TEACHER'S ROLE IN OVERCOMING STUDENTS'

DIFFICULTIES IN READING COMPREHENSION

AT MA AL ISLAM JORESAN PONOROGO

THESIS

By

ANGGI IRNANDIA IVANDA PUTRI

NIM. 204190004

ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2023

ABSTRACT

Irnandia, Anggi, 2023. *Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al-Islam Islamic Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Keywords: *Students Difficulties, Reading Difficulty, Reading Comprehension*

Reading is a process that is carried out and used by readers to get messages people that wants to convey through the medium of words or written language. Reading comprehension can be defined as a series of processes readers do to find information and understand that information contained in a reading text. Factors that caused students difficulties in reading comprehension are divided into two types, intrinsic and extrinsic factors.

The purposes of this research are to describe intrinsic factors of students' difficulties in reading comprehension; to describe extrinsic factors of students' difficulties in reading comprehension; and to find out the teacher's solution to overcoming students' difficulties in reading comprehension.

The method used in this research was descriptive qualitative research. The data collection technique was collected through observation, interviews, and documentation. The data analysis used data collection, data reduction, data display, and conclusion. The participants were students in grade XI MA Al Islam Joresan Ponorogo.

The result from the research there are intrinsic factors are limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading. While the solution from extrinsic factor the teacher is to build a comfortable class atmosphere and add references to an English book, especially reading English in a library. The importance of a well-organized classroom environment is to create a positive and productive learning environment. Then the solution from intrinsic factors are to use reading comprehension namely DRTA (Directed Reading Thinking Activity) strategy, and bring a dictionary.

APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name   : Anggi Irnandia Ivanda Putri

Student Number   : 204190004

Faculty   : Tarbiyah and Teacher Training

Department   : English Language Teaching

Title   :Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al Islam Joresan Ponorogo

has been approved by advisor and is recommended for thesis examination.

Advisor

Dra. Aries Fitriani, M.Pd.
NIP. 196901071999032001

Ponorogo, 23 May 2023

Acknowledged by
Head of English Language Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd.
NIP.198303272011012007

ii

MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name	:	Anggi Irnandia Ivanda Putri
Student Number	:	204190004
Faculty	:	Tarbiyah and Teacher Training
Department	:	English Language Teaching
Title	:	Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al-Islam Islamic Ponorogo

has been approved by the board of examiners on

Day	:	Wednesday
Date	:	24 May 2023

and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day	:	Friday
Date	:	26 May 20223

Ponorogo, 26 May 2023
Certified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. H. Moh. Munir, Lc, M.Ag.
NIP. 196807051999031001

Board of Examiners:

1. Chairman : Wiwin Widyawati, M. Hum ( )
2. Examiner 1 : Winantu K. S. A, M. Hum ( )
3. Examiner 2 : Dra. Aries Fitriani, M.Pd ( )

PONOROGO

iii

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama	: Anggi Irnandia Ivanda Putri
NIM	: 204190004
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program studi	: Tadris Bahasa Inggris
Judul Skripsi/Tesis	: Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al-Islam Islamic Ponorogo

Menyatakan bahwa naskah Skripsi/Tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id.** Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 07 Juni 2023

Penulis

Anggi Irnandia I.P.

iv

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama   : Anggi Irnandia Ivanda Putri

NIM   : 204190004

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi   : An analysis students' difficulties in reading comprehension at XI grade of MA Al-Islam Islamic Ponorogo

dengan ini, menyatakan yang sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 30 Maret 2023

Yang Membuat Pernyataan

762FDAKX258203079

Anggi Irnandia Ivanda Putri

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a system of sound symbols used by members of social groups to work together, communicate and identify themselves. The main function of language is as a means of communication between humans.[1] Language skills can be divided into four, among others, speaking, writing, reading, and listening.

One of the basic skills that students must have is reading. Reading can make a person rich in knowledge and add insight. Due to these reasons, the ability to read is a necessity because most of the information or knowledge is present in written language. Henry stated that reading is a process carried out and used by the reader to get the message the writer wants to convey through words or written language. One of the important stages in reading is reading comprehension.[2]

According to Westwood, reading comprehension is defined as reading a text with full understanding referring to the reader's background experience, general knowledge, vocabulary, syntactic awareness, and word identification skills.[3] The reader carries out the thought process while reading and understands the text thoroughly using the background experience through, general knowledge, vocabulary mastery, and identifying words to gain understanding.

According to Nuttal, there are five aspects of reading comprehension that students must know to properly understand a text: determining the main idea,

[1] Abdul Chaer, Linguistik Umum (Jakarta: Rineka Cipta 2014), p. 25
[2] Henry Guntur Tarigan, Membaca Sebagai Suatu Keterampilan Berbahasa, (Bandung: Angkasa Bandung, 2008), p. 7
[3] Peter S. Westwood, What Teachers Need to Know about Reading and Writing Difficulties, (Melbourne: ACER Press, 2008), p. 30

finding specific information, making inferences, identifying references, and understanding the significance of words or specific details.[4] These aspects are considered as students' difficulties in reading comprehension.

In light of the significance of reading comprehension for students, the Indonesian government has established a text-focused curriculum as an English subject. Recount, descriptive, exposition, narrative, and other types of reading text are types of text that are taught and need to be mastered by students in junior and senior high schools. So thus the students' teaching materials are more emphasized on reading comprehension activities. Given that if students take the TOEFL (Test of English as a Foreign Language) test, the ability that is most emphasized is reading. Before the national exam was removed from the English test, among the four language skills, reading was the most emphasized.

The difficulty is the condition or attribute of being difficult to accomplish or comprehend.[5] Difficulties can be interpreted as errors that students encounter in learning. Generally, errors occur because students are confused or do not understand the teacher's presentation in learning. In this case, the difficulties students face are in understanding English texts. According to Oakhill, one issue that less-skilled comprehend appear to experience is forming conclusions from text. These issues include inferring information that is only implicit in a text, making inferences to connect up the ideas in a text, and inferring the meanings of particular words from context.[6] According to Burgmeier, Eldred, and Zimmerman,

---

[4] Nuttall, C, Teaching reading skills in a foreign language, (London Heinemann Educational Books. Pekanbaru: Education matterss most publishing, 1982), p. 82

[5] Hornby. Oxford edvanced learner's dictionary of current English, Seventh Edition. (New York: Oxford University Press, 2005)

[6] Jane Oakhill, Children's Difficulties in Reading Comprehension, (Educational psychology review, 1993) Vol. 5, No.3. p. 227

reading comprehension problems may be divided into four categories: creating a context, understanding words, placing words into sentences, and employing words in context.[7]

Factors that cause students' difficulty in reading comprehension are divided into two, namely intrinsic and extrinsic factors. Peter Westwood states that problems in reading comprehension are caused by intrinsic factors. According to Peter, there are several intrinsic factors, including limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading.[8] Afterwards according to Rahim cited by Liavany et. all, extrinsic factors are divided into two, namely family and school environments.[9]

Based on the research that has been done by Tarigan reveals, in the process of teaching and learning English, students are faced with various difficulties in understanding reading text, these difficulties have an impact on the understanding of the text which is difficult to achieve the true meaning of reading.[10]

Afterwards based on an interview with Mrs. Annisa, an English teacher at MA Al Islam in the religion class, some students find difficulties understanding reading because of limited student vocabulary, students were not diligent in

---

[7] Burgmeier, Eldred, Zimmerman. Students Difficulties in Reading Comprehension for Fourth Semester Students of English Teacher Education Departmen at UIN Sunan Ampel. (Surabaya: UIN Sunan Ampel Press 2007), p. 35

[8] Peter, loc.cit., p. 30-41

[9] Liavany et. all. The Use of Role Play Method to Improve Student Comprehension in Reading Narrative Text at the Ninth Grade of SMP N 1 Pematangsiantar. Multiscience. 2.10. p 57-58

[10] Tarigan, loc.cit., p. 7

reading English texts, and the willingness to learn English was also lacking. To understand English text, students need more time.[11]

MA Al Islam is one of the schools located in Mlarak, Joresan, Ponorogo. The subjects taught related to English are reading, listening, writing, and speaking. The teaching of reading at MA Al Islam for religion classes is usually integrated with writing skills. English here is also a pressure point for language activities besides Arabic. With the *muhadhoroh, muhadatsah*, and *amaliyatu tadris* activity, in there students are required to apply four language skills. Due to these reasons, English is positioned as a foreign language that is essential to learn because developments in science, technology, culture, and communication require English.

Difficulties in reading comprehension do not only occur in students at MA Al Islam, but other students also often have difficulty understanding English reading.[12] Hence the researcher believes that this research is important to do because each student has different difficulties in understanding English. By knowing the difficulties, it will be explored how to deal with them. In an interview with Mrs. Annisa, one of the teachers at MA Al-Islam stated that students who do not understand texts or readings will find it difficult to do them. Thus, the researcher feels that this research is important because each student's difficulty in reading comprehension is different[13] By knowing students' difficulties can help teachers find appropriate solutions and methods for teaching comprehensive reading. So, research can help teachers to find suitable strategies that can help students improve reading comprehension. So with this, based on the

---

[11] Look at Interview Transcript code 02/I/22-II/2023
[12] https://news.republika.co.id/, accessed on 25 February 2023
[13] Look at Interview Transcript code 05/I/22-II/2023

explanation above the researcher wants to conduct research entitled "Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al-Islam Islamic Ponorogo".

B. Research focus

From the identification above, the focus of this research is teacher's role in overcoming students' difficulties in reading comprehension. The research subjects were students of class XI Religion in the 2022/2023 academic year.

C. Statement of the problems

Based on the background and focus of the research, the researcher formulates the problem as follows:

1. What are the intrinsic factors of students' difficulties in reading comprehension text?
2. What are the extrinsic factors of students' difficulties in reading comprehension text?
3. What are the teacher's solution to overcoming the problem of students' difficulties in reading comprehension?

D. Objectives of the study

Based on the problem of the research, the objectives of the research are:

1. To describe intrinsic factors of students' difficulties in reading comprehension
2. To describe extrinsic factors of students' difficulties in reading comprehension

3. To know the teacher's solution to overcoming students' difficulties in reading comprehension

E. Significances of the Study

1. Theoretical significances

This research can add to, deepen, and broaden knowledge, especially concerning the analysis of students' difficulties in comprehensive reading.

2. Practical significances

a. For students'

This research is expected to solve students' problems in reading comprehension.

b. For teacher

Hopefully, this research will make it easier for teachers to find appropriate strategies for teaching reading comprehension.

c. For reader

This research is expected to become additional literature or reference for readers developing studies analyzing students' difficulties in reading comprehensively.

F. Organization of the thesis

The systematic discussion contains a description of the flow of discussion of the thesis starting from the introductory chapter to the closing chapter. The entire writing of this thesis consists of several chapters, and each chapter is divided into several sub-chapters, this is a unified whole. Therefore, we will briefly describe the entire discussion.

The first chapter is the Introduction. This chapter attempts to provide a brief description of the entire discussion as well as provide guidelines for entering the following chapters. This chapter starts with a background of the study, research focus, statement of the problems, objectives of the study, significance of the study, organization of the thesis, and research schedule.

The second chapter is a literature review. This chapter starts with the theoretical background, previous research findings, and theoretical framework.

The third chapter is about research methods. This chapter contains research design, research setting, data and data source, data collection technique, data analysis technique, research validity, and research procedure.

The fourth chapter is the research results and discussion. This chapter includes a general description of the research background, data description, and discussion.

The fifth chapter is about conclusions and suggestions. This chapter contains conclusions and suggestions.

Furthermore, this thesis ends with a bibliography and some attachments as supporting the fulfillment of the completeness of the thesis data.

G. Research Schedule

November : submission of titles and creation of proposals

December : proposal seminar

February : the process of conducting research

March : data analysis and results conclusions

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Students' difficulties in reading comprehension

    a. Definition difficulties

    Difficulties are the condition or attribute of being difficult to accomplish or comprehend.[14] Based on the Merriam dictionary difficulties is the quality or state of being hard to do, deal with, or comprehend: the quality or state of being difficult.[15] Difficulties are an inevitable yet necessary component of the learning process.[16] Based on the theory above, it can be concluded that difficulties are obstacles faced by students that occur in the teaching and learning process. In this case, the difficulties experienced by students in comprehend English texts.

    b. Factors that cause students difficulties in reading comprehension

    Factor is one of the things that affects an event, decision, or situation.[17] A factor is a part or element that contributes to a result.[18] Difficulties in reading comprehension are divided into 2 factor, namely intrinsic and extrinsic factors. Based on the Cambridge Dictionary factor is a fact or situation that influences the result of

---

[14] https://www.oxfordlearnersdictionaries.com/. Accessed on 22 February 2023

[15] https://www.merriam-webster.com/thesaurus/difficulty. Access on 25 February 2023

[16] Jason M. Lodge, et.all. (2018). Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review. p. 1

[17] https://www.collinsdictionary.com/dictionary/english/factor Accessed on 26 February 2023

[18] https://www.vocabulary.com/dictionary/factor Accessed on 26 February 2023

something. Difficulties are the condition or attribute of being difficult to accomplish or comprehend.

1) Peter Westwood states that problem in reading comprehension caused by intrinsic factor. According to Peter, there are several intrinsic factors, including limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading.[19]

a) Limited vocabulary knowledge

The gaps experienced by students are generally between how students understand the meaning of words (expressive vocabulary and listening) and the terms used in the text. Students may be able to read the comments on the page accurately but not understand between the lines. To increase understanding, it is often necessary to pre-teach new terminology before reading the material. More effort should also be spent on vocabulary development as part of school literacy initiatives.[20]

b) Lack of fluency

Oral reading fluency and comprehension have strong relationships. There appears to be an optimal rate of reading

---

[19] Peter, loc. Cit p 30-41.
[20] Ibid

fluency that allows for accurate information processing. Automaticity in reading, which is primarily based on smooth and seamless word recognition and contextual cueing, enables the reader to focus on meaning by utilizing all available cognitive capacities. Students who read too slowly or too quickly frequently have poor comprehension. Slow reading tends to limit the cognitive ability to the low-level letter and word processing rather than allowing full attention to be directed to higher-order thoughts and concepts included within the text. However, rapid reading may result in incorrect word identification and the omission of key facts.[21]

c) Lack of familiarity with the subject matter

It is considerably simpler to read with the comprehension if the reader has some prior knowledge of the issue.[22] Using a school textbook to introduce new material to pupils is not always the most effective means of delivery. Before students are required to read about a subject in written materials, it is preferable to convey information through other means (e.g., video, posters, mini-lecture, and discussion). This is especially crucial for struggling readers.[23]

d) Difficulty level of the text (readability)

According to conventional thinking, one strategy to help struggling readers is to guarantee that the difficulty level of the

---

[21] Ibid
[22] Ibid
[23] Ibid

texts they must read is consistent with their existing reading skills. In other words, it has long been assumed that the easier the book must be to assure success, the weaker the reader.[24] However, a few recent research studies have found that reading books that are somewhat beyond the reader's current reading level can be beneficial for improving reading abilities.[25]

e) Inadequate use of effective reading strategies

Unlike expert readers, lesser readers do not approach text interpretation strategically. They are less likely to be aware of or apply skills that might assist them in visualizing, making connections, reflecting, inferring, predicting, questioning, and summarizing. Strategy training to improve comprehension and study abilities should be a fundamental component of any balanced approach to literacy education.[26] If students do not understand the strategies for reading comprehension then they will have difficulties. The strategy must also be chosen correctly so that it is effective and does not waste time.

f) Weak verbal reasoning

The capacity to interpret literary works, particularly the ability to go beyond the words on the page to establish significant connections between facts and to analyze ideas, represents the operation of verbal thought. Guided reading activities in which a teacher uses effective questions to

---

[24] Ibid.
[25] Ibid.
[26] Ibid.

challenge students to think more deeply about the text they read are beneficial in developing their ability to reason from the information provided. It is helpful to intentionally guide students in making connections between new material in the text and their existing bank knowledge.[27]

g) Problems with processing information

A reader must be able to preserve essential information in working memory and create appropriate connections between concepts in order to sustain the sense of the text as sentences and paragraphs pile. Working memory limitations are sometimes blamed for poor comprehension. The consequences for education include those slow readers should be encouraged to re-read material, numerous times if required, in order to properly digest the information.[28]

h) Problems in recalling information after reading

It is partially dependent on elements such as the clarity and usefulness of the material in the text, but it is also dependent on pupils paying attention to the reading assignment and understanding the importance of remembering details. When readers relate new material in a book to existing knowledge and experience, and when they repeat key ideas from the text, recall is most potent. Use the visual organizer to

---

[27] Ibid

[28] Ibid

summarize and condense essential themes before, during, and after reading. It also helps to increase knowledge retention.[29]

2) Meanwhile, according to Rahim cited by Liavany et. all, extrinsic factors are divided into two, namely family and school environments.[30]

   a) Family

   The significant influence that parents play in the house cannot be overlooked. To attain their academic goals, every kid needs the support of their parents. Children require parental or family attention to learn English. Without the support of their families, youngsters will find it impossible to learn to read. If no one encourages kids to study English texts, they could feel depressed.

   b) School Environments

   The learning environment at school, such as a dearth of learning resources, can also contribute to reading comprehension learning issues in pupils. Reading instruction becomes unsuccessful without learning materials like English books, periodicals, or newspapers, which will prevent pupils from grasping the subject matter.

---

[29] Ibid

[30] Liavany et. all. *Loc. Cit.* p 57-58

2. Reading Comprehension

   a. Definition of Reading Comprehension

   Maxom states that reading is one of the important skills in language learning. Reading will strengthen the skills acquired by students in speaking, listening, and writing.[31] Therefore, reading is not only used in the teaching and learning process but also applied in everyday life.

   Miculecky and Jeffries claim Reading is a complicated activity that requires various skills. The required abilities are understand and remembering and this depends on the application of these skills to the reading.[32] If students do not understand reading, it will be difficult if they meet reading comprehension.

   Reading, according to Geoffrey Broughton, is a typical of teacher education, and instructors tend to teach using the ways that their teachers used to teach them.[33]

   It can be conclude that, reading is not only about producing sound but also involves various abilities, such as the ability to understand the content of the reading itself. In conclusion reading allows people to expand their knowledge, vocabulary and so on. The highest level of reading is reading comprehension.

   Reading comprehension is described as an active thinking process in which a reader consciously develops meaning in order to get a better

---

[31] Michelle Maxom, Teaching *English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2010), p. 139.

[32] Beatrice S. Miculecky and Linda Jeffries , Advanced Reading Power (Pearson: Longman), p. 73

[33] Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition,* (London: University of London Institute of Education, 2003), p. 89.

knowledge of the concepts and information offered in a book.[34] To comprehend, readers must utilize the knowledge they already have to filter, evaluate, organize, and reflect on the page's incoming information. Efficient text interpretation requires a mix of word recognition abilities, the ability to connect new information to past knowledge, and the use of suitable tactics such as identifying the core concept, establishing connections, questioning, inferring, and forecasting.[35]

Reading comprehension can defined as a series of processes readers do to find information and understand that information contained in a reading text.[36] Besides that Klinger et. all also define reading comprehension is the act of generating meaning by the coordination of several complicated processes such as word reading, word, and fluency.[37] It can be concluded that reading comprehension is an activity or process carried out by the reader to gain an understanding of what he is reading which aims to obtain the information the reader needs.

[34] Neufeld, P. Comprehnsion instruction in content area classes. *Reading Teacher. 2006. 59, 4*, 302.

[35] McCardle, P., Scarborough, H. S., & Catts, H. W. Predicting, explaining and preventing children's reading difficulties. (*The Quarterly Bulletin of the Remedial and Support Teachers' Association of Queensland*, 2002), p. 5–17.

[36] Linse, C, Practical English Language Teaching Young Learners. (New York: McGraw Hill, 2005), p. 71

[37] Klingner, J. K., Vaughn,S., dan Boardman, A, Teaching Reading Comprehension To Student With Leraning Difficulties.(New York: The Guilford Press, 2007). p .2

b. Reading comprehension strategies

The right strategy chosen will affect a student's reading skills. Nuttal divides strategies in reading comprehension into four parts, among others skimming, scanning, intensive reading, and extensive reading. [38]

1) Skimming

Skimming is the technique of quickly scanning a piece of writing to find its essence or primary point. It is a tactic for giving a reader a feeling of the topic and goal of a work, its organization, the writer's viewpoint or point of view, its ease or difficulty, and/or its value to the reader.[39]

2) Scanning

Scanning is a technique that all readers employ to identify important information in a book. Scanning is evaluated by providing test takers with a text (prose or something in the form of a chart or graph) and demanding quick identification of significant bits of information.[40]

3) Intensive reading

Intensive reading exercises, according to Macleod, may involve comparing main ideas to details, understanding what the text implies, drawing inferences, examining the order of information and how it affects the message, identifying words

---

[38] Loc. cit., Nuttal, P. 82
[39] Loc. cit., Brown, p. 209-213
[40] Ibid

that connect one idea to another and identifying words that signal change from one section to another.[41]

4) Extensive reading

Extensive reading is a course-related practice that encourages students to read as many books as they find entertaining at their level. Extensive reading is a commonly used reading regimen.[42]

c. Types of Reading

Brown divides the types of reading into four parts, perceptive, interactive, selective, and extensive. [43]

1) Perceptive Reading

In order to read perceptively, one must pay attention to the elements of a longer speech, such as letters, words, punctuation, and other graphemes symbols. Bottom-up processing is suggested here.[44]

2) Interactive Reading

An interactive task's main purpose is to locate pertinent lexical, symbolic, grammatical, and discourse elements in texts of somewhat short duration in order to remember the information that is processed. Such activities often involve top-down

---

[41] Macleod, M, Types of Reading, http://www.readinganswer.com/html Accessed on 25th January 2023

[42] Kholid,dkk, *Membaca 1*. (Jakarta: Universitas Terbuka: 1998), 13.

[43] Brown, Loc.,cit, p. 189-190

[44] Ibid

processing, while there may be times when bottom-up performance is required.[45]

   3) Selective Reading

This category mostly represents the artifacts of evaluation methods. Typical tasks like picture-cued tasks, matching, true/false, multiple-choice, etc. are used to test a reader's comprehension of lexical, grammatical, or discourse characteristics of language within a very brief passage of language. It is possible to combine bottom-up and top-down processing.[46]

4) Extensive Reading

Refers to texts longer than one page, such as novels, technical reports, short stories, essays, and professional articles.[47]

d. Levels of Reading Comprehension

Peter stated that levels of reading comprehension divide into three types, there are literal comprehension, inferential comprehension, and critical comprehension.[48]

1) Literal Comprehension

Literal means that the information is mentioned openly in the text so that the reader may grasp the factual information offered in a section of the text.[49]

---

[45] Ibid
[46] Ibid
[47] Ibid
[48] Loc. Cit., Peter. p. 32

2) Inferential Comprehension

Readers can infer more information at this level by going beyond the text on the page. At the inferential level, the reader successfully uses knowledge to infer cause and effect and to speculate about what will happen next.[50]

3) Critical Comprehension

The reader can evaluate what they are reading, for example, by recognizing the author's strong writing style, identifying when certain claims are prejudiced or inaccurate, respecting the writer's viewpoint, and comparing and contrasting information with other facts they have read.[51]

e. Components Reading

Comprehension also is a multifaceted process which can be affected by a variety of skills. Davis cited by Charles defines reading comprehension into eight skills.[52]

Davis cited by Charles defines eight skills, as follows:

1) Recall the meaning of the word

2) Draw conclusions about the meaning of the word in context

3) Find answers to questions answered explicitly or paraphrased

4) Weaving together ideas in the content

5) Drawing inference from the content

[49] Ibid. p. 32
[50] Ibid. p. 32
[51] Ibid. p. 32
[52] . Charles Adreson, Assesing Reading. (United Kingdom: Cambridge University Press, 2000), p. 13

6) Recognizing a writer's purpose, attitude, tone, and mood

7) Identifying a writer's technique

8) Follow the structure of a passage.[53]

3. Teacher's Role

A role also means a set of expected behavior in a person according to a given social position either formally or informally.[54] Kozier cited by Marlyn, defined a role is a set of behaviors expected by others of someone accordingly position in a system.[55] So from that it can be conclude, a role means having responsibility for things that must be done by someone by the task and function in a particular position.

A teacher is one of the human components in the teaching and learning process, who play a role in efforts to form human resources potential in development.[56] The teacher is someone who can carry out deep educational actions an educational situation to achieve educational goals.[57] From that it can be conclude that, The teacher is someone who plays a role in the teaching and learning process in order to achieve educational goals.

4. Solutions to students' difficulties in reading comprehension

---

[53]Ibid. p. 13

[54] Marylin Friedman, Family Nursing Theory And Practice. Debora Ina R.L. (Jakarta: EGC, 1998), p. 3

[55] Ibid, p. 8

[56] Sardiman AM, Interaksi Dan Motivasi Belajar Mengajar Pedoman Bagi Guru Dan Calon Guru (Jakarta: Rajawali, 2005), p. 125.

[57] A. Muri Yusuf, Pengantar Ilmu Pendidikan (Jakarta: Balai Aksara Edisi III, 2000), p. 54.

According to Doolittle cited by Prasetya stating that one of the solutions to overcome the low ability of reading comprehension is the use of explicit reading comprehension strategies for students.[58] From this statement, it can be concluded that the reading strategy applied by the teacher in reading activities is one of the factors that can influence students' reading comprehension skills. Using appropriate reading strategies can help students understand the reading.

Peter states reading comprehension strategies divided into four types, which are POSSE, DRTA, KWL 3H Strategy.[59]

1) POSSE (Predict, Organize, Search, Summaries, Evaluate)

Reading comprehension strategies that combine reading skills and at the same time learn them in a practical effective way for readers.[60]

The five letters in the acronym POSSE stand for:

a) **P**redict what issues will be covered in the text (based on your existing knowledge of the subject) and raise a question you want to answer.

b) **O**rganize your predicted points and question and link them into a semantic map

c) **S**earch the text (read carefully to confirm or discredit your predictions)

---

[58] Prasetya A.W., Prof. Dr. Joko, et al, *Strategi Know-Want to Know-Learned dan Strategi Direct Reading Thinking Activity dalam Pembelajaran Pendidikan Dasar*. (Semarang: Harian Jateng Network, 2021), p. 5

[59] Loc. cit., Peter. p. 45-48

[60] Ibid. p. 45

d) **S**ummaries the points gleaned from the reading

e) **E**valuate your understanding of the text and what you have learned from it.

2) 3H Strategy (Here- Hidden-or in my Head)

The purpose of this strategy is to teach students where answers to specific questions can be found. The answer is stated explicitly in the text or implied in the text and can be inferred if the reader thinks carefully about some information on a (hidden) page, or information not on page but already exists in the student's prior knowledge (in the head).[61]

The teaching sequence of the 3H strategy is as follows:

a) Teacher poses a question related to the text.

b) Teacher demonstrates (by 'thinking aloud') how to locate relevant information on the page (*here*).

c) Students practice this step to find answers to additional questions, with feedback from the teacher.

d) Teacher demonstrates the second possibility, using information on the page to infer or predict a possible answer (*hidden*).

e) Students practice step 1 and step 2 together with guidance and feedback.

f) Teacher demonstrates the third possibility, namely that the answer is not *here* or *hidden* but must be located from

---

[61] Ibid. p. 46

sources outside the text, for example from what a student already knows.

g) Students practice step 1, step 2 and step 3 with guidance and feedback.

h) Over the following lessons the strategy is reviewed and used again on a variety of text types.

3) KWL Strategy (Know-Want to Know- Learned)

This strategy activates students' prior knowledge on a given topic, and then invites them to generate some questions they hope the text may answer, and finally they must summaries any new information they have learned from the reading.[62]

The teaching sequence of the KWL strategy is as follows:

a) Immediately before a non-fiction text is to be read, the students and teacher brainstorm and list all they know about the topic under the first column.

b) Under the second column they generate some questions or issues that may be answered in the text.

c) After reading the text, either silently or as a shared activity, the students write a dot-point summary in the third column listing the main things they have learned from the text.

4) DRTA Strategy (Directed Reading Thinking Activity)

---

[62] Ibid. p. 47-48

DRTA strategy focuses on student engagement with the text because students predict and prove it when reading. DRTA reading strategy aims to make students able to read clearly by connecting various knowledge that students already have to build understanding.[63]

The DRTA process involves three basic steps:

a) Predicting some of the information you may find, or raising some questions you hope to have answered in the text

b) Reading the text carefully, with your predictions and questions in mind

c) Being able to prove, with evidence from the text, any conclusions you make from your reading.

The teacher's involvement is mainly to ask focusing questions to activate students' prior knowledge and to stimulate thinking. For example: 'What do you think will happen? What is this likely to be about? How would she be feeling? Why do you think that? Can you prove what you say from something in the book?'. [64]

Besides that, learning success cannot be separated from the seriousness of effort and the enthusiasms of the teacher in organize the classroom environment. According to Harjali, the classroom environment

---

[63] Ibid. p. 46

[64] Ibid. p. 46

can be divided into two, namely the physical and psychological environment.[65]

1) Physical environment

The physical environment includes learning facilities and infrastructure such as lighting, ventilation, tables, seats and so on. Whether the physical environment of the room is good or bad will affect student achievement. Environmental conditions that are calm, comfortable, clean and cool will make students concentrate well[66]

2) Psychological Environment

The social environment is the relationship between humans and surroundings and their representations such as crowds or noise, traffic, market and so on. The social environment includes setting the conditions of the learning environment, appearance, attitude of educators, good relations between friends and between educators and students.[67]

B. Previous Research Findings

Huda Babu, Analysis of Students' Difficulties in Reading Understanding at MTs Darel Hikmah Pekanbaru, 2019.[68] Based on the preliminary research, it was found that there were difficulties in reading comprehension, it was seen that some students could not determine the generic structure, some students can't identify the

---

[65] Harjali, Membangun Penataan Lingkungan Belajar yang Kondusif Studi Fenoenologi pada Sekolah Menengah Pertama di Ponorogo.(Ponorogo: STAIN Ponorogo Press, 2016), p. 21-38

[66] Ibid. p. 35

[67] Ibid. p. 35

[68] Huda Babu, *"Analysis of Students' Difficulties in Reading Understanding at MTs Darel Hikmah Pekanbaru"*, a research journal, Accessed on 20 February 2023.

main idea, some students can't find synonyms of the word in reading the text, some of the students do not have vocabulary. The similarities with this research are the focus on the same thing, but using different research methods. This study uses quantitative methods

Galih Sulistyaningra, Upaya Meningkatkan Reading Comprehension Ability Melalui Visualizing Strategy pada Siswa Kelas IV SD Laboratorium PGSD FIP UNJ Setiabudi Jakarta Selatan, 2016.[69] This research use Classroom Action Research (CAR) methode. This research shows that visualizing strategy can increase the effectiveness of learning. The difference lies in the research objectives. Galih's research aims to analyze whether reading comprehension ability can be improved through the application of a visualizing strategy to fourth grade students at SD Laboratorium PGSD FIP UNJ Setiabudi Jakarta Selatan. Meanwhile, in the research conducted by the author, the aim was to analyze students' difficulties in reading comprehensively in grade 11 religion students at MA AL Islam Joresan Ponorogo. The similarities with this study are discussing the same language skills, namely English.

Ningsih, An Analysis on Teacher's Strategies in Reading Comprehension Class of the Second Grade Students of Smpn 3 Ngrambe in the Academic Year of 2015 /2016, 2016.[70] The result of this research shows that the teacher used four strategies in teaching reading comprehension. Those are monitoring of comprehension, using previous knowledge/ predicting, summarizing/retelling to

---

[69] Galih Sulistyaningra, (2016) *"Upaya Meningkatkan Reading Comprehension Ability Melalui Visualizing Strategy pada Siswa Kelas IV SD Laboratorium PGSD FIP UNJ Setiabudi Jakarta Selatan"*, a research journal, Accessed on 20 February 2023

[70] Ningsih, *"An Analysis on Teacher's Strategies in Reading Comprehension Class of the Second Grade Students of Smpn 3 Ngrambe in the Academic Year of 2015 /2016"*, a research journal, Accessed on 20 February 2023

evaluate in increasing comprehension of reading, and generating and answering questions. Meanwhile, the problems faced by the teachers are unsufficed instruction, students" less interest, and difficulties in vocabulary. This research uses qualitative method. The similarities with the research conducted by the author are the same as discussing reading comprehension. However, what makes Ningsih's research different is analyzing the strategies used by teachers in reading comprehension classes.

Nurlaili, A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's Mts Tarbiyatul Ulum Panggungasri Panggungrejo Blitar Academic Year 2013/2014, 2014.[71] This research uses a qualitative. The similarities with this study are discussing the same language skills, namely reading. The difference between this research and this research is that this study discusses the analysis of teacher strategies in teaching reading comprehension, while the researcher discusses students' difficulties in reading comprehension. The result of this research shows the strategies used by the teacher are memorizing, question-answer relationships, games, and discussion

Sarwo, Analysis on the Students' Problems in Comprehending Narrative Texts, 2018.[72] This research uses a qualitative. The similarities with this study are discussing students' ability in comprehending text. The difference between this research and this research is that this study discusses students; difficulties in comprehending narrative text.

---

[71] Nurlaili, *"A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's Mts Tarbiyatul Ulum Panggungasri Panggungrejo Blitar Academic Year 2013/2014",* a research journal, Accessed on 20 February 2023

[72] Sarwo*, "Analysis on the Students' Problems in Comprehending Narrative Texts*" a research journal, Accessed on 30 March 2023

From the previous research above, the gap between the previous studies the researcher discussed the factors that became students' difficulties in reading comprehension and knowing solutions to these problems.

C. Theoretical Framework

```
┌─────────────────────────────────────────────────────┐
│     Students' Difficulties in Reading Comprehension  │
└─────────────────────────────────────────────────────┘
                          │
┌─────────────────────────────────────────────────────┐
│  Factors that cause Students Difficulties in Reading │
│                   Comprehension                       │
└─────────────────────────────────────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│   Intrinsic Factors  │        │   Extrinsic Factors  │
└──────────────────────┘        └──────────────────────┘

┌─────────────────────────────────────────────────────┐
│  Teacher's Role in Overcoming Students' Difficulties │
│              in Reading Comprehension                 │
└─────────────────────────────────────────────────────┘
```
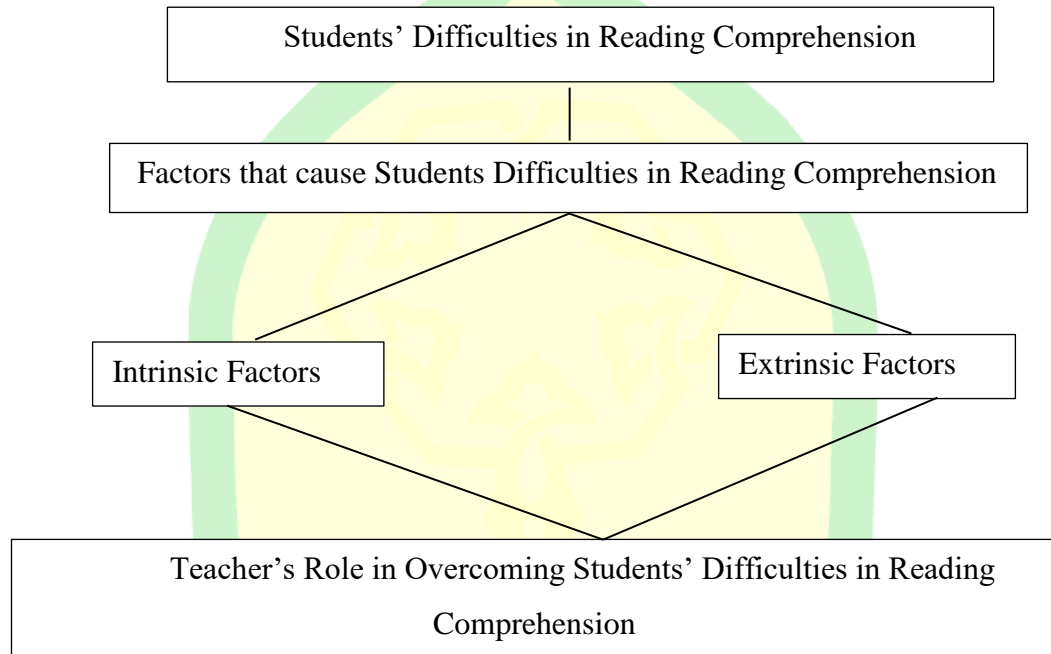
Figure 2.1 Theoretical Framework

The researcher found that many eleventh-grade students at MA Al Islam had difficulties in reading comprehension. Students who experience difficulty in reading comprehension can be divided into two factors, namely intrinsic and extrinsic factors. Intrinsic factors that influence students' understanding of reading include limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading. While the extrinsic factors include family and school environment. Based from the problems above, the solution given by the teacher is to apply strategies for learning reading comprehension and creating a comfortable learning atmosphere.

CHAPTER III

RESEARCH METHODS

A. Research Design

This study was carried out using descriptive qualitative research methods. Qualitative descriptive method is research methods based on the philosophy of post positivism used to examine the condition of natural objects (as the opposite is the experiment) where the researcher is the instrument the key data collection technique is carried out in triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research are more emphasizing meaning rather than generalization. Descriptive qualitative research aims to describe, explain and answer in more detail the problem.[73]

This research was completed using a descriptive qualitative technique. This is a qualitative study since the data comes in the form of numbers rather than words. Researchers used descriptive approaches to examine " Teacher's Role in Overcoming Students' Difficulties in Reading Comprehension at MA Al-Islam Islamic Ponorogo ".

B. Research Setting

In this research, researcher chooses MA Al as a place to conduct this research. MA Al Islam located in Madura Street, Joresan, Mlarak, Ponorogo. The subjects of this research were the eleven grades Islamic of MA Al Islam Joresan Ponorogo, which consisted of six classes. There are some reasons for choosing MA Al Islam Joresan Ponorogo as a research location. The first is MA Al Islam is one of the well-known Islamic boarding school-based schools in Ponorogo. Then,

---

[73] Sugiyono, Metode Penelitian pendidikan, (Bandung: Alfabeta, 2008), p. 193

the next reason is the difficulty in reading comprehension, such as limited vocabulary knowledge, students were not diligent in reading English texts, and the willingness to learn English was also lacking .

In this study the role of researchers as actors as well as data collectors. The presence of the researcher in the field as a full observer whose status is known as a researcher by the subject.

C. Data and Data Source

1. Primary data source

    Primary data is information that has been witnessed, experienced, or documented in the immediate aftermath of an occurrence. This source is the most accurate.[74] In this study, primary data were obtained from interviews and observations of 11-th grade Islamic students at MA Al Islam Joresan Ponorogo.

2. Secondary data source

    The secondary is a written achievement that interprets or records the main data.[75] In this research the secondary data was documentation.

D. Data Collection Technique

1. Interview

    According to Lexy that an interview is a meeting of two people to exchange information and ideas through question and answer, resulting in communication and construction of shared meaning about a particular topic. Student interviews were conducted to obtain data on student responses to factors that influence reading difficulties. Interviews with

---

[74] Nicholas Walliman, *Research Method* (London and New York: Routledge, 2011). p. 69.

[75] Ibid. p. 69

teachers are intended to obtain information about solutions and strategies used by teachers. The instrument used in this interview is a structured interview. Interviews were used by the researcher to find data related to intrinsic, extrinsic factors, and solutions of students' difficulties in reading comprehension.

2. Observation

Observation is one of the most common data collection techniques in qualitative research methods. Observation is essentially an activity using the five senses, being able to see, smell and hear, to obtain the information needed to answer a research problem. Observations are used as supporting data to look for intrinsic, extrinsic factors, and solutions to students' reading comprehension problems

3. Documentation

Documentation is a way to collect data, such as notes, books or other things that can add information about the phenomenon being studied. According to Donald, documentation is a series of written, visual materials and physical materials that include the author's artifacts.[76]In this study, researchers used documentation to collect information related to students difficulties in reading comprehension such as photos during learning activities, archival notes related to this support, and interview results, documentation. Documentation are used as supporting data to look for intrinsic, extrinsic factors of students' difficulties in reading comprehension.

[76] Donald Ary, at all. Introcustion to research in education 8th Edition. (Canada :Thomson Wadsworth. 2010), p.481

E. Data Analysis Technique

Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data.[77] After acquiring the data, the researcher does the analysis to answer the study questions. In this work, the researcher employed a data analysis approach based on Miles and Huberman consists of 4 parts, which are data collection, data reduction, data display, and conclusion drawing/verification.[78]

1. Data collection

Data collection is the stage during which the researcher collects data through observation and documentation in order to finish the investigation.

2. Data reduction

The process of reducing data has a meaning when a researcher summarizes, selects the main points, concentrates on what is significant, and looks for themes and patterns. As a result, the reduced data will provide a comprehensive picture that will assist researchers in collecting further data.

3. Data display

The researcher will present the data as text when it has been reduced. When the data is displayed, it is easier for the researcher to interpret the data and plan the next steps based on what has been understood.

---

[77] Ghony, M. Djunaidi dan Fauzan Almanshur, *Metode Penelitian Kualitatif.* (Yogyakarta: Ar-Ruzz Media, 2012), p. 285

[78] Matthew B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), 2nd Ed, p. 10-12

4. Conclusion Drawing/Verification

The third step of qualitative data analysis is drawing conclusions and verification. Drawing conclusions begins after the data is collected by making temporary conclusions. In other words, it can be said that the decision is continuously analyzed and its validity verified to get a perfect conclusion.

F. Research Validity

The researcher employed the triangulation approach to validate the conclusion of this study. To validate this research, the researcher employed triangulation data sources. Triangulation data source, according to Quinn Patton, is evaluating and cross-checking the consistency of information acquired at different periods and by different sources within a qualitative technique.[79]

G. Research Procedure

1. Pre-research

   a. Determine the research area and focus of the problem

   b. From the focus of the problem, make a related research title

   c. Create a research matrix

2. Research process

   a. The researcher began by observing, interviewing and documenting for students' writing of procedure text

   b. After collecting the data, the researcher analyzed again the data obtaining to gain validity data

---

[79] Roissatur Rosidah, *Students' Motivation In Learning English At Rumah Belajar Pandawa Ngagel Wonokromo (Surabaya*:UIN Sunan Ampel Surabaya, 2017), p. 68.

3. Data analysis process

In this section, the researcher analyzes the data that has been obtained through observation, documentation, and interviews. The data will be collected, reduced, and presented after drawing conclusions

CHAPTER IV

FINDINGS AND DISCUSSSION

A. **General Data**

1. History of the Establishment of MA Al Islam Joresan Ponorogo

The history of the establishment of the "Al-Islam" Islamic Boarding School located in the village of Joresan, Mlarak District, Ponorogo Regency, East Java was motivated by a crisis in the quality of life of Indonesian Muslims, especially in Ponorogo in the 1960s. At that time, the means of developing the life of Muslims, regeneration of Muslims, and children dropping out of school as a result of backwardness and poverty still covered the lives of most Ponorogo people, especially those living in rural areas.

Even though in Ponorogo there have long been several Islamic educational institutions with Modernist Islamic views, their existence has already been regarded as a place for studying knowledge for *kaum priyayi* which cannot be reached by *Wong Cilik*, so that the backwardness and absence of knowledge is still a cause for concern. This condition has aroused the concern of the Joresan community leaders to publish educational institutions.

The learning process at MA Al Islam Joresan Ponorogo is held from 07.00-14.00. In learning English it consists of two hours of lessons each week, each meeting consisting of one hour of learning.[80] One hour lesson consists of thirty minutes. Students at eleventh grade at MA Al Islam Joresan Ponorogo always bring their own dictionary in learning English.[81]

---

[80] Look at Interview Transcript code 02/I/21-II/2023
[81] Look at Observation Transcript code 09/O/11-II/2023

Then to further strengthen the intention and purpose of establishing an Islamic educational institution, two meetings were held. The first was at KH's house. Hasbullah village of Joresan Mlarak which is in line with the commemoration of the Haul of the late Kyai Muhammad Thoyyib the founder of Joresan village. The second meeting was at the house of one of the NU leaders Mlarak KH. Abdul Karim from the village of Joresan who was visited by KH. Maghfur Hasbullah, Ahmad Hudlori Ibnu Hajar, H. Farhan Abdul Qodir, Ashmu'i Abdul Qodir, Tumiran Ahmadi, Hirzuddin Hasbullah, Rohmat Asyhur, Royani, and Muhammad Yasa', thanks to Allah SWT. the forerunner of the Al-Islam Islamic Boarding School was born, precisely on the 12th of Muharram 1386 H to coincide with the 2nd of May 1966 AD.

At first it was named Madrasah Tsanawiyah Islamiyah, then after running for four years, after class IV finally the name was added to Madrasah Tsanawiyah Aliyah "Al-Islam", even though the existence of Madrasah Tsanawiyah Aliyah "Al-Islam" was initiated by NU scholars, but Pondok Pesantren Al-Islam still stands for all groups.

Due to the growing development of the students and the founding figures who had their own busy lives, this condition aroused the concern of the ulema who were members of the Majlis Deputy Branch of the Nahdlatul Ulama (MWC-NU) Mlarak District which at that time was chaired by KH. Imam Syafa'at from Gandu Village, Mlarak District, Ponorogo Regency to include and maintain the continuity of the above educational institutions.

Alhamdulillah, until now a number of students who come from various walks of life throughout Indonesia have dismissed the view that "Al-Islam"

Islamic Boarding Schools were established not only for Nahdliyyin residents.[82]

B. Data Description

1. **The data description of intrinsic factors that causes students difficulties in reading comprehension**

   This study analyzed the intrinsic factors that cause student difficulties faced by students of class XI MA Al Islam Joresan Ponorogo in the 2022/2023 academic year.

   a. Limited vocabulary knowledge

   One of the difficulties for students is the limited vocabulary. Vocabulary is the most common problem experienced by students in understanding text.

   Researchers also obtained data from students by conducting interviews with Elmia, a student of eleventh grade B said:

   > She find difficulty in understanding long text and foreign vocabulary.[83]

   Mrs. Annisa as a teacher at MA Al Islam, said:

   > The difficulty lies in the most common vocabulary. Besides that, students' have to be Indonesian before they understand what it means.[84]

   According to the statement based on the interview with Hakim, the second informant in eleventh grade E, he stated:

   > He finds difficulty with vocabulary because of a lack of memorization and familiarity.

---

[82] https://alislamjoresan.sch.id/profil/ accessed on 18 February 2023
[83] Look at Interview Transcript 03/I/21-II/2023
[84] Look at Interview Transcript 02/I/21-II/2023

Moreover, Merlin, another class member said:

> New vocabularies are rarely found making her difficult to understand.[85]

According to an interview with Satunggal informant in eleventh grade C MA Al Islam Joresan Ponorogo, she said that:

> She lacks of vocabulary on the text .[86]

Nisa also said that:

> Not accustomed to reading English, she felt difficulty and often encounter foreign vocabulary. [87]

Supported by the observational data above, regarding the internal factors that influence reading in terms of limited vocabulary knowledge:

> Students can understand reading but need repeated instructions from the teacher. Teachers must provide instructions in Indonesian to get feedback from students. When the teacher speaks English, the students are silent, there is no feedback. Students are still confused about matching the right vocabulary to fill in the blanks fill with the context of the sentence.[88]

From the data above, the researcher gets information that in general; vocabulary that is still minimal and still feels foreign is one of the intrinsic factors causing students' difficulties in reading comprehension. In understanding a reading if the instructions given are in English, students do not understand. So vocabulary becomes the main factor that causes students' difficulties in reading comprehension.

---

[85] Look at Interview Transcript at 04/I/22-II/2023
[86] Look at Interview Transcript at 06/I/22-II/2023
[87] Look at Interview Transcript at 08/I/22-II/2023
[88] Look at Observation Transcript at 10/O/11-II/2023

b. Lack of fluency

Students' difficulty in reading comprehension is lack of fluency. The level of reading fluency can enable accurate processing of information.

Researchers obtained data from students by conducting interviews with Elmia, a student of eleventh grade B said:

She read slowly and carefully to understand the text.[89]

Based on the interview with Satunggal, the informant in eleven grade C class, reading quickly makes her not understand what she read because she many sentences that she does not know the meaning of, she said:

She has difficulty in pronunciation. She prefers to read slowly to understand the text because there are many sentences that she didn't know the meaning.[90]

Based on the interview with Niama, the informant in eleven grade C class, she also said reading slowly makes it better to understand the text, she said:

She prefers to read slowly but understands because reading quickly doesn't make her understand the text.[91]

Moreover, Merlin, another class member said:

She feels difficult in pronunciation, and usually she read slowly while understanding the text.[92]

Responding to this, Mrs. Annisa said:

Reading speed have an influence in reading comprehension, but it is not so much effected. Students in MA Al Islam tend to read slowly.[93]

---

[89] Look at Interview Transcript at 03/I/21-II/2023
[90] Look at Interview Transcript at 06/I/22-II/2023
[91] Look at Interview Transcript at 08/I/22-II/2023
[92] Look at Interview Transcript at 04/I/22-II/2023
[93] Look at Interview Transcript at 01/I/21-II/2023

In addition, based on observations made by researchers it was found that students' reading ability in terms of fluency is still lacking, many wrong vocabulary and students are reading them do not necessarily grasp the meaning of the text they have read. Even so, students can understand reading need repeated instructions from the teacher.[94]

Based on the explanation of the results above, it can be concluded that lack of fluency has little effect on students' comprehension, because in essence if students do not understand or know vocabulary then these students experience difficulties. Based on observations with several students tend to read slowly to be able to understand.

c. Lack of familiarity with the subject matter

A problem was also found in the form of a lack of familiarity with the subject matter.

Based on interview with Merlin, a student in grade eleven E, she said:

> Prior knowledge affects the understanding of the text, but she doesn't use that because it just reads the text.[95]

Researchers also obtained data from students by conducting interviews with Elmia, a student of eleventh grade B said:

> Prior knowledge affects the understanding of the text, associating it will make her understand the text easier.[96]

Based on an interview with Nilam, a student in grade eleven C, also said the same thing she said:

> Previous information can help her understand the text easily; when the teacher explains it she will remember it and make it more understandable.[97]

---

[94] Look at Observation Transcript at 09/O/11-II/2023
[95] Look at Interview Transcript 05/I/22-II/2023
[96] Look at Interview Transcript 03/I/21-II/2023

Based on observations researcher got some information:

> When teacher were asked about the new material they just kept silent, no one answered. It's because students feel unfamiliar with the new topic. Even so, when teachers gave instructions to underline what is the definition, they just follow the instructions. Many students read the paragraphs that contain general descriptions, meanings, and kinds repeatedly until maybe in the third reading they can only underline definitions. When students were asked about new material, there were only one or two students who answered, the others were silent after the teacher gave instructions in Indonesian, for example, the definition, and students could make their examples. They wait for what the teacher gives, and the teacher must also understand students through Indonesian.[98]

From the data above, the researcher concludes that the lack of familiarity with the subject matter is students who have difficulty understanding new material, hence they need direction from the teacher. In addition, some students also experience difficulties when they have to learn English, especially new material itself. In addition, the existence of prior knowledge can build students' understanding to understand a text.

d. Level of text difficulty (readability)

Students also experienced difficulties at the level of text difficulty (readability). The reading level can affect students' understanding, so it is necessary to adjust the reading level.

Based on interviews with Elmia, a student in eleventh grade B at MA Al Islam Joresan, she said:

> The textbook available from school is a worksheet (LKS) this book is suitable for grade 11, but the explanations in them are incomplete, other English book references are needed to support understanding.[99]

---

[97] Look at Interview Transcript at 07/I/22-II/2023
[98] Look at Observation Transcript 11/O/18-II/2023
[99] Look at Interview Transcript 03/I/21-II/2023

Based on interviews with Nilam, a student in eleventh grade C at MA Al Islam Joresan, she said:

> The book was from school LKS and it was suitable for grade 11 but she needed other books reference that suitable with her level capacity in English.[100]

Based on the interview with Niama, the informant in eleven grade C class, she also said the same statement, she said:

> The worksheets are appropriate for grade 11, and include materials for grade 11 but she needed more study in English to understand well.[101]

Based on an interview with Mrs. Annisa teacher at MA Al Islam, she said:

> She felt the LKS was suitable but it was still lacking. She supports learning by searching for material on the internet and photocopying.[102]

Based on observation, research got some information:

> The level of reading difficulty is on the ability of students. The reading task presented in the textbook is also following many short or not-so-long texts because the teaching materials students get are only worksheets (LKS). In the observation, it was found that the texts that students read were brief so that students did not take a long time to understand.[103]

From some of the findings above, researchers can conclude that the level of text difficulty, namely worksheets (LKS), is at a level of difficulty appropriate to grade 11 students at MA Al Islam Joresan Ponorogo. However, in terms of the scope of the material, this teaching material is not very supportive because it only contains a summary.

---

[100] Look at Interview Transcript 07/I/22-II/2023
[101] Look at Interview Transcript 08/I/22-II/2023
[102] Look at Interview Transcript 02/I/21-II/2023
[103] Look at Interview Transcript 11/O/18-II/2023

e. Inadequate use of effective reading strategies

The strategies must be chosen correctly, so students do not waste times to read the text. However some students do not have realize and apply these skills to complete and help them in reading comprehension.

Based on interviews with Merlin, a student in eleventh grade E at MA Al Islam Joresan, she said that:

> She connected the words whose already known meanings to one another. Then, guess the meaning of the sentence. [104]

Based on interviews with Satunggal a student eleventh grade C, at MA Al Islam Joresan, she said:

> Read several times and tried to find out every vocabulary whose meaning is not yet known. [105]

Based on interviews with Elmia a student in eleventh grade B, at MA Al Islam Joresan, she said:

> She saw the question first then looks for the answer by reading it. [106]

In addition, based on an interview from Mrs. Annisa teacher at MA Al Islam, said

> The teacher in MA Al Islam used skimming for reading short text, but for long text she used scanning. [107]

Based on observation, research got some information:

> To understand text, students read text and find a difficulty vocabulary. Then after she understands they tried to answer a question about the text. [108]

---

[104] Look at Interview Transcript 05/I/22-II/2023
[105] Look at Interview Transcript 06/I/22-II/2023
[106] Look at Interview Transcript 03/I/21-II/2023
[107] Look at Interview Transcript 01/I/21-II/2023
[108] Look at Observation Transcript 10/O/11-II/2023

From the statement above, according to the results of observations and interviews, it can be concluded that the books used are following their level.

f. Weak verbal reasoning

The teacher also plays a role in providing an influential role in delivering effective questions to help students think deeper.

Students from eleventh grade B, Elmia said:

> She explained the part that students don't understand and gave provoking questions to direct students to understand the text. [109]

Based on interviews with Nilam student in eleventh grade C, at MA Al Islam Joresan, she said:

> She helps students understand by explaining, if students do not understand the teacher will explain again. [110]

Mrs. Annisa as a teacher of student eleventh grade E, at MA Al Islam Joresan, she said that:

> She directs students to understand after they read the text. She gave direct like, what was the text you read earlier about? To whom is it addressed?. [111]

Based on observation conducted by researchers get:

> The teacher directs students when students do not understand a text. The teacher leads directions many times such as, "What does this text tell about?" "Who sent this letter" and "to whom" the teacher does not hesitate to repeat many times if students do not pay attention or do not understand. In addition, when working on questions students repeatedly had difficulty understanding the meaning of the questions and some of them asked the teacher about the meaning of the questions. Some students also have difficulty in determining the main idea and the word that refers. [112]

---

[109] Look at Interview Transcript 01/I/21-II/2023
[110] Look at Interview Transcript 03/I/21-II/2023
[111] Look at Interview Transcript 03/I/21-II/2023
[112] Look at Observation Transcript 10/O/11-II/2023

From the statement above it can be concluded that the teacher helps students in understanding a text. In addition, the teacher also helps students in connecting new information according to the text.

g. Problem with processing information

Readers must be able to remember important information in memory so it can make it easier to understand a sentence. However, readers have problem with reading comprehension must be repeatedly encourage to understand and digest the information.

Based on interviews with Merlin a student in eleventh grade E, at MA Al Islam Joresan, she said that:

> She looks at the dictionary and connects it. If she doesn't find foreign vocabulary she doesn't understand the text at all. After there are some words that she knows she will connect with the words around her. She also guesses the meaning of some words that she knows the meaning. To understand the text she needs 2-3 times.[113]

Based on interviews with Elmia student in eleventh grade B, at MA Al Islam Joresan, she said:

> She has to know the vocabulary first, then understand it line by line or not per sentence and then connect it with the next sentence. She needs two times to read the text. But it depends on the reading if quite heavy to understand like scientific work it takes more time. If the definition one time is enough to understand.[114]

Based on observation, research got some information:

> To understand a new topic consists of short paragraphs that contain examples, meanings, and types students need quite a long time.[115]

---

[113] Look at Interview Transcript 05/I/22-II/2023
[114] Look at Interview Transcript 03/I/21-II/2023
[115] Look at Observation Transcript 11/O/18-II/2023

Observations on different days were carried out, the research obtained:

> Students need directions repeatedly to be able to answer or interpret what the reading is about. Whether students understand or not there is no (minimal) feedback given by students to teachers.[116]

From the results above the researcher can conclude that to be able to understand a text students must know some of the vocabulary in the text. In addition, students also need a lot of time to be able to understand a text. However, in understanding it, students cannot be separated from the role of the teacher as a guide in the process of reading comprehension.

h. Problems in recalling information after reading.

The factors that become difficult for students after processing information are problems in recalling information after reading.

Based on interviews with Satunggal student in eleventh grade C, at MA Al Islam Joresan, she said:

> Connecting information with prior knowledge can make her easy and helpful. Then the difficulty retelling the text, she don't understand the text, and she didn't know what she want to say in English.[117]

Based on interviews with Merlin student in eleventh grade E, at MA Al Islam Joresan, she said that:

> Connecting information with prior knowledge can make her easier because in the past she already learned. When retelling she felt difficulty in arranging the words especially use own language and she doesn't has much vocab so she was confused about what she said.[118]

Based on observation, research got some information:

---

[116] Look at Observation Transcript 10/O/11-II/2023
[117] Look at Interview Transcript 06/I/22-II/2023
[118] Look at Interview Transcript 05/I/22-II/2023

> Students need the teacher's direction to understand a reading, if they do not understand what the teacher means, students will re-read the reading.[119]

From some of the data exposure above, it can be concluded that students have difficulties in retelling the contents of the reading because their knowledge of English is still minimal. However, with previous information, it will make it easier for students to understand the reading. In addition, the teacher's role in directing students is very useful in making it easier for students to understand reading.

2. **The data description of extrinsic factors that cause students difficulties in reading comprehension**

This part will explain about extrinsic factors that cause students difficulties in reading comprehension faced by students at eleventh grade of MA Al Islam Joresan Ponorogo.

a. School environment

The learning environment can contribute to the problem of learning reading comprehension in students.

Based on interviews with Nilam student in eleventh grade C, at MA Al Islam Joresan, she said that:

> The short time to study English has no impact because she doesn't understand the language. She is lazy to go library so it doesn't matter. She was not interested in reading in textbooks (LKS); she was more interested in songs, which can build enthusiasm and can motivate her to do it.[120]

Based on interviews with Satunggal student in eleventh grade C, at MA Al Islam Joresan, she said:

---

[119] Look at Observation Transcript 11/O/18-II/2023
[120] Look at Interview Transcript 07/I/22-II/2023

The condition of a class is a disassembly class. So that sounds from outside can enter the classroom. It causes the learning atmosphere to be less comfortable and the students tow to be divided.[121]

Based on interviews with Elmia student in eleventh grade B, at MA Al Islam Joresan, said that:

The school environment is still lacking in supporting English learning because here it is more Arabic so it is quite difficult. Here the emphasis is on the Arabic language, while English is more on everyday vocabulary. The library is also not fulfilling, in terms of arrangement it is still lacking so students are not interested in going to the library, the English books are also incomplete so if she wants to look for references sometimes she has to look outside, so the library does not provide enough. Textbooks and reading are lacking, reading books are available but limited. Most of them are textbooks and Arabic books in the library.[122]

Based on an interview with Mrs.Annisa an English teacher in MA Al Islam, she said:

Students' activity here is so dense and there are fewer hours for studying English. So that their time to read English is less. The tool (books) for students to read are limited. The library rarely has books in English.[123]

Based on the observation, the researchers get some information:

Based on the observation, it can be seen that the class condition of the 5th-grade Religion students is only limited by plywood. The condition of this class in Al Islam is often dubbed the "assembly class". Class conditions like this make sounds from outside into the class and the class collides with each other. Although the condition of this class was open, it was very hot. It was seen that several students were fans of books because of the heat. In addition, the hours of lessons obtained for English are only 2 hours of lessons each week with 40 minutes each day. Based on observation, the library at Al Islam looks very messy, the books are not neatly arranged, there is no comfortable place for students to read in the library, and the books in the library are dominated by textbooks and Arabic books. Due to the many activities

---

[121] Look at Interview Transcript 06/I/22-II/2023
[122] Look at Interview Transcript 03/I/21-II/2023
[123] Look at Interview Transcript 02/I/21-II/2023

outside of learning (extracurricular), there is one student who seldom attends English class. Many students of Class B are members of an organization (extracurricular), and this class is only filled by a few students.[124]

From the statement above it can be concluded that external factors include student friendships, libraries, class hours, and class conditions.

3. The solution to overcome difficulties in reading comprehension

a. Intrinsic factors

1) Used DRTA strategy

Teacher used DRTA strategy, for the steps predicting some information.

The teacher asks students to have a question about the text that they read. [125]

The next steps, read with your predictions and questions in mind

The students read text while find their question or prediction in the text.[126]

Next steps, being able to prove with evidence from text

The students being able to prove and make conclusion from the text.[127]

Based from the observation, researcher gets some information:

The teacher directs students when students do not understand a text. The teacher leads directions many times such as, "What does this text tell about?" "Who sent this letter" and "to whom" the teacher does not hesitate to repeat many times if students do not pay attention or do not understand. In addition, when working on questions students repeatedly had difficulty understanding the meaning of the questions and some of them asked the teacher about the meaning of the questions. Some

---

[124] Look at Observation Transcript 12/O/11-II/2023
[125] Look at Interview Transcript 01/I/21-II/2023
[126] Ibid
[127] Ibid

students also have difficulty in determining the main idea and the word that refers.[128]

From the statement above the strategy used by the teacher to overcome students' difficulties in reading comprehension is DRTA.

2) Bring dictionary

To overcome their students difficulty, the teacher asked students to bring a dictionary.

Based on an interview with Merlin student in eleven grade E, she said:

Look them up in the dictionary, and ask a friend or teacher.[129]

Then with interview with Hakim, he stated that:

He used dictionary to find the difficult vocabularies.[130]

Mrs Annisa as language teacher said:

She ask students to bring their dictionary when there a English lesson.[131]

From observation result:

Each student has their own dictionary and they will look there if they have difficulty with vocabulary. [132]

The dictionary is one of the tools used by students in overcoming difficulties in finding the meaning of a vocabulary in a text. In every English lesson students always carry a dictionary.

---

[128] Look at Observation Transcript 10/O/11-II/2023
[129] Look at Interview Transcript at 08/I/22-II/2023
[130] Look at Interview Transcript at 04/I/22-II/2023
[131] Look at Interview Transcript 01/I/21-II/2023
[132] Look at Observation Transcript at 10/O/11-II/2023

c. Extrinsic factor

Besides that Mrs. Annisa also revealed that, class is a place to do learning process should make as comfortable as possible:

> Class as the main place for learning should be made as comfortable as possible and add references to English books in the library.[133]

From the results above, the researcher can conclude that, the classroom environment used by the 11th grade students of MA Al Islam Joresan was less effective and conducive to learning. The English teacher at MA Al Islam suggests creating a conducive classroom atmosphere and adding English reference books.

C. Discussion

In this section, the researcher discusses the results of the research based on the problem. Data was obtained based on interviews, observation, and documentation.

1. **The data analysis intrinsic factor that cause students' difficulties in reading comprehension faced by eleventh grade of MA Al Islam Joresan Ponorogo academic year 2022/2023**

   a. Limited vocabulary knowledge

   This research will analyze the factors that cause difficulties in reading comprehension. Peter stated that several factors affect reading comprehension, including limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal

---

[133] Look at Interview Transcript 01/I/21-II/2023

reasoning, problems with processing information, and problems in recalling information after reading.

The gaps experienced by students are generally between how students understand the meaning of words (expressive vocabulary and listening) and the terms used in the text. Students may be able to read the comments on the page accurately but not understand between the lines.[134]

The students at MA Al Islam Joresan Ponorogo have internal problems with vocabulary; less familiar vocabulary makes students experience difficulties in understanding reading. This is also supported by the teachers, that vocabulary is the general factor that most often causes difficulties in understanding because it is a foreign language and the mindset of students facing questions or readings that are foreign to them is difficult.

From the description of the data above, the researcher can conclude that limited vocabulary knowledge is one of the intrinsic factors causing students' difficulties in reading comprehension. This is because vocabulary is the key or problem for students in general in understanding reading. If students do not know or the vocabulary is foreign to students, they will have difficulty working on, analyzing, or understanding an English reading text.

b. Lack of fluency

In addition, students at Al Islam also have difficulties with a lack of fluency. Oral reading fluency and comprehension have strong

---

[134] Ibid

relationships. Students who read too slowly or too quickly frequently have poor comprehension. Slow reading tends to limit the cognitive ability to the low-level letter and word processing rather than allowing full attention to be directed to higher-order thoughts and concepts included within the text. However, rapid reading may result in incorrect word identification and the omission of key facts.[135]

Students tend to choose to read slowly and carefully. Reading quickly makes students not understand the text correctly. Furthermore, reading speed did not have a dominant influence on students' understanding because students who did not know the vocabulary in their texts had much more difficulty understanding reading. In addition, students need instructions repeatedly while re-reading the contents of the text.

Based on the data displayed above, it can be concluded that the reading speed of eleventh graders of religion is slow and repetitive. The lack of fluencies is one of the intrinsic factors that cause students to have difficulty understanding reading. However, lack of fluency influences but does not give a dominant influence.

c. Lack of familiarity with the subject matter

In addition, the lack of familiarity with the subject matter is a factor in students' difficulties in reading comprehension. Peter stated that readers will find it easy if they have prior knowledge of the problem. Using a school textbook to introduce new material to pupils is not always the most

---

[135] Ibid

effective means of delivery. Before students are required to read about a subject in written materials, it is preferable to convey information through other means (e.g., video, posters, mini-lecture, and discussion). This is especially crucial for struggling readers.[136]

Some students stated that previous knowledge related to a topic was indeed important in helping students to construct or understand a text. However, there was one student who did not use it because it was unthinkable to combine it with previous knowledge. Besides that, to adapt to new topics students must be explained by the teacher first. The limitations they have make some students admit that they do not understand if they study on their own before being explained by the teacher. Supported by observation, students understand more if the teacher's explanation is given in Indonesian.

From the data above, the researcher can conclude that a lack of familiarity with the subject matter is one of the students' intrinsic factors in understanding reading texts. Based on the above data prior knowledge can help in understanding. However in terms of subject matter, students have to wait for the teacher's explanation first, because they have difficulty understanding the material when studying alone.

d. Difficulty level of the text

In addition, the level of reading that students read can affect students' understanding of a text. According to conventional thinking, one strategy to help struggling readers is to guarantee that the difficulty level

---

[136] Ibid

of the texts they must read is consistent with their existing reading skills.[137]

Several students agreed that the level of difficulty of their teaching materials Student Work Sheets (LKS) is according to their level. This was also supported by the teacher, who revealed that the students' worksheets were at the same level, but there were some incomplete materials. In addition, the reading texts available there also include short reading texts, which are at the same level as eleventh-grade learning.

Hence it can be concluded that if the teaching materials used by students are appropriate. So that the difficulty level of the text (readability) becomes one of the factors that influence students' reading comprehension difficulties. Texts that are too difficult can cause students to have more difficulty understanding the text.

e. Inadequate use of effective reading strategies

Strategy is an important thing that students must know for reading comprehension. Even so many students did not understand the strategy. Peter states the role of strategy is very important in helping students visualize, make connections, reflect, infer, predict, question, and summarize. If students do not understand reading comprehension strategies, then they will experience difficulties. The strategy must be chosen appropriately so that it is effective and does not waste time.[138]

There was one student who did the skimming reading technique. This is because she reading to find out which part of the text he wants to

---

[137] Ibid
[138] Ibid

find. Based on Brown's theory, skimming is a technique of quickly scanning text to find the gist of it. Supported by teacher informants, the technique used when reading short texts is suggested by the teacher to use skimming.[139] But apart from that, many students do not understand reading strategies. Students who still have difficulty or are not precise in choosing reading strategies can waste time.

From the data above, it can be concluded that the use of effective reading strategies that are inadequate is one of the intrinsic factors causing students' difficulties in reading comprehension. This is because even though there are students who understand reading strategies, there are quite several students who read without using strategies.

f.   Weak verbal reasoning

Guided reading activities in which a teacher uses effective questions to challenge students to think more deeply about the text they read are beneficial in developing their ability to reason from the information provided.[140]

At MA Al Islam the teacher helps direct students with questions that can provoke student information related to the text. Directions are given by the teacher, such as "What does this text tell?" "who sent this letter" and "to whom". Even though they have received directions, sometimes students are still confused as evidenced by students who are silent and do not answer the teacher's questions. Not infrequently the teacher also repeats the question.

---

[139] Brown, op.cit. p. 209-213
[140] Loc. cit. Peter, p. 35

From this, the researcher concludes that weak verbal reasoning is one of the factors that cause students to experience difficulties in terms of reading comprehension.

g. Problem with processing information

On the other hand, limited working memory can lead to poor comprehension. People who have difficulty with reading comprehension should be encouraged to reread the material, many times if necessary, to assimilate the information properly.[141]

Students at MA Al Islam have different ways of understanding a text. Some students understand reading by connecting the meaning of words or sentences with the next or previous sentences. Even though, there are students who guess the meaning or meaning of sentences based on the vocabulary or sentences they understand.

In addition, students need a long time to understand short definition paragraphs and also need guidance from the teacher to understand a sentence. To understand a text students need about 3-4 readings depending on the length of the text, some depending on the level of difficulty of the text itself.

From these data, the researcher concludes that problems with processing information are one of the inhibiting factors for students' difficulties in reading comprehension.

---

[141] Ibid

h. Problems in recalling information

Additionally, it is readers who relate new material in a book to existing knowledge and experience, and when they repeat key ideas from texts, their memories are strongest.

New information obtained by students can help them to understand a text more. In addition, in terms of recounting the difficulties faced by students were not being able to process sentences in English, and again the limited vocabulary made them confused to process sentences. Besides that, students can recall what they have read through directions from the teacher, if they are confused or do not understand, they will re-read the text.

Based on the data presented above, problems in recalling information after reading is one of the factors causing students' difficulties in understanding reading. This is because students are still confused with the text they have read. In conclusion, they still need direction to help them understand.

2. **The data analysis extrinsic factor that cause students' difficulties in reading comprehension faced by eleventh grade of MA Al Islam Joresan Ponorogo academic year 2022/2023**

Rahim cited by Liavany et. all, extrinsic factors are divided into two, namely family and school environments.[142] Based on the descriptive data, the researcher only found external factors in the condition of the school that caused students' difficulties in reading comprehension

---

[142] Loc. cit., Liavany et. all. p 57-58

a. School environment

Besides that, the learning environment at school can also contribute to reading comprehension learning issues in students. Reading instruction becomes unsuccessful without learning materials like English books, periodicals, or newspapers, which will prevent students from grasping the subject matter.[143]

The condition of their open class made loud noises from outside enter the class and caused the focus on learning to be divided. In addition, the library at MA Al Islam Joresan is not very supportive of learning English, especially reading comprehension. Libraries tend to contain books in Arabic compared to English. Furthermore, as for the influence of friends such as friends who can make other students become triggers to be able to. Apart from that, one of the teachers stated that the hours given for English here were also lacking.

From the data above, it can be concluded that the school environment is one of the factors that influence students' difficulties in reading comprehension. The different learning styles of each student cause school environmental factors as a whole not to be a problem for students.

---

[143] Ibid

3. The analysis teacher's solution to overcoming students difficulties in reading comprehension

a. Intrinsic factors

   1) Used DRTA strategy

   According to Doolittle cited by Prasetya stating that one of the solutions to overcome the low ability of reading comprehension is the use of explicit reading comprehension strategies for students.[144] According to Peter, reading comprehension strategies are divided into four types, there are POSSE (Predict, Organize, Search, Summarize, Evaluate), 3H Strategy (Here- Hidden-or in my Head), KWL Strategy (Know-Want to Know- Learned), dan DRTA Strategy (Directed Reading Thinking Activity).[145] Reflect on result related this case, the researcher only found DRTA Strategy (Directed Reading Thinking Activity) in teaching reading comprehension.

   Then, Mrs. Annisa broadly applies the reading comprehension strategy is DRTA. The strategy of reading and thinking directly, so that students can focus on the text and predict the contents of the story by proving it while reading.[146] The teacher ordered students to predict or making questions from the contents of the text. Then the teacher asked them to read the text, and students being able to prove and make conclusion from the text. If students find it difficult the teacher gives directions to students with questions. Students who experience difficulties in processing information will repeat reading again.

---

[144] Loc. cit. Prasetya A.W., Prof. Dr. Joko, et al. p. 5
[145] Loc. cit. Peter. p. 44-48
[146] Ibid

The teacher's involvement is mainly to ask focusing questions to activate students' prior knowledge and to stimulate thinking.[147] In addition, based on observations of the teacher direct students, such as "What does this text tell?" "Who sent this letter?" and "to whom" indicate if the teacher invites students to direct them to understand the information contained in the text they have read.

2) Bring dictionary

   Besides that, to find difficult vocabulary, the teacher asked the students to bring a dictionary. In every English lesson, there is a dictionary on every bench of students. Dictionaries are an alternative used by teachers to overcome student difficulties because students are not allowed to carry cellphones at school. This was reinforced by the opinions of students who stated that having a dictionary made it easier for them to find difficult vocabulary in the readings they encountered.

b. Extrinsic factor

1) School environment

   Extrinsic factors that become students' difficulties in understanding reading comprehension is school environment factors. Harjali stated that class environments are divided into two types, physical and psychological environment.[148]

   The physical environment includes learning facilities and infrastructure such as lighting, ventilation, tables, seats, and so on. The social environment is the relationship between humans and

---

[147] Loc. cit. Peter. p. 46
[148] Loc. cit Harjali. p. 35

surroundings and their representations such as crowds or noise, traffic, market, and so on. Besides that, the solution given by the teacher to overcome inadequate school conditions in the learning process is to make the class atmosphere more comfortable. The condition of the class at Al Islam itself for the 11th religion class is a disassembled class made of plywood.[149] Some students also feel that this classroom condition causes noise and an uncomfortable atmosphere. In addition to inadequate libraries in supporting English lessons, it is one of the external factors that hinder students from having difficulty in reading comprehension. The solution given by the teacher is to add references to English books, especially reading books to support learning English.

From the explanation above, it can be concluded that the solution given by the teacher to overcome intrinsic factors that cause students' difficulties in reading comprehension are used is DRTA strategy in teaching English at MA AL Islam, bring dictionary in English lesson. Then for extrinsic factor are make class atmosphere more comfortable and add references to English books, especially reading English. The importance of a well-organized classroom environment is to create a positive and productive learning environment. So that the language learning process can run well.

---

[149] Ibid

CHAPTER V

CLOSING

A. Conclusions

Based on the data analysis and the discussion in the previous chapter, the researcher can be concluded as follow:

1. Some intrinsic factors cause students difficulties in reading comprehension in eleventh grade at MA Al Islam Joresan Ponorogo in the academic year 2022/2023. These factors included limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text, inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems recalling information after reading.

2. Extrinsic factors cause students difficulties in reading comprehension in eleventh grade at MA Al Islam Joresan Ponorogo in the academic year 2022/2023 come from their school environment.

3. The solution to overcome the problem in reading comprehension strategies for students will be grouped into two, intrinsic and extrinsic factors. In intrinsic factor, the solution is to use reading comprehension in teacher strategy, the strategy is DRTA (Directed Reading Thinking Activity) strategy, bring a dictionary. While in the extrinsic factor, the solution from the teacher is to build a comfortable class atmosphere and add references to an English book, especially reading English in a library. The importance of a well-organized classroom environment is to create a positive and productive learning environment.

B. Recommendation

Based on the result of this research, the researcher feels necessary to give recommendations as follows:

1. For students'

   a. The students are active in practicing English

   b. The students are more enthusiastic to reading English text

   c. The students are more active in learning new vocabulary

   d. Students eliminate the mindset of English is difficult

2. For teacher

   a. teacher tries to understand the difficulties experienced by students

   b. Teachers certainly pay more attention to students who are less proficient in English

   c. The teacher teaches students to read English texts

   d. The teacher creates easy and fun English teaching for students

   e. Teachers look for other methods in teaching reading comprehension

3. For reader

   This research is expected to become additional literature or reference for readers developing studies analyzing students' difficulties in reading comprehensively.

REFERENCES

Beatrice S. Miculecky and Linda Jeffries , *Advanced Reading Power* (Pearson: Longman). Newyork: Pearson Longman. 2007

Brown, H Douglas.*Language Assesment Principles and Classroom Practice*. San Francisco: Addition Wesley Logman. 2004

Burgmeier, Eldred, Zimmerman. *Students Difficulties in Reading Comprehension for Fourth Semester Students of English* Teacher Education Departmen at UIN Sunan Ampel. Surabaya: UIN Sunan Ampel Press. 2007

Chaer, Abdul. *Linguistik Umum*. Jakarta : Rineka Cipta. 2014

David Nunan, *Research Methods in Language Learning*. New York: Cambridge University Press, 1992

Donald Ary, at all. *Introcustion to research in education 8th Edition*. Canada. Thomson Wadsworth. 2010

Fitria, W. *Reading interest and reading comprehension: A correlational study.* Journal Educative: Journal of Educational Studies, *4*(1), 95–107. https://doi.org/10.30983/educative.v4i1.1333. 2019

Friedman Marylin, *Family Nursing Theory And Practice. Debora Ina R.L.* Jakarta: EGC, 1998

Galih Sulistyaningra, (2016) *"Upaya Meningkatkan Reading Comprehension Ability Melalui Visualizing Strategy pada Siswa Kelas IV SD Laboratorium PGSD FIP UNJ Setiabudi Jakarta Selatan",* a research journal, Accessed on 20 February 2023

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. *Teaching reading comprehension strategies to students with learning disabilities: A review of research. Review of Educational Research, 71, 2, 279–320.* 2001

Harjali. *Membangun Penataan Lingkungan Belajar yang Kondusif Studi Fenoenologi pada Sekolah Menengah Pertama di Ponorogo*. STAIN Ponorogo Press. 2016

Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa,* Bandung: Angkasa Bandung, 2008

https://alislamjoresan.sch.id/profil/ accessed on 18 February 2023

https://emispendis.kemenag.go.id/dashboard/?content=datastatistik&action=lbg_ c&nss=131235020021 Accessed on 20 March 2023

https://www.collinsdictionary.com/dictionary/english/factor Accessed on 26 February 2023

https://www.merriam-webster.com/thesaurus/difficulty. Access on 25 February 2023

https://www.vocabulary.com/dictionary/factor Accessed on 26 February 2023

Huda Babu, *Analysis of Students' Difficulties in Reading Understanding at MTs Darel Hikmah Pekanbaru,* a research journal, Accessed on 20 February 2023.

J. Charles Adreson. *Assesing Reading*. Cambridge University Press: United Kingdom. 2000

Jane Oakhill, *Children's Difficulties in Reading Comprehension*, Educational psychology review, Vol. 5. 1993

Jason M. Lodge, et.all. *Understanding Difficulties and Resulting Confusion in Learning*: An Integrative Review. 2018

Kholid,dkk, Membaca 1. Jakarta: Universitas Terbuka. 1998

Klingner, J. K., Vaughn, S., and Boardman*, Teaching Reading Comprehension To Student With Leraning Difficulties*. New York: The Guilford Press. 2007

Liavany et. all. *The Use of Role Play Method to Improve Student Comprehension in Reading Narrative Text at the Ninth Grade of SMP N 1 PEMATANGSIANTAR*. Multiscience. 2.10. 2022

Linse, C. *Practical English Language Teaching Young Learners*. New York: McGraw Hill. 2005

Long, M, H. &Richard, J, C. *Methodology in TESOL*. Boston: Heinle & Heinle Publisher. 1987

Macleod, M. (2011*). Types of Reading*, http://www.readinganswer.com/html Accessed on 25th January 2023

Maleong, lexi. *Metodelogi Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosda Karya. 2014

McCardle, P., Scarborough, H. S., & Catts, H. W. *Predicting, explaining and preventing children's reading difficulties.* The Quarterly Bulletin of the Remedial and Support Teachers' Association of Queensland, December Issue 2002

Michelle Maxom, Teaching *English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2010

Neufeld, P. *Comprehnsion instruction in content area classes. 59, 4. 2006.*

Ningsih, *An Analysis on Teacher's Strategies in Reading Comprehension Class of the Second Grade Students of Smpn 3 Ngrambe in the Academic Year of 2015 /2016*, a research journal, Accessed on 20 February 2023

Nurlaili, *A Study on Teacher's Strategies in Teaching Reading Comprehension in Second Grade of Student's Mts Tarbiyatul Ulum Panggungasri Panggungrejo Blitar Academic Year 2013/2014*, a research journal, Accessed on 20 February 2023

Nuttall, C. *Teaching reading skills in a foreign language. London Heinemann Educational Books*. Pekanbaru: Education matterss most publishing. 1982

Prasetya A.W., Prof. Dr. Joko, et al. *Strategi Know-Want to Know-Learned dan Strategi Direct Reading Thinking Activity dalam Pembelajaran Pendidikan Dasar*. 2021

Q.S. Al 'Alaq 1

Richard, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: an Anthology of Current Practice*. United Kingdom: Cambridge University Press. 2002

Sardiman AM, *Interaksi Dan Motivasi Belajar Mengajar Pedoman Bagi Guru Dan Calon Guru*. Jakarta: Rajawali, 2005

Sarwo, *Analysis on the Students' Problems in Comprehending Narrative Texts*, a research journal, Accessed on 30 March 2023.

Westwood, Peter S. *What Teachers Need to Know about Reading and Writing Difficulties*. Australia: ACER Press, 2008

Yusuf A. Muri, *Pengantar Ilmu Pendidikan*. Jakarta: Balai Aksara Edisi III, 2000