because of many people use the term reading in different ways. Nuttall classified reading in short definition into these groups:

- a) Understand interpret meaning sense etc.
- b) Decode decipher identify etc.
- c) Articulate speak pronounce etc.<sup>8</sup>

Reading is one of the basic communicative skills. Alderson as an expert defined reading as an interaction between a reader and a text.<sup>9</sup> It means that reading involves the reader, the written material, and the interaction or communication between reader and that written material. Reading is the ability to comprehend the thought and feelings of another mind via the medium of text; reading also constitutes a power activity that confers knowledge, insight, and

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<sup>6</sup> Arthur W. Heilman, *Principles and Practices of Teaching Reading* 2<sup>nd</sup> ed., (Columbus: Charles E. Merrill Publishing Company, 1967), p. 3-14

<sup>7</sup> John F. Svge, Jean F. Mooney, *Teaching Reading to Children with Special Needs*, (Boston: Allyn and Bacon, 1979), p. 30-31

<sup>8</sup> Cristine Nuttall, *Teaching Reading Skill in a Foreign Language* (London: Heinemann, 1982), p. 2

<sup>9</sup> J. Charles Alderson, *Assesing Reading* (Cambridge: Cambridge University Press, 2000), p. 3

perspective on readers.<sup>10</sup> Meanwhile Albert J. Haris and Edward R. Sipay explained the meaning reading as “...the meaningful interpretation of written or printed verbal symbols.”<sup>11</sup>

And Arthur W. Heilman quoted from Thorndike that reading is thinking. He argued that both reading and thinking are inseparable in understanding the written language. As he stated:

*“The reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem-solving behavior, selection, inference, organization, comparison of data, determination of relationships, and critical evaluation of what is read. It also includes attention, association, abstraction, generalization, comprehension, concentration and deduction.”*<sup>12</sup>

According to Lado, Reading is: “... a process of grasping language patterns from their written representation.”<sup>13</sup> His definition is intended to emphasize two essential elements in reading, like the language itself and the graphic symbolization used to represent it.<sup>14</sup>

In reading, students should acquire the reading skill. They need to be able to do a number of things with a reading text. Harmer said that the student should be able to scan and skim a text. In scanning the text, they do not have to read every word and line to find detailed information. It means glancing rapidly through a text either to search for specific information. Whereas in skimming,

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<sup>10</sup> Jo Ann Aebersold and Mary Lee Field, *From Reader To Reading Teacher: Issues and Strategies for Second Language Classrooms* (New York: Cambridge University Press, 1997), p. 5-6

<sup>11</sup> Albert J. Harris and Edward R Sipay, *How to Increase Reading Ability* (New York: David McKay Company, Inc., 1968), p. 5

<sup>12</sup> Arthur W. Heilman, *Principles and...*, p. 238

<sup>13</sup> Robert Lado, *Language Teaching as a Scientific Approach* (USA: Mc Graw-Hill, Inc., 1964), p. 132

<sup>14</sup> Robert Lado, Ph. D., *Language Testing* (London: Longman Group Limited, 1961), p. 223

they will get general idea of what text is about by casting their eyes over its surface.<sup>15</sup>

Reading also can be considered to comprise two component skills, word recognition and comprehension. The skilled reader needs to identify the individual words of a text and integrate the meaning of these words and sentences to comprehend what is being read. Word recognition is the skill that allows the reader to instantaneously identify words upon visual contact for good readers, word recognition becomes almost automatic. Meanwhile, John F. Svge and Jean F. Mooney defined comprehension as the ability to derive meaning and understanding from printed language.<sup>16</sup>

Reading comprehension is determined by decoding and language comprehension skill. Each of these components is assumed to be necessary but not sufficient, for success in reading. The ability to recognize the printed words of text is essential to understand what is written, but good decoding is not sufficient for reading; comprehension is also required, the ultimate goal of reading being the extraction of meaning.

Comprehension also is multifaceted process which can be affected by a variety of skills. There are five comprehension skills:

- a. Recalling word meanings (vocabulary knowledge).
- b. Drawing inferences from content.
- c. Following the structure of a passage.
- d. Recognizing a writer's purpose, attitude, tone, and mood.
- e. Finding answers to questions answered explicitly or in paraphrase.<sup>17</sup>

Meanwhile Gerald Wallace and James M. Kauffman stated basic comprehension skills in their book 'Teaching Children in Learning Problems', they are:

- a. Reading to get the main idea,

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<sup>15</sup> Jeremy Harmer, *How to Teach English* (London: Addison Wesley Longman Limited, 1998), p. 69

<sup>16</sup> John F. Svge, Jean F. Mooney, *Teaching Reading to Children with Special Needs* (Boston: Allyn and Bacon, Inc., 1979), p. 29

<sup>17</sup> Arthur W. Heilman, *Principles and...*, p. 241

- b. Remembering specific details,
- c. Evaluating and making judgments.<sup>18</sup>

We know that reading is one of the basic skills in learning a language. It is an active process which following by physical activities such as an eye movement when the reader reads the passage. During that process, many things are happening, like the reader is looking at print material, deciphering the marks on the page in some sense, deciding what they mean and how they relate to each other. The reader also is thinking about what he/she is reading. In other words we called it comprehension. Comprehension is a mental process which will be found in the mind of the reader who reads the written material. Comprehension is the reader understanding of the meaning of the printed language. The reading process relates to the language form, while comprehension relates to the language content as the end of product.

Based on the definitions above, we can say that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. Reading also is the process of thinking. It can be seen that reading comprehension is a process of making sense of written ideas through recognition of written materials, meaningful interpretation, and interaction with language.

## 2. Level of Reading Comprehension

Reading is an essential skill for English as second or foreign language students. They will be able to read and to gain the comprehension of the written text with the strengthened of reading skill. They learn to read gradually from the easiest to the most difficult one. With the strengthened reading skills, they will make greater progress and attain greater development in all academic areas.

The development of abilities to react the written language with meaning and thought is factors affecting the process of language comprehension. Specific

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<sup>18</sup> Gerald Wallace and James M. Kauffman, *Teaching Children with Learning Problems* 2<sup>nd</sup> ed. (London: Charles E. Merrill Publishing Company), p. 189

abilities in this area include the continuous development of word meaning, the ability to recognize the structure of written language, and the ability to understand sentence structure.

The student's ability to comprehend the written language depends on their ability to understand what a writer says. And comprehending depends on the ability as follows which is stated by Dorothy Piercey in his book "Reading Activities in Content Areas:

- a. To evaluate and make a judgment
- b. To distinguish between what an author offers as facts and the author's opinions about those facts
- c. To recognize the difference between what is fact and what is assumed to be fact
- d. To compare
- e. To categorize
- f. To grasp the explanation of a process
- g. To identify an author's theme
- h. To know characters
- i. To recognize a main idea and the data that support it
- j. To distinguish between cause and effect.

And comprehending requires the reader:

- a. To interpret
- b. To problem-solve
- c. To visualize
- d. To hypothesize
- e. To observe and report
- f. To gather and organize data
- g. To follow directions
- h. To draw conclusions
- i. To predict outcomes<sup>19</sup>

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<sup>19</sup> Dorothy Piercey, *Reading Activities in Content Areas* (Boston: Allyn and Bacon, Inc., 1982), p. 26

In an elaboration below, there are three levels of comprehension are identified and only those abilities at the core of understanding and reacting to information at different levels of thinking are presented:

a. Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea.

b. Inferential Comprehension

Inferential comprehension refers to understanding of ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material he read between the lines. Inferences are some ideas that a reader receives when he goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization. In this level, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

c. Critical comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making of a personal judgment on the accuracy, value of what is being read. It means questioning, comparing and evaluating.<sup>20</sup>

### 3. Problems in Reading Skill

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<sup>20</sup> Arthur W. Heilman, *Principles and...*, p. 246

There are five problems are identified from the student's reading:

a. Word attack

Some of the students had obvious word-attack problems; either the examiner had to supply words or the children mispronounced words or sometimes they sounded them out. The wrong kind of phonics instruction may be characterized as follows:

- 1) It is too abstract, requiring sophisticated prerequisite abilities.
- 2) It spends time on tasks that do not contribute to reading.
- 3) It omits components needed for successful decoding.

b. Fluency

Most of children read haltingly, in a monotone, and with many hesitations. The comprehension of students is weak when texts are read too slowly. Some researchers indicate that slow word recognition is related to poor sentence processing and that fast word recognition is correlated with better comprehension.

c. Syntactic structure

The third reading problem that the children have is syntactic structure. The problems with syntactic structures can arise in two ways. First, children's ability to understand syntactic structures when they are spoken does not guarantee that these same structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

d. Word meanings

Many children had difficulty with the meaning of some words. Here, the number and difficulty of words are increase. The vocabulary becomes more sophisticated, and word meaning becomes more of a problem.

Some problems in teaching and learning reading skill that are faced by the teachers are language, topic and genre, comprehension tasks, and negative expectations.<sup>21</sup>

a. Language

In the case of written text some researchers look at word and sentence length (Wallace 1992:77), on the premise that texts with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is

b. Topic and Genre

The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

c. Comprehension Task

When the teacher wants to give the task and choose the comprehension tasks to do it, sometimes that the kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way of accomplishing the student's improvement in this skill.

d. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and de-motivating.

#### 4. Factors which Influence Reading Comprehension

Here are factors that influence student's reading process in L2/F and of course the teachers of reading a foreign language should understand it, there are:

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> ed.* (Malaysia: Longman, 2002), p. 203-208

a. *Cognitive development and cognitive style orientation.*

The age and level of cognitive development of L2/FL learners at the time they begin language study shapes their ability to grasp concepts, their willingness to use a variety of strategies, and their basic ways of approaching the text.

b. *Reading performance and competence in the L1.*

Although the research is not yet definitive, there is agreement that those with higher levels of proficiency in the L2 are more able to transfer from their L1 to the L2, thus enhancing their L2 reading proficiency.

c. *Metacognitive knowledge.*

Learners who are able to describe and discuss the features and rules of their own language appear to be more proficient at improving their L2 reading processes.

d. *L2/FL language proficiency.*

The student's proficiency in the L2/FL is, perhaps, the greatest factor in L2 reading. Without certain threshold levels of L2 proficiency, reading does not improve. In addition, a careful assessment of the students' level is the teacher's first step in selecting reading materials for the class.

e. *Degree of difference between the L1 and the L2/FL.*

It is generally true that the greater the differences between the native language and the target language (in writing systems, rhetorical conventions, and purpose for reading), the more difficult it is to acquire the target language and to become a proficient reader in it.

f. *Cultural orientation.*

The most far-reaching and influential factors in L2/FL reading are those of cultural orientation. The student's attitudes toward text and purpose for reading, the types of reading skills and strategies they use in the L2, their beliefs about the reading process, their knowledge of text types in their L1

(formal schema), and their accumulated background knowledge (content schema) in the L2 are all major influences in their L2/FL reading.<sup>22</sup>

Reading is a complex and difficult skill to master, because reading involves the comprehension and interpretation of written ideas. Reading comprehension thus involves progressive focusing and reinforcement of a complete, plausible and coherent model of the meaning of the text. McLaughlin said as stated by Barbara Hawkins:

“Of all skill that the child must acquire in school, reading is the most complex and difficult. The child who accurately and efficiently translates a string of printed letters into meaningful communication may appear to be accomplishing that task with little mental effort. In fact, however, the child is engaging in complex interactive processes that are dependent on multiple sub skills and enormous amount of coded information.”<sup>23</sup>

It means that quality of the students' reading skills depends on the other sub skills. On the other words, the readers need other aspects that can help them to comprehend the written material they read. Those aspects which influence the readers' comprehension are the knowledge that the reader have experienced, reading interest, reading purpose, and word mastery. The readers could comprehend the text easily if they have those aspects which are related to what they read.

## **B. Difficulties In Learning Reading Comprehension**

Difficulties can be defined as something difficult; or a thing hard to do or to understand; that which occasions labor or perplexity, and requires skill and perseverance to overcome, solve, or achieve.<sup>24</sup>

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<sup>22</sup> Jo Ann Aebersold and Mary Lee Field, *Teaching Reading...*, p. 34

<sup>23</sup> Marriane Celce-Murcia, *Teaching English as Second or Foreign Language*, Boston: Heinle and Heinle, 1991), p. 169

<sup>24</sup> <http://ardictionary.com/Difficulty/4800>

In teaching and learning activity, we often find some students have difficulty in their learning. It can be show by their low score or achievement in several subjects for example in English. In English matter, some students may have linguistic problems under the students' comprehension in reading.

A disability in reading comprehension, defined as the inability to make sense of text, often is associated with delays in language comprehension. Comprehension difficulties can be prevented by actively building comprehension skills which focused on concept, spelling, vocabulary growth and rhetorical structures of written language, and direct instruction about comprehension strategies such as summarizing, predicting, and monitoring.

Students gradually develop knowledge at the following levels:

- a. Word level
- b. Sentence level
- c. Conceptual level
- d. Topic level
- e. Dispositional level

At each level student:

- a. Gradually build a knowledge of structural text features
- b. Gradually learn reading strategies that they can use to link the ideas in the text and match it with what they know.
- c. Become aware of the value of working at each level.<sup>25</sup>

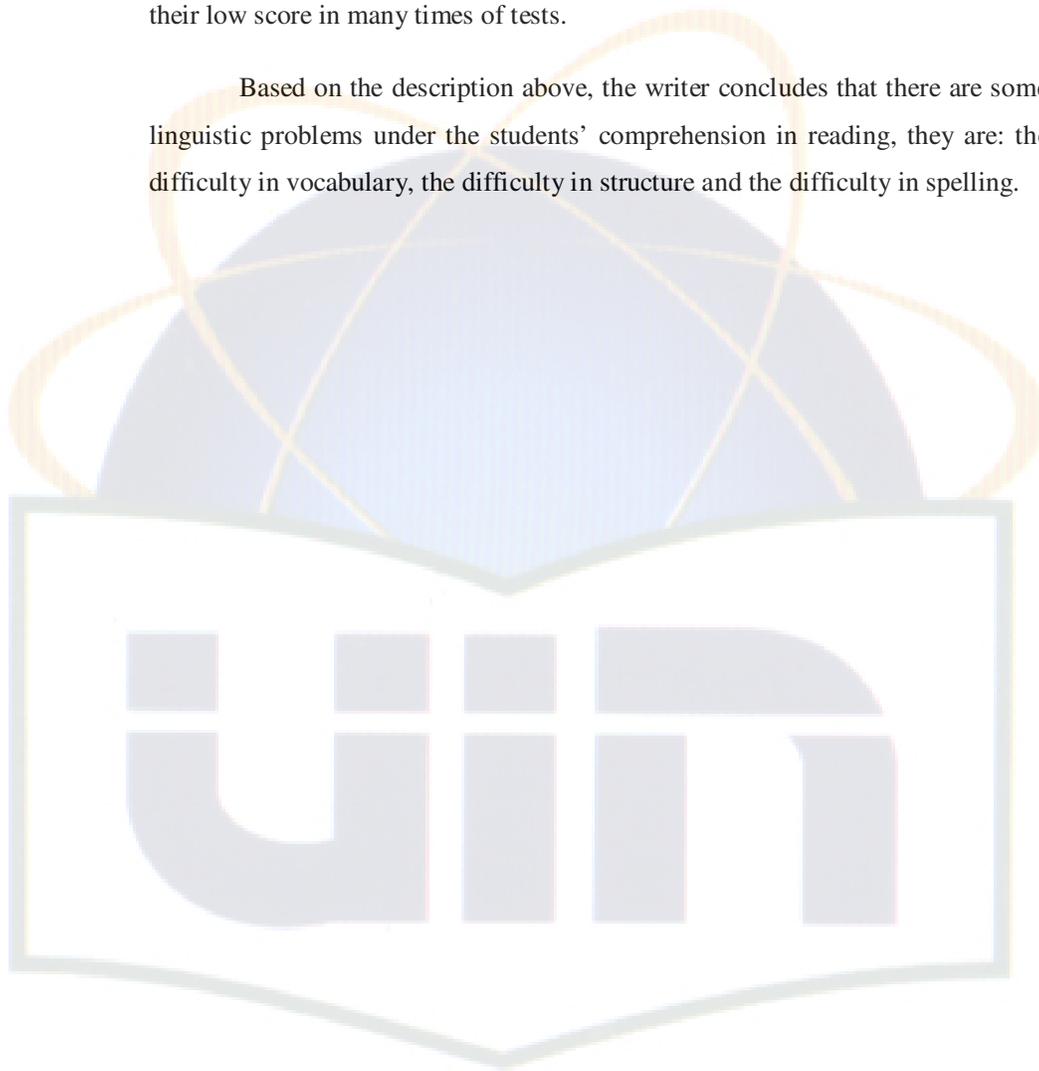
In one site, it is stated that many students still have linguistic problems under the students' comprehension in reading. Generally, they find some linguistic problems because they are not familiar with the code in which it has been expressed, they do not know anything about science, the difficulty lies in the complexity of the concepts expressed and vocabulary.

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<sup>25</sup> [www.nap.edu/html/reading/-56k-](http://www.nap.edu/html/reading/-56k-)

As mentioned in the previous chapter, the students usually find linguistic difficulties under the students' comprehension in reading. It can be seen from their low score in many times of tests.

Based on the description above, the writer concludes that there are some linguistic problems under the students' comprehension in reading, they are: the difficulty in vocabulary, the difficulty in structure and the difficulty in spelling.



## **CHAPTER III**

### **THE PROFILE OF THE SCHOOL**

This chapter will explain about brief history of Madrasah Tsanawiyah Baiturrahmah, vision and mission, curriculum of the school, English textbook, English teaching and learning process, and the profile of the English teacher.

#### **G. Brief History of Madrasah Tsanawiyah Baiturrahmah**

Baiturrahmah Islamic Junior High School is one of the non-government schools in Parungkuda, Sukabumi. It is representing one of the 5 (five) education levels residing bellow Baiturrahman foundation. Including in it Elementary (MI), Junior High School (MTs.), and Senior High School (MA). It was established by Bapak Endang Lukman Hakim as general chief of Baiturrahman foundation who has dedication to contribute his energy, idea, even material to give education to all social stratums especially in Kompa village without discrimination. This school which is lead by Bapak Drs. Dadang Sofyan Hady now was built in 1983 and was officially opened in 1985.

MTs. Baiturrahmah is the school which is located in Kompa village on Jl. Raya Sukabumi km. 29 Parungkuda Sukabumi to be exact. It is having 6 classes with 211 students and about 21 teachers with detail of first grade amount to 81 students, second grade amount to 57 students, and third grade amount to 73 students.

#### **H. Vision and Mission**

The vision of MTs. Baiturrahmah is 'construct an education on Islamic values.' Besides that this school has mission 'urge the students to become scholarly and Islamic students.

#### **I. Curriculum of The School**

Curriculum is an educational plan or instructional plan which may significantly support the requirements of teaching learning process at the school. As Beauchamp said: "A curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school".<sup>26</sup> Curriculum can be viewed as a program arranged by an educational institution to provide sequentially organized knowledge, understanding, skills, and concept for the learners.

The curriculum of MTs. Baiturrahmah Parungkuda, Sukabumi is based on the School-Level Curriculum – the KTSP. The KTSP is operated in MTs. Baiturrahmah Parungkuda-Sukabumi. It has been developed and implemented by the school based on the national educational standards.

#### **J. English Textbook**

The English textbook which used by the English teacher in eight class of MTs. Baiturrahmah is the English textbook published by CV Buana Raya. The title is 'English for Junior High School Students 8<sup>th</sup> Year'. This book is written by Yohan Turang. The title of the second English textbook is 'Smart Step' which written by Ali Akhmadi and Ida Safrida and published by Ganesa Exact.

#### **K. English Teaching and Learning Process**

In teaching reading comprehension the English teacher used traditional technique. The teaching learning process began with socializing and the teacher greeted the students. Next he read attendance list by calling the student's name one by one, then he opened the lesson. After that he asked the students to open their homework and check them together. Then he continued to lead in stimulate students concerning with the theme of the new lesson.

The presentation began with the teacher's explanation about the topic of the reading passage and the strategies how to get the main idea, word references, etc.

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<sup>26</sup> Sukmadinata, Prof. DR. Nana Syaodih, *Pengembangan Kurikulum Teori dan Praktek* (Bandung: PT. Remaja Rosdakarya, 2005), p.5

Then presentation of the reading material and skill practice are considered as the essence of teaching learning process. The explanation took about twenty minutes. However, when the teacher had been explained how to get the general idea, the students seemed loose their attention, some of them talked to each other.

In skill practice, students' activities covered reading text like answering the questions, discussing and making conclusion. Then the teacher corrected their answers and student took some notes about the main idea.

In the end of the lesson the teacher suggested the students to study harder. He also gave them some assignments which have to do at home. And finally he closed the lesson.

#### **L. The Profile of English Teacher**

There is only one English teacher in MTs. Baiturrahmah Parungkuda, Here are the personal details of the English teacher:

Name : Didi Darmadi, ST.

Age : 26

Sex : Male

PNS/ Honorary : Honorary

Teaching Experience : 4 years

Educational Background : S1 Electrical Department

Pakuan University, Bogor

## CHAPTER IV

### RESEARCH METHODOLOGY AND FINDINGS

This chapter will explained about (A) Research methodology which consists of purpose of the research, research setting, object of the research, instrumentation, and technique of data analysis, (B) Research findings which consist of data description, data analysis, and data interpretation.

#### A. Research Methodology

##### 1. Purpose of the Research

As mentioned in chapter one that the purpose of this research is to find out some linguistic problems of second grade students of MTs. Baiturrahmah comprehension in reading.

##### 2. Research Setting

The research of this study was held at MTs. Baiturrahmah which is located on Jl. Raya Sukabumi km. 29 Parungkuda Sukabumi, Jawa Barat. He finished this research about six weeks from March 18, 2009 up to April 30, 2009.

##### 3. Object of the Research

The object of the research is the second year students of MTs. Baiturrahmah Parungkuda-Sukabumi. They consist of two classes with 27 and 30 students for each class. But when the researcher took the reading test and gave questionnaires there are only about 48 students.

##### 4. Instrumentation

The writer used some techniques to get some valid data which is needed by the writer by doing some:

- a. Documentation

Documentation technique was also done to obtain the written data such as the teacher preparation made by the teacher, reading comprehension test made by the teacher, and students' score of reading test.

b. Interview

The writer interviewed the second grade students of Madrasah Tsanawiyah Baiturrahmah to get the data. She interviewed the students to get comparison of students' information about some linguistic problems in reading comprehension they faced.

c. Test

The test consists of 30 multiple choice items. It was given to know the errors made by students in reading comprehension test.

## 5. Technique of Data Analysis

Based on the qualitative data, the writer used simple statistic analysis to process the data. This analysis is looking for proportion, percentage and ratio. The writer analyzed all of the data which she got from the research and took the data which support to the topic of the research. In the table percentage the writer used formula:

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = Number of the students<sup>27</sup>

## B. Research Findings

### 1. Data Description

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<sup>27</sup> Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 40

The reading test was given to know the students' reading comprehension ability and their difficulties in reading comprehension. The students' score of reading test of second grade could be seen as follows:

**Table 1**  
**Students' Score of Reading Test**

| No. | Sample     | Score | No. | Sample     | Score |
|-----|------------|-------|-----|------------|-------|
| 1.  | Student 1  | 50    | 25. | Student 25 | 40    |
| 2.  | Student 2  | 60    | 26. | Student 26 | 30    |
| 3.  | Student 3  | 50    | 27. | Student 27 | 50    |
| 4.  | Student 4  | 40    | 28. | Student 28 | 40    |
| 5.  | Student 5  | 50    | 29. | Student 29 | 50    |
| 6.  | Student 6  | 70    | 30. | Student 30 | 80    |
| 7.  | Student 7  | 50    | 31. | Student 31 | 40    |
| 8.  | Student 8  | 60    | 32. | Student 32 | 30    |
| 9.  | Student 9  | 70    | 33. | Student 33 | 50    |
| 10. | Student 10 | 50    | 34. | Student 34 | 40    |
| 11. | Student 11 | 80    | 35. | Student 35 | 70    |
| 12. | Student 12 | 60    | 36. | Student 36 | 60    |
| 13. | Student 13 | 40    | 37. | Student 37 | 50    |
| 14. | Student 14 | 50    | 38. | Student 38 | 70    |
| 15. | Student 15 | 60    | 39. | Student 39 | 80    |

|     |            |    |     |            |    |
|-----|------------|----|-----|------------|----|
| 16. | Student 16 | 70 | 40. | Student 40 | 50 |
| 17. | Student 17 | 60 | 41. | Student 41 | 40 |
| 18. | Student 18 | 40 | 42. | Student 42 | 90 |
| 19. | Student 19 | 50 | 43. | Student 43 | 60 |
| 20. | Student 20 | 80 | 44. | Student 44 | 50 |
| 21. | Student 21 | 60 | 45. | Student 45 | 70 |
| 22. | Student 22 | 50 | 46. | Student 46 | 60 |
| 23. | Student 23 | 40 | 47. | Student 47 | 40 |
| 24. | Student 24 | 70 | 48. | Student 48 | 50 |

The table bellows is the classification of the linguistic items in reading comprehension into tested areas.

**Table 2**

**Linguistic areas and each item**

| <b>No.</b> | <b>Tested Areas</b> | <b>Number of Items</b>      |
|------------|---------------------|-----------------------------|
| 1.         | Vocabulary          | 4,5,10,11,16,17,22,23,24,28 |
| 2.         | Structure           | 1,2,3,8,9,14,15,20,21,27    |
| 3.         | Spelling            | 6,7,12,13,18,19,25,26,29,30 |

**2. Data Analysis**

After the writer gets the students' test score, she will analyze the students' errors. After the writer analyzes some errors, she will count the number of errors by tabulating and calculating the result of errors. She will process the calculation of result of the test by changing the result of errors into percentage. The following table will present about frequency of linguistic difficulty under the students' comprehension in reading.

The frequency of the students' linguistic problems or difficulties in reading comprehension could be seen in the following table:

**Table 3**  
**Frequency of Difficulty in Vocabulary**

| No. | Item Number | Frequency of Difficulty | Percentage |
|-----|-------------|-------------------------|------------|
| 1.  | 4           | 12                      | 25%        |
| 2.  | 5           | 21                      | 43.75%     |
| 3.  | 10          | 20                      | 41.67%     |
| 4.  | 11          | 20                      | 41.67%     |
| 5.  | 16          | 17                      | 35.42%     |
| 6.  | 17          | 28                      | 58.33%     |
| 7.  | 22          | 9                       | 18.75%     |
| 8.  | 23          | 21                      | 43.75%     |
| 9.  | 24          | 17                      | 35.42%     |
| 10. | 28          | 18                      | 37.5%      |

| No.           | Item Number | Frequency of Difficulty | Percentage |
|---------------|-------------|-------------------------|------------|
| <b>Total:</b> |             | 183                     | 38.13%     |

From the table above, it can be seen that 12 (25%) students who made error in item number 4, 21 (43.75%) students who made error in item number 5, 20 (41.67%) students who made error in item number 10, 20 (41.67%) students who made in error in item number 11, 17 (35.42%) students who made error in item number 16, 28 (58.33%) students who made error in item number 17, 9 (18.75%) students who made error in item number 22, 21 (43.75%) students who made error in item number 23, 17 (35.42%) students who made error in item number 24, 18 (37.5%) students who made error in item number 28.

The data showed that there were 38.13% students who got difficulty in vocabulary.

**Table 4**  
**Frequency of Difficulty in Structure**

| No. | Item Number | Frequency of Difficulty | Percentage |
|-----|-------------|-------------------------|------------|
| 1.  | 1           | 22                      | 45.83%     |
| 2.  | 2           | 18                      | 37.5%      |
| 3.  | 3           | 17                      | 35.42%     |
| 4.  | 8           | 22                      | 45.83%     |
| 5.  | 9           | 19                      | 39.58%     |
| 6.  | 14          | 27                      | 56.25%     |

| No.           | Item Number | Frequency of Difficulty | Percentage |
|---------------|-------------|-------------------------|------------|
| 7.            | 15          | 25                      | 52.08%     |
| 8.            | 20          | 24                      | 50%        |
| 9.            | 21          | 25                      | 52.08%     |
| 10.           | 27          | 33                      | 68.75%     |
| <b>Total:</b> |             | 232                     | 48.33%     |

From the table above, it can be seen that 22 (45.83%) students who made error in item number 1, 18 (37.5%) students who made error in item number 2, 17 (35.42%) students who made error in item number 3, 22 (45.83%) students who made in error in item number 8, 19 (39.58%) students who made error in item number 9, 27 (56.25%) students who made error in item number 14, 25 (52.08%) students who made error in item number 15, 24 (50%) students who made error in item number 20, 25 (52.08%) students who made error in item number 21, 33 (68.75%) students who made error in item number 27.

The data showed that there were 48.33% students who got difficulty in structure.

**Table 5**

**Frequency of difficulty in Spelling**

| No. | Item Number | Frequency of Difficulty | Percentage |
|-----|-------------|-------------------------|------------|
| 1.  | 6           | 17                      | 35.42%     |
| 2.  | 7           | 14                      | 29.17%     |

| No.           | Item Number | Frequency of Difficulty | Percentage |
|---------------|-------------|-------------------------|------------|
| 3.            | 12          | 14                      | 29.17%     |
| 4.            | 13          | 20                      | 41.67%     |
| 5.            | 18          | 20                      | 41.67%     |
| 6.            | 19          | 15                      | 31.25%     |
| 7.            | 25          | 16                      | 33.33%     |
| 8.            | 26          | 8                       | 16.67%     |
| 9.            | 29          | 14                      | 29.17%     |
| 10.           | 30          | 12                      | 25%        |
| <b>Total:</b> |             | 150                     | 31.25%     |

From the table above, it can be seen that 17 (35.42%) students who made error in item number 6, 14 (29.17%) students who made error in item number 7, 14 (29.17%) students who made error in item number 12, 20 (41.67%) students who made in error in item number 13, 20 (41.67%) students who made error in item number 18, 15 (31.25%) students who made error in item number 19, 16 (33.33%) students who made error in item number 25, 8 (16.67%) students who made error in item number 26, 14 (29.17%) students who made error in item number 29, 12 (25%) students who made error in item number 30.

The data showed that there were 31.25% students who got difficulty in spelling.

### 3. Data Interpretation

After analyzing the items of area tested and explaining the frequency and percentage of errors in each item, the writer formulated the all kind difficulty under the students' comprehension in reading, as follows:

**Table 6**  
**Percentage of Difficulty under Students' Comprehension in Reading**

| No. | Tested Area | Percentage |
|-----|-------------|------------|
| 1.  | Vocabulary  | 38.13%     |
| 2.  | Structure   | 48.33%     |
| 3.  | Spelling    | 31.25%     |

From the table above, it shows that in reading comprehension test there were 38.13% students who find difficulties in vocabulary under the students' comprehension in reading, 48.33% students who find difficulties in structure under the students' comprehension in reading, 31.25% students who find difficulties in spelling under the students' comprehension in reading.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer makes conclusion that the comprehension under the second grade students of Madrasah Tsanawiyah Baiturrahmah in reading especially in linguistic problems, they are in vocabulary, structure and spelling is low. It can be known from the explanation 38.13% students who find difficulties in the use of vocabulary under the students' comprehension in reading, 48.33% students who find difficulties in the use of structure under the students' comprehension in reading, 31.25% students who find difficulties in the use of vocabulary under the students' comprehension in reading.

#### B. Suggestion

There are some suggestion to the teacher in order to the students do not make an error anymore. The suggestions are:

1. It is hoped that the teachers can give more attention in teaching linguistic items under the students' comprehension in reading.
2. It is hoped that the teachers should present reading comprehension in clearly way so that students did not make an error anymore.
3. It is necessary for the teachers to give more exercise the linguistic items under the students' comprehension in reading.
4. The teachers have to motivate the students to be more relaxed in learning English and tell them that English is easy and not afraid to make a mistake.

5. It is hoped the teachers can use many sources of English textbook which is related to the teaching of linguistic items under the students' comprehension in reading.



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## BIOGRAPHY



*Ikah Atikah, name was given by her parents to her. She was born in the small town of Kuningan, West Java on January 20<sup>th</sup> 1986. She is the first of six children of Bapak E. Dahlan and Ibu Yati Supiyati. She grew up in the small village, named Cilaja in Kuningan. She graduated from TK Islam Nurul Hikmah Bojong Kramatmulya Kuningan, in 1991.*

*Later on she continued her study in SDN Cilaja, graduated in 1997. After graduating Elementary School, she continued her study to Madrasah Tsanawiyah PUI Cikaso in 1998 and graduated in 2001. Then she continued her study to SMUN 1 Kuningan. In 2004, she finished her study in SMUN 1 Kuningan. After that, she decided to move to Jakarta and to continue her study in English Department of Tarbiyah and Teachers' Training Faculty "Syarif Hidayatullah" State Islamic University Jakarta. Besides her education, she was also falling in love to someone special. She fell happy and more adult in walk on her life. Then she got married with that someone special. And now she have cute baby and happy family. Finally, she finished her study in the University by writing a 'skripsi' entitled "Analysis on the Students' Difficulties in Reading Comprehension. Alhamdulillah....."*

## READING TEST

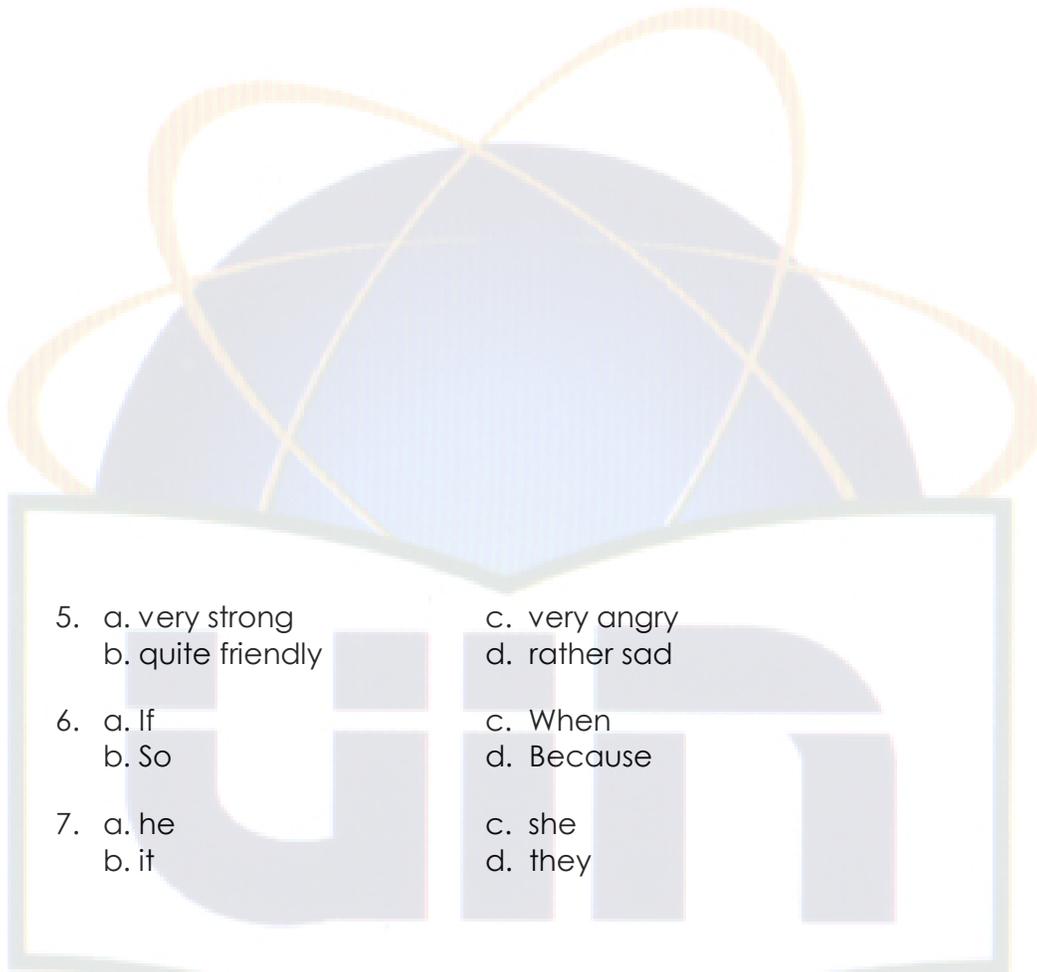
**Read the text carefully and answer the questions.**

Snakes are reptiles. They belong to the same group as lizards but from a sub-group of their own.

Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

1. The text belongs to a/an ... text.
  - a. descriptive
  - b. report
  - c. narrative
  - d. recount
2. What is the generic structure of the text?
  - a. identification > explanations
  - b. classification > descriptions
  - c. orientation > events
  - d. goal > steps
3. The last paragraph tell us about ....
  - a. the definition of snakes
  - b. the classification
  - c. the description of snakes' behavior
  - d. the description of snake's appearance
4. "Their skin is hard and glossy to reduce friction ..." (p.2)  
What is the antonym of the underlined word?
  - a. decrease
  - b. debate
  - c. argue
  - d. add

A tiger once caught a fox while hunting for food. The fox was very bold. "I am the king of the forest," he said. But the tiger grew. ... (5) and said that he would eat the fox at once. "If you don't believe me, come for a walk with me," answered the fox quite calmly. "You'll soon see whether all the other animals are afraid of me or not. " The tiger agreed to go with the fox. ... (6) all the animals saw the coming, ... (7) ran away as fast as they could. The tiger never found out



5. a. very strong  
b. quite friendly  
c. very angry  
d. rather sad
6. a. If  
b. So  
c. When  
d. Because
7. a. he  
b. it  
c. she  
d. they

**Read the text carefully and answer the questions 6 to 10!**

Maya intended to visit her uncle, Budi and her aunts Dewi and Murni in Jepara. They live there. She went to Tanah Abang bus terminal. She looked around as she walked into the terminal. There were a lot of passengers there. Some of them just sat and the others stood and talked with their friends. Maya bought a cup of tea and pieces of cake. Then she found an empty seat beside some girls. It was quite a coincidence that one of the girls was Rani, Maya's friend when they were in Junior High School. She asked Maya where she studied then. She said she studied at the English department in a University. A conversation started and the

8. Where did the story take place?
- a. In Jepara
  - b. the University
  - c. On the Jepara bus
  - d. At the bus terminal
9. At the terminal Maya met ....
- a. Murni
  - b. Rani
  - c. Budi
  - d. Dewi
10. What did Maya do before she tried to find an empty seat?
- a. Studied English.
  - b. Looked at her watch.
  - c. Answered the question.
  - d. Bought a piece of cake and a drink.
11. "They lived there."  
The word "there" refers to ....
- a. Jepara
  - b. bus terminal
  - c. Tanah Abang
  - d. The University
12. Which of the following underlined words has the incorrect spelling?
- a. She left for Jepara.
  - b. She missed the bus.
  - c. She met her relatifies.
  - d. She sat an empty seat.
13. Which of the following underlined words has the incorrect spelling?
- a. In Southwest Asia.
  - b. Along the equator.
  - c. Near Mollucas.
  - d. In the Greenland.

Read the following text and answer questions.

### The Indonesian Archipelago

Indonesia is a country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Both islands are the second and third largest island in the world, after Greenland.

Many geographers divided the more than 13,600 islands of Indonesia into three groups: (1) the Greater Sunda Islands, (2) the Lesser Sunda Islands, and (3) the Moluccas. Indonesia also includes Irianjaya, which is part of New Guinea.

The Greater Sunda includes Borneo, Sulawesi, Java, and

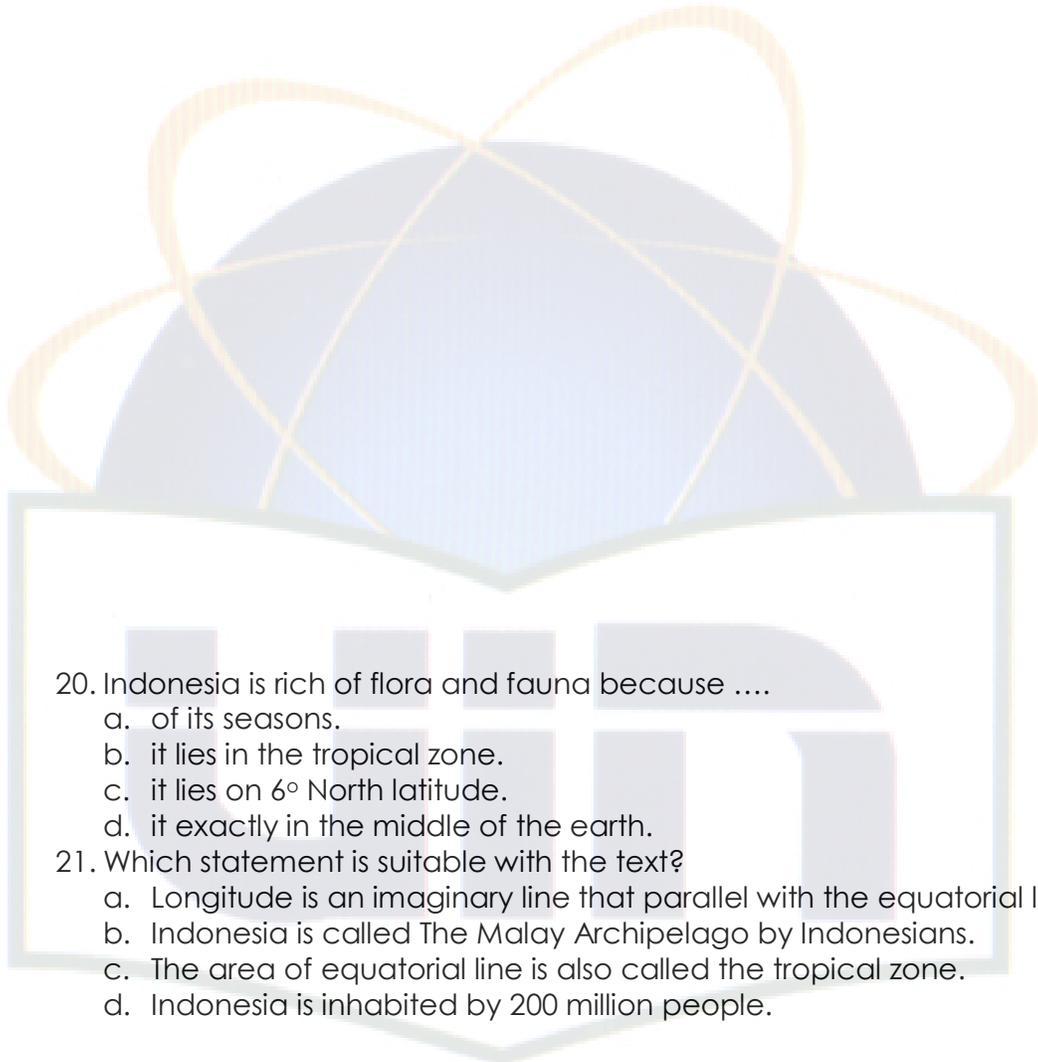
14. Paragraph two talks about ....
- the three divisions of Indonesia's island
  - the greater Sunda islands.
  - the Indonesian geographers.
  - the position of Indonesia.
15. Which of the followings belongs to the first largest island in the world?
- Borneo
  - Irian Jaya
  - New Guinea
  - Greenland

16. "Compared to the other regions, Irian Jaya...."  
The word "regions" has closely meaning to....
- village
  - location
  - territory
  - town
17. "Both islands are the second-and-third largest island....."  
(paragraph 1)
- The underlined word mean....
- two of
  - couple
  - piece of
  - one of
18. Which of the underlined words has incorrect spelling?
- Most of Indonesian population lives in Irian Jaya.
  - Indonesia has more than 13,000 islands.
  - Borneo is the third biggets island in the world.
  - The Mollucas is between Sulawesi and New Guinea.
19. Which of the underlined words has incorrect spelling?
- Indonesian people are very friendly.
  - All people should be responsible for their duties.
  - Traveling is more iniresting than fishing.
  - Teenager are smarter and more creative nowadays.

**Read the following text and answer questions.**

### **The Mightiest Archipelago**

The Indonesian archipelago is by far the world's largest group of 13,667 islands which stretches across 5,120 km (3,200 miles) of tropical seas like a string of emeralds. When superimposed on a map of North America, Indonesia stretches from Oregon all the way to Bermuda. On a map of Europe, the archipelago extends from Ireland past the Caspian Sea. More than 200 million people inhabit this archipelago. Known to anthropologist and naturalist as "The Malay equatorial line", the equatorial line is an imaginary line dividing the earth into two parts from east to west in the tropical zone. This makes Indonesia have two seasons, the wet and dry season. Because of its location many kinds of flora and fauna live



20. Indonesia is rich of flora and fauna because ....
- of its seasons.
  - it lies in the tropical zone.
  - it lies on  $6^{\circ}$  North latitude.
  - it exactly in the middle of the earth.
21. Which statement is suitable with the text?
- Longitude is an imaginary line that parallel with the equatorial line.
  - Indonesia is called The Malay Archipelago by Indonesians.
  - The area of equatorial line is also called the tropical zone.
  - Indonesia is inhabited by 200 million people.

### How to make a Boat or a Hat

#### Things you need

A half page of newspaper

#### What to do

First, fold the paper ... (22) half the long way, crease and unfold.

Second, fold the sides up to the middle crease, keep

22. a. on  
b. in  
c. under  
d. above
23. a. until  
b. then  
c. to  
d. it
24. "Finally, open the middle and turn it inside out to make a boat, or flop it over and wear it as a hat."  
The underlined word could be best replaced with the word.....
- a. design  
b. create  
c. perform  
d. have
25. Which of the following underlined words has the incorrect spelling?
- a. The moosedeer liked to trick other animals.  
b. The mousedeer was a clevier animal.  
c. The tiger wanted to eat him.  
d. The tiger wanted to wear it.
26. Which of the following underlined words has the incorrect spelling?
- a. Artati is a teenager.  
b. Bima is sitting besides Candra.  
c. Dika sometime watches a football match.  
d. The last date of August in the thirty first.

For the question and choose the best words to complete the following announcement.

### ANNOUNCEMENT

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### SCHOOL STRIP TO GOLDEN SANDS BEACH

On the 28<sup>th</sup> of August, the school ... (24) hold hold a school trip to Golden Sands Beach.

Departure time : 07.30 a.m.

Programs : Morning swimming, games, volleyball; ... (25) in the sea view restaurant, afternoon walk along the beach to the lagoon; watch the music festival at the beach.

24. a. can

c. could

b. will

d. would

25. a. polo

c. lunch

b. race

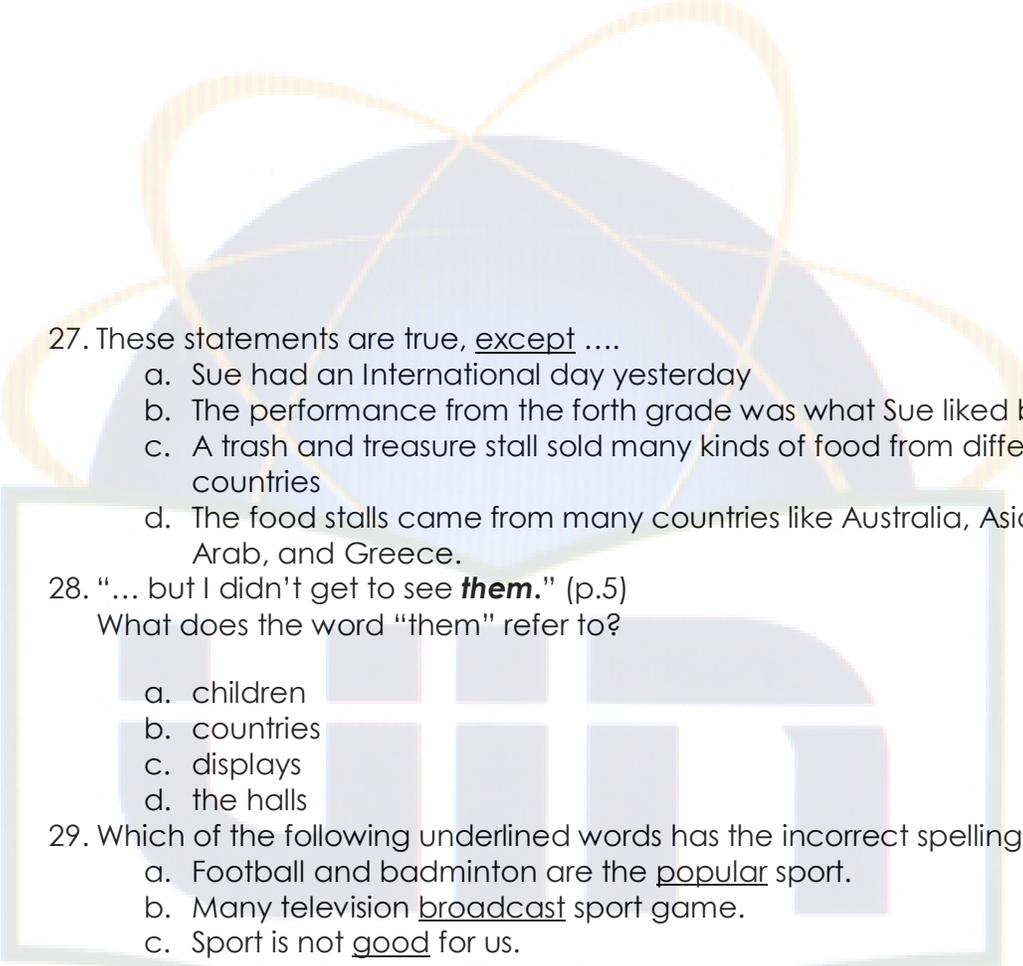
d. a stroll

Yesterday at my school we had an International Day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day of with performances but the one I like best was the one from the fourth grade. We played games. The performance I was in was Labamba.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

Every one had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell international Day Books.

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27. These statements are true, except ....
- Sue had an International day yesterday
  - The performance from the fourth grade was what Sue liked best
  - A trash and treasure stall sold many kinds of food from different countries
  - The food stalls came from many countries like Australia, Asia, Arab, and Greece.
28. "... but I didn't get to see **them**." (p.5)  
What does the word "them" refer to?
- children
  - countries
  - displays
  - the halls
29. Which of the following underlined words has the incorrect spelling?
- Football and badminton are the popular sport.
  - Many television broadcast sport game.
  - Sport is not good for us.
  - Sport makes us healthy and happy.
30. Which of the following underlined words has the incorrect spelling?
- Shella is a Nurshe.
  - Bima is sitting on the stone.
  - Ziya often watches a basket ball match.
  - The last date of December in the thirty first.



### **The Result of the Interview**

The writer : "What are your linguistic problems or difficulties in reading comprehension?"

The students :

Student 1 : "Kalau saya sulitnya di structure and spelling."

Student 2 : "Structure nya."

Student 3 : "Saya vocabulary nya sedikit, jadi saya mengalami masalah di vocabulary nya."

Student 4 : "Kadang-kadang suka keliru spelling sebuah kata."

Student 5 : "Spelling"

Student 6 : "Vocabulary nya deh."

Student 7 : "Structure."

Student 8 : "Structure dan vocabulary."

Student 9 : "Kalau saya suka banyak salah di soal-soal structure nya"

Student 10 : " Saya sering buat kesalahan di vocabulary nya."

Student 11 : "Vocabulary nya."

Student 12 : "Spelling dan structure nya."

Student 13 : "Kayanya di structure."

Student 14 : " Vocabulary nya sih."

Student 15 : " Structure."

Student 16 : " Vocabulary"

Student 17 : " Structure dan spelling nih."

Student 18 : "Kalau saya structure."

Student 19 : "Kalau saya spellingnya."

Student 20 : " Saya sulitnya di structure nya."

Student 21 : "Masalah saya di structure nya."

Student 22 : " Saya sering salah di spelling dan structure."

Student 23 : "Saya mah spelling dan vocabulary nya."

- Student 24 : "Structure, vocabulaty dan spelling nya, hehe....."
- Student 25 : "Spelling doank, suka kelitu, lupa. Hehe..."
- Student 26 : "Ehm....Structure."
- Student 27 : "Vocabulary dan structure."
- Student 28 : " Structure."
- Student 29 : " Spelling, vocabulary....."
- Student 30 : " Structure dan vocabulary."
- Student 31 : " Saya banyak salahnya di structure nya."
- Student 32 : "Vocabulary nya."
- Student 33 : "Spelling sih."
- Student 34 : "Ehm...structure sama vocabulary...."
- Student 35 : "dari dulu saya sulitnya di vocabulary nya, kurang belajar kali ya..."
- Student 36 : "Structure."
- Student 37 : " Spelling dan vocabulary nya."
- Student 38 : " Vocabulary."
- Student 39 : " Spelling, vocabulary sama spelling."
- Student 40 : Student 15 : " Structure."
- Student 41 : " Vocabulary"
- Student 42 : " Structure dan spelling nih."
- Student 43 : "Kalau saya structure."
- Student 44 : "Kalau saya spellingnya."
- Student 45 : " Saya sulitnya di structure nya."
- Student 46 : "Masalah saya di structure nya."

Student 47 : “ Saya sering salah di spelling dan structure.”

Student 48 : “Saya mah spelling dan vocabulary nya.”

