TEACHERS' CHALLENGES IN TEACHING READING COMPREHENSION

FOR EIGHTH-GRADE STUDENTS AT MTS WAHID HASYIM 01 DAU

By

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of

the Requirement for the Degree of English Language Teaching (S.Pd) in the English

Education Department.

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APPROVAL SHEET

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MOTTO

"Sometimes, you have to feel difficulties before perfect happiness comes to you.

THESIS DEDICATION

I dedicate this thesis to my father and mother, who always provide peace, comfort, motivation, best prayers and set aside their finances; my sister and my brother, who has encouraged me, and I hope we all become children who make our parents proud; all my friends who have given me motivation and support. And the last one for myself, who has been strong until now.

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Alhamdulillahirabbil'alamin. Thank unto our God Allah SWT, who has been giving mercies and blessings to the writer who did this thesis can be completed properly. May peace and salutation always be given to Prophet Muhammad SAW. Who has guided us from the darkness into the brightness.

The author realizes that many parties have provided support and assistance during the completion of this study and thesis. Therefore, it is appropriate for the author to respectfully thank and pray that Allah will give the best reward to:

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Respect and gratitude to all parties for all the prayers and support. May Allah SWT repay all the kindness they have given to the author. Hopefully, this thesis can be useful for all of us.

<div align="right">

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	قَ	=	q
ـبـ	=	b	س	=	s	ك	=	k
ـتـ	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang	C. Vokal Diftong
Vokal (a) panjang = â	اوْ = aw
Vokal (i) panjang = î	اي = ay
Vokal (u) panjang = û	او = û
	ائ = î

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ABSTRACT

Apriani, Putri A'yuni. 2023. Teachers' Challenges in Teaching Reading Comprehension for Eighth-grade Students at Mts Wahid Hasyim 01 Dau. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State University, Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keywords: Teacher challenges, teaching, reading comprehension

Teaching is a complex job requiring skill, thought, decision, and action. English teachers have to present English learning materials to students and teach them how to think and act so that they become more proficient in English both orally and in writing. This study aims to find out the teacher's challenges with the solution that the teacher in teaching reading comprehension in the eighth grade of Mts Wahid Hasyim 01 Dau. This research uses a qualitative classroom observation method. The subjects of this study were an English teacher and four eighth-grade students from different classes. the data that has been obtained is analyzed through qualitative procedures. The researcher found various challenges teachers face in teaching reading comprehension. These challenges come from the teachers themselves, students, and school facilities. The challenge faced by teachers in teaching reading comprehension is that the methods and media used are not appropriate, the challenges with students is the need for more interest, motivation, and student vocabulary mastery. In addition, school do not yet have complete learning facilities such as LCD projectors and speakers. School also do not have adequate facilities and infrastructure, such as there is no language laboratories, computer laboratories, and science laboratories. Apart from that, school libraries need to increase their book collections to support student learning activities. In addition, the school does not have a canteen and the leadership room is combined with the teachers' room. The solution to this problem is to apply various effective teaching methods and media, increase vocabulary through games and memorizing vocabulary, utilize available resources and facilities, and provide feedback that motivates students to learn English.

ABSTRAK

Apriani, Putri A'yuni. 2023. Tantangan Guru dalam Mengajar Pemahaman Membaca pada Siswa Kelas 8 Mts Wahid Hasyim 01 Dau, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Langgeng Budianto, M.Pd.

Kata kunci: Tantangan guru, pengajaran, pemahaman membaca

Mengajar adalah pekerjaan yang kompleks karena membutuhkan keterampilan, pemikiran, keputusan, dan Tindakan. Guru bahasa Inggris tidak hanya harus menyajikan materi pembelajaran bahasa Inggris kepada siswa, tetapi juga harus mengajari mereka cara berpikir dan bertindak agar mereka menjadi lebih mahir berbahasa Inggris baik lisan maupun tulisan. Penelitian ini bertujuan untuk mengetahui tantangan guru dalam mengajar reading comprehension serta solusi yang dilakukan guru Bahasa inggris di kelas delapan Mts Wahid Hasyim 01 Dau. Penelitian ini menggunakan metode kualitatif classroom observation. Subjek dari penelitian ini adalah guru Bahasa inggris dan empat siswa dari kelas yang berbeda. Dalam pengambilan data, peneliti menggunakan observasi kelas dan wawancara. Kemudian data yang sudah diperoleh, dianalisis melalui prosedur kualitatif. Peneliti menemukan berbagai tantangan yang dihadapi guru dalam pengajaran reading comprehension. Yang mana tantangan tersebut datang dari guru itu sendiri, siswa, dan dari fasilitas sekolah. tantangan yang dihadapi guru berupa metode dan media yang digunakan kurang tepat sedangkan pada siswa yaitu kurangnya minat dan motivasi siswa, dan juga minimnya kosa kata yang dimiliki siswa. Selain itu, sekolah belum memiliki kelengkapan fasilitas belajar yang lengkap dan memadai seperti LCD proyektor dan speaker. Sekolah juga belum memiliki sarana dan prasarana yang memadai seperti tidak adanya laboratorium Bahasa, computer, maupun IPA. Selain itu, perpustakaan sekolah perlu menambah koleksi buku untuk menunjang kegiatan belajar siswa. In addition, sekolah tidak memiliki kantin dan ruang pimpinan disatukan dengan ruang guru. Solusi untuk mengatasi permasalahan ini adalah menerapkan berbagai metode dan media

pengajaran yang efektif, peningkatan kosa kata melalui permainan dan hafalan kosa kata, memanfaatkan sumber daya dan fasilitas yang tersedia serta memberikan umpan balik yang memotivasi siswa dalam proses pembelajaran Bahasa inggris.

مستخلص البحث

أفرياني، فوتري أعيني.2023. **مشاكل المعلم في تعليم مفهوم القراءة لطلاب فصل الثامن مدرسة المتوسطة واحد هاشم 1 داو**. البحث الجامعي. قسم تعليم اللغة الانجليزية كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتورة ريني نفسيتي أستوتي، الماجستير.

التعليم عمل معقد لأنه يحتاج إلى المهارات والتفكير والقرارات والإجراءات. لا يتعين على معلم اللغة الإنجليزية تقديم مواد تعلم اللغة الإنجليزية للطلاب فحسب، بل يتعين عليهم أيضا تعليمهم كيفية التفكير والتصرف حتى يصبحوا أكثر كفاءة في اللغة الإنجليزية شفهيا أو كتابيا. في إندونيسيا، يواجه المعلمون والطلاب تحديات مختلفة في عملية تعليم اللغة وتعلمها. بعض هذه القضايا جاءت من الطلاب ومعلم اللغة الإنجليزية. يهدف هذا البحث إلى التعرف على مشاكل المعلم في تعليم مفهوم القراءة والحلول التي قدمها معلم اللغة الإنجليزية في الفصل الثامن مدرسة المتوسطة واحد هاشم 1 داو. يستخدم هذا البحث المنهج الوصفي النوعي. كان موضوع هذا البحث معلم اللغة الإنجليزية والطلاب من فصول مختلفة. في جمع البيانات، استخدمت الباحثة الملاحظة والمقابلات. ثم البيانات التي تم الحصول عليها وتحليلها من خلال الإجراءات النوعية. ووجدت الباحثة مشاكل مختلفة يواجهها المعلمون في تعليم مفهوم القراءة. أي من هذه المشاكل يأتي من المعلمين أنفسهم والطلاب ومن المرافق المدرسة. مشاكل المعلم أن الأساليب والوسائط المستخدمة غير مناسبة، وأما مشاكل الطلاب هي قلة اهتمام الطلاب وتحفيزهم، وكذلك قلة المفردات التي يمتلكها الطلاب. بالإضافة إلى ذلك، تتمثل المشاكل في المرافق المدرسة في عدم توفر أجهزة عرض LCD ومكبرات الصوت ومختبرات اللغة وقلة توفير كتب اللغة الإنجليزية في المكتبة. الحل للتغلب على هذه المشكلة هو تطبيق أساليب تدريس ووسائل إعلام فعالة مختلفة، وزيادة المفردات من خلال الألعاب وحفظ المفردات، واستخدام الموارد والمرافق المتاحة وتقديم التغذية الراجعة التي تحفز الطلاب في عملية تعلم اللغة الإنجليزية.

الكلمات المفتاحية: مشاكل المعلم، تعليم، مفهوم القراءة

CHAPTER I

INTRODUCTION

This chapter discusses about the background of research, research questions, research objectives, significance, limitations, and definition of the key terms.

A. Background of Study

Reading is one of the most important skills in addition to the other three language skills: listening, speaking, and writing. Reading is a means to expand knowledge, have fun, and explore written messages in reading. Reading is a process that can be developed using techniques appropriate to the purpose of reading.

In the current era of information and communication, everyone is required to keep up with the times. Everyone has to balance it with the ability to read. Reading ability is done to obtain as much information as possible from various media. Almost all information is presented in reading forms, such as books, magazines, newspapers, the internet, and documents. The command to read is contained in the Al-Qur'an surah Al- 'Alaq verses 1-5, which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْل(٥)٥

"Read! In the name of your Lord who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood). Read! And

your Lord is the Most Generous. Who has taught (the writing) by the pen.

He has taught man that which he knew not."

The verse above explains that reading is an activity that all human beings must carry out to improve their standard of living. The better the reading activity, the better the quality of life. Reading is an activity to understand what is written in the text (Nursalim, 2019). Reading is more complex than many people think. Reading activities are visible to the naked eye and measured by the ability to answer questions arranged according to the text as material for evaluation.

Observing the importance of this reading ability, the teacher should pay great attention to learning of reading. Teachers play an important role in the learning process. Teachers, as facilitators, must be able to create effective learning conditions. Teachers must be creative in presenting learning by using approaches, strategies, methods, or techniques so that teaching and learning reading comprehension becomes fun and can involve students when learning process.

Based on the results of researchers' observations at Mts Wahid Hasyim 01 Dau, students experienced difficulties in reading comprehension. Most students only read the material and need help understanding what they read. In addition, students do not have basic knowledge of what they read and lack vocabulary, so they have difficulty understanding the contents of the text. Most students' problems come from the teacher because the teacher only presents material from the textbook and asks students to read it independently. Then, students are asked to answer

questions related to the text. As a result, learning becomes very boring, and students lack the motivation to read. Some student does not pay attention to their teachers and makes the class crowded during the learning process. These problems make students' grades and achievement in reading comprehension very low. This is not the goal to be achieved in learning reading comprehension. One of the goals that must be achieved in learning reading comprehension is to understand the text as a whole. Students can analyze the social function, text structure, and language features of the text. Apart from that, students can retell the information they find in the text and can write the text independently. For this reason, teachers should pay great attention to learning to read because, in this case, the teacher plays a vital role in the learning process.

This research presents several previous studies to serve as a reference and source of information in this study. The first research was written by Lismida Faoziah (2019). His research aims to describe teacher problems in teaching speaking skills. The results of this study state that teachers have some problems in teaching speaking skills, which are caused by three factors. The first is due to teaching constraints, then the learner's problem and the last is due to the lack of facilities for teaching and learning to speak.

The second research was written by Utami et al., (2021). This study aims to discover English teachers' problems and their solutions in teaching students with intellectual and developmental disabilities at the National Level SLB Pembina Part

C Malang. The findings of this study show that there are problems with the teacher's English ability. In addition, the teacher's methods and media are inadequate, and the student's ability to learn English needs to be improved. Each teacher uses a different solution to overcome the problem. However, the most commonly used learning material is repetition because students still need help understanding and remembering the material.

The last research was written by Indra Apri Fani Fadli (2022). His research aims to identify the problems faced by teachers in teaching speaking skills during the Covid-19 pandemic. The results of his research show that teachers have problems in teaching speaking skills, such as unstable network connection problems, students need hand phones, and there are still many students who cannot operate the application.

This study has similarities with a previous study, namely discussing teacher problems in teaching English. However, no research discusses teacher problems in teaching reading comprehension as a foreign language. So, the researcher is interested in doing this research because many teachers still need to pay more attention to the essence of teaching reading comprehension. In reality, many teachers still have some problems teaching English. For example, materials, resources, or materials must be appropriately prepared. Students must participate in learning, inappropriate strategies, inadequate facilities, and others.

Based on the problems and some of the previous research above, the researcher is interested in researching Teacher Challenges in Teaching Reading Comprehension for Eighth-grade Students at Mts Wahid Hasyim 01 Dau.

B. Research Question

Based on the background of the research above, the researcher compiled several research objectives, namely:

1. What challenges do the teacher face in teaching reading comprehension for eight-grade students at Mts Wahid Hasyim 01 Dau?

2. How are the teacher's efforts to address the problems teaching reading comprehension for eight-grade students at Mts Wahid Hasyim 01 Dau?

C. Research objective

Based on the research question above, the researcher compiled several research objectives, namely:

1. To find out the teacher's challenges in teaching reading comprehension for eight-grade students at Mts Wahid Hasyim 01 Dau.

2. To describe the teacher's solution in overcoming the challenges or problem of teaching reading for eight-grade students at Mts Wahid Hasyim 01 Dau.

D. Significance of the Study

The research of the results in this study can provide important information for teachers as input material to improve the quality of education. Besides that,

researcher can inform other researcher as prospective educators about what problems will occur to a teacher when teaching reading comprehension.

E. Scope and Limitation of the Study

This research focuses on the challenges and solutions that teachers will use in teaching reading comprehension at Mts Wahid Hasyim Dau. The researcher will interview two eighth-grade English teachers. In addition, this study examines the eighth-grade English at Mts Wahid Hasyim 01 Dau which consists of four students from different classes.

F. Definition of Key Terms

To help the reader's understanding, the researcher defines several terms based on the statement above:

1. Challenge: testing a teacher's ability to overcome problems during the teaching and learning process due to the failure to achieve the objectives of learning activities.

2. Reading: the ability to process and understand the intent of the text and then combine it with the reader's knowledge or individual ability to understand the text, which is influenced by their skills and ability to process information.

3. Comprehension: the ability of students to master the language or writing used in reading and can capture the information or content of the reading.

CHAPTER II

LITERATURE REVIEW

The literature review contains descriptions of theories, findings, and other research materials obtained from reference materials to serve as the basis for research activities.

A. Educational Process Standards

Educational process standards are national educational standards relating to implementing learning in educational units to achieve graduate competency standards. Based on Government Regulation No. 19 of 2005 Chapter I, article 1, paragraph 6, educational process standards are national educational standards relating to implementing learning in educational units to achieve graduate competency standards (Permendikbud, 2016). Education process standards can be interpreted as a technical form, a reference or criterion created in a planned or designed manner in the implementation of learning.

1. Standard Process Components

Some of the standard components of the learning process are planning, implementing, assessing learning outcomes, and monitoring the learning process. Below is an explanation of the standard components of the Education learning process based on the Ministry of Education and Culture 2016:

a. Learning Process Planning

Learning process planning includes the syllabus and Learning Implementation Plan (RPP). In learning planning, the syllabus and RPP are essential things in learning preparation. Both are benchmarks for the quality and capability of an educator in carrying out their profession.

1) Silabus

(Sujipto et al., 2017) say that a syllabus is a set of plans and arrangements for implementing learning and assessment that are systematically arranged containing interrelated components to achieve mastery of essential competencies. Meanwhile, the syllabus is a reference for preparing the learning framework for each subject study material (Permendikbud, 2016). The syllabus contains at least the following:

a) Subject identity (specifically for SMP/MTs/SMPLB/Package B and SMA/MA/SMALB/SMK/MAK/Package C/Vocational Package C);

b) School identity includes the name of the educational unit and class;

c) Core competency is a categorical description of competency in aspects of attitudes, knowledge, and skills that students must learn for a school level, class, and subject;

d) Essential competencies, which are specific abilities that include attitudes, knowledge, and skills related to content or subjects;

e) Theme (specifically for SD/MI/SDLB/Package A);

f) Primary material containing relevant facts, concepts, principles, and procedures, and written in item form by the formulation of competency achievement indicators;

g) Learning, namely activities carried out by educators and students to achieve the expected competencies;

h) Assessment, is the process of collecting and processing information to determine the achievement of student learning outcomes;

i) Time allocation according to the number of lesson hours in the curriculum structure for one semester or one year;

j) Learning resources, such as books, print and electronic media, natural surroundings, or other relevant learning resources.

2) Learning Implementation Plan

A Learning Implementation Plan is a face-to-face learning activity plan for one or more meetings. RPP is developed from the syllabus to direct students' learning activities to achieve Basic Competencies (KD). There are RPP components as follows:

a) school identity, namely the name of the educational unit;

b) identity of subjects or themes/subthemes;

c) class/semester;

d) primary material;

e) time allocation is determined by the requirements for achieving KD and the learning load by considering the number of lesson hours available in the syllabus and the KD that must be achieved;

f) learning objectives formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills;

g) essential competencies and indicators of competency achievement;

h) learning materials containing relevant facts, concepts, principles, and procedures, and written in the form of items by the formulation of competency achievement indicators;

i) learning methods used by educators to create a learning atmosphere and learning process so that students achieve KD, which is adjusted to the characteristics of the students and the KD to be achieved;

j) learning media, in the form of learning process aids to convey lesson material;

k) learning resources, which can be books, print and electronic media, natural surroundings, or other relevant learning resources;

l) learning steps are carried out through preliminary, core, and closing stages;

m) assessment of learning outcomes.

b. Implementation of Learning

The learning implementation component consists of the requirements for implementing the learning process and Implementation, which consists of preliminary, core, and closing activities.

1) Requirements for Implementing the Learning Process

a) Allocation of Face-to-Face Learning Hours

(1) SD/MI   : 35 minutes

(2) SMP/MTs   : 40 minutes

(3) SMA/MA   : 45 minutes

(4) SMK/MAK   : 45 minutes

b) Study Group

The number of study groups per educational unit and the maximum number of students in each study group are stated in the following table:

No	Education Units	Number of Study Groups	Maximum Number of Students per Study Group
1.	SD/MI	6-24	28
2.	SMP/MTs	3-33	32
3.	SMA/MA	3-36	36
4.	SMK	3-72	36
5.	SDLB	6	5
6.	SMPLB	3	8

7.	SMALB	3	8

c) Textbooks

Textbooks are used to increase the efficiency and effectiveness of learning, the number of which is adjusted to the needs of students.

d) Classroom and Laboratory Management

(1) Teachers are obliged to be good role models for students in living and practising the teachings of the religion they adhere to and creating harmony in life together.

(2) Teachers must be role models for students in living and practising honest, disciplined, responsible, caring behaviour (cooperation, tolerance, peace), polite, responsive, and proactive, and showing attitudes as part of the solution to various problems. In interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations

(3) The teacher adjusts students' seating arrangements and other resources according to the objectives and characteristics of the learning process.

(4) The volume and intonation of the teacher's voice in the learning process must be heard well by students.

(5) Teachers are required to use polite, straightforward, and easy-to-understand words for students.

(6) The teacher adapts the lesson material to students' learning speed and abilities.

(7) Teachers create order, discipline, comfort, and safety in learning.

(8) The teacher provides reinforcement and feedback on students' responses and learning outcomes during the learning process.

(9) Teachers encourage and appreciate students to ask questions and express opinions.

(10) Teachers dress politely, cleanly and neatly

(11) At the beginning of each semester, the teacher explains to the students the subject syllabus

(12) The teacher starts and ends the learning process according to the scheduled time.

2) Implementation of Learning

Implementation of learning is the implementation of the RPP. Learning implementation includes preliminary, core, and closing activities (goleman, daniel; boyatzis, Richard; Mckee, 2019).

a) Preliminary Activities

In preliminary activities, teachers are required to:

(1) Prepare students psychologically and physically to participate in the learning process;

(2) Provide students with contextual learning motivation according to the benefits and applications of teaching materials in daily life by providing local, national, and international examples and comparisons and adapting them to the characteristics and level of students;

(3) Asking questions that link previous knowledge with the material to be studied;

(4) Explain the learning objectives or essential competencies to be achieved;

(5) Conveying material coverage and explanations of activity descriptions according to the syllabus.

b) Main Activities

Main activities use learning models, learning methods, learning media, and learning resources adapted to the characteristics of students and subjects. The selection of a thematic and integrated scientific approach and inquiry and disclosure (discovery) and learning that produces work based on problem-solving (project-based learning) is adjusted to the characteristics of competence and level of education.

(1) Attitude

By the characteristics of attitudes, one of the alternatives chosen is the affection process, starting from accepting, carrying out, appreciating, appreciating, and practicing. All learning activities are

oriented towards competency stages, encouraging students to carry out these activities.

(2) Knowledge

Knowledge is possessed through knowing, understanding, applying, analyzing, evaluating, and creating. The characteristics of learning activities in the knowledge domain have differences and similarities with learning activities in the skills domain. To strengthen scientific, integrated, and thematic approaches, it is highly recommended to implement discovery/research-based learning. To encourage students to produce creative and contextual work, both individually and in groups, it is recommended that they produce work based on problem-solving (project-based learning).

(3) Skills

Skills are obtained through observing, asking, trying, reasoning, presenting, and creating. The entire material content (topics and sub-topics) of subjects derived from skills must encourage students to carry out the observation process to creation. To realize these skills, it is necessary to carry out learning that applies discovery/research-based learning modes (discovery/inquiry learning) and produces work based on problem-solving (project-based learning).

c) Closing Activity

In the closing activity, the teacher and students, both individually and in groups, reflect to evaluate:

(1) The entire series of learning activities and the results obtained to then jointly find direct and indirect benefits from the results of the learning that has taken place;

(2) Provide feedback on the learning process and results;

(3) Carrying out follow-up activities in the form of assigning assignments, both individual and group assignments;

(4) Inform the learning activity plan for the next meeting.

c. Assessment of Learning Processes and Outcomes

The learning process assessment uses an authentic assessment approach, which assesses students' readiness, processes, and learning outcomes. The integration of the Assessment of these three components will describe the capacity, style, and learning achievements of students who can produce an instructional effect (instructional effect) on the knowledge aspect and an accompanying impact (nurturant effect) on the attitude aspect. Teachers use the results of authentic assessments to plan remedial learning programs, enrichment, or counseling services. In addition, authentic assessment results are used as material to improve the learning process by Educational Assessment Standards. Evaluation of the learning process is carried out during the learning process using tools such as observation sheets, peer questionnaires, recordings,

anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the lesson unit using methods and tools: oral/action tests and written tests. The final evaluation results are obtained from a combination of process and learning outcome evaluations.

B. Education Facilities and Infrastructure Standards

Facilities and infrastructure are all movable and immovable objects or goods used to support implementing direct and indirect learning processes in education (Rohiat, 2006). Educational facilities are all kinds of equipment used by teachers to facilitate the delivery of lesson material. From a student's point of view, educational facilities are all kinds of equipment that students use to make it easier to learn subjects. Educational infrastructure is all kinds of equipment and objects used by teachers (and students) to facilitate the implementation of education (Rohiyatun, 2019).

1. General Criteria for Facilities and Infrastructure Standards

Facilities and Infrastructure Standards are stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24, 2007, concerning Facilities and Infrastructure Standards for Primary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), and Senior High Schools /Madrasah Aliyah (SMA/MA) (Regulation of the Minister of National Education, 2007). Facilities and infrastructure standards are national educational standards relating to minimum criteria regarding study rooms, sports venues, places

of worship, libraries, laboratories, work workshops, playgrounds, places for creativity and leisure, as well as other learning resources needed to support the learning process, including use of information and communication technology. Management of educational facilities and infrastructure in schools includes analysis and preparation of needs, procurement, distribution, use and maintenance of inventory, and write-off (Herlino, 2013). Educational facilities are the equipment needed to carry out learning that can be moved around, and educational infrastructure is the essential facilities needed to carry out the functions of an educational unit.

PP No. 19 of 2005, which concerns national educational facilities and infrastructure standards as stated in Chapter VII Article 42, it is expressly stated that:

a. Every educational unit is required to have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process.

b. Every educational unit is required to have infrastructure that includes land, classrooms, educational unit leadership rooms, educators' rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, sports areas, a place of worship, a place to play, a place for

creativity, and other spaces/places needed to support an orderly and sustainable learning process.

2. Educational Infrastructure

According to Minister of National Education Regulation no. 24 of 2007, infrastructure is the primary facility for school/madrasah functions. The basic facilities consist of classrooms, library rooms, science laboratory rooms, leadership rooms, teachers' rooms, places of worship, UKS rooms, toilets, warehouses, circulation rooms, and play/exercise areas. (Dimyati, 2006) said that learning infrastructure includes school buildings, study rooms, sports fields, prayer rooms, art rooms, and sports equipment. Learning facilities include textbooks, reading books, tools, sports facilities, and other learning media.

Several educational infrastructures can be categorized based on their function into two types, namely direct and indirect infrastructure to support learning. The direct infrastructure category is the infrastructure that can be directly used to support learning, such as classrooms, library rooms, and laboratory rooms. Meanwhile, the infrastructure category is not directly used in the learning process, such as the canteen, restroom, leadership room, and teacher's room.

Apart from its function, which is a priority in a room, the completeness of furniture and equipment also has a vital role in supporting the room's function. The minimum criteria for infrastructure consist of land, buildings,

spaces, and power and service installations that every school must own. Each space has a meaning according to its function as follows:

a. The classroom is a space for theoretical and practical learning that does not require special equipment.

b. The library room is a space for storing and obtaining information from various library materials.

c. The laboratory room is a practical learning space requiring unique equipment

d. The leadership room allows leaders to carry out school management activities.

e. The teacher's room allows teachers to work outside the classroom, rest, and receive guests.

f. The counseling room is a space for students to receive counseling services from counselors related to personal, social, learning, and career development.

C. Reading

Reading is one of the most important language skills besides other language skills. Reading is a method of learning about desired worlds so that humans may broaden their knowledge, have pleasure, and study written information just by reading. However, reading is a challenging job. Reading is a complex process involving many things, not only spoken or written, but also attitudes, thoughts, and

experiences to focus on each reading. Reading is a highly intricate activity that no one can adequately describe (Ngabut, 2015).

Reading is an essential language skill since it involves a complex and unnatural procedure impacted by significant connected aspects such as the reader's linguistic proficiency and cultural background (Mikatama, 2019). In this case, Reading is not just reading the text but involves many things, such as the reader's linguistic ability and also the reader's cultural background. Crawley and Mountain put forward a similar definition in (Sari et al., 2022) that reading is fundamentally a complicated activity that includes not only reciting writing but also visual, thinking, psycholinguistic, and metacognitive activities. In summary, reading is a process of collecting word for word and then understanding the contents of the text to get the message contained in a text that the writer wants to convey. In addition, reading is a very complex process that involves many things, so to know the meaning of a text, the reader needs to read comprehensively.

1. The Purpose of Reading

The primary purpose of reading is to seek and obtain information. In reading activities in class, the teacher should set reading goals by providing appropriate specific goals or by helping them set the students' reading goals themselves.

There are three goals in reading: reading to find information, reading to gain understanding, and reading as learning (Alder & Charles Van Doren, 2007).

The purpose of reading is to get details or facts, get the main idea, know the order or organizational structure of the story, read to conclude, classify or classify, assess and evaluate, and compare or contrast (Tarigan, 2008).

Meanwhile, (Rahim, 2008) mentions several purposes of reading as follows:

a. Pleasure

b. Perfect reading aloud

c. Using particular strategy

d. Updating the reader's knowledge of topic

e. Associating new information with previously known knowledge

f. Obtain information for oral and written reports

g. Confirm or reject predictions

h. Learn about the structure of the text

i. Answer specific questions.

Based on the description of the purpose of reading above, the researcher concludes that reading is essential to obtain information. After the information is obtained, the reader will follow up, which can be in the form of concluding, assessing, and comparing the contents of the reading.

2. Models of Reading

Reading is responding to and linking a text being read with the readers' past knowledge. (Spratt, 2005). in this case, to obtain meaning in understanding the reading text, the reader connects the reading text with the knowledge or experience

possessed by the reader so that the reading activity involves the reader's mind interacting with the reading content.

(Brown, 2007) states that there are three reading models: bottom-up, top-down, and interactive. Further explanation is as follows:

a. Buttom-up Models

    This model starts with the smallest language units, such as phonemes, graphemes, and words, and works its way up to the largest units. Jhonson in (Wijayanti, 2020) says that says Button-up models are the text itself is the beginning point. The reader first recognizes each letter in the text and then the words. Connecting words form sentences, and then sentences are linked to make paragraphs which all make up a complete document. Students identify textual components starting from the smallest to the largest.

    In other words, the bottom-up reading model starts from understanding the text from the lowest language to the highest. This reading process model introduces letters, syllables, words, and then sentences. This model can be implemented in early reading learning.

b. Top-down Models

    Top-down is how readers comprehend a book based on their prior knowledge (Wijayanti, 2020). The same opinion was expressed by (Nunan, 1993), stating that Top-down reading may be taught to young readers by using skimming, scanning, prior knowledge, and discriminating between more and

less relevant content. In other words, in this top-down model, Readers use their prior knowledge to derive meaning from their reading material.

c. Interactive Models

This interactive model is a combination of bottom-up and top-down. Murchia and Elshtain in (Wijayanti, 2020) stated that interactive perspective in the reading process requires top-down and bottom-up techniques. In this case, the readers combine the ability to understand the text with prior knowledge to get the meaning of a text.

In the interactive reading theory model, the reader uses the Top-Down approach to predict the meaning of a text, then uses the Bottom-Up to test the correctness of the author's writing. In other words, both models co-occur at the time of reading. Using interactive theory can explain how a reader masters, stores, and uses knowledge in schemata.

According to the interactive models view, reading is a complex intellectual process. It includes two primary abilities, namely, the ability to understand the meaning of words and the ability to think about verbal concepts. In other words, when the reading process takes place, two-way concentration occurs in the reader's mind at the same time. In reading activities, the reader actively responds and expresses the sound of writing and the language used by the author. In addition, readers must be able to express the meaning contained in it or the meaning the author wants to convey through the text he reads.

3. Types of Reading

   Abbott et al. in (Rusminingsih, 2016) mention three types of reading: skimming, scanning, and intensive reading.

a. Skimming

   Skimming is a more thorough reading activity requiring a comprehensive view of the text and exceptional competence. The skimming reading technique is carried out by looking through the text quickly to get an idea of the author's intent. Skimming requires readers to have the ability to process text quickly to obtain an overview of the text.

b. Scanning

   Scanning is a fast but thorough reading technique to find and obtain certain information from a text. Scan reading skills can only be obtained by doing exercises. The reader should practice widening the eye's range of groups and moving quickly. Scanning is also a type of reading to quickly find specific information in a text.

c. Intensive Reading

   Intensive reading is an activity of reading texts carefully and in-depth by capturing deeper information contained in the text. In intensive reading activities, students read the same reading choices provided by the teacher. Intensive reading is usually short, and the instruction focuses on carefully checking comprehension, learning grammar and vocabulary, and developing reading skills.

D. Reading Comprehension

Comprehension is the ability to digest text, comprehend its meaning, and integrate it with what the reader already knows. Duke, in the journal (Nasution, 2019) states that Comprehension is the process by which readers create sense by engaging with text using a combination of prior knowledge and prior experience, information in the text, and reader perspectives on the text. Another definition of understanding is put forward by (McNeil, 1992) that making sense of the text is what comprehension is all about. In other words, Comprehension is understanding a text read by readers so that they find meaning from the text. Comprehension in reading is essential because reading is not only an activity to understand the contents of the reading text but requires a deep and thorough understanding to know and understand the meaning of the text.

Reading comprehension is obtaining or drawing meaning and comprehension from printed language; it entails cognitive functioning relating to what one reads (Nirwana, 2017). Reading comprehension is extracting information from context and integrating different components to produce a new whole. It interprets a text by applying one's prior knowledge (schemata) (McNeil, 1992). This opinion is supported by (Afriani, 2021) stated that Reading comprehension means comprehending what has been read. It is an active thinking process that is dependent not only on comprehension abilities but also on the student's past experiences and knowledge.

Reading comprehension is the capacity to comprehend the reading material. Reading comprehension centres on the knowledge the reader imparts to the comprehension process (Wijayanti, 2020). Graham in (Wijayanti, 2020) stated that Reading comprehension necessitates much more than the responses of readers to the text. Reading comprehension is a multi-component process involving several interactions between readers and the information they bring to the text.

In addition, Bormoth in (Riski, 2019) states that Reading comprehension is a generalized set of knowledge acquisition skills. This explanation shows that reading comprehension concerns understanding the content of the reading. Understanding is done by interpreting the meaning in the words and sentences so that the reader understands or knows the message conveyed by the author through reading. Reading comprehension is a person's ability to understand things in the reading with all the abilities and knowledge possessed, so reading comprehension involves connecting new facts, concepts, and generalizations.

From the various opinions above, the researcher concludes that Reading comprehension is a process of interpreting the text and obtaining meaning that actively includes the reader's prior knowledge and experience and then relates it to content to understand the content of the text as a whole.

In reading, a person needs help understanding what the author conveys from his compiled text. For this reason, there are several strategies for reading comprehension activities. Brown in (Wijayanti, 2020) mentions several strategies for reading comprehension as follows:

1. Determine your reading text's objective.

2. Use spelling standards and conventions for bottom-up decoding.

3. To discover the meaning, use lexical analysis (prefixes, roots, suffixes, etc.)

4. When you need further explanation, guess the meaning (of words, idioms, etc.).

5. Read the material quickly to get the main ideas and substance.

6. Look over the text for essential information (names, dates, keywords)

7. Use the silent reading method. To expedite processing

By using the above strategies, it will be easier for readers to understand the intent conveyed by the author and then be able to build meaning from the text they have read

E. The Level Taxonomy of Reading Comprehension

(Brassell, 2008) in his book mentions three taxonomy levels in reading comprehension as follows:

1. Literal Comprehension

Literal comprehension is the lowest of the three levels. In this case, the reader recounts or retains the facts and information offered in a book. Literal comprehension is the most basic level. The reader must repeat the facts as the writer delivers them. The questions at this level are factual, and most information necessary for literal understanding is found in a reading text.

Literal comprehension refers to a direct understanding of the meaning of English texts, such as the vocabulary used, the setting of place, time, and location.

The information in the text is clearly stated. So, it can be concluded that at the level of literal comprehension, the reader only needs to read the entire contents of the text to look for existing information.

2. Inference Comprehension

This comprehension refers to a reader's ability to absorb information inferred or hinted at by a text. The reader will find it difficult at this level because the information needs to be written down explicitly. For this reason, readers need literal knowledge, understanding, and intuition about the contents of the text.

3. Critical Comprehension

This level involves making critical judgments regarding the material offered in the text. In other words, the reader assesses and analyzes the content and the author's choice of language to guide the reader's understanding. and assessing a reading text necessitates broad comprehension abilities. Examples of questions at this level are as follows:

a. Were the characters credible and truthful in their actions?

b. Did the selection provide the reader with new knowledge, ideas, or enjoyment?

c. Were the characters true to life?

d. Was the text's literary quality high?

All these questions require a very in-depth analysis between the reader and the content of the text so that the reader can find critical thinking to make an informed judgment.

F. Teaching Reading Comprehension

Teaching is the act of demonstrating or assisting in learning how to do something, offering instruction, leading the study of anything, supplying information, or causing someone to know or comprehend something (Brown, 2000). It can be done in various ways, such as by giving instructions to students on how to do something or guiding them in doing what they hope to learn.

Teaching can define as providing learning opportunities (Iskandar, 2017). Even so, the teaching results depend on the students themselves, even though the teacher plays an essential role in student success. Students must master the level of learning success and understanding of students themselves.

Furthermore, reading comprehension is a process of interaction between readers and writers to communicate the meaning of the text. In other words, teaching reading is essential to provide understanding to students in reading a reading text. Because many students still experience difficulties reading English texts, the teacher must help and guide students in reading comprehension.

From some of the explanations above, the researcher concludes that teaching reading comprehension is the process of assisting, supporting, and leading students to grasp the text and giving them numerous opportunities for practice in order for them to gain the author's meaning and information about the text.

Wallance in (Nasution, 2019) mentions three stages in teaching reading in class as follows:

2. Pre-reading Activity

    Pre-reading is one thing we can do to improve our reading skills efficiently. Pre-reading is a way of looking quickly to get an overview (quick impression or overview) of what will be read before starting to read. This activity is done to prepare students before reading a text. Before the students read a text, they should be given activities that support their understanding of the text. The aim is to assess students' background knowledge about the content of a reading text.

3. While-reading Activity

    In while-reading activity, students are focused on explaining the text to build their understanding of the content of the text. In addition, this activity contains exercises about the text referred to in the pre-reading activity. Students are already dealing with the text and practice questions. These exercises can be in essays, multiple choice, filling-in-the-blank sentences, and others.

4. Post-reading Activity

    The post-reading activity contains exercises in order to assess students' reading abilities.

G. Teacher Challenges in Teaching Reading Comprehension

(Kennedy, 1981) mentions some of the challenges most often faced by teachers in teaching reading, namely classroom management, lack of pupil interest, knowledge, and vocabulary difficulties.

Baradja in (Iskandar, 2017) states that challenges in teaching reading comprehension are related to teaching strategies and selection of teaching materials, such as students' lack of grasp of fundamental knowledge, slow reading habits, choice of text, and students' incapacity to conclude.

Gilles and Temples in (Rusminingsih, 2016) stated that problems in reading comprehension are related to students' lack of vocabulary, so students need to understand the meaning contained in the contents of the text.

Besides that, teacher challenges in teaching English can come from students, teachers, and school facilities. Examples of challenges that come from students, such as students' inability to master vocabulary, lack of focus, lack of discipline, and boredom, are all factors on students' side. Then the teacher's challenges come from the teacher himself, such as a lack of training, a poor grasp of teaching methods, unfamiliarity with IT, and a lack of professional growth. Likewise, the challenges of teachers coming from school facilities. It involves not only the facilities offered and time dedicated but also the support provided by students' parents and educational institutions in learning English (Songbatumis, 2017).

Furthermore, Lynch in (Husna, 2021) says that there are 3 teacher problems in teaching English, namely: Learner motivation is lacking, Inadequate time, resources, and materials, and also Overcrowding in English Classes.

In addition, (Aryana & Apsari, 2018) states that the problems faced by teachers in teaching are divided into two factors as follows:

1. Internal Factors

    Internal factors are problems that occur from the teacher. For example, inappropriate media and teaching strategies, material selection, teaching techniques, Etc. Emery in (Songbatumis, 2017) stated that some of the problems that arise as a result of inadequate teaching preparation: teachers' failure to cope with issues in the classroom due to a lack of preparation, teachers' weak language competence, and teachers who have no basic English are hired to teach English

2. External factors

    External factors in teaching problems come from outside. In this case, teaching problems stem from the facilities provided by schools, such as places to study, books, and the provision of technology as a tool in teaching and learning, Etc. Schools must provide learning facilities to ensure the learning process goes well.

H. Previous Study

There are some previous studies related to this research. The first research was conducted by Susiyanti (2019). This research aimed to discover all teachers'

difficulties in teaching English as a foreign language at SMK Muhammadiyyah 3 Makassar. This research used a descriptive qualitative method. The data collected from this study came from three English teachers. The results show that teachers experience difficulties because teaching English as a foreign language is difficult. Students need to gain basic knowledge of English. The difficulties faced by these teachers are the need for essential knowledge of students in English lessons, too many students in English classes, low student concentration, boredom, and the lack of facilities provided by schools to support the teaching and learning process of English. From the statement above, the teacher's difficulties in teaching EFL come from students and facilities of school.

The second research was conducted by Muslim (2019). This research aims to discover the challenges English teachers face in teaching grammar to deaf students. This research used a descriptive qualitative method. The data was collected through teacher statements from classes X to XII at SMALB-B Negeri 1 Batu Bara, North Sumatra. The findings of this research are the need for mastery of vocabulary, students' pronunciation and the teacher's difficulty communicating with students, so they find it difficult to understand the material in the learning process. In addition, there are no facilities, such as hearing aids, and there are no learning media, such as LCDs and projectors, so teachers have difficulty teaching English due to a lack of facilities to support the English learning process.

The third research by Utami et al. (2021). This reserach aims to reveal English teachers' problems and solutions in teaching IDD students at SLB Pembina

National Level Part C Malang. This research method is descriptive qualitative. The data collected came from 5 English teachers who used interviews and observations. The findings from this research are that the problems teachers face come from the teachers' abilities, the methods and media used when teaching, and of course, the student's abilities to learn English. The solution used by each teacher is different, but the immediate solution to overcome this problem is to use repetition in teaching and practicing because students need help understanding and remembering the subject matter. In addition, teachers also use YouTube videos, English learning applications, posters, and BSE during the teaching and learning process.

The fourth research by Husna (2021). This research aims to describe teachers' challenges when teaching English to class VII students of SMPN 18 Jambi. This research used the qualitative descriptive method. Data collection techniques in this research use observation and interviews. The findings from this research are that teacher challenges come from students, school facilities, and the teacher himself. These challenges include students' need for more basic English knowledge, lack of interest in student learning, teacher facilities, teacher ignorance of technology, and short English subject time.

Subsequent research was carried out by (Fadli, 2022). This research was carried out during the coronavirus pandemic so that all students were required to study online. This research aims to describe the problems teachers face in teaching speaking and what solutions teachers use to overcome these problems at SMAN 1

Kampudarat Tulungagung. The method used in this research is descriptive qualitative. This research uses observation, interviews, and questionnaires to collect data. In addition, the analytical techniques used in this research are data reduction, data presentation, verification, and conclusion. The findings from this research are that there are two types of problems teachers face in teaching speaking in a pandemic situation. Among them are obstacles in offline teaching and online teaching. In offline learning, students' interest in learning needs to be improved, and time is limited in learning to speak. In online learning, students experience problems with unstable internet network connectivity, do not have smartphones, and need to learn how to operate learning media applications properly. Hence, students become more passive when learning online. The solution used by the teacher in overcoming this problem is to convey learning objectives during online learning, then give assignments to students in groups to shorten assessment time and make students practice a lot in their groups in the process of doing assignments, choosing online learning media that is easy for students and invites students to interact more so they can be involved in the learning process.

The last previous research was conducted by Fatihah (2022). This research aims to discover what challenges teachers face in teaching English as a foreign language in modern Islamic boarding schools. The method used in this research is qualitative. This research focuses on teachers' challenges with English as a foreign language in modern Islamic boarding schools. The participants in this research were English teachers at a modern Islamic boarding school. Data collection

techniques used interviews and class observations were then analyzed through thematic analysis. The findings from this research are that the challenges teachers face in teaching English to come from students' educational background, student and classroom conditions, teacher teaching methods, and lack of student motivation in learning English.

CHAPTER III
METHODOLOGY

The research methodology includes research design, location and subjects, research instrument, data validity, data collection techniques, and data analysis techniques. For an explanation of all these things, the researcher describes them below.

A. Research Design

This research was conducted at Mts Wahid Hasyim 01 Dau, a research setting. This study aims to describe the challenges teachers face and their solutions in teaching reading comprehension as a foreign language. This research uses a qualitative classroom observation method. Qualitative research is based on the philosophy of postpositivism and is used to examine the condition of natural objects (Sugiyono, 2019).

The researcher used interviews and classroom observations to collect data. The data collection based on what happened in the field, experiences, and thoughts of participants or data sources.

B. Subject of study

The subject of study is nature, things, and activities with particular variations that researchers choose to study and subsequently form conclusions about (Sugiyono, 2013). This research focuses on the challenges faced by teachers

in teaching reading comprehension. The subject of this research was a class VIII English teacher at Mts Wahid Hayim 01 Dau. The researcher took informants from four class VIII students in different classes at Mts Wahid Hayim 01 Dau to provide information to avoid subjective viewpoints from interviews with English teachers. In addition, informant data was added to strengthen primary data from research subjects.

C. Research Instrument

This research used two instruments, namely interview and classroom observation. This research used semi-structured interviews to found problems in a more open manner, where the parties involved are invited to ask for opinions and ideas in depth. In addition, the researcher used non-participant observation. The researcher is only an independent observer who is directly involved with the activities of the people being observed. The researcher used these two instruments to explore and discover the problems faced by teachers in teaching English, especially in reading comprehension.

D. Data Collection

Data collection techniques are the essential step in research because the main goal of the research is to obtain data (Sugiyono, 2019). Without knowing data collection techniques, the researcher will not get data that meets predetermined data standards. The researcher used two techniques during the

research process: interviews and classroom observation. Further explanation of the two techniques as follows:

1. Interview

    The researcher used semi-structured interviews to find problems more openly and dig deeper into information about teachers' problems when teaching reading comprehension. The researcher conducted face-to-face interviews with two class VIII English teachers at Mts Wahid Hasyim 01 Dau. The researcher asked English teachers what challenges they face when teaching reading comprehension and how to overcome them. In addition, the researcher interviewed four students from different classes as informants to find out how English teachers taught in their classes. Interviews were conducted for 5-10 minutes for each participant using Bahasa.

2. Observation

    The researcher used non-participatory observation. Non-participant observation is when the researcher acts as an observer and is not actively participating in the procedure (Sugiyono, 2013). In this case, the teacher became the subject of observation, and the researcher only observe the situation and conditions during the English teaching and learning activities.

    Furthermore, this research was carried out in four meetings, with two meetings for each teacher. One meeting lasted 40 minutes, so the researcher made two observations regarding the teacher's challenges and how to solve them when

teaching reading comprehension. Apart from that, it was strengthened by interviews with each teacher. The researcher recorded all situations and conditions during the teaching and learning process.

E. Data Validity

The researcher used the triangulation method to determine the credibility of the data. Data triangulation is a data collection technique that combines various existing data and sources (Sugiyono, 2013). The researcher used the triangulation technique to test the credibility of the data by checking the data obtained from the same source. This study used interview and observation techniques.

F. Data Analysis

Miles and Huberman in Sugiyono (2019) argue that activities in qualitative data analysis carry out interactively and continuously until they are complete so that the data is saturated. This study uses the Miles and Huberman analysis model (1994), cited in Sugiyono (2013). There are three ways to analyze data as follows:

1. Data Reduction

This study used interviews and observations in data collection techniques. The researcher interviewed two English teachers and four eighth-grade students from different classes using Indonesian for 5-10 minutes. The researcher also conducted classroom observations when the teacher taught about reading comprehension. After the interview and observation process, the next step is data reduction. The researcher summarized, selected the main things, focused

on the essentials, and looked for themes and patterns. The reduced data provides a clearer picture and makes it easier for researcher to collect it because much of the data is obtained from the field.

2. Data Display

   After reducing the data, the next step is displaying the data. Qualitative research data are presented in brief descriptions, charts, category correlations, and flowcharts. The researcher presented data obtained through interviews and observations in descriptive form. The researcher provided structured information regarding teachers' challenges in teaching English, especially reading comprehension skills.

3. Conclusion Drawing/Verification

   After the data is displayed, the researcher concluded and verified the data. The conclusion is a discovery that has never existed before. The findings described previously unclear objects and became more accurate. The researcher concluded the data using a descriptive form because this research describes the challenges teachers face in teaching reading comprehension. The conclusions in this research are adjusted to previous theories that discuss the same topic.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and discussion of the study. The findings include identifying the teacher's problems when teaching reading comprehension to eighth-grade students of MTs Wahid Hasyim 01 Dau and the teacher's solutions when facing these problems. The data in this study are based on field observation, interviews with two English teachers and two eighth-grade students.

A. Findings

1. Observation

    In this section, the researcher made observations to observe class conditions and then looked at the problems that occurred during the teaching and learning process of reading comprehension. Observation data was collected based on the observation checklist made by the researcher. The result of teacher's observation as follows:

    1. Teacher 1 (Englsih Teacher of VIII C class)

        Based on observations of the researcher in class, teachers teach with discipline. He uses time allocation very well. She also always comes early before the learning process begins. The teacher adjusts the students' seating arrangements. The class contains 23 students. The teacher uses polite and straightforward words.

The teacher opens the lesson by greeting motivating the students, then taking student attendance and checking the cleanliness of the class. The teacher often uses the lecture method during the learning process. It makes students sleepy, chat with their friends, and even make noise. Students also struggle to understand reading texts because they have low vocabulary mastery. To overcome this, the teacher uses other methods, namely vocabulary games and work in pairs. In addition, the teacher uses student worksheets that contain content summaries and practice questions as learning media because students are more enthusiastic and understand the material quickly. The teacher gives assignments in LKS books to students individually and in groups as learning evaluations.

On the other hand, school do not yet have complete and adequate learning facilities such as LCD projectors and speakers in the classroom. The school also does not have a language, computer, or science laboratory to support students' learning abilities. Besides that, the library needs to add books to support student learning activities.

2. Teacher 2 (English teacher of VIII A class)

Based on the researcher's observations in class, the teacher taught enthusiastically and seriously in the learning process. The teacher begins the lesson by greeting and checking the students' attendance. Afterward, the teacher asks students questions about the material to be taught.

The teacher delivers the material using lecture methods, group discussions, and questions and answers for the learning process. However, he often uses the lecture method when explaining the material and uses a whiteboard and markers as learning media. This makes students feel bored and unenthusiastic during the learning process. Teacher use other methods such as group discussions and question and answer. After that, the teacher gives assignments to students as an evaluation of learning.

Furthermore, school have not provided complete and adequate facilities for learning activities, so teachers bring their tools to support the learning process in class.

2. Interview

The researcher conducted interviews with two English teachers and two students from different classes to find out the teachers' problems and what solutions the teachers made to deal with these problems in teaching reading comprehension. It is clear that the problems experienced by the teacher when teaching reading comprehension through interviews.

When questioned about the student's interest in learning reading comprehension, the teachers claimed they are not interested in learning reading comprehension. The excerpt can be seen as follows:

Interviewer   : *How is the student's interest in learning English in reading comprehension? Are they enthusiastic in the learning process?*

Teacher 1 : *Some students are less enthusiastic during learning. When I use the lecture method, some students look bored. but when I use games in learning, students are very excited.*

Teacher 2 : *They are enthusiastic during the learning process, especially female students. They were enthusiastic to ask and answer questions when I asked them. However, for male students, most of them looked passive and less enthusiastic. This is because they think that English is difficult to understand.*

Based on the statement above, most students are not enthusiastic when the teacher only uses the lecture method, and some others think that English is a complex subject to learn because they do not understand its meaning. This shows that teachers pay attention to students' interests and motivation in the learning process, so they use various approaches to attract students' attention to learning, especially in class—a foreign language that is not their native language.

Regarding the attractiveness of learning reading comprehension, the teachers state that:

Interviewer : *How do you make the teaching and learning process more attractive to students so they are not passive during the learning process?*

Teacher 1 : *I usually invite students to play while studying. Sometimes I ask students to memorize vocab through games because students' interest and motivation increase when games accompany learning. In addition, if students have much vocabulary, it will be easy for them to understand reading comprehension material.*

Teacher 2 : *Because this is a teaching and learning process, I usually invite students for discussions, questions and answers so that there is interaction and they are not passive during the learning process. Apart from that, I always praise students for the effort they put in, regardless of whether the answer is correct or not, so that they still have enthusiasm and motivation to learn.*

Based on the statement above, the teacher invites students to play while learning. The teacher also uses the discussion and question and answer method to interact with the teacher and students. In addition, the teacher always praises students for their efforts to foster their enthusiasm and motivation to learn.

Referring to the method that teacher uses to teach reading comprehension, they demonstrated that:

Interviewer : *What teaching method do you use to teach reading comprehension? What are the obstacles and solutions that you did in this case?*

Teacher 1 : *I often use the lecture method. Usually, I tell students to open the textbook. Then I read the text while explaining the meaning. Sometimes I ask them to take turns reading with their friends. This method makes students less interested in the learning process. For the solution, the teacher must apply various teaching methods so that students are enthusiastic and can easily understand the material presented because school facilities are inadequate to support the learning process.*

For this reason, I usually ask students to work in pairs. I gave students worksheets related to reading material which contained content summaries and practice questions, and then students worked on them in pairs. Because students engaged in work in pairs, they made, on average, three times the expected progress in reading comprehension.

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Teacher 2 : *I use the lecture method, the discussion method, and the question-and-answer method. I usually read first, then the students follow. After that, I appointed one of the students to read while interpreting it together.*

I also usually divide students into groups to read and interpret the text I have prepared for each group. Because today's students' interest in reading is very low, I divided them into groups to make it easier. I also give project assignments to students to make posters containing text related to the topic. This aims to increase student's interest and motivation in learning English and also to train students' creativity.

Based on the interviews above, it can be concluded that the teacher uses the lecture method when explaining learning material. However, many students feel less enthusiastic, so it is not easy to understand the material. The teacher must apply methods that vary according to the material to be delivered. The teacher usually uses group discussion and question-and-answer methods and works in pairs. Because of this, students will learn the learning material more quickly and easily. The teacher also gives project assignments to students, such as making mini madding. So, students are assigned to find text related to the topic and then present the text as creatively as possible in a wall magazine. This aims to increase students' interest in reading comprehension.

When questioned about the teacher's media in learning reading comprehension, they state that:

Interviewer : *How do you provide the materials in the classroom? Do you use media other than textbook?*

Teacher 1 : *For learning media, I only use blackboard, markers, and textbook. However, some students are less interested in the learning process, so it is not easy to understand the material. I made a student worksheet (LKPD) which contains a summary of the material and practice questions to make it easier for students to understand the learning material.*

Teacher 2 : *I often only use whiteboards, markers, and textbook. Because the school does not provide other facilities. It makes students get bored quickly during learning. So, I prepare other media before entering class and start lessons like images I take from magazines or the internet and examples I have prepared from home. In addition, I made student worksheets containing texts with themes related to the topic and then formed groups to discuss the meaning of the text. That way, students will work together, making it easier to understand the text. Because today's students have very low interest in reading, let alone reading English.*

Based on the statement above, teachers often use blackboards, markers, and textbooks to convey material. However, many students are less enthusiastic during learning. Seeing this, the teacher uses other media for the learning process. The teacher makes student worksheets and prepares media such as pictures or examples to make it easier for students in the learning process. Because some students think that English is a subject matter that is difficult to understand, so the teacher makes as much learning media as possible that makes it easier for students to understand the material.

When questioned about electronic devices as learning media, teachers claimed that they rarely use electronic devices as learning media. The excerpt can be seen as follows:

Interviewer : *Do you often use electronic devices as learning media?*

Teacher 1 : *I rarely use electronic devices because the school has not provided devices that support teaching and learning activities. Furthermore, the school forbade students to bring cell phones. I usually give homework to students. Like watching a YouTube video or my video related to learning material, students summarize the material from the video. So that when in class, students have an idea of the material that will be discussed together.*

Teacher 2 : *I rarely operate electronic devices for teaching and learning activities. Because students are not allowed to bring cell phones, and school does not provide any facilities to support learning using electronic devices or online applications. Sometimes, I bring electronic devices from home to support classroom teaching and learning activities.*

Based on the statements above, teachers rarely operate electronic devices and create their learning media using applications on laptops or cell phones because school facilities still need to be improved, and students are not allowed to bring cell phones. To overcome this, teachers usually bring their own electronic devices. In addition, the teacher gives homework to students to watch learning videos for the next meeting. So that when in class, students already have a general idea of the material to be discussed.

Regarding the classroom conditions and facilities the school provides for learning, teachers claimed that the school needs to provide adequate facilities for learning. The excerpt can be seen as follows:

Interviewer : *What are the classroom conditions and facilities the school provides for the learning process? Is it sufficient or not?*

Teacher 1 : *Not yet, one of which is that the school does not provide LCD for each class. Because of that, I often find it difficult to convey material related to laptops or online. Learning can be done through YouTube videos or other applications when students bring cell phones. Unfortunately, the school forbade students to bring cell phones, and it became difficult for me and other teachers in the teaching and learning process. Even so, every year, the school tries to complete various facilities that still need to be available through operational assistance funds.*

Teacher 2 : *The class conditions are sufficient, but the facilities need to be improved, such as LCD projectors, speakers, laptops, etc. Because school facilities are limited, teachers must take the initiative to bring their tools as learning media and utilize the resources and facilities available at school. In addition, this school does not have a language laboratory. Class conditions are sufficient, but the facilities, such as LCD projectors, speakers, and laptops, need improvement. Due to limited school facilities, teachers must take the initiative to bring their tools as learning media and utilize the resources and facilities available at school. The school does not have language, computer, and science laboratories. Apart from that, the library books still need to be completed to support student learning activities.*

Based on the statements above, the class conditions are adequate but school facilities are not adequate to support teaching and learning activities. There are no LCD projectors and speakers or language laboratories in schools.

This makes it difficult for teachers to convey material related to laptops and online. Students are also prohibited from bringing cell phones to school, making it difficult to provide teaching related to technology. Based on the statement above, class conditions are adequate, but school facilities need to be more adequate to support teaching and learning activities. There are no LCD projectors, speakers, or laptops. This makes it difficult for teachers to deliver material related to laptops and online. Students are also prohibited from bringing cell phones to school, making it challenging to provide technology-related teaching. Apart from that, the school does not have language, computer, and science laboratories. Schools also need to add and improve the books available in the library. Seeing these limitations, teachers usually bring their learning facilities and utilize existing resources and facilities at school to support the learning process. In addition, every year, school try to complete facilities that still need to be available to support teaching and learning activities in schools.

When questioned about the main problems in teaching reading comprehension, they demonstrated that:

Interviewer : *What are the teacher's main problems in teaching reading comprehension and how do you solve these problems?*

Teacher 1 : *The main problem is learning facilities and student vocabulary. The school needs to provide adequate facilities to support the learning process.*

For the solution, I use games to increase student vocabulary. Sometimes, I also ask students to memorize vocabulary. Because when students have much vocabulary, it will be easier for them to learn English, especially in reading comprehension. Furthermore, the teacher utilizes existing facilities to support the learning process in class.

Teacher 2 : *My problems in teaching reading comprehension are low vocabulary mastery and learning motivation. Teachers must always increase students' interest and motivation to learn by making the teaching and learning process more interesting and varied. I use the method of group discussion, question and answer and give assignments to students to make posters related to learning topics so that they feel energized during the learning process and more easily understand the material I convey. To overcome the students' vocabulary, I asked them to open the dictionary when they encountered new vocabulary, and then the students wrote it down in their notebooks.*

Based on the results of the interviews above, the problem that often arises when learning to teach reading comprehension is the students' lack of English vocabulary skills. In addition, students' motivation and interest in learning English are very low, and they think it is not easy to learn. In addition, schools also need to provide complete facilities to support the teaching and learning process of reading comprehension. To overcome this, the teacher asks students to memorize vocabulary and notes when there is a difficult vocabulary to enrich students' vocabulary. The teacher also uses the method of discussion and question and answer to bring out the motivation and interest in student learning to facilitate students in the learning process.

Besides interviewing the English teacher, the researcher interviewed two students from different classes. This is to find out how students' statements when the teacher teaches reading comprehension in class.

When questioned about students' interest in English, they think it is difficult to learn. The excerpt can be seen as follows:

Interviwer   : *Is the English lesson interesting for you?*
Student 1   : *I think it will be fun if we understand the meaning. I do not understand English, so it is very difficult for me.*

Student 2   : *Learning English is a challenge for me because English is a foreign language that is not used in everyday life. for that, I find it difficult to learn English in class when I don't understand its meaning.*
Student 3   : *English is a fun subject even though it has differences in writing and pronunciation. That is interesting to me.*
Student 4   : *Sometimes, English is a fun lesson, and vice versa. Depends on my understanding of English. When I understand, English becomes a fun subject for me.*

Based on the statement above, English will be enjoyable if students understand its meaning. Some of them say that English is not fun because they think it is not easy, especially in understanding the meaning of the vocabulary. On the other hand, some students said that English was a fun subject, especially when they understood the material presented by the teacher.

Regarding student's difficulties in learning English reading comprehension, they demonstrated that:

Interviewer   : *Are there any difficulties when learning English?*

Student 1   : *Of course, as I said earlier, that English is difficult to understand. Besides that, the writing and pronunciation are very different.*

Student 2   : *I had much trouble when the teacher gave the text and asked me to interpret it. Because my vocabulary knowledge is very low.*

Student 3   : *Of course, there is, sometimes I have difficulty when I do not know the meaning of English vocabulary. However, I always bring a dictionary with me during class so that when I do not know the meaning, I open the dictionary.*

Student 4   : *English is difficult to learn because sometimes I do not know how to read it or understand its meaning.*

Based on the statement above, it can be concluded that students have difficulties when learning English, especially when there is learning related to interpreting a text. They find it difficult because their vocabulary knowledge still needs to improve.

When questioned about teachers' media, they state that teachers often use students' worksheets in learning reading comprehension. The excerpt can be seen as follows:

Interviewer   : *Does your teacher use other media than media she/he usually uses?*

Student 1   : *for other media, such as technology, T1 never uses it. My teacher usually gives students worksheets to study and do some practice questions.*

Student 2   : *When explaining the material, she never uses media such as electronic devices or online applications in class, but she once*

brought speakers from home for listening skills. She usually uses pictures on sheets of paper which are distributed to students.

Student 3 : *My teacher explains the material manually, meaning they use a whiteboard and markers. Sometimes, they provide worksheets for students.*

Student 4 : *During lessons, my teacher often uses a whiteboard and markers. However, when listening to the material, they brought speakers.*

Based on statements above is that besides using whiteboards and markers, the teacher uses student worksheets and electronic devices that she brings from home to convey learning material. This is because schools do not have adequate facilities for the learning process.

Regarding the teacher when explaining the material, they understand but sometimes have difficulty understanding the material. The excerpt can be seen as follows:

Interviwer : *Is every material in the reading comprehension explained by your teacher understandable? Why?*

Student 1 : *I understand the teacher's explanation, sometimes I also do not understand what the teacher explains because I do not understand the meaning.*

Student 2 : *I understand the material, especially during group discussions. It is very helpful for students who have difficulty learning English like me.*

Student 3 : *I understand what my teacher explains even though my teacher explains it only using markers and a whiteboard.*

Student 4 : *I still feel confused about learning English because I do not understand the meaning.*

Based on the interview above, students understand when the teacher delivers the material. However, there are times when students find it difficult to understand the material. They understand better during group discussions because it can help other students who struggle to understand English material.

B. Discussion

This research was conducted at Mts Wahid Hasyim 01 Dau in the 2022/2023 school year. Data was collected through interviews and classroom observation. The researcher interviewed two eighth-grade English teachers and four students from different classes. In addition, observations were made in two meetings for each teacher. The purpose of this study is to find out the problems faced by teachers when teaching reading comprehension and how to solve them.

In this section, the researcher will discuss in depth the findings from this study and then relate them to previous research and theories related to this research. The following is a discussion of this research:

1. Teachers' Challenges in Teaching Reading Comprehension

   The researcher analyzed the teacher's challenges in teaching reading comprehension at Mts Wahid Hasyim 01 Dau. Ansari in (Husna, 2019) states that a teacher should first discover students' challenges and difficulties when learning English so that the teacher may teach successfully with patience and hard work using the appropriate approach for the students. (Kennedy, 1981) mentions some of the problems most often faced by teachers in teaching reading comprehension, namely

classroom management, lack of pupil interest, knowledge, and vocabulary difficulties.

There are differences between researchers and previous researchers who studied the same case. The researcher found several teacher challenges and their solutions when teaching reading comprehension at Mts Wahid Hasyim 01 Dau as follows:

a. Lack of Student Vocabulary

Mastering vocabulary was one of the most difficult difficulties pupils faced (Hasan, 2016). Even so, studying vocabulary is the most important part of English, especially reading comprehension. Because the more words you know, the greater your ability to understand what you read. In other words, vocabulary is one of the keys to someone being able to speak English.

There are several teacher challenges in teaching English, especially reading comprehension at Mts Wahid Hasyim 01 dau. One of them is the need for mastery of students' vocabulary. Gilles and Temples in (Rusminingsih, 2016) stated that challenges in reading comprehension are related to students' lack of vocabulary, so students need to understand the meaning contained in the contents of the text. This is supported by the observations of researchers in class when students were asked about the meaning of English vocabulary, and some of them could not answer it. Teachers 1 and Teacher 2 said the main problem in reading comprehension's teaching and learning process is the students' vocabulary skills. There are still many students who have difficulty reading texts because of their lack of vocabulary. Student 1 and Student 2 also said that

English was difficult to understand because they did not understand its meaning. Apart from that, student 4 said that he had difficulty learning English because He did not understand how to read it and the meaning of the vocabulary. This is due to the lack of motivation and interest of students in learning English. Maruyama in (Thi To Hoa & Thi Tuyet Mai, 2016) said that the reason students do not master English vocabulary is that they do not use it in everyday life, so they do not have the motivation to learn it.

b. Lack of Students' Motivation

  Learning motivation is an encouragement to carry out learning activities wholeheartedly. The learning and teaching process can occur well if driven by strong interest and motivation. Based on the observations of researchers in class, student's motivation to learn English is less than optimal. Some students look passive, sleepy, need to pay proper attention to the teacher, and even make noise during the teaching and learning process. When students do other activities besides listening to the teacher during the learning process in class, it can be an indication that students are not interested in the lesson (Husna, 2019). The same opinion was also expressed (Abrar, 2016) that when students do not have the desire and feel unwilling to be involved in language learning comfortably, this is one of the characteristics of a lack of motivation in students. This happens because teachers still apply conventional teaching methods, making students less motivated to learn English. The teacher explains using the

lecture method, which makes students feel bored. In addition, students 1 and 2 said that English was difficult to learn. They needed help understanding its meaning. Many new vocabulary words and sentence structures different from Indonesian make many students lazy and less interested in taking this lesson. Likewise, students 3 and 4 felt that English significantly differed in reading and writing. This makes it difficult for them to understand it. Teacher 2 also said that aside from vocabulary problems, students needed more interest in learning and motivation during the teaching and learning process of reading comprehension.

This is a challenge for teachers to create a more creative and interesting learning process to build students' interest and motivation.

c. Teaching Method and Media

The next challenges is the teacher's teaching method and media. The teacher's teaching methods greatly influence student academic success. a Method as the route to be followed to reach a particular goal. Mastery of the material alone will be insufficient if the approach is inappropriate. How to understand the position of the method as one of the components that support the success of learning activities is one of the efforts that educators should not abandon.

Ineffective teaching methods and the lack of provision of school facilities to support learning activities became one of the teacher's challenges in teaching reading comprehension at mts Wahid Hasyim 01 Dau. the teacher's

problems come from the teacher himself, such as a lack of training, a poor grasp of teaching methods (Songbatumis, 2017). When dealing with English language issues, teachers must use various instructional strategies (Fatiloro, n.d.). Furthermore, teachers will be able to develop effective teaching processes by using various approaches, such as matching methods to teaching topics (Pande, 2013).

Based on the observations of researcher in class. T1 and T2 often use the lecture method when explaining English. occasionally, T2 uses the discussion and question and answer method to energize students in the learning process. S1 and S2 also said that their teachers often only used whiteboards and markers when explaining subject matter. S4 said that when using equipment such as technological facilities, they bring it themselves from home because the school does not provide adequate facilities to support the learning process. This was reinforced when the researcher interviewed T2, she said that when he wanted to use technological facilities for the learning process, teachers had to take the initiative to bring their own from home because the school had not provided these facilities.

In this school, teachers do not use the LCD to display teaching materials such as learning videos and others. During class teaching, the researcher observed the methods used by the teacher in class. They often use the lecture method because of the limited facilities at school. Sometimes they use group

discussion and question-and-answer methods so students feel energized during the learning process.

Therefore, the limitations of teaching methods and media that English teachers apply at MTs Wahid Hasyim 01 Dau become one of the challenges and problems in teaching reading comprehension.

d. School Facilities

The next teacher challenges is the facilities provided by the school. Facilities are one aspect that is very influential in the teaching and learning process in the classroom. Lack of teaching and learning English facilities can make learning less optimal and not achieve the desired goals (Songbatumis, 2017).

Based on observation from the researcher, The school does not yet have complete and adequate educational infrastructure and equipment, such as LCD projectors and speakers in each class. The school does not have a language, computer, and science laboratory. The school library has few books and needs to increase the book collection to support student learning activities. In addition, the school does not have a canteen and the leadership room is combined with the teachers' room.

This is reinforced by the statements of T1 and T2 that school do not have LCD projector and speaker to support the teaching and learning process. Teachers experience difficulties when they want to use video and PowerPoint as learning media. S1 and S2 agree that the teacher never uses LCD projector

and speaker during teaching and learning. They only rely on blackboard and marker to convey learning material. Furthermore, T2 explained that the school does not have a language laboratory to train students in language skills. This is unfortunate because the language laboratory is one of the most important school facilities to support students' language skills.

In addition, the school library has very few printed books or other supporting English books to be used as teaching materials for teachers or as student learning references. In this case, the library should be used as a learning medium and resource for students. Adequate facilities and infrastructure are factors of success in learning English, especially reading comprehension. Therefore, special efforts are needed to ensure that teachers get good and proper teaching facilities, such as rooms, books, and teaching aids (Pande, 2013). It is the responsibility of the school to fulfill all teaching facilities to create a good and effective teaching and learning process.

2. Ways to Overcome the Challenges Teachers Face when Teaching Reading Comprehension

   a. The Solutions to Overcome the Lack of Student Vocabulary

   Vocabulary is an important component of English language skills. Mastering a lot of vocabulary will make reading, writing, listening, and speaking English easier for students. Improper English pronunciation and minimal vocabulary are the main problems for teachers in teaching reading comprehension. This is because English is rarely used in everyday life, the

selection of English teaching materials is inappropriate, and the use of less varied media in learning English. Based on the study conducted at Mts Wahid Hasyim 01 Dau, especially for 8th-grade English teachers, the researcher found several solutions that the teacher does to overcome this problem.

Based on observation from the researcher in class, the teacher asks students to find and write new vocabulary words in a notebook and then look up their meanings in the dictionary. This is an effective method the teacher uses to overcome the lack of mastery of English vocabulary. In this case, T2 also said that she usually asks students to open the dictionary when encountering a new vocabulary that they don't know its meaning. After that, tell them to write in a notebook.

In addition, T1 also said that one way to increase students' vocabulary is through games and memorization. By using games, students find it easier to remember a new vocabulary, and it can be a way to increase their interest and motivation in learning English. Students generally learn faster and efficiently remember vocabulary when supported by games and teaching aids (Prasetyaningsing, 2013).

b. The Solutions to Overcome the Lack of Student Motivation

Many students consider English a difficult subject to understand. It is sometimes difficult for teachers to make students understand the material in teaching English. This can affect students' motivation in the learning

process because, as English Foreign Learners (EFL), students can get frustrated and bored if they find it difficult to understand the subject matter, and they will even give up learning it. For this reason, motivation is an important thing that students must have. Motivation is an important factor in students' academic life; it affects class behavior and their future success (Aldhafri & Alrajhi, 2014).

Learning English as a foreign language seems easy for some students, but some students experience learning difficulties. Generally, the teacher's way of teaching can make students lazy and bored in class. This laziness makes it difficult for them to understand the lesson. To overcome this problem, the teacher must have an interesting method or strategy to foster students' interest and motivation in learning.

Based on research at Mts Wahid Hasyim 01 Dau, the researcher found several solutions teachers carried out to overcome the problem of students' lack of motivation during learning. In the interview session with the English teacher, T1 said that to increase students' motivation to learn English in learning is by playing games. Through games, students are more enthusiastic about the learning process.

Meanwhile, according to T2, the solution she gave was to use the method of group discussion and question and answer during the lesson. According to her, this method makes learning interactive. She sometimes gives assignments as projects to make posters containing reading text

related to the topic. The aim is to increase student interest, motivation, and creativity. She also said that he always gave praise to students for the efforts they put in. Regardless of whether the answer is correct or not correct, they will still have enthusiasm and motivation to learn. The way to increase students' motivation to learn English is to give praise and encouragement to students (Songbatumis, 2017).

c. The Solutions to Overcome Teaching Method

Applying effective and appropriate teaching methods is one of the most important things to achieve satisfying learning objectives during the teaching and learning process. The main role of teaching is to create strong and tough teaching activity models (Suriani, 2016). The point is to teach activities such as environmental management and classroom settings where students can interact and learn how to learn. In this case, all educational institutions, schools, and Teachers must always strive to improve the quality of education by applying learning methods and media effectively and efficiently by developing science and technology to provide excellent opportunities for success.

Based on the observation of the researcher and interview sessions with English teachers at MTs Wahid Hasyim 01 Dau, the teacher used the lecture method to explain the material so that students felt bored, and in the end, it wasn't easy to understand the material. In addition, technological

facilities in schools are inadequate to support learning methods and media for teachers, so they find it difficult to convey learning material.

In the interview session with the English teacher, T1 said that teachers must create and apply appropriate and varied teaching methods so students can easily understand the material presented because technological facilities in schools do not yet support teacher teaching methods and media. When dealing with English issues, teachers must use a variety of teaching methods (Fatiloro, n.d.). Ansari in (Songbatumis, 2017) argues that it is challenging to use diverse teaching methods and strategies because teachers must consider how to transmit four language skills and maintain students' desire and motivation to learn and practice English. On the other hand, (Pande, 2013) believe that teachers can develop effective teaching processes by using various approaches, especially by matching methods with teaching topics.

Therefore, T2 said in his interview session that she used the method of group discussion and question and answer.In addition, she gave assignments to students to make posters containing reading texts related to learning topics. Using this method makes it easier for students to understand the subject matter and increase student motivation and creativity. She also makes learning media, such as pictures or examples, prepared at home before starting learning.

Furthermore, T1 said that sometimes she gave a YouTube link as homework for students to understand the material to be taught. In addition, she forms students in pairs and then gave worksheets related to reading material that contained text and practice questions. On average, students engaged in pair reading made three times the normal progress in reading comprehension. This was reinforced by S2's statement during the interview session. She said that group discussions helped students who still had difficulty learning English.

d.   The Solutions to Overcome School Facilities in Learning

Facilities are equipment that is directly used (Mulyasa, 2004). This means that facilities have an important role in supporting student learning activities. Quality education services can be supported by adequate learning facilities and functioning as well as possible. This requires the school to provide good facilities to help a more effective teaching and learning process.

Based on observations and interview sessions of researchers with English teachers, there are several problems with providing facilities and infrastructure at Mts Wahid Hasyim 01 Dau. The school does not yet have complete and adequate educational infrastructure and equipment, such as LCD projectors and speakers in each class. The school does not have a language, computer, and science laboratory. The school library has few books and needs to increase the book collection to support student learning

activities. In addition, the school does not have a canteen and the leadership room is combined with the teachers' room.

In the researcher's interview session with the 8th grade English teacher, the researcher found several solutions that the teacher made to overcome the problem. T2 said that to overcome the lack of facilities, especially technological facilities, teachers brought their technology facilities from home and used existing resources and facilities at school to support teaching and learning activities in class.

In addition, T1 said that even though the school had not provided adequate facilities, every year, the school always tries to complete the facilities that are not yet available to support teaching and learning activities. It is the responsibility of the school to provide learning facilities to support and create effective teaching and learning activities. One of the factors in learning English that helps them avoid issues throughout the learning process is the availability of suitable facilities and infrastructure (Roinah, 2019).

BAB V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions related to the results of this study. The conclusion section summarizes the findings and discussion based on the research problem. In contrast, the suggestion contains recommendations from researcher to other researchers to get better results.

A. Conclusion

Based on the research results through observations and interviews at Mts Wahid Hasyim 01 Dau, researchers found several challenges teachers at the school face. Teachers' challenges in teaching reading comprehension come not only from the teachers but also from students and the school facilities provided to support the learning process. These challenges include low student interest and motivation in learning English, lack of mastery of student vocabulary, inappropriate teacher teaching methods and media, and the school still needs complete and adequate educational infrastructure and equipment to support teaching and learning activities at school.

The solution made by the teacher to overcome this problem is to use appropriate, interesting, and varied learning media and methods to create effective learning. Furthermore, the teacher increases vocabulary by recording new vocabulary and memorizing it. Regarding inadequate school facilities, teachers bring their own facilities to support the teaching and learning process in class, and schools always try to complete facilities that are not yet available to support learning activities.

B. Suggestion

Based on the research results above, the researcher has several suggestions for teachers, students, schools, and other researchers who want to discuss teacher problems when teaching English. First, teachers should always try to apply teaching methods and strategies that are appropriate for the learning process in class so that students don't feel bored and lazy during the learning process. Furthermore, students should be more disciplined and serious when following the learning process. It also eliminates the pattern of thinking that English is difficult to understand. Third, the schools should provide complete and adequate facilities and infrastructure to support teaching and learning activities so that teachers can deliver learning material efficiently. And finally, for other researchers, this study explores teachers' challenges in teaching reading comprehension and their solutions. So, the researcher hopes that other researchers can explore teacher challenges and solutions that are more detailed and in-depth in different aspects.

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Appendix 1 *Permission Letter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1490/Un.03.1/TL.00.1/06/2023	**02 Mei 2023**
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MTs Wahid Hasyim 01 Dau
di

      Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Putri A'yuni Apriani
NIM	:	19180031
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**Teacher's Problems in Teaching Reading Comprehension For Eighth-Grade Students at Mts Wahid Hasyim 01 Dau**
Lama Penelitian	:	**Mei 2023** sampai dengan **Juni 2023** (2 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

المؤسسة المعارف نهضة العلماء "مفتاح العلوم" المدرسة الثانوية واحد هاشم

YAYASAN ALMA'ARIF NAHDLATUL ULAMA MIFTAHUL ULUM

MTs. "WAHID HASYIM" 01 DAU
STATUS : TERAKREDITAS "B"

Jl. Raya Jetis No. 33A Mulyoagung - Dau - Malang 65151 Telp : 08558043034
E-mail : mtswahidhasyim1dau@gmail.com
NSM. 121235070031 NPSN: 20581224

SURAT KETERANGAN
Nomor: 04.2058/MTs.WH01/VI/2023

Yang bertanda tangan dibawah ini :

Nama	: Uswatun Khasanah, M.Pd.
Jabatan	: Kepala Madrasah

Menerangkan bahwa :

Nama	: Putri A'yuni Apriani
Prodi/Jurusan	: Tadris Bahasa Inggris (TBI)
Universitas	: Universitas Islam Negeri Maulana Malik Ibrahim Malang (UIN)
Fakultas	: Fakultas Ilmu Tarbiyah dan Keguruan
NIM	: 19180031
Waktu Penelitian	: Mei 2023 - Juli 2023

     Yang bersangkutan telah melakukan penelitian *"Teachers' Problems in Teaching Reading Comprehension for Eight-grade Students at MTs Wahid Hasyim 01 Dau"* selama 2 (dua) bulan di bulan Mei 2023 sampai dengan Juni 2023 di MTs. Wahid Hasyim 01 Dau

     Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Malang, 14 Juni 2023
Mengetahui
Kepala MTs. Wahid Hasyim 01 Dau

Uswatun Khasanah, M. Pd.

Appendix 2 *Field Note Observation*

Observation 1

Condition of School Facilities and Infrastructure

No	Fasilitas	Keadaan					Keterangan
		I	II	III	IV	V	
1	Ruang Kelas		✓				Sekolah belum memiliki LCD Proyektor dan speaker yang tersedia di setiap kelas untuk menunjang proses pembelajaran
2	Perpustakaan			✓			Buku yang tersedia masih belum lengkap
3	Peralatan Pendidikan				✓		Sekolah belum memiliki LCD Proyektor, speaker, dan alat-alat multimedia untuk menunjang kegiatan beljar mengajar
4	Laboratorium IPA					✓	Sekolah tidak mempunyai laboratorium IPA
5	Laboratorium Bahasa					✓	Sekolah tidak mempunyai laboratorium Bahasa
6	Laboratorium Komputer					✓	Sekolah tidak mempunyai laboratorium Komputer
7	Ruang Pimpinan			✓			Ruang wakil kurikulum disatukan dengan ruang guru
8	Ruang Guru	✓					
9	Ruang Tata Usaha	✓					
10	Tempat Beribadah	✓					
11	Ruang Konseling			✓			
12	Ruang UKS			✓			
13	Toilet		✓				
14	Gudang			✓			
15	Ruang Sirkulasi	✓					
16	Tempat Bermain/Olahraga		✓				
17	Kantin					✓	Belum mempunyai kantin khusus yang berada didalam sekolah

Keterangan:

I : Sangat Baik
II : Baik
III: Cukup Baik
IV: Tidak Baik
V : Sangat Tidak Baik

Observation 2

Nama   : Putri A'yuni Apriani

NIM   : 19180031

Tempat Penelitian   :Mts Wahid Hasyim 01 Dau

No	Aspek yang diamati	Deskripsi Hasil Pengmatan
A.	**Persyaratan Pelaksanaan Proses Pembelajaran**	
	1. Alokasi Waktu	40 Menit
	2. Rombongan Belajar	Setiap kelas berisi 20-27 siswa
	3. Buku Teks Pelajaran	Buku teks yang digunakan selama pembelajaran adalah buku LKS Wajar Bahasa Inggris
	4. Pengelolaan Kelas	Guru menyesuaikan pengaturan tempat duduk peserta didik, guru menggunakan kata-kata santun dan lugas. Selain itu, guru menjadi teladan bagi peserta didik
B.	**Pelaksanaan Pembelajaran**	
	1. Membuka Pelajaran	Guru membuka Pelajaran dengan mengucapkan slaam, memberi motivasi kepada siswa kemudian melakukan absensi siswa dan cek kebersihan kelas.
	2. Penyajian Materi	Guru menulis materi dipapan tulis kemudian menjelaskan dengan menggunakan metode ceramah dan tanya jawab untuk memancing pengetahuan dan pemahaman siswa

	3. Metode Pembelajaran	Guru menggunakan metode ceramah, kemudian menggunakan metode tanya jawab untuk memancing siswa agar aktif dikelas, selain itu, guru menggunakan metode diskusi kelompok, bekerja secara berpasangan dan melakukan games untuk memudahkan siswa dalam memahami materi Pelajaran
	4. Penggunaan Bahasa	Guru menggunakan Bahasa inggris hanya untuk membuka Pelajaran, ketika menjelaskan materi guru menggunakan Bahasa Indonesia
	5. Penggunaan Waktu	Penggunaan waktu yang digunakan guru sudah efektif, guru datang ke kelas sesaat setelah bel berbunyi
	6. Teknik Bertanya	Teknik bertanya yang digunakan guru adalah secara acak dan menyeluruh kepada semua anggota kelas.
	7. Penggunaan Media	Guru menggunakan media papan tulis, spidol dan worksheet untuk peserta didik
	8. Evaluasi Pembelajaran	Guru memberikan penugasan di buku LKS kepada siswa baik secara individu maupun kelompok lalu guru memberikan feedback kepada siswa. feedback berupa koreksi jawaban yang benar dan sedikit penjelasan mengenai jawaban tersebut.
	9. Penutup	Pembelajaran ditutp dengan mengucapkan salam dan terkadang guru memberikan pekerjaan rumah kepada siswa

Observation 3

Name   : Thoifatun, M. Pd (Teacher 1 of VIII C class)

Date   :May, 13, 2023.

No	Statements	Yes	No	Description
1.	Teachers are able to appear passionate and earnest in learning activities. *Guru tampil bersemangat dan bersungguh-sungguh dalam kegiatan pembelajaran*	✓		The teacher looks enthusiastic in the teaching and learning process. It can be seen from her discipline in teaching. She always comes early before the teaching and learning process begins. *Guru terlihat bersemangat dalam proses belajar mengajar, itu bisa dilihat dari kedisiplinannya dalam mengajar. Dia selalu datang awal sebelum proses belajar mengajar dimulai*
2.	The teacher uses a method that is not monotonous and boring. *Guru menggunakan metode yang tidak monoton dan membosankan*		✓	The teacher uses the lecture method so that many students are sleepy, chatting while the teacher is explaining the material, and even making noise. *Guru menggunakan metode ceramah sehingga banyak siswa yang mengantuk, mengobrol saat guru menjelaskan materi, bahkan membuat kegaduhan*
3.	Teachers encourage students to be more active in the learning process. *Guru mendorong siswa untuk lebih aktif dalam proses pembelajaran*	✓		The teacher encourages students to learn actively by asking several questions after explaining the learning material. Besides that, she also provides opportunities for students to ask questions about material they have yet to understand. *Guru mendorong siswa untuk aktif dalam pembelajaran dengan memberikan beberapa pertanyaan*

				ketika selesai menjelaskan materi pembelajaran, selain itu dia juga memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami.
4.	Teachers use other methods or media to create effective learning. *Guru menggunakan metode ata media lain untuk menciptakan pembelajaran yang efektif*	✓		In addition to the lecture method, the teacher uses the game method to increase vocabulary to make it easier for students to understand reading comprehension. The teacher creates student worksheets that contain material and practice questions as learning media in addition to the books provided by the school. *Selain ceramah, guru menggunakan metode games untuk meningkatkan kosa kata memudahkan siswa dalam memahami materi pembelajaran. guru membuat lembar kerja siswa yang berisi materi dan Latihan soal sebagai media pembelajaran selain buku yang disediakan dari sekolah*
5.	The school provides complete and adequate facilities to support the learning process in class. *Sekolah menyediaan fasilitas yang lengkap dan memadai untuk mendukung proses pembelajaran dikelas*		✓	The school does not provide complete facilities such as LCD projectors and speakers in each class to make it easier for teachers to deliver lessons. This can be seen when the teacher wants to use technology facilities and she brings it from home. *Sekolah belum menyediakan fasilitas yang lengkap seperti lcd proyektor dan speaker disetiap kelas untuk memudahkan guru ketika menyampaikan pembelajaran. hal ini dilihat ketika guru ingin menggunakan*

				fasilitas teknologi, dia membawanya dari rumah
6.	Students are enthusiastic about following the learning process. *Siswa antusias dalam mengikuti proses pembelajaran*	✓		Students are enthusiastic when the teacher uses the game and works in pair method during the learning process in class. *Siswa antusias ketika guru menggunakan metode games dan work in pair saat proses pembelajaran dikelas*
7.	Students have no difficulty in learning reading comprehension in class. *Siswa tidak memiliki kesulitan dalam pembelajaran reading comprehension dikelas*	✓		Students have difficulty understanding the meaning of reading texts because they have low vocabulary mastery. It can be seen when the teacher asks students the meaning of vocabulary, and they cannot answer it. Besides that, they have difficulty when the teacher asks them to interpret the text. *Siswa memiliki kesulitan dalam memahami makna teks bacaan karena memiliki penguasaan kosa kata yang rendah. Itu dilihat ketika guru menanyakan arti kosa kata kepada siswa dan mereka tidak bisa menjawabnya. selain itu, mereka kesulitan ketika guru meminta siswanya untuk mengartikan teks bacaan*

Observation 4

Name : Thoifatun, M. Pd (Teacher 1 of VIII C class)

Date : May, 16, 2023

No	Statement	Yes	No	Description
1.	Teachers are able to appear passionate and earnest in learning activities. *Guru tampil bersemangat dan bersungguh-sungguh dalam kegiatan pembelajaran*	✓		The teacher looks enthusiastic in the teaching and learning process. It can be seen from his discipline in teaching. He always comes early before the teaching and learning process begins. *Guru terlihat bersemangat dalam proses belajar mengajar, itu bisa dilihat dari kedisiplinannya dalam mengajar. Dia selalu datang awal sebelum proses belajar mengajar dimulai*
2.	The teacher uses a method or technique that is not monotonous and boring. *Guru menggunakan teknik atau metode yang tidak monoton dan membosankan*		✓	The teacher looks enthusiastic in the teaching and learning process. It can be seen from his discipline in teaching. He always comes early before the teaching and learning process begins. *Guru menggunakan metode ceramah sehingga banyak siswa yang mengantuk, mengobrol saat guru menjelaskan materi, bahkan membuat kegaduhan*
3.	Teachers encourage students to be more active in the learning process. *Guru mendorong siswa untuk lebih aktif dalam proses pembelajaran*	✓		The teacher encourages students to actively learn by asking questions after explaining the learning material. Besides that, she also allows students to ask about the material they have yet to understand, and she evaluates students by giving several assignments.

				Guru mendorong siswa untuk aktif dalam pembelajaran dengan memberikan beberapa pertanyaan ketika selesai menjelaskan materi pembelajaran, selain itu dia juga memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami dan dia mengevaluasi kepada siswa dengan memberikan beberapa tugas
4.	Teachers use other methods, techniques, or media to create effective learning. *Guru menggunakan Teknik, metode ata media lain untuk menciptakan pembelajaran yang efektif*	✓		Beside the lecture method, the teacher uses the work-in-pair technique to make it easier for students to understand reading comprehension material. The teacher uses student worksheets that contain material and practice questions as learning media in addition to the books provided by the school. *Selain ceramah, guru menggunakan teknik work in pair untuk memudahkan siswa dalam memahami materi reading comprehension. guru membuat lembar kerja siswa yang berisi materi dan Latihan soal sebagai media pembelajaran selain buku yang disediakan dari sekolah*
5.	The school provides complete and adequate facilities to support the learning process in class. *Sekolah menyediaan fasilitas yang lengkap dan memadai untuk mendukung proses pembelajaran dikelas*		✓	The school does not provide complete facilities such as LCD projectors and speakers in each class to make it easier for teachers to deliver lessons. It can be seen that when the teacher wants to use technology facilities, he brings them from home. *Sekolah belum menyediakan fasilitas yang lengkap seperti lcd*

				proyektor dan speaker disetiap kelas untuk memudahkan guru ketika menyampaikan pembelajaran. hal ini dilihat ketika guru ingin menggunakan fasilitas teknologi, dia membawanya dari rumah
6.	Students are enthusiastic about following the learning process. *Siswa antusias dalam mengikuti proses pembelajaran*	✓		Students are enthusiastic when the teacher uses the work-in-pair technique during the learning process in class. *Siswa antusias ketika guru menggunakan work in pair Teknik saat proses pembelajaran dikelas*
7.	Students have no difficulty in learning reading comprehension in class. *Siswa tidak memiliki kesulitan dalam pembelajaran reading comprehension dikelas*		✓	Students have difficulty understanding the meaning of English words or sentences. It can be seen when the teacher uses English during the learning process. Many students are silent when the teacher asks questions using English. *Siswa memiliki kesulitan memahami arti kata atau kalimat Bahasa inggris. Ini dilihat ketika guru menggunakan Bahasa inggris saat proses pembelajaran. banyak siswa yang diam ketika guru bertanya menggunakan Bahasa inggris.*

Observation 5

Name   : Farah Velda, S.Pd (Teacher 2 of VIII A class)

Date   : May, 23, 2023

No	Statement	Yes	No	Description
1.	Teachers are able to appear passionate and earnest in learning activities. *Guru tampil bersemangat dan bersungguh-sungguh dalam kegiatan pembelajaran*	✓		The teacher looks enthusiastic in the teaching and learning process. It can be seen when the teacher delivers learning material. *Guru terlihat bersemangat dalam proses belajar mengajar, hal itu bisa dilihat ketika guru menyampaikan materi pembelajaran.*
2.	The teacher uses a method or technique that is not monotonous and boring. *Guru menggunakan metode yang tidak monoton dan membosankan*		✓	Teachers often use the lecture method so that many students are sleepy, bored, and unenthusiastic during the learning process. *Guru sering menggunakan metode ceramah sehingga banyak siswa yang mengantuk, merasa bosan, dan tidak antusias selama proses pembelajaran.*
3.	Teachers encourage students to be more active in the learning process. *Guru mendorong siswa untuk lebih aktif dalam proses pembelajaran*	✓		The teacher encourages students to actively learn by asking questions after explaining the learning material. Besides that, she also provides opportunities for students to ask questions about material they have yet to understand. The teacher also gives project assignments, such as making posters containing reading text related to the topic. *Guru mendorong siswa untuk aktif dalam pembelajaran dengan memberikan beberapa pertanyaan ketika selesai menjelaskan materi*

				pembelajaran, selain itu dia juga memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. Guru juga memberikan tugas project seperti membuat poster berisi teks bacaan yang berkaitan dengan topik
4.	Teachers use other methods, techniques, or media to create effective learning. *Guru menggunakan metode, Teknik, atau media lain untuk menciptakan pembelajaran yang efektif*	✓		Beside the lecture method, the teacher uses group discussion and question-and-answer methods. It can be seen during the learning process. The teacher forms groups and gives a piece of paper containing the reading text, then asks students to read, interpret, and determine the structure of the reading text. Next, students demonstrated the results of their discussion. In addition, the teacher uses media such as pictures from magazines or the internet and some samples prepared from home. *Selain ceramah, guru menggunakan metode diskusi kelompok dan tanya jawab. hal ini dilihat ketika proses pembelajaran, guru membentuk kelompok dan memberikan selembar kertas yang berisi teks bacaan kemudian meminta siswa untuk membaca, mengartikan, dan menentukan struktur teks bacaan. Selanjutnya, siswa mendemonstrasikan hasil diskusi mereka. Selain itu, guru menggunakan media seperti gambar dari majalah atau internet dan juga beberapa contoh yang sudah disiapkan dari rumah.*

5.	The school provides complete and adequate facilities to support the learning process in class. *Sekolah menyediaan fasilitas yang lengkap dan memadai untuk mendukung proses pembelajaran dikelas*		✓	the school does not provide complete facilities such as LCD projectors and speakers in each class to make it easier for teachers to deliver lessons. It can be seen that when the teacher wants to use technology facilities, she brings them home. In addition, the teacher does not have a language laboratory at school. *Sekolah belum menyediakan fasilitas yang lengkap seperti lcd proyektor dan speaker disetiap kelas untuk memudahkan guru ketika menyampaikan pembelajaran. hal ini dilihat ketika guru ingin menggunakan fasilitas teknologi, dia membawanya dari rumah. Selain itu, guru tidak memiliki laboratorium Bahasa disekolah.*
6.	Students are enthusiastic about following the learning process. *Siswa antusias dalam mengikuti proses pembelajaran*	✓		Students are enthusiastic when the teacher asks students to form groups and participate in discussions. *Siswa antusias ketika meminta siswa membentuk kelompok dan melakukan diskusi*
7.	Students have no difficulty in learning reading comprehension in class. *Siswa tidak memiliki kesulitan dalam pembelajaran reading comprehension dikelas*		✓	Students have difficulty understanding the meaning of reading texts because they have low vocabulary mastery. *Siswa memiliki kesulitan dalam memahami makna teks bacaan karena memiliki penguasaan kosa kata yang rendah.*

Observation 6

Name   : Farah Velda, S.Pd (Teacher 2 of VIII A class)

Date   : May, 26, 2023

No	Statement	Yes	No	Description
1.	Teachers are able to appear passionate and earnest in learning activities. *Guru tampil bersemangat dan bersungguh-sungguh dalam kegiatan pembelajaran*	✓		The teacher looks enthusiastic in the teaching and learning process. It can be seen when the teacher delivers learning material. *Guru terlihat bersemangat dalam proses belajar mengajar, hal itu bisa dilihat ketika guru menyampaikan materi pembelajaran.*
2.	The teacher uses a method or technique that is not monotonous and boring. *Guru menggunakan metode yang tidak monoton dan membosankan*		✓	Teachers often use the lecture method by utilizing markers and blackboards as learning media so that many students are sleepy and not enthusiastic during the learning process. *Guru sering menggunakan metode ceramah dengan memanfaatkan spidol dan papan tulis sebagai media pembelajaran sehingga banyak siswa yang mengantuk, dan tidak antusias selama proses pembelajaran.*
3.	Teachers encourage students to be more active in the learning process. *Guru mendorong siswa untuk lebih aktif dalam proses pembelajaran*	✓		The teacher encourages students to be active in learning by giving some practice questions to students. After that, students were asked to write answers on the blackboard to be discussed with the teacher. *Guru mendorong siswa untuk aktif dalam pembelajaran dengan memberikan beberapa soal Latihan kepada siswa. Setelah itu,*

				siswa diminta untuk menulis jawaban di papan tulis untuk dibahas Bersama guru
4.	Teachers use other methods, techniques, or media to create effective learning. *Guru menggunakan metode ata media lain untuk menciptakan pembelajaran yang efektif*	✓		Beside the lecture method, the teacher uses the group discussion method. It can be seen during the learning process, the teacher forms groups and gives a piece of paper containing the reading text, and then asks students to answer questions related to the text. *Selain ceramah, guru menggunakan metode diskusi kelompok hal ini dilihat ketika proses pembelajaran, guru membentuk kelompok dan memberikan selembar kertas yang berisi teks bacaan kemudian meminta siswa untuk menjawab soal yang berkaitan dengan teks.*
5.	The school provides complete and adequate facilities to support the learning process in class. *Sekolah menyediaan fasilitas yang lengkap dan memadai untuk mendukung proses pembelajaran dikelas*		✓	The school does not provide complete facilities such as LCD projectors and speakers in each class to make it easier for teachers to deliver lessons. It can be seen when the teacher wants to use technology facilities, and She brings them from home. In addition, the teacher does not have a language laboratory at school. *Sekolah belum menyediakan fasilitas yang lengkap seperti lcd proyektor dan speaker disetiap kelas untuk memudahkan guru ketika menyampaikan pembelajaran. hal ini dilihat ketika guru ingin menggunakan fasilitas teknologi, dia membawanya dari rumah. Selain*

				itu, guru tidak memiliki laboratorium Bahasa disekolah.
6.	Students are enthusiastic about following the learning process. *Siswa antusias dalam mengikuti proses pembelajaran*	✓		Students are enthusiastic when asking students to form groups and carry out discussions. *Siswa antusias ketika membentuk kelompok dan melakukan diskusi*
7.	Students have no difficulty in learning reading comprehension in class. *Siswa tidak memiliki kesulitan dalam pembelajaran reading comprehension dikelas*		✓	Students have difficulty understanding the meaning of reading texts because they have low vocabulary mastery. It was seen when students were asked to interpret the text alternately. Many students find it difficult when doing that. *Siswa memiliki kesulitan dalam memahami makna teks bacaan karena memiliki penguasaan kosa kata yang rendah. Itu dilihat ketika siswa diminta untuk mengartikan teks secara bergantian. Banyak siswa yang merasa kesulitan ketika melakukan itu.*

Appendix 3 *Transcriot of Interview*

Name   : Thoifatun, M.Pd (Teacher 1 of VIII C class)

Date   : May, 19 2023

Researcher   : Bagaimana minat siswa dalam belajar bahasa Inggris dalam membaca pemahaman? Apakah mereka antusias dalam proses pembelajaran?

How is the student's interest in learning English in reading comprehension? Are they enthusiastic in the learning process?

Teacher 1   : Yaa.. tidak semua murid antusias dengan pembelajaran saya. Pasti ada saja beberap siswa yang kurang antusias. Terutama ketika saya menggunakan metode ceramah. Banyak sekali siswa yang merasa bosan. Tapi ketika saya menggunakan metode permainan, siswa sangat antusias mengikuti pembeajaran

Some students are less enthusiastic during learning. When I use the lecture method, some students look bored and less fun. but when I use games in learning, students are very excited.

Researcher   : Bagaimana agar proses belajar mengajar lebih menarik bagi siswa agar mereka tidak pasif selama proses pembelajaran?

How do you make the teaching and learning process more attractive to students so they are not passive during the learning process?

Teacher 1   : Saya biasanya mengajak siswa bermain sambil belajar. Terkadang saya meminta siswa untuk menghafalkan vocab melalui permainan, karena minat dan motivasi siswa meningkat ketika belajar disertai dengan permainan. Selain itu jika siswa memiliki banyak kosa kata, mereka akan mudah untuk memahami materi reading comprehension.

I usually invite students to play while studying. Sometimes I ask students to memorize vocab through games because students' interest and motivation increase when games accompany learning. In addition, if students have much vocabulary, it will

be easy for them to understand reading comprehension material.

Researcher : Metode pengajaran apa yang anda gunakan untuk mengajarkan pemahaman membaca? Apa kendala dan solusi yang Anda lakukan dalam kasus ini?

What teaching method do you use to teach reading comprehension? What are the obstacles and solutions that you did in this case?

Teacher 1 : Saya sering menggunakan metode ceramah. Biasanya saya menyuruh siswa untuk membuka buku yang berkaitan dengan reading. Kemudian saya membacakan teks sambil saya jelaskan artinya. Terkadang saya meminta mereka untuk membaca secara bergantian dengan temannya. Kendalanya adalah metode tersebut membuat siswa menjadi kurang tertarik dalam proses pembelajaran. untuk solusinya guru harus menerapkan metode pengajaran yang bervariasi agar siswa antusias dan dapat dengan mudah memahami materi yang disampaikan karena fasilitas sekolah belum memadai untuk mendukung proses pembelajaran.. Untuk itu saya biasanya meminta siswa untuk bekerja secara berpasangan. Saya mmemberikan worksheet terkait materi reading yang berisi ringkasan teks dan Latihan soal kemudian siswa mengerjakan secara berpasangan. Karena siswa yang terlibat dalam work in pair, rata-rata berhasil tiga kali kemajuan normal dalam ketepatan membaca dan lima kali kemajuan normal dalam pemahaman bacaan

I often use the lecture method. Usually, I tell students to open the textbook. Then I read the text while explaining its meaning. Sometimes I ask them to take turns reading with their friends. The problem is that this method makes students less interested in the learning process. For the solution, the teacher must apply various teaching methods so that students are enthusiastic and can easily understand the material presented because school facilities are inadequate to support the learning process.For this reason, I usually ask students to work in pairs. I gave students worksheets related to reading material which

contained content summaries and practice questions, and then students worked on them in pairs. Because students engaged in work in pairs, they made, on average, three times the expected progress in reading comprehension.

Researcher	: Bagaimana cara Bapak/Ibu memberikan materi di kelas? Apakah anda menggunakan media selain buku teks?

How do you provide the materials in the classroom? Do you use media other than textbook?

Teacher 1	: Kalau untuk media pembelajaran, saya hanya memanfaatkan papan tulis, spidol, dan buku. Namun beberapa siswa kurang tertarik dengan proses pembelajaran sehingga sulit untuk memahami materi. saya membuat lembar kerja peserta didik (LKPD) yang berisi ringkasan materi dan latihan soal agar supaya siswa lebih mudah untuk memahami materi pembelajaran.

For learning media, I only use blackboards, markers, and books. However, some students are less interested in the learning process, so it is not easy to understand the material. I made a student worksheet (LKPD) which contains a summary of the material and practice questions to make it easier for students to understand the learning material.

Researcher	: Apakah anda sering menggunakan perangkat elektronik sebagai media pembelajaran?

Do you often use electronic devices as learning media?

Teacher 1	: Saya jarang menggunakan perangkat elektronik karena sekolah belum menyediakan perangkat yang mendukung untuk proses kegiatan belajar mengajar. Dan juga sekolah melarang siswanya untuk membawa hp. saya biasanya memberikan pekerjaan rumah kepada siswa. Seperti tugas menonton video yotube atau video saya sendiri terkait dengan materi pembelajaran kemudian siswa meresume materi dari video tersebut. Sehingga ketika dikelas siswa mempunyai gambaran tentang materi yang akan dibahas Bersama.

I rarely use electronic devices because the school has not provided devices that support teaching and learning activities. Furthermore, the school forbade students to bring cell phones. I usually give homework to students. Like watching a YouTube video or my video related to learning material, students summarize the material from the video. So that when in class, students have an idea of the material that will be discussed together.

Researcher : Bagaimana kondisi kelas dan fasilitas yang disediakan sekolah untuk proses pembelajaran? Apakah cukup atau tidak?

What are the classroom conditions and facilities the school provides for the learning process? Is it sufficient or not?

Teacher 1 : Not yet, salah satunya sekolah tidak menyediakan lcd untuk setiap kelas. Karena hal itu, saya sering kesulitan untuk menyampaikan materi yang berkaitan dengan laptop atau online. Kecuali jika memang siswa diwajibkan membawa hp maka pembelajarn di youtube atau apapun bisa mereka lihat. Namun sayangnya sekolah melarang siswanya untuk membawa hp dan itu menjadi kesulitan bagi saya dan guru-guru lainya dalam proses belajar mengajar. Meskipun begitu, setiap tahunnyam sekolah selalu berupaya untuk melengkapi berbagai fasilitas yang belum tersedia melalui dana bantuan operasional sekolah.

Not yet, one of which is that the school does not provide LCD for each class. Because of that, I often find it difficult to convey material related to laptops or online. Learning can be done through YouTube videos or other applications when students bring cell phones. Unfortunately, the school forbade students to bring cell phones, and it became difficult for me and other teachers in the teaching and learning process. Even so, every year, the school tries to complete various facilities that still need to be available through operational assistance funds.

Reasercher : Apa masalah utama guru dalam mengajar pemahaman bacaan dan bagaimana Anda memecahkan masalah ini?

What are the teacher's main problems in teaching reading comprehension and how do you solve these problems?

Teacher 1   : Pasti ada kendala dalam mengajar karena tidak semua siswa mampu untuk mengerti apa yang saya sampaikan apalagi sekolah belum meyediakan fasilitas yang memadai untuk mendukung proses pembelajaran. masalah utamanya adalah fasilitas belajar dan kosa kata siswa. untuk solusinya saya biasanya menggunakan permainan untuk meningkatkan kosa kata siswa. Saja juga terkadang meminta siswa untuk menghafalkan vocabulary. Karena ketika siswa memiliki kosa kata yang banyak, mereka akan lebih mudah untuk belajar Bahasa inggris khususnya dalam reading comprehension. Selanjutnya, guru memanfaatkan fasilitas yang ada untuk mendukung proses pembelajaran dikelas.

The main problem is learning facilities and student vocabulary. The school needs to provide adequate facilities to support the learning process. For the solution, I use games to increase student vocabulary. Sometimes, I also ask students to memorize vocabulary. Because when students have much vocabulary, it will be easier for them to learn English, especially in reading comprehension. Furthermore, the teacher utilizes existing facilities to support the learning process in class.

Name   : Farah Velda, S.Pd (Teacher 2 of VIII A class)

Date   : May, 26, 2023

Researcher   : Bagaimana minat siswa dalam belajar bahasa Inggris dalam membaca pemahaman? Apakah mereka antusias dalam proses pembelajaran?

How is the student's interest in learning English in reading comprehension? Are they enthusiastic in the learning process?

Teacher 2   : Ya, mereka antusias saat proses pembelajaran. terutama siswa perempuan. Mereka antusias bertanya dan menjawab pertanyaan ketika saya memberi pertanyaan maupun memberi kesempatan bertanya. Namun untuk siswa laki-laki, Sebagian besar terlihat pasif dan kurang antusias. Hal ini karena mereka menganggap bahwa Bahasa inggris sulit untuk dipahami.

They are enthusiastic during the learning process, especially female students. They were enthusiastic to ask and answer questions when I asked them. However, for male students, most of them looked passive and less enthusiastic. This is because they think that English is difficult to understand.

Researcher   : Bagaimana agar proses belajar mengajar lebih menarik bagi siswa agar mereka tidak pasif selama proses pembelajaran?

How do you make the teaching and learning process more attractive to students so they are not passive during the learning process?

Teacher 2   : karena ini proses belajar mengajar, saya biasanya mengajak siswa untuk diskusi dan tanya jawab supaya ada interaksi dan mereka tidak pasif saat proses pembelajaran, Selain itu, saya selalu memberikan pujian pada siswa atas usaha yang mereka lakukan. Terlepas dari jawaban yang benar maupun belum benar supaya mereka tatap memiliki semangat dan motivasi dalam pembelajaran.

Because this is a teaching and learning process, I usually invite students for discussions, questions and answers so that there is interaction and they are not passive during the learning

process. Apart from that, I always praise students for the effort they put in, regardless of whether the answer is correct or not so that they still have enthusiasm and motivation to learn.

Researcher : Metode pengajaran apa yang anda gunakan untuk mengajarkan pemahaman membaca? Apa kendala dan solusi yang Anda lakukan dalam kasus ini?

What teaching method do you use to teach reading comprehension? What are the obstacles and solutions that you did in this case?

Teacher 2 : Saya menggunakan metode ceramah, metode diskusi dan tanya jawab. Saya biasanya membaca terlebih dahulu kemudian siswa mengikuti. Setelah itu saya tunjuk salah satu siswa untuk membaca sambil diartikan Bersama.

Saya juga biasanya membagi siswa kedalam kelompok untuk membaca dan mengartikan teks yang sudah saya siapkan untuk setiap kelompok. Karena minat membaca siswa zaman sekarang sangat rendah jadi saya bagi perkelompok supaya memudahkan mereka. Saya juga pernah memberikan tugas project kepada siswa yaitu membuat posterding yang berisi tentang teks yang berhubungan dengan topik. Hal ini bertujuan untuk meningkatkan minat dan motivasi siswa dalam belajar Bahasa inggris dan juga melatih kreatifitas siswa.

I use the lecture method, the discussion method, and the question-and-answer method. I usually read first, then the students follow. After that, I appointed one of the students to read while interpreting it together.

I also usually divide students into groups to read and interpret the text I have prepared for each group. Because today's students' interest in reading is very low, I divided them into groups to make it easier. I also give project assignments to students to make posters containing text related to the topic. This aims to increase student's interest and motivation in learning English and also to train students' creativity.

Researcher	: Bagaimana cara Bapak/Ibu memberikan materi di kelas? Apakah anda menggunakan media selain buku teks?

How do you provide the materials in the classroom? Do you use media other than textbooks?

Teacher 2	: saya sering hanya menggunakan papan tulis, spidol, dan textbook saja. Karena memang sekolah tidak menyediakan fasilitas lain. Namun hal ini, membuat siswa cepat bosan saat pembelajaran. jadi saya mempersiapkan media lain sebelum masuk kelas dan memulai pelajaran. Seperti media gambar yang saya ambil dari majalah atau internet dan juga contoh yang sudah saya siapkan darri rumah. Selain itu, saya membuat lembar kerja siswa yang berisi teks dengan tema yang berkaitan dengan topik kemudian membentuk kelompok untuk mendiskusikan makna dari teks tersebut. Dengan begitu, siswa akan bekerja sama dan lebih mudah untuk memahami teks. Karena siswa zaman sekarang itu minat untuk membaca sangat rendah apalagi membaca Bahasa inggris.

I often only use whiteboards, markers, and textbooks. Because the school does not provide other facilities. It makes students get bored quickly during learning. So, I prepare other media before entering class and start lessons like images I take from magazines or the internet and examples I have prepared from home. In addition, I made student worksheets containing texts with themes related to the topic and then formed groups to discuss the meaning of the text. That way, students will work together, making it easier to understand the text. Because today's students have very low interest in reading, let alone reading English.

Researcher	: Apakah anda sering menggunakan perangkat elektronik sebagai media pembelajaran?

Do you often use electronic devices as learning media?

Teacher 2	: Saya jarang mengoperasikan alat elektronik untuk kegiatan belajar mengajar. Karena siswa tida diperbolehkan membawa hp dan sekolah belum menyediakan fasilitas apapun untuk mendukung pembelajaran menggunakan alat elektronik ataupun aplikasi online. Namun terkadang, saya membawa perangkat

elektronik dari rumah untuk mendukung kegiatan belajar mengajar dikelas.

I rarely operate electronic devices for teaching and learning activities. Because students are not allowed to bring cell phones, and schools do not provide any facilities to support learning using electronic devices or online applications. Sometimes, I bring electronic devices from home to support classroom teaching and learning activities.

Researcher : Bagaimana kondisi kelas dan fasilitas yang disediakan sekolah untuk proses pembelajaran? Apakah cukup atau tidak?

What are the classroom conditions and facilities the school provides for the learning process? Is it sufficient or not?

Teacher 2 : Kalau untuk kondisi kelasnya itu alhamdulillah sudah memadai, cuman kalau dari fasilitasnya belum cukup memadai, seperti LCD proyektor, sound, laptop dan sebagainya. karena memang disekolah sangat terbatas, jadi mau tidak mau dari gurunya sendiri yang harus inisiatif membawa alat alat tersebut dan memanfaatkan sumber daya dan fasilitas yang ada disekolah. Selain itu, disekolah inipun kita tidak punya lab Bahasa

The class conditions are sufficient, but the facilities need to be improved, such as LCD projectors, speakers, laptops, etc. Because school facilities are limited, teachers must take the initiative to bring their tools as learning media and utilize the resources and facilities available at school. In addition, this school does not have a language laboratory.

Reasercher : Apa masalah utama guru dalam mengajar pemahaman bacaan dan bagaimana Anda memecahkan masalah ini?

What are the teacher's main problems in teaching reading comprehension and how do you solve these problems?

Teacher 2 : masalah saya dalam mengajar reading comprehension yaitu penguasaan kosa kata dan moivasi belajar yang rendah. kita sebagai seorang guru harus selalu menaikkan minat dan

motivasi belajar mereka dengan cara membuat proses belajar mengajar lebih menarik dan variatif. Saya menggunakan metode diskusi kelompok, tanya jawab dan memberi penugasan kepada siswa untuk membuat poster yang berkaitan dengan topik pembelajaran supaya mereka tidak merasa bosan ketika proses pembelajaran dan lebih mudah memahami materi yang saya sampaikan. Untuk megatasi kosa kata siswa, saya meminta mereka untuk membuka kamus ketika bertemu dengan kosa kata baru kemudian siswa menulisnya di buku catatan

My problems in teaching reading comprehension are low vocabulary mastery and learning motivation. Teachers must always increase students' interest and motivation to learn by making the teaching and learning process more interesting and varied. I use the method of group discussion, question and answer and give assignments to students to make posters related to learning topics so that they feel energized during the learning process and more easily understand the material I convey. To overcome the students' vocabulary, I asked them to open the dictionary when they encountered new vocabulary, and then the students wrote it down in their notebooks.

Name	: Misya
Date	: May, 19 2023
Researcher	: Apakah pelajajaran Bahasa inggris menyenangkan bagimu? Mengapa?
	Is the English lesson interesting for you?
Student 1	: Menurut saya akan menyenangkan jika kita memahami artinya, karna saya kurang mengerti jadi menurut saya bahasa inggris sulit dan kurang menyenangkan
	I think it will be fun if we understand the meaning. I do not understand English, so it is very difficult for me.
Researcher	: apakah ada kesulitan ketika belajar Bahasa inggris?
	Are there any difficulties when learning English?
Student 1	: Tentu ada, seperti yang saya katakana tadi bahwa Bahasa inggris itu susah untuk memahami artinya. Ditambah lagi tulisan dan pengucapan sangat berbeda.
	Of course, there is, as I said earlier, that English is difficult to understand. Plus, the writing and pronunciation are very different.
Researcher	: Apakah gurumu menggunakan media lain selain media yang biasa digunakan ketika mengajar?
	Does your teacher use other media than media she/he usually uses?
Student 1	: Kalau untuk media lain seperti teknologi, ibu tidak pernah menggunakannya. Guru saya biasanya memberikan lembar kerja siswa untuk belajar dan mengerjakan beberapa Latihan soal.
	I usually for other media, such as technology, T1 never uses it. My teacher usually gives students worksheets to study and do some practice questions.

Researcher : Apakah setiap materi reading comprehension yang dijelaskan oleh gurumu mudah dipahami? Mengapa?

Is every material in the reading comprehension explained by your teacher understandable? Why?

Student 1 : sejauh ini penjelasan beliau mudah dipahami. Yang sulit itu ketika diminta mengartikan teks bacaan karena penguasaan kosa kata saya rendah.

So far, his explanation is easy to understand. What was difficult was when I was asked to interpret reading texts because my vocabulary mastery was low.

Name	: Manda
Date	: May, 26 2023
Researcher	: Apakah pelajajaran Bahasa inggris menyenangkan bagimu? Mengapa?
	Is the English lesson interesting for you?
Student 2	: Belajar bahasa inggris merupakan hal yang menantang bagi saya karena bahasa inggris merupakan bahasa asing yang tidak digunakan dalam kehidupan sehari-hari. untuk itu, saya merasa kesulitan belajar bahasa inggris dikelas ketika tidak mengerti artinya.
	Learning English is a challenge for me because English is a foreign language that is not used in everyday life. for that, I find it difficult to learn English in class when I don't understand its meaning.
Researcher	: apakah ada kesulitan ketika belajar Bahasa inggris?
	Are there any difficulties when learning English?
Student 2	: Ada, saya sangat kesulitan ketika guru memberikan teks kemudian disuruh untuk mengartikan. Karna pengetahuan kosa kata saya sangat kurang.
	I had much trouble when the teacher gave the text and asked me to interpret it. Because my vocabulary knowledge is very less.
Researcher	: Apakah gurumu menggunakan media lain selain media yang biasa digunakan ketika mengajar?
	Does your teacher use other media than media she/he usually uses?
Student 2	: Ibu kalau menjelaskan tidak pernah memakai media seperti alat elektronik atau aplikasi online, tapi beliau pernah membawa speaker sendiri saat keterampilan mendengar. Beliau biasanya menggunakan gambar pada lembar kertas yang dibagikan kepada siswa

When explaining the material, T2 never uses media such as electronic devices or online applications in class, but she once brought speakers from home for listening

Researcher	: Apakah setiap materi reading comprehension yang dijelaskan oleh gurumu mudah dipahami? Mengapa?

Is every material in the reading comprehension explained by your teacher understandable? Why?

Student 2	: Faham, apalagi ketika diskusi kelompok. Itu sangat membantu bagi siswa yang kesulitan dalam belajar Bahasa inggris

I understand the material, especially during group discussions. It is very helpful for students who have difficulty learning English like me.

Name	: Diah Ain
Date	:July, 29 2023
Researcher	: Apakah pelajajaran Bahasa inggris menyenangkan bagimu? Mengapa?
	Is the English lesson interesting for you?
Student 3	: Bahasa Inggris merupakan mata pelajaran yang menyenangkan meskipun memiliki perbedaan dalam penulisan dan pengucapan. Itu menarik bagi saya.
	English is a fun subject even though it has differences in writing and pronunciation. That is interesting to me
Researcher	: apakah ada kesulitan ketika belajar Bahasa inggris?
	Are there any difficulties when learning English?
Student 3	: Tentu saja ada, terkadang saya kesulitan ketika tidak mengetahui arti kosa kata bahasa Inggris. Namun, saya selalu membawa kamus selama pelajaran, sehingga ketika saya tidak tahu artinya, saya membuka kamus tersebut.
	Of course, there is, sometimes I have difficulty when I do not know the meaning of English vocabulary. However, I always bring a dictionary with me during class so that when I do not know the meaning, I open the dictionary.
Researcher	: Apakah gurumu menggunakan media lain selain media yang biasa digunakan ketika mengajar?
	Does your teacher use other media than media she/he usually uses?
Student 3	: Guru saya menjelaskan materi secara manual, artinya menggunakan papan tulis dan spidol. Terkadang, mereka memberikan lembar kerja untuk siswa.
	My teacher explains the material manually, meaning they use a whiteboard and markers. Sometimes, they provide worksheets for students.

Researcher   : Apakah setiap materi reading comprehension yang dijelaskan oleh gurumu mudah dipahami? Mengapa?

Is every material in the reading comprehension explained by your teacher understandable? Why?

Student 3   : Saya memahami apa yang dijelaskan guru saya meskipun guru saya menjelaskannya hanya dengan menggunakan spidol dan papan tulis.

I understand what my teacher explains even though my teacher explains it only using markers and a whiteboard.

Name   : Qolbi

Date   : July, 30 2023

Researcher   : Apakah pelajajaran Bahasa inggris menyenangkan bagimu? Mengapa?

Is the English lesson interesting for you?

Student 4   : Terkadang, bahasa Inggris adalah pelajaran yang menyenangkan, begitu pula sebaliknya. Tergantung pada pemahaman saya tentang bahasa Inggris. Ketika saya mengerti, bahasa Inggris menjadi pelajaran yang menyenangkan bagi saya.

Sometimes, English is a fun lesson, and vice versa. Depends on my understanding of English. When I understand, English becomes a fun subject for me.

Researcher   : apakah ada kesulitan ketika belajar Bahasa inggris?

Are there any difficulties when learning English?

Student 4   : Bahasa Inggris sulit dipelajari karena terkadang saya tidak tahu cara membacanya atau memahami maknanya.

English is difficult to learn because sometimes I do not know how to read it or understand its meaning.

Researcher   : Apakah gurumu menggunakan media lain selain media yang biasa digunakan ketika mengajar?

Does your teacher use other media than media she/he usually uses?

Student 4   : Selama pembelajaran, guru saya sering menggunakan papan tulis dan spidol. Namun saat mendengarkan materi, mereka membawa pembicara.

During lessons, my teacher often uses a whiteboard and markers. However, when listening to the material, they brought speakers.

Researcher : Apakah setiap materi reading comprehension yang dijelaskan oleh gurumu mudah dipahami? Mengapa?

Is every material in the reading comprehension explained by your teacher understandable? Why?

Student 4 : Saya masih merasa bingung dalam belajar bahasa Inggris karena saya tidak mengerti maksudnya.

I still feel confused about learning English because I do not understand the meaning.

Appendix 4 *Documentations*
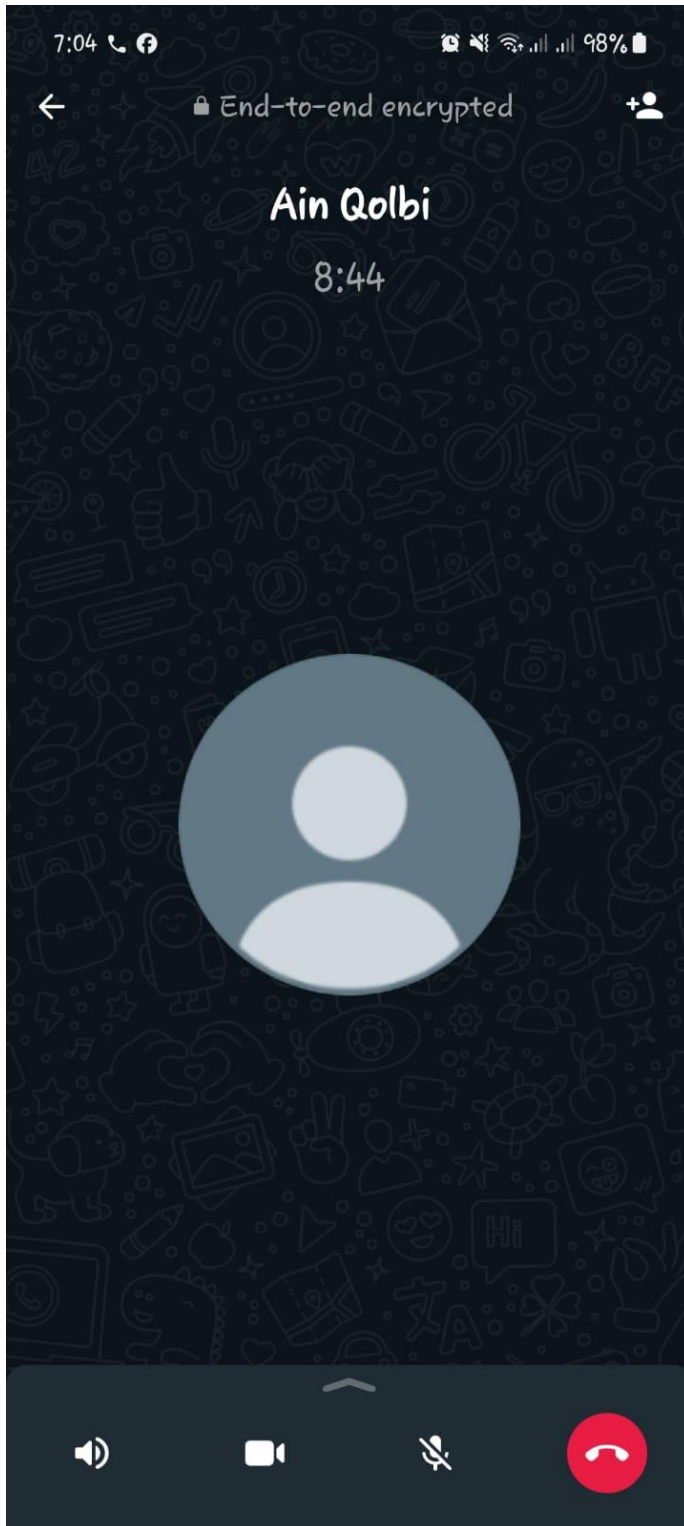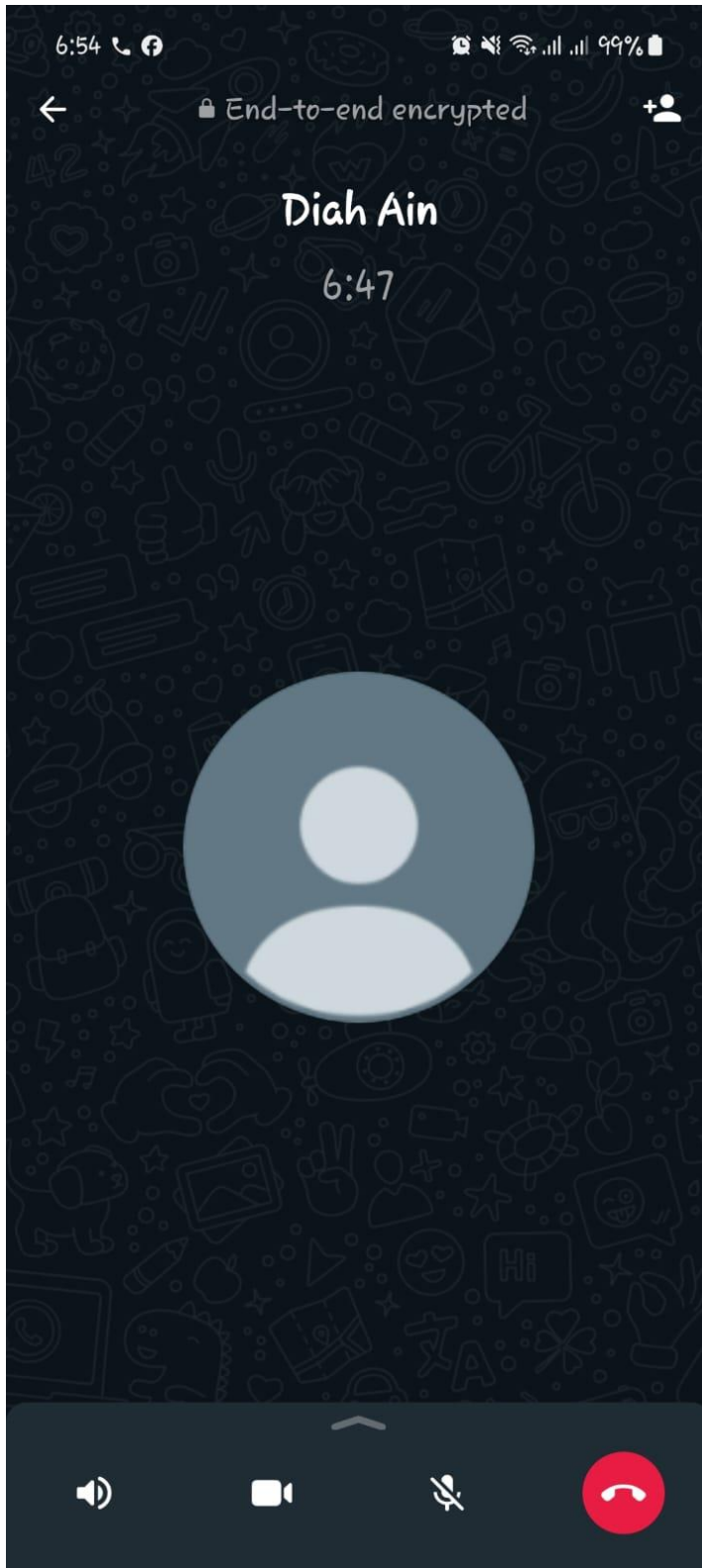
Appendix 5 *Curriculum Vitae*

Nama Lengkap   : Putri A'yuni Apriani

Tempat, tanggal lahir   : Cirebon, 15 April 2002

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas, Jurusan   : FITK, Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

Alamat Rumah   : Jl. Tameng Pati Gg. Rembes Ds. Tegalgubug Kec. Arjawinangun Kab. Cirebon Jawa Barat

NO. HP/Telepon   : 01223213910

Nama Wali   : Subhan, S.Ag

Riwayat Pendidikan	Lulus
TKA-TPA Mi'barul Hidayah	2008
MDTA Mi'barul Hidayah	2010
MI Mi'barul Hidayah	2012
SMPN 1 Arjawinangun	2016
MAN 2 Cirebon	2019