

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter of the methodology section, the researcher provides the readers the information about the method used to collect the data in this research. Those are included in the subheadings such as research design, research subject, data and sources of data, data collection techniques, research instrument, also data analysis technique.

#### **A. Research design**

This study uses qualitative research to investigate the student's Reading comprehension in *Takhossus class (Tahfidul Qur'an, Ilmu Alat, Lughowiah)* students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam* in Mojokerto. Creswell (2014) states qualitative research is the discovery and understanding of meaning that groups or individuals see as social or human problems. Qualitative research can be said to mean the investigation and understanding of human or social problems by individuals or groups. Qualitative research is a study intended at describing, studying, and explaining Phenomena. An understanding of the phenomenon can be achieved by description and discovery through storytelling. It means research procedures that produce written or oral descriptive data of participants and observed behaviors. It is also understood that descriptive research proposes to collect current information, define problems, make comparisons or evaluations, and learn from featured in this research focusing on descriptive qualitative research. Determining a problem formulation that directs research to explore or picture social events that will be thoroughly, broadly, and in-depth examined is qualitative descriptive research. according to Bogdan and Taylor, who were cited by Lexy.J. A qualitative descriptive approach is a research method that yields descriptive information from people's spoken and written words as well as from observed behavior.

The qualitative approach is an approach that intends to understand the phenomenon of what is experienced by research subjects, for example, behavior, perceptions, interests, motivations, and actions through descriptions in the form of words and language. This approach aims to obtain complete information about using observation and interview to take the data.

## **B. Research Subject**

This research was conducted on tenth grade students of *SMK UBP (Unggulan Berbasis Pesantren)* in Mojokerto for the 2022-2023 academic year. The research will observe is the difficulties and strategies of students and teacher strategies in resolving student difficulties in reading comprehension in English lesson in *Takhossus class* at tenth grade of student of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam* Mojokerto. The researcher observed three classes with one English teacher teaching in tenth grade. There are three classes, *DPIB (Desain Pemodelan dan Informasi Pembangunan)* class *Tahfidz Takhossus* program, two *Multimedia* class *Alat Takhossus* program and two *multimedia* class *Lughowiah takhossus* program. which were observed in three *Takhossus class*, one *DPIB (Desain Pemodelan dan Informasi Pembangunan) Tahfid Takhossus class*, one *Multimedia Alat Takhossus class* and one *multimedia Lughowiah Takhossus class*.

Research data can be explored and collected through various data sources, including: observations when learning proses in written and unwritten in class and outclass. Sources of data were obtained from the students Reading comprehension in english lesson class *Takhossus* program students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam* in Mojokerto in tenth grade and the teacher teach in English lesson of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam* in Mojokerto.

In this study, the writer uses two techniques to collecting data, namely observations, interviews, and document.

### 1. Observations

Observation is to observe the object under study. Researchers can observe student behavior during the learning process, according to Syaukani (2019). It's unfair that the researcher can watch how students behave during a lesson. In this study, the researcher monitors the classroom activities of the reading comprehension learning process. Researchers can observe student behavior during the learning process, according to Syaukani (2019). It's unfair that the researcher can watch how students behave during a lesson. In this study, the researcher monitors the classroom activities of the reading comprehension learning process.

### 2. Interview

The interview took place as the researcher asked one or more participants open-ended questions and recorded their responses. This means by interviewing participant, they are better able to express their experiences without being constrained by the research views or the results of previous research. Interviews provide useful information when the researcher cannot directly observe the participant, and the researcher allows the participant to provide detailed personal information. Therefore, in this study, the author will use semi-structured interview method to collect data from students. Semi-structured interviews are topics or questions that will be planned in advance, but as an alternative of using open ended questions, semistructured interviews focus on open ended questions. In this study the researcher designed for interview and observation data questions for teacher one teacher in English lesson and student from *DPIB (Desain Pemodelan dan Informasi Pembangunan)* class *Tahfidul Qur'an Takhossus* program, student *Multimedia* class *Alat Takhossus* program and student *Multimedia* class *Lughowiah Takhossus* program interviews are conducted outside teaching activities.

### 3. Document

According to Ary (2010, p. 457), document analysis is a research technique applied to documents or visual materials to identify specific information. Material properties. The materials analyzed are textbooks, newspapers, lectures, television programs, advertisements, musical compositions, and many other text of documents "Documents not only arise from their context, they also explain their context" (Guba & Lincoln, 1981, cited in Alwasilah, 2011, p. 112). This means that the document (the written text) itself can be used as an image of the social context of the issues presented and discussed within the document. This study used document analysis as a data collection technique. Document analysis is one of the data collection methods in qualitative research (Alwasilah, 2011) that involves reading written texts and documents (Johnstones, 2000).

In fact, document analysis is used to gain a comprehensive understanding of documents/documents that serve as sources for research, as researchers can review and evaluate those documents/documents under study (Alwasilah, 2011).

In this research, the researcher used document analysis to collect the data from teacher score sheet in reading comprehension test. The teacher teacher score sheet at SMK *UBP (unggulan berbasis pesantren) Nurul Islam Mojokerto* there is an analysis of students who have scores below and above the KKM (minimum score criteria) and the minimum score standard is seventyeight. In other hand calculating the percentage of absorption of the questions given in the reading comprehension test.

#### **D. Data Analysis Technique**

There are several methods for analyzing data. In this study, the researcher collected data from observing the teaching learning process of reading comprehension and interviewing English teacher and the students about reading comprehension at the SMK *UBP (unggulan berbasis pesantren) Nurul Islam Mojokerto*. Cresswell (2008:3) states that there are six ways to analyze such data.

1. Organizing and preparing the data

Researchers arrange data based on the purpose of the data such as interviews to answer the first research question about students' difficulties and strategies in reading comprehension in takhossus classes.

2. Reading all the data

In order to gather information and derive the study's answers, the researcher read all of the data. The researcher underlined the crucial details from the data as she read.

3. Coding and reducing the data

The researcher started analyzing the data in this phase after reading all the data. The researcher determined which data were necessary for this study and eliminated the unnecessary information. creating the theme for analysis using coding The researcher then uses the topic to identify the data. To collect the data, the researcher divided it up based on the theme.

5. Describe based on the themes

On a description of the data based on the theme, the researcher presented the results of interview and observation data gathering.

6. The researcher made discussion session to interpret the data from the finding and correlate them into the theories provided in this study. Then, the researcher made a conclusion from the finding.

## **E. Research Stages**

This research has a long process that has to be finished. The researcher used some stages in this research, they are:

1. Preliminary research

This step, the researcher formulates the research title and research question analyzes related literature, selects the research location, as well as the subject to suit the research question, then selects instruments to collect data. In addition, the researcher made simple observations by

searching literature or finding out facts about students' difficulties and strategies in reading comprehension in the *Takhossus* program.

2. Research design

Research design is the following stage. The study proposal includes a description of the research design. They include selecting the contexts that support the research's purpose, doing a literature evaluation, and deciding on the research's methodology to aid the researcher in data collection.

3. Research activity

According to the previous stage, the researcher engaged in various actions in this one pertaining to the plan in the study proposal. Based on the plan outlined in the research proposal, the researcher conducted interviews and observations to gather data.

4. Analyzing the data

After finishing with the previous stage which is research activity, the researcher has the data from the subject research. Then, the researcher did a data analysis based on the way that has been planned in the research proposal.

5. Writing the research report

The research report is written as the final step. The conclusion of the study should be written up by the researcher. The research questions should be addressed in the conclusion.

## **F. Checking the Validity of the Data**

Understanding Reliability and Validity in Qualitative Research by Patton (2002) asserts that these two issues should be taken into consideration in qualitative research, particularly when planning a study, analyzing the findings, and assessing the study's quality. Cresswell asserts that there are three methods for validating the results: members checking, triangulation, and auditing. To validate the data in this study, triangulation is used. Triangulation, according to Sabina and Khan

(2012), is a way for increasing the validity of data by merging various points of view and techniques. To converge on a single construct, it merges two or more ideas, sources of data, or study designs in a single phenomenon. To compare the information from the interview and observation, the triangulation method was utilized. Both instruments have already been approved by qualified lectures. Understanding Reliability and Validity in Qualitative Research by Patton (2002) asserts that these two issues should be taken into consideration in qualitative research, particularly when planning a study, analyzing the findings, and assessing the study's quality. Cresswell asserts that there are three methods for validating the results: members checking, triangulation, and auditing. In this study, triangulation is used to This study used an observation checklist and interview guidelines as its two data collection tools. According to methodological triangulation, that's the case. Due to the utilization of two different methods for data collecting, the findings of this study will be validated.

#### **CHAPTER IV**

## RESEARCH FINDING

The report is divided into two parts. They are research data presentation and research findings. Research finding reports the fact faced by the researcher and discussion represented in the theories from the expert compared with the fact in the field.

### A. Data Presentation

Based on data collection *Takhossus* class (*Lughowiah, Alat, Tahfidz*) in reading comprehension are divided into two categories result from observation result interview and result from document.

#### 1. Result from observation

Based on the observation of student difficulties and teacher and student strategies in learning reading comprehension in English lessons in *Takhossus* class (*Lughowiah, Alat, Tahfidz*) in the tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam* Mojokerto, it concludes in students' difficulties interview table, student strategies interview table and teacher strategies interview table.

##### a. Student Difficulties

Based on observations of student difficulties, some difficulties in reading comprehension in English lessons in *Takhossus* class (*Lughowiah, Alat, Tahfidz*) in the tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam* Mojokerto. Found the students' difficulties shown in Table 4.1.

Table 4.1 Students' difficulties in observation



No	Student's Difficulties	Teacher Utterance	Students Response
1	Understanding vocabulary	<p><i>"Students please understand the "the magic candle" reading text after that conclude the main idea of paragraph two"</i></p> <p><i>"He sold them to the guests"</i> in the statement what is the antonym "sold"?</p> <p><i>"He lit the candle and made a wish"</i> The word "wish" has a similar meaning to</p>	<p>Several students looked confused at some of the vocabulary that was not understood and some students tried to open the dictionary as well as some students raised their hands to ask the teacher the meaning of the vocabulary</p> <p>Students try to find the Indonesian language and then they look for the English language in the English dictionary.</p> <p>Student try to search in English dictionary.</p>
2.	Determining Main Idea	<p><i>"Students, please find out what the main idea is from the magic candle reading text"</i></p> <p>Which sentence tells about solving the problem of story above?</p>	<p>The students were silent at the moment then the teacher repeat the question.</p> <p>students try to list the problems of each paragraph and look for the main problem</p>
3.	Making inference	<p><i>"The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day. In his happiness, the wanderer told the princess</i></p>	<p>Some students looked confused, stopped and tried to look for their notebooks on the pronoun note, any student raised their hand but was confused about</p>

		<p>about his adventure and the magic candle. Hearing that, the princess got very angry. At night, she lit the candle and wished the wanderer disappeared.</p> <p>In the morning the wanderer awoke and found himself back in his ugly house in the village”</p> <p><i>From the passage, we can conclude that</i></p> <p>What is the complication in the magic candle story?</p> <p>What lesson can we take from the magic candle story?</p>	<p>the difference between her and his and a student answered the questions correctly</p> <p>student mix up the translation of each paragraph and find some problems and then choose the top problem.</p> <p>The students were silent at the moment then the teacher repeat the question</p>
4	Detail Information	<p>What were the characteristics of the wanderer in magic candle?</p> <p>Why did the queen become angry in magic candle story?</p> <p>Who is the owner of the magic cadle?</p>	<p>students translate all the of the magic candle text reading divided by groups of each paragraph and each group finding the character of the wardered</p> <p>Some students feel confused because not all the text are complete translate.</p> <p>students find it very easy to find the answer</p>

Based on Table 4.1 above students have difficulty in reading comprehension it can be concluded that four difficulties. Students become confused in understanding vocabulary, determining the main idea, making inferences and detailed information to interpret the teacher's assignment and several students confirmed to the teacher

### b. Student Strategies

Based on observations of students' strategies, found some strategies in reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in tenth grade of students of *SMK UBP (unggulan berbasis pesantren) Nurul Islam Mojokerto*. The student strategies are shown in Table 4.2.

Table 4.2 Students' strategies in observation data

No	Students Strategies	Teacher utterance	Students response
1	Vocabulary learning strategies	<p><i>who knows the synonym of the "grabbed"</i></p> <p><i>Please underline the words that I mentioned according to the reading text, after that copy the vocabulary in your book and please look for the translation in the dictionary.</i></p> <p><i>please memorize the vocabulary that I have provided</i></p>	<p>Students open the dictionary to find the meaning and try to remember the memorized vocabulary themselves.</p> <p>all students did well but there were some students who cheated because they did not bring a dictionary.</p> <p>when the teacher gave vocabulary questions that had been given some students could answer some students could not answer</p>
2	Use of the dictionary	<p><i>please look for conclusions in "the magic candle" reading text after that look for moral values from the text.</i></p>	<p>Students open the dictionary to find the meaning and try to share with friends several parts and then mix to make it faster.</p> <p>students look for words in Indonesian when they have</p>

		<p><i>"He lit the candle and made a wish"</i> The word "wish" has a similar meaning to</p> <p><i>"He sold them to the guests"</i> in the statement what is the antonym "sold"?</p>	<p>found them look for them in the English dictionary.</p> <p>some students look for dictionaries but some do not bring a dictionary</p>
3.	Story grammar strategy	<p><i>The wanderer fell in love with her and asked her to marry him.</i></p> <p><i>"Her" in the statement above back to?</i></p> <p><i>".....and then sold it".</i> (paragraph 2). <i>The underline word refers to ....</i></p>	<p>students try to find smart friends and join to understand the reading text.</p> <p>students focus on paragraph 2 and look for the intended sentence</p>
4.	skimming and scanning	<p><i>Please make a conclusion in paragraph two</i></p> <p><i>How many times did young warderer light the magic candle?</i></p> <p><i>From the text we can learn that</i></p>	<p>students try to find the same words and sentences in each paragraph by combining the title and the last paragraph.</p> <p>some students feel confused and some students are still trying to find answers.</p> <p>the student divide in some groups, one paragraph and concludes after that combining all the translations into one</p>

Based on table 4.2 above explains how students' strategies for overcoming difficulties in reading comprehension such as the use of a dictionary, vocabulary learning strategy, story grammar strategy and scanning & skimming.

### c. Teacher Strategies

Based on observations of teacher strategies, found some strategies in Reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*. The teacher strategies are shown in Table 4.3.

Tabel 4.3 Teacher strategies observation data

No	Teacher strategies	Students Utterance	Teachers Respons
1.	Semantic Mapping	<p><i>Ma'am, I don't know about the moral value from the text.</i></p> <p><i>I'm sorry ma'am I can't explore the word clue in the sentence</i></p>	<p>The teacher explains by linking several parts of the sentence from the story. and ask students to understand it.</p> <p>The teacher try to explain use Indonesia language.</p>
2.	Pre-Reading Strategy	<p><i>Ma'am, I don't know narrative text, please give me some examples of narrative story.</i></p> <p><i>Ma'am I can't make statement based on the picture?</i></p>	<p>the teacher gives examples of story titles about narrative text after that asks students to observe the various kinds of story titles then the teacher gives the question "Have you ever understood when this story happened?" (appoint some students to make arguments) after that the teacher explains the arrangement of narrative text and the use of past tense.</p> <p>OK, please ask me for vocabulary that you don't understand, but please try to look it up in the dictionary first</p>
3	Group work	<p><i>Ma'am, we feel it is very difficult to translate and understand this reading text? and we also have to answer these 5 questions maybe it can be completed in 3 days so just do homework.</i></p> <p><i>Ma'am I really difficult to translate all of the text</i></p>	<p>The teacher divides a group system of three to four students to get one paragraph after that one student of the group writes the meaning on the blackboard.</p>

			The teacher make a group a and divide one group of 3 students to do the translation of one paragraph
4.	Plan and monitor	<p><i>Ma'am, what does wanted to mean? I've searched the dictionary but couldn't find it.</i></p> <p><i>Ma'am can you explain again about the structure of the recoun text?</i></p>	<p>the teacher explains to the students that "wanted" is verb 2 because this is a narrative text so use the past tense and verb 1 is "want".</p> <p>The teacher just explain to the student feel difficult to narrative explanation and allowing other students to focus on their task.</p>

Based on Table 4.3 it is concluded that the teacher uses strategies in overcoming students' difficulties in reading comprehension by teaching students to use semantic mapping, group work, planning and monitoring, Pre-reading dan Strategy.

## 2. Result of the Interview

Based on the interview of student difficulties and teacher and student strategies in learning reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in the tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*, its conclude in students difficulties interview table, student strategies interview table and teacher strategies interview table.

### a. Student Difficulties

Based on interviews of student difficulties, found some difficulties in Reading comprehension in English lessons in *Takhossus class (Lughowiah, Alat, Tahfidz)* in tenth grade of student of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*. The student's difficulties are shown in Table 4.4.

Table 4.4 Students' difficulties interview

<b>Student Takhossus class Multimedia Alat Takhossus Program tenth grade</b>		
<b>NO</b>	<b>Student difficulties</b>	<b>Student response</b>
1	What is the interest or pleasure in a lesson, especially in the ability to read English, really affects understanding in reading comprehension?	Ya pasti kak dan saya tidak suka dengan bahasa inggris
	What is the topographical aspect of the layout, page design, and font size that affect the reading process?	Iya pasti, apalagi kalau ada gambar
2	Whai is the habit of reading English in novels, comics, magazines, and singing this song really	Sebenarnya iya tpi sya tidak suka membaca bahasa inggris karena tidak bisa
3	Is a good knowledge of reading theory also really needed in reading ability?	Saya selalu mendengarkan yang diterangkan guru bahasa inggris tapi tertumpuk denga hafalan al- qur'an saya akhirnya lupa
4	How you can solving problem reading comprehension problems in determining idea?	Menemukan ide pokok itu membutuhkan mengerti semua arti. Lahh saya tidak semua kosa kata pada bacaan mengerti artinya dan membuka kamus berkali kali karena banyak yang tidak membuat capek
5	How you can solve problem reading comprehension problems in understanding vocabulary?	“Siswa sering membuka dan menutup kamusnya untuk menemukan makna kata yang tidak dia pahami dari teks yang dia baca. juga sering bertanya kepada temannya untuk menanyakan arti kata apa yang tidak dia ketahui”.
6	How you can solving problem reading comprehension problems in detail information?	Saya sering menunggu jawaban dari teman saya karena bahasa inggris syulit
7	How you can solve problem reading comprehension problems in making inferences?	Saya sering mencontek teman ketika pelajaran bahasa inggris

<b>Student At Takhossus class DPIB (Desain Pemodelan dan Informasi Bangunan) Tahfidul Qur'an tenth grade.</b>		
<b>No</b>	<b>Student difficulties</b>	<b>Students response</b>
1	What is the interest or pleasure in a lesson, especially in the ability to read English, really affects understanding in reading comprehension?	Ya pasti kak dan saya tidak suka dengan bahasa inggris
	What is the topographical aspect of the layout, page design, and font size that affect the reading process?	Iya pasti, apalagi kalau ada gambar
2	What is the habit of reading English in novels, comics, magazines, and singing this song really	Sebenarnya iya tpi sya tidak suka membaca bahasa inggris karena tidak bisa
3	Is a good knowledge of reading theory also really needed in reading ability?	Saya selalu mendengarkan yang diterangkan guru bahasa inggris tapi tertumpuk denga hafalan al- qur'an saya akhirnya lupa
4	How you can solving problem reading comprehension problems in determining idea?	Menemukan ide pokok itu membutuhkan mengerti semua arti. Lahh saya tidak semua kosa kata pada bacaan mengerti artinya dan membuka kamus berkali kali karena banyak yang tidak membuat capek
5	How you can solve problem reading comprehension problems in understanding vocabulary?	"Siswa sering membuka dan menutup kamusnya untuk menemukan makna kata yang tidak dia pahami dari teks yang dia baca. juga sering bertanya kepada temannya untuk menanyakan arti kata apa yang tidak dia ketahui".
6	How you can solving problem reading comprehension problems in detail information?	Saya sering menunggu jawaban dari teman saya karena bahasa inggris syulit
7	How you can solve problem reading comprehension problems in making inferences?	Saya sering mencontek teman ketika pelajaran bahasa inggris



<i>Student Takhossus class Multimedia Lughowiah Takhossus Program tenth grade</i>		
<b>NO</b>	<b>Student difficulties</b>	<b>Student response</b>
1	What is the interest or pleasure in a lesson, especially in the ability to read English, that affects understanding reading comprehension?	Ya, pasti karena sangat mempunyai pengaruh besar pada pemahaman bahasa inggris
	What is the topographical aspect of the layout, page design, and font size that affect the reading process?	Tidak begitu berpengaruh
2	What is the habit of reading English in novels, comics, and magazines, and singing this song really	Ya, saya anak lughowiah jadi bukan hanya membaca tapi saya juga mempunyai koleksi apalagi film action yang ber sub title bahasa inggris.
3	Is a good knowledge of reading theory also really needed in reading ability?	Ya, saya selalu mendengarkan yang diterangkan guru dan saya terapkan pada pelajaran bahasa inggris.
8	How you can solve problem reading comprehension problems in determining ideas?	Biasanya saya terlebih dahulu
9	How you can solve problem reading comprehension problems in understanding vocabulary?	Saya jarang membaca buku atau teks bahasa inggris, makannya kosa- kata saya sedikit kak, jadi kosa kata saya gak nambah, mungkin karna itu saya susah ngerti teks bahasa inggris, makannya saya jadi malas membaca buku bahasa Inggris”.
10	How you can solve problem reading comprehension problems in detail information?	Setelah saya mengartikan semuanya per paragraf biasanya saya membagi dengan teman agar cepat selesai.
11	How you can solve problem reading comprehension problems in making inferences?	Setelah saya mengartikan semuanya per paragraf supaya dapat menjawab soal making inference.

Based on Table 4.4, it can be concluded that the opinions of each class are different. *Multimedia class Lughowiah Takhossus* program student feels easy to understand English reading texts because they like the language and *Alat Multimedia class Ilmu Alat Takhossus* program student there are easy to understand English reading texts because they have almost the same background knowledge and difficulties occur a lot for *DPIB (desain pemodelan dan informasi bangunan) class Tahfidz Takhossus* Program students because they are too focused on memorizing Al- Qur'an.

### b. Student Strategies

Based on interviews of student strategies, found some strategies in reading comprehension in English lessons in *Takhossus class (Lughowiah, Ilmu Alat, Tahfidz)* in tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*. The student strategies are shown in Table 4.6.

Table 4.5 Student strategies interview data

Multimedia class Ilmu Alat Takhossus Program students at tenth grade		
NO	Interview Question	Answers
1.	What are the skimming and scanning strategies also used in reading comprehension class?	Ya, kak apalagi tidak semunya kata saya faham.
2.	Do you use a dictionary every English lesson?	Saya selalu berusaha untuk membawa meskipun kadang lupa karena saya bukan anak <i>lughowiah</i> yang hafal semua kosakata bahasa.
3	What strategies do you use to memorise the vocabulary?	Guru selalu menyuruh untuk menulis 8 kosakata pada setiap pertemuan pada buku bagian belakang dan menghafal diakhir pelajar.
4.	How you can easy to understand grammar?	saya siswa kelas ilmu alat kalua pemahaman grammar saya cenderung bisa menyesuaikan karena pada pelajaran ilmu alat juga diajarkan fi'il amar yang menyatakan kata kerja sedang dilakukan setelah itu fi'il madhi yang menyatakan kata kerja bentuk lampau, say aini saya dengan

		Bahasa inggris cumin caranya yang membedakan”
<b><i>DPIB (Desain Pemodelan dan Informasi Bangunan) class Tahfidul Qur'an Takhossus program students at tenth grade.</i></b>		
<b>No</b>	<b>Interview Question</b>	<b>answer</b>
4	What are the skimming and scanning strategies also used in reading comprehension class?	saya anak kelas Tahfid, menghafal al-quran ajach udah sulit sekali. Jdi Ketika guru menerangkan saya mendengarkan tapi tidak bisa mengaplikakannya dalam pelajaran pemahaman membaca Bahasa Inggris
5	Does every English lesson always use a dictionary and use it ?	sangat membutuhkan kamus, dan untuk mudah menghafal kosa kata guru selalu memberikan beberapa kata beserta artinya sesuai dengan teks yang dibahas dan kita diminta untuk menghafal 5 menit biasanya 8 kosakata.dan saya menyediakan buku saku kecil yang ddalamnya adalah kosa kata yang sulit
6	What strategies do you use to momorize the vocabulary?	Menghafalkan al-qur'an saja sudah sulit
7	How you can easy to uderstant about grammar ?	Itu kak tulisan sama bacaannya beda, trus artinya suka tebalik- tebalik dan Kalo hanya disuruh baca gapapa sih kak, tapi kalo udah disuruh menyimpulkan atau mengartikan nah itu lagi masalahnya kak, kakak taulah susunan kalimat dalam bahasa inggris beda sama susunan kalimat dalam bahasa indonesia, saya gak bisa ngartikan perkata, artinya gak nyambung
<b>Multimedia class Lughowiah Takhossus Program students at tenth grade</b>		
<b>NO</b>	<b>Interview Question</b>	<b>Answers</b>

4	What are the skimming and scanning strategies also used in reading comprehension class?	Saya siswa Lughowiah dan siswa kelas Takhossus Ilmu Alat guru menerangkan tentang scanning untuk mempermudah saya memahami teks bacaan Bahasa Inggris. Dan alhamdulillah saya dapat mengikuti apa yang diterangkan oleh guru bahasa Inggris meskipun masih belum sempurna tapi sangat membantu untuk menyingkat waktu Ketika memahami teks bacaan.
5	Does every English lesson always use a dictionary and use it ?	Pastinya, tidak pernah tertinggal
6	What strategies do you use to memorize the vocabulary?	Guru selalu menyuruh untuk menulis 8 kosakata pada setiap pertemuan pada buku bagian belakang dan menghafal diakhir pelajar.
7	How you can easy to understand grammar?	Saya mencatat semua rumus dan grammar yang diajarkan oleh guru pada buku sendiri jadi ketika saya lupa tinggal membuka buku.

### c. Teacher Strategies

Based on interviews of teacher strategies, found some strategies in Reading comprehension in English lessons in *Takhossus class (Lughowiah, Ilmu Alat, Tahfidz)* in tenth grade of students of *SMK UBP (Unggulan berbasis Pesantren) Nurul Islam Mojokerto*. The teacher strategies are shown in Table 4.5.

Table 4.6 Teachers' strategies interview

Questions	Answer
Does the IQ of each student greatly affect specific learning in reading ability?	sure, because IQ is a measure of one's intelligence. IQ affects the elements of emotional intelligence including self-awareness, self-regulation, motivation, empathy and social skills. with that, a person will be able to respond well to effective communication, cope well with work pressure and be able to receive input.

<p>Does interest or pleasure in a lesson, especially in the ability to read English, really affect students?</p>	<p>very influential, because the feeling of pleasure will grow with the "interest" which is defined as the tendency to always pay attention and remember something continuously. A very high sense of pleasure then directs a student to the field he likes and will be occupied without any compulsion from anyone. of this will direct students to excel. teachers will also find it easier to convey material to be accepted by students</p>
<p>Does the topographical aspect of the layout, page design, and font size affect the reading process?</p>	<p>yes, in my opinion, it is very influential because when the book is interesting it does not make a reader bored and will trigger a student's enthusiasm for learning, especially in reading comprehension.</p>
<p>Does the habit of reading English in novels, comics, and magazines, and singing this song affect the reading process?</p>	<p>yes, it is very influential because reading habits greatly affect the empowerment or investment of a student's vocabulary. when students have a lot of vocabulary it will be very easy to understand English reading text. because vocabulary is a very important component of reading.</p>
<p>Does scanning speed reading by finding specific information such as pictures, dates, places, and names and ignoring others that are not important greatly affect the process of</p>	<p>from speed reading techniques, of course, you begin to understand the various benefits that can be obtained from speed reading. The following are three benefits of speed reading technique skills, including: the first is to get important information or not. The second benefit is understanding information quickly. After successfully sifting through information quickly and easily, speed reading techniques will be very useful to understand information faster and better. For example, if previously it took you one week to read a book that was 250 pages thick. So, after mastering speed reading techniques, you can finish the same book in just one day. Moreover, for some people who are already trained, a book with 250 pages can be completed in just 1-2 hours. The third benefit is increasing understanding. After being able to</p>

reading comprehension?	understand and understand information quickly and easily, speed reading techniques will be very useful in making one's understanding of reading better. This is because speed reading techniques can make a person more focused on the problem.
Does skimming speed reading by finding the main points such as looking at the title, synopsis, and looking at pictures greatly affect reading comprehension?	Yes, it is very important to read quickly, which means that it is also accompanied by the speed in processing information without having to leave out the important aspects of reading itself. The implications of skimming or speed reading include paying attention to aspects of reading material, habits, reading goals, reasoning and many more. The thing that needs to be emphasized when skimming, looking at titles, synopsis, and looking at pictures is that reading cannot be generalized to situations and conditions. Depends on the needs and context. Good speed reading is reading that emphasizes speed and does not neglect absorbing information related to what is being read.
what is the teacher's strategy for overcoming difficulties in long sentences?	before the teacher instructs students to read and understand the text, the teacher will first give difficult vocabulary and its meaning. after that, the teacher asks students to memorize in a few minutes. and then the teacher enters reading and understanding of the text according to the topic
what strategies are needed in understanding the reading text?	students' understanding of some reading techniques such as Scanning, Skimming, Intensive reading, Extensive reading and vocabulary memorization
Does the teacher need to build concentration on students during reading lessons?	sure, because the focus when the lesson is influenced by several factors such as fun learning this will make students feel comfortable in class and not feel bored, from here the lessons delivered by the teacher will be easily accepted by students and students are more focused
Are there differences in text reading material in SMK and SMA?	Yes, because high school and vocational high school have different focus. for now, our school is still using the K13 curriculum but we teach English following student-productive majors such as multimedia in procedure text we will also teach how to operate the brightness on the camera.

<p>How does the teacher guide students to find the main idea in a text?</p>	<p>Usually every time I teach reading comprehension in class guide students to find the main idea in each paragraph and then we will combine it in one paragraph. and this is a group division system for one group there are 4 people and work on one paragraph after that we discuss it together to minimize the short time in class. The student understands reading English is difficult, especially if the text is long. When asked to just read, he was still having a hard time, he had to be told first, let's read this page, like that. In addition, his lack of knowledge of vocab causes him to not know the meaning, thus increasing difficulties in understanding reading</p>
<p>How does the teacher guide students to understand the reference, namely synonyms for words in a reading?</p>	<p>In my opinion, for finding synonyms, I emphasize more on students looking in the Oxford dictionary or children looking up the Indonesian KBBI dictionary and translating it.</p>
<p>How do teachers guide students to memorize vocabulary easily?</p>	<p>I usually give 10 vocabulary words at the end of each lesson, give instructions to students to write in the back of the book and instruct students to memorize in the boarding school. and when I enter the next day I will write 10 vocabulary words on the blackboard and call one student to guide his friends and read three times together. after that, I will erase what is on the blackboard and I will randomly appoint students.</p>
<p>Does the teacher provide insight to students that reading is 98% providing information to readers?</p>	<p>For sure, I always remind students that reading is opening the horizons of the world. Only by reading we will feel that we have travelled the world because all books, magazines, novels and newspapers have provided information from all reading texts.</p>
<p>Does the teacher provide insight that it is important to</p>	<p>yes, because as humans we cannot deny that information does not only appear from print media but also from electronic media and social media. from various media, there will be many sources that we can get and this helps students in</p>

integrate information that is important for the interests of the reader?	reading comprehension because previously there was already a background of knowledge
Does the teacher carry out the plan and monitor students	yes, of course, we help students when they are in trouble and monitor how far they understand the text being discussed by giving questions according to the text being studied
Does the teacher also carry out pre-reading strategies in reading comprehension classes?	yes, usually I show some story titles and pictures and ask some students to explain based on their understanding.

## 2. Result from Document

In this research, also take the document data from teacher score sheets in reading comprehension. On the three classes, *DPIB (desain pemodelan dan informasi bangunan)* class *Tahfidz Takhossus* program, *Multimedia* class *Ilmu Alat Takhossus* Program and *Multimedia* class *Lughowiah Takhossus* program.

Picture 4.1 *DPIB (desain pemodelan dan informasi bangunan)* class *Tahfidz Takhossus* Program teacher's score



ANALISIS HASIL  
ULANGAN HARIAN (UH)


Satuan Pendidikan  
Mata Pelajaran  
SK / KD / Materi Pokok  
Kelas/Semester-Tahun Pelajaran  
Tanggal Ulangan

SMK UBP NURUL ISLAM  
D. Inggris  
Narrative text  
X MM 2 U/A- 2022/2023

KKM  
Ketuntasan klasikal  
Banyak Siswa  
Siswa yang ikut ulangan  
Pembulatan

78

No	Nama Siswa	No Soal / Skor Yang Diperoleh																				Jumlah	Ketuntasan
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Aisyah Sophie Mulya	20	20	20	0	20																80	✓
2	Ahliyah Rosidha Arsa	10	10	20	20	0																60	✓
3	Anandita Eka Pratiwi	20	20	10	15	0																65	✓
4	Anisa Febriyanti	20	20	20	15	0																75	✓
5	Choirum Mahmudah	20	10	10	20	20																80	✓
6	Dewi Maghfiroh Anastasya	20	10	20	20	0																80	✓
7	Erlicya Karunia Mar'Atus Sholikhah	20	20	20	20	0																80	✓
8	Fara Maulidiya Putri Khumairo	20	10	20	10	0																60	✓
9	Ghefira Nur Laila	20	20	20	10	0																60	✓
10	Lutfiyah Azzah Maghfiroh	20	0	0	20	10																50	✓
11	Maria Ulfa	20	20	20	0	0																60	✓
12	Michella Fariza Sefa Azizah	20	10	20	0	0																50	✓
13	Nadhifatul Ainivah	20	10	20	10	0																60	✓
14	Naura Diva Putri Asmara	20	10	10	10	10																70	✓
15	Nur Ali Syahrin	10	20	20	20	0																70	✓
16	Nur Fadhillah Ramadhani	20	20	20	10	0																75	✓
17	Nurin Naili Rizqillah	20	20	20	10	5																75	✓
18	Rahma Nur Isnani Fitriyani	20	20	20	20	0																80	✓
19	Rihhadatulaisyi Mirza Suseno	20	20	15	15	0																70	✓
20	Siti Kholifatul Vita Fauzia	20	20	20	10	0																70	✓
21	Siti Nur Aisyah Fitri	20	20	20	0	0																60	✓
22	Siti Uluwil Muhimmah	5	5	10	20	10																50	✓
23	Siti Uswatun Khasanah	10	10	20	20	0																60	✓
24	Sofia Cinta Bella	20	20	20	10	0																70	✓
25	Svifa Aulia Liscahyaningrum	20	20	20	10	5																75	✓
26	Tisha Angelita Raudha	20	20	20	20	0																80	✓
27	Uswatun Khasanah	15	15	15	10	10																65	✓
28	Vika Dwi Rahmawati	20	20	15	15	10																80	✓
29	Vika Yunia Sari	15	15	10	10	10																60	✓
30	Yastaqfirruna Ilhah	20	20	10	20	10																70	✓
31																							
32																							
33																							
34																							
35																							
Jumlah Skor																							
Rata-rata																							
Jml. Skor Max (ideal)																							
% Skor Tercapai																							
Ketuntasan Butir Soal																							

Mengetahui,  
Kepala SMK UBP Nurul Islam  
  
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Mojokerto,  
Guru Mata Pelajaran  
  
Dwijati

Based on the document data teacher's score in the *DPIB* (*desain pemodelan dan informasi bangunan*) class *Tahfidz Takhossus* Program above, many students get the score not match the KKM (minimum score criteria) that have been determined in seventy-eight, consisting of twenty-six students get scores under the KKM (minimum score criteria.)

Picture 4.2 percentages of teacher's score in *DPIB* (*desain pemodelan dan informasi bangunan*) class *Tahfidz Takhossus* Program

**TINGKAT DAYA SERAP TERHADAP MATERI PELAJARAN**

Kelas		Kompetensi Dasar	
1 Mata pelajaran	B. Inggris	4 Tanggal ulangan	14 Maret 2023
2 Materi pokok	Narrative text	5 Jumlah siswa	30 siswa
3 Ulangan ke	2	6 Tidak hadir	- siswa
		7 Daya serap	18 %

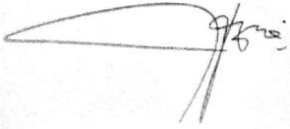
**PERHITUNGAN DAYA SERAP**

NILAI (A)	JML SISWA (B)	Pks (AxB)	Perhitungan rata-rata dan daya serap	Keterangan
50	4	200	1 Nilai rata-rata : Jumlah Pks * *) $\frac{2035}{30} = 60\%$ Jumlah B * *)	1 Jumlah siswa yang mencapai KKM
60	6	360		
65	3	195		
70	6	420		
75	4	300		
80	7	560		
Jumlah	30	2.035		
			2 Daya serap Jml siswa yg mencapai KKM Jumlah: 18 (%) $\times 100\% = 18\%$	2 Jumlah siswa yang mendapat nilai kurang dari KKM

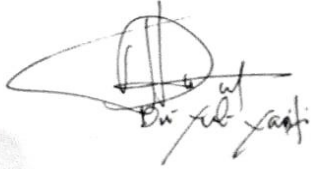
Keterangan:  
Pks = Prestasi kelompok siswa

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Guru Mata Pelajaran



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SIP.



Based on the document data the grades of students in one class are represented in the form of percentages. The data shows that the completeness of students in one class on reading comprehension questions in the narrative chapter is 60% of students' absorptive capacity. it can be concluded that not all students in the *Tahfidz Takhossus* class can answer the questions correctly, and this class lower than the others class.

Picture 4.3 Multimedia class *Lughowiah Takhossus* program teacher's score

**ANALISIS HASIL ULANGAN HARIAN (UH)**  
SMK UBF NURUL ISLAM  
XI MM 2 UJA - 2022/2023

KKM  
Kuntunan kelas/ Rombongan Kelas Siswa yang akan diujikan  
Pembelajaran **78**

No	Nama Siswa	No. Soal / Skor Yang Diperoleh																				Jumlah	Keterangan
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ARINI ALFA MAWADDAH	20	10	20	10	10																70	✓
2	AZZAHRA NIKMATUL PUTRI B.	10	20	10	20	20																80	✓
3	AZZAKIYATUN NISA L	20	20	15	20	10																85	✓
4	BELLA SA'ADATUT DARRAINI	15	20	20	20	10																85	✓
5	CANTIKA DWI PUTRI	15	20	20	10	10																72	✓
6	DENIS RISKA ARDIYANTI	15	20	10	20	20																85	✓
7	EKA FEBRI NUR VALENTINO	20	20	20	10	14																84	✓
8	ERIA VITA AGUSTIN	10	20	10	10	18																78	✓
9	FANI RAKHMASARI	10	20	20	20	15																85	✓
10	HANA LAURA DEKA	20	20	20	10	12																82	✓
11	HERA AMANDA	10	20	10	10	20																80	✓
12	IKA APRILYAH HIDAYAH	20	20	10	20	13																83	✓
13	IMELDA SANTIKA	10	20	10	10	15																65	✓
14	INDIRA ANJANI KODIRASIH	15	20	20	20	11																86	✓
15	MERRY PUTRIA BACHTI	20	20	10	10	6																70	✓
16	MIFTAKHUL IRDINA	10	20	20	10	13																73	✓
17	NATASYA ERLYNA H	20	20	20	10	17																87	✓
18	NUR OLIEF KHOILIFAH	18	10	20	20	20																88	✓
19	PUTRI HIDAYATI	20	20	20	10	10																80	✓
20	SALMA SALSABILA	20	20	20	10	10																86	✓
21	SITI FATIMATUS ZHARO	10	20	10	12	11																67	✓
22	SOFIA INDRIANI LATHIFA	20	20	20	10	17																87	✓
23	YULIA RAHMAWATI	17	20	20	10	20																87	✓
24	ZAINIYATUL ILMYAH	10	10	20	14	15																63	✓
25	Egila Nur putri	20	20	20	15	14																89	✓
26	Zayna Aqila	20	20	14	14	20																88	✓
27	Zunairah Hucaidah	20	20	11	10	10																71	✓
28	Zunairah An	20	20	10	14	15																89	✓
29	Zanula aineh	12	20	20	12	10																74	✓
30																							
31																							
32																							
33																							
34																							
35																							
Jumlah Skor																							
Rata-rata																							
Jml. Skor Max (Ideal)																							
% Skor Tercapai																							
Ketuntasan Butir Soal																							

Mengertahui Kepala SMK UBF Nurul Islam

Monev Guru

Based on the teacher score document data in the *Multimedia* class *Lughowiah Takhossus* program, many students get the score not match the KKM (minimum score criteria) that have been determined in seventy-eight, consisting of ten students get scores under the KKM (minimum score criteria).

Picture 4.4 percentages of teacher's score in *Multimedia class Lughowiah Takhossus* program

**TINGKAT DAYA SERAP TERHADAP MATERI PELAJARAN**

Kelas

1. Mata pelajaran	0. <i>nagrit</i>	4. Tanggal ulangan	18 Maret 2023
2. Materi pokok	Narrative text	5. Jumlah siswa	29 siswa
3. Ulangan ke	2	6. Tidak hadir	- siswa
		7. Daya serap	79 %

**PERHITUNGAN DAYA SERAP**

NILAI (A)	JML. SISWA (B)	Pks (AxB)	Perhitungan rata-rata dan daya serap	Keterangan
65	1	65	1. Nilai rata-rata Jumlah Pks (**) Jumlah B (**) $\frac{2 \cdot 295}{29} = 79$	1. Jumlah siswa yang mencapai KKM : 19
67	1	67		
68	1	68		
69	1	69		
70	2	140		
71	1	71		
72	1	72		
74	1	74		
75	1	75		
80	3	240		
81	1	81	2. Daya serap Jml siswa yg mencapai KKM Jumlah (B) $\frac{19}{29} \times 100 = 66 \%$	2. Jumlah siswa yang mendapat nilai kurang dari KKM : 10
82	1	82		
84	2	168		
84	1	84		
85	2	170		
86	2	172		
87	3	261		
88	2	176		
89	1	89		
Jumlah	29	2.295		

Keterangan:  
Pks = Prestasi kelompok siswa

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NIP.-

*Dus Ayu Yanti*

Based on the document data the grades of students in one class are represented in the form of percentages. The data shows that the completeness of students in one class on reading comprehension questions in the narrative chapter is 79% of students' absorptive capacity. it can be concluded that not all students in the *Lughowiah Takhossus* class can answer the questions correctly, but this class presentation is better than the other classes.



Picture 4.5 Multimedia class Ilmu Alat Takhossus program teacher's score

ANALISIS HASIL  
ULANGAN HARIAN (UH)

Satuan Pendidikan: SMK LBP NURUL ISLAM  
Mata Pelajaran: **Narrative text**  
SK / KD / Materi Pokok: X MM 21  
Kelas/Semester/ Tahun Pelajaran: 2022/2023  
Tanggal Ulangan:

KKM: **78**  
Ketuntasan klasikal: Banyak Siswa  
Siswa yang ikut ulangan: Pembulatan

No	Nama Siswa	No. Soal / Skor Yang Diperoleh																				Jumlah	Ketuntasan
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Abdullah Rozy	10	20	20	10	10															70	✓	
2	Ahmad Ibrahim	10	15	20	20	20															85	✓	
3	Ahmad Iqbal Mujahidmal Adha	10	20	20	15	0															80	✓	
4	Ahmad Javian Putra Agisna	20	10	20	20	10															85	✓	
5	Ahmad Syafiq Indrajati	20	20	20	10	15															85	✓	
6	Andika Dwi Prasetya	20	20	20	20	5															85	✓	
7	Andika Pratama Subastian	20	20	20	15	10															85	✓	
8	Irsyad Faridz Ratna Habibi	20	20	0	20	5															80	✓	
9	M. Choirur Roziqin	20	20	20	20	0															85	✓	
10	M. Rajib Maulana	20	0	5	20	20															85	✓	
11	Misbahul Ayubi	20	15	15	20	15															80	✓	
12	Moch. Rizky Ardiansyah	15	15	20	20	20															85	✓	
13	Mohammad Rifki Ilham Al Faris	10	15	20	20	20															80	✓	
14	Muhammad Akbar Aulia Nur	20	20	20	0	20															90	✓	
15	Ahmad Rendy Pratama	20	20	20	10	20															75	✓	
16	Muhammad Jauharul Umam	20	20	5	20	10															80	✓	
17	Muhammad Nurul Fahmi	20	20	10	10	20															75	✓	
18	Muhammad Raditya Arlofaleno	20	20	10	20	5															60	✓	
19	Muhammad Rizky Baby Abdillah	20	20	20	0	0															50	✓	
20	Dikrul Faizin	10	10	10	20	0															75	Bohong	
21	Raihan Shabbah Al Farizy	20	20	20	10	5																Bohong	
22	Rizky Putra Prastiyo																				85	✓	
23	Syaiful Akbar	20	20	20	20	5															90	✓	
24	Wildan Maulana Ramadhan Al Rizqi	10	20	20	20	20															80	✓	
25	Zada Tri Bareta	20	20	10	10	20															85	✓	
26	Galeh Hermy Putra Pratama	20	20	15	20	10															80	✓	
27	M. Alan Firmansyah	20	20	20	20	0																Bohong	
28	M. Iessen Eka Saputra																				80	✓	
29	M. Mahrus Abdillah	10	10	20	20	20															75	✓	
30	Moch. Arya Surya Saputra	20	20	10	10	15															85	✓	
31	Mochammad Fadli Evendy Muslim	20	20	20	20	5															90	✓	
32	Muhammad Alwi Ramadhan	20	20	20	20	10																Bohong	
33	Muhammad David Kurniawan K.A.																				85		
34	Qolby Wahyu Fahrezi	20	20	15	20	10															80		
35	Syamsid Al Fardhi	20	20	20	20	0																	
36	Taufik Syahrul Prasetyo	20	20	10	20	0																	
Jumlah Skor																							
Rata-rata																							
Jml. Skor Max (Ideal)																							
% Skor Tercapai																							
Ketuntasan Butir Soal																							

Mengetahui,  
Kepala SMK LBP Nurul Islam  
**KH. SIDDIQ, S.E., M.M.**

Majorette,  
Guru Mata Pelajaran  
*[Signature]*

Based on the document data above, it shows that the *Ilmu Alat Takhossus* program showed that from the teacher score sheet, consists nine students did not complete the KKM (minimum score criteria).

Picture 4.6 percentages of teacher's score in *Multimedia class Ilmu Alat Takhossus* program

**TINGKAT DAYA SERAP TERHADAP MATERI PELAJARAN**

Kelas : \_\_\_\_\_ Kompetensi Dasar : \_\_\_\_\_

1. Mata pelajaran : *B. Inggris* 4. Tanggal ulangan : *21 Maret 2023*  
 2. Materi pokok : *Narrative text* 5. Jumlah siswa : *33 siswa*  
 6. Tidak hadir : *0 siswa*  
 7. Daya serap : *72 %*  
 3. Ulangan ke : *2*

**PERHITUNGAN DAYA SERAP**

NILAI (A)	JML SISWA (B)	Pks (AxB)	Perhitungan rata-rata dan daya serap	Keterangan
50	1	50	1. Nilai rata-rata : $\frac{\text{Jumlah Pks (**)}}{\text{Jumlah B (*)}} = \frac{2.515}{33} = 76 \%$	1. Jumlah siswa yang mencapai KKM :
60	2	60		
65	3	195		
70	1	70		
75	4	300		
80	9	720		
85	10	850		
90	3	270		
Jumlah	33	2.515	2. Daya serap : $\frac{\text{Jml siswa yg mencapai KKM}}{\text{Jumlah (B)}} \times 100 \% = 72 \%$	2. Jumlah siswa yang mendapat nilai kurang dari KKM :

Keterangan:  
Pks = Prestasi kelompok siswa

Mojokerto,  
Guru Mata Pelajaran

Mengetahui  
Kepala SMK UBPNurul Islam

*KH. SIDDIO, S.E., M.M.*  
NIP.-

*Dw. Feb. Santia*

Based on the document data the grades of students in one class are represented in the form of percentages. The data shows that the completeness of students in one class on reading comprehension questions in the narrative chapter is 72% of students' absorptive capacity. it can be concluded that not all students in the *Ilmu Alat Takhossus* class can answer the questions correctly, but this class presentation is better than *Tahfidz Takhossus* class.

## B. Research Finding

The findings of the research were the students' difficulties and strategies in reading comprehension class. The explanation in this part is gathered from

observation and interviews. The researcher described and provided supporting data.

### 1. Student's Difficulties

After analyzing data on students' difficulties in reading comprehension, there were four difficulties in this study, namely: determining ideas, understanding vocabulary, making inferences and detailed information. The three classes that have a lot of difficulty reading English are the *DPIB (Desain Pemodelan dan Informasi Bangunan)* class *Tahfidul Qur'an Takhossus* program and *Multimedia class Ilmu Alat Takhossus* program at Tenth grade because these students focus on memorizing the Qur'an so the difficulties in reading English from the three classes are summarized in the table 4.7 bellow.

No	Difficulties	DPIB Tahfidz Tenth grade	Multimedia Alat Tenth grade	Multimedia Lughowiah tenth grade
1	Determining idea	✓	✓	✓
2	Understanding vocabulary	✓	-	-
3	Mang inference	✓	✓	-
4	Detail information	✓	-	-

Table 4.7 Students' difficulties

#### a. Understanding Vocabulary

When a word is described as difficult to understand, it suggests that the learner has trouble determining its meaning from the text. As a result, the learner has trouble understanding the reading text's content. This could be taken to mean that the pupil had trouble reading the text. Her failure to respond to the query on the data from the text demonstrates the challenges in this situation. When a student does not grasp a term in the text, she often guesses the solution.

This finding can be seen in the following data based on the student's observation: *"Siswa sering membuka dan menutup kamusnya untuk menemukan makna kata yang tidak dia pahami dari teks yang dia baca.juga sering bertanya kepada temannya untuk menanyakan arti kata apa yang tidak dia ketahui"*.

From the quote above, it can be seen that the student has difficulty understanding the word. The student often opened the dictionary to look for the meaning of the words that she did not understand. And she often asked her friends to ask the word she did not understand.

She had trouble understanding the term in the text, therefore she frequently had to open the dictionary to look up the word's definition. This scenario was evident when she read the text and responded to the question. The student opened her dictionary whenever she paused reading the material, and when she couldn't find the word's definition there, she asked a friend.

It occurred because the learner frequently encountered a word she did not comprehend. Little is known about the word by the student. While the learner can interpret the words and be able to understand each sentence, if the student has trouble understanding a word, they will also have trouble understanding a paragraph. It has to do with how the author's point can be made clear to the reader, who is the pupil. The pupil has trouble understanding the text's content if they have trouble decoding and recognizing the words.

Other data showed that the student did not understand the word in the text based on the student's interview:

*“Nggak ngerti artinya, kadang saya tebak-tebak aja, mungkin karna kosa-kata saya kurang kali ya kak, soalnya banyak kata-kata yang saya gak tau artinya”.*

From the statement above, the student can't understand the text because she didn't know the meaning of the word. Sometimes the student only guesses the answer, if she had no other choice. The student realized that her vocabulary was low, so she met words that she didn't understand.

When the student reads a text, this is where the challenges arise. She became difficult, paused to look up the definition of words, and occasionally ignored words she didn't understand. It took place as a result of the student's lack of vocabulary development and her infrequent reading of English-language texts. The only reason the pupil reads is because her teacher requires it of her. The pupil did not see a necessity for English reading. The student only reads when she is forced to do so for class assignments or tests.



Another date of the student's interview to support the data above:

*“Saya jarang membaca buku atau teks bahasa inggris, makannya kosa- kata saya sedikit kak, jadi kosa kata saya gak nambah, mungkin karna itu saya susah ngerti teks bahasa inggris, makannya saya jadi malas membaca buku bahasa Inggris”.*

It is clear from the aforementioned quotation that the student did not frequently read literature in English. The student's vocabulary did not grow as a result, and the word became unfamiliar to them. Because she encountered words she didn't understand while reading English-language literature, the student was too lethargic to retain the information from the text. In this case, Every word in the sentence appears to be tough for the pupil to comprehend. She frequently encountered words while reading that she did not comprehend, and this is also evident in the manner the student read the book. The student frequently disregards words she doesn't comprehend, which prevents her from understanding the text's overall point.

The reason is that the student hardly ever reads and is not interested in reading texts written in English. Because there were many words she did not understand and she was not particularly interested in reading, the student's comprehension would be disturbed and she would require more time to discover the meaning of the words and to discover the right answers. Without a passion for reading, a learner will struggle to comprehend the book's subject matter. On the other hand, if a pupil is very interested in reading, the understanding of the reading will not experience difficulties because interest plays an important role in moving someone to do an activity.

*“pada pembelajaran kitab classic (kitab kuning) di kelas Takhossus alat juga menerapkan system bembelajaran Ketika mencari kata yang sulit membuka kamus al – munawwir satu persatu kata, dan pada pelajaran Bahasa inggris juga sama membuka kamus”.*

Based on the statement above, the difficulty that occurs when the students don't understand words can be solved by opening a dictionary. *Takhossus Alat class* also feel difficult they open the *al-munawwir* dictionary. In English reading

comprehension lessons When they feel a difficult word they can open a dictionary to overcome this difficulty.

In conclusion, this finding proposes that the student's difficulties in reading comprehension showed that the student had difficulty understanding the word in the text.

#### **b. Detail information**

The difficulty with detailed information students cannot understand the type of question that is usually found in the reading test is detail question or information. This question is used to check students' ability to understand the material that is directly stated in the text. Therefore, the effect of this problem is the student cannot understand the entire text which has an impact on the subject, topic, and conclusion of each paragraph and conclusion of all the text. This could be taken to mean that the pupil was having trouble reading the text. It takes her a long time to read and comprehend each sentence. The student's comprehension of the material and her capacity to respond to the question regarding the information from the text provide insight into the problems in this situation.

This finding can be seen in the following data based on the student's interview: *"Saya susah memahami teks kak, apalagi kalau teksnya panjang, banyak kata-kata yang gak saya pahami selain itu kalo teksnya panjang perlu butuh waktu lama untuk bacanya"*.

Based on the interview above, the student said that she had difficulty understanding the text, especially when the text was long. There were many words she did not know yet. And beside it, the student needs more time to read and understand the text.

when a learner is reading a text. She has trouble because she didn't fully get what the kid was saying. Some of the text's substance is difficult for the student to understand. The learner needs additional time to determine the word's definition and the right response. To find the definition of the word, she must open dictionaries.

It required the pupil a long time to comprehend each line, which is why it happened. The fact that the learner frequently came across words she didn't

comprehend was another barrier. The pupil cannot understand a sentence word-by-word since sentences frequently contain a large number of words and phrases. To ensure that the meaning is accurate and clear, the student must understand how to tie one word to another. When a text is lengthy, the student has trouble understanding it. To fully comprehend the book, the learner needs a lot of time. Another data to support the data above based on the teacher interview:

*“Dia memahami bacaan bahasa inggris memang susah, terlebih lagi jika teksnya panjang. Ketika disuruh baca aja, dia masih susah, harus dikasih tau dulu, hayo baca halaman ini, seperti itu. Di tambah lagi pegetahuan vocabnya yang kurang, menyebabkan dia tidak tahu artinya, jadi menambah kesulitan dalam memahami bacaan’.*

Based on the results of the aforementioned interview, the teacher concluded that the kid has trouble understanding English text, particularly if it is lengthy. Additionally, the teacher struggles to engage the students' interest in reading. The learner must be prodded to read for reading assignments. Due to their inability to comprehend lengthy texts, the student had poor word knowledge.

The student awaited her teacher's directions as she studied English. The student immediately begins reading assignments after being told to study a textbook. Up until the conclusion of the reading assignment, the student repeatedly opened the dictionary. Because there were numerous terms in the sentence that she did not comprehend, the student finds it difficult to read lengthy texts or sentences. She struggled since she didn't comprehend the terminology and technical terms that she ought to be proficient in. The student's understanding of sentences will improve when their vocabulary is increased and their command of it is strengthened. Each sentence in the text was tough for the pupil to understand. It's because the student's knowledge about the word is lacking. In conclusion, this finding proposed that the student's difficulties in reading comprehension showed that the student had difficulty understanding long sentences.

### **c. Determining the Main Idea**

The student had difficulties coming up with a sentence that explains the author's perspective regarding the subject since they didn't understand the main

notion. This could be taken to mean that the student has difficulty comprehending the primary point of the text when she reads it. Her inability to respond to the question, particularly if the material is lengthy, demonstrates the challenges in this situation. Consequently, this may make it more challenging to identify the key theme. The student could become perplexed when trying to determine the passage's key topic and where it is located. The student occasionally consulted her acquaintance for the text's resolution.

This finding can be seen in the following data based on the student's interview:

*“Saya kurang paham si kak tentang ide pokok teks, saya kesulitan menemukan ide pokok sebuah teks kalo teksnya itu panjang kak, saya jadi bingung yang mana ide pokoknya, semuanya penting nampak gitu’.*

The student had trouble identifying the key point from the aforementioned sentence, especially if the text is lengthy. The text's fundamental point was unclear to the student. The student's inability to discern between key ideas and supporting concepts, his or her ignorance of where main ideas are located, and their inability to identify main ideas as such are all examples of this. Because the student is aware that the key concept always appears at the beginning of a paragraph or sentence, they look for the first sentence of the paragraph to identify the main idea without first reading and comprehending the reading material.

The longer the sentence, the harder it would be, and it would be challenging to figure out how the various elements of the text related to one another once the student had identified the primary idea. This was another factor in the student's inability to identify the main point.

Another reason because the student does not focus on the reading when reading she was busy chatting with her friends, so she only read, but does not appreciate what she read, so the main points in the text cannot be understood. Lack of the student's understanding of the main idea material was also the reason the student does not understand the questions and the answers.

Based on the results of the interview, it appears that the student finds it challenging to discern between the major ideas and the supporting sentences. The student did not know what the main idea is. Even though the task was to put down

the main idea, the student produces a supporting phrase based on the worksheet's findings.

Another data to support the data above based on observation:

*“Siswa kesulitan menemukan ide pokok sebuah teks pada beberapa paragraf, ketika dia diminta menyebutkan ide pokok paragraf, jawaban siswa masih kurang tepat, dia terlihat ragu dan bingung menjawabnya”.*

From the statement above, the student was confused about the main idea of a text, when the teacher asks her to mention the main idea, the student is still wrong to mention the main idea, even though she looks confused and hesitates to tell the answer.

The student does not know which one is the main idea of each paragraph and which won the main sentence of each paragraph and which one is the supporting sentence in each paragraph. The student only writes down the main idea in one paragraph either the first paragraph or the second paragraph.

Due to the student's inability to discern between core concepts and supporting ideas, this occurred. The student only determined the main idea of the questions, but she answered the questions with both the main ideas and the supporting ideas. This indicates that the student was still unsure of the answer, as she even mentioned the supporting sentences rather than the paragraph's main sentence.

In conclusion, this finding proposed that the student's difficulties in reading comprehension showed that the student had difficulty understanding the main idea.

#### **d. Making inference**

Difficulty to make inferences means that the student has difficulties understanding the text to find the conclusion of the text. In making inferences, the student is expected to be able to understand the text to find the conclusion from the statement in the text. But in reality, the student has not been able to find the conclusion about the text well. This can interpret that the student found difficulties when she read the text to conclude the text. The difficulties here can be seen in her inability to answer and explain the conclusion of the text.

This finding can be seen in the following data based on the student's observation:  
*“Pada waktu obvservasi, setelah siswa membaca teks, siswa diminta menyimpulkan teks dan menjelaskannya kepada temannya, tetapi siswa kesulitan menyampaikan kesimpulan teks, dia hanya menyebutkan beberapa point dalam teks”.*

When the student concluded the text, the student only mentioned the things she remembered. The student was less able to tell the stories well. She did not tell the points in the story, the student only tell some characters and the place where the story takes place. The student didn't describe what she read. The student experiences a lot of forgetfulness and tells only as much as she can.

This happened because the student did not understand the contents of the text. She read, but she did not understand the contents, so even when she was ordered to conclude the text, she would have difficulty. Other data that reveal the student have difficulty in making conclusions from the text that was read by the teacher is:

*“Siswa bisa membuat kesimpulan teks yang dibacanya tapi hanya sedikit yang disebutkannya dan itu pun sering dalam bahasa indonesia, tetapi ketika ditanya dalam bahasa inggris dia mulai kesulitan”.* Based on the interview with the teacher, the student was able to conclude, but she just tells some of the points in the text. It was because the student did not understand the text well. Sometimes the student is told in her language, not in English.

When the student was ordered to tell the conclusion of the story and the student found it difficult. And one proof that the student has been able to understand the reading text is the ability of the student to retell the contents of the story of the reading in her language or words.

The student has difficulty telling the conclusion of the text because she did not understand the text. The student needs a long time to interpret the text. It's due to a lack of understanding of terms and a lack of mastery of vocabulary that she should master because by expanding and strengthening vocabulary mastery, the student's understanding in reading improved and the student can convey what she

read. When working on the questions the student looked confused and returned to remembering the reading she had read before.

In conclusion, this finding proposes that the student's difficulties in reading comprehension showed that the student had difficulty making inferences.

## 2) Student Strategies

After analyzing the data about students' strategies in reading comprehension, there are four strategies in this study, namely: reading comprehension using skimming and scanning, use of dictionary, vocabulary learning strategy and story grammar strategy. Of the three classes that implemented student strategies, in the *Multimedia class Ilmu Alat Takhossus* program at tenth grade can implemented three strategies in reading comprehension, *Multimedia class Lughowiah Takhossus* program can implemented four strategies in reading comprehension, and *DPIB (desain pemodelan dan informasi bangunan) class Tahfidul Qur'an Takhossus* program at tenth-grade only implemented two strategies in reading comprehension. So the students' strategies for reading English are analyzed as summarized in table 4.8 below.

Table 4.8 Students' strategies

No	Student's strategies	<i>DPIB</i> class <i>Tahfidz</i> <i>Takhossus</i> program	Multimedia class Ilmu Alat Takhossus program	Multimedia class Lughowiah Takhossus Program
1	Skimming and Scanning	-	-	✓
2	Use of the dictionary	✓	✓	✓
3	Vocabulary learning strategy	✓	✓	✓
4	Story grammar strategy	-	✓	✓

### a. Skimming and scanning

According to the Cambridge Advanced Learner's Dictionary from 2008, students frequently employ the skimming and scanning techniques when reading English textbooks. Skimming and scanning techniques for reading are also developed by Mikulecky and Jeffries (2003: 15&132). According to Mikulecky and

Jeffries (2003:132), skimming is a form of high-speed reading that can help readers save time. Skimming is the act of reading or thinking about something rapidly in order to grasp the essential ideas without carefully reading or thinking about it (Cambridge Advanced Learner's Dictionary, 2008). According to Mikulecky and Jeffries (2003:15), scanning is a very quick reading technique used to determine the text's main topic. Aslam (2018) notes that scanning allows the eyes to move quickly down the page in pursuit of the solution and is effective for finding answers to straightforward queries. Based on the researcher scanning and skimming is the strategy in reading comprehension. This strategy has been implemented in *Takhossus class (Lughowiah, Alat, Tahfidz)* in the tenth grade of students of *SMK UBP (Unggulan Berbasis Pesantren) Nurul Islam Mojokerto*.

This finding can be seen in the following data based on the student's interview:

*“Saya siswa Lughowiah dan siswa kelas Takhossus Ilmu Alat guru menerangkan tentang scanning untuk mempermudah saya memahami teks bacaan Bahasa Inggris. Dan alhamdulillah saya dapat mengikuti apa yang diterangkan oleh guru bahasa Inggris mekipun masih belum sempurna tapi sangat membantu untuk menyingkat waktu Ketika memahami teks bacaan”*

Based on the sentence above, students show that they can follow instructions using the scanning and skimming reading comprehension strategies that the teacher has explained, even though they are not perfect. In essence, there is an effort to apply so that the difficulties of students can be overcome can find a solution.

To support the statement above teacher teach the scanning and skimming strategy to students because the teacher considers it important to apply the strategy in reading comprehension. So students will easily understand the reading text in a limited time. as in the teacher interview data below:

*“Yes, it is very important to read quickly, which means that it is also accompanied by speed in processing information without having to leave the important aspects of reading itself. The implications of skimming or speed reading include paying attention to aspects of reading material, habits, reading goals, reasoning and many more actually. The thing that needs to be emphasized when skimming, looking at titles, synopsis, and looking at pictures is that reading cannot be generalized to*



*situations and conditions. Depends on the needs and context. Good speed reading is reading that emphasizes speed and does not neglect absorbing information related to what is being read”*

Meanwhile there are some classes that seem to be able to follow the teacher's instructions using the skimming and scanning strategy, there are classes that also find it difficult, such as the student data interview stamen below:

*“saya anak kelas Tahfid, menghafal al-quran ajach udah sulit sekali. Jdi Ketika guru menerangkan saya mendengarkan tapi tidak bisa mengaplikakannya dalam pelajaran pemahaman membaca Bahasa Inggris”*

From the statement above that there are indeed students who are not able to take part in reading comprehension, especially in English lessons because they have another learning focus and some people say *'If you love something then you fight for it'*.

#### **b. Use of the dictionary**

The dictionary is used when the context does not permit extracting the meaning. So it is very important to insist that students get used to inferring from context the meaning of the vocabulary as much as possible in reading comprehension activity. They should be advised to resort to the dictionary, but only in cases where it is really necessary (Fernández de Bobadilla, 1999).

Dictionaries are needed in foreign language lessons such as Arabic and English. live in Indonesia, then someone will grow up with Indonesian daily speaking. but in all aspects of a foreign language it is also very important to understand, for example at school there are English lessons. It can be ascertained that students have difficulty with vocabulary that they do not understand. because of that students need a dictionary to be able to look up the meaning of vocabulary that is not understood. as in the student data observation statement below:

#### **Statement 1**

*‘Students open the dictionary to find the meaning and try to remember the memorized vocabulary to their self ‘*

#### **Statement 2**

*‘Several students looked confused at some of the vocabulary that was not understood and some students tried to open the dictionary as well as some students raised their hands to ask the teacher the meaning of the vocabulary*

Based on the statement above, the dictionary is very helpful when students experience difficulties. indirectly the dictionary becomes a tool to expand and enrich one's vocabulary and the dictionary becomes a reference for searching for forms of words, terms, phrases, expressions and idioms.

It can be concluded that the dictionary has a big influence on students' success in understanding reading comprehension texts and trains students to be able to remember what they have looked for in the dictionary.

### **c. Vocabulary learning strategy**

Vocabulary learning strategies and their relation to reading comprehension, and little attention has been given to them. Some of these studies related to reading comprehension will be mentioned here. Gu (1999) investigated the use of vocabulary learning strategies and their relation to English language outcomes in Chinese university students by using a vocabulary learning strategies questionnaire, vocabulary size test and the college English test. In this study, a higher number of vocabulary learning strategies were correlated with vocabulary size in comparison with reading comprehension. He believes that using various vocabulary size tests or other kinds of tests will have a noticeable effect on correlation results.

Each student has a different method for memorizing vocabulary as shown in the student interview the statement below:

*“Sangat membutuhkan kamus, dan untuk mudah menghafal kosa kata guru selalu memberikan beberapa kata beserta artinya sesuai dengan teks yang dibahas dan kita diminta untuk menghafal 5 menit biasanya 8 kosakata.dan saya menyedikan buku saku kecil yang ddalamnya adalah kosa kata yang sulit”*

In the statement above it is shown that a vocabulary learning strategy is needed because when students memorize a lot of vocabulary, it will be easier and faster to understand the reading.

To support the statement above, it is shown teacher interview data about vocabulary learning strategy shown in a teacher interview the statement below:

*'I usually give 10 vocabulary words at the end of each lesson, give instructions to students to write in the back of the book and instruct students to memorize in the boarding school. and when I enter the next day I will write 10 vocabulary words on the blackboard and call one student to guide his friends and read three times together. after that, I will erase what is on the blackboard and I will randomly appoint students'*

In the statement above, the teacher supports students' vocabulary by instructing them to memorize vocabulary and providing a strategy by placing the vocabulary at the back of the book. This aims to measure the investment target of students' vocabulary and whether it has been fulfilled or not. because with a lot of vocabulary words that are memorized, it is also easier for students to understand the reading text. And then, *I will randomly appoint students'* this statement shows students must focus on the vocabulary that has been memorised.

#### **d. Story grammar strategy**

Story grammar strategy was the student must understand the grammar of the text, the student have difficulty identifying information from the text because she did not understand the structure or arrangement of a sentence. When the text is different from what the readers expect, the student found it difficult to understand the text.

This can be interpreted that the student finding difficulties when she read the text. The difficulties here can be seen in her inability to translate and tell the text. This finding can be seen in the following data based on the student's interview:

*"Itu kak tulisan sama bacaannya beda, trus artinya suka tebalik- tebalik".*

From the statement above, the student said that she had difficulty understanding the text because the writing and the reading were different. In interpreting English sentences, the student cannot interpret them word by word. Without understanding the sentence patterns or grammatical confusion, it will make reading difficult and the overall meaning of the text seems impossible for the student.

It became apparent when the pupil was asked to explain the Indonesian text she had just read. Word after word, the pupil interprets. The student occasionally

preferred to question her peers the meaning of phrases when she was unsure about them. The student appeared perplexed. Only when she was having a hard time understanding the sentence did she grin at her teacher.

This happened because the student interpret the sentences in words. The student has difficulty connecting the word by word so that it becomes a good sentence if interpreted. It can be seen that grammar knowledge greatly influences the students' reading ability because the text structure was different from what the readers expect, and students will have difficulty understanding the text. Good readers can discern which structures are used and which strategies to adopt to aid reading comprehension.

Other data to support the data above:

*“Kalo hanya disuruh baca gapapa sih kak, tapi kalo udah disuruh menyimpulkan atau mengartikan nah itu lagi masalahnya kak, kakak taulah susunan kalimat dalam bahasa inggris beda sama susunan kalimat dalam bahasa indonesia, saya gak bisa ngartikan perkata, artinya gak nyambung”.*

From the quote above, the student got a problem with grammar. The student had difficulty concluding and interpreting the text because the sentence structure in English was different from that in Indonesian. When reading, the student cannot interpret sentences word by word, each word must be related so that the meaning can be understood.

This situation can be seen when the student explains the conclusion of the text in the class, the student tells with her word, she explained what she remembered. She explained in English, but the sentence structure is like Indonesian.

This finding can be seen in the following data based on the student's interview:

*“Saya siswa kelas ilmu alat kalua pemahaman grammar saya cenderung bisa menyesuaikan karena pada pelajaran ilmu alat juga diajarkan fi'il amar yang menyatakan kata kerja sedang dilakukan setelah itu fi'il madhi yang menyatakan kata kerja bentuk lampau, say aini saya dengan Bahasa inggris cumin caranya yang membedakan”*

In the statement above, students in the *multimedia class ilmu alat Takhossus program* can follow the grammar explanations because the method applied is almost the same as in tool science lessons. Also, learn the same thing, just different goals only

It happened because the student doesn't understand the grammar yet. In addition, the student lacked vocabulary, so she did not consider the correct meaning of the sentence. When the student understands the meaning of each word, the student can interpret the word into a good sentence. So that when the student read, the student can consider the meaning of each word in a sentence that was good and easy to understand. And than student students can understand grammar because they have background knowledge before

In conclusion, this finding proposed that the student's difficulties in reading comprehension show that the student does not understand the grammar.

### 3. Teacher Strategies

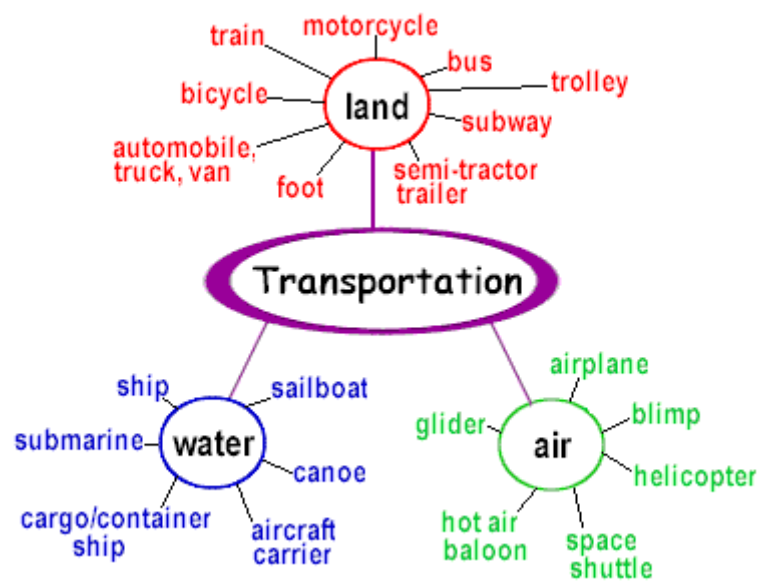
After analyzing the data about teacher strategies in reading comprehension, there are four strategies in this study. Strategies Using Semantic Mapping, Group work, Pre- Reading Strategy and Plan and Monitor. Strategy almost all classes apply it, so it is summarized in the table below.

Table 4.5 Teacher Strategies

No	Student's strategies	DPIB Tahfidz Tenth grade	Multimedia Alat Tenth grade	Multimedia Lughowiah tenth grade
1	Semantic Mapping	-	-	✓
2	Group work	✓	✓	✓
3	Pre-Reading Strategy	✓	✓	✓
4	Plan and Monitor	✓	✓	✓

#### a. Strategies Using Semantic Mapping

The strategy of using semantic mapping is used by students to make it easier to memorize the meaning of many words. When finding the words transportation students make a map that the words land, air and water have the same basic meaning relationship, 'transportation divided into three types land, air and water'. Semantic mapping was carried out by student to trying to understand "transportation" can be guided with the different forms of transportation that he is familiar with.



With such semantic mapping, students make the following sentences. There are three types of transportation, namely land, water and air. This sentence was made by the students after they understood the relationship between the meanings of the word transportation. The word is easy for students to remember because they have a meaning relationship with the land, water and air that can be clarified by semantic mapping above. The writing was made by students by displaying the word diagram. Students communicate using these sentences. It make easier for students to use sentences in speaking and understand the reading comprehension text. Thus, it can be seen that there is a relationship between the semantic mapping strategy and the linguistic level in the form of syntax.

## b. Group Work



The formation of these small groups requires proper preparation. The material to be taught is related to the lessons must structured, So that students can work together in small groups. In addition, games are made that require teamwork. There was one student who could not write, so the teacher asked a classmate to help. Not helping to write but helping to dictate the letters that make up the sentence in question. This method is considered effective in helping these students learn to write. In disciplining students to work in groups, LKS is made to vary according to needs. Group members are also formed into heterogeneous groups so that no group finishes the fastest. The teacher often reminds that each group member completes the task for which he is responsible.

### **c. Plan and Monitor**

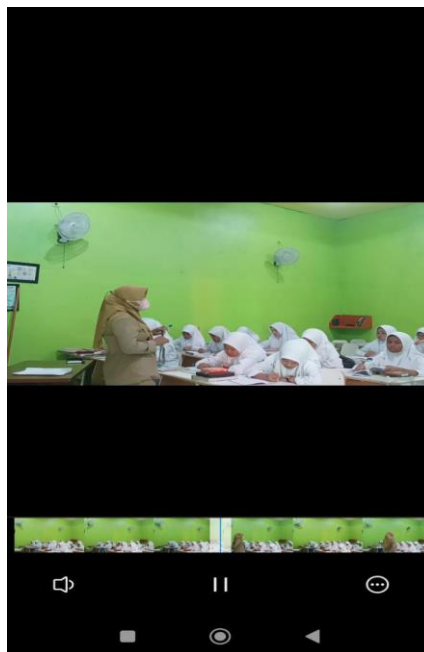


According to Moore (1999), the teachers' strategies are as presented in Controlling one's mental activities, it is metacognitive, centring on readers' awareness and control of their comprehension. When engaged with this strategy, youth are taught planning skills how to preview texts and how to set a purpose for reading and make predictions. They are also taught how to clarify ideas by using fix-up strategies and how to clarify vocabulary by using context clues and other word-level fix-up strategies.

When student cannot comprehend reading in English, such as in plan, the teacher can effectively address this issue by planning and monitoring the class. 1. Teachers instruct students to decide on a goal for their search for a paragraph's key concept. 2. Students are instructed to read any questions that are related to the reading assignment first. 3. Next, students are instructed to read the first phrase of the paragraph numerous times while looking for details like the subject and verb to help them comprehend what the sentence is referring to. 4. Students are instructed to read the final sentence of the paragraph if something is unclear. Students are then asked to assess their comprehension in Monitor 1 by identifying words that are often used in the text. 2. After they locate the words, they are instructed to research the terms connected to the words that are most frequently used in the text. 3. Following that, the text's subject is predicted by the students.



#### d. Pre-Reading Strategy



Brainstorming is a common activity type in this technique (Wallace, 1992: 91). Accordingly, Crawford et al. (2005: 29) define brainstorming as a technique for coming up with numerous thoughts regarding a subject. Students are asked to call out words, facts, and experiences that are pertinent to the text, as well as language that is pertinent and has an intended meaning, in this activity (Hood et al., 2005: 73; Wallace, 1992: 91; see also Barnet: 1988). Another activity that might be developed at this stage is the generation of text type or text structure (Barnet, 1988; Wallace, 1992). When teaching reading comprehension, discussing the text type aims to familiarize students with the key contextual elements of a text or text structure and demonstrate how these elements can assist them in determining the text's primary purpose and potential content (Hood et al., 2005: 76; Tierney et al., 1999: 255). The observation data above the teacher carries out a Pre-Reading Strategy by mentioning several narrative text titles after that the teacher asks students to make statements in the form of each student's opinion about the chosen title. This aims to explore their skills. Include from when the story happened, the type of text and the use of the right tense.