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**PROBLEMS FACED BY STUDENTS IN READING COMPREHENSION**  
(A Study of the Third and the Fifth Semester Students of English  
Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)

**THESIS**

*Submitted to Tarbiyah Faculty  
English Department to Fulfill One of the Requirements  
for Obtaining Undergraduate Degree in Teaching English*

**BY**

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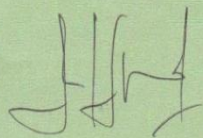
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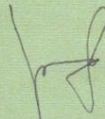
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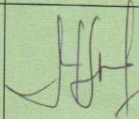
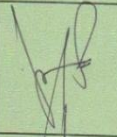

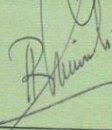
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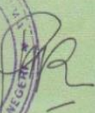
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## ABSTRAK

**DESRAWINDA, NIM. 11 104 041**, judul skripsi “**PROBLEMS FACED BY STUDENTS IN READING COMPREHENSION (A Study of the Third and the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/ 2016 Academic Year)**”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum terungkapnya masalah yang dihadapi oleh mahasiswa dalam memahami materi bacaan yang berbahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan masalah yang dihadapi oleh mahasiswa dalam memahami materi bacaan yang berbahasa Inggris.

Jenis penelitian ini adalah penelitian kualitatif dengan metode *phenomenology*. Informan dalam penelitian ini adalah 13 orang mahasiswa program study tadris bahasa Inggris tahun akademik 2015/2016 yang mengambil matakuliah *Reading Comprehension III* dan *V* yang diambil dengan menggunakan metode *Snowball Sampling*. Instrumen kunci dalam penelitian ini adalah peneliti sendiri dan wawancara dengan bantuan pedoman wawancara. Peneliti melakukan wawancara terhadap informan dan merekamnya dengan bantuan recorder. Untuk menguji kebenaran data, peneliti melakukan *triangulasi waktu* dengan melakukan wawancara kedua terhadap informan yang sama. Teknik analisis data yang digunakan adalah *data reduction*, *data display* dan *data verification and making conclusion*.

Hasil penelitian menunjukkan bahwa ada sembilan permasalahan yang dihadapi siswa dalam memahami materi bacaan yang berbahasa Inggris, yaitu: mengalami kesulitan dalam memahami makna yang tersirat, kesulitan dalam memahami materi bacaan dengan sekali membaca, banyak menemukan kosakata sulit didalam teks sehingga kesulitan untuk memahami isi dari teks yang dibaca, kecenderungan menggunakan kamus untuk mencari makna dari kosakata sulit, kesulitan dalam menentukan strategi membaca yang tepat untuk digunakan, konsentrasi sering buyar ketika membaca dengan nyaring, kesulitan dalam memahami isi bacaan ketika membaca dalam hati, kesulitan dalam menyampaikan informasi yang ada didalam teks kepada orang lain, dan menghabiskan waktu yang lama untuk memahami sebuah teks.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

English as an international language is used by people in the world as a means of communication among nations, and plays an important role. Many international references use English and most international mass media as the sources of information about printed information or electronic used English. By using English, people can communicate with other people around the world. They can interact, transfer their knowledge, share their idea, and exchange the information by using English.

In mastering English, there are four skills the students should master. These four skills are interrelated each other, and they are very important in learning English. Brown (2007: 248) states that the four skills such as listening, speaking, reading, writing are as a paramount importance. Moreover, they are mutually supporting each other and should not be treated discretely.

Dealing with those skills, reading is one of the most important skills in language study. It is becomes important for students to be mastered because of some reasons. According to Harmer (2007:99), the reasons could be many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is useful for language acquisition. It provides that students more or less understanding what they read, the more they read, they better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and on their

writing. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons. In short, reading becomes an important skill for the students beside for their needs, it also becomes factor that influences other skill such as speaking, writing and vocabulary mastery.

In reading, the readers do not only read, but also need to comprehend what the author tells about. Nunan (2003:69) defines reading as a set of skills that involves making sense and deriving meaning from the printed words. The readers try to catch the purpose that stated in the text. Its' process compares to get information in the interaction. The readers should be able to know what is stated in their reading materials. Therefore, reading can be called as process in which information from the text and the knowledge . possessed by the readers act together to produce meaning. The readers need to comprehend the text in order to make sure that they really understand about what they read. It can be called that comprehending is also needed in reading activity.

In reading, the readers do not only pay attention to vocabulary or fluency. Even they know vocabulary or they have good fluency, it does not assure the readers will get main point of what they have read. Sometimes, the author mentions explicit meaning what the text talking about. Therefore, the readers have to use appropriate strategies in understanding their reading.

English Department of STAIN Batusangkar facilitates the students with Reading Comprehension Subject. It starts from Reading Comprehension I until Reading Comprehension V. The resercher doing this research on odd

semester that she focuses on reading comprehension III and V, because in this level students have learned about how to get the information from the text. This research only focused on students' reading activity.

In preliminary research, the researcher has done interview with lecturers of Reading Comprehension subject at August, 7<sup>th</sup> & 12<sup>nd</sup> 2015. Based on the interview result, most of students did not concentrate in reading because when the lecturers asked them to finish in fifteen minutes, they were looking left and right. When the lecturers asked them to stop, they still read the text. It means that they need more time to understand what the text talking about. Next, when the lecturers asked them about what they know about the text, some of them could not answer it. It means that, they not understand well about they have read.

To get more information, the researcher has done an interview with some students of English Department of STAIN Batusangkar at October, 23<sup>rd</sup> 2015. Based on the interview result, she found that most students still have difficulties in comprehend the text because they said that they had poor vocabulary. Therefore, they could not comprehend the text that they have to read the text over and over to get the information from the text.

Then, not every detail of information in the text is needed to read but students usually read the text word by word. Reading a text word by word also makes them forget what they have read and it will make the students difficult in memorizing what the text talking about. Next, they like reading a whole the paragraph to make their easy to comprehend the text, and sometimes when

they did not understand about the text they tried to re-read the text more completely.

The students have learned about strategy in reading such as Scanning, Skimming, KWL Pluss, etc. Those strategies will help the students to get the information in a short time. However, most of students did not use those strategies when reading. They think that they are not comfortable in using those strategies because many roles should they do in reading. Thus, they are being opting to read the whole text than using strategy.

It can be concluded that the researcher found some phenomena faced by lecturers in reading comprehension, for examples; students did not concentrate when reading, need more time to comprehend the text, and spend much time in reading. Then, she also found some phenomena faced by students in reading comprehension, such as; they had poor vocabulary, read the text word by word, re-read the text more completely, and did not comfortable in using strategy when reading.

Based on several phenomena found by the researcher in reading comprehension, the researcher is interested in conducting a research entitled “Problems faced by students in reading comprehension”. This research is conducted to the third and the fifth semester students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year.

## **B. Research Focus and Question**

Based on background of the problem above, the researcher only focuses her research on problems faced by students in reading comprehension. This

research is done to describe the problems faced by students in reading comprehension.

Based on the research focus above, the research question of this research is followed; “What are the problems faced by English Department students of STAIN batusangkar in reading comprehension?”

### **C. Definition of the Key Terms**

To avoid the ambiguity and misunderstanding about this research, the researcher defines the key terms of the research as follows:

1. Reading comprehension is an activity that must be gotten by the readers not only to understand idea or information from the text but also to understand what the message the writer tells on the text.
2. Problems in reading comprehension are any obstacles or conditions that prohibit students in reading comprehension.
3. Students are the third and the fifth semester students of English Department who took reading comprehension III and V.

### **D. Purpose of the Research**

Based on the definition of the key terms above, the purpose of this research was to describe the problems faced by students in reading comprehension of the third and the fifth semester students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year.

## **E. Significance of the Research**

By doing this research, this research was expected to be useful in both theoretically and practically. Theoretically, the result of this research hopefully can give description about problems faced by students in reading comprehension. Practically, this research will give the information for reading lecturers, students and the researcher herself.

### **a. Reading Lecturers**

The result of this research is hoped to give information to the reading lecturer in teaching Reading Comprehension about the problems faced by students in reading comprehension. It can be consideration for those lecturers to develop their students' reading skill in their reading comprehension.

### **b. Students**

The result of this research may give information to the third and the fifth semester students of English Department of STAIN Batusangkar about their problems in reading comprehension. When they want to be successful in their reading comprehension, it is better for them to improve their skill in reading.

### **c. Researcher Herself**

This research is also hoped to give better understanding and comprehension to the researcher herself about the problems faced by students in reading comprehension. The researcher herself hopes that by doing this research it may improve her knowledge as a teacher candidate and

can increase her knowledge in reading to teach her students in the future.  
And it is also done as one of the requirements to get undergraduate degree  
(SI) from STAIN Batusangkar

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **1. Reading**

###### **a. Definition of Reading**

Reading is very important to our life. By reading, the students can get some information or knowledge on the text that they read. There are some definitions according to experts. According to Mc. Worthen (1992:165), reading is a complex process it involve not only understanding idea but also recognizing the relationship and structure among ideas. It means that, reading is a process involved that teacher try to recognize the idea and getting information and reading is one way to increase people knowledge in learning, especially in learning English subject.

Then, Kustaryo (1988: 6) states that reading is combination of words, recognition, intellect, emotions, and interest with prior knowledge to understand the message communicated. It means that, reading needs some skill to comprehend the message of the text and specific information. Consequently, by reading the readers can get much information from the text and get the important point from the text.

Furthermore, Harmer (2004: 210) declares that reading is an incredibly active occupation, to do it successfully; we have to understand what the word means see the pictures the words are painting

understand what the argument and work out if we agree with them. From those theories, we know that to understand word structures, intellect, emotion, and interest with prior knowledge. So, the students can get information from their reading.

Based on the explanation above, it can be concluded that reading is a process of gaining information, knowledge and recognize the idea. It is one way to increase people knowledge in learning, especially in learning English subject. It means that, reading will help the reader to get the important information and get background knowledge about what the text will be discuss.

#### **b. Importance of Reading**

Reading is important part in learning English because Reading is taught in all level education. According to Harmer (1998:68), there are many reasons why getting students to read English text are important part of teachers' job. In the first place many of them are to enable to read text in English either for their careers or study purpose.

Furthermore, Fearon (2000:13) states that there are many importance of reading, there are as follows;

- 1) To get understand the text material
- 2) To get general information
- 3) To understand the message what the writer tell
- 4) To get the main ideas into details on the basis of their relationship distinguishing general and specific

5) To predict about what kinds of information might be next

Then, according to Sofsian (2008:1), there are importances of reading, like:

- 1) Educational researchers have found that there is a strong correlation between reading and academic success. It means a student's who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.
- 2) Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context-failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important from the particular task.
- 3) Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader.

Based on the explanation above, it can be summarized that reading is very important in language learning because by reading someone can get much information about what they have read. It means that, reading will help the readers to get the important information, understand the message what the writer tell, and get the main ideas into details on the basis of their relationship distinguishing general and specific.

**c. The purpose of Reading**

The purpose of reading activity is to determine the appropriate approach to reading comprehension. There are some purposes of reading

according to experts. Christ (2010: 1) states some reading purposes, they are:

1) Reading to be informed

Reading to be informed is reading activity done by readers to get information from the text by comprehending it well.

2) Reading for literary experience

Reading for literary experience is for readers who want to learn about literature. They read the text by analyzing the content of the text.

3) Reading to perform a task

It is reading done by someone to perform his/her task.

Furthermore, Celce in Nilayati (2009:11) asserts that there are some purposes of reading; 1) to search information. When the student read the texts, they should be search information from the texts. 2) To general comprehension. Student will be product to contain of general comprehension from the texts. 3) To learn new information. When students read the texts, they will learn new information from the texts. 4) To synthesize and evaluate information. Students will product to contain of synthesizes information and evaluating information.

Based on the quoted theories above, it can be summarized that there are some purposes of reading such as to search information, to general comprehension, to learn new information, and to synthesize and evaluate information. It means that, reading will help us to comprehend the text and to increase students' comprehend about the text.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

There are some definitions of reading comprehension according to experts. According to Pardo (2004: 272), reading comprehension is a process in which readers construct meaning with interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Then, according to Brown (1994: 291), reading comprehension is a primarily a matter of developing appropriate and efficiency comprehension strategies. It means that, to get the information from the text the readers have to use an appropriate strategy to comprehend the text.

Next, According to Harmer (1998: 69), reading comprehension is looking for detail information or language. By reading something, the students can get information about what they read. Likewise, Snow (2002: 14) defines reading comprehension as the process of simultaneously extracting and contraction meaning through interaction and involvement with written language.

After that, Haris and Hodges (1995: 11), explain that reading comprehension is intentional thinking during which meaning is constructed through interactions between texts and reader. It means that comprehension refers to understanding the information on a text.

Furthermore, according to Samuels in Duke and Pearson (2001:423), reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

After that, Kustaryo (1988:11) states that reading comprehension means understanding what has been read. It can be an active thinking process that depends not only on comprehension skill but also on the students' experience and their prior knowledge. He adds involved understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgment and evaluating.

From explanation above, it can be concluded that reading comprehension is the ability to simultaneously extracting and constructing meaning through interaction between students' knowledge and information in the text. It means that, the students will get comprehension by extracting and constructing the information available in the text simultaneously.

#### **b. Factors Influencing Reading Comprehension**

There are many factors that influence one's reading comprehension. Nunan (2003: 68) stated that points out that strategy,

fluency, the text and the readers itself also influence reading comprehension.

According to Bermawi (2006: 15), there are a number factors that influence reading comprehension are: reader-based factors and Text-based factors. Reader-based factors include included phonemic awareness: alphabetic understanding, cued fluency, vocabulary knowledge, engagement, and interest. Text-based factors included narrative expository, genre consideration, quality of the text, density and difficulty of concept.

In addition, Grabbe and Stoller (2002: 12) state that reading comprehension as the ability of understanding and interpreting information in a text correctly. In reading comprehension, we expect the students can increase their reading ability in reading texts. It is necessary to be a master in reading comprehension.

Next, Brown (2000: 142) explains some kind of personal factor that influence reading comprehension such as: anxiety, self-esteem, inhibition, risk talking, and extroversion. The first one is anxiety. Anxiety is associated with feelings of uneasiness, frustration, self doubt, apprehension and worry. The second one is self-esteem. Self-esteem is how someone values, accepts, respect and like themselves as a person. It usually will be expressed in their attitude. The third one is inhibition. Inhibition is a nervous feeling that prevents someone from expressing their thoughts, emotions, or desires. Next, is risk taking. Risk taking is

the act or fact of doing something that involves danger or risk in order to achieve a goal. The last one is extroversion. Extroversion is characterized by sociability, talkativeness and excitability. People who are high in extraversion tend to seek out social stimulation and opportunities to engage with others.

Furthermore, Wainwright (2007: 34) states that speed, layout, nature of materials, and the environment people are reading are several factors that affected reading comprehension. The first factor is speed. Excessively slow reading which affect comprehension because it will be difficult for students to keep track of ideas as they are developing within the sentence and across the page. Slow reading speed means that the students read word per word and because of that they fail to get the whole idea of the sentence, instead they focus on the meaning of words. On the other hand, faster reading speed will allow students to read a group of words at a time, allowing them to get a better idea of the sentence.

The next factor is the clarity of students' purpose. As mentioned before, student read to achieve their purpose. The clarity of their purpose will help them to comprehend the text better. Depending on the purpose, students may choose the suitable strategy of technique to achieve it and also motivation to better comprehend the text.

The third factor is the layout the material. The layout of material affects students' comprehension. Students will find it easier to find the

main idea of a text when its layout neatly arranged. Not to mention, it will arouse the students' motivation. In contrast, badly arranged layout of a text will cause the students to feel harder to look at the text and as such, comprehension will suffer.

The next factor is the nature of the material. The nature of material affects the students' comprehension greatly. A material with scientific nature should not be given to students who have no knowledge in it. The material that will be given to the students should be materials they have knowledge of.

The last factor is environment. The environment affects students' comprehension. This is because each student has his own quirk when reading. For example, some students prefer to read in quiet while some need noises to keep them focused. Suitable environment will create a comfortable atmosphere for students because when they feel comfortable, they will be able to focus solely on the text.

In conclusion, factor that influence reading comprehension are intelligence, experience, interest, the total of reading instruction, the child our personality, attitude, interest, and motivation reading habit. The other factors that affect comprehension are speed, layout, nature of materials, and the environment people internal and external factor. It is better to pay attention to this in order to have a good reading comprehension.

### c. Purpose of Reading Comprehension

When someone reads, s/he has some purposes of reading. Then, Grabe and Stoller (2002:3) explain that, there are 7 purposes of reading. They are:

1) Reading to search for simple information.

It is done when a reader was looking for simple information. The text read can be newspaper, magazine and so on

2) Reading to skim quickly.

It was done by a reader when he or she wants to find specific information from the reading text such as; brochure, advertisement, table of content of a book, and so on.

3) Reading to learn from the texts.

This purpose of reading is often had by students, teachers, or someone else to get knowledge from the text. It can be such as nonfiction books.

4) Reading to integrate information

It is done by readers to collect much information from the text and then take a conclusion.

5) Reading to write ( or search information needed for writing)

In collecting information, knowledge, and experience, writers will read so many texts. It is very useful for their material in constructing idea for writing.

#### 6) Reading to critique texts

It is done by skilled readers to correct the writing of the writers.

#### 7) Reading for general comprehension

To increase their knowledge and comprehension about something, usually someone read books, because books are the source of knowledge.

Moreover, Sholes (2009:1) states that there are some purposes of reading comprehension, they are; for pleasure or for personal reasons, to find general information such as what a book mostly about, to find a specific topic in a book or article, and to learn subject matter that is required for a class.

Then, according to Harmer (2001: 99) there are three purposes of reading for students. Firstly, students want to be able to read the text in English either for their careers, for study purposes or for pleasure. When they do not comprehend about what they have read, maybe it can be a problem to their career or their study. Secondly, reading is useful for language acquisition. Comprehension provides that students more or less understand what they read. The last, reading has positive effect on students' vocabulary knowledge, grammar or punctuation and their writing.

Based on the quoted theories above, it can be summarized that there are some purposes of reading comprehension such as to get much information from the text, to comprehend what the text talking about, to

know about the topic, main idea, and message from the text. It means that reading comprehension will help us to comprehend the text and can increase students' comprehend about the text.

#### **d. The Importance of Reading Comprehension**

Reading comprehension is important for the readers in knowing the meaning of the text. According to Nation and Angel in McConnaughay (2008: 8), reading comprehension is important because it is the ultimate goal of reading. Understand the text that has been read is an important matter in reading. A student can be said to be a good only if she understands what she has been reading. Without comprehension, reading is nothing more than tracking symbols on a page and does not provide the students without information.

Next, Yale (2009) argues that reading comprehension is important because it is essential in life. Comprehension allows people to live safely, productively, and develop socially, emotionally, and intellectually. After that, Pearson and Johnson (2013: 2) states that reading comprehension is important because in reading process, the students can identify some particular words, sentences and passages of the text. It means that, if the students have understood the content of the text, they will get much information from the text.

Next, Bronsky (2002:2) mention that some importance of reading those are:

- 1) To include good habits and value in children at young age.

- 2) To enhance the children's ability.
- 3) To comprehend various concept with immense case.
- 4) To develop critical thinking skill in children.
- 5) To improve their person vocabulary. Command on the language, and communication skill.
- 6) To show that children who read are able to concentrate on their lesson more properly than those who do not.
- 7) Improve students writing skill.

Furthermore, Fearon (1988:20) states that there are many importance of reading as follows:

- 1) To get understand the text material.
- 2) To get general information.
- 3) To understand the message what the writer tells.
- 4) To get the main idea into details on the basis of their relationship, distinguishing general and specific.

Then, according to Grabe and Stoller (2002:11), reading comprehension is very important for the development of students' reading skill therefore to their ability to obtain an education. It means that to comprehending the text the students should have ability to obtain an education in order to make them easier to understand the meaning of the text.

Based on explanations above, it can be concluded that reading comprehension is important for the students because it is the ultimate goal of reading. As a result, they will be easier to get the meaning of the text and get much information from the text. It means that reading will help the readers to get knowledge and information from the text.

### **e. Problems in Reading Comprehension**

In doing reading comprehension some people can do it well. However, some of them have low reading comprehension. It is because they have some problems in comprehension process. First, Balsiger (1-2), states that there are some problems in reading comprehension. Those problems are as follow;

#### **a. Weak decoding skill**

Poor reading accuracy results in misread or omitted words, which can change the meaning of sentences and interfere with reading comprehension. In addition, as reading materials becomes more difficult, the effort required to read becomes increasingly fatiguing and there are fewer resources remaining to derive meaning from the text. It means that when the students have poor reading accuracy they will difficult in remaining the meaning from the text.

#### **b. Poor reading prosody**

Prosody means reading with intonation, inflection, and appropriate phrasing (pausing at commas and “reading” periods). When readers run sentences together and read without appropriate prosody, it is difficult for them to “chunk” the language for meaning. It means that prosody is important in reading because without prosody the readers will difficult to “chunk” the language for meaning.

c. Vocabulary

Weak readers typically read less frequently. As vocabulary lags, more unknown words are encountered, reading becomes progressively more difficult, and the vocabulary gap widens. It means that when the students lack of vocabulary they will difficult in catch the meaning of the words and it can impact for their comprehension about what the text talking about.

d. Memory

Reading for comprehension requires the ability to “hold” information in memory across sentences, in order to derive overall meaning from a paragraph or passage. Students with memory weaknesses have difficulty “holding” information in memory as they read, and may not be perceive how paragraphs build upon ideas or how ideas are linked together.

Besides that, Nation (2004: 252-264), also have some problems in reading comprehension.

1) Working memory

Language comprehension places heavy demands on working memory resources. Poor comprehenders have poor language comprehension, verbal working memory weakness may be a consequence of poor language comprehension, rather than a cause of it. It means that students with poor language comprehension will impact for their working memory.

## 2) Discourse-level processes

Discourse-level deficits have been implicated in poor reading comprehension. There are two processes such as inference making and comprehension monitoring processes. First, to understand language, it's important for the students to make inferences – to go beyond what is stated explicitly in the text or discourse to infer the intended message. However, Students with poor comprehension will difficulty in drawing inferences when reading because they difficult to catch what the information from the text.

Second, in skilled reading, comprehension monitoring results in an assessment of whether comprehension has been successful, and repair strategies may be initiated if miscomprehension is detected. In short, comprehension monitoring refers to a set of strategies that indicate that a reader is engaged with the text. However, students with poor reading comprehension not used appropriate strategy to comprehend the text and it makes the readers difficult to comprehend the text without spend much time. As we know that reading strategy is one of part in successful in reading comprehension.

Based on the explanation from the experts above, the problems in reading comprehension can be drawn in the following table.

Table1.

Possible Problems Faced by Students in Reading Comprehension

No	Experts	
	Balsiger	Nation
1.	Working memory	Memory
2.	Weak decoding skill	Discourse-level processes
3.	Poor reading prosody	-
4.	Vocabulary	-

Based on explanations above, it can be concluded that there are four problems faced by students in reading comprehension such as lack of vocabulary, Weak decoding skill, difficult in memorizing and poor reading prosody. When the students faced some problem in reading, they will difficult in comprehend what they have read.

## B. Review of Relevant Studies

Based on the literature that researcher read, researcher found three researchers that have relevance with the problem that discussed in this study. First, Nova Media Hasmira (2008) had conducted a research about: “Problems Faced by the Students in Applying Reading Faster” (A Study of the Eight Semester Students of English Department of STAIN Batusangkar). She found that most of students faced some problems in applying reading faster, especially the problem that caused by physical factor. The study has similarity with the study that will be conducted. Both studies examine problems faced by students. However, the study that was conducted by Nova examined problems

faced by students in applying reading faster while this study focus on problems faced by students in reading comprehension.

Second, Zulfahmi (2014) had conducted a research about “Problems faced by Students in Interpretation Subject” (A Study of the Seventh Semester Students of English Department of STAIN Batusangkar Registered in 2014/2014 Academic Year). He found that there are four problems faced by students in interpretation subject and three factors causing the problem. The study has similarity with the study that will be conducted. Both studies examine problems faced by students. However, the study that was conducted by Zulfahmi examined problems faced by students in Interpretation Subject while this study focus on problems faced by students in reading comprehension.

Third, Riska Permata Dewi (2015) had conducted a research about “Problems Faced by Students in Group Work Technique Applied by an English Lecturer in the Classroom” (A Study of the Seventh Semester Students of English Department of STAIN Batusangkar Registered in 2013/2014 Academic Year). She found that problems in group work technique were divided into five problems. Those problems are; in workload in group, in situation in group, in time to work or meet, in place to work or meet, and about opinion to the group. The study has similarities and differential with the study will be conducted. Both studies examine problems faced by students. However, the study that was conducted by Riska focus on Problems Faced by Students in Group Work Technique whiles this study focus on reading comprehension.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research design of this research was the phenomenology by using qualitative approach because it was related to comprehension about daily life. It is done in natural situation so there was no limitation in comprehending phenomenon which was investigated and the researcher free to analyze data that had gotten. According to Moleong (2006: 14) phenomenology is attempting to understand how participants make sense of their experiences but it is recognizes that this involves a process of interpretation by the researcher.

In this research, the researcher described the problems faced by students in reading comprehension. It involves any activities in order to answer the research question about what are the problems faced by students in reading comprehension. According to Sugiyono (2010:9), qualitative is a research method that used to the natural objects and the position the researcher in this research is as the key instrument. And also this research tried to find the meaning of something happen in the field not generalized it.

#### **B. Research Informant**

Research informants were people who have the information about the problem of this research. According to Gay (2000:139), informant is chosen based on whom they judge to be thoughtful and who have information, perspective, and experience related to the topic of the research.

Furthermore, the research informant should fulfill some criteria of informant. Moleong (2006:132) gives the criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involve at certain group, and (5) subject have views about certain case that happening. In this research, the researcher used the third and fifth semester students of English department as informants.

In order to found the informants, the researcher used snowball sampling. According to Sugiyono (2010: 85) snowball sampling is a special non-probability method for developing a research sample where existing study subjects recruit future subjects from among their acquaintances. It means that the informants are people who know about the information. The data source was the third and the fifth semester students of English department of STAIN Batusangkar register 2015/2016 academic year.

### **C. Technique of Data Collection**

#### **1. Key Instrument**

The key instrument of this research was the researcher herself as explained by Gay (2000:19), she relies herself as the main instruments of the data collection. It means that she entered the setting to get the data, do interview, and she interprets the data by herself. However, there was a technique that used in this research, it was interview.

The researcher did the interview to collect the data. Sugiyono (2010:194) states that interview is used when the researcher wants to know

more about the key instrument. In this research, she conducted and recorded unstructured interview for English students as the key informant.

## 2. Research Procedures

This research was conducted by applying several steps. They were preparation, operation, and post-operation.

### a. Preparation

- 1) Doing preliminary research
- 2) Finding the problem
- 3) Finding the theories that related to the research problem
- 4) Preparing of the research proposal
- 5) Consulting with advisors
- 6) Revising research proposal
- 7) Making interview guide
- 8) Consulting the interview guide with advisors
- 9) Revising the interview guide
- 10) Having seminar proposal
- 11) Revising research proposal after seminar

### b. Operation

- 1) Getting the license of doing research from P3M IAIN Batusangkar
- 2) Collecting the data of students who have problems in reading comprehension
- 3) Asking permission from the lecturer to conduct the research in that class

- 4) Preparing phone or tape recorder for recording interview
- 5) Doing the interview with the students
- 6) Doing the second interview with the students for checking the data trustworthiness.

**c. Post-Operation**

- 1) Making the transcription of the data
- 2) Analyzing the data
- 3) Checking the data trustworthiness
  - (a) Data reduction
  - (b) Data display
  - (c) Data verification and drawing Conclusion

**D. Checking the Data Trustworthiness**

Triangulation is a technique used in checking the data trustworthiness. Sugiyono (2010:83) states that triangulation is a technique of data collection by combine several techniques of data collection and own sources. There are three kinds of triangulation as stated by Sugiyono (2010:127). The first one is source triangulation is to checking data with some sources. The Second one is technique triangulation is to checking data with some techniques. The last one is time triangulation is to checking data with some techniques in different times, such as: in the morning, in the afternoon or in the evening.

In this research, the researcher used time triangulation to check the data trustworthiness. After collecting the data from all informant by using interview, she checked the data trustworthiness by using time triangulation. Time

triangulation was used to get the data in different time and to confirm the first data from interview result.

### **E. Technique of Data Analysis**

The data was analyzed based on the result of interview. The result of interview was analyzed in three steps. According to Miles and Huberman (1994: 90), there are three kinds of activity in analysis of qualitative data. Those kinds are as follows:

#### **1. Data Reduction**

The reduction of the data refers to the process of selecting, focusing, simplifying, abstracting and transforming that happen in written notes in the field. The reduction of the data was occurring during interview. It means that when the data is collected, the phase of continuing of reduction was occurring. Such as make conclusion, codification, investigate of theme, grouping, and write memorandum.

In the data reduction, the researcher did some activities. First, the researcher recorded the interview result and made the transcriptions of interview result. Second, she coded the informants such as; I-01 means informant 01, I-02 means informant 02, I-03 means informant 03, I-04 means informant 04, I-05 means informant 05, I-06 means informant 06, I-07 means informant 07, I-08 means informant 08, I-09 means informant 09, I-10 means informant 10, I-11 means informant 11, I-12 means informant 12 and I-13 means informant 13. Third, she coded the transcriptions for

each items related to problems faced by students in reading comprehension. Then, she bold and gave code (numbers or letters) for each problems in reading comprehension.

## 2. Data Display

Data display is a set of information that is arranged as good as possible to give the possibility to take a conclusion and to take a treatment. In this step, the researcher displayed the data of problems faced by students in reading comprehension.

## 3. Data Verification and Drawing Conclusion

After reducing and display the data, the researcher trying made the data verification and drawing conclusion. This activity used to conclude the problems faced by students in reading comprehension.

After reducing the data and display the data, the final step was conclusion or verification of the data. This activity was aimed to conclude problems faced by students in reading comprehension based on the interview's result. In this step, the researcher counted problems faced by students in reading comprehension.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

This chapter discusses the description of problems faced by students in reading comprehension done in the third and the fifth semester students of English Department of STAIN Batusangkar registered in 2015/2016 academic year. The data were collected through interview with 13 informants. The researcher did interview from December 4<sup>th</sup> to 31<sup>st</sup> 2015. The interview was done in several places.

Then, the interview between the researcher and informants was done individually. When doing interview, she used certain an interview guide, but in unstructured questions. Furthermore, she used time triangulation to checking data trustworthiness from December 31<sup>st</sup> to January 4<sup>th</sup> 2016.

Based on research findings, the researcher found that there were nine problems faced by students in reading comprehension. Those problems were;

#### **1. Getting difficulty in Understanding Implicit Meaning**

In reading materials, the readers not only focused on understand the written information but also reading implicit meaning and both of them are important part in reading. In fact, most of the students only focused on written information only because they thought that reading implicit meaning is difficult for them to understand. It was faced by 11 students. They were informant 01, 02, 03, 05, 06, 07, 09, 10, 11, 12, and 13. The result could be seen as below:

The researcher conducted interview with informant 03 on Thursday, December, 31<sup>st</sup> 2015 at 18.04 p.m in boarding house. The interview result was:

**I-03: “Yang tersirat tu agak payah yuni kak gitu. Misalle kayak menagkap baa yo kak kalau missal Yuni tu lebih suko apa yang ada tu yang Yuni baca yang Yuni pahami dari pado Yuni harus berfikir ulang gitu kak untuk memikirkan hal-hal yang tersirat tu”**

(Implicit meaning is difficult for me because I more like what I read and it's I understand than I must think a lot about that)

It can be said that, she gets difficulty in understanding implicit meaning. She argues that she more understand the written then unwritten. So, she needs to think more about the text and it is difficult for her to do.

Then, the researcher conducted interview with informant 06 on Friday, January, 1<sup>st</sup> 2016 at 13.37 p.m in Library of STAIN Batusangkar. The result was :

**I-06: “Lebih ribet karna... tu tidak tercantum dan kita cari sendiri maknanya”**

(More complicated because... implicit meaning is unwritten in the text and we must find it by ourselves)

Same with previous statement, the informant 06 also face problems in understanding implicit meaning because it is not unwritten in the text so that way it is more difficult for her to find it and understand it well. It means that, they must hard thinking to find the implicit meaning from the text because it is unwritten in the text.

Next, the researcher conducted interview with informant 07 on Tuesday, December, 29<sup>th</sup> 2015 at 13.48 p.m in boarding house. The result was :

I-07: “Soalnya... kalau yang tersurat tu kan kak informasinya jaleh didalam tu kak alah ado di dalam gitu kan kalau yang **tersirat tu agak susah untuk di pahami kak butuh penalaran jadi... jadi... o susah untuk dipahami**”

(Because...written information are more clear in the text, whether implicit meaning is difficult to understand, needs deep reading so so... o difficult to understand)

Based on the interview result with informant 07, it can be said that she gets difficulty in understanding implicit meaning because she needs deep understanding about what she have read. It means that, to get understanding about what she has read she must understand it more and more. So that way it is difficult for her.

Then, the researcher did interview with informant 12 on Tuesday, December, 29<sup>th</sup> 2015 at 11.46 a.m. in boarding house. The interview result was:

I-12: “**Soalnya kalau yang tersirat tu lebih susah mencari makna yang terkandung yang tersirat di dalamnya** tu kak jadi lebih lamak se yang... o... lebih ngaratilah yang tersurat daripada yang tersirat tu kak”

(Implicit meaning is difficult to find the meaning in the text, so it is easier...o...more understand the written then unwritten)

This problem was supported by the result of interview with informant 12. She also faced problems in understanding implicit meaning.

She argues that she get difficulty in understanding implicit meaning because she gets difficulty to find the meaning of it.

It can be concluded that, the students got problem in understanding the implicit meaning because they must think a lot to find the implicit meaning from the materials that they have read. So, it is a reason why most of students did not like to understand the implicit meaning because it is difficult for them.

## 2. Getting Difficulty in Understanding the Text in Once Reading

The other problem is most of students get difficulty in understanding the text in once reading. It means that they could understand the text in twice reading or more than twice. It was faced by 11 students. They were informant 01, 02, 04, 05, 06, 07, 09, 10, 11, 12, and 13. The result could be seen as below:

The researcher conducted interview with informant 04 on Thursday, December, 31<sup>st</sup> 2015 at 18.12 p.m in boarding house. The result was :

I-04: **“Caro adek memahaminya dibaca berulang-ulang Soalnya ado kata-kata sulit di dalam teks tu, kalau dibaca berulang-ulang baru bisa mengerti”**

(My way in understanding the text is re-read it because I found many difficult words that appear in the text, if I re-read it I can understand what the text talking about)

Based on the utterance above, it can be said that she get difficulty in understanding the text because she found many difficult word in the text and to make her understand about what she has read, she read it more and

more. It means that in comprehending the text she needs more understanding to get the information from the text.

Then, the researcher conducted interview with informant 06 on Tuesday, December, 15<sup>th</sup> 2015 at 14.53p.m in boarding house. The result was :

I-06: **“Bisa berulang-ulang tergantung, tergantung... konteks atau tergantung konteknya kalau itu sulit berulang-ulang kali tapi kalau itu mudah mungkin bisa 2 atau 3 kali”**

(Re-read to get understanding, or read the text once or twice if the text easy to understand)

Based on the interview result, it can be said that she can understand the text when she re-read the text. It means that, she can understand about what she has read if she read the text more than twice.

The researcher conducted interview with informant 08 on Wednesday, December, 30<sup>th</sup> 2015 at 17.10 p.m. in F.1 building of STAIN Batusangkar. The result was:

I-08: **“Bekko la siap wak lingkari sado kak poin-poin yang inti-inti jadi wak ulang liak kak bekko mano tahu ado kesalahan baliak bekko jadi kalau wak ulang-ulang bukan rancak hasilnya jadi kak”**

(After circled the important points then re-read the points to check my understanding about what I have read)

Like previous problems, informant 08 also faced problems in understanding the text in once reading. He re-read the text to check the missing point when she read in once reading and to make it clear he re-read the text to get understanding well about what he has read..

It can be summarized that students often re-read the text to get understanding about what they have read. When they read the text in once reading they get difficulty to catch what the information from the text and to make it clear they have read the text more than once reading.

### **3. Finding Many Difficult Words that Make the Readers Difficult to Understand the Information from the Text.**

To get understanding about the text the readers should understand about the meaning of the words but many students got problems in understanding the vocabulary. They often found the new vocabulary when reading the materials and it's annoying them to comprehend the text. It was faced by 13 students. They were informant 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, and 13. The result could be seen as below:

The researcher conducted interview with informant 01 on Friday, December, 4<sup>th</sup> 2015 at 13.41 p.m. in F.2 building of STAIN Batusangkar.

The result was:

**I-01: "kalau artikel yang berbasis internasional otomatis kata sulitnya banyak tetapi kalau artikelnya dibuat oleh orang Indonesia biasanya mudah. Otomatis masih ada itulah ada... apa namanya itu kak ada kata-kata sulit tapi ndak sebanyak di artikel yang dari luar gitu."**

(In international articles it has much difficult vocabularies whereas in Indonesian articles is easy whether it has difficult vocabulary, but it is not as much as International article)

Based on the interview result of informant 01, it means that she found many difficult words when reading that she get difficulty in

comprehending about what she has read because if the readers had poor vocabulary they will difficult in comprehend what the text well.

The researcher conducted interview with informant 02 on Monday, December, 14<sup>th</sup> 2015 at 13.40 p.m. in boarding house. The result was:

I-02: **“Kan banyak kata-kata sulitnya yang mambuek ndak mangarati jadi payah memahaminya kadang”**

(Many difficult words that make us difficult to understand it)

Same with previous statement, the informant 02 also faced problems in understanding the text because she found many difficult words that appear in the text so that she could not catch what the text talking about.

The researcher conducted interview with informant 11 on Thursday, December, 31<sup>st</sup> 2015 at 18.04p.m in boarding house. The result was:

I-11: **“Kalau susah atau mudahnya tu tergantung kata-kata yang ado di situ kak, misalnya kalau ado kata-kata sulit tu harus bara kali lo... untuk mambaconyo baru bisa dipahami gitu kak”**

(Difficult or not is depend on the word that appear in the text, for example if I found the difficult words we need re-read it more than once to understand it)

It can be said that, she found many difficult words often and its make her get difficulty in comprehending what the meaning of that words so that's way she needs to re-read it to get more understanding about what she has read. It means that, to get more understanding about what they have read, they must know many vocabularies.

After that, the researcher conducted interview with informant 12 on Friday, January, 1<sup>st</sup>2016 at 13.57 a.m in Library of STAIN Batusangkar.

The result was:

I-12: **“o... kadang... ndak kak masalahnyo artikel tentang kesehatan tu banyak kata sulitnyo kak misalnya kata-kata ilmiah nyo banyak kak jadi susah memahaminya”**

(o.... sometimes....if healthy article sometimes has many difficult words because scientific words often appear in the text so it is difficult to understand)

It can be said that, she get difficulty in comprehending the text because she found many difficult word in the text. It means that if the article has much difficult words, she wills difficult in understanding about what she has read. Based on the interview above, she argue that she get difficulty in understanding the science words because to understand it is not easy so that's way she need deep understanding to comprehend that words.

It can be concluded that many students found new vocabulary often in the text so that they difficult to cutch the meaning of the words and it can impact for their understanding about what they have read. It means that when the students lack of vocabulary they will difficult in catch the meaning of the words and it can impact for their comprehension about what the text talking about.

#### **4. Using Dictionary Often to Find the Meaning of Difficult Words**

When the students found difficult words in the text they get difficulty in finding the meaning of the words. The last solution for them only using

dictionary. However, there are many techniques that can do by the students, such as: guessing meaning from the context, looked the clue, looked the context, etc. It was faced by 3 students. They were informant 02, 03, 04, 07, 09, 10, 12, and 13. The result could be seen as below:

The researcher conducted interview with informant 10 on Tuesday, December, 29<sup>th</sup> 2015 at 14.39 p.m in boarding house. The result was:

I-10: “**A... caliak kamus**”

(mmm... check the dictionary)

Then, the researcher conducted interview with informant 12 on Tuesday, December 29<sup>th</sup> 2015 at 11.46 a.m in boarding house. The result was:

I-12: “**mmm... dengan kamus skali-skali google translet kak...**”

(mmm...check the dictionary or sometimes check the Google translate)

Like previous statement, the informants 12 also faced problems in finding the meaning of difficult words. However, in this statement she not only used dictionary but also Google translate. It means that she cannot trying to find the meaning of difficult word by guessing meaning from the context or looked the clue because it is better for them to improve her comprehending in to understand the difficult word.

It can be summarized that most of students have problems to find the meaning of the difficult word. Dictionary is the last solution for them to find the meaning of difficult words. As we know that many ways that

can do by the students to find the meaning of the difficult words that can improve their ability in reading. However, most of them take easy way to find the meaning of that word.

## 5. Getting Difficulty in Using Appropriate Reading Strategies

Strategy will help the readers to get the information quickly but most of them did not used strategy when reading because they argue that they difficult to find an appropriate strategy to used. Thus, to make it easy and simple they choose to do not use strategy. It was faced by 17 students. They were informant 01, 06, 07, 09, 10, 12, and 13. The result could be seen as below:

The researcher conducted interview with informant 01 on Friday, December, 4<sup>th</sup> 2015 at 13.41 p.m. in F.2 building of STAIN Batusangkar. The result was:

**I-01: “Strategy banyak tu kak jadi kalau a...Untuk menerapkannya harus di pilih-pilih dulu mana strategy yang tepat digunakan jadi... sepanjang memikirkan strategy... sudah selesai juga membaca 1 halaman”**

(Many strategies so that a... to apply it we have to choose appropriate strategy to be used so... during think about strategy maybe we can read it on one page)

It can be said that, informant 01 faced problem in using appropriate strategy. She have learn about strategy but to used it they get difficulty in choosing one of those strategy that she being opting to not used it.

Then, the researcher conducted interview with informant 06 on Friday, January, 1<sup>st</sup> 2016 at 13.37p.m inLibrary of STAIN Batusangkar.

The result was:

**I-06: “Soalnya ribet dan sering lupa dengan strategi yang telah dipelajari”**

(because more complicated and often forget the strategy that I have learned)

In this statement, the informant 06 said that she did not remember the whole strategy well. So, to choose one of those strategies, it is more complicated by her. It means that, she did not understand well about those strategies that they have learned so that’s way she did not used those strategies in reading.

After that, the researcher conducted interview with informant 07 on Tuesday, December, 29<sup>th</sup> 2015 at 13.48 p.m. in boarding house. The result was:

**I-07: “Susah jo... apo kak mmm... menentukan strategy... yang co yang tepat untuk.. me... pas mambaco tu kan kak kalau wak gunakan strategy tu susah ma strategy yang cocok gitu sulit untuk me... memilih yang cocok. Iyo tu...kadang-kadang kalau wak menggunakan strategy tu kak banyak habiskan waktu gitu a lebih ribet jadinya”**

(Difficult... mmm...in choosing an appropriate strategy to use when reading we are difficult to choose an appropriate strategy and sometimes if we used that strategy we will spend much time and it will be annoying)

Same with previous statement, the informant 07 also faced problem in using appropriate strategy. It can be said that, she get difficulty in

choosing appropriate strategy to used and she think that if she used that strategy she will spend much time and it will be annoying for her. It means that, she lack understanding about the nature of strategy.

From the interview results, it was stated that they difficult to used an appropriate strategy in reading. They think that strategy is not important for them because it make them be more complicated only. Then, they also argue that without strategy they can understand the text well.

## 6. Break the Concentration Often when reading aloud

Every people having style itself in reading, sometimes they like reading aloud and sometimes they like silent reading. It is depends on them. But some of students think that reading aloud more difficult than silent reading. They think that reading aloud make them get difficulty in comprehending the text. It was faced by 7 students. They were informant 02, 04, 06, 07, 09, 10 and 11. The result could be seen as below:

The researcher conducted interview with informant 06 on Tuesday, December, 15<sup>th</sup> 2015 at 14.53 p.m in boarding house. The result was:

I-06: “Membaca dalam hati kak soalnya itu lebih mudah untuk memahaminya dan tidak membuat orang terganggu **kalau membaca nyaring tu mengganggu**”

(Silent reading is a good way to understand the text and do not disturb the people, while Reading aloud can disturb people)

Then, the researcher conducted interview with informant 11 on Monday, December, 7<sup>th</sup> 2015 at 14.32p.m in D building of STAIN Batusangkar... The result was:

I-11: **“membaca nyaring tu bekko o... terfokuskan ke... pronouciation jadinya... ndak do apo do kak, ndak do bisa dipahami”**

(Reading aloud just focuses on pronunciation but cannot understand the text)

Then, to check the data trustworthiness, the interview did again on Thursday, December, 31<sup>st</sup> 2015 at 18.04 p.m. in boarding house. The result was:

I-11: **“Yo kalau dalam hati tu... bisa terfokuskan dalam bacaan itu kalau misalnya nyaring a... namonyo tu cuma terfokus pada pronouciation yang wak katakana tu... ndak ado terfokus ka dalam apo... bacaan itu do kak”**

(Silent reading can make us more focus on the text, Reading aloud a... we just focused on pronunciation... not focused on the materials itself)

Same with previous statement, informant 11 also faced problems in reading aloud. It can be said that, when the students read aloud they only focused on their pronunciation and not about what the text talking about. It means that, reading aloud did not give good affect for her in reading that she did not feels comfortable to use it.

Based on the interview results above, it can conclude that they have problems in reading aloud. They think that reading aloud make them difficult to comprehend the text because they more focused on their pronunciation than comprehending the text.

## 7. Getting Difficulty in Understanding the Text when Silent Reading

Not only problems in reading aloud faced by students in reading comprehension but also they are got problems in silent reading. It was faced by 4 students. They were informant 03, 05, 12 and 13. The result could be seen as below:

The researcher conducted interview with informant 05 on Thursday, December, 17<sup>th</sup> 2015 at 14.35 p.m. in boarding house. The result was:

I-05: “a... kalau membaca nyaring tu lebih mudah mendapatkan informasi, **a... kalau m, m, membaca dalam hati tu... kalau ada yang ganggu susah kak buyar konsentrasi jadi kak “**

(a... reading aloud make us easier to catch the information,...m,m, silent reading... if there is something annoying, it will break the concentration)

Based on the statement above, it can be said that informant 05 face problem in silent reading. It means that if hears something when silent reading, not only break their concentration but also it can impact for her comprehending about what they have read

Then, the researcher conducted interview with informant 13 on Wednesday, December, 30<sup>th</sup> 2015 at 7.00 a.m. in boarding house. The result was:

I-13: “**Kalau membaca dalam hati... susah karena a saya orangnya tu suka menghayal jadi kalau dalam hati tu banyak gangguannya ”**

(If silent reading... difficult because I'm a typical person who likes imagination so it will be annoying)

It can be said that, informant 13 also face problems in silent reading. She argue that silent reading is difficult for her to get understanding about what she has read because if hearing something when silent reading, it can break her concentration that she get difficulty to get the information from the text

It can be concluded that they have problems in silent reading. They think that it make them difficult in understanding the text because when they hear something it will break their concentration in reading. It can impact for their understanding about what they have read.

#### **8. Getting Difficulty in Expressing the Information from the Text to Others**

The purpose of reading is to get the information from the text but many students have difficulties to tell the information from the text based on their understanding about the text. However, sometimes after read the whole text they still difficult to understand it. It was faced by 3 students. They were informant 06, 11 and 12. The result could be seen as below:

The researcher conducted interview with informant 06 on Tuesday, December, 15<sup>th</sup> 2015 at 14.53 p.m. in boarding house. The result was:

I-06: “Insyaallah mampu kak soalnya tergantung pemahaman kalau mengerti bisa me mahami, me baca, me...m bacakannya kembali **tapi kalau tidak mengerti susah untuk membacaknya kembali kak**”

(Insyaallah I can, it depends on my understanding. However, if I'm not understand what the text talking about I difficult to tell it)

Based on the utterance above, it can be said that informant 06 get difficulty in expressing the information from the text to others because if she cannot understand what she has read, she cannot tell it well to others.

Then, the researcher conducted interview again with informant 11 on Monday, December, 7<sup>th</sup> 2015 at 14.32 p.m in D building of STAIN Batusangkar. The result was:

I-11: “o... kalau la benar-benar paham bisa kak, **tapi kalau masih ragu-ragu... palingan... alum bisa menyampaikan dengan... dengan baik gitu kak**”

(If I really understand I can... but if I doubt maybe... I cannot tell it well)

Like previous statement, the informant 11 also faced problems in expressing the information from the text. So, when they are not understood about what they have read, they will get difficulty in telling it to others.

It can be concluded that some of students face problems in comprehending the text. It can be said that, to get understanding about what we have read, we must understand well about what the writer tells in the text. However, students with poor comprehending will difficult to get the information from the text that they will get difficulty in telling it to others.

## **9. Having a Lot of Time to Understand the Reading Materials.**

In understanding the text, the students often spend much time in reading because they have many activities that make them should focused on it. Therefore, they have a lot of time to understand the reading

materials. It was faced by 2 students. They were informant 07 and 12. The result could be seen as below:

The researcher conducted interview with informant 07 on Tuesday, December, 29<sup>th</sup> 2015 at 13.48 p.m. in boarding house. The result was:

**I-07: “Kan... awak tu kuliah iyo lo dek kak kan banyak tugas jadi... ndak focus baco novel tu do kadang-kadang... sakali baco tu cuman 5 halaman gitu ndak focus kasitu do”**

(I have study and have many assignments so... sometimes I am not focused to read the novel only... once reading only 5 pages)

Based on the interview result of informant 07, it can be said that he having a lot of time in understanding the text. It means that, many assignments will make him having a lot of time in reading because they more focused on doing assignment and reading a novel just for fun.

After that, the researcher did interview with informant 11 on Thursday, December, 31<sup>st</sup> 2015 at 18.04 p.m. in boarding house. The interview for time triangulation result was:

**I-11: “Yo kadang... waktu senggang tu... susah lo mancarinyo tu gitu kak kadang ado tugas atau ado... segala macam atau persentasi segala macam gitu”**

(Sometimes... unoccupied time...difficult to find and sometimes I have an assignment or... any kinds or prepare for such a presentation, etc)

It can be said that, informant 11 also having a lot of time in reading because in finding unoccupied time is difficult. They spend much time in doing assignment and prepare for presentation than read the materials.

Based on the interview results above, it can be conclude that much assignment or something related to their study make them spend much time in reading materials. Because their time not only for their reading materials but also for their study. That's a reason why the students take longer time in reading.

## **B. Discussion**

Based on the research finding, there were nine problems faced by students in reading comprehension. They are: Getting difficulty in understanding implicit meaning, Getting difficulty in understanding the text in once reading, Finding many difficult words that make the readers difficult to understand the information from the text, Using dictionary often to find the meaning of difficult words, Getting difficulty in using appropriate reading strategies, Break the concentration often when reading aloud, Getting difficulty in understanding the text when silent reading, Getting difficulty in expressing the information from the text to others, Having a lot of time to understand the reading materials.

From the nine points above casually similar with the problem that stated by Nation (2004) and Balsiger who stated four problems in reading comprehension, they are: Memory weaknesses means difficulties to hold information in memory, Discourse-level processes. There are two processes; difficulty in drawing inferences and difficulty in using appropriate strategy. Vocabulary means more unknown words encountered that reading becomes

progressively more difficult. Poor reading prosody means students with poor reading prosody will find it difficult to chunk the language for meaning.

There were four problems that were similar with problems given by Nation and Balfanz. Those problems are finding many difficult words that make the readers difficult to understand the information from the text included in vocabulary. Getting difficulty in using appropriate reading strategies implied in discourse level process. Break the concentration often when reading aloud implied in poor reading prosody. Getting difficulty in understanding the text in once reading included in memory weaknesses

While, the researcher also found the new problems that were not stated by Nation and Balfanz, such as: getting difficulty in understanding implicit meaning, using dictionary often to find the meaning of difficult words, getting difficulty in understanding the text when silent reading, getting difficulty in expressing the information from the text to others, having a lot of time to understand the reading materials.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research finding, the researcher found that there were nine problems faced by students in reading comprehension. Those problems were: getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud, getting difficulty in understanding the text when silent reading, getting difficulty in expressing the information from the text to others, having a lot of time to understand the reading materials.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. Reading Lecturers

From the result of this research, the researcher gives some suggestions for the lecturers. First, the lecturers are better to give students knowledge about the texts that is familiar for people, so that they can easy to comprehend what they read. Second, the lecturers have to control the

students' process in reading the text and it is better that the lecturers give more practices in reading to the students.

## 2. English Department Students of STAIN Batusangkar

From the result of this research, the researcher would like to give some suggestions to the students of Reading Comprehension III and V subject. First, they should improve their knowledge about what they read, so they can easier in comprehend what the text talking about. Second, they should improve their vocabularies, so they can easier to get the information from the text. Third, students should more practices in reading and it is better for them to improve their reading activity in comprehend the text.

## 3. Further researchers

The researcher would like to give a suggestion to the further researcher to do another research that related to one of the four problems faced by students in reading comprehension. They were: getting difficulty in understanding implicit meaning, using dictionary often to find the meaning of difficult words, getting difficulty in understanding the text when silent reading, getting difficulty in expressing the information from the text to others, having a lot of time to understand the reading materials.

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## Appendix 1: Interview Guideline

**INTERVIEW GUIDELINE**

In conducting the interview, the researcher will deliver several questions to get information about the problems faced by students in reading comprehension.

They are follows:

<b>STEPS</b>	<b>TOPICS</b>
Warming Up	Temu ramah dan menayakan identitas serta kabar informan <i>Assalamu'alaikum dik...</i> <i>Bagaimana kabarnya sekarang?</i>
Level Check	Memastikan bahwa informan suka membaca materi bacaan yang berbahasa Inggris <i>Banyak materi bacaan yang berbahasa Inggris, bacaan seperti apa yang adik suka?</i>
Probing	Menanyakan pendapat informan tentang permasalahan yang dihadapi dalam Reading Comprehension  1. Kenapa adik suka membaca materi bacaan tersebut? 2. Dari materi yang adik baca, apa yang ingin adik dapatkan dari bacaan itu? 3. Dari materi yang di baca, mana yang adik fokuskan informasi tersurat atau informasi tersirat? 4. Biasanya materi yang adek baca terdiri dari beberapa halaman? Bagaimana cara adik memahaminya? 5. Berapa lama waktu yang adik butuhkan untuk memahami materi bacaan itu? 6. Apakah menurut adik mudah memahami bacaan yang adik baca? Kenapa? 7. Adek kan telah belajar reading strategy, apakah adik terapkan strategy itu ketika membaca?

	<p>8. Mana yang lebih adik sukai membaca nyaring atau membaca dalam hati?</p> <p>9. Sekiranya adik harus menyampaikan hasil bacaan yang adik baca mampukah adik menyampaikannya?</p>
Wind down	<p>Mengakhiri pembicaraan dan mengkonfirmasi kesediaan informant untuk wawancara berikutnya, jika ada informasi lanjutan yang dibutuhkan</p> <p><i>Terimakasih atas informasinya, nanti kalau ada informasi tambahan kakak mohon kerjasamanya lagi.</i></p> <p><i>Assalamu'alaikum...</i></p>

## Appendix 2: Data Reduction

## TRANSCRIPT OF THE INTERVIEW

## Note:

**R** : Researcher  
**I** : Informant  
**I-01 to I-13** : Informant 01-13

## Informant 01

**Descriptive Note:** The researcher conducted interview with informant 01 on Friday, December, 4<sup>th</sup> 2015 at 13.41p.m in F.2 building of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-01	Kumsalam kak...
R	Sadang manga kini dek?
I-01	a... lagi itu, mau kuliah Reading
R	a... ok, Buliah kak mintak waktunyo sabanta?
I-01	Boleh kak.
R	Kak pengen nanyo-nanyo stek yo, a... oya dek kan banyak tu a...materi ba..bacaan yang berbahasa Inggris ndak, kiri-kiri bacaan yang bantuak a sih yang adek suko?
I-01	a... bacaan yang berbentuk artikel
R	Artikel tentang a?
I-01	a...Biasonyo yang tentang kesehatan
R	o... twntang kesehatan. A sih yang mambuek adek suko?
I-01	a... soalnya kesehatan itu adalah hal yang terpenting dalam hidup kita jadi kalau seandainya kita banyak ilmu tentang kesehatan otomatis bisa kita aplikasikan dalam kehidupan sehari-hari
R	Ok, Dari artikel yang adek baca tu a sih yang ingin adek dapatkan?
I-01	a... ya informasi tentang kesehatan itu
R	Ok, a...Adek ketika mem, membaca lebih memfokuskak ke... informasi tersurat atau tersirat?
I-01	Tersurat
R	Baa tu?
I-01	Karena...Kalau yang tersurat kan pasti gitu kan kak, <b>kalau yang tersirat-tersirat gitu susah untuk memahami (P.1)</b>
R	o... agak ribet,
I-01	Umm
R	o... biasanya materi yang adek baca tu terdiri dari beberapa halaman tu?
I-01	mmm... kalau artikel biasanya 5 halaman gitu kak.
R	mmm...Baa caro adek memahaminya?
I-01	o... memahaminya... terkadang pa, menggunakan strategy... di reading terkadang enggak. Mmm...Langsung saja bacak.
R	Secara keseluruhan?
I-01	Ya, baca keseluruhan

THE AUTHORS	UTTERANCES
R	a...Sekali membaca saja sudah paham atau bagaimana?
I-01	a...Biasanya kan <b>kalau ada... itu ada... yang susah di pahami di ulang-ulang lagi gitu kak, tapi paling sering di ulangnya... 3 kali kak (P.2)</b>
R	o... tiga kali. Ok, Kiro-kiro bara lamo sih waktu yang adek butuhkan?
I-01	Kalau... lagi santai-santai sih biasanya setengah jam untuk memahaminya.
R	a...Kalau lagi ndak santai?
I-01	Kalau biasonyo di kuliah ya... karena waktunya sudah ditentukan misalnya cuma dikasih 20 menit ya harus 20 menit.
R	a...Mudah ndak menurut adek memahami bacaan tu?
I-01	mmm... tergantung, tergantung kepada artikel yang dibaca, <b>kalau artikel yang berbasis internasional otomatis kata sulitnya banyak (P.3)</b> tetapi kalau artikelnnya dibuat oleh orang Indonesia biasanya mudah.
R	Mudah? Muda bisa paham sadon atau masih ado sobok yang...?
I-01	<b>Otomatis masih ada itulah ada... apa namanya itu kak ada... kata-kata sulit tapi ndak sebanyak di artikel yang dari luar gitu. (P.3)</b>
R	Ok... a kiro-kiro, a sih yang biaso adek lakukan ketika sobok jo kata-kata tu solusi?
I-01	<b>a... Biasonyo... biasonyo guess meaning from the kontex tetapi lebih sering... lihat kamus (P.4)</b>
R	Kamus? O... kamus yang biaso adek caliak. Ok, a..adek kan ala belajar reading strategy ndak, adondak adek terapkan ketika membaca?
I-01	Terkadang...
R	Lebi acoknyo?
I-01	Libih acok ndak.
R	Baa tu?
I-01	Karnakan, a... gimana ya... misalnya kan <b>strategy banyak tu kak jadi kalau a...Untuk menerapkannya harus di pilih-pilih dulu mana strategy yang tepat untuk digunakan jadi... sepanjang memikirkan strategy... sudah selesai juga membaca 1 halaman. (P.5)</b>
R	o... jadi meribetkan aja ya.
I-01	Iya
R	Adek lebih suka membaca nyaring atau membaca dalam hati?
I-01	Membaca nyaring
R	Baa tu?
I-01	a... saya... bay o kak a... a... setiap orang kan pasti punya cara belajar gitu kalau saya kebetulan apanamanya tu kak, metode pembelajaran apa namany tu kak
R	o... jadi metodenya...?
I-01	o... kinestetik gitu ha, gaya belajarnya yang kinestetik. Jadi Saya akan lebih mudah memahami suatu bacaan kalau saya mengeluarkannya gitu kak

THE AUTHORS	UTTERANCES
R	Ok, a... Sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca tu kepada orang lain, mampu ndak adek menyampaikannya?
I-01	mmm... Kalau informasi-informasi yang dipahami insyaallah bisa, tapi kalau secara keseluruhan maksudnya dari... dari awal sampai akhir dan semua kata-katanya tu susah kak.
R	o... jadi yang adek pahami sajo?
I-01	Secara inti-intinyo bias
R	Ok dek, terimakasih atas informasinya nanti kalau ada informasi tambahan kakak mohon waktunya lagi ya...
I-01	Ok kak.
R	assalamu'alaikum
I-01	Walaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, using dictionary often to find the mening of difficult words, getting difficulty in using appropriate reading strategies

#### Informant 02

**Descriptive Note:** The researcher conducted interview with informant 02 on Monday, December, 14<sup>th</sup> 2015 at 13.40p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-02	Walaikumsalam kak
R	a... Sadang sibuk adek?
I-02	Indak kak.
R	Buliah kak mintak waktunyo santa?
I-02	Lai kak
R	Ok, Kak pengen nanyo-nanyo stek yo, o... kan banyak tu dek materi ba, bacaan yang berbahasa Inggris ndak, kirokiro a...bacaan yang bantuak a sih yang adek suko?
I-02	Bacaan yang ado seninyo yang ado tentang budaya-budaya gitu
R	o... tentang art,?
I-02	Ya art.
R	Tu dalam bentuk a tu artikel atau baa?
I-02	Ya... yang dalam bentuk artikel
R	o... dalam bentuk artikel? A sih yang mambuek adek suko baco tu?
I-02	a... baa yo... menyenangkan jo gitu,indak membosankan ndak kaku deknyo do
R	Dari artikel yang adek baco tu a sih yang ingin adek gali atau adek dapatkan?
I-02	Informasi-informasi yang spesifik a yang disampaikan bacaan tersebut
R	Ok, salain itu ado ndak lai?
THE	UTTERANCES

AUTHORS	
I-02	mmm... ntua yo...(berfikir) untuak nambah-nambah ilmu jo
R	o...Dari artikel yang adek baco tu ndak, ma yang a..yang sering adek fokuskan ka informasi yang tersurat atau tersirat?
I-02	Ka informasi yang tersurat
R	Baa tu?
I-02	<b>Kalau yang tersurat tu kan mudah dipahami jo dari bacaan tu kalau yang tersirat tu pasti yang diluar bacaan tu a... namo a.. yang disampaikan, a... kak agak ribet susah dipahami (P.1)</b>
R	Susah memahami adek e jadi adek lebih suko yang tersurat? O...Biasonyo materi yang adek baco tu terdiri dari berapa halaman tu?
I-02	mmm... Lebih kurang 3 atau 4 halaman la kak
R	Baa caro adek memahaminya?
I-02	a... Baca keseluruhan .
R	Sekali membaca se paham atau berulang-ulang?
I-02	<b>a... Berulang-ulang kak (P.2)</b>
R	a...Kiro-kiro bara lamo waktu yang adek butuhkan?
I-02	Bara sih... setengah jam lebih kurang atau sejaman kurang la gitu kak
R	o... sejam kurangan? O...berarti banyak adek amenghabiskan waktu di situ de ndak, apolagi dek berulang-ulang lo kan. O... Menurut adek mudah ndak memahami materi tu?
I-02	Ndak lo mudah, ndak terlalu mudah-mudah nah lo do kak.
R	Baa tu?
I-02	<b>o... Kan banyak kata-kata sulitnya yang mambuek ndak mangarati jadi payah memahaminya kadang (P.3)</b>
R	A yang biaso adek lakukan?
I-02	<b>Kalau lai ado kata-kata sebelumnya mungkin di guessing atau ndak di caliak di kamus artinyo. (P.4)</b>
R	Ok, di gessing atau ndak cari lewat kamus yo? O ya dek, adek kan alah belajar reading strategy ndak ado ndak adek terapkan itu ketika membaca?
I-02	o...Kalau ketika membaca dirumah ndak ado do kak soalnya kalau... o...baco yang ditugaskan untuk strategy pakai soalnya ribet kalau pakai reading strategy
R	o... jadi cara biaso se yang adek alakukan, baco sadonnyo yo?
I-02	Yo kak
R	Ok, uum adek lebih suka membaca nyaring atau membaca dalam hati?
I-02	Membaca dalam hati
R	Baa tu?
I-02	<b>mm...Kalau membaca dalam hati tu... a... bisa memahami kalau membaca nyaring kadang ndak bisa dipahami a yang dimaksud oleh teksnyo itu do (P.6)</b>
R	o... jadi adek lebih suko mambaco dalam hati? O... sekiranya ndak dek adek harus menyampaikan hasil bacaan yang adek baca mamundak adek menyampaikannya kembali?
I-02	Insyallah lai kak

THE AUTHORS	UTTERANCES
R	Baa caro adek menyampaikannya tu secara keseluruhan atau poin-poinnyo se atau baa?
I-02	Kayak yang lebih poin-poin ajo ndak secara keseluruhan do
R	Secara poin-poinnyo se nyo. Ok dek, mungkin itu informasi untuk kali ini ya dek kalau ado informasi tambahan kak mohon kerjasamanya baliak yo? Makasih dek...
I-02	Ya kak.
R	Assalamu'alaikum...
I-02	Wa'alaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, using dictionary often to find the mening of difficult words, break the concentration often when reading aloud

### Informant 03

**Descriptive Note:** The researcher conducted interview with informant 03 on Wednesday, December, 30<sup>th</sup> 2015 at 07.13a.m in F.2 building of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-03	walaikumsalam kak...
R	Sadang manga adek?
I-03	mm...Ndak ado do kak lagi santai ajo
R	Ok, kak mintak waktu adek sabanta yo?
I-03	Jadi kak
R	Kak pengen nanyo-nanyo dek, o...kan banyak tu ndak dek materi bacaan yang berbahasa Inggris, kiro-kiro bacaan yang bantuak sih yang adek suko?
I-03	m... kalau bacaan yuni lebih suko yang artikel kak tapi yang artikelnyo tu kak yang ke... kayak culture-culture gitu kak, trus misalkan kayak opini-opini yuni suko lo gitu kak, trus novel Yuni suko lo tapi ndak terlalu bana novel tu panjang bana
R	o... yang lebih suco adek baca yang ma tu?
I-03	Artikel kak
R	Artikel tentang a?
I-03	o...Artikel tentang opini-opini kak
R	Ok, a yang mambuek adek suko baco novel tu tu?
I-03	Soalnya ndak kak dri opini-opini tu... misalnya ndak kak kayak patang tu ndak ado... a... tentang ASEAN GAMES kan kini kan banyak yang alum tahu tentang ASEAN GAMES bahkan cuman yang Yuni caliak patang baru yang me... apo namo nyo tu yang.. ado iklan ASEAN GAMES tu ndak kak jadi ndak dari yang awak baco tu awak tahu gitu "hah ado asean games" gitu tua diadoin tu di tahun 2018 cek kak sedangkan di Negara-negara lain kayak di Tailan eh di Cina gitu inyo tu

THE AUTHORS	UTTERANCES
	berkontribusi samo... e.. beeer duet gitu kak sama artis-artis jadi acaranya tu gedek kak gitu, a...sedangkan baru menuju itu se ala semarak gitu ndak tapi kalau di Indonesia se nek kak ndak ASEAN GAMES masak iyo ala...lamo beritanya ala lamo beritanya ala lamo sih in,in, Indonesia tu tahu tapi yang baru mengiklanan nyo itu baru patang-patang ko nyo kak jadi...baa yo dengan membaca artikel tu opini-opini gitu kak banyak ilmu wak jadi nyo banyak pengetahuan wak dek nyo
R	o.. dari artikel yang adek baco tu ndak asih yang ingin adek dapatkan?
I-03	Informasi kak
R	O informasi yang ado dalam artikel tu? Ok, a dari ketika adek baca artikel tu ndak, adek a lebih a memfokuskannya ka ma tu ka informasi yang tersurat atau yang tersirat?
I-03	Kal... a kalau misalkan itu... kadang yuni... kalau misalle itu Yuni lebih ke... yang tersurat se nyo kak soalnya kalau yang tersurat tu jaleh kak tapi kalau misalnya... misallekan <i>double trouble from Indonesia ASEAN GAMES</i> gitu ndak kak jadi a... dari bacaan itu tu se a...yuni bisa lebih pahamnyo kak <b>misalkan makna tersiratnyo tu kadang-kadang ndak Yuni payah membayangkan nyo</b> kak tapi...gitu lah kak tergantung kesukaan Yuni lo kak (P.1)
R	O jadi lebih acok yang tersurat?
I-03	Uum
R	Ok, a... biasonyo artikel yang adek baco tu terdiri dari berapa halaman tu?
I-03	Paling kurang 2 halam gitu gitu kak 2, 3 soalnya Yuni kurang suko banyak baco yang... taba gitu kak yang kayak 10 halaman
R	Ok, baa caro adek me...memahaminya tu?
I-03	Kalau Yuni biasonyo ndak kak Yuni.... caliak gambarnya dulu kalau misalnya menarik Yuni baco
R	Baconyo tu baa secara keseluruhan atau baa?
I-03	mmm... kalau a Yuni bantuak iko kak a...dari gambar tu ndak Yuni caliak kalau misalnya... Yuni tertarik Yuni baco lu kak awal, awal nyo jo Yuni Scanning, Skimming gitu lo kak jadi setelah itu ndak kak baru Yuniitu... Yuni ala raso-raso menarik gitu baru Yuni baco keseluruhan
R	o... baco sadonnyo? O... Itu dengan sekali membaca se paham, berulang-ulang atau baa tu?
I-03	m... baco paham gitu kak. Baa sakali baco tu... paham gitu kak
R	o... skali lah dapek? Biaso bara lamo waktu tu yang adek butuhkan untuk memahami artikel tu?
I-03	Waktu untuk memahaminya kak? Kalau misalkan nya e baa yo kak Yuni kalau misalkan nyo tu mut-mutan lo kak kalau misalkan Yuni hobi-hobi membaca sambil-sambil santai kak jadi ndak apo namonyo tu ndak...lamo-lamo kecuali misalkan baco pelajaran misalkan kayak waktu reading IV kan cubo baco iko bara menit waktu nyo gitu ndak a kalau misalkan mode tu iyo di targetkan kak tapi kalau baco sembarang-sembarang ajo yo lebih nyantaai ajo nyo kak agak lamo.. kadang-kadang

THE AUTHORS	UTTERANCES
	menikmati lo Yuni sambil danga music gitu gitu kak kalau mbaco
R	Kiro kan adek lebih suko tu baco 2 lembar 3 lembar kiro-kiro bara lamo waktu yang adek butuhkan o... untuk memahami tu? 10 menit kak, 15 atau bara?
I-03	O 10, 15san menit lah kak
R	O sekitar segitu, menurut adek mudah ndak memahami isi dari artike tu?
I-03	Kalau misalkan bahasanyo ndak sulit mudah jo nyo kak <b>kadang-kadang kan ado bahasa nyo tu yang tinggi banah payah memahaminya</b> gitu kak tapi kalau artikel yang Yuni baco tu biasanyo di Jakarta poss kan kata-katanya masih standar gitu gitu lah kak <b>(P.3)</b>
R	Tu masih ado sobok samo kosakata sulit tu?
I-03	Biasanyo lai kak gitu
R	A biaso kalau sobok samo kosakata sulit tu a yang adek lakukan tu?
I-03	Kalau Yuni, kalau Yuni ndak kak,yuni baco se dulu kak bekko ala salasai mambaco ndak yuni cari arti nyo gitu kak heheheheh(tertawa) kadang suk-sok tahu ajo nyo kak kalau misalkan Yuni ndak ngarati kata-kata tu ndak tu Yuni caliak kata yang sebelum e yang setelahnyo kak sok-sok tahu lu kak tu siap tu Yuni cari artinyo
R	o...cari artinyo di ma tu?
I-03	<b>O... di kamus hp yuni ado kamus (P.4)</b>
R	O...kamus? A adek kan alah belajar reading strategy ndak, ketiak membaca artikel tu ado ndak adek terapkan strategy tu?
I-03	a... strategy.. kalau strategy... kalau mambaco-baco artikel itu indak do kak
R	Baa tu kok indak?
I-03	Biaso nyo yang Yuni baco tu ndak kak yang Yuni sering pakai tu cuman PACA , predict-predic samo analysis gitu gitu ajo nyo kak tapi kalau misalkan kayak Kornelo taking ndak e kalau wak baco santaikan ndak harus lo awak buek main ideanyo gitu gitunyo ndak kak kalau Yuni lebih bebas ajo PACA tapi yang biaso Yuni pakai
R	O... PACA yang biaso adek pakai? A a adek lebih suka membaca nyaring atau membaca dalam hati?
I-03	Nyaring hehehe
R	Baa tu?
I-03	Ndak tahu do kak kalau misalkan <b>membaco dalam hati tu ndak kak Yuni pasti berulang-ulang kali gitu, ndak nyambung samo otak yuni do</b> kak tapi kalau baco yuni kareh-kareh atau ndak mode ko a... a... baco lambek bantuak iko a kak kalau misalkan ujian jo yuni masih bersuara gitu kak kalau membaco tu kak soalnya <b>kalau dalam hati tu yuni agak payah stek kak (P.7)</b>
R	o... agak payah stek?
I-03	Oo
R	O.. Jadi adek lebih suka mem membaca nyaring yo?
I-03	Uu
R	o...Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca

THE AUTHORS	UTTERANCES
	kepada orang lain, mampuh ndak adek menyampaikan kembali?
I-03	Bisa kak
R	A... baa caro adek memahami a menyampaikan
I-03	Kallau...Yuni ndak kak kalau... missal mambaco tu yuni ituan kak yuni... apo namonyo tu a... runtutan-runtutan carito nyo tu ndak, ndak kak yuni dapek gitu a kalau misalan kayak kan bekko ado kayak time signal-signal gitu la kalau iko yang awalnya iko-ikonyo bekko itu ajo yang yuni sampaian ka kawan-kawan kak
R	Ok, dek terimakasih ya atas waktunya?
I-03	Ya kak
R	Assalamu'alaikum
I-03	Wa'alaikumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, finding many difficult words, using dictionary often in finding the meaning of difficult words, getting difficulty in understanding the text in when silent reading

#### Informant 04

**Descriptive note:** The researcher conducted interview with informant 04 on Thursday, December, 17<sup>th</sup> 2015 at 14.38p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-04	Walaikumsalam kak...
R	sadang manga adek kini?
I-04	a...Ndak ado do kak, duduak-duduak se nyo
R	Kan lai ndak lagi sibu de ndak?
I-04	Ndak kak
R	Kak mintak waktunya santa yo? O...Kak pengen nayo-nanyo dek, kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, bacaan yang bantuak a sih yang adek suko?
I-04	a..Bacaan yang adek suko o... kayak teks spoof, teks anecdote, descriptive kayak tu la kak
R	Berarti genre teks de ndak yang adek suko. Ok, Kiro-kiro a sih yang mambuek adek suko?
I-04	Kalo... dari informasinya... pengen dapek hiburan gitu kak a misalnya kalau sadang bosan tapi kalau... ter, tergantung teksnyo nyo kak, m...o... kalau misalkan descriptive tu...banyak dapek informasinya... tentang kehidupan sehari-hari
R	Ok. O... dari teks yang adek baco tu a sih yang ingin adek gali?
I-04	Kalau yang... pengen dapatkan informasi tu nyo kak
R	Informasi yang ado di dalam teks tu? Dari teks yang adek baco tu ndak, adek lebih memfokuskan ke informasi tersurat atau tersirat? adek lebih memfokuskan ke informasi tersurat atau tersirat?

I-04	Kalau...o... kedua-duanya mungkin kak, mmm.. soalnya kan awak kan dape...k hiburan a... dari mambaco tu, tu dapek informasi ... misalnya
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	kayak moral
R	o... moral-moral dari teks tu? biasonyo teks yang adek baco tu terdiri dari berapa halaman sih?
I-04	Sahalamannyo kak
R	o... sahalaman. Baa caro adek memahaminyo?
I-04	o... <b>di baca... se...berulang-ulang</b> kak (P.2)
R	Secara keseluruhan?
I-04	Yo kak, dibaca keseluruhan.
R	Berulang-ulang yo? Bara lamo adek membutuhkan waktu tu?
I-04	o... setengah jam kak
R	a...Menurut adek mudah ndak memahami teks yang adek baco tu?
I-04	o... sulit kak tapi kalau di lakukan berulang-ulang baru mudah
R	Biaso yang sulit tu a sih, yang adek sobok?
I-04	<b>o... kosakata, kosakata, kosakata yang sulit, mmm... vocabularynyo tu</b> kak(P.3)
R	A yang biaso yang adek lakukan kalau sobok jo kosakata sulit tu?
I-04	Biasonyo... a...dibian senyo kak a... misalnyokan ado kata sebelumnya yang membantu gitu... kayak klu-klu gitu... kayak klu-klu yang ado... dalam teks sebelumnya, e... kalimat sebelumnya
R	o... jadi caliak kalimat sebelumnya gitu, tu baru adek bisa paham? Ado ndak adek gunakan selain itu?
I-04	(berfikir) <b>o... ado kak, a... kadang kalau la penasaran bana samo artinyo tu baru caliak kamus.(P.4)</b>
R	o...Adek lebih suka membaca nyaring atau membaca dalam hati?
I-04	a... dalam hati kak
R	Baa tu?
I-04	<b>Kalau... membaca nyaring tu... mengganggu gitu, soalnya informasi yang awak dapatkan tu... sulit</b> kalau membaca nyaring tapi kalau di dalam hati bisa mudah mendapatkan informasi (P.6)
R	Kalau membaca nyaring ko baa tadi?
I-04	<b>mmm... mengganggu sulit bisa...untuk... mmm... susah di pahami</b> gitu (P.6)
R	Sekiranya ndak, adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-04	a... kalau wak lah benar-benar paham yang di baco tu... o...bisa kak
R	o... bisa? Ok, trimakasih atas waktu nya ya dek nanti kalau ada informasi tambahan kakak mohon kerja samanya lagi ya? Assalamu'alaikum dek
I-04	Walaikumsalam...

**Reflective note:** finding many difficult words, using dictionary often to find the meaning of difficult words, break the concentration often when reading aloud

**Informant 05**

**Descriptive note:** The researcher conducted interview with informant 05 on Thursday, December, 17<sup>th</sup> 2015 at 14.35p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum...
I-05	walaikumsalam kak...
R	o...Sadang manga adek kini?
I-05	Ndak ado do kak duduak se nyo
R	Kan lai ndak sibuk do ndak?
I-05	Alhamdulillah ndak
R	o...Kak mintak waktunya santa yo? Kak pengen nanyo-nanyo dek kan banyaktu a...materi bacaan yang berbahasa Inggris ndak, bacaan yang bantuak a sih yang adek suko?
I-05	mmm... yang adek suko tu a...yang... mode sejarah kak
R	Sejarah-sejarah? A yang mambuek adek suko baco? Itu dalam bentuka artikel?
I-05	Ya kak
R	Artikel tentang sejarah? A yang mambuek adek suko tu?
I-05	mmm... yang mmbuek adek suko tu...a... apo tu kak yo...(berfikir) o... pengetahuannyo kak, ingin menambah a...pengetahuan kak a... melaui cerita itu kak melalui sejarah itu
R	o... melalui sejarah tu? Dari artikel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-05	a... yang jelasnyo kak informasinyo kak
R	o... informasi tentang artikel itu sendiri? Dari artikel yang adek baca tu adek lebih memfokuskannyo kama tu ka informasi tersurat atau tersirat?
I-05	a... mungkin ke yang tersuratnyo kak
R	Baa tu?
I-05	Kalau yang tersurat tu mudah untuk di pahami kak, kalau yang <b>tersurat tu... mungkin sulit kak... sulit untuk dipahami kak (P.1)</b>
R	Susah untuk dipahami yang tersirat tu yo? Biasonyo artikel yang adek baco tu terdiri dari bara halaman tu?
I-05	a... dua
R	Dua halaman? Baa caro adek memahaminya tu?
I-05	a...Baco se keseluruhannyo kak
R	Sekali membaco se paham atau baa?
I-05	Ndak, <b>dibaco tu berulang-ulang kali (P.2)</b>
R	o... baco berulang-ulang kali? Bara waktu yang adek butuhkan tu... untuk memahami tu?
I-05	Satu jam
R	o... satu jam? Berarti banyak adek menghabiskan waktu di situ de ndak?
I-05	Uum...
R	o...Menurut adek mudah ndak me...mahami isi bacaannyo tu?
I-05	Sulit kak
R	a... di ma sulitnyo tu?

I-05	A di kosakata sulitnya tu lo kak (P.3)
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	O kosakata, jadi banyak adek sobok kosakata sulit?
I-05	Iya kak.
R	Ok, a yang adek lakukan biaso kalau sobok samo kosakata sulit tu?
I-05	Biaso e... mmm... ma apo klu di la.. klu di awalnya kak, liek klu di awalnya kalau indak am... caliak kamus kak
R	O... caliak klu nyo dulu pi kalau ndak jo sobok caliak kamus lai?
I-05	Yo kak
R	Adek lebih suka membaca nyaring atau membaca dalam hati?
I-05	mmm... membaca nyaring kak
R	Baa tu?
I-05	a... kalau membaca nyaring tu lebih mudah mendapatkan informasi, a... kalau m, m, <b>membaca dalam ha..hati tu... kalau ada yang ganggu susah kak buyar konsentrasi jadi kak (P.7)</b>
R	o... buyar konsentrasi jadi? Ok o... jadi adek lebih suka membaca nyaring yo?
I-05	Uum
R	Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-05	a... insyaallah kalau a... materinyo tu la paham bana insyaallah bisa kak
R	Ok dek terimakasih atas waktunya nanti kalau ada informasi tambahan kakak mohon kerjasamanya lagi ya?
I-05	Ya kak
R	Assalamu'alaikum...
I-05	Walaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in understanding the text when silent reading

#### **Informant 06**

**Descriptive note:** The researcher conducted interview with informant 06 on Tuesday, December, 15<sup>th</sup> 2015 at 14.53p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-06	Kumsalam kak...
R	Sadang manga adek?
I-06	Pulang kuliah kak duduk-duduk aja
R	a...Kan lai ndak sibuk do ndak?
I-06	Indak kak
R	A...buliah kak mintak waktunya sabanta?
I-06	Bisa kak
R	Ok, kak pengen nanyo-nanyo stek yo? Kan banyak tu dek materi ba...bacaan yang berbahasa Inggris tu ndak, kiro-kiro bacaan bantuak a sih yang adek suko?

THE AUTHORS	UTTERANCES
I-06	Bisa artikel, bisa book review
R	Yang adek suko bana yang ma, artikel tentang book review?
I-06	Yo kak
R	Ok, a sih yang mambuek adek suko?
I-06	Soalnya kalau book review tu kita bisa mengetahui pendapat orang lain tentang sebuah... misalnya tentang sebuah buku atau sebuah film yang telah ia tonton
R	Ok, Dari materi yang adek baca tu a sih yang ingin adek dapatkan?
I-06	Untuk... mengetahui tentang orang yang me... imme...meriview buku atau filem tersebut
R	A... dari artikel yang adek baca tu ndak, a...ma yang sering adek fokuskan, ka informasi tersurat atau tersirat?
I-06	Yang tersurat
R	Baa tu?
I-06	<b>Soalnya kalau yang tersirat tu lebih sulit atau lebih ribet untuk memahaminya (P.1)</b>
R	Kalau yang tersurat?
I-06	a...Lai agak murah karena... a... tercantum dalam sebuah buku atau sebuah filem tersebut
R	Ok, jadi adek lebih suko yang tersurat yo?
I-06	Yo kak
R	Biasonyo materi yang adek baco tu terdiri dari bara tu, bara halaman?
I-06	Bisa... maksimal sih 3 halaman
R	Baa caro adek memahaminya, baco sadon atau baa?
I-06	Baco dari awal tu tengah dan akhirnya kak
R	o... berarti sadon tu do ndak?
I-06	Bisa jadi kak
R	o... o...itu sekali membaca sajo atau berulang-ulang?
I-06	<b>Bisa berulang-ulang tergantung, tergantung... konteks atau tergantung konteknya kalau itu sulit berulang-ulang kali tapi kalau itu mudah mungkin bisa 2 atau 3 kali (P.2)</b>
R	Ok, Kiro-kiro bara lamo sih waktu yang adek butuhkan untuk memahaminya tu?
I-06	Bisa 20 menit sampai 30 menitanlah kak
R	o... lumayan lamo yo stek yo? Ok, menurut adek mudah ndak memahaminya tu?
I-06	<b>Tergantung konteksnyo kalaunyo... kalau banyak kata-kata sulitnyo susah, susah untuk memahaminya</b> kalau missal... kal... kalau..kata-katanyo banyak yang mudah tu mudah memahaminya kak <b>(P.3)</b>
R	o... yang lebih aco adek sobok a tu?
I-06	<b>Banyak kata-kata sulitnyo kak soalnyaon kallau... kalu kurang tahu dengan arti.... Arti... atau meaning a...dari vocabnyo kak (P.3)</b>
R	A yang biaso adek lakukan untuk menanggulangnya tu?

THE AUTHORS	UTTERANCES
I-06	Bisa mentransletnyo ke bahasa Indonesia dulu, tu... tu, meng...mengaitkannya dengan kalimat sebelumnya
R	Ado ndak adek menggunakan kok sejenis a la gitu kok kamus kok a la?
I-06	Ado kak
R	Acok adek menggunakan kamus masalkan sobok jo kata sulit?
I-06	Ndak lo sering do kak tergantung kalaunyo susah baru caliak kamus kak
R	o... kalau susah? O... menurut... adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-06	Jarang kak
R	Baa tu?
I-06	<b>Soalnya susah untuk mengetahui strategy-strategy yang telah dipelajari tu kak (P.5)</b>
R	o... agak ribet yo?
I-06	Yo kak
R	o... jadi yang batuak biaso senyo?
I-06	Yo
R	Adek lebih suka membaca nyaring atau membaca dalam hati?
I-06	Membaca dalam hati kak soalnya itu lebih mudah untuk memahaminya dan tidak membuat orang terganggu <b>kalau membaca nyaring tu mengganggu (P.6)</b>
R	O jadi adek lebih suko membaca dalam hati yo? A sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca tu, mampu ndak adek menyampaikannya kembali?
I-06	Insyallah mampu kak soalnya tergantung pemahaman kalau mengerti bisa me...mahami, me baca, me...m bacakannya kembali, <b>tapi kalau tidak mengerti susah untuk me...membacakannya kembali kak (P.8)</b>
R	o...Lebih aconyo yang ma tu yang mengerti atau yang ndak mengerti?
I-06	Imbang sih kak
R	O... seimbang? Ok, dek mungkin itu untuk informasi hari ko yo dek, nanti kalau ada informasi tambahan kaka mohon kerja samanya lagi ya?
I-06	Ya kak...
R	Assalamu'alaikum
I-06	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in using appropriate strategies, break the concentration often when reading aloud, getting difficulty in expressing the information from the text to others

**Informant 07**

**Descriptive note:** The researcher conducted interview with informant 07 on Tuesday, December, 29<sup>th</sup> 2015 at 13.48p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-07	ualaikumsalam kak...
R	Sadang manga adek kini?
I-07	Duduak-duduak se nyo kak
R	Kan lai ndak sibuk do ndak?
I-07	Ndak kak, baa tu?
R	a... Kak pengen mainterview adek, kan lai ndak baa kak mintak waktu adek sabanta?
I-07	Yo kak, ndak a do
R	Kak pengen nanyo-nanyo stek a, kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-07	a... kayak-kayak novel tun kak a
R	O... yang kayak novel? a yang mambuek adek suko baco novel tu tu?
I-07	o... karna menarik jo gitu kak kan, caliak dari... kadang-kadang kan caliak dari judulnyo partamonyo kan tu tertarik gitu tu kan ado lo gambar-gambar di kovernyo tu yang yang menarik jadi tertarik jo untuak baco-baco novel gitu
R	o... caliak dari judul tu gambarnya sakali yo?
I-07	Iyo
R	a...Dari novel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-07	o... informasi... yang ado dalam teks isi novel tu kak
R	a...Informasi yang ado di dalam novel tu? Ok, o dari novel yang adek bac tu ndak adek lebih memfokuskannyo kama tu ka informasi yang tersurat atau yang tersirat?
I-07	Le... bih fokuska... yang tersurat kak
R	Baa tu?
I-07	Soalnya... kalau yang tersurat tu kan kak informasinya jaleh didalam tu kak alah ado di dalam gitu kan kalau yang <b>tersirat tu agak susah untuk di pahami kak butuh penalaran jadi... jadi... o susah untuk dipahami (P.1)</b>
R	Ok, jadi adek lebih suka mem, membaca yang tersurat yo?
I-07	Iyo kak
R	Ok, biasonyo novel yang adek baca tu terdiri dari bara halaman tu?
I-07	Kan... u.. novel tu taba nyo kak tu terkadang ado 500 halaman gitu jadi patang tu ado baco 500 halaman gitu kak
R	O 500 halaman? Baa caroa adek memahaminya tu?
I-07	Baca keseluruhan nyo kak a...baca dari awal sampai akhir gitu
R	O baco se sadon?
I-07	Iyo baco se sadon
R	o...Itu dengan sekali membaco se paham, berulang-ulang atau baa?
I-07	o...Ndak la kak, <b>baco berulang-ulang lu baru bisa paham kalau</b>

THE AUTHORS	UTTERANCES
	<b>sekali baco jo susah untuk dipahami gitu kak a (P.2)</b>
R	O jadi baco berulang-ulang?
I-07	Iyo kak
R	Biaso bara lamo... o... bara lamo waktu yang adek butuhkan untuk memahaminya tu?
I-07	Sa... bulan kak
R	Baa kok salamo tu?
I-07	<b>Kan... awak tu kuliah iyo lo dek kak kan banyak tugas jadi.. ndak fokusbaco novel tu do kadang-kadang... sakali baco tu cuman 5 halaman gitu ndak focus kasitu do (P.9)</b>
R	O... jadi di waktu senggang se nyo?
I-07	Yo diwaktu senggang se nyo
R	Ok... menurut adek mudah ndak memahami isi dari novel tu?
I-07	Sulit kak
R	Baa tu?
I-07	<b>a... kadang dalam novel tu... banyak a... kosakata yang baru kak jadi agak sulit memahaminya gitu (P.3)</b>
R	O kosakata-kosakata yang baru?
I-07	Oo
R	Ok, Biaso a yang dek lakukan tu kalau sobok samo kosakata baru tu?
I-07	<b>o... caliak di kamus kak (P.4)</b>
R	o... caliak kamus adek?
I-07	Uum
R	O... adek kan ala belajar reading strategy ndak ado ndak dek terapkan strategy tu ketika membaca
I-07	Ndak do do kak.
R	Baa tu?
I-07	<b>Susah jo... apo kak mmm... menentukan strategy... yang co, yang tepat untuk.. me... pas mambaco tu kan kak kalau wak gunakan strategy tu susah ma strategy yang cocok gitu sulit untuk me... memilih yang cocok (P.5)</b>
R	O... jadi ndak do menggunakan itu do?
I-07	Ndak kak
R	Ok...Cara yang biaso se nyo?
I-07	<b>Iyo tu...kadang-kadang kalau wak menggunakan strategy tu kak banyak habiskan waktu gitu a lebih ribet jadinya (P.5)</b>
R	O banyak menghabiskan waktu?
I-07	Iyo
R	Ok, o... ketika mem, membaca tu ndak adek lebih me lebih suka membaca nyaring atau mebaca dalam hati?
I-07	Mm.... o... lebih suka membaca dalam hati kak
R	Baa tu?
I-07	Kalau membaca dalam hati tu lebih mudah dipahami gitu kak lebih mudah

	untuk di mengerti isi teks nyo kalau <b>nyaring tu a... hilang</b>
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	<b>konsentrasi deknyo kak jadi kan... wak lebih focus ka pronounciation lo jadinya ndak ka teks tu jadinya do jadi susah untuk dipahami kalau membaca nyaring tu (P.6)</b>
R	O.... susah untuk di pahami?
I-07	Uum
R	o...Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikannya?
I-07	Insyaallah kak
R	Tu baa caro adek menyampaikannyo tu?
I-07	Sampaikan jo apo yang dipahaminya kak, apo yang tahu
R	O.. yang dipahami?
I-07	Uu
R	Ok dek terimakasih atas waktunya nanti kalau ada informasi tambahan kakak mohon kerjasamanya lagi ya?
I-07	Iyo kak
R	Assalamu'alaikum
I-07	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud, having a lot of time to understand the reading materials.

### Informant 08

**Descriptive note:** The researcher conducted interview with informant 08 on Wednesday, December, 30<sup>th</sup> 2015 at 17.10p.m in F.1 Building of STAIN Batusangkar.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-08	Kumsalam kak...
R	Sadang manga adek kini?
I-08	Ko a...lagi siap kuliah tadi kak ko lagi duduak-duduak nyo kak
R	Buliah kak mintak waktu adek sabanta?
I-08	Buliah bana kak manga tu kak?
R	kak pengen nanyo-nanyo stek a...
I-08	mmm....Tentang a kak
R	Iko a, kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, kiro-kiro o bacaan yang bantuak a sih yang adek suko?
I-08	mmm....Kalau awak sih kak bacaan-bacaan yang berbahasa Inggris tu... tentang sejarah lah kak mi...minsalkan bantuak anthropology tu suko wak kak

R	O.. suko adek tu? A... a... yang mambuek adek suko tu?
I-08	Jadi bekko wak belajar tentang belajar tentang... sejarah jadi kan nyo awak lah a... tahu sabananya tapi... wak nak, a... pingin membuktikan
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	kebenarannya tu mede tu kak ha
R	Ok, dari a dari artikel yang adek beco tu ndak a sih yang ingin adek dapatkan?
I-08	mmm... banyak kak kayak yang a mmm.... namonyo tu kak wak nak nambah pengetahuan wak tentang... sejarah tu la kak jadi wak panduan jadi kak o... ko sejarah ko mode ko ko ha jadi sanang wak jadi wak e kak kan ilmu wak batambah lo jadi e
R	Ok, Biaso ketika adek baco artikel tu ndak ma... yang acok adek fokuskan tu ka informasi yang tersurat atau yang tersirat?
I-08	Kalau wak raso kak, baa namo nyo mmm.... Lebih suko wak kaduo kak jadi bekko kan a...kalau baco yang tersurat tu... agak ragu wak jadi wak pahami lo yang tersu..eh yang tersiratnyo tu kak a
R	O... jadi suko adek yang tersurat samo yang tersirat ko?
I-08	Yo kak
R	Lai... lai... mencakup kaduoannyo yo?
I-08	mm...Mencakup kaduon nyo kak
R	Ok, biaso a...artikel yang adek baco tu terdiri dari berapa halaman tu?
I-08	a... minimal 5 halaman lah kak
R	Limo halaman? Tu baa caro adek me, memahaminya tu? Baco dari awal sampai akhir, sadon atau baa?
I-08	mmm...Wak baco se... a... namo dari awal sampai akhir tapi... dari awal sampai akhir ko bekko di dari awal tu... wak bekko tahu langkah-langkah bekko wak... wak.. lingkari yang poin-poin nyo tu kak
R	O... tu dengan sekali a...membaco se paham, berulang-ulang atau baa?
I-08	<b>Bekko la siap wak lingkari sado kak poin-poin yang inti-inti jadi wak ulang liak kak bekko mano mmm...tahu ado kesalahan baliak bekko jadi kalau wak ulang-ulang tukan rancak hasilnyojadi kak(P.2)</b>
R	O jadi adek ulang-ulang yo?
I-08	Iyo kak
R	o...Menurut adek mudah ndak me... memahami isi dari artikel yang adek baco tu?
I-08	mmm... kalau berulang-ulang tu agak mediumlah kak payah ndak lo de mudah ndak lo de acok baulang wak jadi untuak memahaminya
R	mm...Yang payahnyo di ma biasonyo tu?
I-08	<b>Bekko kalau ado kosakata sulit nyo tu(P.3)</b> kak jadi... wak ndak a... kalau awak sih kak, ha wak lalui jotu mmm... bekko lu jadi bekko kalau wak la paham l..ajalan wak saketek lai baco ma kak jadi ko la paham inti tu wak cari arti wak takok-takok lai kak tapi yang a...wak takok-takok tu berdasarkan yang wak pahami tu nyo kak tapi kalau ndak jo

	bekko caliak di kamus lai
R	o.. adek kan alah belajar reading strategy ndak, a...ado ndak adek terapkan a strategy tu a ketika membaca?
I-08	mmm...Lai kak, o... kalau awak sukonyo yang apo kak KWL Pluss la yang yo KWL Pluss a...
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Yang acok digunakan?
I-08	Yo kak yang acok digunakan
R	O jadi itu yang acok adek gunakan?
I-08	Yo kak
R	Ok, adek lebih menyukai membaca nyaring atau membaca dalam hati?
I-08	Kalau... a... dominannyo kak lebih suka membaca yang nyaring kayak nyo kak
R	Baa tu?
I-08	mmm...Jadi bekko bisa duo untuang yang wak dapek kak jadi.. selain isinyo bisa a... dapek jadi speaking wak bisa lo mengasah pronunciation la kak mempassan
R	Ok, kalau membaca dalam hati ko baa kok indak?
I-08	Itu sih ado-ado se yang di gunakan tapi katiko urang misalnyo di dalam kelas mode tu la kak jadi kalau wak surang-surang di rumah tu kan wak suko lo wak mancubo-cubo tu kak ha
R	O... tapi lebih acok nyo membaca nyaring yo?
I-08	Yo kak
R	Ok, a...sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampuh ndak adek menyampaikan kembali?
I-08	Biasonyo mampuh kak baa tu jadi... bekko kan, mm...kan tadi lah wak buek inti-intinyo kk jadi berdasarkan inti tu bisa maingen wak apo yang wak baco tadi liak kak kan wak a...la paham isi nyo gitu jadi yang wak baco kan lah baulang wak baco jadi takana se nyo kak
R	Ok, jadi yang inti-inti nyo yang adek sampaikan nyo yo?
I-08	mmm...Yo inti-intinyo bekko wak jalen lo stek-stek yang inti-inti nyo tu kak a... wak sabuik inti k a takana yang wak baco tu liak kak a
R	Ok dek terimakasih ya atas waktunya?
I-08	Samo-samo kak
R	Assalamu'alaikum
I-08	Kumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, finding many difficult words

**Informant 09**

**Descriptive note:** The researcher conducted interview with informant 09 on Tuesday, December, 29<sup>th</sup> 2015 at 13.00p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-09	Wa'alaikumsalam kak...
R	Sadang manga adek kini?
I-09	Lagi... duduk-duduk kak
R	mmm... Boleh kak mintak waktu adek sabanta?
I-09	Boleh...
R	Ok, kak pengen nanyo-nanyo stek yo, a... kan a... banyak tu dek ma,
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	materi bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-09	o... bacaan reading kak
R	Tentang a tu?
I-09	Tentang artikel kak...
R	Artikel a?
I-09	a... seperti... tentang a... tentang kesehatan kak artikel tentang kesehatan
R	a.. a dek, baa kok adek suko baco artikel tu tu?
I-09	Yo kak baanyak manfaatnyo o... bagi awak kak
R	O... jadi, jadi dek itu adek tertariknyo?
I-09	yo kak
R	Dari o... artikel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-09	Informasi kak
R	o... Informasi yang ado di dalam teks tu?
I-09	Yo... kak informasi yang tersurat karna a... ya karna...a informasinya tu jelas kak
R	a... ok. Adek lebih memfokuskannyo ka ma tu ka informasi yang tersurat atau yang tersirat?
I-09	Yang tersurat kak
R	Baa tu?
I-09	A... soalnyo kan itu jaleh kak
R	a... kalau yang tersirat ko baa kok indak?
I-09	<b>Mmm a... karna sulit kak... sulit dipahami kak (P.1)</b>
R	o... sulit sulit dipahami? Ok, o... biasonyo a..materi yang adek baca tu terdiri dari berapa halaman tu?
I-09	a... satu halaman kak
R	a... baa caro adek ba memahaminya tu?
I-09	<b>mmm... Mambaconyo berulang-ulang kak (P.2)</b>
R	a... u...membaca secara keseluruhan atau baa?
I-09	o...ya secara keseluruhan kak

R	o...Sekali membaca saja paham atau baa?
I-09	<b>a... berulang-ulang kak berulang-ulang baru paham (P.2)</b>
R	Ok, a...Bara lamo waktu yang adek butuhkan tu untuk memahami tu?
I-09	o...Limo belas limo belas menit kak
R	Limo belas menit?
I-09	Uum
R	Ok, menurut adek mudah ndak memahami isi dari artikel tu?
I-09	a... sulit kak
R	Dek a tu di ma sulitnyo?
I-09	<b>a... bany soalnya banyak kosakata yang kurang a... dipahami kak a...kosakatanya a... yang sulit-sulit kak (P.3)</b>
R	O... itu yang mambuek adek susah?
I-09	Iyo kak
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Ok. Biasonyo kalau sobok samo kosakata sulit a sih yang adek lakukan?
I-09	<b>a... cari... di kamus kak (P.4)</b>
R	o... kamus yang adek gunakan?
I-09	Iyo kak
R	Ok adek kan alah belajar reading a, a, strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-09	(berfikir) ndak ado do kak
R	Baa tu?
I-09	(berfikir) susah menentukan kosakatanya kak a... <b>susah menentukan a.. strategy yang a... tepat yang tepat kak (P.5)</b>
R	O... jadi susah menentukan strategy yang tepat o se nyo?jadi adek menggunakan cara biaso se nyo?
I-09	Iyo kak
R	A... sekiranya ndak e... adek lebih suka membaca nyaring atau membaca dalam hati?
I-09	Membaca dalam hati kak
R	Baa tu?
I-09	A... yo kak kalau dalam hati a... dapat a... a... untuak maapon pronunciation kak kalau nyaring a...
R	Baa tadi kalau membaca dalam hati membaca dalam hati baa??
I-09	Kalau membaca dalam hati a... bisa dipahami kak
R	a...Kalau membaca nyaring ko baa kok indak?
I-09	<b>a...susah kak la... yo sulit dipahami lah kak (P.6)</b>
R	O... sulit dipahami? Jadi dek lebih suka membaca dalam hati?
I-09	Yo kak
R	Tu yang mambuek adek lebih paham?
I-09	Yo kak
R	Ok. Sekiranya ndak adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-09	a... insyaallah mampu kak

R	a... Baa caro adek menyampaikannya tu?
I-09	a... yang dipahami se kak
R	O... yang adek paham se yang adek sampaian?
I-09	Yo kak
R	Ok, ok dek mungkin itu informasi untuk hari ini nanti kalau ada informasi tambahan kakak mohon kerjasamanya lagi ya?
I-09	Ya kak
R	Assalamu'alaikum...
I-09	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud

#### Informant 10

**Descriptive note:** The researcher conducted interview with informant 10 on Tuesday, December, 29<sup>th</sup> 2015 at 14.39p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-10	Kumsalam kak...
R	Sadang manga adek?
I-10	o... santai
R	o... Kan lai ndak sibuk do ndak?
I-10	Ndak
R	Kak mintak waktu adek sabanta yo?
I-10	Oo
R	Kak pengen nanyo-nanyo stek dek, o... kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-10	a... artikel kesehatan kak
R	Artikel tentang kesehatan?
I-10	Uu
R	a yang mambuek adek suko baco tut u?
I-10	a... soalnya kalau bacaan artikel tentang kesehatan tu... banyak informasi yang wak dapek a... tentang pengetahuan tentang mengenai kesehatan ini itu mengenai kecantikan atau a la gitu
R	Ok. a... dari artikel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-10	A... informasi yang ado di teks tu kak
R	o... informasi yang ado di teks tu? O... ketika adek membaca artikel tu ndak adek a... lebih memfokuskannya kama tu ka informasi yang tersurat tau yang tersirat?
I-10	A... yang tersurat kak soalnya a... <b>yang tersirat tu susah dipahami</b>

	<b>selaintu susah lo wak mencarinyokan (P.1)</b>
R	Kalau yang tersurat ko baa?
I-10	A... kalau yang tersirat e..tersurat ko kan lah... ado di situ tingga pemahaman awak baa jo lai
R	O... jadi adek lebih suko yang tersurat yo?
I-10	Uu
R	O... biasonyo a artikel yang adek baco tu terdiri dari berapa halaman tu?
I-10	a... biasonyo tu... acoknyo tu.. a duo halaman kak
R	Dua halaman? A... Baa caro adek memahaminya tu?
I-10	a... membaca dari awal sampai akhir
R	O... adek baco sadon?
I-10	Uu
R	Tu dengan sekali membaca se paham, berulang-ulang atau baa?
I-10	<b>A... berulang-ulang kak (P.2)</b>
R	O... berulang-ulang? Baa kok dek berulang-ulang?
I-10	soalnya kan banyak kosakata yang ndak wak mangarati disitu
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	O... jadi butuh apo pemahaman yang lebih yo?
I-10	Uu
R	Bara lamo waktu yang adek butuhkan tu untuk mambaco tu?
I-10	a... 15 minik kaatehan lah kak
R	o... 15 minik lebih?
I-10	Paliang lambek 15 menit
R	Berarti lumayan lamo lo stek de ndak? A... menurut adek mudah ndak memahami artikel yang adek baco tu?
I-10	Ndak kak
R	A.. dima ndak nyo tu?
I-10	<b>a... soalnya banyak kosakata yang ndak mangarati di situ (P.3)</b>
R	O... jadi itu yang mambuek adek susah, susah untuk dipahami?
I-10	Uum
R	A... ketika adek sobok samo kosakata sulit tu nda a sih yang adek lakukan?
I-10	<b>A... caliak kamus (P.4)</b>
R	A... kamus yang adek caliak?
I-10	Uu
R	a... o ya adek kan alah belajar reading strategy ndak ado ndak adek a...terapkan tu ketika membaca?
I-10	Indak kak
R	Baa tu?
I-10	<b>Mmm... susah mencari strategy a yang strategy nyo tu kalau a...maliek teks susah menentukan strategy tu yang bisa dipakai (P.5)</b>
R	Ok jadi menggunakan cara yang biaso se nyo ndak ado di gunakan strategy tu do?

I-10	Ndak
R	Ok, adek lebih suka membaca nyaring atau membaca dalam hati?
I-10	a... membaca dalam hati
R	Baa tu?
I-10	<b>Soalnya kalau membaca nyaring kan a... awak terfokus ka pronunciationnyo a... tu susah memahami teks nyo jadi nyo kan (P.6)</b>
R	Kalau dalam kalau membaca dalam hati ko baa kok suko adek?
I-10	a... Awak Cuma terfokus ka teks se nyo awak baco tu langsung dipahami gitu
R	O... jadi lebih mudah paham membaca dalam hati ko?
I-10	Uum
R	Ok, a...sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-10	a... insyaallah...
R	A... baa caro adek menyampaikannyo tu?
I-10	Dengan bahasa sendiri kak
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	O.... dengan bahasa sendiri? Sesuai dengan yang adek paham se nyo?
I-10	Uu
R	a...Ok, dek mungkin hanya itu o informasi yang untuk sekarang nanti kalau ada informasi tambahan kakak mohon kerjasamanya lagi ya?
I-10	Uum
R	Assalamu'alaikum...
I-10	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud

### Informant 11

**Descriptive note:** The researcher conducted interview with informant 11 on Monday, December, 7<sup>th</sup> 2015 at 14.32p.m in D building of STAIN Batusangkar.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-11	Wa'alaikumsalam kak...
R	Sadang manga kini dek?
I-11	Ndak ado do kak duduak-duduak se
R	Kan lai ndak sibuk do ndak?
I-11	o... ndak...
R	Kak mintak waktunyo santa yo?
I-11	a... jadi kak

R	a...Kak pengen nanyo-nanyo dek, kan banyak tu materi ba, bacaan yang berbahasa Inggris ndak? Kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-11	mmm... banyak yang materinyo kak cuman... yang... a...lebih...menariknyo novel kak
R	o...Novel yang dek suko? Novel tu tentang a sih romantic atau a gitu?
I-11	Misalnya kan...a... kalau...
R	Genre a yang dek suko?
I-11	Kalau... hehehe...biasonyo sih yang romatis-romantis gitu kak a.
R	o... a yang mambuek adek suko baco novel tu?
I-11	Yo jalan caritonyo tu menarik kak kalau misalnya apo...kalau misalnya...o... buku-buku lain kurang menarik gitu kak a
R	o...Dari novel yang adek baca tu ndak, a sih yang ingin adek dapatkan?
I-11	a... jadi jalan caritonyo tu apo kak, kayak-kayak ado yang awak alami gitu kak a jadi...a...berimajinasi wak gitu kak a, a... jadi bisa lo wak mendapat informasi dari situ.
R	Ok. A...Dari novel yang adek baco tu ndak, adek lebih memfokuskan ka informasi ter surat atau tersirat?
I-11	Tersirat kak... e... tersirat, tersurat.
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Tersurat? Baa kok ndak... ndak tersirat?
I-11	Yo kak. A... <b>Kalau yang tersirat tu kadang awak alun paham lai do</b> kak a...kalau yang tersurat tu langsung paham jadi nyo gitu kak a... <b>(P.1)</b>
R	Kalau yang tersirat tu baa tadi?
I-11	<b>Alum...Kadang... alum terfikirkan apo yang di disampaikan di tersirat tu lu do kak (P.1)</b>
R	o...susah jadi?
I-11	Iyo, Pemahamannyo kurang bisa jadi.
R	o... biasonyo novel yang adek baco tu terdiri dari bara halaman tu?
I-11	Biasonyo sih... 200 sampai 400an kak
R	a...Baa caro adek memahaminya tu?
I-11	Yo... baca dari awal sampai akhir kak
R	o... baco dari awal sampai akhir yo dek? Itu dengan sekali mambaco se atau berulang-ulang atau baa?
I-11	<b>Kadang ado yang sakali mambaco kadang a... kalau ado menemukan kata-kata sulit a... bisa berulang baconyo tu kak baru paham. (P.2)</b>
R	Ok, a...Biaso bara lamo waktu yang adek butuhkan untuk membaca novel tut u?
I-11	Kalau yang 200 palingan... agak 5 hari kalau yang 400 tu bisalah seminggu atau ndak 2 minggu kak.
R	a...Baa kok lamo?
I-11	<b>Yo kadang... a namonyo tu o... ndak sempat baconyo tu gara-gara</b>

	<b>buek tugas atau sibuk gitu (P.9)</b>
R	o... jadi tugas buek dulu nanti kalau ado waktu senggang...?
I-11	a... baru baco novel.
R	o...Menurut adek mudah ndak memahami novel tu?
I-11	<b>o...Kadang ado lo yang mudahnya kadang ado lo kata-kata sulit baru... susah kayak yang tadi kak a... harus berulang-ulang baconyo tu baru bisa paham gitu kak kayak menemukan kata-kata sulit tadi gitu kak (P.3)</b>
R	Ok, a yang biaso adek lakukan kalua sobok samo kata-kata sulit?
I-11	o... Biasonyo padian jo dulu kak siap tu... kalau... ala apo bekko nyo kan ado klu-klunyo ado apo situ tu kak a... jadi paham surang jo baco bekkonyo
R	o... caliak lewat klu-klunyo? O... adek lebih suko membaca nyaring atau membaca dalam hati?
I-11	Membaca dalam hati
R	A Baa tu?
I-11	a...Kalau... kalau <b>membaca nyaring tu bekko o... terfokuskan ke... pronountiation jadinya... ndak do apo do kak, ndak do bisa dipahami (P.6)</b>
R	Kalau membaca didalam hati ko baa menurut adek?
I-11	Terfokus wak dari bacaan, itu tu bisa lo wak mencari arti arti di dalam
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	kata-kata tu.
R	o... jadi adek lebih suko membaca dalam hati yo? A...Sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca kepada orang lain, mampundak ndak adek menyampaikannya?
I-11	o... kalau la benar-benar paham bisa kak, <b>tapi kalau masih a...ragu-ragu... palingan... alum bisa menyampaikan dengan... dengan baik gitu kak (P.8)</b>
R	O Biasonyo novel yang adek baco tu lai bisa mambuek adek paham tu?
I-11	Lai kak.
R	o... lai. Mungkin itu untuk kaliko nyo dek a...bisuak kalau ado informasi tambahan kak mohon kerja samanyo baliak yo
I-11	Yo kak...
R	Makasih dek...
I-11	Sama-sama kak
R	Assalamu'alaikum
I-11	Walaikumsalam...

**Reflective note:**getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud, getting difficulty in expressing the information from the text to others, having a lot of time to understand the reading materials.

**Informant 12**

**Descriptive note:** The researcher conducted interview with informant 12 on Tuesday, December, 29<sup>th</sup> 2015 at 11.46a.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-12	walaikumsalam kak...
R	Sadang manga adek kini?
I-12	a... lagi duduak-duduak jo kak
R	a...Lai bisa akak mintak waktu adek sabanta?
I-12	o... bisa kak
R	Ok, kak pengen nanyo-nanyo stek yo o... kan banyak tu dek materi-materi ba, bacaan yang, yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-12	o... tentang artikel kesehatan kak
R	O artikel kesehatan?
I-12	Uum
R	A yang mambuek adek suko mambaco artikel tu tu?
I-12	Artikel kesehatan tu menarik ajo kak untuak dibahas, dibaca
R	A ok, a... dari artikel yang adek baca tu ndak a sih yang ingin adek dapatkan?
I-12	O... tentang ilmu dari kesehatan itu kak
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Ilmu dari kesehatan tu? Ok, biasonyo ketika adek membaca artikel tu ndak adek lebih memfokuskan ka informasi yang tersurat atau yang tersirat?
I-12	Yang tersurat kak
R	Baa tu?
I-12	<b>Soalnya kalau yang tersirat tu lebih susah mencari makna yang terkandung yang tersirat di dalamnya tu kak jadi lebih lamak se yang... o... lebih ngaratilah yang tersurat daripada yang tersirat tu kak (P.1)</b>
R	Kalau yang tersirat tu baa tadi?
I-12	<b>Tersirat tu... susah mencari makna yang terkandung di dalam... susah memahaminya kak (P.1)</b>
R	Ok, o.su, susah memahaminya tu? Jadi adek lebih suko yang tersurat yo?
I-12	a... iyo kak
R	a...Biasonyo a materi yang adek baco tu terdiri dari berapa halaman tu?
I-12	a... 10 halaman kak
R	a...Baa caro adek memahaminya tu?
I-12	(berfikir) o... baca dari keseluruhannya tu kak missal dari awal sampai akhir
R	O baco sadon?

I-12	Yo kak
R	a...Tu dengan sekali membaca se paham, berulang-ulang atau baa?
I-12	<b>Berulang-ulang</b> kak (P.3)
R	O berulang-ulang baru bisa paham yo?
I-12	A... yo kak
R	Bara lamo waktu yang adek butuhkan tu untuk memahaminya tu?
I-12	a... maksimal satu jamkak
R	Satu jam?
I-12	Oo
R	Ok, o... baa kok bisa salamo tu tu?
I-12	<b>O soalnya kalau didalam artikel kesehatan tu kan banyak kosakata yang sulit misalnya kayak kosakata dari o... kata-kata ilmiahnya kak masalahnya wak anak IPS kan kak ndak anak IPA do (P.3)</b>
R	O... jadi itu yang mambuek adek lamo? Menurut adek mudah ndak memahami a...isi dari artikel tu?
I-12	Ooo... ado yang susahnyo kak
R	a... Susahnyo dima tu?
I-12	(berfikir) <b>kosakatanya kak banyak yang sulit (P.3)</b>
R	O jadi kosakata-kosakata yang baru tu?
I-12	<b>a...Iyo kak, susah dipahami soalnya kosakatanya... banyak yang baru-baru, yang tinggi-tinggi kosakata kak jadi ndak paham do kak (P.3)</b>
R	a...Biaso a yang dek lakukan tu kalau sobok samo kosakata sulit?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-12	o... kadang digaris bawah siaptu dicari transletnyo kak
R	o... dicari transletnyo? Cari lewat a tu?
I-12	<b>mmm... dengan kamus skali-skali google translet kak... (P.4)</b>
R	O menggunakan google translet?
I-12	Uum
R	Ok, adek kan alah belajar reading strategy ndak ado ndak adek terapkan strategy tu ketika membaca?
I-12	Uhuk, Ndak kak
R	Baa tu?
I-12	o... (berfikir) <b>susah menentukan strategy yang tepat kak untuk digunakan (P.5)</b>
R	O jadi menggunakan cara biaso se nyo?
I-12	Iyo kak
R	O... adek lebih menyukai membaca nyaring atau membaca dalam hati?
I-12	o... nyaring
R	Baa tu?
I-12	<b>Karna kalau membaca dalam hati tu... sulit untuk dipahami kak a...lebih paham membaca nyaring dari pado membaca dalam hati tu kak (P.7)</b>
R	Ok, sekiranya ndak dek adek harus menyampaikan hasil yang adek baca

	kepada orang lain mampu ndak adek menyampaikan?
I-12	Insyallah bisa kak
R	A... baa caro adek menyampaikannyo tu?
I-12	<b>Kalau..paham bisa disampaikan kak pi kalau a...kurang paham... kurang bisanyo kak (P.8)</b>
R	a...Biasonyo acok yang ma, biasonyo teks yang adek baco tu lai acok paham atau ndak?
I-12	Lai kak
R	o... lai acok paham? Ok.dek mungkin itu informasi untuk hari ko nanti a...kalau ado informasi tambahan kak mohon kerjasamanya lagi yo?
I-12	Yo kak
R	Assalamu'alaikum...
I-12	Wa'alaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, finding many difficult words, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, getting difficulty in understanding the text when silent reading, getting difficulty in expressing the information from the text to others

### Informant 13

**Descriptive note:** The researcher conducted interview with informant 13 on Wednesday, December, 30<sup>th</sup> 2015 at 19.00p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
THE AUTHORS	UTTERANCES
I-13	walaikumsalam kakak...
R	Sadang manga adek?
I-13	Duduak
R	a...Buliah kak mintak waktu adek sabanta?
I-13	Boleh
R	Kak pengen nanyo-nanyo stek yo?
I-13	Uum
R	Ok. Kan banyak tu dek ma materi ba bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-13	a... kalau dalam artikel
R	Artikel tentang a tu?
I-13	Tentang language art
R	Ok, a yang mambuek adek suko tu?
I-13	Disitu tu kan banyak terdapat pokok nyo yang banyak mencakup dengan language art misalnyo music a... ya music
R	O music, o... lebih suko music yo? A dari artikel yang adek baco tu a sih yang ingin adek dapatkan?
I-13	Informasi dalam music tersebut dalam pokoknya music tu kan ka nada

	lagu... a... jadi saya mencari informasi dalam lagu tersebut
R	Ok, a...ketika adek membaca artikel tu ndak adek lebih memfokuskannyo ka ma tu ka informasi tersurat atau yang tersirat?
I-13	Tersurat
R	Baa tu?
I-13	Karena yang tersurat lebih jelas dan lebih mudah memahaminya
R	a...Kalau yang tersirat ko baa kok indak?
I-13	<b>a...Kalau yang tersirat tu susah dipahami (berfikir) o... lebih ribet (P.1)</b>
R	o... lebih ribet gitu, jadi adek lebih membaca e membaca yang tersurat yo?
I-13	Ya kak, yang tersurat
R	Ok,a... biasonyo artikel yang adek baco tu terdiri dari berapa halaman tu?
I-13	Dua
R	A baa caro adek memahaminya baco dari awal sampai akhir, sadonyo atau baa?
I-13	Baca dulu semuanya setelah itu a... digaris-garis bawah di mana poin-poinnya gitu
R	Itu dengan sekali membaca saja paham, berulang-ulang atau baa?
I-13	Tidak, <b>berulang-ulang (P.2)</b>
R	Berulang-ulang adek baca baru bisa paham yo?
I-13	Ya
R	Ok, a...biaso bara lamo waktu yang a bara lamo waktu yang adek butuhkan tu?
I-13	a...Keseluruhan nya setengah jam
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Setengah jam yang 2 lembar tu?
I-13	Ya
R	a...Berarti lamo lamo juo adek menghabiskan waktu disitu ndak?
I-13	Iya lah kak karnakan supaya kita tu lebih bisa memahami lagi gitukan supaya kita lebih memahami supaya kita mengerti dengan teks tersebut
R	Ok, a...menurut adek mudah ndak me memahami a artikel tu?
I-13	Tidak
R	A... dima susah nyo tu?
I-13	<b>a... missal nya kan dalam artikel tu kan tentang kosakata kan dalam artikel lebih tinggi gitu jadi a... tingkat kesulitannya ya itu dikosakatanya lebih...susah (P.3)</b>
R	Ok, biaso a yang adek lakukan kalau sobok samo kosakata sulit tu tu?
I-13	<b>Me...n cari artinya di kamus terus mencari pronounciationnya dengan kamus Oxford (P.4)</b>
R	Ok, a... adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-13	Tidak

R	Baa tu?
I-13	<b>Karena a... saya bingung strategy yang mana yang akan diterapkan jadi ragu (P.5)</b>
R	O... jadi susah menemukan strategy yang teopat digunakan?
I-13	Ya susah
R	Ok, a... adek lebih suka membaca nyaring atau membaca dalam hati?
I-13	Nyaring
R	Baa tu?
I-13	o...Nyaring itu menurut saya tu kan menurut strategy masing-masing, lebih... saya tu lebih bisa memahaminya dengan lebih bisa mengingat nada-nada a... saya bicara gitu
R	Kalau membaca dalam hati ko?
I-13	<b>Kalau membaca dalam hati... a...susah karena a... saya orangnya tu suka menghayal jadi kalau dalam hati tu banyak gangguannya (P.7)</b>
R	O... banyak gangguan jadi susah adek dek itu?
I-13	Ya, dalam hati tu susah
R	O... jadi adek lebih suka membaca nyaring yo? Ok, sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-13	mmm... untuk keseluruhannyo tidak a... cuman untuk poin-poinnya mana yang saya ingat gitu pokoknya poin-poin penting nya aja gitu
R	o...Itu yang bisa adek sampaikan? Ok dek terimakasih ya atas waktunya?
I-13	Ya kakak
R	Nanti kalau ada informasih tambahan kakak mohon kerjasamanya lagi ya?
I-13	Ok, kakak
R	Assalamu'alaikum
I-13	Walaikumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, getting difficulty in understanding the text when silent reading

**TRANSCRIPT OF THE INTERVIEW  
(For Data Triangulation)**

**Informant 01**

**Descriptive note:** The researcher conducted interview with informant 01 on Sunday, January, 3<sup>rd</sup> 2016 at 08.55a.m in G.H building of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-01	Walaikumsalam kak
R	Sadang sibuk adek?
I-01	Ndak. lagi nih nunggu dosen
R	Boleh kak mintak waktunyo sabanta?
I-01	Boleh kak.
R	Kak pengen nanyo-nanyo stek yo. Kan banyak tu dek materi bacaan yang berbahasa Inggris tu ndak? Kiro-kiro bacaan yang bantuak a yang adek suko?
I-01	mmm...Kalau awak sukonyo apo kak teks bacaan yang berbentuk artikel gitu
R	Tentang a tu?
I-01	Biasonyo artikel-artikel yang berhubungan dengan kesehatan
R	o... biasonyo a yang mambuek adek suko ambaco tut u?
I-01	Kalau kesehatankan apo... merupakan hal yang terpenting dalam hidup kita tu kak, jadi kalau seandainya kita banyak mendapatkan itu... dapat informasi tentang kesehatan jadi kita bisa mengaplikasikannya dalam kehidupan sehari-hari
R	o...jadi a sih yang ingin adek gali ketika membaca tu a yang ingin adek dapatkan?
I-01	Ya informasi tadi kak, informasi yang menambah vocabulary menambah apa namanya tu... kefasihan membaca dalam bahasa Inggris
R	Dari materi yang adek baca tu adek lebih sering memfokuskannya ke informasi tersurat atau tersirat?
I-01	Biasonyo sih yang lebih tersurat
R	Baa tu?
I-01	Karnakan kalau yang tersurat itu lebih pasti nggak cari-cari maknanya tapi kalau yang <b>tersirat agak sulit cari maknanya gitu</b> kak. <b>(P.1)</b>
R	Biasonyo materi yang adek baca tu terdiri dari beberapa halaman tu?
I-01	1 sampai 5 halaman la kak.
R	Baa caro adek amemahaminya?
I-01	Membaca secara keseluruhan tapi terkadang bisa menggunakan strategy.
R	Lebih acoknyo?
I-01	Lebih acoknyo ndak
R	Sekali membaco jo paham atau berulang-ulang?
I-01	<b>a... biasonyo kak kak, baa yo... kalaunyo teksnyo payah jadi kita lebih sering mengulang</b> tapi kalau...teksnyo agak lebih mudah nggak

	ulang kak (P.2)
R	Biasonyo kalau yang berulang-ulang bara kali tu?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-01	<b>Kalau yang mengulang biasonyo paling sering 3 kali kak. (P.2)</b>
R	Tetapi adek ketika membaca tu lebih acok yang ma yang mengulang-ngulang atau yang indak?
I-01	<b>a... (berfikir) biasanya... lebih sering mengulang-ngulang soalnyakan teks yang bahasa Inggris tu... teksnya biasanya... dari dari itu, penulis luar jadi lebih sulit dipahami (P.2)</b>
R	Kira-kira berapa lama sih waktu yang adek butuhkan?
I-01	Tergantung... kalau situasinya lagi santai lagi apa 30 menitlah kak kalau 5 halaman untuk memahami secara keseluruhan kalau lagi dalam proses pembelajaran biasanya tu kan ditentukan waktu ya tu kak misalnya 15 menit ya... harus selesai dalam 15 menit
R	Menurut adek mudah ndak memahami materi tu?
I-01	a... tergantung... kalau artikelnya familiar abistu kosakatanya tidak banyak yang sulit bisa memahaminya <b>tapi kalau... kalau artikelnya banyak kata-kata yang sulit, sulit memahaminya... (P.3)</b>
R	A yang biaso adek lakukan untuk menanggulangnya tu?
I-01	<b>o... biasonyo o kalau misalnyo menemukan... apo namonyo kesulitan itu di vocabularynyo(P.3) gitukan kak lebih sering itu... o... biasanya lihat kamus (P.4)</b>
R	o... kamus yang adek gunakan? O ya adek kan alah belajar reading strategy ndak ado nda adek terapkan itu ketika membaca?
I-01	Terkadang
R	Lebih acoknyo?
I-01	<b>Lebih sering enggak karena menurut saya strategy tu kan mungkin karena saya tidak memahami secara keseluruhan strateginya jadi saya sulitnya kan untuk teks yang panjang biasanya strateginya yang ini kalau yang pendek strateginya misalnya KWL Pluss jadi... baa yo kak, lebih ribet rasonyo ancak maco lai (P.5)</b>
R	Adek lebih suka membaca nyaring atau membaca dalam hati?
I-01	Membaca nyaring
R	Baa tu?
I-01	Karna kebetulan saya orangnya memiliki gaya belajar yang kinestetik jadi kalau seandainya saya ingin lebih memahami maka saya harus mengeluarkannya dulu gitu.
R	Sekiranya ndak adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikannya?
I-01	a... kalau... bisa.
R	Baa caro adek menyampaikannyo, secara keseluruhan atau yang adek pahami se atau baa?
I-01	Otomatis yang kita pahami la kak, kalau seandainya secara keseluruhan

	kan imposible rasanya kalau kita menceritakan kata-katanya dari awal sampai akhir pasti inti-intinya informasi-informasi penting yang ada dalam artikel itu
R	Ok dek, terimakasih atas waktunya ya dek
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-01	Ya kak
R	assalamu'alaikum...
I-01	Wa'alaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in using appropriate reading strategies

### Informant 02

**Descriptive note:** The researcher conducted interview with informant 02 on Monday, January, 4<sup>th</sup> 2016 at 08.14a.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-02	Walaikumsalam kak
R	Sadang manga kini dek?
I-02	Kuliah kak
R	Kamasuak dek?
I-02	Tapi dosenyo ndak masuak do
R	Buliah kak mintak waktunya sabanta?
I-02	Lai kak
R	Kak pengen nanyo-nanyo stek yo, kan banyak tu dek materi bacaan yang berbahasa inggris tu ndak, kiro-kiro bacaan yang bantuak a yang adek suko?
I-02	Bacaan yang kayak ado art nyo ado seni-seninyo gitu
R	Tu dalam bentuk buku atau artikel atau baa?
I-02	Buku atu artikel-artikel yang gitu la
R	Yang lebih acok adek baco?
I-02	mmm... artikel
R	o... artikel yang tentang budaya-budaya gitu? A sih yang mambuek adek suko baco tu?
I-02	a... kalau artikel tu lai ndak membosankan do lai ndak paya... a namo lai ndak membosankan do lai ndak kaku wak dekyo do...ummm unik dari pado yang lain kalau yang lain tu agak sulit untuk memahaminya
R	Dari artikel yang adek baco tu a sih yang ingin adek gali?
I-02	a... tentu informasinya a... yang di informasikan di artikel tu
R	Biaso ketika membaco tu ma sih yang acok adek fokuskan ka yang tersurat atau tersirat?
I-02	Kalau-kalau yang tersurat
R	Baa tu?

I-02	<b>Kalau yang tersirat tu payah memahaminya mandapen tu dak pandai a namo susah gitu mandapen yang tersirat tu (P.1)</b>
R	Kalau yang tersurat ko lai agak mudah?
I-02	Lai kak
R	mmm... biasonyo materi yang adek baco tu terdiri dari beberapa
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	halaman tu?
I-02	Sekitar 3 sampai 4 halaman paling banyak
R	Baa caro adek memahaminya?
I-02	<b>Di baca berulang-ulang (P.2)</b>
R	Secara keseluruhan?
I-02	Ya secara keseluruhan tetapi difokuskan di awal samo diakhirnyo
R	Menurut adek mudah ndak memahaminya?
I-02	Ada tingkan kemudahannya ada tingkat kesulitannya kak
R	Di ma yang sulitnya tu?
I-02	<b>Sulitnya tu kalau terlalu banyak kata-kata sulitnyo, kata-kata barunyo (P.3)</b>
R	o... tu yang agak susah stek, a yang biaso adek lakukan?
I-02	<b>Kalau ado kata-kata sulitnya di guessing atau cari lewat kamus (P.4)</b>
R	o... caliak kamus? O ya dek adek telah belajar reading strategy kan, kiro-kiro ado ndak adek terapkan strategy tu ketika memahami tu?
I-02	Kalau pas ndak di agia tugas kuliah untuk menggunakan strategy tu ndak tapi kalau di agia tugas menggunakan strategy tu lai kak
R	Kalau yang ndak tu baa?
I-02	Kalu yang ndak tu baco kayak yang biaso jo baco sadonnyo tu bekko cari a yang dipahami
R	Baa kok ndak pakai strategy?
I-02	Lebih ribet kak
R	o... agak ribet stek yo strategy tu o.. jadi cara yang biaso se yang adek gunakan. Ok, adek lebih suka membaca nyaring atau membaca dalam hati?
I-02	o... membaca dalam hati
R	Baa tu?
I-02	<b>Membaca nyaring tu kadang ndak dapek a nyo do gitu kurang baa agak susah memahaminya kalau lai agak a... membaco dalam hati tu bisa wak memahami kalau membaca nyaring tu ndak dapek wak informasinya do. (P.6)</b>
R	Jadi lebih suko membaco dalam hati. Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca tu kepada orang lain mampu ndak adek menyampaikan?
I-02	o... insyaallah kak mampu
R	Caro menyampaikannyo tu baa secara keseluruhan atau baa?

I-02	e... yang di pahami ajo palingan spesifik informasinya itu se kecennyo kak
R	mmm... mungkin hanya itu untuk sekarang ya dek terimakasih atas waktunya
I-02	Ya kak
R	Assalamu'alaikum...
I-02	Wa'alaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, using dictionary often to find the meaning of difficult words, break the concentration often when reading aloud

### Informant 03

**Descriptive note:** The researcher conducted interview with informant 03 on Sunday, January, 3<sup>rd</sup> 2016 at 08.05a.m in G.H building of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-03	walaikumsalam kak...
R	Bisa akak intak waktu adek sabanta?
I-03	Jadi kak
R	ok, kan banyak tu ndak dek a materi ba ba ba caan yang berbahasa Inggris, kiro-kiro bacaan yang bantuak a yang adek suko?
I-03	Kalau Yuni sukonyo yang itu kak kalau bacaan yang kayak opini-opini, trus kayak culture and art gitu-gitu kalau jurnal tapi jurnal-jurnal yang pendek kak yang menarik
R	M a yang mambuek adek suko baco tu tu?
I-03	Soalnya... baa yo kak a dek mambaco tu Yuni bisa dapek informasi Yuni yang suko bana tu yang opini-opini gitu kak missal e kayak a ado nyo ini gitu-gitu missal e ado kayak informasi kayak ada ASEAD GAMES adak hal-hal yang baru gitu kak dari situ Yuni dapek informasi ..... do kak
R	Ok, kemudian adek ketika membaca artikel tu ndak a sih yang ingin adek dapatkan?
I-03	Informasi, pengetahuan, ilmu
R	O yang ado dalam artikel tu o ket a dari artikel yang yang adek baca tu ndak adek lebih a memfokuskan tu ka ma ka informasi yang tersurat atau yang tersirat?
I-03	Kalau yuni lebih yang ke tersurat kak soalnya kalau untuk memahami yang tersurat itu kan awak tinggal baco tapi kalau <b>yang tersirat tu agak payah yuni kak gitu</b> hehe (P.1)
R	Payah nyo di ma tu?
I-03	<b>Misalle kayak menagkap baa yo kak kalau missal Yuni tu lebih suko apa yang ada tu yang Yuni baca yang Yuni pahami dari pado Yuni harus berfikir ulang gitu kak untuk memikirkan hal-hal yang</b>

	<b>tersirat tu (P.1)</b>
R	O jadi lebih suko yang tersurat yo? Biasonyo artikel yang adek baco tu terdiri dari bara halaman tu?
I-03	A 2 atau 3 halaman lah kak
R	A baa caro adek m e paham tu bia adek bisa paham tu?
I-03	Kalau Yuni baco kasadonnyo kak tapi awalnyo tu Yuni caliak gambarnya tu Yuni tertarik Yuni baco lanjut baco kak tapi kalau Yuni baconyo tu cumin baco saketek-saketek ajo dulu misalle emang ala maraso tertarik bana baru Yuni baco keseluruhanno gitu kak
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Itu dengan sekali membaco se paham, berulang-ulang atau baa?
I-03	Biaso sekali paham kak
R	O sekalian langsung paham, a biaso bara lamo waktu yang adek butuhkan tu untuk memahami tu?
I-03	Bara yo kak, Yuni biaso kalau mambaco tu enjoy ajo nyo kak jadi kalau misalkan kecuali kalau misalle di local misalkan kalau dilokal tu kan ditentukan samo ibuk cubo baco iko kayak reading faster cubo baco kayak bara menit gitu-gitu lai ado waktu tapi kalau baco-baco santai bantuak iko kadang-kadang bisa 10 sampai 15 menitan la kak
R	O 10-15 menitan?
I-03	Uum
R	Ok, menurut adek me mudah ndak memahami isi dari artikel tu?
I-03	Tergantung artikelnyo kak kalau misalkan suko samo artikelnyo Yuni mudah se masuk nyo kak
R	O kalau yang indak nyo?
I-03	Kalau yang indak tu payah harus fikir ulang baco ulang-ulang gitu kak
R	Biaso a sih yang sobok dek adek kalau sulit tu?
I-03	Baa kak
R	A aco sobok dek adek kalau yang sulit untuk memahami tu?
I-03	<b>E biasonyo ndak kak Yuni sulit memahami tu dek kosakatanyo kak kan ado misalkan kayak artikel kan ado kosakatanyo tu tinggi atau yang kayak ado urang Amerika buek artikelnyo tu kan payah-payah kosakatanyo tapi biaso Yuni mengambilnyo tu dari Jakarta Poss jadi emang bahasa-bahasanyo masih standar lu kak bisa wak tahu (P.3)</b>
R	o... lai ndak banyak bana kosakata sulitnyo do? Biaso kalau sobok samo kosakata sulit tu yang yang adek lakukan tu?
I-03	kalau Yuni ndak kak Yuni baco se dulu, sok-sok tahu se dulu tapi yuni caliak kata-kata yang sesudahnyo itu lu oh iko ma cubo-cubo se dulu bekkoo kalau la selesai baco baru yuni <b>cari kosakatanyo di kamus kak artinyo apo kalau misalnya Yuni cari dulu kak bekkoo ndak konsen Yuni baconyo do kak (P.4)</b>
R	Ok, adek kan alah belajar reading strategy ndak, ado ndak adek terapkan itu ketika membaco a membaco artikel tu?
I-03	Mambaco santai Yuni kurang menerapkan artikel itu kak

R	Baa tu?
I-03	Soalnya ndak kak kalau misalkan membaca santai tu awak kan ndak ado tuntutan do kak jadi yang Yuni baco tu a namonyo tu palingan yang Yuni pakai tu PACA, PACA tu kan kayak predik, m apo kayak predict gitu-gitu lah kak , tumemprediksi, prediksi tu dari baco judul Yuni biasonyo mambaco iko pasti iko ko gitu-gitu kak lai tapi kalau misalkan kayak kornelo taking, PQRST jarag bana yuni pakai kak palingan katiko di local kak
R	O jadi PACA yang acok adek gunakan?
I-03	Uum
R	A adek lebih suka membaca nyaring atau membaca dalam hati?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-03	membaca nyaring kak hhehe
R	baa tu?
I-03	Soalnya ndak kak kalau misalkan Yuni membaca nyaring dapek langsung nyanguik ka utak yuni kak informasinya tapi misalkan kalau <b>membaca dalam hati tu ndak bana dek Yuni do kak ndak masuk ka utak yuni do</b> kak dalam ujian se yuni itu misalan kayak mambaco yuni bisik-bisik gitu kak jadi gitulah gaya Yuni kak <b>(P.7)</b>
R	O jadi adek lebih suka baca nyaring yo?
I-03	Uu
R	Sekiranya ndak dek adek harus menyampaikan hasila yang adek baca kepada orang lain mampuh ndak adek menyampaikan?
I-03	Biasonyo lai kak insyaallah
R	A baa caro adek menyampaikannya tu?
I-03	Biasonyo ndak kak Yuni kalau misalkan baco tu Yuni tu apo Yuni simak bana apo namonyo tu kayak runtutan-runtutan caritonyo misalkan kayak ado time signalnyo partamo iko yang ka duo iko gitu-gitu kak palingan hafal-hafal yang itu ajo nyo kak
R	Ok dek terimakasih ya atas waktunya?
I-03	Iya kak
R	Assalamu'alaikum
I-03	Wa'alaikumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, finding many difficult words, using dictionary often to find the meaning of difficult words, getting difficulty in understanding the text when silent reading

#### Informant 04

**Descriptive note:** The researcher conducted interview with informant 04 on Thursday, December, 31<sup>st</sup> 2015 at 18.12p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-04	walaikumsalam...

R	Sadang sibuk adek?
I-04	Indak ka
R	Kak mintak waktunyo sabanta yo?
I-04	Jadi kak
R	Kak pengen nanyo-nanyo dek, kan banyak tu materi bacaan yang berbahasa Inggris ndak? Kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-04	Kalau yang adek suko tu kayak genre teks kak kayak Spoof, Anecdote, Report tu kak
R	A yang mambuek adek suko?
I-04	Kalau... mambuek adek suko tu misalnya... a... informasi yang ado di dalam text tu kak, kayak teks spoof tu ado hiburan, siaptu kalau yang ado dalam riport tu kayak informasi dalam kehidupan sehari-hari
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Dari materi yang adek baca tu yang ingin adek dapatkan a tu?
I-04	Mungkin... informasi-informasi yang ado dalam teks tu nyo kak
R	Ketika membaca teks tu ndak adek lebih memfokuskannyo ka ma tu ka informasi tersurat atau tersirat?
I-04	o... mungkin duo-duo nyo kak soalnya dalam teks tu ado moralnyo yang terkandung di dalam teks tu, tu informasi-informasi yang penting mungkin
R	o... bisa sebagai pembelajaran yo?
I-04	Iyo kak
R	Biasonyo teks yang adek baco tu terdiri dari beberapa halaman tu?
I-04	o... satu halamannyo kak
R	Baa caro adek memahaminya?
I-04	<b>Caro adek memahaminya dibaca berulang-ulang (P.2)</b>
R	Keseluruhan atau baa?
I-04	o... keseluruhan
R	o... baca keseluruhan?
I-04	Uum...
R	Bara lamo waktu yang adek butuhkan tu?
I-04	Kalau waktunyo... kira-kira setengah jamnyo kak
R	O setengah jam. Menurut adek mudah ndak memhami bacaan tu?
I-04	Kalau sekali baco ndak mudah do kak... sulit
R	Baa tu?
I-04	<b>Soalnya ado kata-kata sulit di dalam teks tu,(P.3)kalau dibaca berulang-ulang baru bisa mengerti(P.2)</b>
R	Biaso a yang dek lakukan tu kalau sobok jo kata sulit tu?
I-04	<b>Kalau ketemu kata sulit tu baca teks yang sebelum kata-kata sulit tu kak trus di pahami biaso kalau penasaran bana samo artinyo kata-kata sulit tersebut di cari dalam kamus (P.4)</b>
R	Adek lebih suko membaca nyaring atau membaca dalam hati?
I-04	a... membaca dalam hati kak

R	Baa tu?
I-04	<b>Kalau secara...nyaring tu sulit di pahami</b> tapi kalau...membaca dalam hati tu mudah (P.6)
R	o... lebih mudah membaca dalam hati yo? Sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca kepada orang lain mampuh ndak adek menyampaikan?
I-04	o... kalau...sudah paham dek dengan teks tersebut mudah-mudahan bisa kak
R	O bisa? Ok dek terimakasih atas waktunya dek?
I-04	Ya kak
R	Assalamu'alaikum
I-04	Walaikumsalam...

**Reflective note:** getting difficulty in understanding the text in once reading, Finding many difficult words, using dictionary often to find the meaning of difficult words, break the concentration often when reading aloud

#### **Informant 05**

**Descriptive note:** The researcher conducted interview with informant 05 on Friday, January, 1<sup>st</sup> 2016 at 13.26p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-05	walaikumsalam kak...
R	Sadang sibuk adek?
I-05	Indak kak...
R	Buliah kak mintak waktunyo sabanta?
I-05	Buliah kak
R	Kak pengen nanyo-nanyo stek yo, kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, bacaan yang bantuak a sih yang adek suko?
I-05	Bacaan o... yang berhubungan dengan sejarah-sejarah kak
R	O sejarah-sejarah? a yang mambuek adek suko tu?
I-05	mmm... ya dengan a... dengan pengetahuannyo tu kak tentang sejarah di masa lampau
R	Itu sejarah Indonesia, sejarah luar atau baa?
I-05	o... di dalam iyo lo kak di luar iyo lo
R	O Indonesia iyo lo diluar Indonesia iyo lo?
I-05	Yo kak
R	o... dari... o itu dalam bentuk a tu?
I-05	Artikel
R	O artikel? Dari artikel yang adek baca tu ndak adek lebih memfokuskannyo ka ma tu ka informasi tersurat atau tersirat?
I-05	Biasonyo lebih ke yang tersurat kak
R	Baa tu?
I-05	Kalau yang tersurat tu lebih mudah untuk memahaminya kak a... <b>kalau yang tersirat tu sedikit susah, susah untuk memahaminya kak (P.1)</b>
R	O agak susah memahami yang tersirat tu stek yo? Biasonyo artikel yang

	adek baco tu terdiri dari berapa halaman tu?
I-05	Biasonyo.... Duo halaman kak
R	Baa caro dek memahaminya?
I-05	Baca keseluruhannya tu di <b>lakukan berulang-ulang</b> kak (P.2)
R	O sekali baco se ndak paham adek do?
I-05	Ndak, ndak paham do kak
R	Bara lamo waktu yang adek butuhkan tu?
I-05	Se jam kak
R	O satu jam? Berarti banyak adek menghabiskan waktu untuk memahani do ndak?
I-05	Iyo kak
R	Menurut adek mudah ndak memahami artikel tu, isi bacaannya tu?
I-05	Sulit kak
R	Di ma sulitnya tu?
I-05	<b>Ya... kosakata yang baru-baru tu kak, kosakata yang sulit untuk di pahami</b> gitu (P.3)
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	O jadi itu acok sobok dek, biaso a yang dek lakukan tu?
I-05	Biasonyo... untuk memahami... kata-kata tu liek di konteks a... liek klu yang di awalnya kalau ndak yo... susah memahaminya do baru caliak kamus kak
R	Ok, adek lebih suka membaca nyaring atau membaca dalam hati dek?
I-05	mmm... lebih suka membaca nyaring kak
R	Baa tu dek?
I-05	Kalau membaca nyaring tu kak... a... kalau membaca nyaring tu kak a... apo namonyo tu.... Imajinasi wak berkembang dan mudah memahaminya kak tapi kalau <b>membaca dalam hati tu o... adi yang... ado suaro lain yang tadanga tu ndak, buyar konsentrasi jadinya</b> kak (P.7)
R	O buyar konsentrasi jadinya?
I-05	Ndak bisa do... susah memahaminya kak
R	O susah memahami jadi yo? O... ok, jadi adek lebih suko membaca nyaring yo?
I-05	Yo
R	Sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-05	mmm... kalau... kalau informasinya tu... benar-benar sudah paham insyaallah bisa kak
R	O bisa adek menyampaikan? Ok dek terimakasih atas waktunya?
I-05	Ya kak
R	Assamu'alaikum...
I-05	Walaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in understanding the text when silent reading

### Informant 06

**Descriptive note:** The researcher conducted interview with informant 06 on Friday, January, 1<sup>st</sup> 2016 at 13.37p.m in Library of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-06	Kumsalam kak...
R	Sadang sibuk adek?
I-06	Nggak kak
R	Buliah kak mintak waktunyo sabanta?
I-06	Bisa kak
R	Ok dek, kak pengen nanyo-nanyo stek yo, kan banyak tu dek materi bacaan yang berbahasa Inggris nda, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-06	Tentang artikel, tentang book review pi lebih sering tentang artikel tentang book review kak
THE AUTHORS	UTTERANCES
R	Ok, a sih yang mambuek adek suko?
I-06	Karena tertarik aja me..lihat atau me..m baca sebuah pendapat dari orang lain
R	O dari artikel yang adek baco tu ndak, a sih yang ingin adek dapatkan?
I-06	Mengetahui opini orang lain tentang sebuah, sebuah cerita, atau sebuah buku atau filem yang telah dibacanya kak
R	Selain tu?
I-06	Karna... menurut saya kalau me..lihat pendapat orang lain itu menarik aja soalnya mendapatkan sebuah idea atau sebuah pengalaman untuk mengetahui bagaimana cara mereview sebuah artikel
R	Adek lebih sering memfokuskan ke informasi tersurat atau tersirat?
I-06	Tersurat kak
R	Baa tu?
I-06	Soalno yang tersurat tu lebih mudah memahami karena tercantum dalam sebuah artikel tersebut
R	Kalau yang tersirat?
I-06	<b>Lebih ribet karna... tu tidak tercantum dan kita cari sendiri maknanya (P.1)</b>
R	Ok, biasanya materi yang adek baca tu terdiri dari beberapa halaman tu?
I-06	mmm... maksimal 3 halaman kak
R	Baa caro adek memahaminya?
I-06	Membaca keseluruhan
R	Membaca keseluruhan tu sekali membaca se paham, berulang-ulang atau

	baa?
I-06	<b>Tergantung konteksnya kalau tu mudah mungkin bisa 2 atau se kali saja kalau tu ribet bisa berulang kali (P.2)</b>
R	Kiro-kiro bara lamo waktu yang adek butuhkan tu?
I-06	Bisa 20 menit sampai 30 menitan tergantung artikel yang di baca
R	Ok, Kalau yang mudahnya bara menit tu?
I-06	20 menitan maksimal
R	Yang susahnyo?
I-06	30 menitan
R	Berarti banyak lo menggunakan waktu yo? Menurut adek mudah ndak memahami bacaan tu?
I-06	Tergantung konteksnya kalau... kalau...banyak mengetahui vocabnya mungkin bisa mudah memahaminya kalu kurang mengerti atau dengan maksudnya tu susah memahaminya
R	A sih yang acok adek sobok ketika membaca tu, kendalanya?
I-06	<b>Kurang tahu dengan arti dan maksud dari artikel yang disampaikan (P.3)</b>
R	Dari segi kosakatanya yo?
	Iyo
	Biaso a yang dek lakukan kalau sobok samo kosakata sulit tu?
I-06	Mencari artinyo atau mungkin bisa mengkaitkan dengan kalimat sebelumnya
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Ado ndak menggunakan cara lain?
I-06	Mungkin menggunakan kamus atau menggunakan...apo mencari arti-arti dari sebuah vocab
R	o... menggunakan kamus? O... adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-06	Jarang kak
R	Baa tu?
I-06	<b>Soalnya ribet dan sering lupa dengan strategi yang telah dipelajari (P.5)</b>
R	O sering lupa jadi menggunakan yang biaso se nyo? Ok, ma sih yang lebih adek sukai membaca nyaring atau membaca dalam hati?
I-06	Membaca dalam hati soalnya tu lebih mudah untuk memahaminya dan bisa mengerti
R	O kalau membaca nyaring ko baa kok indak?
I-06	<b>Agak ribet dan bisa mengganggu orang lain soalnya itu kan... lebih susah untuk memahaminya (P.6)</b>
R	o... jadi adek lebih suko membaco dalam hati yo?
I-06	Iyo
R	Sekiranya ndak dek, adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikannya?
I-06	Tergantung...konteksnya kalau pah..paham dengan yang dibaca

	mungkin bisa membacakan kembali kepada orang lain <b>kalau kurang mengerti mungkin susah untuk menyampaikannya kembali (P.8)</b>
R	O jadi tergantung konteksnyo, kalau susah ndak bisa de yo?
I-06	Susah untuk memahaminya
R	Jadi ndak bisa menyampaikannyo ka kawan do?
I-06	(mengangguk)
R	Ok, ok dek terimakasih atas waktunya?
I-06	Iya kak
R	Makasih atas waktunya dek? Assalamu'alaikum...
I-06	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud, getting difficulty in expressing the information from the text to others

#### Informant 07

**Descriptive note:** The researcher conducted interview with informant 07 on Friday, January, 1<sup>st</sup> 2016 at 13.43p.m in Library of STAIN Batusangkar.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-07	walaikumsalam...
R	Lai ndak sibuk adek?
THE AUTHORS	UTTERANCES
I-07	Ndak kak
R	O buliah kak mintak waktunya sabanta?
I-07	Ya kak
R	Ok, kak pengen nanyo-nanyo stek dek, o... kan banyak tu dek materi ba bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-07	seperti novel gitu kak a
R	O yang kayak novel?
I-07	Uum
R	A yang mambukek adek suko mambaco novel tu tu?
I-07	o... pertamakan lihat dari judul gitu kak jadi menarik, teruskan lihat dari gambar a... dari kovernya ada gambar menarik baru isinya gitu kak a... menarik aja gitu
R	O caliak dari judul tu kover tu baru tertarik untuk membacanya? a... dari novel yang adek baca tu ndak a sih yang ingin adek dapatkan?
I-07	o... informasi dan pesan-pesan dalam novel tu kak
R	O informasi dan pesan-pesan dari novel tu?
I-07	Oo
R	Dari novel yang adek baca tu adek lebih memfokuskannyo kama tu ka

	informasi yang tersurat atau yang tersirat?
I-07	o... biasonyo lebih focus ka tersurat sih kak
R	A baa tu?
I-07	mmm...Kalau yang tersurat tu informasinya tu...sudah ada didalam itu kan kak jadi... tinggal memahmi ja lagi kan mudah untuk dipahami kalau yang tersirat tu... <b>kita harus mencai informasihnya dulu jadi agak susah dan butuh penalaran gitu kak dan itu tu susah untuk dipahami (P.1)</b>
R	o... jadi adek lebih suko membaca yang tersurat yo?
I-07	Uum
R	Biasonyo materi yang adek baca tu terdiri dari beberapa halaman tu?
I-07	Banyak kak a... ada yang 500 halaman gitu
R	a... baa caro adek memahaminya tu?
I-07	Biasanya sih baca dari awal sampai akhir kak
R	O baco se sadon?
I-07	Iya
R	Tu dengn sekali membaca se paham, berulang-ulang atau baa?
I-07	<b>Berulang-ulang kak kalau... sekali baca tu...mm susah gitu susah mendapatkan informasi didalamnya jadi harus dibaca berulang-ulang (P.2)</b>
R	Ok, bara waktu yang adek butuhkan tu untuk memhaminyo tu?
I-07	o... kira-kira satu bulanlah kak
R	O baa kok bisa salamo tu dek?
I-07	<b>O... karnakan nggak focus untuk membaca itu aja kak kan kadang-kadang ada malas rasa malas gitukan kak jadi kadang-kadang juga ada tugas gitukan jadi untuk baca-baca kayak novel tu tunggu</b>
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	<b>waktu senggang dulu gitu baru dibaca-baca gitu (P.9)</b>
R	Ok, a...menurut adek mudah ndak memahami bacaan tu?
I-07	a... agak sulit sih kak
R	Di ma sulitnyo tu?
I-07	<b>a...biasanya kalau membaca tu sering menemukan kosakata yang baru gitu (P.3)</b>
R	o... kosakata baru?
I-07	Ya, o... jadi sulit untuk dipahami
R	Ok, o biaso a yang adek lakukan kalau sobok samo kosakata baru tu?
I-07	<b>o... kalau dapat kata sulit tu biasonyo nengok-nengok kamus (P.4)</b>
R	O caliak-caliak kamus?
I-07	Iyo
R	o... kan adek ala belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-07	Ndak ado do kak
R	Baa tu?
I-07	<b>a... Susah jo memiliah strategy yang cocok untuak isi teks nyo tu</b>

	<b>gitukan kadang-kadangan butuh waktu yang lamo lo gitu jadi buang-buang waktu jadinya (P.5)</b>
R	O jadi buang-buang waktu menggunakan strategy tu?
I-07	Iyo
R	Ok, o kalau adek lebih suka membaca nyaring atau membaca dalam hati?
I-07	Dalam hati kak
R	Baa tu?
I-07	Kalau dalam hati tu mudah untuk memahami isi teksnyo tu kak kalo... <b>nyaring tu kadang-kadang terkesan maheboh gitu kan kak jadi wak ndak focus ka isi teks do lebih focus ka... caro pronunciation awak gitu... jadi sulit untuk dipahami (P.6)</b>
R	O sekiranya ndak adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-07	Insyaallah bisa kak
R	Baa caro adek menyampaikannya tu?
I-07	o... sampaikan apa yang dipahami apa yang diketahui gitu
R	Ok, ok dek dek mungkin itun informasi yang kak butuhkan untuk kali ini terimakasih atas waktunya ya dek
I-07	Iya kak
R	Assalamualaikum...
I-07	Wa'alaikumsalam...

**Descriptive note:** Getting difficulty in understanding implicit meaning, Getting difficulty in understanding the text in once reading, Finding many difficult words that make the readers difficult to understand the information from the text, Using dictionary often to find the meaning of difficult words, Getting difficulty in using appropriate reading strategies, Break the concentration often when reading aloud, Having a lot of time to understand the reading materials

#### **Informant 08**

**Descriptive note:** The researcher conducted interview with informant 08 on Sunday, January, 3<sup>rd</sup>2016 at 11.04a.m in G.H building of STAIN Batusangkar.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-08	Kumsalam kak...
R	Buliah kak minak waktu adek sabanta?
I-08	buliah kak, manga tu kak?
R	Kak pengen nanyo-nanyo stek a..
I-08	Nanyo-nanyo dak baa do kak
R	Kan banyak tu dek materi bacaan yang berbahasa Inggris kiro-kiro bacaan yang bantuak a sih yang adek suko tu?
I-08	Bacaan... artikel tentang, tentang apo kak yang kayak sejarah-sejarah kayak anthropology tu kak ha
R	Ok, a yang mambuek adek suko tu?
I-08	a... baa namonyo tu kak jadi...wak lah tahu sabana a..kayak tu nyo kak

	tapi wak ingin memperdalam keingin tahuan wak tu kak ha pasti ado hal yang baru yang sobok dek awak
R	dari a artikel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-08	Yo itu tadi kak a...misalnya kurang tahu nyo tu jadi tahu mode tu kak ha
R	ok, dari artikel yang adek baco tu ndak adek lebih memfokuskannyo ka ma tu ka informasi yang tersurat atau yang tersirat?
I-08	Kalau awak sih kak suko kaduonyo wak kak
R	O kaduo nyo yang tersurat iyo lo yang tersirat iyo lo?
I-08	Yo
R	Biaso artikel yang adek baco tu terdiri dari berapa halaman tu?
I-08	Minimal 5 halaman lah kak
R	a... baa caro adek memahaminya tu?
I-08	Tergantung kak kalau suko wak lanjuik tapi... sampai bateh, bateh yang bisa di apon dek utak lo kak mode tu lah
R	Biaso baa caro adek memahaminya tu, sekali membaco se e..membaco sadon dari awal sampai akhir tau baa?
I-08	Lai indak kak, wak baco kan, seiring wak baco dari awal sampai akhir tu bekko wak garis yang inti-intinyo tu bekko kak tu bisa wak wak pokok wak buek inti kak
R	Ok, tu dengan sekali membaco se paham, berulang-ulang atau baa?
I-08	<b>o...Sekali baco se... ndak bisa paham wak do kak tapi di ulang-ulang kak baru bisa paham (P.2)</b>
R	O di ulang-ulang? Ok biaso bara lamo waktu yang adek butuh kan tu untuk memahaminya tu?
I-08	Kalau... yo mang bana 5 halaman ma kak sekitar setengah jam la kak
R	O setengah jam?
I-08	Iyo
R	Ok, menurut adek mudah ndak memahami isi dari artikel tu?
I-08	a... kalau manuruik wak kak medium lah kak nyo mudah ndak lo de payah ndak lo de
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	kalau yang payahnyo di ma tu
I-08	<b>Payah nyo di... bekko kalau di vocabnyo tu kalo vocab yang baru kak (P.3)</b>
R	O vocab yang agak baru yang sulit stek yo? Biaso a yang adek lakukan tu kalau sobok samo kosakata sulit tu?
I-08	Kalau sobok dek wak wak lampau jo nyo kak tapi seiring wak lampau tu kan tahu wak makna a.. apo namo de tahu dek wak maksud dalam carito tu ndak kak dalam artikel tu ka a wak coliak wak buek inferencenyo gitu kak ha
R	Ok, adek kan alah belajar reading strategy ndak a ado ndak adek terapkan strategy tu ketika membaca
I-08	mmm... lai kak
R	A tu? Apo yang digunakan?

I-08	Tu a kak yang... KWL Pluss
R	O yang KWL Pluss? Jadi itu yang acok adek gunakan?
I-08	Iyo kak
R	a... adek lebih suka membaca nyaring atau membaca dalam hati?
I-08	Biasonyo kayaknyo suko baco nyaring la kak
R	Baa tu?
I-08	mmm... mambaco nyaring tu bekko bisa lo wak ma maasa pronunciation wak jadi kalu yang yang biaso kalau ala tabiaso mambaco yang itu tu ndak wak ingin mempertahankan itu kak jadi kalau yang baru-baru tu wak ingin mempassannyo kak
R	Ok, kalau membaca dalam hati ko baa kok indak?
I-08	Tiu lai di terapkan se nyo kak tapi katiko banyak urang la mode di dalam kelas mode tu kak
R	o.. baru baco dalam hati?
I-08	Yo, baru baco didalam hati
R	Biaso yang acok adek gunakan yang ma tu, membaca nyaring atau membaca dalam hati yang lebih acok?
I-08	Kayak nyo nyariang la kak
R	O nyariang? Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampuh ndak adek menyampaikannya?
I-08	Biaso klau lai ndak di dasak-dasak dek urang tu lai bisa kak jadi wak kan tadi tadi inti-intinyo kan lah wak pahami wak sabuin inti ko tu wak jalehan, wak sabuin inti ko tu wak jalehan lo kan lai takana dek wak inti tadi
R	O jadi inti-intinyo tu yo?
I-08	Yo kak
R	Terimakasih ya dek atas waktunya?
I-08	Ya kak
R	Assalamu'alaikum
I-08	Kumsalam

**Reflective note:** getting difficulty in understanding the text in once reading, finding many difficult words

#### **Informant 09**

**Descriptive note:** The researcher conducted interview with informant 09 on Thursday, December, 31<sup>st</sup> 2015 at 12.10p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-09	walaikumsalam kak...
R	Sadang manga adek?
I-09	a... sadang duduak-duduak kak...
R	buliah kak mintak waktu adek sabanta?
I-09	Buliah
R	Ok, kak pengen nanyo-nanyo stek a, kan banyak tu ndak dek materi bacaan yang berbahasa Inggris, kiro-kiro bacaan yang bantuak a sih

	yang adek suko?
I-09	a...mmm bacaan artikel kak
R	Artikel tentang a tu?
I-09	Tentang kesehatan
R	A yang mambuek adek suko baco artikel tentang kesehatan tu?
I-09	a... o... kalau baco artikel tu kan banyak manfaatnyo untuak awak kan kak
R	o... banyak manfaat untuak awak? Ok, dari artikel yang adek baco tu a sih yang ingin adek dapatkan?
I-09	Informasi kak
R	Informasi a?
I-09	Yang ado dalam artikel tu kak
R	o... informasi yang ado dalam artikel tu? Dari artikel yang adek baca tu ma sih yang a lebih yang a adek fokuskan membaca yang tersurat atau yang tersirat?
I-09	Yang a tersurat kak
R	Baa tu?
I-09	Kalau yang tersurat tu kan a... ndak sulit untuk di...pahami do kak kalau yang <b>tersirat tu susah dipahami (P.1)</b>
R	o... susah adek memahaminya?
I-09	Yo kak
R	ok, jadi adek lebih suko membaca yang tersurat yo?
I-09	Yo kak
R	Ok, biasonyo artikel yang adek baco tu terdiri dari berapa halaman tu?
I-09	2 halaman kak
R	A baa caro adek memahaminya tu?
I-09	a... membaca nyaring dan <b>berulang-ulang</b> kak ( <b>P.2</b> )
R	Itu secara keseluruhan, poin-poin nyo se atau baa?
I-09	o.. secara keseluruhan kak
R	Sadon adek baco? Tu dengan sekali membaca, berulang-ulang atau baa?
I-09	<b>Berulang-ulang</b> kak ( <b>P.2</b> )
R	a... bara lamo waktu yang adek butuhkan tu untuk memahami materi bacaan tu?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-09	o... 15 minik kak
R	Menurut adek mudah ndak memahami isi bacaan tu?
I-09	<b>a... kosakatanya sulit kak... susah untuk dipahami (P.3)</b>
R	o... kosakata sulit yang acok adek sobok dek dek?
I-09	Yo kak
R	Biaso kalau sobok samo kosakata sulit a yang dek lakukan tu?
I-09	<b>o... cari di kamus kak (P.4)</b>
R	o... caliak di kamus? Adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu a ketika membaca?
I-09	Ndak kak

R	Baa tu?
I-09	<b>a.. a... karna a... susah menentuka n strategy yang tepat... a... menentukan strategy yang tepat dan... dan... yang cocok kak (P.5)</b>
R	o... susah menentukannyo tu? O jadi ndak ado adek terapkan strategy...a... yang ...la dipelajari salamo ko do?
I-09	Ndak kak
R	Ok, adek lebih suka membaca nyaring atau membaca dalam hati?
I-09	Membaca dalam hati
R	Baa tu?
I-09	Kalau... dalam hati kan.. a... kan yo capek pahamnyo kak
R	Kalau membaca nyaring ko baa kok indak?
I-09	<b>Kalau membaca nyaring ko susah dipahami kak a... awak lebih focus lo ka suara kak (P.6)</b>
R	Ok, jadi adek lebih suko membaca dalam hati yo?
I-09	Yo kak
R	Sekiranya ndak dek,adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikannya?
I-09	a... insyaallah kak
R	Tu baa caro adek mm.m.a... menyampaikannya tu?
I-09	o... yang dipahami ajo kak
R	o... yang adek pahami se?
I-09	Yo kak
R	Ok dek mungkin itu waktu yang untuk sekarang, tarimakasih ya dek atas kerjasamanya?
I-09	Ya kak
R	Assalamu'alaikum
I-09	Wa'alaikumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud

#### **Informant 10**

**Descriptive note:**The researcher conducted interview with informant 10 on Friday, January, 1<sup>st</sup> 2016 at 17.11p.m inboarding house.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamu'alaikum dek...
I-10	Kumsalam kak...
R	a lai ndak sibuk adek?
I-10	Ndak
R	Buliah kak mintak waktu adek sabanta?
I-10	a... lai...
R	Kak pengen nanyo-nanyo stek yo?
I-10	Uum

R	O kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-10	A artikel tentang kesehatan
R	A yang mambuek adek suko baco tu tu?
I-10	a... Soalnya kalau wak baco tu ndak banyak informasi tentang kesehatan a... apo lagi awak cewek ko kan tentang kecantikan tentang iko gitu la
R	Ok, ketika membaca artikel tu a sih yang ingin adek dapatkan?
I-10	a... informasi yang ado di teks tu kak
R	O informasi yang ado di teks tu?
I-10	Uu
R	Ok, ketika adek membaco artikel tu ndak adek lebih memfokuskannyo ka ma tu ka informasi yang tersurat atau yang tersirat?
I-10	a... yang tersurat
R	Baa tu?
I-10	<b>A kalau... soalnya kalau yang tersirat tu susah wak mencari maknanyo a... susah lo wak menemukannyo gitu a (P.1)</b>
R	Kalau yang tersurat ko?
I-10	Alah... alah ado yang di teks tu
R	O jadi bisa paham langsung yo? Jaleh yo?
I-10	Ok, biasonyo dek artikel yang adek baco tu terdiri dari berapa halaman tu? a... biasonyo... acok 2 halaman kak
R	o... 2 halaman? Baa caro adek mambaconyonya tu memahaminyo tu?
I-10	a... baco dari awal sampai akhir
R	o... adek baco sadon? Tu dengan sekali membaco se paham, berulang-ulang atau baa?
I-10	<b>O... berulang-ulang (P.2)</b>
R	Berulang-ulang adek baco?
I-10	Uum
R	o... bara lamo waktu yang adek butuhkan tu untuk memahami yang 2 lembar tu?
I-10	Kiro-kiro 15 minik ka ateh la kak
R	15 minik?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-10	Uu
R	Ok, menurut adek mudah ndak memahami artikel yang adek baco tu?
I-10	mmm... agak susah la kak
R	Di ma susahnyo tu?
I-10	<b>o... soalnya banyak kosakata yang ndak bisa dipahami a... susah dipahami sadonyo (P.3)</b>
R	o... susah dipahami jadi teks tu?
I-10	Uu
R	Ok, ketika adek sobok samo kosakata suli tu ndak a biaso yang adek lakukan tu?

I-10	<b>Caliak kamus nyo (P.4)</b>
R	O kamus yang adek gunakan ndak ado caro yang lain gai do?
I-10	Ndak
R	O kamus se nyo? Ok, adek kan alah belajar reading strategy de ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-10	Ndak kak
R	Baa tu?
I-10	<b>Soalno... payah ma itu... menentukan a yang ka di pakai a strategy yang ka dipakai (P.5)</b>
R	O jadi agak payah menentukan nyo tu stek tu menggunakan cara yang biaso se nyo? Baco sadon? Ndak ado di terapkan strategy?
I-10	Ndak
R	a... adek lebih suka membaca nyaring atau membaca dalam hati?
I-10	a... membaca dalam hati
R	Baa tu?
I-10	<b>Soalno kalau membaca nyaring tu awak ter focus ka pronunciationnyo jadinya awak susah memahami teks tu baa gitu (P.6)</b>
R	a... kalau membaca dalam hati ko?
I-10	A kalau dalam hati ko murah wak memahami tu cumanterfokus ka teks se a yang wak apoan gitu jadi focus lo kasitu jadi nyo gitu
R	o.. jadi lebih paham membaca dalam hati yo? Sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikan?
I-10	a... insyaallah la kak
R	a... baa caro adek menyampaikannya tu?
I-10	a... dengan cara... bahaso wak surang nyo kak
R	Bahaso surang se nyo yang dipahami yo?
I-10	Uu yang la dipahami gitu a
R	A ok dek terimakasih ya atas waktunya... assalamu'alaikum..
I-10	Kumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words that make the readers difficult to understand the information from the text, using dictionary often to find the meaning of difficult words, getting difficulty in using appropriate reading strategies, break the concentration often when reading aloud

### Informant 11

**Descriptive note:** The researcher conducted interview with informant 11 on Thursday, December, 31<sup>st</sup> 2015 at 18.04p.m inboarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-11	walaikumsalam...
R	Bisa kak mintak waktu adek sabanta?

I-11	Bisa kak
R	Kan lai ndak sibuk do ndak?
I-11	Ndak kak
R	Kak pengen nanyo-nanyo stek a, kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, bacaan yang bantuak a sih yang adek suko?
I-11	Biasonyo sih baco... baco... artikel atau novel-novel tentang carito-carito remaja gitu kak ha
R	o... yang lebih acok dek baco?
I-11	Kayak novel kak
R	o... novel? a yang amambuek adek suko baco novel tu?
I-11	Kalau novel ko... apolagi yang bergenre romentiknyo tu kak ha dakek samo kehidupan awak gitu kak ha...
R	Anak muda yo? Hahahaha
I-11	Iyokak. Hahahah
R	Dari novel yang adek baca tu ndak a sih yang ingin adek dapatkan?
I-11	Yo... bisa dari alur caritonyo tu menarik siap tu dapek lo... a namonyo tu... informasi-informasi di dalamnya
R	Dari novel yang adek baca tu ndak, adek lebih memfokuskan ka informasi tersurat atau tersirat?
I-11	Yang tersurat kak
R	Baa tu?
I-11	<b>o... yang tersirat tu... payah mikia-mikia kadang ndak terfikirkan apo yang dimaksudkan dari novel tu do kak tapi kalau yang tersurat tu langsung wak memahaminya gitu kak (P.1)</b>
R	o... jadi yang tersirat ko agak apo...?
I-11	Yo agak susah kak... agak susah dipahaminya
R	Biasonyo novel yang adek baco tu terdiri dari bara halaman sih?
I-11	Biasonyo... dari 200 sampai 400han kak
R	Baa caro adek memahaminya tu?
I-11	<b>Yo... biasonyo sih baco dari awal sampai akhir kak pi kok ndak jo.... Yo berulang-ulang wak baco kak bi, bia bisa paham (P.2)</b>
R	o... baco sadon?
I-11	Uum... yo kak
R	Bara lamo waktu yang adek butuhkan untuk mambaco novel yang berratis-ratus halaman tu?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-11	mmm... biasonyo tu yang 200 aga 5 harian tapi kalau yang sampai 400 biasonyo bisa sampai seminggu atau 2 mingguan kak
R	Baa kok bisa salamo tu?
I-11	Yo kadang... <b>waktu senggang tu... susah lo mancarinyo tu gitu kak kadang ado tugas atau ado... segala macam atau persentasi segala macam gitu kak a (P.9)</b>
R	o... jadi prepare utuak itu dulu yo. Menurut ade susah ndak, mudah ndak memahami isi novel tu?

I-11	Kalau susah atau mudahnya tu tergantung kata-kata yang ado di situ kak, misalnya kalau ado kata-kata sulit tu harus bara kali lo... untuk mambaconyo baru bisa dipahami gitu kak (P.3)
R	o... jadi yang sobok yang acok adek sobok yang sulitnyo dari segi kosakatanyo?
I-11	Uum... dari segi kosakatanyo yang sulit
R	Tu baa caro adek, a yang adek lakukan tu untuk memahami kosakata sulit tu?
I-11	Biasonyo di... di padian lo dulu a... a namonyo tu di calik dari klunyo gitu kak ha supayo... a namonyo tu bekko bisa se dipahami surangnyo
R	Adek lebih suko membaca nyaring atau membaca dalam hati?
I-11	Biasonyo sih membaca di dalm hati kak
R	Baa tu?
I-11	Yo kalau dalam hati tu... bisa terfokuskan dalam bacaan itu kalau misalnya nyaring a... namonyo tu cuma terfokus pada pronounciation yang wak katakana tu... ndak ado terfokus ka dalam apo... bacaan itu do kak (P.6)
R	o... jadi agak susah untuk memahaminya yo?
I-11	Yo agak susah untuk memahaminya tu kak
R	Sekiranya ndak adek harus menyampaikan hasil yang adek baca kepada orang lain mampu ndak adek menyampaikannya
I-11	<b>Kalau benar-benar paham isi novelnyo tu bisa... ceritakan bisa saya ceritakan tapi kalau kurang paham agak susah lo menyampaikannya kak (P.8)</b>
R	Biaso novel yang adek baco salamo ko baa lai paham adek?
I-11	Kalau salamoko... lai... lai la kak lai paham
R	Ok dek, terimakasih atas waktunya ya dek... assalamu'alaikum
I-11	Walaikumsalam...

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, break the concentration often when reading aloud, getting difficulty in expressing the information from the text to others, having a lot of time to understand the reading materials.

#### **Informant 12**

**Descriptive note:** The researcher conducted interview with informant 12 on Friday, January, 1<sup>st</sup>2016 at 13.57a.m in Library of STAIN Batusangkar.

<b>THE AUTHORS</b>	<b>UTTERANCES</b>
R	Assalamualaikum dek...
I-12	Walaikumsalam kak...
R	Sadang manga dek?
I-12	A lagi duduak-duduak kak di kos
R	Ok, buliah kak mintak waktu adek sabanta?
I-12	O buliah kak
R	Kak pengen nanyo-nanyo stek yo?

I-12	Yo kak
R	Kan banyak tu dek materi bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-12	Artikel tentang kesehatan kak
R	Artikel tentang kesehatan? A yang mambuek adek suko tu mambaco artikel tu?
I-12	a... karna artikel kesehatan tu menarik jo untuak di baco... dibahas kak tu... lebih menarik ajo la kak
R	Ok, dari artikel yang adek baco tu ndak a sih yang ingin adek dapatkan?
I-12	Ilmu tentang kesehatan tu kak
R	O informasi tentang kesehatan tu? Ok, biasonyo ketika membaca tu adek lebih memfokuskan ka informasi tersurat atau yang tersirat?
I-12	Yang tersurat kak
R	Baa tu?
I-12	Karna lebih mudah memahami yang tersurat dari pada yang tersirat
R	O kalau yang tersirat ko baa kok indak gitu?
I-12	Susah jo kan missal kalau yang <b>tersirat tu ndak tertulis di dalam tu do kak jadi sulit cari kata-kata yang tersiratnyo tu kak (P.1)</b>
R	O susah mencarinyo? Biasonyo materi yang adek baca tu terdiri dari berapa halaman tu?
I-12	a... 10 halaman biasonyo kak
R	A baa caro adek memahaminyo tu?
I-12	o... dibaca dari awal sampai akhir
R	O baco se sadon?
I-12	A yo kak
R	Tu dengan sekali membaca se paham secara berulang-ulang atau baa?
I-12	<b>Berulang-ulang (P.2)</b>
R	Berulang-ulang baru bisa paham?
I-12	A yo kak
R	Ok, menurut adek mudah ndak memahami bacaan tu?
I-12	<b>o... kadang... ndak kak masalahnyo artikel tentang kesehatan tu banyak kata sulitnyo kak misalnya kata-kata ilmiah nyo banyak kak jadi susah memahaminyo (P.3)</b>
R	A biaso yang dek lakukan kalau sobok samo kosakata sulit tu a yang
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
	adek lakukan?
I-12	<b>a... diagiah stabilo ndak kak, siap tu... dicari artinyo dikamus (P.4)</b>
R	O di cari di kamus? Kiro-kiro bara lamo waktu yang adek butuhkan untuk memahami materi tu?
I-12	Maksimal sajam kak
R	Satu jam? Berarti banyak adek menghabiskan waktu disitu de ndak?
I-12	A iyo kak
R	Ok, adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?

I-12	Mmm ndak kak
R	Baa tu?
I-12	<b>Ndak ado... maksudnyo ndak ado... ndak sesuai samo...(berfikir) kurang ndak tahu samo strategy a yang ka diterapkan do kak siap tu... a... susah mencari strategy yang tepat yang dapat diterapkan (P.5)</b>
R	Ok, o jadi menggunakan cara biaso se nyo?
I-12	Yo kak
R	Berarti ndak ado adek terapkan strategy yang ala di prlajari tu do?
I-12	Ndak kak
R	Adek lebih suka membaca nyaring atau membaca dalam hati?
I-12	Nyaring kak
R	Baa tu?
I-12	a... karna lebi...h mu murah masuk dalam kapalo kalau membaca nyaring dari pado membaca dalam hati kak
R	Kalau membaca dalam hati ko baa kok indak?
I-12	<b>Ndak bisa jo ngarati do kak lamo ngaratinyo kak gitu a (P.7)</b>
R	O adek lebih suka membaca nyaring yo? O sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampundak adek menyampaikannya?
I-12	<b>Inyaallah kalau lai paham bisa kak tapi kalau ndak paham ndak kak (P.8)</b>
R	O kalau lai paham bisa? Berarti yang adek sampaikan tu yang adek pahami jo yo?
I-12	Iyo kak
R	Ok, ok dek terimakasih atas waktunya ya dek?
I-12	Ya kak
R	Assalamu'alaikum...
I-12	Kumsalam kak...

**Reflective note:** Getting difficulty in understanding implicit meaning, Getting difficulty in understanding the text in once reading, Finding many difficult words that make the readers difficult to understand the information from the text, Using dictionary often to find the meaning of difficult words, Getting difficulty in using appropriate reading strategies, Getting difficulty in understanding the text when silent reading, Getting difficulty in expressing the information from the text to others

### Informant 13

**Descriptive note:** The researcher conducted interview with informant 13 on Friday, January, 1<sup>st</sup>2016 at 17.05p.m in boarding house.

THE AUTHORS	UTTERANCES
R	Assalamu'alaikum dek...
I-13	walaikumsalam kakak...
R	Buliah kak mintak waktu adek sabanta?
I-13	Boleh

R	Kak pengen nanyo-nanyo stek yo?
I-13	Ya kakak
R	Kan banyak tu dek ma materi ba bacaan yang berbahasa Inggris ndak, kiro-kiro bacaan yang bantuak a sih yang adek suko?
I-13	Bacaan yang berbentuk artikel..
R	Tentang a tu?
I-13	Tentang music atau nyanyi
R	A yang mambuek adek suko tu?
I-13	Karna saya hobinya nyanyi a music jadi... saya ingin men cari diartikel itu mencari informasi tentang music tersebut
R	ok, jadi adek ingin mencari informasi yang ado di artikel tu?
I-13	Ya
R	Ok, dari artikel yang adek baco tu ndak adek le lebih bem memfokuskan ke informasi yang tersurat atau yang tersirat?
I-13	Yang tersurat
R	Baa tu?
I-13	Karena yang tersurat lebih bisa e lebih mudah untuk dipahami
R	Mmm kalau yang tersirat ko?
I-13	<b>Yang tersirat lebih sulit untuk dipahami, ya menurut saya seperti itu (P.1)</b>
R	Ok, jadi adek lebih suka yang tersurat yo?
I-13	Uum
R	o... biasonyo artikel yang adek baco tu terdiri dari bara halaman tu?
I-13	Duo halaman
R	A baa caro adek memahaminya? Baco
I-13	(berfikir)
R	Baco sadon atau baa?
I-13	Membaca keseluruhannya yang pertama setelah itu mencari poin-poin pentingnya a setelah itu mencari...kosakata yang sulit dipahami a... trus mengartikan kosakata tersebut
R	Ok, itu dengan sekali membaca saja paham, dengan berulang-ulang atau baa?
I-13	<b>Berulang-ulang (P.2)</b>
R	O berulang-ulang baru bisa paham? O menurut adek mudah ndak memahami isi dari artikel yang adek baco tu?
I-13	Tidak
R	A di ma tidak nyo tu?
<b>THE AUTHORS</b>	<b>UTTERANCES</b>
I-13	<b>Karena... artikel itu mempunyai kata-kata, kosakata yang sulit atau kosakata yang tinggi (P.3)</b>
R	Jadi itu yang mambuek adek susah?
I-13	Iya
R	A biaso a yang adek lakukan tu kalau sobok samo kosakata sulit?
I-13	<b>mmm... mencari artinya setelah itu setelah itu mencari</b>

	<b>pronounciationnya (P.4)</b>
R	O itu?adek kan alah belajar reading strategy ndak, ado ndak adek terapkan strategy tu ketika membaca?
I-13	Tidak ada
R	Baa tu?
I-13	<b>Karena saya ragu strategy yang mana mmm.. yang diterapkan gitu (P.5)</b>
R	Yang tepat untuk diterapkan?
I-13	Ya ya yang tepat untuk diterapkan
R	Jadi adek menggunakan yang biaso se nyo yo, tanpa strategy?
I-13	Yo yo tanpa strategy
R	Ok, biaso bara lamo waktu yang adek butuhkan tu untuk memahami tu?
I-13	Setengah jam kalau keseluruhannya
R	setengah jam, berarti lamo adek menghabiskan waktu de ndak?
I-13	Ya lama
R	Ok, adek lebih suka membaca nyaring atau membaca dalam hati?
I-13	Membaca nyaring
R	Baa tu?
I-13	Karena nyaring itu menurut saya lebih a saya tu lebih mudah untuk mengingatnya <b>kalau dalam hati a susah karena dalam hati tu a..banyak a.. banyak yang saya ingat gitu a baa... yo itu la kak (P.7)</b>
R	O jadi adek lebih suka membaca nyaring? Kalau membaca dalam hati ko baa tadi?
I-13	<b>mmm. saya tu orangnya suka menghayal jadi banyak gangguan kadang-kadang a..m a..membaca a bacaannya lain yang dipikirkan lain gitu (P.7)</b>
R	Ok, sekiranya ndak dek adek harus menyampaikan hasil yang adek baca kepada orang lain mampuh ndak adek menyampaiannya?
I-13	mm. untuk keseluruhannya tidak
R	Trus?
I-13	Yang untuk poin-poinnya pokok nya yang saya I ingat saja gitu
R	Ok jadi yang adek pa paham se nyo yo?
I-13	Iya
R	Ok dek terima kasih ya atas waktunya
I-13	Iya kak
R	Assalamu'alaikum
I-13	Walaikumsalam

**Reflective note:** getting difficulty in understanding implicit meaning, getting difficulty in understanding the text in once reading, finding many difficult words, getting difficulty in using appropriate reading strategies, getting difficulty in understanding the text when silent reading

## Appendix 3: Data Display

## 1. Getting difficulty in understanding implicit meaning

Informants	Interview 1	Interview 2
I-01	Karena...Kalau yang tersurat kan pasti gitu kan kak, <b>kalau yang tersirat-tersirat gitu susah untuk memahami</b>	Karnakan kalau yang tersurat itu lebih pasti nggak cari-cari maknanya tapi kalau yang <b>tersirat agak sulit cari maknanya gitu kak</b>
I-02	Kalau yang tersurat tu kan mudah dipahami jo dari bacaan tu kalau yang <b>tersirat tu pasti yang diluar bacaan tu a... namo a.. yang disampaikan, a... kak agak ribet susah dipahami</b>	<b>Kalau yang tersirat tu payah memahaminya mandapen tu dak pandai a namo susah gitu mandapen yang tersirat tu</b>
I-03	<b>misalkan makna tersiratnyo tu kadang-kadang ndak Yuni payah membayangkan nyo kak tapi...gitu lah kak tergantung kesukaan Yuni lo kak</b>	Kalau yuni lebih yang ke tersurat kak soalnya kalau untuk memahami yang tersurat itu kan awak tinggal baco tapi kalu <b>yang tersirat tu agak payah yuni kak gitu hehe Misalle kayak menagkap baa yo kak kalau missal Yuni tu lebih suko apa yang ada tu yang Yuni baca yang Yuni pahami dari pado Yuni harus berfikir ulang gitu kak untuk memikirkan hal-hal yang tersirat tu</b>
I-05	Kalau yang tersurat tu mudah untuk di pahami kak, kalau yang <b>tersurat tu... mungkin sulit kak... sulit untuk dipahami kak</b>	Kalau yang tersurat tu lebih mudah untuk memahaminya kak a... <b>kalau yang tersirat tu sedikit susah, susah untuk memahaminya kak</b>
I-06	<b>Soalnya kalau yang tersirat tu lebih sulit atau lebih ribet untuk memahaminya</b>	<b>Lebih ribet karna... tu tidak tercantum dan kita cari sendiri maknanya</b>
I-07	Soalnya... kalau yang tersurat tu kan kak informasinya jaleh didalam tu kak alah ado di dalam gitu kan kalau yang <b>tersirat tu agak susah untuk di pahami kak butuh</b>	mmm...Kalau yang tersurat tu informasinya tu...sudah ada didalam itu kan kak jadi... tinggal memahmi ja lagi kan mudah untuk dipahami kalau yang <b>tersirat tu... kita harus mencai informasihnya dulu</b>
Informants	Interview 1	Interview 2
	<b>penalaran jadi... jadi... o susah untuk dipahami</b>	<b>jadi agak susah dan butuh penalaran gitu kak dan itu tu susah untuk dipahami</b>
I-09	<b>Mmm a... karna sulit</b>	Kalau yang tersurat tu kan a... ndak sulit

	<b>kak... sulit dipahami kak</b>	untuk di...pahami do kak kalau yang <b>tersirat tu susah dipahami</b>
I-10	A... yang tersurat kak soalnya a... <b>yang tersirat tu susah dipahami selaintu susah lo wak mencarinyokan</b>	<b>A kalau... soalnya kalau yang tersirat tu susah wak mencari maknanyo a... susah lo wak menemukannyo gitu a</b>
I-11	Yo kak. A... <b>Kalau yang tersirat tu kadang awak alun paham lai do kak a...kalau yang tersurat tu langsung paham jadi nyo gitu kak a...</b> <b>Alum...Kadang... alum terfikirkan apo yang di sampaikan di tersirat tu lu do kak</b>	<b>o... yang tersirat tu... payah mikia-mikia kadang ndak terfikirkan apo yang dimaksudkan dari novel tu do kak tapi kalau yang tersurat tu langsung wak memahaminya gitu kak</b>
I-12	<b>Soalnya kalau yang tersirat tu lebih susah mencari makna yang terkandung yang tersirat di dalamnyo tu kak jadi lebih lamak se yang... o... lebih ngaratilah yang tersurat daripada yang tersirat tu kak</b> <b>Tersirat tu... susah mencri makna yang terkandung di dalam... susah memahaminya kak</b>	Susah jo kan missal kalau yang <b>tersirat tu ndak tertulis di dalam tu do kak jadi sulit cari kata-kata yang tersiratnyo tu kak</b>
I-13	<b>a...Kalau yang tersirat tu susah dipahami (berfikir) o... lebih ribet</b>	<b>Yang tersirat lebih sulit untuk dipahami, ya menurut saya seperti itu</b>

## 2. Getting difficulty in understanding the text in once reading

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-01	a...Biasanya kan kalau ada... itu ada... yang susah di pahami di ulang-	<b>a... biasanyo kak kak, baa yo... kalaunyo teksnyo payah jadi kita lebih sering</b>
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
	<b>ulang lagi gitu kak, tapi paling sering di ulangnya... 3 kali kak</b>	<b>mengulang tapi kalau...teksnyo agak lebih mudah nggak ulang kak Kalau yang mengulang biasanyo paling sering 3 kali kak a... (berfikir) biasanya... lebih sering</b>

		mengulang-ngulang soalnyaan teks yang bahasa Inggris tu... teksnya biasanya... dari dari itu, penulis luar jadi lebih sulit dipahami
I-02	a... Berulang-ulang kak	Di baca berulang-ulang
I-04	o... di baca... se...berulang-ulang kak	Caro adek memahaminya dibaca berulang-ulang Soalnyo ado kata-kata sulit di dalam teks tu, kalau dibaca berulang-ulang baru bisa mengerti
I-05	Ndak, dibaca tu berulang-ulang kali	Baca keseluruhannya tu di lakukan berulang-ulang kak
I-06	Bisa berulang-ulang tergantung, tergantung... konteks atau tergantung konteksnya kalau itu sulit berulang-ulang kali tapi kalau itu mudah mungkin bisa 2 atau 3 kali	Tergantung konteksnya kalau tu mudah mungkin bisa 2 atau se kali saja kalau tu ribet bisa berulang kali
I-07	o...Ndak la kak, baco berulang-ulang lu baru bisa paham kalau sekali baco jo susah untuk dipahami gitu kak a	Berulang-ulang kak kalau... sekali baca tu...mm susah gitu susah mendapatkan informasi didalamnya jadi harus dibaca berulang-ulang
I-08	Bekko la siap wak lingkari sado kak poin-poin yang inti-inti jadi wak ulang liak kak bekko mano mmm...tahu ado kesalahan baliak bekko jadi kalau wak ulang-ulang tukan rancak hasilnyojadi kak	o...Sekali baco se... ndak bisa paham wak do kak tapi di ulang-ulang kak baru bisa paham
I-09	mmm... Mambaconyo berulang-ulang kak a... berulang-ulang kak berulang-ulang baru paha	a... membaca nyaring dan berulang-ulang kak Berulang-ulang kak
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-10	A... berulang-ulang kak	O... berulang-ulang
I-11	Kadang ado yang sakali mambaco kadang a... kalau ado menemukan kata-kata sulit a... bisa berulang baconyo tu kak baru paham	Yo... biasonyo sih baco dari awal sampai akhir kak pi kok ndak jo.... Yo berulang-ulang wak baco kak bi, bia bisa paham

I-12	<b>Berulang-ulang</b> kak	<b>Berulang-ulang</b>
I-13	Tidak, <b>berulang-ulang</b>	<b>Berulang-ulang</b>

3. Finding many difficult words that make the readers difficult to understand the information from the text

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-01	mmm... tergantung, tergantung kepada artikel yang dibaca, <b>kalau artikel yang berbasis internasional otomatis kata sulitnya banyak</b> tetapi kalau artikelnya dibuat oleh orang Indonesia biasanya mudah <b>Otomatis masih ada itulah ada... apa namanya itu kak ada... kata-kata sulit tapi ndak sebanyak di artikel yang dari luar gitu.</b>	a... tergantung... kalau artikelnya familiar abistu kosakatanya tidak banyak yang sulit bisa memahaminya <b>tapi kalau... kalau artikelnya banyak kata-kata yang sulit, sulit memahaminya... o... biasanya kalau misalnya menemukan... apo namonyo kesulitan itu di vocabularynyo</b>
I-02	<b>o... Kan banyak kata-kata sulitnya yang mambuek ndak mangarati jadi payah memahaminya kadang</b>	<b>Sulitnya tu kalau terlalu banyak kata-kata sulitnyo, kata-kata barunyo</b>
I-03	Kalau misalkan bahasanya ndak sulit mudah jo nyo kak <b>kadang-kadang kan ado bahasa nyo tu yang tinggi banah payah memahaminya</b> gitu kak tapi kalau artikel yang Yuni baco tu biasanya di Jakarta poss kan kata-katanya masih standar gitu gitu lah kak	<b>E biasanya ndak kak Yuni sulit memahami tu dek kosakatanya kak kan ado misalkan kayak artikel kan ado kosakatanya tu tinggi atau yang kayak ado urang Amerika buek artikelnyo tu kan payah-payah kosakatanya</b>
I-04	<b>o... kosakata, kosakata, kosakata yang sulit, mmm... vocabularynyo tu kak</b>	<b>Soalnya ado kata-kata sulit di dalam teks tu</b>
I-05	A di kosakata sulitnya tu lo kak	<b>Ya... kosakata yang baru-baru tu kak, kosakata yang</b>
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
		<b>sulit untuk di pahami gitu</b>
I-06	<b>Tergantung konteksnyo kalaunyo... kalau banyak kata-kata sulitnyo susah, susah untuk memahaminya</b> kalau missal... kal... kalau.. kata-katanya banyak yang	<b>Kurang tahu dengan arti dan maksud dari artikel yang disampaikan</b>

	mudah tu mudah memahaminya kak <b>Banyak kata-kata sulitnya kak soalnya kalau... kalu kurang tahu dengan arti.... Arti... atau meaning a...dari vocabnya kak</b>	
I-07	a... kadang dalam novel tu... banyak a... kosakata yang baru kak jadi agak sulit memahaminya gitu	a...biasanya kalau membaca tu sering menemukan kosakata yang baru gitu
I-08	<b>Bekko kalau ado kosakata sulit nyo tu</b>	<b>Payah nyo di... bekko kalau di vocabnya tu kalo vocab yang baru kak</b>
I-09	a... bany soalnya banyak kosakata yang kurang a... dipahami kak kosakatanya a... yang sulit-sulit a... bany soalnya banyak kosakata yang kurang a... dipahami kak a...kosakatanya a... yang sulit-sulit kak	<b>a... kosakatanya sulit kak... susah untuk dipahami</b>
I-10	a... soalnya banyak kosakata yang ndak mangarati di situ	<b>o... soalnya banyak kosakata yang ndak bisa dipahami a... susah dipahami sadonyo</b>
I-11	<b>o...Kadang ado lo yang mudahnya kadang ado lo kata-kata sulit baru... susah kayak yang tadi kak a... harus berulang-ulang baconyo tu baru bisa paham gitu kak kayak menemukan kata-kata sulit tadi gitu kak</b>	<b>Kalau susah atau mudahnya tu tergantung kata-kata yang ado di situ kak, misalnya kalau ado kata-kata sulit tu harus bara kali lo... untuk mambaconyo baru bisa dipahami gitu kak</b>
I-12	(berfikir) kosakatanya kak banyak yang sulit a...Iyo kak, susah dipahami soalnya kosakatanya...	<b>o... kadang... ndak kak masalahnya artikel tentang kesehatan tu banyak kata sulitnya kak misalnya kata-</b>
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
	<b>banyak yang baru-baru, yang tinggi-tinggi kosakata kak jadi ndak paham do kak</b>	<b>kata ilmiah nyo banyak kak jadi susah memahaminya</b>
I-13	a... missal nya kan dalam artikel tu kan tentang kosakata kan dalam artikel lebih tinggi gitu jadi a... tingkat kesulitannya ya itu	<b>Karena... artikel itu mempunyai kata- kata, kosakata yang sulit atau kosakata yang tinggi</b>

	dikosakatanya lebih...susah	
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#### 4. Using dictionary often to find the meaning of difficult words

Informants	Interview 1	Interview 2
I-01	a... Biasonyo... biasonyo guess meaning from the kontex tetapi lebih sering... lihat kamus	lebih sering itu... o... biasanya lihat kamus
I-02	Kalau lai ado kata-kata sebelumnya mungkin di guessing atau ndak di caliak di kamus artinyo	Kalau ado kata-kata sulitnya di guessing atau cari lewat kamus
I-03	O... di kamus hp yuni ado kamus	yuni cari kosakatanya di kamus kak artinyo apo kalau misalnya Yuni cari dulu kak bekkko ndak konsen Yuni baconyo do kak
I-04	(berfikir) o... ado kak, a... kadang kalau la penasaran bana samo artinyo tu baru caliak kamus	Kalau ketemu kata sulit tu baca teks yang sebelum kata-kata sulit tu kak trus di pahami biaso kalau penasaran bana samo artinyo kata-kata sulit tersebut di cari dalam kamus
I-07	o... caliak di kamus kak	o... kalau dapat kata sulit tu biasonyo nengok-nengok kamus
I-09	a... cari... di kamus kak	o... cari di kamus kak
I-10	A... caliak kamus	Caliak kamus nyo
I-12	mmm... dengan kamus skali-skali google translet kak...	a... diagiah stabilo ndak kak, siap tu... dicari artinyo dikamus
I-13	Me...n cari artinya di kamus terus mencari pronounciationnya dengan kamus Oxford	mmm... mencari artinya setelah itu setelah itu mencari pronounciationnya

#### 5. Getting difficulty in using appropriate reading strategies

Informants	Interview 1	Interview 2
I-01	Karnakan, a... gimana ya... misalnya kan strategy banyak tu kak jadi kalau a...Untuk menerapkannya harus di pilih-pilih dulu mana strategy yang tepat untuk digunakan jadi... sepanjang memikirkan strategy... sudah selesai juga membaca 1 halaman	Lebih sering enggak karena menurut saya strategy tu kan mungkin karena saya tidak memahami secara keseluruhan strateginya jadi saya sulitnya kan untuk teks yang panjang biasanya strateginya yang ini kalau yang pendek strateginya misalnya KWL Pluss jadi... baa yo kak, lebih ribet rasonyo ancak maco lai
I-06	Soalnya susah untuk mengetahui strategy-strategy yang telah dipelajari tu kak	Soalnya ribet dan sering lupa dengan strategi yang telah dipelajari

I-07	o... caliak di kamus kak Iyo tu...kadang-kadang kalau wak menggunakan strategy tu kak banyak habiskan waktu gitu a lebih ribet jadinya	a... Susah jo memilih strategy yang cocok untuak isi teks nyo tu gitukan kadang-kadangkan butuh waktu yang lamo lo gitu jadi buang-buang waktu jadinya
I-09	(berfikir) susah menentukan kosakatanya kak a... susah menentukan a.. strategy yang a... tepat yang tepat kak	a.. a... karna a... susah menentuka n strategy yang tepat... a... menentukan strategy yang tepat dan... dan... yang cocok kak
I-10	Mmm... susah mencari strategy a yang strategy nyo tu kalau a...maliek teks susah menentukan strategy tu yang bisa dipakai	Soalnya... payah ma itu... menentukan a yang ka di pakai a strategy yang ka dipakai
I-12	o... (berfikir) susah menentukan strategy yang tepat kak untuk digunakan	Ndak ado... maksudnyo ndak ado... ndak sesuai samo...(berfikir) kurang ndak tahu samo strategy a yang ka diterapkan do kak siap tu... a... susah mencari strategy yang tepat yang dapat diterapkan
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-13	Karena a... saya bingung strategy yang mana yang akan diterapkan jadi ragu	Karena saya ragu strategy yang mana mmm.. yang diterapkan gitu

#### 6. Break the concentration often when reading aloud

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-02	mm...Kalau membaca dalam hati tu... a... bisa memahami kalau <b>membaca nyaring kadang ndak bisa dipahami a yang dimaksud oleh teksnyo itu do</b>	<b>Membaca nyaring tu kadang ndak dapek a nyo do gitu kurang baa agak susah memahaminya</b> kalau lai agak a... membaco dalam hati tu bisa wak memahami kalau membaca nyaring tu ndak dapek wak informasinya do
I-04	<b>Kalau... membaca nyaring tu... mengganggu gitu, soalnya informasi yang awak dapatkan tu... sulit</b> kalau membaca nyaring tapi kalau di dalam hati bisa mudah mendapatkan informasi <b>mmm... mengganggu sulit bisa...untuk... mmm... susah di pahami</b> gitu	<b>Kalau secara...nyaring tu sulit di pahami</b> tapi kalau...membaca dalam hati tu mudah
I-06	Membaca dalam hati kak soalnyo itu lebih mudah untuk	<b>Agak ribet dan bisa mengganggu orang lain soalnyo itu kan... lebih susah untuk</b>

	memahaminya dan tidak membuat orang terganggu <b>kalau membaca nyaring tu mengganggu</b>	<b>memahaminya</b>
I-07	Kalau membaca dalam hati tu lebih mudah dipahami gitu kak lebih mudah untuk di mengerti isi teks nyo kalau <b>nyaring tu a... hilang konsentrasi deknyo kak jadi kan... wak lebih focus ka pronunciation lo jadinya ndak ka teks tu jadinya do jadi susah untuk dipahami kalau membaca nyaring tu</b>	Kalau dalam hati tu mudah untuk memahami isi teksnyo tu kak kalo... <b>nyaring tu kadang-kadang terkesan maheboh gitu kan kak jadi wak ndak focus ka isi teks do lebih focus ka... caro pronunciation awak gitu... jadi sulit untuk dipahami</b>
I-09	a... susah kak la... yo sulit dipahami lah kak	<b>Kalau membaca nyaring ko susah dipahami kak a... awak lebih focus lo ka suara kak</b>
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-10	<b>Soalnya kalau membaca nyaring kan a... awak terfokus ka pronunciationnyo a... tu susah memahami teks nyo jadi nyo kan</b>	<b>Soalnya kalau membaca nyaring tu awak ter focus ka pronunciationnyo jadinya awak susah memahami teks tu baa gitu</b>
I-11	a...Kalau... kalau <b>membaca nyaring tu bekko o... terfokuskan ke... pronountiation jadinya... ndak do apo do kak, ndak do bisa dipahami</b>	Yo kalau dalam hati tu... bisa terfokuskan dalam bacaan itu kalau <b>misalno nyaring a... namonyo tu cuma terfokus pada pronunciation yang wak katakana tu... ndak ado terfokus ka dalam apo... bacaan itu do kak</b>

### 7. Getting difficulty in understanding the text when silent reading

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-03	Ndak tahu do kak kalau misalkan <b>membaco dalam hati tu ndak kak Yuni pasti berulang-ulang kali gitu, ndak nyambung samo otak yuni do</b> kak tapi kalau baco yuni kareh-kareh atau ndak mode ko a... a... baco lambek bantuak iko a kak kalau misalkan ujian jo yuni masih bersuara gitu kak kalau membaco tu kak soalnya <b>kalau</b>	kalau <b>membaca dalam hati tu ndak bana dek Yuni do kak ndak masuk ka utak yuni do</b> kak dalam ujian se yuni itu misalan kayak mambaco yuni bisik-bisik gitu kak jadi gitulah gaya Yuni kak

	<b>dalam hati tu yuni agak payah stek kak</b>	
I-05	a... kalau membaca nyaring tu lebih mudah mendapatkan informasi, a... kalau m, m, <b>membaca dalam ha..hati tu... kalau ada yang ganggu susah kak buyar konsentrasi jadi kak</b>	Kalau membaca nyaring tu kak... a... kalau membaca nyaring tu kak a... apo namonyo tu.... Imajinasi wak berkembang dan mudah memahaminya kak tapi kalau <b>membaca dalam hati tu o... adi yang... ado suaro lain yang tadanga tu ndak, buyar konsentrasi jadinya kak</b>
I-12	<b>Karna kalau membaca dalam hati tu... sulit untuk dipahami kak a...lebih paham membaca nyaring dari pado</b>	<b>Ndak bisa jo ngarati do kak lamo ngaratinyo kak gitu a</b>
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
	membaca dalam hati tu kak	
I-13	<b>Kalau membaca dalam hati... a...susah karena a... saya orangnya tu suka menghayal jadi kalau dalam hati tu banyak gangguannya</b>	Karena nyaring itu menurut saya lebih a saya tu lebih mudah untuk mengingatnya <b>kalau dalam hati a susah karena dalam hati tu a..banyak a.. banyak yang saya ingat gitu a baa... yo itu la kak mmm. saya tu orangnya suka menghayal jadi banyak gangguan kadang-kadang a..m a..membaca a bacaannya lain yang dipikirkan lain gitu</b>

### 8. Getting difficulty in expressing the information from the text to others

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-06	Insyallah mampu kak soalnya tergantung pemahaman kalau mengerti bisa me...mahami, me baca, me...m bacakannya kembali, <b>tapi kalau tidak mengerti susah untuk me...membacaknya kembali kak</b>	Tergantung...konteksnya kalau pah..paham dengan yang dibaca mungkin bisa membacakan kembali kepada orang lain <b>kalau kurang mengerti mungkin susah untuk menyampaikannya kembali</b>
I-11	o... kalau la benar-benar paham bisa kak, <b>tapi kalau masih a...ragu-ragu... palingan... alum bisa menyampaikan dengan... dengan baik gitu kak</b>	<b>Kalau benar-benar paham isi novelnya tu bisa... ceritakan bisa saya ceritakan tapi kalau kurang paham agak susah lo menyampaikannya kak</b>
I-12	<b>Kalau..paham bisa disampaikan kak pi kalau a...kurang paham... kurang bisanyo kak</b>	<b>Inyaallah kalau lai paham bisa kak tapi kalau ndak paham ndak kak</b>

## 9. Having a lot of time to understand the reading materials

<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
I-07	Kan... awak tu kuliah iyo lo dek kak kan banyak tugas jadi.. ndak fokus baca novel tu do kadang-kadang... sakali baco tu cuman 5 halaman gitu ndak focus	O... karnakan nggak focus untuk membaca itu aja kak kan kadang-kadang ada malas rasa malas gitukan kak jadi kadang-kadang juga ada tugas gitukan jadi
<b>Informants</b>	<b>Interview 1</b>	<b>Interview 2</b>
	kasitu do	untuk baca-baca kayak novel tu tunggu waktu senggang dulu gitu baru dibaca-baca gitu
I-11	Yo kadang... a namonyo tu o... ndak sempat baconyo tu gara-gara buek tugas atau sibuk gitu	Yo kadang... waktu senggang tu... susah lo mancarinyo tu gitu kak kadang ado tugas atau ado... segala macam atau persentasi segala macam gitu kak a

#### Appendix 4: Verification of the Data and Making Conclusion

### 3. Verification of the Data and Making Conclusion

#### **PROBLEMS FACED BY STUDENTS IN READING COMPREHENSION**


Based on the interview and time triangulation results, the researcher concluded that there are some problems faced by students in reading comprehension. They are as follow:

- a. Getting difficulty in understanding implicit meaning,
- b. Getting difficulty in understanding the text in once reading,
- c. Finding many difficult words that make the readers difficult to understand the information from the text,
- d. Using dictionary often to find the meaning of difficult words,
- e. Getting difficulty in using appropriate reading strategies,
- f. Break the concentration often when reading aloud,
- g. Getting difficulty in understanding the text when silent reading,
- h. Getting difficulty in expressing the information from the text to others, and
- i. Having a lot of time to understand the reading materials.

Appendix 5: Documentation of the Research



## Appendix 6: Letter of Recommendation in Doing the Research from P3M


**SEKOLAH TINGGI AGAMA ISLAM NEGERI  
BATUSANGKAR**  
 PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT  
Jl. Sultanah No.137, Kuburajo Liris Kasim Batusangkar 21213, Telp. (0752) 71151, 71155, Fax. (0752) 71879  
 http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

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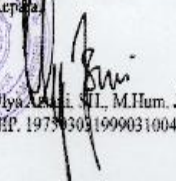
**SURAT IZIN PENELITIAN**  
 Nomor : SL.02/IX/TT.009/0778/2015

Berdasarkan surat Saudara/i Nomor Surat: Istincwa pada 26 November 2015 perihal Mohon Rekomendasi Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

Nama / NIM : Desrawinda / 11104041  
 Tempat, Tanggal Lahir : Kota Padang, 08 November 1992  
 No. KTP : 1318014811920001  
 Jurusan : Tarbiyah  
 Program Studi : Tadris Bahasa Inggris  
 Alamat : Jorong Koto Lintas Nagari Koto Baru Kecamatan Koto Baru Kabupaten Dharmasraya  
 Judul : *Problems Faced by Students in Reading Comprehension (A Study of the Third and the Fifth Semester Students of English Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)*  
 Lokasi Penelitian : STAIN Batusangkar  
 Waktu Penelitian : 27 November 2015 s.d 27 Januari 2016  
 Dosen Pembimbing 1 : Nina Suzanna, M.Pd.  
 Dosen Pembimbing 2 : Hendra Eka Putra, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di STAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan **DICABUT** kembali.
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal 27 November 2015 s.d 27 Januari 2016.
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batusangkar Cq. Kepala P3M.

Batusangkar, 26 November 2015  
 Kepala  
  
 Ulya Azzahri, S.T., M.Hum.  
 NIP. 197503031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Bertanggung