

**AN ANALYSIS OF STUDENTS DIFFICULTIES FACTOR IN
READING SKILL AT SMPN LEMBANG BOSANG 12
KEPULAUAN SELAYAR**



THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University as the Requirement for the Degree of Sarjana
Pendidikan*

YUSRIZAL.M
105351108717

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER
TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2024

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Yusrizal. M** NIM 105351108717, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu 31 Agustus 2024.

Makassar, 26 Safar 1446 H
31 Agustus 2024 M

Panitia Ujian:

- 1. Pengawas Umum : **Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU** (.....)
- 2. Ketua : **Erwin Akib, S.Pd., M.Pd., Ph.D.** (.....)
- 3. Sekretaris : **Dr. H. Baharullah, M.Pd.** (.....)
- 4. Dosen Penguji :
 - 1. **Erwin Akib, S.Pd., M.Pd., Ph.D** (.....)
 - 2. **Ismail Sangkala, S.Pd., M.Pd.** (.....)
 - 3. **Sulkifli, S.Pd., M.Pd.** (.....)
 - 4. **Muhammad Zia Ul Haq, S.Pd., M.TI** (.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : An Analysis Of Students' Difficulties Factor In Reading Skill At
SMPN Lembang Bosang 12 Kepulauan Selayar

Name : Yusrizal. M

Reg. Number : 105351108717

Program : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

After being checked and observed this Thesis had been fill qualification to be examined


Makassar, September 2024

Approved By,

Consultant I

Consultant II


Ismail Sangkala, S.Pd., M.Pd
NIDN. 0921018703

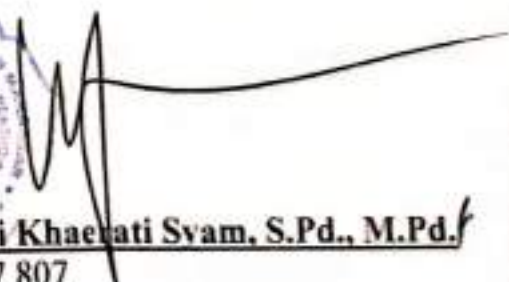

Ariana, S.Pd., M.Pd
NIDN. 0918078801

Dean of Faculty of Teacher Training & Education
Universitas Muhammadiyah Makassar

Head of English Education Department



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 924


Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusrizal M
 NIM : 105351108717
 Department : English Education Department
 Title : *Factor* An Analysis Of Students' Difficulties In Reading Skill At SMPN
 Lembang Bosang 12 Kepulauan Selayar
 Consultant I : Ismail Sangkala, S.Pd.,M.Pd

Day / Date	Chapter	Note	Sign
Wednesday 24 July 2024	IV	Provide the data recordings	

Makassar, Aug 2024

Approved by:
 Head of English Education Department



Ummi Khaerati Syam
 Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM. 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

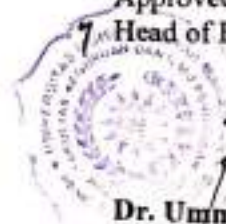
COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusrizal M
NIM : 105351108717
Department : English Education Department
Title : An Analysis Of Students' Difficulties Factor In Reading Skill At
SMPN Lembang Bosang 12 Kepulauan Selayar
Consultant II : Ariana, S.Pd.,M.Pd

Day / Date	Chapter	Note	Sign
08/08/2024	I-V	Finding and Discussion Transcribing Data	
09/08/2024	I-V	Finding and Discussion Written Form References	
10/08/2024	I-V	Finding and Discussion Conclusion and Suggestion	
12/08/2024	I-V	Abstract Findings and Discussion	
13/08/2024	I-V	Article	
15/08/2024		ACT	

Makassar, Aug 2024

Approved by:
Head of English Education Department



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM.977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar. Email : fkip@unismuh.ac.id Web : biologi.fkip.unismuh.ac.id.
Telp : 0411-860837/860132 (Fax). Web : www.fkip.unismuh.ac.id



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Yusrizal. M**
NIM : **105351108717**
Jurusan : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **AN ANALYSIS OF STUDENTS' DIFFICULTIES
FACTOR IN READING SKILL AT SMPN LEMBANG
BOSANG 12 KEPULAUAN SELAYAR**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan Proposal sampai selesai penyusunan Skripsi ini, saya akan menyusun sendiri Skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun Skripsi, saya akan selalu melakukan Konsultasi dengan Pembimbing yang telah ditetapkan oleh Pimpinan Fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan Skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 22 Agustus 2024

Yang Membuat Perjanjian,

Yusrizal. M



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar. Email : kip@unismuh.ac.id Web : biologi.fkip.unismuh.ac.id
Telp : 0411-860837/860132 (Fax). Web : www.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Yusrizal. M**
NIM : **105351108717**
Jurusan : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **AN ANALYSIS OF STUDENTS' DIFFICULTIES
FACTOR IN READING SKILL AT SMPN LEMBANG
BOSANG 12 KEPULAUAN SELAYAR**

Dengan ini menyatakan bahwa:

Sripsi yang saya ajukan di depan Tim Penguji adalah hasil Asli karya saya sendiri dan bukan hasil Jiblukan dari orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 22 Agustus 2024

Yang Membuat Pernyataan,

Yusrizal. M

MOTTO

"Those who persevere would excel "

"Whoever is serious would definitely get results"

(Al-hadith)

The logo of Universitas Muhammadiyah Makassar is a shield-shaped emblem. It features a central sunburst with a crescent moon and a star. The text "UNIVERSITAS MUHAMMADIYAH" is written along the top inner edge of the shield, and "MAKASSAR" is written along the bottom inner edge. There are also smaller inscriptions in Indonesian and Arabic script within the shield.

DEDICATIONS

By giving thanks to Allah SWT for all the gifts and mercy given so that this simple work can be completed. I dedicate this work as a sign of love, affection and gratitude to:

1. My two beloved parents who always pray for the good of their child's life.

Thank you for the love, sacrifice and enthusiasm that you have given endlessly.

2. My alma mater, Muhammadiyah University of Makassar.

ABSTRACK

Yusrizal. M . 2024. An Analysis Of Students' Difficulties Factor In Reading Skill At Smpn Lembang Bosang 12 Kepulauan Selayar Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Reading is an active process of language skills, where readers must understand the text well. Most students usually face difficulties when they master reading skills.

This research only focuses on analyzing students' difficulties in reading skills. Based on preliminary research, it shows that students still face difficulties in reading skills related to aspects and factors of reading skills. Therefore, this research aims to analyze students' difficulties in reading skills in Class IX of SMPN Lembang Bosang 12 Selayar Islands in the 2023/2024 academic year. descriptive qualitative research design was used in this research. Class IX was taken as a sample because it had lower reading scores than other classes.

Document analysis, and interviews were used to collect data. The three main phases of data analysis are data condensation, data presentation, and conclusion drawing. After analyzing the data, the results showed that there were 3 aspects of students' difficulties in reading skills. Thus, the most difficult aspect that students face in reading skills is vocabulary. Based on student interviews, there are three factors of difficulty in reading skills. Thus, the factors of difficulty faced by students in reading skills are that students experience difficulty in understanding reading in long sentences, difficulty in using strategies, and difficulty in concentrating

Keywords: Analysis, Reading Skills, Student Difficulties,

ABSTRAK

Yusrizal. M . 2024. Analisis Faktor Kesulitan Siswa Dalam Keterampilan Membaca Di SMPN Lembang Bosang 12 Kepulauan Selayar Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Membaca merupakan proses aktif keterampilan berbahasa, dimana pembaca harus memahami teks dengan baik. Kebanyakan siswa biasanya menghadapi kesulitan ketika menguasai keterampilan membaca.

Penelitian ini hanya fokus menganalisis kesulitan siswa dalam keterampilan membaca. Berdasarkan penelitian pendahuluan menunjukkan bahwa siswa masih menghadapi kesulitan dalam keterampilan membaca terkait aspek dan faktor keterampilan membaca. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kesulitan siswa dalam keterampilan membaca di Kelas IX SMPN Lembang Bosang 12 Kepulauan Selayar pada tahun ajaran 2023/2024. Desain penelitian kualitatif deskriptif digunakan dalam penelitian ini. Kelas IX diambil sebagai sampel karena mempunyai nilai membaca yang lebih rendah dibandingkan kelas lainnya.

Analisis dokumen, dan wawancara digunakan untuk mengumpulkan data. Tiga tahap utama analisis data adalah kondensasi data, penyajian data, dan penarikan kesimpulan. Setelah dilakukan analisis data, diperoleh hasil bahwa terdapat 3 aspek kesulitan siswa dalam keterampilan membaca. Dengan demikian, aspek tersulit yang dihadapi siswa dalam keterampilan membaca adalah kosakata. Berdasarkan wawancara siswa, terdapat tiga faktor kesulitan keterampilan membaca. Dengan demikian, faktor kesulitan yang dihadapi siswa dalam keterampilan membaca adalah siswa mengalami kesulitan dalam memahami bacaan dalam kalimat yang panjang, kesulitan dalam menggunakan strategi, dan kesulitan dalam berkonsentrasi.

Kata Kunci: Analisis, Keterampilan Membaca, Kesulitan Siswa,

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil 'Alamin. All praise to Allah SWT. because of all forms of His abundant grace and love so that I as a researcher can complete this thesis that I have written. This thesis is my final assignment as a student at Muhammadiyah University Makassar. Sholawat and greetings to the prophet Muhammad saw. He is the prophet who has brought humanity from an era full of ignorance to an era that is more advanced with Islamic science until now. In the process of preparing this thesis, the researcher received a lot of help, suggestions and direction from many parties. Therefore, with all humility, the researcher would like to express the highest appreciation to:

1. Dr. Ir. H. Abdul Rakhim Nanda, S.T., M.T., IPU, Rector of Makassar Muhammadiyah University
2. Erwin Akib, M.Pd., Ph.D., Dean of the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, Head of the English Language Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, provided authority and valuable suggestions in completing this thesis.
4. A big thank you to Ismail Sangkala, S.Pd., MPd. as the first consultant and Ariana, S.Pd., M.Pd. as a second consultant who has given his valuable time and patience to provide assistance and guidance to complete this thesis.

5. A big thank you goes to the Principal of SMPN Lembang Bosang 12 Selayar Islands Hamriani, S.Pd. and English teacher Dg. Sigowa, S.Pd. and all students in particular who have given their time and activities to become the subjects of this research.
6. A big thank you to my beloved parents Mana, S.Pd, and also to my brother Wahyudin M S.T who continuously provided support and prayers for me in the process of completing this thesis.
7. A big thank you to the Famous Class friends who have provided extraordinary experiences while together in class and as students of English education.
8. Finally, to all parties who have provided valuable advice, guidance, assistance and advice so that this thesis can be completed, may Allah SWT always be with us now and forever.

Makassar, 22 August 2024

Authors,

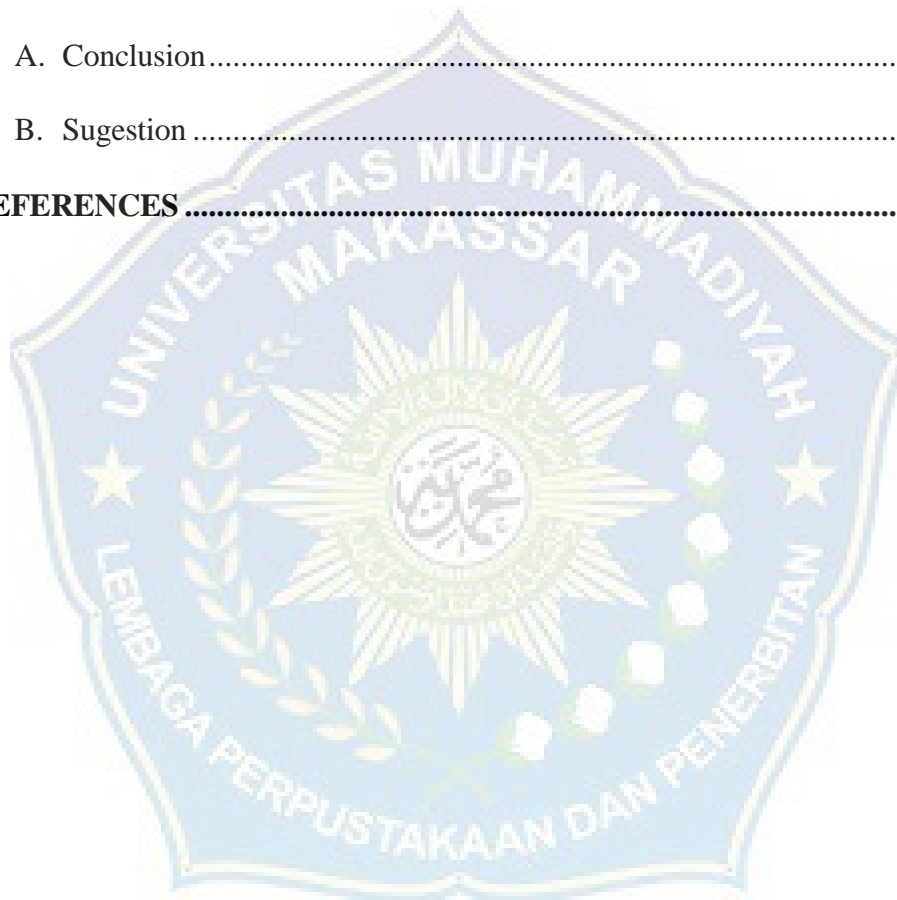


Yusrizal. M

TABLE OF CONTENT

MOTTO.....	ii
ABSTRACT	iii
ABSTRAK.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENT	vii
CHAPTER I INTRODUCTION	1
A. Background of The Research	1
B. Problem Statement.....	4
C. Research Objective.....	5
D. Significant of The Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous of Research Findings	6
B. Some Pertinent Ideas	8
1. Concept of Reading	9
2. Concept of Diffulties Reading.....	14
3. Students' Difficult	15
C. Conceptual Framework	23
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
B. Research Subject	25
C. Research Instrument	26
D. Data Collection.....	27

E. Data Analysis.....	28
CHAPTER IV RESULTS AND DISCUSSION.....	30
A. Difficulties Factor.....	30
B. Difficulties Faced	32
C. Discussion	33
CHAPTER V CONCLUSION.....	36
A. Conclusion.....	36
B. Sugestion	36
REFERENCES	38



CHAPTER I INTRODUCTION

A. Background Of The Research

From junior high school through university, Indonesian students study a variety of foreign languages, including English. Since English is becoming a universal language utilized in technology, research, education, and other fields, learning English is crucial in today's globalized world. In addition, learning English as a foreign language in Indonesia helps people advance their knowledge, use technology, and interactions with other countries. Therefore, learning English is crucial to assisting people in their quest for information and knowledge in all spheres, including education, society, technology, and religion.

There are several talents required for English. Along with speaking, listening, and writing, the English language acquisition process also teaches reading. One of my active talents is reading. Students can increase their knowledge through lessons to comprehend the book's information. Reading is one of the abilities that pupils gain as a result. The ability to read and comprehend publications, textbooks, and references published in English helps learners acquire and retain information. Reading instruction is crucial because it enables students to develop strong abilities for texts written in English. Students must, however, understand the material in order to acquire English through reading texts. Additionally, reading is one of the most crucial English abilities that pupils should be able to acquire.

Reading is a very important activity, according to Mickulecky and Jeffries in Ismail(2017). reading can help students think in english, develop their vocabulary, and improve their writing skills. It can also be a good way to learn new ideas, facts, and experiences. reading is an active activity that involves a lot of experience and abilities, according to Moreillon (2019), in which pupils try to make sense of the text and visual information they are reading. It implies that students in English should be able to grasp the act of reading, which involves obtaining information, communicating, and developing meaning from written material.

According to Nasution, Harida, & Rambe, (2018) Reading Skill is a complex process that involves many elements. Getting a comprehensive knowledge of what is conveyed in the text, as opposed to deriving meaning from a few isolated words or phrases, is the goal of Reading Skill, in Woolley's (2011) opinion. As a result, throughout the teaching and learning process, students are expected to grasp the text and interpret the information they gain after reading it by sharing their thoughts, feelings, and views in a group setting. It indicates that the purpose of teaching Reading Skill is to prepare students to effectively use and comprehend the text so that they may draw fresh conclusions from the material they have read.

Then, there are a variety of questions related to Reading Skill. Finding the main concept and supporting facts, using your knowledge of synonyms and antonyms, or responding to detail questions are all examples

of Reading Skill exercise kinds. Concerning classroom activities, Reading Skill issues with writing essays and reading exercises have long been a difficulty in the teaching and learning of English as a second language. The majority of pupils struggled to comprehend the meaning (in Indonesian) of the written material they read and is not familiar with the language use. This indicates that many students have trouble understanding the reading assignments. SMPN Lembang Bosang No.12 Kepulauan Selayar was chosen as one of them based on the consideration that this phenomenon might also occur to students at that school. Therefore, the Research would conduct a preliminary study to ensure that this research is possible in this school. The preliminary study was conducted by interviewing the English teacher at the school, about the class, especially when the focus was on reading.

Based on the findings of pre-research interviews, which involved conversations with English instructors at SMPN Lembang Bosang 12 Kepulauan Selayar about their lessons, especially lessons that prioritized reading. Low scores on writing assignments are obtained by students of SMPN Lembang Bosang 12 Kepulauan Selayar. Based on the results of the teacher's daily tests for Reading Skill writing exercises, many students have not reached the minimum completeness standard (KKM). According to the English teacher the mistakes made in their low reading achievements. The students get difficulty to convert the information that presented in the text exercises.

This is a reason why students have low scores in reading exercises. It can be said that the readiness is lacking and many grade IX students at SMPN Lembang Bosang 12 Kepulauan Selayar experience several levels of difficulty with reading and understanding English texts. Based on the results of the interview, it can be concluded that many class IX students at SMPN Lembang Bosang 12 Kepulauan Selayar still experience difficulties in understanding English text reading, especially in essay practice questions. The teacher stated that students had difficulties when faced with learning English for reading, so that the grades obtained by students are less than satisfactory. Therefore, Research conducted research entitled "Analysis of Students' Difficulties in Reading Skills at SMPN Lembang Bosang 12 Kepulauan Selayar."

B. Problem Statement

Based on the previous background, this research creates several problem formulations, namely: What are the internal and external difficulty factors experienced by students when learning to read English texts in class IX students at SMP N Lembang Bosang 12 Selayar ?

C. Research Objectives

The aims of this research are:

1. To find out what difficulties students experience when reading English texts for class IX students at SMP N Lembang Bosang 12 Kepulauan Selayar for the 2023/2024 academic year.
2. To identify the factors that cause students' difficulties in reading understanding

D. Significant Of The Research

The significances of this research are likely to give the new knowledge for students, teachers and readers in English learning process. The significances of this research as follows:

- a. Teachers can find out about "what are the difficulties of students in reading skill at SMPN Lembang Bosang 12 Kepulauan Selayar", which can be use as a reference in learning English online.
- b. Students can know about the difficulties faced by students in reading skills.
- c. Readers can add new knowledge, become a source or reference for their future research.
- d. Scope of the Research, The scope of research is the variables studied, so that what is researched can be known within the scope of the research The scope of this research is as follows: analysis of difficulties and factors that cause students' difficulties in learning to read class SMP N Lembang Bosang 12 Kepulauan Selayar in reading skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

There are some studies have looked into how challenging it is for students to understand English reading tasks, there are as follows;

Kisumu, (2022) in her journal with the title, “*An Analysis of Students Difficulties in Reading Skill*” The scholar came to the conclusion that the pupils had trouble understanding what they are reading. Students had trouble identifying major concepts, drawing inferences, grasping detailed material, and comprehending vocabulary. Students' prior information, teaching methods, and the surroundings are some of the factors affecting their Reading Skill.

Nurmalasari, Nadia & Ace (2021) with the title “*The students’ Difficulties in Learning Reading*”. The present study employs a qualitative descriptive approach to address research-derived difficulties. In order to gather data for this study, tests are utilized to examine students' reading challenges during assessments and questionnaires is employed to identify the primary cause of students' reading issues. The author derived many points from the study findings, which translated into a series of questions that is challenging for students to respond to. The findings identified the cause of their perplexity when reading in English.

Sara Swati, Ramayana, & Prate (2021) in his thesis entitled "*An Analysis of Students' Reading Skill Difficulties of Eighth Grade Students.*" The Research discovered that the students struggle with all five components of Reading Skill—finding references, comprehending vocabulary, identifying the primary idea, drawing conclusions, and finding particular information. This study differs from Sara Swati's in that it looked at students' problems in the text, which was typically linked to the exam questions.

Babe, (2020) in his thesis entitled "An Analysis of Students' Difficulties in Reading Skill at MTS Darrel Hickam Pecan Bare" This study aims to identify the Reading Skill skills that ninth-grade students at MTs Darrel Hamah Pekanbaru find most challenging. Descriptive research is the type of methodology use in this study. According to the study's findings, the fourth sign is the part of Reading Skill that is the hardest. Specifically, the statement "Students have trouble identifying references" had a percentage of 90.63%.

There are several similarities between the research above and the research that Research would carry out. The purpose of this research is to find out what the difficulties and factors are in understanding reading skills. Another difference lies in the research subject, level, and location of the research. In addition, my research only focused on obtaining information about difficulties in understanding English reading text.

B. Some Pertinent Ideas

1. Concept Of Reading

a. Definition Of Reading

Reading is fundamental language ability for learning English. Reading is an active activity that involves both the writer and reader in order to recognize words. According to Christine Simanjuntak, reading is an insightful interpretation of the dialogue between the author and the reader. (Risma, 2019). Reading is a habitual practice that is absent from our lives, according to Asmawati (2015). It seeks knowledge and information from English-language newspapers, magazines, books, and articles. For many pupils, Reading Skill is an important ability. Reading instruction is crucial because it tries to improve students' of texts written in English. (Mardianti, V. Ohoiwutun, J. E., 2014). Thus can draw the conclusion that everyone should read regularly. Students can learn more and get insight from reading a material by engaging in reading.

A great technique to learn a new language is by reading. Reading is an effective activity for youngsters to explore, reason, and apply talents to construct meaning, according to Teresa Welted. (Hasanah, 2019). Reading is an active activity or process of analyzing written text that necessitates gleaning as much knowledge from it as quickly as possible, according to certain professional definitions. Nancy Ante and Deborah Dike concur with the aforementioned assertion, suggesting that there is a definition of reading. (Febrianti, 2014). The argument follows that reading is an active process that calls for two channels of

communication between an author and reader via the writer's language or symbol (text). It needs interpretation and understanding. Thus, it can be said that reading is the process of comprehending and analyzing a book in order to gain knowledge and information. Students would get fresh facts and knowledge about some new items they are unaware of through reading.

b. Reading Function

Reading activities according to Slamet Y.St (2009:68) have the following functions:

1) Intellectual Function

By reading a lot we can increase our intellectual level, develop our reasoning power.

2) Creativity Stimulating Function

The results of reading can encourage, move oneself to work, and are supported by breadth of insight and choice of vocabulary

3) Practical Function

Reading activities are carried out to gain practical knowledge in life.

4) Recreational Function

Reading is use as an effort to entertain the heart.

5) Informative function

By reading a lot of information such as newspapers, magazines and soon, you can get various information that is really needed in life.

6) Religious Function

Reading can be used to build and increase faith, expand one's mind, and draw closer to God.

7) Social function

Reading activities have a high social function where they are carried out orally or aloud. In this way, reading activities are used by other people to direct attitudes of speech, action and thinking.

8) Lonely Kill Function

Reading activities are also carried out to fill free time. Based on this explanation, reading would bring many functions; these functions can be used according to individual needs (Irawan, 2020:70).

c. The Purpose Of Reading

Every person reads for a distinct reason. Depending on how actively the viewer participates. "Reader competence continues to develop through engagement with various types of texts and extensive reading for various purposes throughout life," according to the National Council of Teachers of English (NCTE) Commission on Reading.

In light of their individual objectives, the purpose of reading from one person to another differs. (Tikaningsih, 2020). Rivers and temporally discuss a number of broad reading objectives, including:

- 1) To obtain information about some topics.
- 2) To get instructions on how to perform some of the tasks for our jobs.

- 3) To stay in touch with friends through correspondence and to understand business letters.
- 4) To know when and where something would happen and be available.
- 5) To understand what is happening or has happened, as reported in the news, magazines, and newspapers.
- 6) For enjoyment or excitement.

e. Stages Of Reading Development

According to cochrane, students' reading ability develops at several stages, dividing the stages of reading development into 5 stages, including:

- 1) Fantasy Stage, the stage where students start to think that this book is very important, look at or flip through the book and sometimes children bring books they like.
- 2) Concept formation stage, this stage students see themselves as readers and begin to involve themselves in activities read.
- 3) Stages of reading pictures, this stage student are aware of print which appeared and began to express words.
- 4) Stage of introduction to reading, this stage students begin to know signs in the environment such as reading on milk cartons and etc.
- 5) Fluent reading stage, this stage students start reading books freely (Ariyati, 2013).

Based on the explanation above, in connection with the reading stages that students go through, it is necessary to know and understand

how to choose stimuli according to the students' potential. This must also be paid attention to when learning to read English texts (reading text).

f. Aspects Of Reading

Reading activities must master several aspects. Broadly speaking, there are two important aspects in reading, namely:

1) Mechanical skills can be considered to be in the lowest order.

This aspect includes:

- a) Introduction to letter shapes
- b) Introduction to linguistic element (phonemes, words, phrases, clause patterns, sentences, etc.)
- c) Recognition of the relationship between spelling and sound (skills in voicing written material)
- d) Reading speed is slow

2) Skills that understand can be considered in sequence higher. This aspect includes:

- a) Understand simple meanings
- b) Understand the significance or meaning
- c) Evaluation or assessment
- d) Flexible reading speed

g. Type Of Reading

Reading has three types, namely:

1) Reading aloud

Reading aloud is an activity reading that makes sounds or pronounces the sounds of language with quite a loud voice.

2) Silent reading

Reading silently or silently is a reading activity that is done without sound, without lip movements, without head movements, without and without disturbing other people. Silent reading practice must be started early so that children can read on their own (Maulida, 2020).

3) Reading Skill

Reading Skill is a thing ability that must be developed in increasing students' knowledge of developing science and information.

Reading Skill has a goal so that readers can take meaning from the reading they read, apart from that there is another goal of Reading Skill, namely maximizing reading aloud, using the right strategy, increasing one's knowledge topic (Rahel et al, 2021: 2337).

h. The Importance Of Reading

In our daily lives, reading skill is crucial. student can learn a lot through literature that is not taught in the classroom. according to Harmer, literature is beneficial for language learning because it is necessary for a job, for the educational process, or just for enjoyment. (Harmer, 1998). It was found that reading skill.

Skills are crucial for students to have, particularly senior high school students who would need them when they continue their education in college.

2. Concept Of Difficulties Reading

a. Definition Of Difficulties

The third edition of the Cambridge Advanced Learners Dictionary defines difficulty as the state in which pupils locate something but find it difficult to comprehend. Students experience reading difficulties when they encounter new language yet do not comprehend the material they are reading. (Oberholzer, 2015).

According to the Oxford Dictionary, a challenge is something that is challenging to accomplish or understand. Students run into issues when they encounter several barriers to learning. The majority of learning challenges are brought on by a variety of factors, particularly when students don't comprehend the course material and aren't actively engaged in the learning process. According to the experts mentioned above, it can be inferred that difficulty refers to a circumstance in which pupils encounter material that is challenging for them to comprehend. When pupils encounter unfamiliar language and cannot comprehend the content of the material they are reading, reading becomes difficult. As a consequence, when they translate the text's actual substance, they would discover mistakes. According to Hawas (1990), problems

occur when students are unable to respond to queries based on the proper Reading Skill text because they do not understand the meaning of some of the words in the section. The foundation of error, according to Richards (1975: 174), is complexity. It occurs as a result of pupils' confusion or lack of of the literature they have read. They would thus discover something wrong. It is the primary source of the mistakes kids make in comprehending the information in the reading text. According to the specialists mentioned above, it can be inferred that difficulty refers to a scenario in which students encounter material that is challenging for them to comprehend. When students encounter unfamiliar words and cannot comprehend the meaning of the text they are reading, reading becomes difficult. As a result, when they translate the text's substance, they would discover mistakes.

3. Students' Difficulty

a. Definition Of Students' Difficulty

An instance of difficulty is when an individual is challenging to comprehend in relation to something. (Hornby, 2001). Students who are struggling academically perform poorly in lessons because they are unable to comprehend the content being taught in class. the pupils may encounter difficulty when learning and instructing in a classroom setting. this contributes to students' confusion or ignorance of the subject matter the instructor explains

during the learning process. In this context, difficulty refers to a circumstance in which pupils struggle to comprehend the English text's substance. The group with reading problems makes up the lower half of the reading aptitude distribution. People with reading problems have lesser achievement levels than the general community. According to the Longman Dictionary (2009, p. 279), a hardship is a challenge or something that creates a challenge. The term "student difficulty" refers to a situation where students have trouble comprehending the course content. It is evident from the pupils' of the course content blunders and mistakes. According to the experts mentioned above, it can be inferred that a student's troubles arise when they are unable to comprehend the material they are learning in class, which cause them to perform poorly during a session. It occurs because the teacher's explanation of the content is not understood by the pupils during class.

b. Characteristics Of Student With Reading

Difficulties children who have difficulty learning to read have characteristics as follows:

1. Read the text you read upside down, such as: read terms kusu, d is read as b, or p is read as q.
2. Point to each word that is being read.
3. Trace each line of reading down with your finger.
4. Move your head, not your eyes.

5. Display books in a strange way.
6. Displaying books too close to the eyes.
7. Look at pictures often, if any.
8. His mouth mumbles while reading.
9. Read word by word.
10. Reading too fast.
11. Read without expression.
12. Analyze but do not synthesize.
13. There is a strange tone of voice or one that indicates a decision.

c. Student Difficulty Factor

Basically, according to Westwood (2008:15) learning difficulties originate from two factors, namely internal and external. The student's internal factors are the variables that influence him. The interior elements are physical, psychological and cerebral, according to (Rahim, 2006).

According to Jamaris (2014: 137), difficulties in learning to read are caused by the development of the central nervous system, which experiences minimal dysfunction. Apart from that, the factors that cause students to experience difficulty learning to read are:

1. Internal Factors

Internal factors cause students do not read fluently according to Tarmizi, in (Farida Rahim, 2008:46) are:

a. Lack Of Familiarity With Letters

Difficulties and incapacities of participants' students recognize letters frequently teacher found. Participant incompetence Learn to differentiate between upper and lower case letters falls into the difficulty category. Students' unclear pronunciation a letter occurs frequently, espy such as letters: [b], [c], [d], [p], [v]. To ascertain whether participants' students experience difficulties in recognizing letters can be done through informal testing or testing formally using tests letter recognition.

b. Eliminating Letters

Frequent letter deletions carried out by students with difficulties reading because of a deficiency in recognizing letters, language sounds and sentence form. Omission of letters usually occurs at the beginning of a word. The difficulty of this disappearance is students omit (not read) one letter, word from the text being read for example: Seven is read seven, Father is read father, magazines are read by magazines and others. Omission of letters, this is normal because by the participant's incompetence Learn to pronounce the letters form words. There are even letters not on purpose read because it's difficult read it.

c. Read Word By Word

Students who experience this type of difficulty usually stop after reading a word, not immediately followed by the next word. Read word for word is often caused by: Fail to understand the meaning of words, or not reading fluently. Reading word for word indeed is the initial stage of the activity read. However, if students not making progress in terms of that, then he falls into the category participants who face problems

2. External Factors

One of the factors causing difficulties reading is an external factor, a factor external factors that could be the cause Reading difficulty is a condition family and school conditions. Slameto (In Mulyono Abdurrahman, 2003:52).

a. Family Circumstances

Sri Rahayu Haditono (2006:3) that "Family is an educational institution first and foremost." Healthy family big meaning for small education, but decisive in size namely education of the nation, state and world. There is a great sense of security in the family important in a person's success in study. It makes you feel safe someone would be encouraged to learn actively, because a sense of security is one of the driving forces from outside which increases motivation to learn.

Therefore parents should realize that education starts from family. Necessary avenues of cooperation improved, where parents must pay serious attention to how to learn for children at home. Attention parents can provide encouragement and motivation so that children can learn diligently. Because children need it good time, place and circumstances to learn.

b. School Condition

“That's the role of the teacher plays the most important role, in meaning that the teacher's personal attention to students' progress further child development rather than organization school, where a teacher is more frequent facing children from that class”, W.A. Gerungan (in M. Asrori, 2007:35). Therefore, educators must required to master the study material which is presented, and has appropriate in teaching, interaction with students, as well as attention to problems faced by participants his education. School is an institution educator School is an institution very first formal education important in determining success students learn, because it is the environment a good school can encourage to study harder. The state of this school includes how to present lessons, relationship between teachers and students, learning tools and curriculum. Connection between teachers and students is not good would influence learning outcomes.

d. Kind Of Students' Difficult

According to (Hartney, 2011), students may experience a variety of problems when perusing materials, including:

1. Spelling

Spelling is the most difficult linguistic ability in writing, according to Staden (2010). The most fundamental linguistic abilities are required of students. Phonology, morphology, visual memory, and equitable understanding of writing principles are present.

2. Context Clue

Ekwall and Shanker (1993) defined clues to context as hints about the pronunciation or meaning of an unknown term drawn from the words before or after that word. The absent word in the phrase

"The is a crow in the morning" could be identified, for instance, by using context cues.

3. Decoding

Decoding is the act of translating written words into spoken words, according to Ekwall and Shanker (1993). when the reader employs one or more of the word identification techniques listed below, such as context cues, structural analysis, and phonics.

4. Fluency

According to Ekwall and Shanker (1993), fluency is the capacity for a person to read aloud quickly, accurately, and expressively. One of the key prerequisites for Reading Skill material is the ability to read smoothly.

e. Indicators Of Students Difficult

Put forward by Rumini, et al. (Irham and Wiyani, 2013:254) that learning difficulties are an obstacle experienced by students in participating in learning and achieving optimal learning outcomes. According to Blassic &

Jones (Irham & Wiyani 2013:253) There is a gap between the academic achievement achieved by children and the learning difficulties experienced by students. This is in line with Hamalik's statement (1983: 112) that learning difficulties are disorders or things that hinder learning progress and result in failure to achieve. According to Westwood (2008:1) that learning difficulties refer to obstacles that limit access to participation and results in a learning plan. So, it can be concluded that learning difficulties are an obstacle that can have an impact on the learning process and less than optimal achievement results.

One of the important indicators to analyze is determining the main idea of student learning difficulties which is closely related to the learning process and learning outcomes. According to Zainal

Arifin (2012: 306) there are several indicators of learning difficulties in students, namely (1) Students are not able to master the subject matter within the specified time (2) Students do not achieve learning achievements according to their abilities (3) Students get the level of achievement results low learning compared to other students (4) Students do not show a good personality, for example being stubborn, impolite, and not adapting to the environment.

C. Conceptual Framework

Referring to all the statements above regarding: analysis of students' reading skills difficulties at SMPN Lembang Bosang No.12 Kepulauan, along with an explanation of the conceptual framework. This section describes the research scheme.

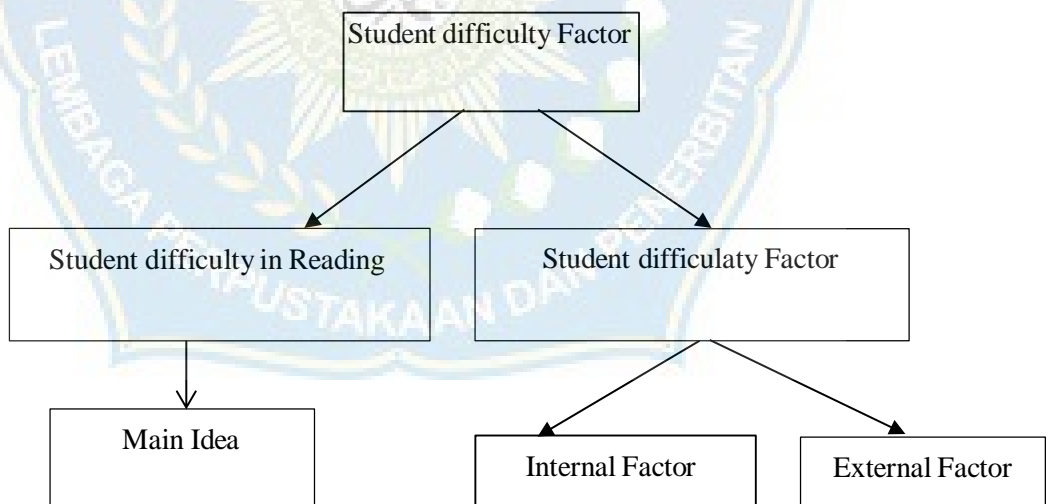


Figure 2.1: Conceptual Framework

Figure 2.1 above describes the purpose of this study.

In this case, Research want to know how the difficulties of reading skill.

Based on the Framework of thought it can be taken above that analysis of student difficulty in learning to read so that internal factor and external factor play an important role in improving students learning to read, for example teacher ask question the teacher ask student to pair up and discuss certain topic the teacher ask the pair to work together with the class as a whole, can increase interest in learning to read IX SMPN 12 Lembang Bosang Kepulauan Selayar grade student.



CHAPTER III

RESEARCH METHOD

A research method is a method that would be use to investigate a problem. In this case, the Research use a qualitative descriptive method to find out or investigate the difficulties students faced with reading skills in English lessons at SMPN Lembang Bosang 12 Kepulauan Selayar.

A. Research Design

The research design that be use is a qualitative descriptive method. Descriptive research tends to describe phenomena by predicting them strictly, regularly, objectively, and accurately (A Furchan, 2004). This research be carried out by means of field research, namely research that aims to obtain data directly. The research method use for Obtain research data using data collection techniques, namely questionnaires, interviews, and documentation.

The aim of this research is to determine students' difficulties inreading English texts and the factors that cause students to have difficulty reading through a questionnaire.

B. Research Subject

This research a population of ninth grade students at SMP N Lembang Bosang 12 Kepulauan Selayar. Specifically, they were taken from the next academic ninth grade year 2023/2024. These students are considered the population because they would study for two years. So, Research assume that they have a lot of experience in learning English and facing English difficulties too.

The fact that pupils struggle with Reading Skill would be the criterion that Authors use to this study. The English instructor at SMPN Lembang Bosang 12 Kepulauan Selayar discovered those students' reading assignments is poorly graded based on the findings of the preliminary survey completed before to the research. Many children have not met the minimal completion standard (KKM), as determined by the results of the daily assessments administered by teachers on reading and writing activities. The material in the practice text is tough for the students to convert. Students receive poor grades in reading practice because of this. The readiness can be said to be lacking, and many class IX students at SMPN Lembang Bosang 12 Kepulauan Selayar experience some level of difficulty in reading and understanding English texts.

C. Research Instrument

1. Semi structure interviews

Interview method that use an interview guide as a reference, but does not bind the interviewer to ask rigid questions. The interviewer can adjust the order, formulation, or addition of questions according to the situation and the interviewee's responses. The questions in semi-structur interviews are usually open, that is, they give the interviewee the freedom to answer according to their understanding and experience.

Research use data collection tools in the form of field notebooks, interview guides and observation guides during the research. Meanwhile, the supporting instruments in this research they voice recorders, digital cameras, writing instruments and other documents. In this research, the Research acts as a data collector and as an active instrument in an effort to collect data in the field, so the research as an instrument carries out validation regarding preparations for conducting research before going to the research location.

This research use an interview guide data collection instrument, with class IX students at SMP N lembang Bosang 12 Kepulauan Selayar. The purpose of the interviews for this research is to gain a deeper understanding of the forms of students' reading difficulties and the efforts made by teachers to overcome reading difficulties.

D. Data Collection

The data collection technique use by Authors is the interview method as the main method, namely

1. Interview Method

One of the most important sources of case study information is an interview. Interviews can be seen as a method of collecting data by means of one-sided questions and answers carried out systematically and based on the objectives of the investigation. Interviews are the process of collecting information using question and answer methods, face to face or without face to face, namely through communication media between the interviewer and the person being interviewed, either with or without using guidelines.

Interviews can be conducted in a structur or unstructur manner, and can be conducted face to face or by telephone. Types of interviews according to Sugiyono include:

Semi Structur Interview (Semi structur Interview) Namely interviews that are quite in-depth because thereis a combination of interviews that are guided by prepared questions and broader and deeper questions that ignore existing guidelines. Unstructur Interviews (Unstructur Interviews) Unstructur interviews are free interviews where the Research does not use an interview guide that has been arranged systematically and completely for data collection. The interview guide use is only an outline of the problems to be asked In this research, Authors use a semi structur interview method, namely Authors can combine structur and unstructur interview methods. One of the main reasons for semi-structur interviews is because Authors are given freedom to ask questions and organize the flow and setting of the interview. Not only did the questions have been prepared beforehand, the Research only relied on interview guidelines as a guide for data mining. The parties interviewed in this research included student SMPN Lembang Bosang 12 Kepulauan Selayar, for grade 3 junior high school students there are 16.

E. Data Analysis

According to Miles, Huberman and Saldana (2014:10) mention that data analysis in qualitative research is carried out at the time data collection takes place and after completion of data collection in certain period. The analytical technique use in this research is analysis qualitative, namely a method that use the Research's point of view as main analysis tool. Data analysis is an effort to search and organize systematically record the results

of observations, interviews and others for

1. Data condensation

Refers to the process of selecting, simplifying, abstract, and/or transform approximate data all parts of the written field notes, interview transcripts, documents, and empirical materials other.

2. Data Presentation (Data Display)

Presentation of data is an organization, unification of information that enables inference and action. Data presentation helps in understanding what is happening and what to do something, including deeper analysis or taking action based on understanding.

3. Drawing Conclusions (Conclusions Drawing)

The third important analytical activity is drawing conclusions and verification. From the beginning of data collection, an analyst Qualitative begins to look for the meaning of things, noting regularities explanations, possible configurations, causal paths, and propositions. “Final” conclusions may not emerge until data collection ends, depending on the size collections of field notes, their coding, storage, and the search method use, the Research's skills, and funder demands. Below is a picture of data analysis model from Miles, Huberman and Saldana:

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher explains the findings of the data analysis carried out in response to the initial problem formulation presented in chapter one. an analysis of students' difficulties factor in reading skill at SMPN Lembang Bosang 12 Kepulauan Selayar this research used a sample of 16 people. The instrument used by researcher is interviews, analysis of research data from the results of interviews that have been conducted. collected, the researcher would organize the information and draw conclusions

A. Difficulties Factor

1. Internal Factor

a. Lack of Familiarity With Letters

Difficulties and incapacities of participants' students recognize letters frequently teacher found. Participant incompetence Learn to differentiate between upper and lower case letters falls into the difficulty category. Students' unclear pronunciation a letter occurs frequently, espy such as letters: [b], [c], [d], [p], [v]. To ascertain whether participants' students experience difficulties in recognizing letters can be done through informal testing or testing formally using tests letter recognition. Based on the results of students' answers to the questions given, there were 2 students who had difficulty learning to read

Student 1 : lack of interest in reading

Student 2 : lack of concentration in learning to read

Conclusion : From the results of interviews, several students stated that they did not like English lessons, therefore the results in learning were less than optimal

b. Eliminating Letters

Frequent letter deletions carried out by students with difficulties reading because of a deficiency in recognizing letters, languagesounds and sentence form. Omission of letters usually occurs at the beginning of a word. The difficulty of this disappearance is students omit (not read) one letter, word from the text being read for example: Seven is read seven, Father is read father, magazines are read by magazines and others. Omission of letters, this is normal because by the participant's incompetence Learn to pronounce the letters form words. There are even letters not on purpose read because it's difficult read it.

Based on the results of students' answers to the questions given, there were 2 students who experienced this Omission of letters

Student 1 : Lack of vocabulary so you don't remember the order of letters

Student 2 : slow in getting to know letter

Conclusion : From the results of interviews, students who have difficulty reading due to deficiencies in recognizing letters, or omitting one of the letters

2. External Factor

a. School Condition

That's the role of the teacher plays the most important role, in meaning that the teacher's personal attention to students' progress further child development rather than organization school, where a teacher is more frequent Facing children fromthatclass” , W.A. Gerungan (in M. Asrori,2007:35). Therefore, educators must required to master the study material which is presented, and has appropriate in teaching, interaction with students, as well as attention to problems faced by participants his education. School is an institution educator School is an institution very first formal education important in determining success students learn, because it is the environment a good school can encourage to study harder. The state of this school includes how to present lessons, relationship between teachers and students, learning tools and curriculum. Connection between teachers and students is not good would influence learning outcomes.

Based on the results of students' answers to the questions given, there was 1 student who had difficulty reading in clas

Student 1 : There are many obstacles experienced when learning reading skills in the classroom

Conclusion: From the results of the interviews, students experienced obstacles in the learning process in the classroom

B. Difficulties Faced

One way to determine the main idea is to understand the reading, when students cannot or cannot spell the reading well of course they would not be able to determine the main idea in the paragraph. Based on the results of

students' answers through questions given about the main idea material, some students have not being able to determine the main idea of a paragraph can be seen from the results of students' answers, students have not been able to differentiate between main sentences and explanatory sentences. From the results of interviews, several students stated that they did not like English lessons, especially the main idea material, therefore negative thoughts emerged in students which resulted in students are indifferent to the main idea material and get less than optimal understanding and results in learning the main idea. Students' interest in reading was less visible during observations in the process of learning the main idea material, some students looked indifferent and did not hesitate to show sour faces when the teacher gave instructions for reading, in the interview results several students also stated that they preferred reading comics, story books, and English reading books compared to textbooks

C. Discussion

According to Westwood (2008:15) learning difficulties originate from two factors, namely internal and external. Internal factors which cause students to experience difficulty learning to read are:

1. Internal Factors

The internal factors that cause students not to read fluently according to Tarmizi, in (Farida Rahim, 2008:46) are:

A. Lack of knowledge about letters

Based on the results of students' answers to the questions given, from the results of interviews several students stated that they did not like English lessons so that their learning outcomes were less than optimal.

B. Eliminating Letters

Based on the results of students' answers to the questions given, from the results of interviews, students who experience difficulty reading due to deficiencies in recognizing letters, or omitting one of the letters

2. External Factors

A. School Conditions

Based on the results of student interviews regarding the questions given, many students experienced obstacles when learning reading skills in class

Based on the results of research interviews with students that researchers conducted in the field, it can be seen that the factors that cause students' difficulties in understanding and learning to read in class IX are internal factors and external factors. The cause of students' difficulties in learning to read is internal factors, namely students who lack clarity, which makes students unable to learn to read well. Apart from that, there are also external factors, namely when explaining the main subject matter, teachers use monotonous methods such as lectures, so that some students look bored and indifferent and therefore do not follow the learning process well. Teachers are expected to know the learning difficulties experienced by students in understanding lesson

material. Parents are expected to pay attention to their children's development in learning at school and at home. Parents need to provide advice and motivation to their children to return to the material taught at school so that children do not have difficulty understanding the material taught.



CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

Based on the findings of researchers in the field, namely after conducting research and data analysis, the role of class teachers in increasing motivation to learn to read in students who experience reading difficulties. In accordance with the problem formulation that has been put forward, conclusions can be drawn including:

a. Internal factors, namely factors from within the students themselves such as lack of student motivation or desire to learn to read.that students have.

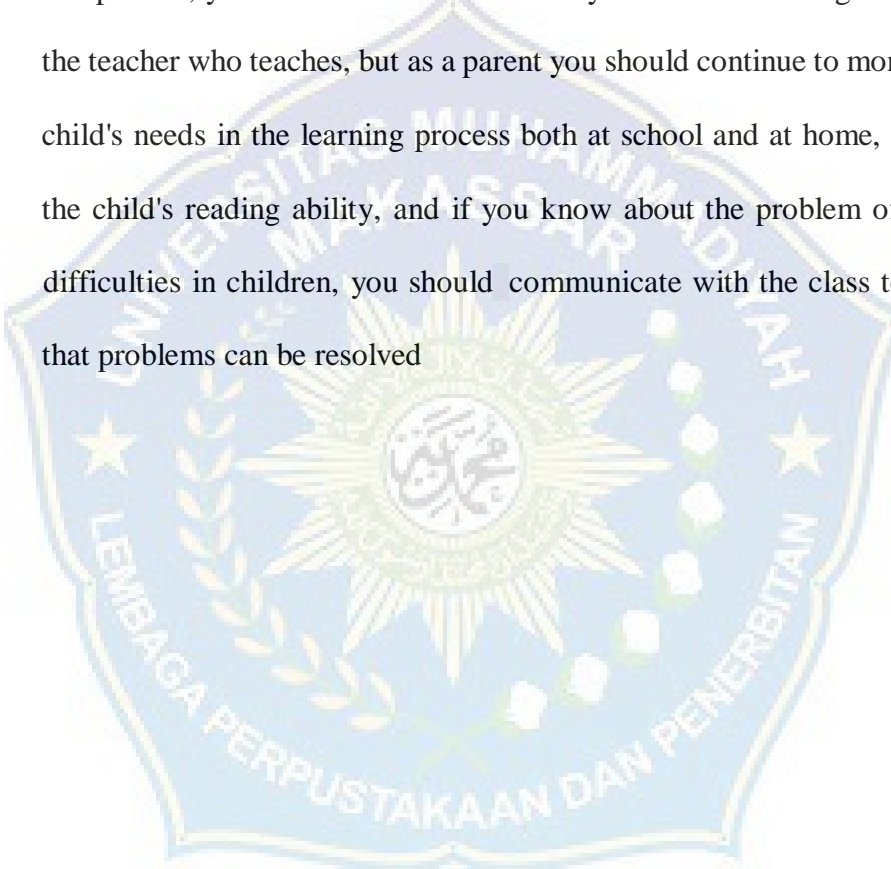
b. External Factors, namely factors from outside the students in the research This obstacle is the students' family environment which is still less aware of the importance of paying attention to children in the educational process.

B. Sugestions

Based on the results of the research that has been carried out, suggestions for future improvements in improving reading learning comprehension in class IX students of SMP Lembang Bosang 12 Selayar Islands who experience difficulty reading, the author tries to put forward suggestions that can be considered, including the following:

a. Teachers should always provide encouragement and motivation to students Students who have difficulty reading because this reading problem is quite a serious problem and with the role of the class teacher, students will be motivated to learn to read so that they can improve their reading skills.

- b. For students, students should have an awareness of how important the ability to read is so that students who have difficulty reading study harder in order to improve their ability to read, and can take part in reading learning activities carried out by the class teacher sincerely based on their own will, not due to coercion by any party.
- c. For parents, you should not hand over all your child's learning activities to the teacher who teaches, but as a parent you should continue to monitor your child's needs in the learning process both at school and at home, including the child's reading ability, and if you know about the problem of reading difficulties in children, you should communicate with the class teacher so that problems can be resolved



REFERENCES

- Asmawati, A. (2015). *The Effectiveness of Skimming - Scanning Strategy in Improving Students' Reading Skill at the Second Grade of SMK Darussalam Makassar*. ETERNAL.
- Brassel, T. R. and D. (2008). *That Works: Taking Students Beyond Ordinary Understanding to Deep* (Joan Irwin and Wendy Conklin, Ed.). Huntington Beach: Shell Education. Retrieved from www.shelleducation.com
- Erlindawati. (2018). *Students' Difficulties in Learning Reading Skill*. ITQAN: Jurnal Ilmu-Ilmu Kependidikan, 9(1), 108. Retrieved from <https://ejournal.iainhokseumawe.ac.id/index.php/itqan/article/view/182>
- Febrianti, S. (2014). *Students' Reading Skill Based on Their Learning Styles (A Causal Comparative Study at the Eight Term Students of English Education Department of UIN Syarif Hidayatullah Jakarta)*. Syarif Hidayatullah State Islamic University.
- Harmer, J. (1998). *How to Teach English*. England: Pearson Longman
- Hasanah, W. (2019). *The Students' Learning Styles in Reading Skill at Ten Grade MAS PAB 2 Helvetia*. The State Islamic University of North Sumatera
- Hijril Ismail, Juang Kurniawan Syahrurah, and B. Basuki, "Improving the Students' Reading Skill Through Translation Method". *Journal of English Education* 2, No. 2 (2017), p. 124–131
- Meylana, A. (2019). *Students' Reading Skill Ability and Problems in an Advanced Reading Skill Class*. Universitas Negeri Semarang.
- Oberholzer. (2015). *The Importance of Vocabulary in Language Learning and How to be Thought*. *International Journal of Teaching and Education*, III(3), 21–34
- Qurniawan, M. A. (2020). *Students' Difficulties on Reading Skill at the Eight Grade of SMPN 6 Sarolangun*. The State Islamic University Sulthan Thaha Saifuddin.
- Research Journal), 1(1), 69. Retrieved from <https://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/2409/2323>

- Riandry Fadilah Nasution, Eka Sustri Harida, and Sojuangon Rambe, "Reading Strategies Use By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan". TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman, Vol. 4 No. 2 (2018), p. 263.
- Risma. (2019). *Improving the Students' Reading Skill on Narrative Text at the Eight Grade of SMP Muhammadiyah Belawa Through Collaborative Strategic Reading (CSR)*. State Islamic Institute Parepare.
- Satria, Ari & Apriani Z Safra. 2018. *The Factors Affecting TOEIC Passing Grade in TOEIC Intensive Course for Third Year Students*. English Study Program. State Polytecnic of Bengkalis. Invovish Journal. Vol. 3. No.2. 2528-2804
- Safitri, Intan. 2021. *Analysis Of Student Difficulties At Pt Practice Understanding English Reading In Class Xi Ma Ma'arif Nu 02 Sidorejo Academic Year 2021/2022*. English education Study Program. Raden Intan State Islamic University Lampung.
- Tarchi, C. (2017). *Comprehending Expository Texts: The Role of Cognitive and Motivational Factors*. *Reading Psychology*, 38(2), 154–181. <https://doi.org/10.1080/02702711.2016.124522>
- Tikaningsih, S. (2020). *Improving Students' Reading Skill By Using Picture (A Pre-Experimental Research at the Ninth Grade of SMP Negeri 18 Makassar)*. Makassar Muhammadiyah University.
- Vierstra, Gretchen. *Types of Reading Disabilities*. *Understood Website*. <https://www.understood.org/en/articles/types-of-reading-disabilities>.
- Westwood, P .2008. *What Teacher Need to Know About Teaching Learning difficulties Australia*: ACER Press, an imprint of Australian Council for Educational Research Ltd, Camberwell Victoria.



APPENDIX



A
P
P
E
N
D
I
X

STUDENT INTERVIEW

A. Identity

Name :
Class :
Date :
Time. :

1. What do you have difficulty recognizing letters?
2. Is there a lack of vocabulary that you have so that you don't remember letter sequences?
3. What do you have difficulty accepting the main idea material in class?
4. What obstacles do you experience in learning to reading skill in class?
5. What Are you focused and concentrated in learning to read?
6. What do you lack interest in reading, especially long passages?
7. Can studying help overcome the difficulty you face in learning to reading skill?
8. What kinds of mistakes did you make in determining the main idea?
9. What do you think the main idea material is material that is difficult to learn?
10. What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

TRANSKRIP STUDENT INTERVIEW

B. Identity

Name : Muh Fauzan
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 juli 2024
Time. : 01 minutes 58 seconds

C. List of Questions

1. Interviewer : What do you have difficulty recognizing letters?
(at the 24 seconds)
Muh Fauzan (student 1) : yes
(at the 26 seconds)
2. Interviewer : Is there a lack of vocabulary that you have so that you do n't remember letter sequences?
(at the 24 seconds)
Muh Fauzan (student 1) : yes
(at the 26 seconds)
3. Interviewer : What do you have difficulty accepting the main idea material in class?
(at the 40 seconds)
Muh Fauzan (student 1) : No because the writing is easy understand
(at the 44 seconds)
4. Interviewer : What obstacles do you experince in learning to reading skill in class?
(at the 47 seconds)
Muh Fauzan (student 1) : because of lack of focus
5. Interviewer : What Are you focused and concentrated in learning to read?
(at the 20 seconds)
Muh Fauzan (student 1) : yes, because want to know contents of the

reading

(at the 22 seconds)

6. Interview : What do you lack interest in reading, especially long passages?

(at the 32 seconds)

Muh.Fauzan (student 1) : because its boring

(at the 33 seconds)

(at the 49 seconds)

7. Interviewer : Can studying help overcome the difficulty you face in learning to reading skill?

(at the 51 seconds)

Muh Fauzan (student 1): Yes

(at the 53 seconds)

8. Interviewer : What kinds of mistakes did you make in determining the main idea?

(at the 15 seconds)

Muh Fauzan (student 1) :Does Not understand the content of the reading

(at the 17 seconds)

9. Interview : What do you think the main idea material is material that is difficult to learn?

(at the 36 seconds)

Muh Fauzan (student 1) : yes because it connect be understand

(at the 38 seconds)

10. Interviewer : What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 55 seconds)

Muh Fauzan (student 1) : I though the main idea in the first paragraph

(at the 60 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Nur Rahmad Ikram
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 juli 2024
Time. : 01 minutes 43 seconds

C. List of Questions

1. Interviewer : What do you have difficulty recognizing letters?
(at the 23 seconds)
Nur Rahmad ikram (student 2): No
(at the 25 seconds)
2. Interviewer : Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 27 seconds)
Nur Rahmad ikram (student 2): same times
(at the 30 seconds)
3. Interviewer : What do you have difficulty accepting the main idea material in class?
(at the 43 seconds)
Nur Rahmad ikram (student 2): No because the writing is easy to understand
(at the 46 seconds)
4. Interviewer : What obstacles do you experience in learning to reading skill in class?
(at the 48 seconds)
Nur Rahmad ikram (student 2): less focus
(at the 50 seconds)
5. Interviewer : What Are you focused and concentrated in learning to read?
(at the 19 seconds)
Nur Rahmad ikram (student 2): yes
(at the 22 seconds)

6. Interviewer : What do you lack interest in reading, especially long passages?
(at the 33 seconds)
- Nur Rahmad ikram (student 2): To boring
(at the 35 seconds)
7. Interviewer : Can studying help overcome the difficulty you face in learning to reading skill?
(at the 54 seconds)
- Nur Rahmad ikram (student 2) : Yes
(at the 58 seconds)
8. Interviewer : What kinds of mistakes did you make in determining the main idea?
(at the 12 seconds)
- Nur Rahmad ikram (student 2) : Does Not understand the contact of the reading
(at the 15 seconds)
9. Interviewer : What do you think the main idea material is material that is difficult to learn?
(at the 37 seconds)
- Nur Rahmad ikram (student 2) : No because it cannot be understand (at the 40 seconds)
10. Interviewer : What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 60 seconds)
- Nur Rahmad ikram (student 2) : because be student understand the reading
(at the 1 minutes 5 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Muhammad Fauzan
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 20 seconds

C. List of Questions

1. Interviewer : What do you have difficulty recognizing letters?
(at the 28 seconds)
Muhammad fauzan (student 3): No
(at the 32 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 37 seconds)
Muhammad fauzan (student 3): same times
(at the 40 seconds)
3. Interviewer : What do you think the main idea material is material that is difficult to learn?
(at the 48 seconds)
Muhammad fauzan (student 3): No
(at the 50 seconds)
4. Interviewer : What obstacles do you experience in learning to reading skill in class?
(at the 1 minutes 3 seconds)
Muhammad fauzan (student 3): Typical letter error
(at the 1 minutes 8 seconds)
5. Interviewer : What Are you focused and concentrated in learning to read?
(at the 21 seconds)
Muhammad fauzan (student 3): yes
(at the 26 seconds)
6. Interviewer : What do you lack interest in reading, especially long passages?

(at the 43 seconds)

Muhammad fauzan (student 3): lack of understand

(at the 45 seconds)

7. Interviewer : Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 10 seconds)

Muhammad fauzan (student 3): Yes

(at the 1 minutes 13 seconds)

8. Interviewer :What do you have difficulty accepting the main idea material in class?

(at the 52 seconds)

Muhammad fauzan (student 3): No because iam used to it

(at the 59 seconds)

9. Interviewer : What kinds of mistakes did you make in determining the main idea?

(at the 11 seconds)

Muhammad fauzan (student 3): : Does Not understand the contact of the reading

(at the 16 seconds)

10. Interviewer : What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 18 seconds)

Muhammad fauzan (student 3): : Don't know the meaning of the reading

(at the 1 minutes 20 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Fardan Hidayatullah
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 34 seconds

C. List of Questions

1. Interviewer :What do you have difficulty recognizing letters? (at the 25 seconds)
Fardan Hidayatullah (student 4) : No
(at the 27 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 29 seconds)
Fardan Hidayatullah (student 4) : same times
(at the 34 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 48 seconds)
Fardan Hidayatullah (student 4) : No because iam used to it
(at the 53 seconds)
4. What obstacles do you experince in learning to reading skill in class?
(at the 55 seconds)
Fardan Hidayatullah (student 4) : Typical letter error
(at the 58 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 20 seconds)
Fardan Hidayatullah (student 4) : yes
(at the 23 seconds)
6. Interviewer :What do you lack interest in reading, especially long passages?
(at the 37 seconds)

Fardan Hidayatullah (student 4) : lack of understand
(at the 40 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 60 seconds)

Fardan Hidayatullah (student 4) : Yes
(at the 1 minutes 3 seconds)

8. Interviewer : What kinds of mistakes did you make in determining the main idea?
(at the 10 seconds)

Fardan Hidayatullah (student 4) : Does Not understand tge contact of the reading
(at the 15 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 42 seconds)

Fardan Hidayatullah (student 4) : No
(at the 46 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 7 seconds)

Fardan Hidayatullah (student 4) : Don't know the meaning of the reading
(at the 1 minutes 10 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Filzha Athifa
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 33 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 27 seconds)

Filzha Athifa (student 5): No
(at the 30 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 32 seconds)

Filzha Athifa : (student 5): same times
(at the 39 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 52 seconds)

Filzha Athifa : (student 5) :No because the writing is easy to understand
(at the 56 seconds)
4. Interviewer :What obstacles do you experience in learning to reading skill in class?
(at the 60 seconds)

Filzha Athifa (student 5): less focus
(at the 1 minutes)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 20 seconds)

Filzha Athifa : (student 5):yes
(at the 25 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 41 seconds)

Filzha Athifa : (student 5) :lack of understand

(at the 45 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 5 seconds)

Filzha Athifa (student 5):: Yes

(at the 1 minutes 7 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 11 seconds)

Filzha Athifa : (student 5) :Does Not understand tge contact of the reading

(at the 17 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 47 seconds)

Filzha Athifa : (student 5): yes

(at the 50 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 9 seconds)

Filzha Athifa : (student 5) : because he did it understand the reading

(at the 1 minutes 15 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : A. Restu Adtya Putra Pratama
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 49 seconds

C. List of Questions

1. Interviewer :What do you have difficulty recognizing letters?
(at the 31 seconds)
A. Restu Adtya putra pratama (student 6): No
(at the 36 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 37 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 57 seconds)
A. Restu Adtya putra pratama : (student 6) :yes
(at the 1 minutes 2 seconds)
4. Interviewer :What obstacles do you experience in learning to reading skill in class?
(at the 1 minutes 7 seconds)
A. Restu Adtya putra pratama : (student 6) :lock of focus and last of the
(at the 1 minutes 14 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 27 seconds)
Restu Adtya putra pratama : (student 6) :yes
(at the 30 seconds)
A. Restu Adtya putra pratama : (student 6) :no
(at the 44 seconds)
6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 45 seconds)

A. Restu Adtya putra pratama : (student 6) :because it this long and boring
(at the 50 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 1 minutes 19 seconds)

A. Restu Adtya putra pratama : (student 6) :Yes
(at the 1 minutes 20 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?
(at the 16 seconds)

A. Restu Adtya putra pratama : (student 6) :because of this many letter and number
(at the 22 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 53 seconds)

A. Restu Adtya putra pratama : (student 6) :no
(at the 56 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 23 seconds)

A. Restu Adtya putra pratama : (student 6) :se long the main idea and supertary are the same
(at the 1 munutes 30 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Dinda Ayu Lestari
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 47 seconds

C. List of Questions

1. Interviewer :What do you have difficulty recognizing letters?
(at the 35 seconds)
Dinda ayu lestari (student 7) : yes
(at the 37 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 38 seconds)
Dinda ayu lestari (student 7) : same times
(at the 42 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 58 seconds)
Dinda ayu lestari student 7) : No because the writing is easy to understand
(at the 1 minutes 3 seconds)
4. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 1 minutes 15 seconds)
Dinda ayu lestari (student 7) : Yes
(at the 1 minutes 20 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 24 seconds)
Dinda ayu lestari (student 7) : yes because I ment to know the log of the reading
(at the 29 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?
(at the 43 seconds)

Dinda ayu lestari (student 7) : because us boring
(at the 48 seconds)

7. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 1 minutes 8 seconds)

Dinda ayu lestari (student 7) : because of lack of fokus
(at the 1 minutes 10 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?
(at the 13 seconds)

Linda ayu lestari (student 7) : Not understand tge contact of the opening
(at the 19 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 50 seconds)

Dinda ayu lestari (student 7) : yes because it conned be understand
(at the 56 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 22 seconds)

Dinda ayu lestari (student 7) : I though the main idea many and first paragraph
(at the 1 minutes 30 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Ulil Amri
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 32 seconds

C. List of Questions

1. Interviewer :What do you have difficulty recognizing letters?
(at the 28 seconds)
Ulil Amri (student 8) : yes
(at the 35 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 36 seconds)
Ulil Amri (student 8) no because im used to it
(at the 40 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 60 seconds)
Ulil Amri (student 8) No
(at the 1 minutes 2 seconds)
4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 1 minutes 3 seconds)
Ulil Amri (student 8) no because of reading understand the contact the lesson
(at the 1 munutes 10 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 18 seconds)
Ulil Amri (student 8) yes
(at the 26 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 43 seconds)

Ulil Amri (student 8) yes

(at the 48 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 munutes 15 seconds)

Ulil Amri (student 8) don't really understand the gatens of the reading

(at the 1 minutes 20 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 10 seconds)

Ulil Amri (student 8) Don't know the meaning of reading

(at the 16 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 49 seconds)

Ulil Amri (student 8) because its to boring

(at the 56 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 28 seconds)

Ulil Amri (student 8) not really understand

(at the 1 munutes 30 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Devi Purnamasari
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 43 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 25 seconds)

Devi purnamasari (student 9): no because im used to it
(at the 30 seconds)

2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 32 seconds)

Devi purnamasari (student 9): yes
(at the 39 seconds)

3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 1 minutr 5 seconds)

Devi purnamasari (student 9): No because I know it
(at the 1 minutes 10 seconds)

4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 1 minutes 14 seconds)

Devi purnamasari (student 9): because of lack of fokus
(at the 1 minutes 20 seconds)

5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 20 seconds)

Devi purnamasari (student 9): yes
(at the 24 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 40 seconds)

Devi purnamasari (student 9): because long ready are boring

(at the 45 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 24 seconds)

Devi purnamasari (student 9): Yes because by reading me can know

(at the 1 minutes 30 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 10 seconds)

Devi purnamasari (student 9): do not understand the contant of the reading

(at the 15 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 50 seconds)

Devi purnamasari (student 9): no because I understand the contents of the material

(at the 59 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 35 seconds)

Devi purnamasari (student 9): I don't understand the conetens of the reading

(at the 1 minutes 40 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Titania Az Zahrah
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 31 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 23 seconds)
Titania Az zahrah (student 10): no because im used to writing
(at the 28 seconds)
2. Interviewer :What Are you focused and concentrated in learning to read?
(at the 18 seconds)
Titania Az zahrah (student 10): yes
(at the 22 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 51 seconds)
Titania Az zahrah (student 10): sameting
(at the 57 seconds)
4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 60 seconds)
Titania Az zahrah (student 10): Nervose when in first of class
(at the seconds)
5. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 30 seconds)
Titania Az zahrah (student 10): same times
(at the 35 seconds)
6. Interviewer :What do you lack interest in reading, especially long

passages?

(at the 39 seconds)

Titania Az zahrah (student 10): depending of the story

(at the 40 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 3 seconds)

Titania Az zahrah (student 10): Yes

(at the 1 minutes 8 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 10 seconds)

Titania Az zahrah (student 10): do not understand the contant of the reading

(at the 15 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 43 seconds)

Titania Az zahrah (student 10): yes because the reading it difficultt to understand

(at the 48 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 9 seconds)

Titania Az zahrah (student 10): because be cauldit understand the reading

(at the 1 minutes 18 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Alfiansyah Putra
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 51 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 33 seconds)
Alfiansyah Putra (student 11): No
(at the 37 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 39 seconds)
Alfiansyah Putra (student 11) No
(at the 44 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 1 minutes 4 seconds)
Alfiansyah Putra (student 11) Yes
(at the 1 minutes 7 seconds)
4. Interviewer :What obstacles do you experience in learning to reading skill in class?
(at the 1 minutes 9 seconds)
Alfiansyah Putra (student 11) lock of focus
(at the 1 minutes 14 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 26 seconds)
Alfiansyah Putra (student 11) yes
(at the 30 seconds)
6. Interviewer :What do you lack interest in reading, especially long

passages?

(at the 46 seconds)

Alfiansyah Putra (student 11) because it is for long and boring

(at the 49 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 23 seconds)

Alfiansyah Putra (student 11) Yes

(at the 1 munutes 29 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 13 seconds)

Alfiansyah Putra (student 11) because of the many letter and number in main idea

(at the 18 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 58 seconds)

Alfiansyah Putra (student 11) No

(at the 1 minutes 3 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 30 seconds)

Alfiansyah Putra (student 11) because the main idea are the same

(at the 1 minutes 39 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Ananda Aditya Azzura
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 28 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 26 seconds)
Ananda aditya azzura (student 12) No
(at the 29 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 31 seconds)
Ananda aditya azzura (student 12) same times
(at the 37 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 56 seconds)
Ananda aditya azzura (student 12) no because the writing it easy to understand
(at the 1 minutes 1 seconds)
4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 1 minutes 3 seconds)
Ananda aditya azzura (student 12) because of lack of focus
(at the 1 minutes 8 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 22 seconds)
Ananda aditya azzura (student 12) yes
(at the 25 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 38 seconds)

Ananda aditya azzura (student 12) because its boring

(at the 43 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 13 seconds)

Ananda aditya azzura (student 12) Yes

(at the 1 minutes 16 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 13 seconds)

Ananda aditya azzura (student 12) do not understand the contant of the reading

(at the 18 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 46 seconds)

Ananda aditya azzura (student 12) yes because it coned be understand

(at the 52 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 17 seconds)

Ananda aditya azzura (student 12) I though the main idea and first paragraph

(at the 1 minutes 25 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Rifqa Alfiyah
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 31 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 25 seconds)
Rifqa Alfiyah (student 13) No
(at the 28 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 29 seconds)
Rifqa Alfiyah (student 13) No
(at the 35 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 53 seconds)
Rifqa Alfiyah (student 13) No
(at the 57 seconds)
4. Interviewer :What Are you focused and concentrated in learning to read?
(at the 20 seconds)
Rifqa Alfiyah (student 13) yes
(at the 24 seconds)
5. Interviewer :What do you lack interest in reading, especially long passages?
(at the 36 seconds)
Rifqa Alfiyah (student 13) because its boring
(at the 41 seconds)
6. Interviewer :Can studying help overcome the difficulty you face in

learning to reading skill?
(at the 1 minutes 8 seconds)

Rifqa Alfiyah (student 13) Yes
(at the 1 minutes 12 seconds)

7. Interviewer :What kinds of mistakes did you make in determining the main idea?
(at the 10 seconds)

Rifqa Alfiyah (student 13) because of the many ang number
(at the 16 seconds)

8. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 45 seconds)

Rifqa Alfiyah (student 13) yes
(at the 51 seconds)

9. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 1 minutes 8 seconds)

Rifqa Alfiyah (student 13) Yes
(at the 1 minutes 12 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 13 seconds)

Rifqa Alfiyah (student 13) I though the main idea and first paragraph
(at the 1 minutes 25 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Ardyna Rasty
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time : 01 minutes 55 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 30 seconds)
Ardyna rasty (student 14) No
(at the 35 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 36 seconds)
Ardyna rasty (student 14) No
(at the 42 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 56 seconds)
Ardyna rasty (student 14) No
(at the 59 seconds)
4. Interviewer :What obstacles do you experience in learning to reading skill in class?
(at the 60 seconds)
Ardyna rasty (student 14) lack of focus
(at the 1 minutes 3seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 24 seconds)
Ardyna rasty (student 14) yes
(at the 28 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?
(at the 43 seconds)
Ardyna rasty (student 14) because its boring
(at the 48 seconds)
7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 1 minutes 8 seconds)
Ardyna rasty (student 14) Yes
(at the 1 minutes 14 seconds)
8. Interviewer :What kinds of mistakes did you make in determining the main idea?
(at the 13 seconds)
Ardyna rasty (student 14) because of the many ang number
(at the 18 seconds)
9. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 50 seconds)
Ardyna rasty (student 14) yes
(at the 55 seconds)
10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 15 seconds)
Ardyna rasty (student 14) I though the main idea and first paragraph
(at the 1 minutes 20 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Evri Wandalia
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 54 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 31 seconds)

Evri wandalia (student 15) No
(at the 37 seconds)

2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 38 seconds)

Evri wandalia (student 15) sametimes
(at the 45 seconds)

3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 1 minutes 10 seconds)

Evri wandalia (student 15) No
(at the 1 minutes 11 seconds)

4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 1 minutes 17 seconds)

Evri wandalia (student 15) lack of focus
(at the 1 minutes 25 seconds)

5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 25 seconds)

Evri wandalia (student 15) yes
(at the 30 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?

(at the 48 seconds)

Evri wandalia (student 15) because its boring

(at the 55 seconds)

7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?

(at the 1 minutes 27 seconds)

Evri wandalia (student 15) Yes

(at the 1 minues 32 seconds)

8. Interviewer :What kinds of mistakes did you make in determining the main idea?

(at the 12 seconds)

Evri wandalia (student 15) do not understand the content of the reading

(at the 19 seconds)

9. Interviewer :What do you think the main idea material is material that is difficult to learn?

(at the 60 seconds)

Evri wandalia (student 15) yes because it conned be understand

(at the 1 minutes 5 seconds)

10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?

(at the 1 minutes 33 seconds)

Evri wandalia (student 15) I though the main idea and first paragraph

(at the 1 minutes 40 seconds)

TRANSKRIP STUDENT INTERVIEW

A. Identity

Name : Mawar Mawaddah
Class : IX SMPN Lembang Bosang 12 Kepulauan Selayar
Date : 27 Juli 2024
Time. : 01 minutes 42 seconds

C. List of Questions :

1. Interviewer :What do you have difficulty recognizing letters?
(at the 25 seconds)
Mawar mawaddah (student 16) No
(at the 28 seconds)
2. Interviewer :Is there a lack of vocabulary that you have so that you don't remember letter sequences?
(at the 30 seconds)
Mawar mawaddah (student 16) sametimes
(at the 35 seconds)
3. Interviewer :What do you have difficulty accepting the main idea material in class?
(at the 53 seconds)
Mawar mawaddah (student 16) No
(at the 57 seconds)
4. Interviewer :What obstacles do you experince in learning to reading skill in class?
(at the 58 seconds)
Mawar mawaddah (student 16) lack of focus
(at the 1 minutes 4 seconds)
5. Interviewer :What Are you focused and concentrated in learning to read?
(at the 23 seconds)
Mawar mawaddah (student 16) yes
(at the 24 seconds)

6. Interviewer :What do you lack interest in reading, especially long passages?
(at the 37 seconds)
Mawar mawaddah (student 16) because its boring
(at the 40 seconds)
7. Interviewer :Can studying help overcome the difficulty you face in learning to reading skill?
(at the 1 minutes 10 seconds)
Mawar mawaddah (student 16) Yes
(at the 1 minutes 15 seconds)
8. Interviewer :What kinds of mistakes did you make in determining the main idea?
(at the 13 seconds)
Mawar mawaddah (student 16) do not understand the content of the reading
(at the 18 seconds)
9. Interviewer :What do you think the main idea material is material that is difficult to learn?
(at the 43 seconds)
Mawar mawaddah (student 16) yes because it conned be understand
(at the 49 seconds)
10. Interviewer :What mistake did you make when you took the main idea in the first sentence of the paragraph even though not all the main ideas were at the beginning of the paragraph?
(at the 1 minutes 16 seconds)
Mawar mawaddah (student 16) I though the main idea and first paragraph
(at the 1 minutes 25 seconds)



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Yusrizal.M

Nim : 105351108717

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	18 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Yusrizal.M 105351108717 Bab I

by Tahap Tutup



Submission date: 23-Aug-2024 08:36AM (UTC+0700)

Submission ID: 2436430448

File name: bab_1_yus.docx (34.07K)

Word count: 1063

Character count: 5887

ORIGINALITY REPORT

9%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

digilibadmin.unismuh.ac.id

Internet Source

7%

2

repository.iainpalopo.ac.id

Internet Source

2%

Exclude quotes

On

Exclude matches

< 2%

Exclude bibliography

On



Yusrizal.M 105351108717 Bab II

by Tahap Tutup



Submission date: 23-Aug-2024 08:38AM (UTC+0700)

Submission ID: 2436431511

File name: bab_2_yus.docx (56.57K)

Word count: 3442

Character count: 18950

ORIGINALITY REPORT

18%

SIMILARITY INDEX

17%

INTERNET SOURCES

0%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.iain-surakarta.ac.id Internet Source	6%
2	alejournal.com Internet Source	5%
3	mapindo.ejurnal.info Internet Source	2%
4	karya.brin.go.id Internet Source	2%
5	Submitted to Universitas Islam Malang Student Paper	2%
6	digilibadmin.unismuh.ac.id Internet Source	2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On

Yusrizal.M 105351108717 Bab

III

by Tahap Tutup



Submission date: 23-Aug-2024 08:39AM (UTC+0700)

Submission ID: 2436431821

File name: bab_3_yus.docx (36.67K)

Word count: 1175

Character count: 6607

ORIGINALITY REPORT

10%

SIMILARITY INDEX

8%

INTERNET SOURCES

2%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muhammadiyah Makassar Student Paper	2%
2	jurnal.uisu.ac.id Internet Source	2%
3	ojs.staialfurqan.ac.id Internet Source	2%
4	cejsr.academicjournal.io Internet Source	2%
5	jurnal-umbuton.ac.id Internet Source	2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On

Yusrizal.M 105351108717 Bab IV *by Tahap Tutup*



Submission date: 23-Aug-2024 08:39AM (UTC+0700)

Submission ID: 2436432025

File name: bab_4_yus.docx (29.82K)

Word count: 1108

Character count: 6135

ORIGINALITY REPORT

7%

SIMILARITY INDEX

1%

INTERNET SOURCES

7%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

- 1 Setiyani Setiyani, Sri Sumarwati, Laela Sagita, Dzaki Fadhlurrohman. "The incredible boong gi: Educational game RPG for mathematical understanding ability", International Journal of Education and Learning, 2021
Publication 5%
- 2 digilib.uinsby.ac.id
Internet Source 1%
- 3 Ivan Asep Supriadi, Elva Utami, Melati Melati. "AN ANALYSIS OF STUDENTS' READING SKILLS BY USING MIND MAPPING TECHNIQUE", Edu-Ling: Journal of English Education and Linguistics, 2020
Publication 1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

Yusrizal.M 105351108717 Bab V

by Tahap Tutup



Submission date: 23-Aug-2024 08:40AM (UTC+0700)

Submission ID: 2436432550

File name: bab_5_yus.docx (27.01K)

Word count: 347

Character count: 1819

ORIGINALITY REPORT

3%

SIMILARITY INDEX

0%

INTERNET SOURCES

3%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

Abdul Hamid Arribathi, Suwanto, Ali Miftakhu Rosyad, Mukti Budiarto, Dedeh Supriyanti, Mulyati. "An Analysis of Student Learning Anxiety During the COVID-19 Pandemic: A Study in Higher Education", The Journal of Continuing Higher Education, 2021

Publication

3%

Exclude quotes

Off

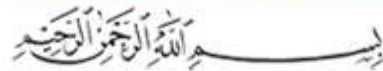
Exclude matches

Off

Exclude bibliography

Off





Nomor : 16394/FKIP/A.4-II/V/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat

Ketua LP3M Unismuh Makassar

Di -

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Yusrizal M
Stambuk : 105351108717
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Selayar / 13-12-1999
Alamat : Btn Pesona Mutiara Pallangga, Pesona 6, No.16

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: AN ANALYSIS OF STUDENTS DIFFICULTIES IN READING SKILL AT SMPN LEMBANG BOSANG 12 KEPULAUAN SELAYAR

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
28 Mei 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax [0411]865588 Makassar 90221 e-mail dp3m@unismuh.ac.id

Nomor : 4377/05/C.4-VIII/V/1445/2024

29 May 2024 M

Lamp : 1 (satu) Rangkap Proposal

21 Dzulqa'dah 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16394/FKIP/A.4-II/V/1445/2024 tanggal 28 Mei 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : YUSRIZAL M

No. Stambuk : 10535 1108717

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis of Students Difficulties in Reading Skill at SMPN Lembang Bosang 12 Kepulauan Selayar"

Yang akan dilaksanakan dari tanggal 31 Mei 2024 s/d 31 Juli 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **13683/S.01/PTSP/2024**
Lampiran : -
Perihal : **Izin penelitian**

Kepada Yth.
Bupati Kep. Selayar

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4377/05/C.4-VIII/V/1445/2024 tanggal 29 Mei 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **YUSRIZAL M**
Nomor Pokok : **105351108717**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. Slt Alauddin No. 259 Makassar**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING SKILL AT SMPN LEMBANG BOSANG 12 KEPULAUAN SELAYAR "

Yang akan dilaksanakan dari : Tgl. **31 Mei s/d 31 Juli 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 29 Mei 2024

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : **PEMBINA TINGKAT I**
Nip : **19750321 200312 1 008**

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

KETENTUAN PEMEGANG IZIN PENELITIAN :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksemplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :

<https://izin-penelitian.sulselprov.go.id>



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada QR Code





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Yusrizal M
NIM : 105351108717
Judul Penelitian : An Analysis Of Students Difficulties In Reading Skill At
SMPN Lembang Bosang 12 Kepulauan Selayar
Tanggal Ujian Proposal : 17 Mei 2024
Tempat/Lokasi Penelitian : SMPN Lembang Bosang 12 Kepulauan Selayar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jumat 31 Mei 2024	kongkaran surat	Hamriani, S.Pd	
2	Senin 3 Juni 2024	pertemuan ke-1	Dg. Sigoma S.Pd	
3	Rabu 5 Juni 2024	pertemuan ke-2	Dg. Sigoma S.Pd	
4	Senin 10 Juni 2024	interview	Dg. Sigoma S.Pd	
5	Selasa 11 Juni 2024	Penyusunan kuisioner	Dg. Sigoma S.Pd	



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodidb@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id


بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6	<i>Sabtu 15 Juni 2024</i>	<i>Pengambilan hasil ketorangan teslasi meeting</i>	<i>Hanniani.S.Ed</i>	<i>Amur</i>
7				
8				
9				
10				


.....2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi


Hanniani, S.Pd
NIP. 19750614042006025



PEMERINTAH KABUPATEN KEPULAUAN SELAYAR
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
UPT SMP NEGERI LEMBANG BOSANG NO 12 KEPULAUAN SELAYAR
Alamat : Jl. Pendidikan No. 19 Lembang Bosang Kec. Bontomanai

SURAT KETERANGAN SELESAI PENELITIAN

Nomor :800/072/VI/2024/UPTSMPNLB12SLY

Yang bertanda tangan di bawah ini, Kepala UPT SMPN Lembang Bosang No 12 Kepulauan Selayar, dengan ini menyatakan bahwa :

Nama : YUSRIZAL M
NIM : 105351108717
Tempat/ Tanggal Lahir : Selayar, 13 Desember 1999
Universitas : Universitas Muhammadiyah Makassar
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian/Pengumpulan data, sebagai tugas akhir guna menyelesaikan studi pada Program Sarjana, dengan judul :

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING SKILL AT SMPN
LEMBANG BOSANG 12 KEPULAUAN SELAYAR**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Lembang Bosang, 15 Juni 2024

Kepala UPT





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0921/BG-FKIP/LOA/B/VIII/1446/2024

Dear YUSRIZAL M

It is our pleasure to inform you that, after reviewing your paper:
**AN ANALYSIS OF STUDENTS' DIFFICULTIES FACTOR IN READING
SKILL AT SMPN LEMBANG BOSANG 12 KEPULAUAN SELAYAR**

The manuscript ID: 1590

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 24 August 2024 M
20 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Umami Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807













CURRICULUM VITAE



Yusrizal. M was born in Selayar, Selayar Islands Regency, South Sulawesi, December 13 1999. He is the first child of Nur Adha and Mana. He started his Kindergarten education at TK Arroyang in 2005. After completing his Kindergarten education, he continued his Elementary School education at SD Negeri Gantarang Keke in 2006 and graduated in 2011.

After that, he continued his Junior High School education at SMP Negeri 2 Bontomanai in 2011 and graduated in 2014. Then he continued his studies at SMA Negeri 1 Bontomatene in 2014 and graduated in 2017. In the same year, he continued his studies at Muhammadiyah University of Makassar majoring in English Education, Faculty of Teacher Training and Education. Thanks to the grace and blessings of Allah SWT and the prayers and support of his beloved family, the researcher was able to complete his education at Muhammadiyah University of Makassar by compiling a thesis entitled **An Analysis of Students' Difficulties Factor in Reading Skill at SMPN Lembang Bosang 12, Selayar Islands.**