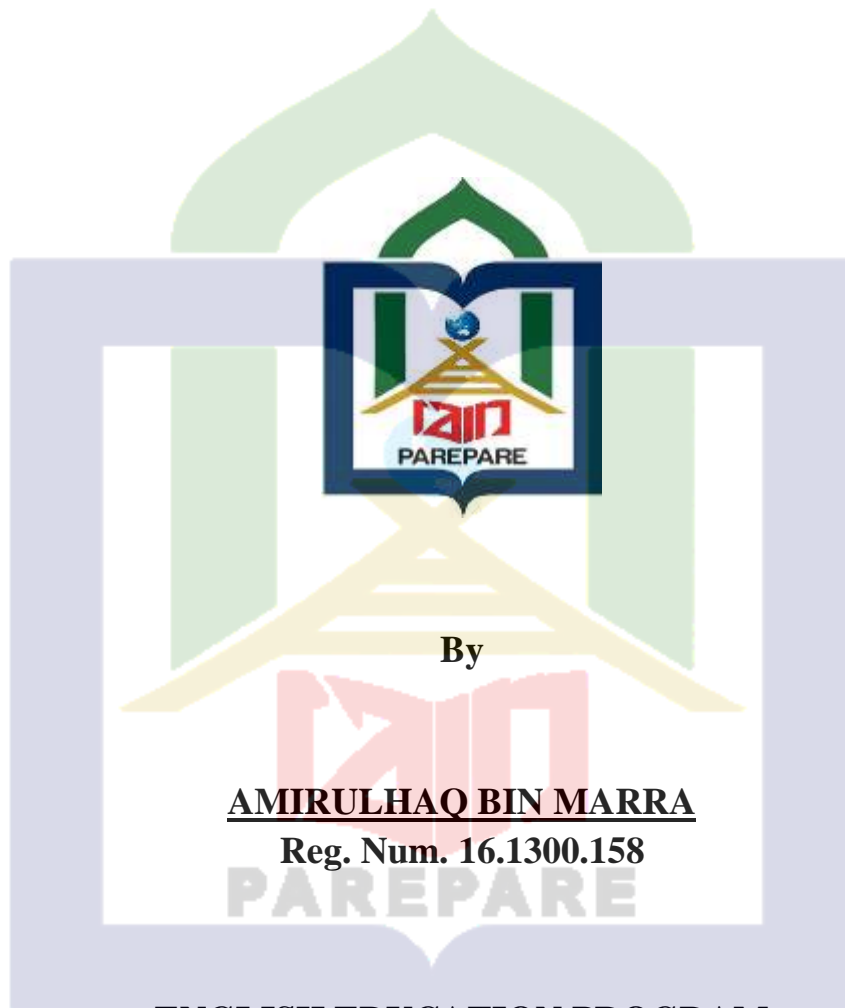


A THESIS
THE ANALYSIS OF STUDENTS' DIFFICULTIES ON UNDERSTANDING
ARTICLE TEXT ON SEVENTH SEMESTER OF ENGLISH
PROGRAM AT IAIN PAREPARE



By

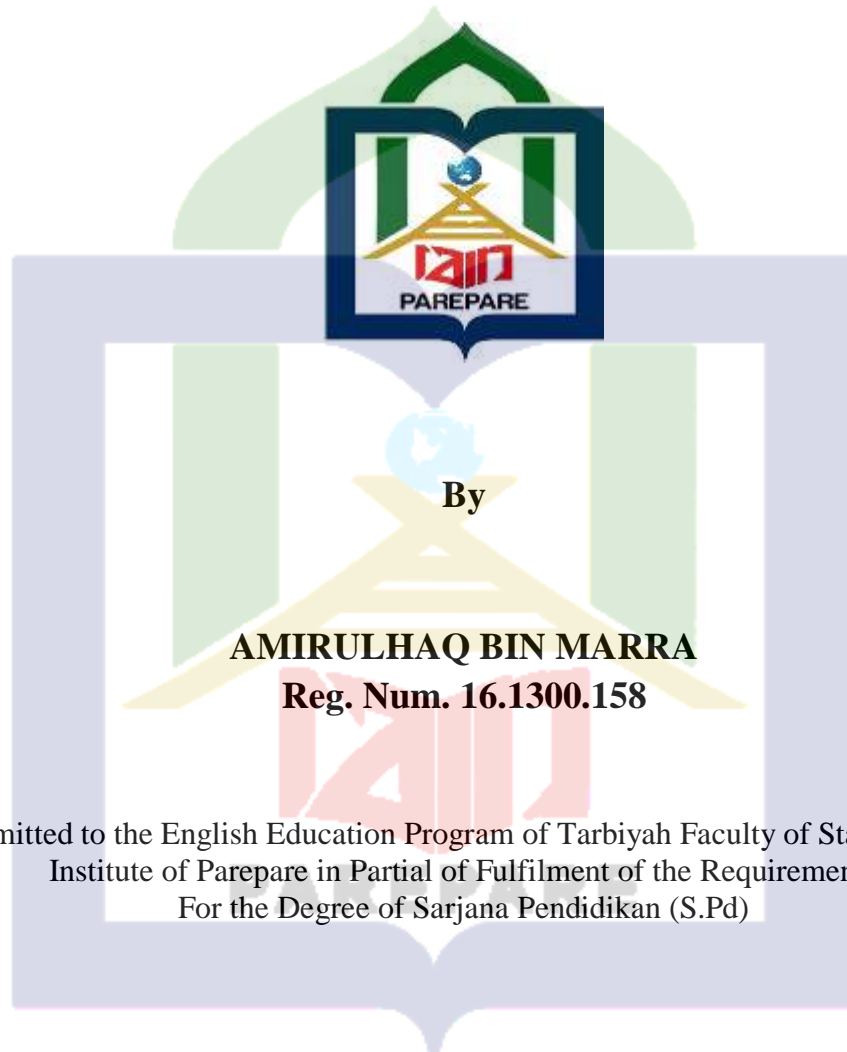
AMIRULHAQ BIN MARRA

Reg. Num. 16.1300.158

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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AMIRULHAQ BIN MARRA

Reg. Num. 16.1300.158

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE

2021

**THE ANALYSIS OF STUDENTS' DIFFICULTIES ON UNDERSTANDING
ARTICLE TEXT IN SEVENTH SEMESTER OF ENGLISH
PROGRAM AT IAIN PAREPARE**

Skripsi

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

AMIRULHAQ BIN MARRA

Reg. Num. 16.1300.158

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Amirulhaq Bin Marra
 The Title of Skripsi : The Analysis of Students' Difficulties on
 Understanding Article Text in Seventh
 Semester at IAIN Parepare

Student Reg. Number : 16.1300.158

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : B.1207/In.39.5/PP.00.9/07/2019

Approved by Examiner Commissions

Consultant : Drs. Abd Rauf Ibrahim, M.Si.

NIP : 195812121994031002

Co- Consultant : Drs. Amzah Selle, M.Pd.

NIP : 1967123113003121011

Cognizant of:
 Tarbiyah Faculty,

Dean,



Dr. M. Saepudin, S.Ag., M.Pd.

NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : The Analysis of Students' Difficulties on Understanding Article Text in Seventh Semester at IAIN Parepare

Name of the Student : Amirulhaq Bin Marra

Student Reg. Number : 16.1300.158

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty
B.1207/In.39.5/PP.00.9/07/2019

Date of Graduation : November 30nd, 2020

Approved by Examiner Commissions

Drs. Abd Rauf Ibrahim, M.Si.	(Chairman)	(.....)
Drs. Amzah Selle, M.Pd.	(Secretary)	(.....)
Dr. H. Saepudin, S.Ag., M.Pd.	(Member)	(.....)
Dra. Hj. Nanning, M.Pd	(Member)	(.....)

Cognizant of:
Tarbiyah Faculty,
Dean



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

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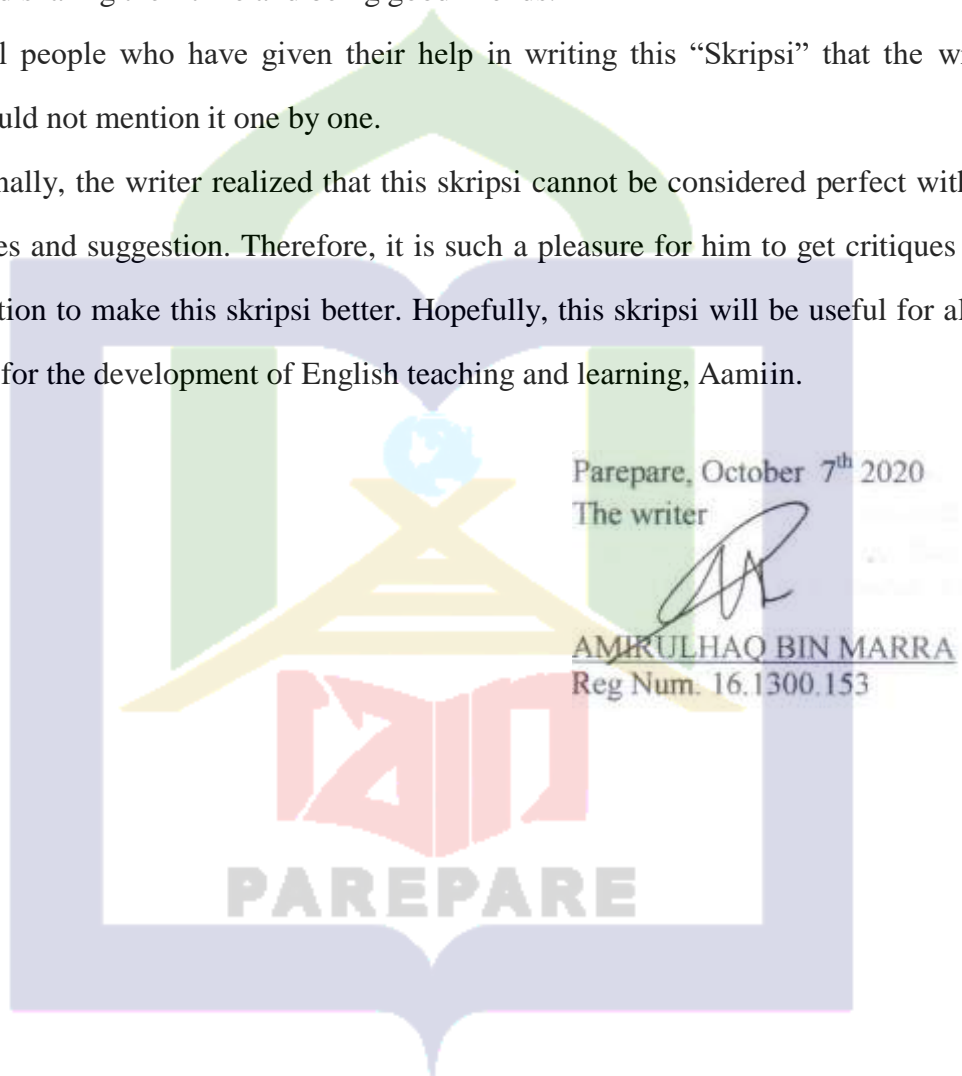
1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

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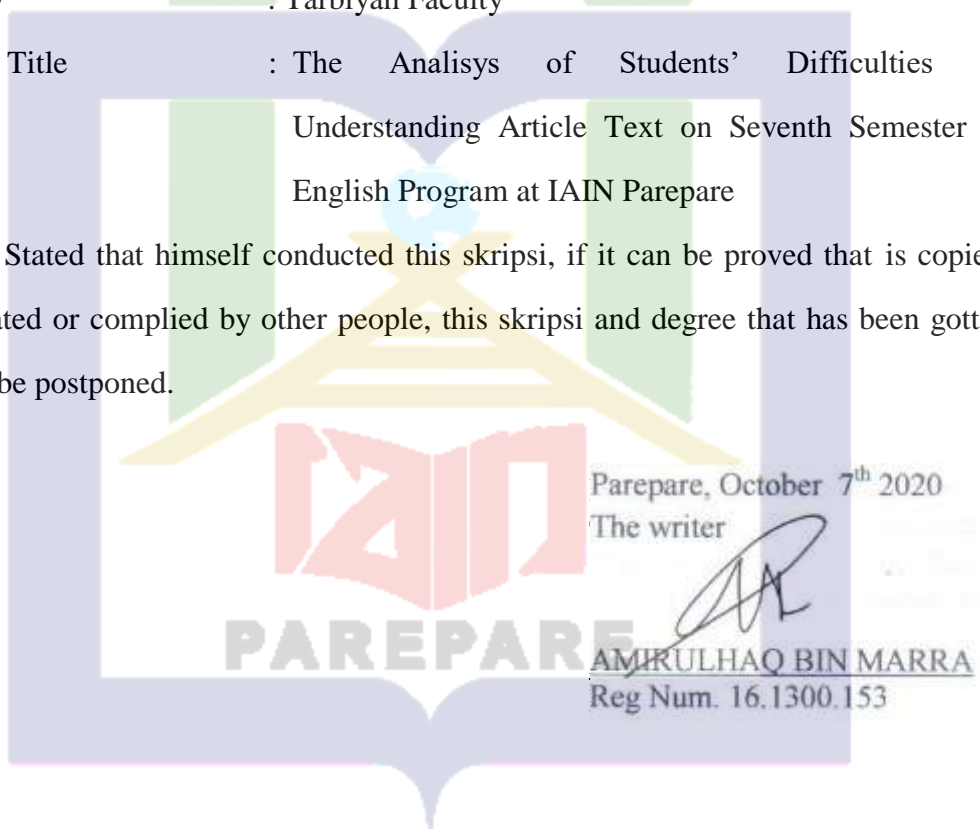


DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Amirulhaq Bin Marra
Reg Number : 16.1300.158
Birthday date and place : Rappang, 08 Januari 1998
Study program : English
Faculty : Tarbiyah Faculty
Skripsi Title : The Analisis of Students' Difficulties on
Understanding Article Text on Seventh Semester of
English Program at IAIN Parepare

Stated that himself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.



ABSTRACT

Amirulhaq Bin Marra. *The Analisis of Students' Difficulties on Understanding Article Text on Seventh Semester of English Program at IAIN Parepare*, (Supervised by Abd. Rauf Ibrahim and Amzah Selle).

Article text is scientific writing which priodical or publications that follow the scholarly conventions, which are based on certain theories and methods and logical thinking. Scientific articles are usually written by academics such as students, lecturers, librarians and researchers for academic needs such as graduation requirements or merely for promotion.. The purpose of this research is to analyze the Students' Difficulties on Understanding Article Text on Seventh Semester of English Program at IAIN Parepare, The result of this study are beneficial for lecturers and students because they will get novel information about students difficulties on understanding article text and it can be a reference to find out a suitable methodology in learning process.

The subject of this was 25 students which followed simple random sampling at seventh semester of English Program of IAIN Parepare. The researcher conducted the research in Mix Method approach. The data was collecting by interview and questionnaire. After analyzing the data, the researcher found that most of students still faced difficulties on understanding article text either from the aspect of the article text also influenced by several factors.

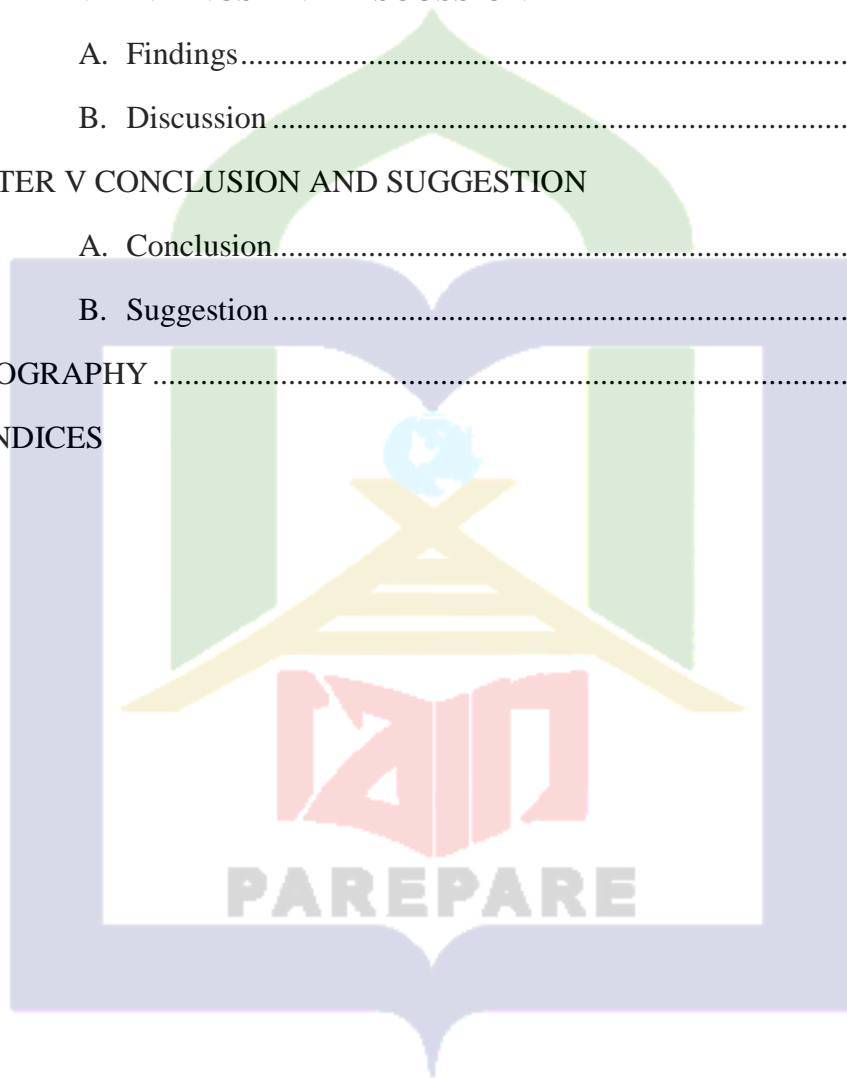
The data of interview, the researcher found that understanding meaning of words/Long sentences become the main aspect of students difficulties in understanding article text, and the main factors of students difficulties that faced by the students of seventh semester at English Program of IAIN Parepare is measured by questionnaire that have been conducted by researcher found that internal factors become the main factor which specifically refereed to Limited background, than move to concentration aspect.

Keyword: Students' difficulties, Reading, article text

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CHAPTER I INTRODUCTION

A. Background

The importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text. Such as ability to read various texts in English, ability to adjust reading styles according to the purpose of reading (i.e. skimming, scanning), and ability to have critical perspective on the content of the texts.

Student of university basically must have good comprehension in reading and must be able to read well based on reading aspects, moreover English students who are in English major in every university or institution. Students also must have ability on understanding reading text such as narrative text, recount text, explanation text, article text and many other texts.

Article also contains opinion or statement that is usually found in magazines or newspapers.¹ In general, the definition of the article is a kind of writing that develops the idea that occurs from any problem or taken from any certain reality or reference to the fact that analyzed based on the rules of the popular language where the idea is also transformed to readers through printed media, such as newspapers or magazines. The articles in the newspaper usually discuss a matter in detail. The author of the article should master the problems discussed. Article has become one of the reading sources which accurately and in accordance with the fact that occurs, so in adopting information, readers will feel confident, article is written based on

¹Gunawan, Wawan, *Tips Trick Menulis Artikel: 6 Langkah Menjadi Penulis*. (Bandung: Harmax Publishing, 2008), p.32.

methods and scientific technics, so it has very accurate information to be used as the basis of science.

As one of the readings references which is considered effective as a reference then the reader also needs to know the types and kinds of the article itself, scientific article is generally made by students, scholars, academics and scientists. It is also written by researchers and experts. Scientific articles are usually written in scientific media as well as scientific magazines or newsletters, scientific journals and their forms can be papers, theses, dissertations, and other scientific forms.

Scientific article is an article based on the scientific method that's systematic, empirically, verifiable, objective, rational by using pre-defined research methods.

Scientific articles can also use as statistical figures in both table and nontable form, describing the result of discussion object from any study based on samples and populations. Usually also accompanied by standard deviation and error standards. Scientific articles can result differently when using different methods which are different ways and different perceptions, although the research objects same. So, the truth of a scientific article is also influenced by the quality of both the sample and the population and the methods it used.²

Scope of schools, colleges, and universities, searching information and knowledge through articles and research findings has become a very important thing, students should make the article as a referral option after the book, unfortunately the ability of students in understanding the article writing still low, sometimes they have to use Google Translate to understand the meaning and intent of the author, as well as experienced by English students major.

²Djuroto, Totok. Dan Suprijadi, Bambang, *Menulis Artikel dan Karya Ilmiah*. (Rosda: Bandung, 2007),p. 90.

Nowadays, there are many students who ignore reading activities in their daily life, in fact, most of students are very lazy to read a book, they will only read book on their duty at school when they need to finish their homework, it will impact on their background knowledge.

This background refers to the explanation above. Writer will describe to the reader about the condition of the students quality on understanding article text, in short, the researcher is also a students of English Program that has learned reading subject which focuses on Articles text materials, as the researcher perception and supported by the lecture statement, the students is still confused on understanding the article either from their statement when interview or the score after examination, most of students still get low score based on their reading perform even their ability on identify the main idea of the article.

I have learned about reading skill almost 3 years in university and I still have very low ability in understanding text, I am seldom to read an English book or English written, moreover with English article, it's very hard for me to understand its words and also because of lack of my background knowledge also can be caused of my problem.²³

We can conclude that the students still difficult to understand the article, however, to know the difficulties in reading comprehension is important. The problems are faced by the students of English Program. Based on the observation, in fact, most of the students from seventh semester of English Program IAIN Parepare, they still have low comprehension and difficulties in comprehending the reading materials text specially Article, such as they have difficulties in making inference,

²³Riska Ramdani, One of students at English Program IAIN Parepare, Sul-sel, *Interview* by Writer at Parepare, On Monday 08 Januari 2020.

determining main idea and locating reference. Some of the reasons are they do not understand how to use reading comprehension strategies and loss of their concentration in reading activities. However, most of the students still have difficulties in reading English text from materials that adopted from newspapers, articles, textbooks and magazines and journals. based this situation, the researcher is interesting to analyze the students' difficulties in reading comprehension and find out what are the difficulties factors that the students faced in reading comprehension for Article text..

Based on the background above the researcher interests to find out the student difficulties and factors that faced by students of Seventh semester of English Program at IAIN Parepare by paper which title "The Analysis of Students' Difficulties on Understanding Article Text on seventh Semester of English Program at IAIN Parepare"

B. Research Question

Based on the background above, the researcher formulates two research questions as follow below:

1. What are the main difficult aspects of understanding article text that faced by students of Seventh semester of English Program IAIN Parepare?
2. What are the main factors that caused students difficulty on understanding article text on Seventh semester of English Program IAIN Parepare?

C. Objective of the Research

Relating to the problem statements above the objectives of the research is to find out:

1. To find out what is the main difficult aspect faced by students on understanding article text on seventh semester of English Program at IAIN Parepare.
2. To find out the main factors cause the students difficulties on understanding article text on seventh semester English Program at IAIN Parepare.

C. Significance of the Research

This research will give the contribution for:

1. The Student

The students can evaluate themselves after knowing their difficulties on understanding article text.

2. The Teacher

This researcher can help the teacher when teacher knows about the students difficulties on understanding article, then teacher can find some better strategies of learning reading to develop student's ability on understanding article text.

3. The Next Researcher

Finally, the next researcher can develop the research either find method or strategy for solving student's difficulties on understand article text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, conceptual review and conceptual framework:

A. Previous Research Findings

There are many research findings that relates to this research, some of previous research findings that relates to this research are explained below:

Dasrul Hidayati in his research which title “Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam” shows that that the majority of the first grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students’ responses in questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.¹

Nila Dwianasari in her research which title “Students’ Problems On Reading Comprehension At An Islamic Junior High School In Sungai Bahar” explains the aim of her research was to describe students’ problems on reading comprehension at an Islamic Junior High School in Sungai Bahar. The sample of her research was eight

¹Dasrul hidayati, *Students Difficulties in Reading Comprehension at the First Grade*, (Universitas Darussalam Banda Aceh : Journal, 2015)

graders at an Islamic Junior High School in Sungai Bahar. The survey research design in term of descriptive quantitative was used to figure out of the students' problems on reading comprehension in the school. The data were collected by using close ended questionnaire. In which, the students filled the questionnaire, the researcher used four alternatives choices in every questionnaire, as follows: 1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree. The researcher used SPSS 16.0 to calculate students' responses from the collected questionnaire. The result of this research shows that the students' problems on reading comprehension at an Islamic Junior High School in Sungai Bahar are first the problem related to students spelling. And then, students' grammar that caused by the lack of grammar knowledge, students vocabularies that caused by the difficulties in understanding the vocabulary. Next, students have difficulty in uninteresting material on reading comprehension. Next, students' problems on reading speeds, reading a long text can cause students to spend time. After that, students have difficulty in understanding on reading comprehension. Overall, Students' problems are related from understanding, grammar, interesting material, vocabulary, spelling, reading speeds.²

Sasmita conducted a research to find out the students' problems in comprehending English reading texts. The findings shows that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.³

²Nila Dwianasari, *Students' Problems On Reading Comprehension At An Islamic Junior High School In Sungai Bahar*, (Repositori : FKIP Univ Jambi, 2015).

³Sasmita, E. *Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at the Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013*, (eJurnal : Fkipunram.ac.id. 2012).

Ariyanti Puspita which title “Students’ Difficulties In Comprehending English Reading Text At Second Grade Students Of SMA N 2 Metro” explains the objective of her research was to find out the students’ constraints in comprehending English reading text. This research used qualitative method and it was conducted at the second grade students of SMA N 2 Metro. The XI IPA 1 class was chosen as the sample. The data were collected through reading test and interview. The descriptive method was used to expose the result in this research.

The results shows that 80% of the students have constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns.⁴

From the related studies above, it shows that the difficulties in reading are important to be known and analyzed. However, the problems that are faced by the students might be different in one university to other university. The researcher is interesting to analyze the students’ difficulties in comprehending Article text. The differences of this research and all the research above are: the first is the sample of that research was second grade of Senior High School students. Second, the text which was used in this research was procedure text. The researcher chooses to use article text because the previous research above used many kinds of text except article text.

⁴ Ariyanti Puspita, *Students’ Difficulties in Comprehending English Reading Text at Second Grade Students Of Sma N 2 Metro*, (Jurnal of Program Language And Art Education Program:2017).

B. Some Pertinent Ideas

1. Article Text

According to Wojowasito and Poerwodarminto, refers to the word written as: "article". Article means "essay", or essay in newspaper, magazine and others. Basically, there are several types of article writing models, the easiest model a popular writing model.⁵

Popular writings model are usually simple written that are not complicated and entertainment. In addition, language feature is used also tends to be free (for example, the language used in journalistic/mass media. In the journalistic, the article writes various questions, ranging from politics, social, cultural, economics, technology, sports.

Another definition of the article is a factual (nonfiction) essay, it also writes about a single problem that could not be published in the newspaper, magazine, bulletins and so on, in order to convey ideas and facts in order to convince, educate and solving a problem.⁶

The article categorized as point of views, which are written about views, ideas, and opinions of the author about a problem or event. Based on the statement above, it can be concluded that all posts in newspapers or magazines that are not in the form of news, can be called as articles. The difference is only the article posted. If the article is loaded on the opinion page, called a general article. If it is loaded on the page art and entertainment is called as essay, and if it is loaded in editorial special column, named the title of the plan.

⁵ Totok Djuroto dan Bambang Suprijadi, *Menulis Artikel dan Karya Ilmiah, Remaja Rosda Karya*, (Bandung, 2005),p. 32.

⁶ Djurot Totok dan Suprijad Bambang , *Menulis Artikel dan Karya Ilmiah, Remaja Rosda Karya*, (Bandung, 2005),p. 36.

Another hardest Model of the article is scientific articles writing. This Model requires objectivity and depth of discussion, relevant information support, and the usual that is expected to explain "why" or "how" a thing happens. From the language aspects, of course, the scientific writing requires the default language; there is one writing model in the middle.⁷

The Model is known by popular scientific writing and is a blend of popular and scientific writing. This term refers to the scientific writing, but presented in a way that is easy to understand. Although it is scientific (because it uses the scientific method), it does not mean that the writing that is produced for academia only. On the contrary, popular scientific articles are delivering to general readers, and we need to distinguish between scientific and popular vocabulary. Popular words are words that will be used in everyday communication, while the usual words used by the students are mainly in scientific writing, formal meetings, and special discussions are called scientific words.

Scientific journals are periodical or publications that follow the scholarly conventions, which are based on certain theories and methods and logical thinking. Scientific articles are usually written by academics such as students, lecturers, librarians and researchers for academic needs such as graduation requirements or merely for promotion. A scientific article's work can be removed from the results of field research, literature or thought studies, or also development results in a research project.

⁷ Djurot Totok dan Suprijad Bambang , *Menulis Artikel dan Karya Ilmiah, Remaja Rosda Karya*, (Bandung, 2005),p. 38

This scientific article is further subdivided into articles of research results and conceptual articles. Articles of research are articles written by past the previous research process, whether it is literature research (Library Research) and field research, while conceptual articles are articles written in the form of concepts/conceptual ideas in the form of scientific thinking writers about something in a particular field. Systematic research articles should include: Title, author's name, Abstract (English language) and abstract (Bahasa Indonesia), keyword, background problem, problem formulation, research methods, research results and discussion, conclusion, bibliography. Conceptual article systematics should include: Title, author name, Abstract (English speaking) and abstract (Bahasa Indonesia), keyword Introduction, discussion (directly made into sub-subtitles according to the issues discussed), cover, bibliography.⁸

2. Characteristic of Article Text

There are several characteristics of Article text, every text must have their own characteristics to differentiate with other texts, and article text must refer to the characteristics below:

1. The content of the writing is based on the fact not merely that have not been guaranteed truth.
2. Factual and informative, disclose information based on the results of the research that has been done and can be accountable for the truth.
3. Scientific article also contains an opinions or analysis of the authors ' thoughts, however, the process is strengthened or based on the valid data in the form of previous research results, theories, or facts written into the article.

⁸ Website Fakultas hukum, *Ketentuan Penulisan* , (Jurnal : Mimbar Hukum Fakultas Hukum UGM,2017 (Diakses pada 10 Februari 2020))

4. Using a systematic writing method, with the aim that all information in the article can be accepted by the wider community.
5. Using a variety of formal and raw languages, this is because using official language that is characterized by straightforward, logical, denotative and effective will make the language of scientific articles feel dense and contain.⁹

3. Kind of Article Text

Basically every writing even both physical and objective, scientific papers/scientific articles can be grouped into two main types namely:¹⁰

a. Scientific Article

The research article is a scientific writing designed to be contained in a journal or a collection of articles written with scientific ordinances and follow the guidelines or scientific conventions that have been agreed or established. The following rules:

b. General View.

It contains of important things that include research results, discussion of research or results, and research conclusions. While other supporting materials are written as often as possible.

c. Systematics Writing.

In the scientific article consists of title, author's name, abstract, Introduction, methods of research, results, discussion, conclusion and suggestion, and bibliography.

d. Non Scientific Articles Research

⁹Hamid,S, *Writing research paper*, Access on www.owl.english.purdue.edu. (Diakses 8 Juni 2020)

¹⁰Hamid,S, *Writing research paper*, Access on www.owl.english.purdue.edu. (Diakses 8 Juni 2020)

Nonscientific articles research or conceptual article is a scientific article written from the results of the thought of a problem. The effort to produce this type articles, firstly, the author examines the sources that are relevant to the problem, both in line and contrary to what he thinks.

Based on that statement above, Suyitno explained that non-research scientific article is an article that refers to all types of articles that are not reports of research results. Scope of this article such like concepts, theories, principles, model development, fact/phenomenon exposure, and product valuation. The presentation in the scientific journal depends on the topic and the content of the article.¹¹

The most vital part of the conceptual article is the opinion or establishment of the author about the matter discussed. The founding of the author was developed from an analysis of other people's thoughts on the same issues that had been published earlier, and the new author's thoughts on the matter being examined, if indeed exists. So, conceptual articles are not merely collage or patch snippets from a number of articles, let alone the transfer of writings from a number of sources, but rather emphasize the outcome of analytical and critical authors.

From the explanation above, there information about two types of scientific articles, namely articles of research and non-research/conceptual articles. The difference between the two articles is on the underlying research and reasoning emphasis of the author. After exposure to the kind of scientific article we can understand comprehensively, and then the next thing we need

¹¹ Suyitno, Imam, *Karya Tulis Ilmiah (KTI) Panduan, Teori, Pelatihan, dan Contoh.* (Bandung: PT Refika Aditama, 2012), p.64.

to notice is about the systematics of the preparation of scientific articles research and non-research.

4. Structure of Article Text

The structure of a scientific writing will be influenced by its forms, provisions, and scientific writings. Nevertheless, the outline of a scientific writing will consist of: title and abstract; Content consisting of an introduction, method, outcome, discussion or analysis, conclusion; and bibliography. Specifically for the scientific papers to be published at a particular proceeding or journal, it must be necessary to follow the terms of the writing (including the format) of the publisher.

a. The Structure of Science Article Research

1) The Title

The Title is made in Indonesia either English. The good article titles are concise, informative and descriptive, consisting of a minimum number of words, precisely describing the content of writing that contains concepts or relationships between concepts; Selecting and specifying the word order. The headings are arranged not too specific. The use of abbreviations or chemical formulas should be avoided. The title is written in uppercase (capitalized), the foreign language term is written in italic.

2) The Author's Name and Address

The Author's name is written without listing the title and writing the name of a single article to another article should remain/consistently, it is important to indexing the author name. Information about the programs taken, the author's

address and/or e-mail listed must be clear, and placed on the footnotes on the title page with the font size smaller than the letter size in the text content.

3) Abstract and Keywords

Abstract written in Indonesia and English. Abstract is the main ideas of the article which includes the background of the research in a concise, objectives, theories, materials and methods used, findings and conclusion. The details of treatment do not need to be listed, unless it is the primary objective

Abstract is consistent with the content of the article and self-explanatory, it contains the reason why the research is conducted (rationalization & justification), and does not refer to the Chart, table or reference of the library.

4) Introduction

The introduction presented problem/concept/results of the previous research in a clear and concise as the basis for the research to be written as a scientific article. The referenced libraries are only those that are really important and relevant to the problem of "justifying" the research does, or to underlie the hypothesis. The introduction should also explain why the topic of research was chosen and considered important, and concluded by stating the purpose of the study.

5) Methods

The procedure of research implementation should be written in detail and clearly so that other researchers can do the same research (repeatable and reproducible). Material specifications must be detailed in order for others to get information on how to obtain the material. If the method used was previously known, the library's reference should be included. If the research

consists of several experiments, then the method for each experiment should be explained.

6) Results and Discussion

The results of the research in the form of data are presented to inform the findings of the research that has been conducted. Illustration of research results can use graphs/tables/images. Tables and graphs must be understood and given sufficient information. The results expressed are only meaningful findings and are relevant to the research objectives.

Unsuspected findings that are not in accordance with the research objectives should get a place to be discussed. If an article reports more than one experiment, then the goals of each study should be expressly stated in the text, and the results must be associated with each other.

The Discussion also is discussed about the relation between the research results with the theory, comparative research results with other research results already published. The discussion explains the implications of the findings acquired for science and utilization

7) Conclusion and Suggestion

The Conclusion is an affirmation of writers on the results of research and discussion. Suggestions should be based on research findings, practical implications, the development of new theories (specific to doctoral programs), and or further research

8) Acknowledgement

Acknowledgement is made succinctly as an expression of gratitude to the author of the Promoter/mentor team, and parties – who have assisted in research and funders.

9) References

The reference materials (references) are included in the bibliography are only those that are actually mentioned in the article script. Complete reference list is done on the new page. For the writing of the full library list, the list is created as the last write stage. The manuscript is read from beginning to end, and is written in the list of all references in the script and the list is used to compile the list of libraries

b. Non-Research Article

Non-research article contains things that are very essential; Therefore usually the number of pages provided is not much between (10-20 pages). The main elements that must be in the non-research and systematical articles are as follows:

1. Title
2. The Author's Name and Address
3. Abstract and Keyword

Non-research article, the abstract contains a summary of the contents of the article that is poured in a solid, not a comment or an introduction from the editor or editor. Abstract should be written in good English. Translation of the title of Indonesian article is loaded on the first line of abstract English language.

Keyword is a fundamental word describing the areas of the problem discussed in the article or terms that are the basis of thinking the idea in the original essay, in the form of single words or combined words. Keyword number around 3-5 pieces

4. Introduction

The introductory is different which the content in the research report, the introductory section in the non-research article contains a description that brings the reader to the main topic that will be discussed.

5. Discussion

The title, sub title, and content of this section of a none research article very widely, depending on the topic being discussed. Things to get attention to this section is organizing its content

6. Closing

The term of closing is used as the title of the final part of a non-research article, if the contents are only endnotes or the like. If at the end of the conclusion the results of the discussion in the previous section, it is necessary to enter the conclusion heading.

7. References

The References included in the referral list should be mentioned in the article torso. The referral list must be complete, covering all the library materials that have been mentioned in the articles.

5. Reading Comprehension

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text.¹² It means that reading comprehension is the ability to read text, process and understand the meaning. Natures, habit and skills can influence individual ability to understand text correctly.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. Reading about understands written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.¹³ It means that, reading is a process of communication between the writer and the reader. The writer express message like feeling, facts, ideas, and arguments that they want to share. Then, the writer puts the message into the words.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.¹⁴

¹² Grabe W, Stoller, *Teaching and Researching Reading*. (Harlow:Pearson Education, 2002),p. 68.

¹³ Pang, Muaka Bernhardt, Kamil, *Teaching Reading, Education Practice12*, PDF book.

¹⁴ Rahim, F,*Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara 2013),p. 32..

From the explanation above, the researcher concludes that reading comprehension is the process of getting meaning of the content and information about the topic in the text. Other explanation will be, understanding an English text is not easy to do for students because English is a foreign language and it is not the first language. Too many readers are not able to get the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text in order to get the meaning of the author's idea.

6. Reading Article Strategies

Student who loves reading will spends a lot of time in reading activity and also has ability to write well. By reading, students can improve their vocabulary and writing skill. On the opposite, a student who has low reading ability will find difficulty in learning process because they don't have many experiences in facing English text.

The students must practice reading a lot, and use certain strategies. The student's ability on understand the text depend on their ability to use strategy to understand what the writer say. It means that strategy helps the students to comprehend the text they read. Reading article text strategies as general strategies divide into four types. Those are skimming, scanning, extensive and intensive readings.¹⁵

¹⁵ Nuttal, C, *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982), p.132.

a) Skimming

Skimming is a useful skill to be applied in reading. It stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text.¹⁶ Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.¹⁷

b) Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information.¹⁸ It means that, scanning is an ability to read a text very quickly in order to find specific information easily that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of Lecture name in a telephone notes to find a phone number. Scanning helps the reader find information quickly without reading the whole text than easily to find it.

c) Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. Extensive reading is carried out

¹⁶ Grellet, F, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise*, (Cambridge: Cambridge Press, 1999), p. 87.

¹⁷ Islam, C and Steenburgh, C, *A good Read Book: Developing Strategies for Effective Reading 1*, (Singapore: Cengage Learning Asia. Osborne and Armbuster 2009), p.127.

¹⁸ Grellet, F, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge University Press, 1981), p.89.

to achieve a general understanding of a text.¹⁹ Some authors identify extensive reading as occurring when the students read large amounts of high interest material, concentrating on meaning, reading for gist and skips unknown words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.²⁰

d) Intensive Reading

Intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.²¹ Intensive reading is reading for detail. It usually shows a shorter text. A reader usually wants to get some specific information.

7. Difficulties Reading Aspects in Understanding Article Text

There are five aspects of reading article text as reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary.²² These aspects are related to the difficulties that the students encounter in comprehending the text.

¹⁹Brown, *Teaching by principles: An Interactive approach to language pedagogy Strategies of Reading*, (A person Education Company: Longman, 2001), p.75.

²⁰Michael, L and Richards, J. *Methodology in TESOL*, (Heinlen and Heinlen publisher. Boston, 1987), p.78.

²¹ Macleod, M.. *Types of Reading*, (PDF Book, Retrieved 2011), p.108.

²²Nuttal, C, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, 1982).

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection.

²³The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paragraph, and where the main idea position is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.²⁴ In identifying reference, the students must understand specifically about the pronoun function for what the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.²⁵ It means that, having prediction from the context will help students understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In

²³ Longan, J, *Reading and Study Skill: Seventh Edition*, (Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2002)

²⁴ Sharpe, J. P, *How to Prepare the TOEFL Test (11th Edition: Ohio, 2005)*

²⁵ Sharpe, J. P, *How to Prepare the TOEFL Test I9 (11th Edition: Ohio, 2005)*

fact, one of the problems that readers have difficulties in understanding paragraph is that they have lack of vocabularies.

d. Making Inference

In making of inference, it stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences.²⁶ It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ...”

“It can be inferred from the passage...”,

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question usually checks student’s ability to understand material that is directly written in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,,,”.

²⁶ Kopitski, M, *Exploring the Teaching of Inference Skills* (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language). (Minnesota: Hamline University, 2007),p.165.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words synonym.

8. Difficulties Factors on Understanding Article

The difficulties factors that faced by students divides into external and internal. Internal factor includes intellectual. There are some internal factors based of intellectual aspect that influence the students in reading comprehension that are generally found during reading, namely; difficulty in understanding long sentence and text caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration. While external factors include of families or school environments.²⁷

a. Difficulty of Limited Background Knowledge

Reading well means to understand what writer tries to present in his/her writing. This means that a reader needs background knowledge and competence while reading. It stated that some readers use their background of knowledge and experience to compose meaning from the text in reading process and the readers will connect the ideas in the text to what they already know in order to get the comprehension of the text. Even most people can comprehend the material what they read after reading word-by-word and they are spending a lot of time repeating the difficult term of the text.

²⁷ Westwood, Peter, *Reading and learning difficulties a procces of teaching and assessment*, (Australia: Acer press, 2001)

b. Difficulty in Using Reading Strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test. There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test.

c. Student's Environment

d. House Environment

It cannot be neglected that family play important role in the home. It stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English.²⁸⁵ Learning reading without family attention will make students feel difficult in learning. They can feel down if no one supports them to learn English text.

e. School Environment

²⁸ Freeman, D, L and Long, M,H, *An Introduction to second Language Acquisition Research*,.(Newyork: Longman, 1990).

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.



C. Conceptual Framework

The conceptual framework of this research was designed as follow:

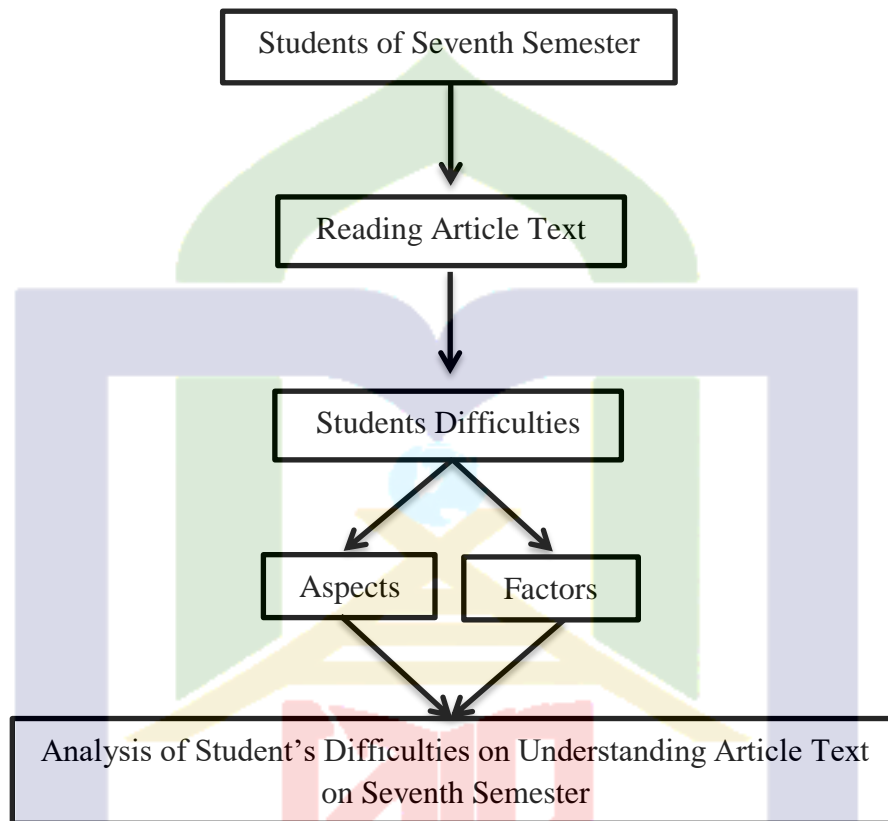


Figure 2.1 Conceptual Framework

This research conducted two research question which referred o the aspect which devided into determining idea, locating reference, understanding vocabulary, making infrences and detail information, while factor refered to limited background, reading strategies and environment.

D. Definition of Operational Variable

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.²⁹

This research has 2 definitions operational namely:

1. This research limited the study about the students difficulties which refers to the theory in second chapter based on aspect and factors of difficulties that encountered by students. The aspects include of into determining idea, locating reference, understanding vocabulary, making infrences and detail information, while factor refered to limited background, reading strategies and environment.
2. This research focused on students difficulties on understanding article text, the researcher limited for the formal article text, which publish by trusted publisher, the sample of the research who have learned article material at class. This research focuses on the students difficulties not the ability.

²⁹ Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

CHAPTER III

RESEARCH METHODOLOGY

This part describes about the description of the research design, location duration of the research, focus of study, kinds of source data, technique of collecting data and instrument, and technique of data analysis.

A. Research Design

This research applied qualitative and quantitative method, this method is called mixed method, and this method applied in this research to answer the questions on student's difficulties on understanding article text at seventh semester of English Program of IAIN Parepare. This research consists of two variables namely student's difficulties as the first variable and understanding article text as the second variable.

The approach of mix method is necessary to answer the formulation in the research problem that has been compiled in chapter I, the formulation of the first problem was answered through a qualitative approach and the formulation of the second problem has been answered through a quantitative approach. Those both approaches applied to get more complementary, valid, reliable and objective data.

This strategy was combined the data that found from one method with another, the strategy was done through interview first to get qualitative data then followed by quantitative data, in this case using surveys. The core of Mix method characteristic as well-designed study include as following:: collecting and analyzing both quantitative (closed-ended) and qualitative(open-ended) data; using procedures data in collecting which appropriate to each methods, such us ensuring sample and item size for quantitative and qualitative analysis; integrating the data during data collection, analysis or discussion; using procedures that implemented qualitative and quantitative

components either concurrently or sequentially, with the same sample or with different samples; Framing the procedures within theoretical models research.¹

Researcher processed the data by following the strategy which divided into 2 parts, namely:

1. Sequential mixed method strategy

This strategy, researchers used sequential exploratory strategies which the researcher collected and analyzed qualitative data followed by collection and analysis of qualitative preliminary results.

2. Concurrent mixed method strategy

This strategy is combining of quantitative and qualitative data in one time, with concurrent, embedded concurrent or transformative concurrent methods.²

Based on the explanation above, this study used sequential strategies by following the technique of exploratory strategies. So, the first stage was to conduct an interview and analyzed qualitative data. Namely, knowing the aspect of student's difficulties in understanding article text then spread out the questionnaire survey or instrument to know the difficulty factor of students in understanding article text as quantitative data collection.

¹Jenifer Wisdom, Mix Method, Integrating Quantitative and Qualitative Medical Home Models, (ahrq Publication No:13-0028-Ef) Vol 12

² Nunan, David, *Language Teaching Methodology*, (Sydney: Prentice Hall International English Language Teaching, 1991)

B. Location and Time of the Research

This research was held at Tarbiyah Faculty as the location of the Seventh semester of English Program class and this research spent 45 days of analyzing data.

C. Population and Sample

1. Population

Population is the entire research object.² In this research the population was seventh semester of English Program students. It consisted of 157 students.

Table 3.1 Research Population

No.	Programs	Semester	Number of Students
1	ENGLISH PROGRAM 2017	7 (Seventh)	175 Students

2. Sample

The researcher concluded that the population of this research was the whole students of seventh semester of English Program at IAIN Parepare.

As the sample, it was simple random sampling that was chosen by the researcher in order to get perfect data. Simple random sampling means that each member of subject has an equal probability of being sample and 25 students were the sample of the research.

D. Instrument of the Research

The researcher used interview and questionnaire as the instruments of data collection.

² Arikunto, S., *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 198

1. Interview

Interview is one of the collecting data techniques in qualitative research. Interview is data collecting technique which uses open form questions and it can be used to get more information about the cause and effect for each aspect in research.³ The researcher interviewed the students about the aspect of their difficulties on understanding article text. The students answered the questions with their own words and there was no alternative answer from the researcher.

Researcher did an interview by follow this step below in collecting the data:

1. The researcher interviewed the interviewee by whatsapp to avoid spreading corona virus, the interviewee who was the sample of this research.
2. Researcher conducted interview to 25 different students.
3. Researcher transcribed the data derived from interview

The researcher referred to the five aspects of reading comprehension in this interview. The five aspects of reading comprehension were determining main idea, making inference, identifying reference, finding specific information, and the understanding meaning of words or vocabulary.

Researcher also used audio recorder to record the data during the interview. It stated that audio recorder provide us sense linguistic information than the field note taking did.⁴ The researcher used audio recorder for supporting tool in interviewing and used smartphone to record the audio and taken the pictures as evidence in conducting the research.

2. Questionnaire

Spreading questionnaire to the students would be a great way to get more concrete data student's factors difficulties on understanding article based on their

reading comprehension. Questionnaire was one of the ways to know the difficulties factors faced by students on understanding article based on reading comprehension. Questionnaire consisted of 12 questions that need to be answered honest and correctly by the students. In this instrument, the form of questionnaire related with several aspects that mentions on chapter II such us internal factor and external factor and the alternative answer has been chosen by the students.

E. Procedure of Data Analysis

1. The Analysis of Qualitative Data

a. The Analysis of Interview

This interview was applied to identify the student's aspect in their difficulties on understanding article text. The researcher presents the data after all interviews conducted and followed these steps below:

1) Categorizing the Interview Transcription/Data Display

Categorizing the data helped researcher to read and understand the data, categorizing here based on the participants questions and responses, in this categorizing, the researcher also used the audio recorder for measure the transcription data.

2) Coding the participants responses

Researcher has coded the participants responses based on the students difficulties aspect on understanding article text.

3) Conclusion

Researcher concluded the interview data after categorizing and coding than have a final conclusion. Analyzing the interview data with these stage; data reduction, data display, and conclusion or verification.⁵

2. Analysis of Quantitative Data

a. The Analysis of Questionnaire

Questionnaire was one of supporting techniques that researcher aims to identify students' perception, opinion, problem, and their ability on understanding article based on their reading comprehension. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students. Students had chosen only the best answers which were suitable to themselves. Questionnaires consist of 12 questions that need to be answered honest and correctly by the students. In analyzing the students' response, the writer used formula.

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

The questionnaire of this research employed 10 questions which followed the formula of likert scale as follow:

⁵Setiyadi, Ag, B, *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

Table 3.2 Questionnaire with likert scale:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4

The following table is the interpretation score of each of the questionnaire options in which different scores given to both positive statement and negative statement.

Table 3.3 the Classification of the students response based on the criteria:

NO	Qualification	Interval
1	Very Agree (VA)	81% - 100%
2	Agree (A)	61% – 80%
3	Middle (M)	41% – 60%
4	Disagree (D)	21% – 40%
5.	Strongly Disagree (SD)	0% – 20% ²

²Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta:Bumi Aksara. 2010),p.298

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research about students' difficulties on understanding article text on seventh semester of English Program at IAIN Parepare.

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students' difficulties on understanding article text in seventh semester of English Program at IAIN Parepare. In order to collect the data, the interview and questioner were used to find out the students' difficulties that referred into aspects and factors of difficulties.

According to the theory, this research used mix method which combining qualitative and quantitative data, the research firstly presents the result of qualitative data.

1. The Result of The Interview students

The researcher interviewed 25 different students from English Program, the interviewed was conducted by Whatsapp called and supported by audio recorder. The result data from interviewed that has been processed through data display and coding are representative responds present below:

a) Informant 1

"The most difficult aspect that I feel during reading article text is about high level of vocabulary, and another difficulties I face from understanding long sentences, in reading activities, I use scanning and PQRS technique so identifying main ideas and also find specific information are not my difficulties"

b) Informant 2

"The most difficulties aspect that I felt was lack of knowledge, sometimes, I am able to catch the main ideas but I could understand the meaning caused of my lack knowledge, also have difficulties on understanding long sentences moreover with

high vocabularies, finding specific information also become my problem, even in my reading activities, I used to follow skimming technique”

c) Informant 3

“so, for me, I really difficult with lack of knowledge, it’s also supported of low vocabulary mastery, I can understand long sentences because of high vocabulary, I can’t also find specific information on article because of my comprehension is low, I don’t have any strategy on my reading activities, I just relax myself and doing reading, but my reading skill still very low”

d) Informant 4

“In my opinion, I fell very difficult in understanding article because of my knowledge is very low, I know it very well that knowledge influence the reader to understand the article, and also I have difficulties on vocabulary, it’s very difficult for me to get the point of the article, identifying main ideas also very hard for me, because it put not at beginning of the text, I am very seldom to read any English book, especially for article text”

e) Informant 5

“about the knowledge, I am very low on that, another difficulties are about high level of vocabularies, and also long sentence caused a lot of problem, but for finding main idea, specific information and also using strategies are not really problem for me, last aspect also, I don’t find any hard for pronoun reference”

f) Informant 6

“Maybe the last aspect, because of my knowledge still very limited, other problems also faced because of low vocabulary skill, I fell very hard to understand long sentences and also specific information, different with main idea, focus is the most important for me in my reading activities, I fell not really hard in finding main ideas in 1 paragraph”

g) Informant 7

“the most aspect that I fell is long sentences, because its consist of many tenses, and also clauses, another difficulties also is lack of my knowledge, finding

specific information is my problem also, I am really low in reading skill specially for vocabulary, I trust that vocabulary mastery is the most important, last is finding main idea, because main idea is not always in the first sentences, skimming and scanning are my strategies in my reading activities”

h) Informant 8

“The problem was vocabulary, because for the length of the sentence is not really influence if we can understand a single word, for lack of knowledge am so hard for that, but its depend on the context, in sum, all the difficulties aspect that asked are my reading problems”

i) Informant 9

“For me, reading difficulties have many aspects, but the most problem that I have is lack of knowledge background, it’s a very important in reading article text, in other problem also comes from identifying specific information, for high vocabulary, I can’t understand it well, it’s also because I don’t have any strategy in reading performance, so I fell all the difficulties aspect that asked”

j) Informant 10

“I find difficulties on understanding vocabulary with high level, it impact on understanding long sentences in article, but for getting main idea, I can easily because I know the way in finding main idea, but for determining pronoun in article, I have not hard with that”

From the interview which had been conducted with the 25 students, the tenth responds above are the representative respond, researcher done an interview as qualitative design to find out the main aspect of students difficulties on understanding article text.

According to the research method, after having qualitative data, the research secondly presents the result of quantitative data.

2. The Result of The Questionnaire

The researcher presents the result of the questionnaire after the students' done an interview, this questionnaire referred to the factors caused by students on their difficulties on understanding article text. In analyze the questionnaire; the researcher used the formulas as follow:

a) The Percentage of each item of difficulties factors in questioner.

Table 4.1 (Difficulty that is caused by limited background knowledge)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	16	64
2	Agree	3	9	27
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			25	91

Based on the table above, it shows that there are 25 students that fell difficulty that is caused by limited background knowledge, it can be assumed that most of samples still have difficulty that is caused by limited background knowledge, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	D	SD

The data above shows that students have difficulty that is caused by limited background knowledge, namely $91/100 \times 100\% = 91\%$, so it was categorized Strongly Agree.

Table 4.2 (Difficulty in using reading strategies)

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	4	7	28
2	Agree	3	16	48
3	Disagree	2	1	2
4	Strongly Disagree	1	1	1
Total			25	79

Based on the table above, it shows that there are 22 students that felt difficulty in using reading strategies, it can be assumed that most of samples still have difficulty in using reading strategies, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	D	SD

The data above shows that students have difficulty in using reading strategies, namely $79/100 \times 100\% = 79\%$, so it was categorized Agree.

Table 4.3 (Difficulty in concentration)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	3	12
2	Agree	3	19	57
3	Disagree	2	0	0
4	Strongly Disagree	1	3	3
Total			25	72

Based on the table above, it shows that there are 22 students that fell difficulty in concentration; it can be assumed that most of samples still have difficulty in concentration, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	D	SD

The data above shows that students have difficulty in concentration, namely $72/100 \times 100\% = 72\%$, so it was categorized Agree.

Table 4.4 (Family Environments)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	3	12
2	Agree	3	6	18
3	Disagree	2	13	26
4	Strongly Disagree	1	2	2
Total			25	58

Based on the table above, it shows that there are 15 students that falls unsupported from their family environments, it can be assumed that most of samples still have unsupported from their family environments, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	D	SD

The data above shows that students have unsupported from their family environments, namely $58/100 \times 100\% = 58\%$, so it was categorized Middle.

Table 4.5 (University Environments)

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	2	8
2	Agree	3	12	36
3	Disagree	2	9	18
4	Strongly Disagree	1	2	2
Total			25	64

Based on the table above, it shows that there are 14 students that supported from their University Environments; it can be assumed that most of samples still get support from their University Environments, by continuum can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	U	D	SD

The data above shows that students have unsupported from their family environments, namely $64/100 \times 100\% = 64\%$, so it was categorized Agree.

The findings above was the accumulation of the students difficulties on understanding article text at seventh semester, which identified of the aspect and the factor encountered, the researcher conducted in mix method which qualitative and quantitative approach.

B. Discussion

Based on the description of the data through interview that has been explained by researcher in previous section has found out the main aspect that faced by students seventh semester between these aspects namely; difficulties in determining main idea, using reading strategies, identifying reference, finding specific information, understanding word, and limiting background knowledge.

1. Students difficulties aspect on understanding article text in seventh semester of English Program at IAIN Parepare.

- a) Difficulties on understanding Meaning Of Words/Long Sentences

Article text basically discusses about many things, topics, case, and also many others types, high vocabulary and global theme are the characteristic of article, it also consist of the summary of the research that consist of scientific method, it caused very hard for the students to get the main point of the text, it explained that, there are a lot of kinds of vocabulary, some of them are scientific, formal and semi-formal vocabularies.

*“The most difficult aspect that I feel during reading article text is about high level of vocabulary, other difficulties I face from understanding long sentences, another difficulty I face from understanding long sentences, difficulties on vocabulary, it’s very difficult for me to get the point of the article”*¹

Based on the explanation above, the researcher summary that another aspect that encountered the students in seven semesters is their low vocabulary quality, they will not understand the meaning of the high level of vocabulary; high vocabulary means the scientific vocabulary not in daily.

The student expands their knowledge of vocabulary when he/she is reading a text, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a

¹ Informan 4, interviewed on september 20, 2020 by whatsapp

general prediction about the meaning.⁴It means that, having prediction from the context will help students understand the meaning of a paragraph without stopping looks up every new word in a dictionary. In fact, one of the problems that readers have difficulties in understanding paragraph is that they have lack of vocabularies. It stated also that *“the problem was vocabulary, because for the length of the sentence is not really influence if we can understand a single word”*² which means that students always get trouble in understanding the meaning of the text based on their comprehension of the word, single word may caused confusing in understaning the meaning of the author.

Generally, scientific article is very complicated word which consisted of many scientific vocabulary, its very hard for the beginner in understand the word easil, the word sometimes put in different style with daily vocabulary, for example the word of significant which mean beneficent in scientific article totally different with daily word.

Vocabulary plays very important in English, lecture at class must teach more active in vocabulary mastery better than other self-skill, and this important skill is very intents used in every step of the English subject.

The researcher belive that reading comprehension plays the process of getting meaning of the content and information about the topic in the text. Other explanation will be, understanding an English text is not easy to do for students because who has poor vocabulary in english specially for a foreign language and it is not the first language.

⁴Sharpe, J. P, *How to Prepare the TOEFL Test 19 (11th Edition: Ohio,2005)*

² Informan 8, *interviewed* on september 22, 2020 by whatsapp

b) Difficulties in identifying main idea

Identifying main idea should be mastered for the reader in order to get the view of the writer, it seems for reading article text, and getting main idea should become skill for the reader, understanding main idea will determine the comprehension of the reader about article text. It stated that *“It’s very difficult for me to get the point of the article, identifying main ideas also very hard for me, because it put not at beginning of the text; I am very seldom to read any English book, especially for article text”*³ Based on the explanation above, the researcher summary that, difficulties in identifying main ideas is not really being a problem for student at seven semester of English Program, it proved that, only several of the sample that faced main idea became of their problem.

The main idea is a statement that tells the author’s point about the topic. Finding main idea is a key to understand a paragraph or short selection.²³ The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paragraph, and where the main idea position is located. Those all caused of students problem in their reading performing.

⁵Informan 4, interviewed on september 20, 2020 by whatsapp.

⁶Longan, J, *Reading and Study Skill: Seventh Edition*, (Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2002)

Determining Main idea, the readers usually face a longer text. In reading, the readers need a total understanding of writing. Determining idea is carried out to achieve a general understanding of a text helped by certain strategies.¹⁹ Some authors identify one of strategies may uses for extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment in reading which really help to determining the idea of the text or paragraph.

The students must practice reading a lot, and use certain strategies for easily determing the idea of the text. The student's ability on determining idea depends on their ability to use strategy to understand what the writer says. It means that strategy helps the students to comprehend the text they read. Reading article text strategies as general strategies divide into four types which every strategies can be used effectively in identifying the general topic and put into main topic of the paragraph.

Summary that, determining main idea is the process of getting meaning of the content and information about the topic in the text. Other explanation will be, understanding an English text is not easy to do for students because English is a foreign language and it is not the first language. Too many readers are not able to get the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences.

¹⁹Brown, *Teaching by principles: An Interactive approuach to language pedagogy Strategies of Reading*, (A person Education Company: Longman, 2001), p.75.

Therefore, the reader should have good comprehending in reading text in order to get the meaning of the author's idea.

c) Difficulties in finding Specific Information

Specific information can be very helpful in reading activities, by finding the specific information, the reader be able to get the main point of the text, so it can help the reader without reading all the entire text, specific information isn't put in the beginning or end of the paragraph, but it can be put in every part of the paragraph, the reader must understand every part of the sentences in order to get the specific information. It stated that *"I fell very hard to understand long sentences and also specific information, in other problem also comes from identifying specific information, i can't also find specific information on article because of my comprehension is low"*⁴

Based on the explanation above, the researcher summary that, students also get little difficulties on finding specific information in article, it can be seen from their answer in interviewing. Students may have question that is usually found in reading test is detail question or information. This question usually checks student's ability to understand material that is directly written in the text.

According to the theory that mostly reader can get any message and information which can increase knowledge. Identifying the information detail about context written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge,

⁴Informan 2,7, interviewed on september 20/22, 2020 by whatsappApp.

vocabulary, grammatical knowledge, and other strategies to help them to understand a written text.¹³ It may conclude that, by getting specific information students may get understanding well about the text itself, many cases in second language foreign, which less of getting main idea cause for other performing in comprehending the text, students many times identify the text only for guessing the meaning of the text not for specific detail information, the students get difficulties mostly by less of detail information.

Reading comprehension is really strongly related to the ability to understand information in a text and interpret it appropriately what is meant by the text.¹² It means that reading comprehension is the ability to read text, process and understand the meaning which delivered detail information. In Nature, students less of their habit and skills which influence individual ability to understand text correctly.

Resrahcer marked the scanning strategies in avoiding students lack of identifying specific information which using certain strategies, Scanning strategies may used for glancing rapidly through a text to search for a specific piece of information.¹⁸ It means that, scanning used for an ability to read a text very quickly in order to find specific information easily that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of Lecture name in a telephone notes to find a phone number. Scanning helps the reader find information quickly

¹³ Pang, Muaka Bernhardt, Kamil, *Teaching Reading, Education Practice* 12, PDF book.

¹² Grabe W, Stoller, *Teaching and Researching Reading*. (Harlow: Pearson Education, 2002), p. 68.

¹⁸ Grellet, F, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge University Press, 1981), p. 89.

without reading the whole text than easily to find it. By this strategies the reader may get detail information which usually in certain characteristic like, number, date or certain key word in article text.

d) Difficulties in identifying reference

Identifying reference or pronoun reference is very important to be mastered, in article text, pronoun put in every part and it's all multi refereeing, which can be difficult reason for the reader itself. *“Determining pronoun in article, I have not hard with that, it's not very difficult for me, because I used to do that in general text in English”*⁵ Based on the explanation above, the researcher summary that, the students don't fell to much hard with identifying the pronoun references in the article text, it assumed because of their argument and their confidence with their ability on that case.

It stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences.²⁶ It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the question.

These questions are often stated in one the following form: “From the passage, we can conclude that ...”, “It can be inferred from the passage...”, “what the meaning of the statement above?” Therefore, sometimes the students get difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

⁸Informan 10, *interviewed* on september 22, 2020 by whatsapp.

⁹Kopitski, M, *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).*(Minnesota: Hamline University, 2007),p.165.

Identifying the reference is strongly related to making references, both of the aspect in reading mostly did not put in every certain word at text, the reader skill must be train to get the context of the text.

It caused many difficulties among the students, student slack of the specific information which also impact to their lack of getting idea, by that all difficulties, the students may get difficulties also from the inferences.

The word of pronoun may put in beginning of started text at paragraph, it possible put refers in specific other pronoun which identify about several another noun, the action for verb and the complement of the text, it very different in article text, it caused many definition offer the text, students get hard to identified the meaning refers to any word. It caused mis understanding among the reader and the impact of that prople was misunderstanding between the purpose of the text and the reader receiving context.

Students must get in habit in reading article as scientific text, mostly students get usual for reading general text like, narrative, recount and descriptive text, it consisting of easy word which context available in general background knowledge, but it is totally different for article text, that is why, mostly students even in university still face difficulties.

Summary, getting specific inferences may help the reader to understand the word easily, by habit and struggle for learning English more ofthan than before, it may help the students for their reading comprehension better than before, on how the students may not face any difficulties more in their reading performing even in class or other reading activities.

Based on the description of the data through questioner that has been explained by researcher in previous section, it has found the main factors that faced and influence the student's difficulties on understanding article text in seventh semester between two factors namely; internal factors and external factors.

2. The factor caused students difficulty on understanding article text in seventh semester of English Program at IAIN Parepare.

The questionnaires were filled by 25 students which taken on 26 September 2020. The Questionnaire was consisting of 10 questions; Each item was provided with 4 alternatives answer categorized Strongly Agree, Agree, Disagree, Strongly Disagree.

Having background knowledge is very important either for educated person or uneducated person, in general, knowledge has become one of people need, especially for students at university who always contacts to the global, it has become obligation for students to have large background knowledge and insight, it has found that most of students felt very difficult to understand any text when it correlated with general topics, it can be assumed that they felt difficult because of their low insight and also has very low background knowledge about general global topic, it state that;

“The most difficulties aspect that I felt was lack of knowledge, sometimes, I am able to catch the main ideas but I could understand the meaning caused of my lack knowledge, even sometimes I get the meaning of the

certain vocabulary, but still hard for me to correlate what the writer talked about”⁶

“I really difficult with lack of knowledge, i can’t also find specific information on article because of my comprehension is low, i know it very well that knowledge influence the reader to understand the article ”⁷

Based on the explanation above, the researcher sum that lack of background knowledge can be one of very biggest assumed become the main factor according to the sample respond.

Background lnowledge may have very big impact to someones comprehension, which really mportant to be known, students can not predict the meaning of the text context without mastering the issue of the text, by having low background knowledge about the topic of the text,, it may caused very low comprehension. It stated that Knowledge consult many thing in performing, get may impact and propuse the goal learning.⁸

The researcher really believe that, having great knowledge may help the students to understand the topic of the text, the students may understand certain word of the vocab,but still very hard to connect each sentences without having great line of the background knowledge.

The reserahcer conclude the result of the students respond as explanation that item 1 and 2, most of the students stated positive agree about the statement. It means that most of students agree that they can understand half or the entire of the article text. In the item 3, most of students responded *agree*, it categorized positive agree to the statement. It means that most of the students get difficult in main idea. In the item 4, most of the student responded *agree*, it categorized positive agree about the statement. It means

¹⁰ Informan 2, *interviewed* on september 20, 2020 by whatsapp.

¹¹ Informan 3, *interviewed* on september 20, 2020 by whatsapp

¹² Brown, *Teaching by principles: An Interactive approuach to language pedagogy Strategies of Reading*, (A person Education Company: Longman, 2001), p.75.

that most of the students felt very difficult in knowledge background. In the item 5, most of the students responded *agree*, it categorized positive agree to the statement. It means that most of students get difficult on word, vocabulary.

In the item 6 and 7, most of the students responded *sometimes*, it categorized positive agree to the statement. It means that most of students don't get any difficulties on reading strategies. In the item 8, most of the students responded *agree*, it categorized positive agree to the statement. It means that most of the students get difficulties on their reading activities caused if they lost their concentration. In the item 9 and 10, most of the students responded *sometimes*, it categorized positive agree to the statement. It means that most of the students get difficulties on identifying reference.

Based on the category of questionnaire analysis, it shows that, item which dominantly in agreeing statement for limited background knowledge. This result valid for 91%, the dominant showed the most agreeing students of each item which refers to the factor caused of the students difficulties on understanding article text at seventh semester.

This result supported from several theory that stated the students' constraints in comprehending English reading text mostly because of their less in reading familiar topic of the issue update.¹³

The result of the data above was the result which already being validity for each item of the questioners. And the data of the interview already passed the analisisys of interview which followed the stage of displaying, coding and collection, until the result sum the conclution of the data interview.

¹³Ariyanti Puspita, *Students' Difficulties in Comprehending English Reading Text at Second Grade Students Of Sma N 2 Metro*, (Jurnal of Program Language And Art Education Program:2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter that discussing about two section. In the first section consist with the conclusion of the findings and the second is suggestion.

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. The main aspect of students difficulties that faced by the students of seventh semester at English Program of IAIN Parepare is measured by interview that have been conducted by researcher found that, understanding meaning of words/Long sentences become the main aspect of students difficulties in understanding article text.
2. The main factors of students difficulties that faced by the students of seventh semester at English Program of IAIN Parepare is measured by questionnaire that have been conducted by researcher found that Internal factor which refers to intellectual become the main factor which specifically refereed to Limited background knowledge than concentration factor.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the lecturer and researchers. These points are described as follow:

1. The lectures is a person who can influence the students reading performance, so the lecturer should provide a great technique in teaching, students difficulties should be attention in order be a useful learning process.
2. The result of this research can be used for the research to identifying the student's difficulties, and also for the next researcher who wants to doing experimental class, by reading and understand the result of this research, they can done better research than this research.

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APPENDICES



Appendix 1: Interview

INTERVIEW ITEMS

No	Interview Aspects	Questions Items
1	Determining Main Idea	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?
		Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?
2	Identifying Reference	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?
		Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?
3	Finding Specific Information	Apakah anda mampu memahami text artikel secara spesifik?
		Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?
4	Understanding Meaning of Words /Vocabulary	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?
		Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?

Transcribe of Representative Interview

Respondent 01

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Kalau untuk menentukan main idea, tidak adaji masalah, karna saya faham menentukan main idea
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	-
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	-
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	-
5	Apakah anda mampu memahami text artikel secara spesifik?	Saya mampu
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Kalau untuk menentukan spesifik information itu saya tidak terlalu kesulitan
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Kalau kalimat panjang itu sangat kesulitan karna menggunakan tenses yang berbeda
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Kesulitannya itu kalau pake vocab yang terlalu tinggi, kadanag ambigu artinya

Respondent 02

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Kalau untuk menentukan main idea kk, kadang susah kadang juga tidak.
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Susah karna kadang tidak di awal kalimat I kk
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Kadang- kadang
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	Susah kalay panjang textnya kk
5	Apakah anda mampu memahami text artikel secara spesifik?	Kalau secara spesifik kk, tidak bisaka
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Menggunakan bahasa yang sangat tinggi artikel kk
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Setengah matika kk fahami kalimat kalo panjang i, biarpun kadang say abaca berulang i kk
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Sometimes bisaka kalau tidak terlalu tinggi ji kak vocabnya, tapi sering tidak bisa

Respondent 03

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Sangat kesulitan kk karna saya kurang vocab
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Karna kekurangan vocabulary kk
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Kadang kadang juga
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	Karna kadang pronoun diartikel itu kk saling berdempetan
5	Apakah anda mampu memahami text artikel secara spesifik?	Kalau memahami secara spesifik, saya rasa idak mampuka kk
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Karena vocabulary ku kurang dan artikel text juga ribet kk
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Seperti tadi kk yg kujawab, vocab ku yang kurang jadi kalimat panjang juga buatka sulit
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Iye kk terkadang karna msalahnya kurangnya vocab yang saya fahami

Respondent 04

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Iya biasanya saya itu susah untuk menentukan ide pokoknya.
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Karna kadang pusing antara kalimat pertama, tengah atau terakhir.
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Kalau disini, sangat sering kk, saya sedikit kesulitan juga, karna biasanya pake it, itu yang saya sulit memahami
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	Karna rujukan itu yang tidak jelas kalau pake mi kata it, she, he, padahal benda
5	Apakah anda mampu memahami text artikel secara spesifik?	Tidak mampu
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Kesulitan karna tidak tau artinya kk
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Biasanya itu saya faham ji sebagian, tapi seimbang ji kk
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Kadang – kadang kk, karna kurangnya vocab yang saya tau tentang high vocab.

Respondent 05

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Kadang kadang kk
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Karna jarangka kk membaca artikel berbahasa inggris
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Sangat kesulitan kk
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	Karna vocabnya kadang terlalu tinggi kk, jadi itu rujukannya nd faham ka kemana
5	Apakah anda mampu memahami text artikel secara spesifik?	Kadang-Kadang kk
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Karna ketika saya membaca artikel berbahasa inggris yang saya tidak punya wawasan sama skali.
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Karna saya jarang membaca artikel bahasa inggris, kalau sya dapat mi yang panjang, berentima bacai.
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Menjadi salah satu kendalaku kk, text bacaan biasa saja kk sulit apalagi text tinggi

Respondent 06

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Tidak terlalu kesulitan kk
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Kalau topic bacaannya ilmiah
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Saya tidak kesulitan ji kk
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	-
5	Apakah anda mampu memahami text artikel secara spesifik?	Saya mampu kk
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	-
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Nah betul skali kk, kosakata yang panjang
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Masih sangat kesulitan kk, apalagi kalau misalnya vocabnya baru sya dapat pasti kesulitan kk

Respondent 07

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Tidak terlalu kesulitan ji kk untuk main idea
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	-
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Tidak kk, karna saya fahamji kata ganti pronoun kk
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	-
5	Apakah anda mampu memahami text artikel secara spesifik?	Lumayan kesulitan kk juga kk
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	-
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Agak susah, kadang saya tidak tau krna jarang saya temui vocabnya
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Sangat susah kk, krna tidak fahamka vocab yang ilmiah

Respondent 08

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Saya sering kesulitan kk,
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	apalagi klo bahasanya tinggi
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	
5	Apakah anda mampu memahami text artikel secara spesifik?	, kayaknya masih kesulitanka kk klo spesifiknya
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Kalau bahasanya terlalu tinggi
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Karna saya sendiri, merasa pusing kalau textnya terlalu panjang
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Iye kk, kesulitan jga

Respondent 09

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Kesulitan kk
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Karna vocabnya tidak saya fahami kk
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Tidak terlalu kesulitan kk
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	-
5	Apakah anda mampu memahami text artikel secara spesifik?	Tidak kk
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Krna artinya tidak difaham kk
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Misalkan kk vocabnya yang dipermasalahkan pertama kk
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Sangat kesulitan kk

Respondent 10

No	Pertanyaan	Jawaban
1	Apakah anda mengalami kesulitan dalam menentukan main idea (ide pokok) pada text artikel?	Sedikit kesulitan kk
2	Kesulitan apa yang anda hadapi dalam menentukan ide pokok pada text artikel?	Biasanya karna text artikel itu kan memenag sulit kk difahami
3	Apakah anda mengalami kesulitan dalam menentukan rujukan pronoun (Kata Ganti) pada text artikel?	Lumayan kesulitan kk juga itu
4	Kesulitan apa yang anda hadapi berkaitan dengan menentukan rujukan pronoun?	Karna textnya artikel itukan panjang skali kk
5	Apakah anda mampu memahami text artikel secara spesifik?	Tidak hehehe
6	Kesulitan apa yang anda hadapi berkaitan dengan memahami informasi secara spesifik?	Karna vocab saya sangat kurang kk
7	Apakah anda mengalami kesulitan dalam memahami kalimat yang panjang?	Sangat kesulitan kk
8	Ketika anda membaca text artikel, kesulitan apa yang anda hadapi berkaitan dengan vocabulary/kosa kata?	Karna vocabnya tidak pernah saya hafal

Appendix 2: Questionnaire

No	Variable	Indicators	Question Item
1	Factor Caused of Difficulties	Difficulty that is caused by limited background knowledge	1,2
		Difficulty in using reading strategies	3,4
		Difficulty in concentration	5,6
		Family Environments	7,8
		University Environments	9,10

NO	STATEMENT	PILIHAN			
		ST	S	TS	STS
1	Saya kesulitan dalam memahami teks artikel karna wawasan saya terbatas.				
2	Ketika saya membaca teks artikel, kosakata yang digunakan terlalu tinggi sehingga saya sulit memahaminya.				
3	Ketika saya membaca teks artikel, saya menggunakan strategi seperti scanning, skimming, intensive dan extensive dalam membaca teks tersebut				
4	Ketika saya membaca teks artikel, strategi yang saya gunakan membantu saya dalam memahami teks.				
5	Saya kesulitan memahami teks artikel karna				

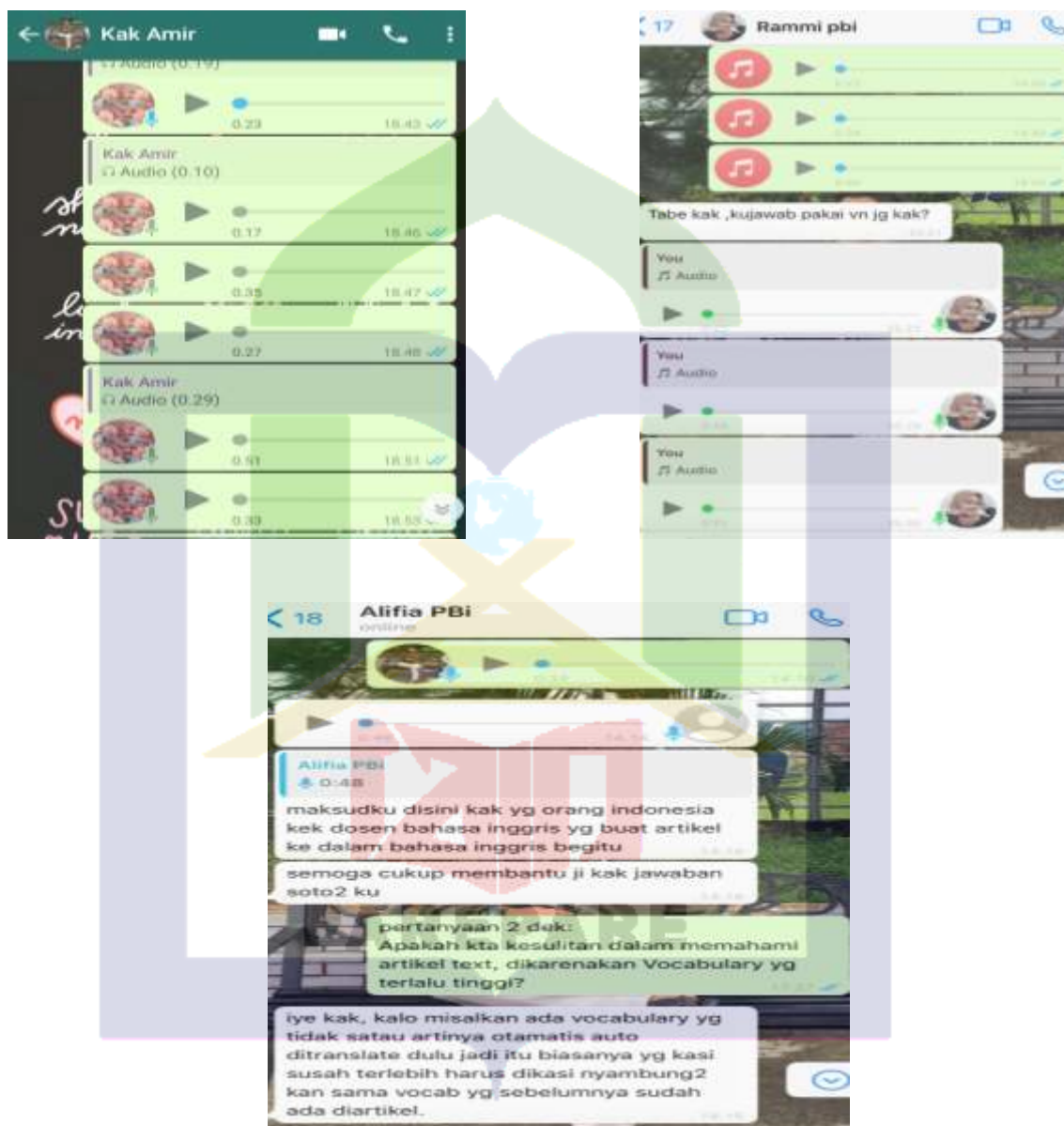
	konsentrasi saya terganggu				
6	Saat saya membaca text artikel bhs inggris Saya kesulitan menentukan kesimpulan dalam text atau paragraph.				
7	Lingkungan keluarga saya tidak memberikan dukungan/motivasi untuk membaca teks-teks berbahasa inggris				
8	Saya tidak terbiasa membaca text bahasa inggris dirumah. Sehingga saya kesulitan memahaminya.				
9	Lingkungan sekolah/kampus saya memberikan dukungan/motivasi untuk membaca teks-teks berbahasa inggris				
10	Saya tidak belajar dengan baik disekolah sehingga saya kesulitan memahami text artikel.				

Score of The Questionnaire

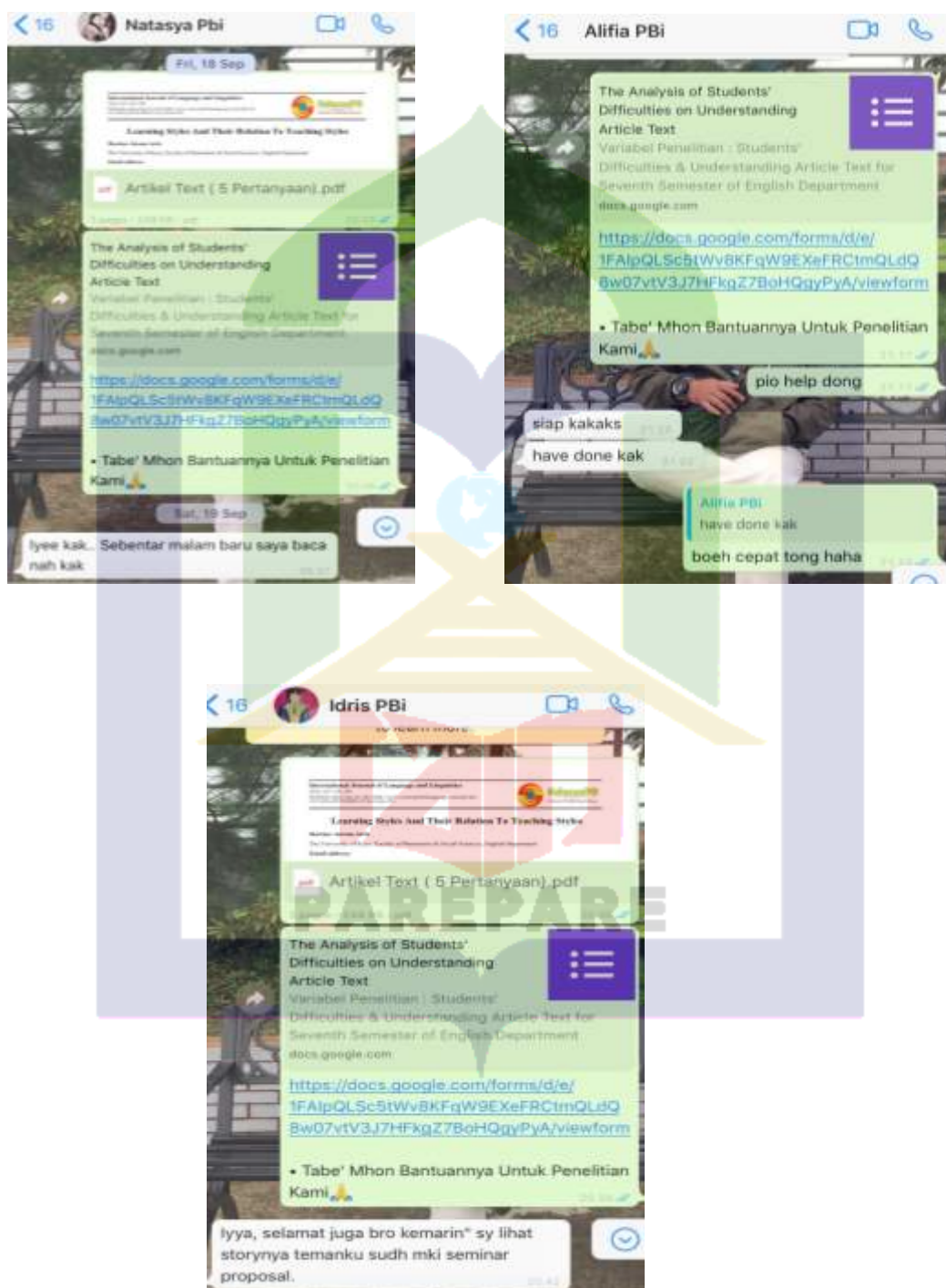
No	Respondent	Pernyataan										Total
		1	2	3	4	5	6	7	8	9	10	
1	1	3	4	3	3	3	2	2	3	3	3	33
2	2	2	3	1	1	3	2	1	3	1	1	32
3	3	2	3	3	3	3	2	2	3	3	3	25
4	4	2	3	4	3	4	3	2	4	3	3	32
5	5	2	3	3	3	1	2	2	1	1	3	30
6	6	2	3	3	3	4	4	3	3	3	3	36
7	7	2	3	1	3	3	1	2	3	1	3	30
8	8	3	3	3	3	3	2	2	3	1	3	36
9	9	2	3	3	3	3	1	1	3	1	1	29
10	10	3	4	3	4	4	2	2	3	3	4	31
11	11	3	4	4	4	4	2	2	4	4	3	29
12	12	3	4	4	4	4	2	2	3	3	3	38
13	13	1	3	3	3	3	1	1	1	1	1	38
14	14	2	3	3	1	3	2	2	3	4	3	22
15	15	2	3	3	3	4	2	2	3	4	3	31
16	16	3	3	3	3	4	2	1	4	3	3	32
17	17	3	3	3	4	4	3	2	3	1	3	29
18	18	2	3	1	1	3	2	1	3	4	1	31
19	19	2	3	3	3	3	2	1	3	4	3	35
20	20	2	3	1	3	3	2	2	3	1	1	32
21	21	3	3	3	4	4	4	4	3	4	4	29
22	22	3	3	1	3	3	2	2	3	3	3	44
23	23	2	3	1	3	3	1	1	1	3	1	31
24	24	2	3	4	3	3	2	2	3	3	3	29
25	25	2	3	3	4	3	2	2	3	3	3	32

Appendix 3: Documentation

Interview via Whatsapp Chat



Spreading Questioner form via Whatsapp





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iaipare.ac.id, email: mas@iaipare.ac.id

Nomor : B.1634 /In.39.5.1/PP.00.9/09/2020
Lampiran : 1 Bundel Proposal
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Amirulhaq Bin Marra
Tempat/Tgl. Lahir : Rappang, 08 Januari 1998
NIM : 16.1300.158
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. A. Cammi Ciro-Ciroe Kel. Lawawoi Kec. Watang Pulu
Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul:

"Analysis of Students Difficulties on Understanding Article Text in Sevent Semester of English Department at IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan oktober Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 15 September 2020

Wakil Dekan I,



Muh. Dahlan Thalib



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91102 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.2243 /In.39.5/PP.00.9/10/2020

Yang bertanda tangan di bawah ini,

Nama : Dr. H. Saepudin, S.Ag., M.Pd.

NIP : 19721216 199903 1 001

Jabatan : Dekan

Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Amirulhaq Bin Marra

NIM : 16.1300.158

Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris

Alamat : Jl. A. Cammi Ciro-Ciroe Kel. Lawawoi Kec. Watang Pulu
Kab. Sidenreng Rappang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan September sampai dengan bulan Oktober 2019, dengan judul penelitian "*The Analysis of Students' Difficulties on Understanding Article Text on Seventh Semester of English Program at IAIN Parepare*"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 6 Oktober 2020

Dekan,


Dr. H. Saepudin



SRN IP0000488



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23394 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 492/IP/DPM-PTSP/9/2020

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi,
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Pendidikan,
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA UNIVERSITAS/ LEMBAGA Jurusan ALAMAT UNTUK	<p>: AMIRULHAQ BIN HARRA : INSTITUT AGAMA ISLAM NEGERI PAREPARE : Pendidikan Bahasa Inggris : KOMPL. SMK CITO-CIROE, KAB. WATANG PULU, KAB. SIDRAP : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :</p> <p>JUDUL PENELITIAN : ANALYSIS OF STUDENTS' DIFFICULTIES ON UNDERSTANDING ARTICLE TEXT IN SEVENTH SEMESTER OF ENGLISH DEPARTMENT AT IAIN PAREPARE</p> <p>LOKASI PENELITIAN : INSTITUT AGAMA ISLAM NEGERI PAREPARE</p> <p>WAKTU PENELITIAN : 20 September 2020 s.d 08 Oktober 2020</p> <p>a. Rekomendasi Penelitian berlaku selama penelitian berlangsung b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan</p>
--	---

Dikeluarkan di: Parepare
Pada Tanggal : 25 September 2020

**KAPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**

HJ. ANDE RUSIA, SH.MH
Pangkat : Pembina Utama Madya, (IV/c)
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Biaya : Rp. 0,00

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Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mas@iainpare.ac.id

Nomor : B.1207/In.39.5/PP.00.9/07/2019
Lamp. : -
Hal : Penetapan Pembimbing Skripsi

22 Juli 2019

Kepada Yth.

1. Drs. Abd Rauf Ibrahim, M.Si.
2. Drs. Amzah, M.Pd.

di-

Tempat

Assalamu Alaikum Wr. Wb.

Berdasarkan surat permohonan mahasiswa:

Nama : Amirulhaq Bin Marra
Nim : 16.1300.158
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Pada tanggal 15 Juli 2019 tentang pengusulan judul penelitian *Identifying The Students Problems on Understanding Journal in The Sixth Semester of English Department at IAIN Parepare (Analysis of Reading Comprehension)*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Dekan



CURRICULUM VITAE



Amirulhaq Bin Marra, the writer was born on January 8th 1998 in Rappang, SIDRAP Regency, and South Sulawesi. He is the third child from three children in his family, his father's name is Drs Marra and his mother's name is Fatmawati R. He is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. His educational background, he began his study on 2004 at SD 3 Carawali, and graduated on 2010. While at the same year he study in Islamic School AL-Iman Uluale Sidrap and finish on 2013, then continued his study in SMK 1 Watang Pulu Sidrap and graduated on 2016. Then continued his study at Tarbiyah Faculty of IAIN Parepare and completed his study with his skripsi in the title "The Analysis of Students' Difficulties on Understanding Article Text on Seventh Semester of English Program at IAIN Parepare"