

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Overview of Research Objects

1. History and Profile of MA Sholahuddin Kerangkulon Wonosalam Demak

a. Background of the establishment of the School

The Development in the field of religion, especially in education, has a crucial position and role in laying a solid moral, ethical, technological, and spiritual foundation for development in the area of National education. The development process in the field of education is directed at efforts to improve the nation's intelligence and the quality and quantity of students. So, religious education is a means to increase enthusiasm, religious enjoyment and piety to Allah SWT because it plays a role in maintaining the unity and integrity of the Nation, especially in this day and age.

Madrasah Aliyah Sholahuddin Demung Wetan Kerangkulon Wonosalam Demak is one of the educational institutions under the auspices of the Indonesian Ministry of Religion (Kementerian Agama RI). Furthermore, for the past two decades, it has been the model school for the education of people around the world, where most of society has a middle-income economy. Thus, MA Sholahuddin became a school to adjust to public relations.

b. Pioneer Figure

The establishment of MA Sholahuddin was pioneered by Mr. H Zaenal Arifin and Mrs. Hj. Kamnah. Before MA Sholahuddin was built, they took the initiative to establish a foundation first. After that, he donated a piece of land on November 10, 2000, for the construction of a building at his own expense without any assistance from any party and MA Sholahuddin's operational funds at the beginning of its establishment.

MA Sholahuddin was founded in 2000 but began to actively accept students and carry out teaching and learning activities starting in the 2001/2002 academic year. The two married couple (H. Zaenal Arifin and Hj. Kamnah) have truly devoted their efforts, both financially, physically, and mentally.

With a strong and sincere intention, the establishment of MA Sholahuddin went smoothly without any significant

difficulties from the filing of the establishment to the admission of new students went well. Finally, MA Sholahuddin was established as written above is July 9, 2001.

c. Building

The land status of Madrasah Aliyah Sholahuddin is Waqf land from Mr. H. Zaenal Arifin and Mrs. Hj. Kamnah as much as 1. 060 M² of plots. The first plot of 476 M² is certified, the second plot of 292 M², and the third of the 292 M² are still in the certification process. The first building built by pioneers (Mr. H. Zaenal Arifin and Mrs. Hj. Kamnah) in 2000 consisted of 2 floors with details of 8 rooms and one office space, along with the development and the number of students who continued to increase. In 2005, the second building was built with 3 floors which were intended for 11 classrooms, 1 headmaster room, 1 teacher room, and one cultural arts room.

2. Vision, Mission, Goals, and Motto

• **Vision**

“ The Creating of Superior, Intelligent, Civilized Students, with Good Morals and Mastering Science and Technology”.

• **Mission**

“ Educating the nation’s life through the model of secondary education by providing mastery or competence in Islamic science, citizenship, language, science, and cultural arts”.

1. Improving Human Respondents (HR) based on the mastery of religious science and technology in harmony.
2. Instilling faith&piety in students with the spirit of maintaining good old patterns and adopting new, better patterns.
3. Realizing national standard education services in the academic and non- academic fields.
4. Creating a balance between religious knowledge and general knowledge for students to face the globalization of technology, information, and communication.

• **Goals**

The goals of Madrasah Aliyah Sholahuddin education is to prepare graduates who are able to internalize Islamic value and instill a patriotic apirit, and nationalism in students by maintaining *ukhuwah Islamiyah*, *Ukhuwah Wathoniyah*, *Ukhuwah basyariyah* as a form of devotion to religion, homeland, and country.

- **Motto**
 “BERILMU, BERKARYA, BERKARAKTER ISLAM!”¹

3. Geographical Location

Location of Madrasah Aliyah Sholahuddin is very strategic because it is in the middle of the village easily accessible by the community. Close to people’s houses and very easy access roads, and close to Darussalam Islamic Boarding school and places of worship. While the position of MA Sholahuddin is located at coordinate latitude – 6. 930310 and longitude 110. 682958 with a land height of 85 meters above sea level.

The location of the school is near the village’s main road based on observations made by researchers. The location of MA Sholahuddin Kerangkulon Wonosalam Demak can be said to be strategic because it is in the middle of the community and close to the main village road and not far from the highway. In addition, behind the school is a boarding school so it can be an alternative for a student who lives far away. In addition, in front of the madrasah, there is also a special parking lot with CCTV as a tool that helps the safety of student vehicles.²

4. MA Sholahuddin’s Organizational Structure

Table 4.1

No.	Name	Structural Positions	L/P	Functional
A. Management				
1.	H. M. Ali Akhmadi, SE	Head Master	L	Teacher
2.	Layinatul Asifah, S.Pd.I., S.Pd	Vice Principal of Curriculum	P	Teacher
3.	Nanik Ambarwati, M.Akt	Vice Principal of Student Affairs	P	Teacher
4.	Drs. KH. Ahmad Rowi, MH	Vice principal of public relations	L	Teacher
B. Head of Division				
1.	Anies Rahmayati, S.Pd	Head of Physics Laboratory	P	Teacher

¹ Yayasan Islam Sholahuddin, *Profil MA Sholahuddin*. Observation data on August , 23, 2022

² Observation data on August 25, 2022

2.	M. Abu Mansur SHI	Head of Biology Laboratory	L	Teacher
3.	Novyanti Pratiwi, S.Pd	Head of chemistry Laboratory	L	Teacher
4.	H. Fakrus, ST	Head of Computer Laboratory	P	Teacher
5.	Tritin Novia Inda W, S.Pd	Head of Library	P	Teacher
6.	Choirul Umam, S. Sos	Head of counseling	L	Teacher
C. Education Personel				
1.	Lea Praneswari, S.Pd	Head of Teaching Staff	L	Employee
2.	H. Abdul Wakhid	Student Staff Teaching	P	Employee
3.	Nurul Istiqomah, S.Pd	Student Staff Curriculum	P	Employee
4.	Mohammad Nurul Huda	General Manajemen Teaching Staff	L	Employee
5.	Ahmad Zainul Abidin, S.Pd	Madrasah Treasurer	L	Employee
6.	Ahmad Habib M., S.Pd.I	BOS Treasurer	L	Employee
7.	Ulil Aufa	Security 1	L	Employee
8.	Ilham Farid	Security 2	L	Employee
9.	Lusiana Dewi Kumala	Helper	P	Employee
10.	Khumaidi	Cleanliness	L	Employee
11.	Karsipan	Driver	L	Employee
D. Homeroom Teacher				
1.	Anies Rahmayati, S.Pd	Homeroom teacher10-MIPA	P	Teacher
2.	Risti Wahyuningsih, S.Pd	Homeroom teacher X-IPS 1	P	Teacher
3.	Gunawan, S.Pd	Homeroom teacher X-IPS 2	L	Teacher
4.	Nur Wahab, S.Ag	Homeroom teacher11-MIPA	L	Teacher

5.	Bhakti Nendra Timor FH., S.Pd	Homeroom teacher XI-IPS 1	L	Teacher
6.	Nur Janah, S.Pd.I	Homeroom teacher XI-IPS 2	P	Teacher
7.	Nur Budiana Sari, S.Pd	Homeroom teacher XI-IPS 3	P	Teacher
8.	Endang Arum Setiawati, S.Pd	Homeroom teacher XII-MIPA 1	P	Teacher
9.	Nur Abidin, S.Pd	Homeroom teacher XII-MIPA 2	L	Teacher
10.	Khafidin, M.Pd	Homeroom teacher XII-IPS 1	L	Teacher
11.	H. Fakrus, S.Pd	Homeroom teacher XII-IPS 2	L	Teacher
12.	Mustafid, S.Pd	Homeroom teacher XII-IPS 3	L	Teacher

5. Teacher's State

Table 4.2

STATUS	JABATAN	Kamad Guru Tetap								TIDAK TETAP				JUMLAH				
		GO L4		SUB JML PNS		YYN N		SUB JML TETA P		PNS		YYN N		GT + GTT		L	P	L
		L	P	L	P	L	P	L	P	L	P	L	P	L	P			
		L	P	L	P	L	P	L	P	L	P	L	P	L	P	L	P	L
TETAP	KEPALA MADRASA H					1										1		1
	GURU PNS DEPAG																	0
	GURU TETAP					9	8	9	8						9	8	17	
AK TETAP	GURU TIDAK TETAP											4	3	4	3	7		
JUMLAH						10	8	0	0	0	0	7	2	17	10	27		

In an educational institution, of course, it cannot be separated from the role of teachers in teaching and learning activities and the role of administrative staff and supporting parties in it. Every teacher has an important role in educating, directing and also making, and implementing lesson plans for students. Quality teachers will certainly support the success of students in learning.

The Number of teachers who teach at MA Sholahuddin is 27 teachers, with details of 18 permanent teachers and 9 non-permanent teachers.³ The majority of teachers are domiciled in the Demak area, so they are still said to be efficient to reach. In addition, in carrying out education, all teachers who teach have a bachelor's degree.

6. The State of MA Sholahuddin students

Students are important factor in carrying out education, because students are objects that will be formed and directed to achieve educational goals. Are students of MA Sholahuddin are divided into science and Social studies Classes. Each class contains about 27 students to 32 students. The majority of students are residents around the location and the majority bring motorbikes or walk for those who are close. Students from other areas choose to live in Islamic boarding schools to facilitate the process of studying.

7. Physical Condition of MA Sholahuddin

Picture 4.1

Madrasah Building



³ Yayasan Islam Sholahuddin, *Profil MA Sholahuddin*. Observation data on August, 23, 2022

MA Sholahuddin consists of 2 building units, the old building consists of 2 floors while the new building consists of 3 floors. Have a sufficient field yard for sports and activities that require gathering. It has an orange fence and is also complete with cooperatives and other rooms needed for the education process. MA Sholahuddin stands on waqf land 1, 060 M2. With use for school purposes as follows:

Table 4.2
Surface area

No	Penggunaan Tanah	Luas Tanah Menurut Status Sertifikat (m ²)			Hak Milik
		Bersertifikat	Belum Sertifikat	Total	
1.	Bangunan	235,5	238	442	√
2.	Lapangan Olahraga		176	176	√
3.	Halaman	240,5		240,5	√
4.	Kebun/Taman				
5.	Belum Digunakan		170	170	√

Table 4.3
Number and condition of buildings

No.	Jenis Bangunan	Jumlah Ruangan Menurut Kondisi				Hak Milik	Total Luas Bangunan (m ²)
		Baik	Rusak Ringan	Rusak Sedang	Rusak Berat		
1.	Ruang Kelas	11	1			√	581
2.	Ruang Kepala Madrasah	1				√	42
3.	Ruang Guru	1				√	49
4.	Ruang Tata Usaha		1			√	22,5
5.	Laboratorium Fisika		1			√	42
6.	Laboratorium Kimia		1			√	
7.	Laboratorium Biologi		1			√	
8.	Laboratorium Komputer		1			√	63
9.	Laboratorium Bahasa		1			√	42
10.	Ruang Perpustakaan		1				42
11.	Ruang UKS		1				21
12.	Ruang Kesenian	1					49
13.	Toilet Guru	1					3,5
14.	Toilet Siswa Putra & Putri	6					78
15.	Ruang BK	1					10,5
16.	Ruang OSIS		1				9
17.	Ruang Pramuka		1				9
18.	Masjid/Mushola		1				22,5

19.	Gedung/Ruang Olahraga		1			7,5
20.	Koperasi		1			21
21.	Gudang Administrasi Pasif		1			9
22.	Hall/Pertemuan	1				42

8. School Identity

1. Name of Institution (Madrasah) : MA Sholahuddin
2. Madrasah Code : 0735
3. Address :
 - a. Street : Jl. Demung-Trengguli Km 01
 - b. Village : Kerangkulon
 - c. Districts : Wonosalam
 - d. Regency : Demak
 - e. Postal Code : 59571
 - f. Province : Central Java
 - g. Geographical : Lowland
 - h. Geographic Classification : Rural
 - i. Potential Area : Agriculture
 - j. Phone : +62(812)285716
+62(852)25085888
 - k. Provider : Arifnet
 - E-mail : office@masholahuddin.sch.id
 - Website : www.ma-sholahuddin.sch.id
4. Date of Establishment : 09 July 2001
5. SK operating license : Wk./5.a/PP.03.2/4496/2002
 - a. SK date : 30 Desember 2002
 - b. Status : Private
 - c. SK publisher : Regional Office Departemen Agama of Central Java
6. No. SK Accreditation : 102/BAN-SM/XI/2013
 - a. Final Score : 88
 - b. Predicate : A
 - c. SK date : 16 Nopember 2013
 - d. SK : Publisher
: BAN S/M Jawa Tengah
7. Headmaster's data
 - a. Name : H. M. Ali Akhmadi
 - b. Academic Degree : SE
 - c. Gender : Man
 - d. Employment Status : Non PNS
 - e. Last Education : S1
 - f. Certification status : Already certified

- g. Nomor HP : +62(812)285716
- 8. Madrasa category : Open
- 9. Run Time : Morning - Afternoon
- 10. Madrasah Group : KKM MANU Demak
- 11. Foundation (Organizer) : Yayasan Islam Sholahuddin (YAIS)
 - a. No. Akta Notaris : Nomor 2 /11-10-2000
 - b. Establish of HK agency approval: AHU.0009933.AH.01.04. Tahun 2015
 - c. Fondation Founder : H. Zaenal Arifin dan Hj. Kamnah
 - d. Head of Foundation : H. Mashudi
- 12. Madrasah location land
 - a. Large : 1.060 M²
 - b. Ownership status : Waqf
 - c. Number : 3
 - d. Waqif Name : H. Zaenal Arifin dan Hj. Kamnah
 - e. Pointer : For Social Education
 - f. No. Waqf Pledge : K.3/320/KP/Th.2001
 - g. No. Measuring letter : 1524/07.15/2002
- 13. Nadzir Names :
 1. H. Sugiarto, SH
 2. H. Mashudi
 3. HM. Ali Akhmadi, SE
 4. H. Ikhwan Shidiq, SH
 5. M. Baedhowi, S.Ag⁴

B. Description of Research Data

1. The Process of Learning English

Picture 4.2

English learning process



⁴ Observation data on August, 23, 2022

According to observations made by the researcher. MA Sholahuddin has its characteristics in the teaching and learning process. One of them was during English lessons. Teachers could take advantages of the facilities provided such as active speakers, and LCD Projectors in each class. In line with that, Mrs. Sari, one of the English teachers said that students never complained about the methods implemented in learning since it is not monotone.⁵ So, it is understandable that when English lessons the majority of students tend to only obey when explained, and Mrs. Sari provides different methods so that it is not monotonous. According to Mrs. Sari, students prefer learning methods that involve visuals such as videos, songs, etc. The teacher often provides motivation and also explains the material according to student's abilities so that it is easy to understand.⁶

The learning process carried out in the classroom is generally the opening, the process of delivering material, closing, and evaluation. In opening the reading comprehension, the first step is greeting like a "assalamu'alaikum wr.wb, how are you today, good morning, etc" and then said some words to make students focus on the lesson such as "how about the last lesson?". Next, students were asked to open and read the material book about 2 minutes. Then, in process of reading comprehension, students focused on the text and Mrs. Sari directed students to understand the meaning of the text. In the last of the learning process, Mrs. Sari discussed and asked some questions for help their understanding.

Regarding the student learning process, the teacher also directed students to opened and read student worksheets and textbooks.⁷ Each student known a learning guide. According to the admission of one student who is usually called Panji, one of students class XI MIPA, said that he did not like anything about learning English.⁸ Because English was indeed a language that was not easy to learn. Besides, both in pronunciation and in a way that was difficult for him to understand. Finally, at closing time, students were asked if there was anything they went to ask. If there is it will be explained and discussed, if not the teacher

⁵ Interview data with Mrs.Sari on September, 05, 2022

⁶ Observation data on August, 25, 2022

⁷ Observation data in the class on August, 25, 2022

⁸ Interview with panji on September, 15, 2022

gave an evaluation and continued with a farewell sentence like “see you next time” and greetings.

2. The Student’s Difficulties in Reading Comprehension and solutions

Picture 4.4 Reading Comprehension



Reading comprehension was a reading activity to understand the content of the reading. Based on the research conducted, it turns out that the majority of students did not know what reading comprehension and some of them only known the term reading which means reading. From the research conducted by the researcher, 2 of 8 respondents said liked reading English texts. Based on the interview with Panji Setiyo Nugroho, Muhammad Adam Nur Haryanto, Wahyu Aditya Rahman, Sirojuddin Bahir, Sania Eka Zahwa, Fatma Nur Nihayah, Ihda Sabilatur Rohmah and Tina Wahyu Pratama.⁹ The students stated that they were not interested in reading activities and one of them revealed that they were not familiar with English and also lacked interest in reading. Mastery of vocabulary and pronunciation that still adjusts to the original letters. Even though teaching and learning activities are provided with facilities such as material books, it turns out that they were only read during lessons or when there was homework.¹⁰

In addition, the school also provides a guidebook for each lesson, it turns out that many students only opened it when they need the book, such as during lessons. When there was homework or there will be a test. Besides that, the environment of students who were mostly villagers made English still considered foreign and also not an important language to learn because they didn’t know about it. The benefits of English for

⁹ Interview with respondents on September, 15. 2022

¹⁰ Observation data with student in the class on September, 04. 2022

modern life today. According to Adam Nur Haryanto, English is quite complex and sometimes cannot be understood just by translating word by word. One of the obstacles is also due to a lack of self –literacy and motivation to want to understand text in reading comprehension text, and Adam know reading comprehension is important for learning process especially English lesson.¹¹

There are multiple reasons why some students have difficulty with reading comprehension. Some students have difficulty because they have not truly read fluently. When a student who is struggling to read correctly, they are not focusing on what they are reading students reading comprehension includes cognitive: clarification, guessing, deductive reasoning, practice, memorization, and monitoring. All of the cognitive ability is being put into properly calling out the correct words and little effort is put into the meaning of what is being read.

According on to Mrs. Sari, an English teacher who has taught at MA Sholahuddin for about 5 years said, “Actually, I have borrowed dictionaries to support their learning, but because it was brought by students, they turned out to be damaged over time until now many of them don’t have any. Dictionary and there is no initiative to have a dictionary. So, they are still fixated on material books, explanations, and directions from the teacher. In addition, her opinion is also related to students who are from rural areas, are not accustomed to using English in communication and reading”. So, when reading English texts they are still looking for the meaning of words, even one student said that he needed 10 – 15 minutes just to understand the reading in the English test because he was constrained by limited vocabulary. Understanding depends on a mastery of decoding; children who have difficulty decoding find it difficult to understand the individual words were exhausting, they had no resources left to understand them. Signs of difficulty understanding:

1. Confusion about the meaning of words and sentences
2. Difficulty connecting ideas in a passage omission of, or detail
3. Difficulty recognizing the difference between important information and minor details
4. Lack of concentration while reading¹²

¹¹ Interview with Adam Nur Haryanto, September 11, 2022

¹² Interview data with Mrs.Sari on September, 05, 2022

Picture 4.4
LKS Class XI¹³

ask 3

nd the expression of asking and giving opinion!

Situation: Maggie and Tina discussing global warming

Maggie : Tina, what do you think is the best action to reduce global warming?

Tina : I think everyone should start changing their life styles.

Maggie : What do you mean?

Tina : Well, we have to start to do what we can, to help reduce global warming.

Maggie : What do you suggest that we should do?

Tina : Well, there are lots of things that we can do. We should start saving electricity, recycling things, using public transportation, buying and consuming as much as we need only. Basically, just save anything that we can.

Maggie : that's a great idea. I will do that.

Situation: They are discussing online shopping.

Martha : these days, it seems like everything is going digital. Even shopping, check in hotels and buy a train ticket. What do you think about that?

Gilbert : you're right. I think...everything can be easier and efficient. How about you?

Martha : I think online shopping can be far less stressful than hitting the high street shop. You're right about an efficiency. And can do shopping while doing another activity, like cooking for example.

Gilbert : Exactly. Only from your smartphone, you can get everything you need.

Situation: They are discussing about English Lesson

Lisa : Sifa, do you think that English is difficult lesson?

Sifa : I don't think so, I think there is no difficult lesson.

Lisa : Pardon?

Sifa : Yes, I think if we learn seriously, there is no difficult lesson. It's depend on our seriously.

Lisa : I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.

Sifa : According to me, it is because of you are lack of vocabularies. So, try to enrich your vocabulary then.

Lisa : Em... I think so. Anyway, English in our class is scheduled at the last class, right?

Sifa : Yes. What do you think about it?

Lisa : It's good. There is no problem about it.

Sifa : I don't think so. I think if English is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

Lisa : But I think if we learn seriously, there is no hard in it. It's depend on our seriously

Sifa : Hahaha are you kidding me? That's my words!

Lisa : I think so hahaha

Reading is an easy thing if what is read is the language commonly used, but it is different from reading English which is a foreign language in Indonesia especially. This language is only learned at school and there is no practice in the community, so people, especially students, are not used to reading this foreign language. It is undeniable that in the learning process, there are certain difficulties, especially reading and understanding foreign languages that are not commonly used in daily communication. 2 of 8 respondents by the researcher, it turned out that only 2

¹³ MGMP LP Ma'arif NU Cabang Demak, *Bahan Ajar Bahasa Inggris Semester 1 Kelas XI*. (Demak: LP MA'ARIF NU, 2021), page.11.

students could be said to have an interest in English. However, they said they did not like reading so understanding English reading was still difficult, and encountered difficulties.¹⁴

The first difficulty of the students coming from a lack of knowledge of reading comprehension. Some students only understood the meaning of reading so when they read only the original word like reading Indonesian. These difficulties were also influenced because students adapted to their environment namely the village community whom most of them use Javanese as well as Indonesian to communicate, as well as the thoughts of rural communities who are still not open to education and literacy that is developing in this modern world.

The second difficulty is students' thought about English, namely, they think English is very difficult to understand and lack interest in reading English texts. Based on field observations it happens because they are not familiar with reading and lack literacy.

The third difficulty is the lack of mastery of vocabulary and not knowing the correct pronunciation, therefore in the reading comprehension process, they cannot pronounce sentences according to the correct pronunciation.

The fourth difficulty is the lack of supporting factors for them to consistently read. Even though they have been given motivation by the English teacher, the students admit that they have not been influenced to like reading. English teachers have also tried to facilitate students such as lending dictionaries and also providing methods that are suitable for student's abilities. However it seems that the supporting factor is not only enough from the English subject teacher alone, but also from family, environment, friends, and the facilities that students get both at school and at home environment

The fifth difficulty is that the limitation of English book literacy in the library and students' lack of interest in reading comprehension. Students like to follow the process of learning but no effort to improve reading comprehension. Finally, they found the difficulties.

The solutions to the problems that students face are also within themselves. As stated by the research, they revealed that the answer to the problems they faced was to read diligently so that they would get used to it. Reading while one said that to

¹⁴ Interview data on September 11, 2022

overcome difficulties in reading comprehension he had to stay study hard. And input for students from Mrs. Sari as an English teacher can also be a solution to keep enthusiasm in reading comprehension. “Read, Read, and Read, because reading and practicing make you perfect”. According to Mrs. Sari, reading often will make us even better. And the more often you read, the more perfect students’ understanding and practice in reading comprehension will be.¹⁵

C. Research Data Analysis

1. English Learning Process

Picture 4.5
Use of Media in Learning



English as a foreign language in Indonesia was often considered difficult for students to learn at school. They think that learning this language needs consistency. Therefore, English teachers must be able to adapted to the abilities of students, besides that they must also be able to understand the learning methods of each student. Because not all students can understand all the methods applied, students are also required to try to learn this foreign language because it is undeniable that English is useful in modern times like today. Based on Susikaran, basic changes have come in classes besides the teaching methods because chalk and talk teaching method was not sufficient to effectively teach English. Raihan and Lock

¹⁵ Interviews result

state that with a well-planned classroom setting, learners learn how to learn efficiently.¹⁶

Teachers of MA Sholahuddin, have been trying to fulfill educational support facilities so that students feel comfortable in learning. English teachers also support carrying out the teaching and learning process of English according to the abilities and also the material that were important for students to learn. In the process, the teacher also makes methods and creativity so that students can easily accept the lesson. The learning process was carried out as usual and occasionally interspersed with different methods such as games or group discussions. Classes were equipped with LCDs and projectors that can make it easier for students to did reading comprehension together, and it was also done through videos that can made it easier for students to overcome difficulties in reading comprehension. In addition, in the process of learning English, it was also often conveyed that students were diligent in reading books, especially their material books. However, because students think English was a difficult language and reading English was quite difficult to understand, it makes their thinking narrow minded and hinder to develop their English better.

2. The Kind of the Student's Difficulties in Reading Comprehension

Reading Comprehension was simply an activity of reading English texts while understanding the meaning of the sentences in the text. According Early Predictors of Reading Comprehension Difficulties book, the children have a difficulties in Vocabulary, Grammar and Morphology, verbal memory, inferences and other text – related process and poor comprehenders and there was considerable variability in the severity of the deficits reported for poor comprehenders. While most studies report mean values on oral language and cognitive skills in the poor comprehender group that are at sub-clinical levels, Nation and colleagues 17 – 35 % of their group of poor comprehenders met the criteria for specific language

¹⁶ Mohammad Reza Ahmadi, *The Use of Technology in English Language Learning: A Literature Review*, International Journal of Research in English Education, Vol. 3, No. 2. June, 2018. 118.

impairment, none of these children had received any exceptional help for their difficulties.¹⁷

Various reading problems can be associate with difficulty in reading. From a general point of view, people will only compare a student reading ability with others. However, reading difficulties can occur from different causes. It may even include other types of learning disabilities, such as problems with writing or numbers. On the other hand, learning disabilities can cover a wide variety of learning problems. Reading difficulties include problems that affect the learning process. Learning disabilities in reading comprehension can affect their ability to understand the meaning of the words and the intent of the sentences they read.

Like any language skill, the purpose of reading is comprehension and creating meaning which involves the combination of the reader's background knowledge and the information in the text. Based on the research,, out of eight students as respondents, six of them said that they did not like English. Including reading comprehension. When further asked whether they understood what reading comprehension was, they answered that they did not know at all. Some of the students only understand the meaning of reading which means reading while not many of the students especially understand what reading comprehension is. So there are many benefits if reading comprehension is the same as reading, this ignorance causes students to only understand if there is reading in English. Students also admitted that they did not like reading, including reading English texts, arguing that reading English was difficult to pronounce, and it was difficult to understand the meaning of sentences in the text.

With such a statement, it can be analyzed if students' interest in English and reading comprehension is quite low. Moreover, students do not yet understand the meaning of reading comprehension itself, students will also become confuse because reading comprehension is difficult to reach and they also encounter some difficulties in learning. Understand English text in reading comprehension practice. In addition, even though the english teacher is the best method, it will not affect

¹⁷ Asa Elwer, *Early Predictor of Reading Comprehension Difficulties* (Linkoping University:Department of Behavior Science and Learning, 2014), page. 27.

students' reading comprehension if students do not try and study harder to make themselves able and understand when practicing reading comprehension. Teachers are indeed important as directors and students in learning, but what is conveyed and taught by the teacher will not work if the students have not made any efforts to improve themselves and become a solution to the difficulties they are experiencing.

According to the research conducted, students experience several difficulties when practicing reading comprehension, it is because the students' environmental background is a village community that in daily communication uses Javanese and Indonesian languages. So, English is not often used and students only English lessons at school so which affects students in carrying out reading comprehension. For example, students' English vocabulary mastery is lacking, and feels lazy because they don't feel the need to learn English. These difficulties make it difficult for students to understand the meaning of each word or sentence in English, and become a separate difficulty for individual students.

