STUDENTS' BARRIERS IN UNDERSTANDING READING COMPREHENSION MATERIALS FROM TEXTBOOK: *STORIES FOR YOU AIDED WITH VOCABULARY*

THESIS

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THESIS

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On

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Students' Barriers in Understanding Reading Comprehension Materials from Textbook: *Stories for You Aided with Vocabulary*

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10/06/2023

Saya yang membuat pernyataan

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(In the name of Allah the most Gracious the most Merciful)

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Finally, the researcher believed that the thesis is far from perfect and would gladly accept any critics and suggestions which make this thesis perform better and useful for the readers.

Banda Aceh, 20 june 2023

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ABSTRACT

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Thesis Working Title	: Students' Barriers In Understanding Reading Comprehension Materials from Textbook: *Stories for You Aided with Vocabulary*.
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Keywords	: Students' Barriers, Reading comprehension, Textbook.

Reading comprehension is considered as one of the challenging language skills which the one are caused by the textbook. The aim of this study was to find out students' barriers in the use of *Stories for You Aided with Vocabulary* textbook in reading comprehension class. It was conducted using mixed methods by applying the questionnaire and the interview as the instruments. There are forty participants from the second grade of junior high school of Oemar Diyan Islamic Boarding School were selected to complete the aims of this study. The result showed that there were five major barriers faced by the students in understanding reading comprehension materials from the using of the textbook, including difficulty in finding main idea, difficulty in understanding the meaning of the word, difficulty in understanding a long text, difficulty in recognizing vocabulary and difficulty in evaluating the weakness of the materials provided in the textbook. However, all the other statements provided in the questionnaire, including grammatical confusion, the structure of the sentences, translating the words, the materials are useless and unmotivated, difficult to understand the material, kind of genres found in the reading materials, and the textbook does not organize the reading materials in order of increasing difficulty, were all considered problematic since it was proven by the results of the data analysis that showed that the 302 values indicated strongly agree and agree and only a few chose to disagree and strongly disagree.

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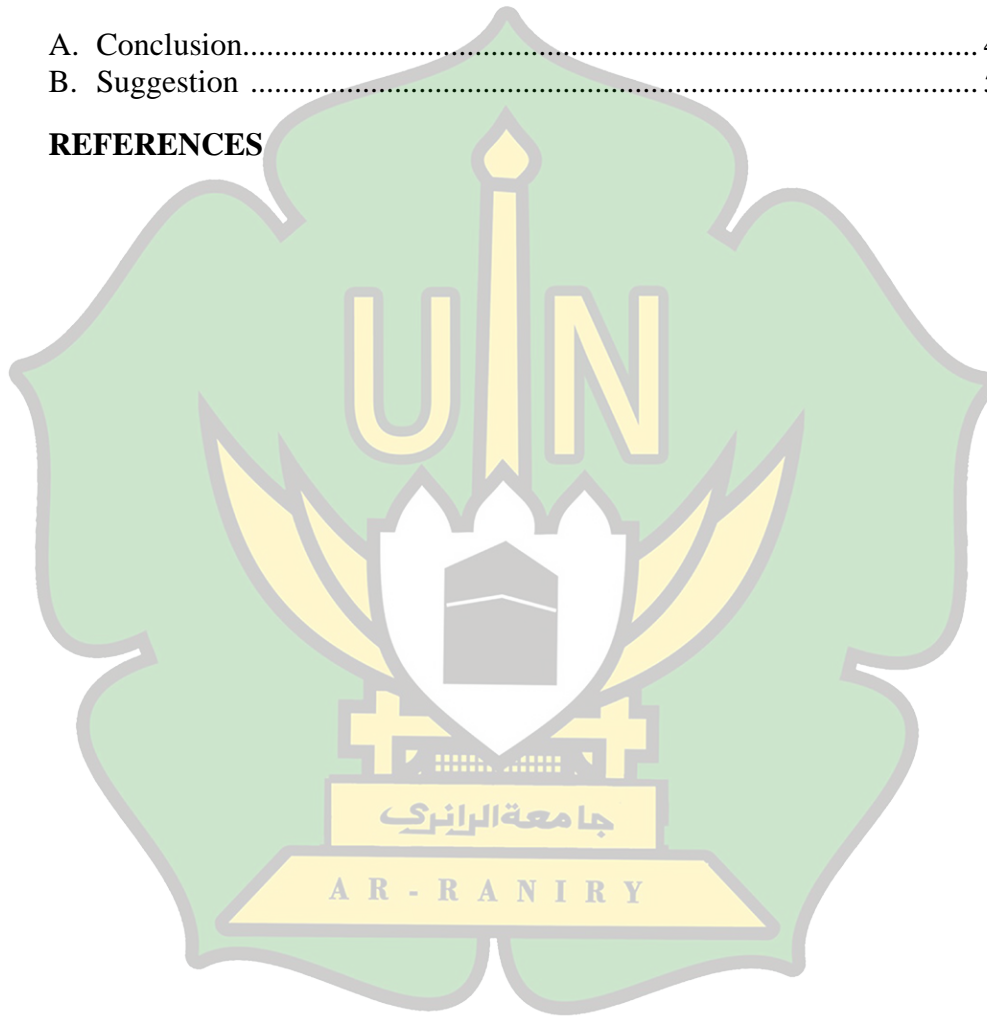**APPENDIX A :** *Appointment Letter of Supervisors*

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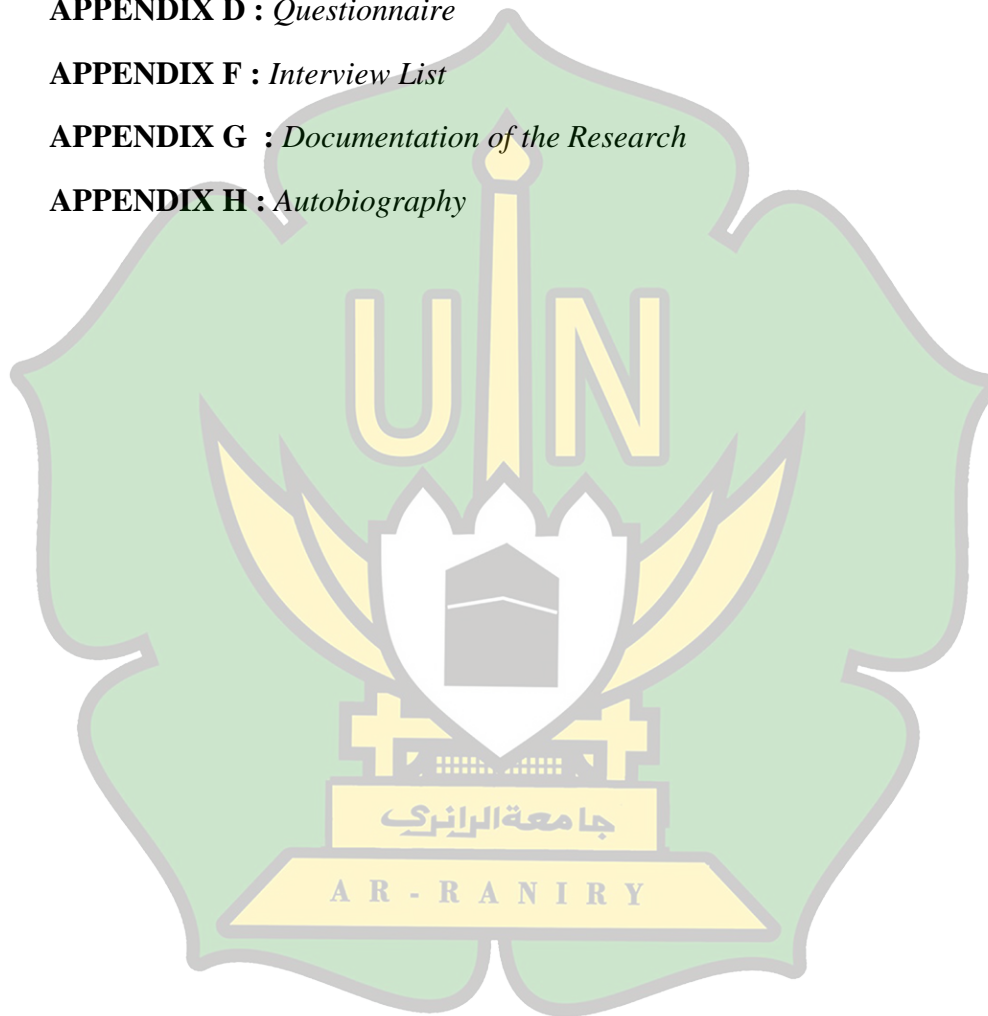
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, the aim of the study, the significance of the study, the scope of the study followed with the terminology.

A. Background of the Study

Language is essentially a regular speech of human thoughts and feelings that uses sound as a tool. It is one of the most important aspects of human social life since it allows individuals to communicate with one another and serves as a social resource. To understand each other is closely related to the use of language resources.

The English language has been involved and has played an important role in many aspects of life such as economy, education, health, technology, etc. Knowing how crucial English is, the government of Indonesia makes it a compulsory subject in schools and it becomes a subject which determines students in passing a particular degree. In its implementation, schools in Indonesia involve all four language skills they are listening, speaking, reading, and writing, in the teaching and learning process.

Reading in English language is one of the skills that have to be mastered by students when they are learning English. According to Nunan (2003), reading is a fluent process where in building the meaning, readers should combine information from the text with their own background knowledge. The ability to read, process,

and understand literary works is referred to as reading comprehension. Reading comprehension is the process of understanding reading material easily. According to Wahyuni (2019), reading comprehension is important and useful for the students because the success of their study depends on the greater part of their ability to read.

In reading classroom, learning materials have a significant position in defining the course itself; one of the essential materials for teaching is textbook. According to Richards (2001, p. 254–255), textbooks have the following benefits: (1) they give programs structure and a syllabus; (2) they help standardize instruction; (3) they maintain quality; (4) they offer a variety of learning resources; (5) they are effective; (6) they provide effective language models and input; (7) they are used to train teachers; and (8) they are visually appealing. Textbooks are an important part of any education. Many factors, including as content, procedures, and teaching and learning methods, are determined by them. They also have a well-organized curriculum for teachers to follow.

Studies working on teaching reading and analyzing textbook have been done previously by many researchers. One of the studies was conducted by Wahyuni (2019) attempting to identify student's difficulties in reading comprehension. This study focuses on the difficulties faced by students in reading comprehension. As a result, vocabulary is the dominant factor for students in understanding the reading materials. Another study was conducted by Kurnianto (2016) focusing on discover whether the reading materials in *Real Time* textbook for the eight grader meet the aspects of contents, the aspect of presentation, and the aspect of language

use and read ability based on the good criteria of learning materials proposed by *Pusat Perbukuan*. This study took place in bookkeeping center *(pusat perbukuan)*, Ministry of National Education and it found that the reading materials in *Real Time* textbook were appropriate with the criteria of a qualified English textbook proposed by *Pusat Perbukuan*, however there were some reading materials which are not presented in the textbook.

Similar to the previous studies, this study is also working on difficulties in reading comprehension as well as the analyzing the reading materials. However, this study does not try to analyze the aspects of the textbook as Kurnianto (2016) did; instead, it is concerned with the barriers perceived by students when using the textbook as studying material. Furthermore, as the study conducted by Wahyuni (2019) in Islamic senior high school Labotarium Jambi but this study was conducted in Oemar Diyan Islamic boarding school. To be specific, this study was exploring students' perceptions on the use of *Stories for You Aided with Vocabulary* textbook, which is currently used as reading comprehension textbook in the school. The reason of choosing this school is because, firstly, in that school there is particularly class focusing on reading comprehension designed by the school. Secondly, textbooks for reading comprehension class in that school have been replaced from *English Lesson* textbooks to *Stories for You Aided with Vocabulary* textbooks; therefore, the researcher is interested in figure out if there are any barriers faced by students Oemar Diyan in the use of the *Stories for You Aided with Vocabulary* textbook for reading comprehension. Furthermore, as an alumni of the school, I have seen that not all obstacles that are often faced by the

students coming from students' cognitive abilities in learning process and understanding a lesson. In teaching and learning activities, learning material that was delivered by the teacher can also be one of the causes of the obstacles that occur. Based on the phenomenon above, the researcher is attracted to analyze students' difficulties in understanding the material from a book entitled *Stories for You Aided with Vocabulary*.

B. Research Question

Based on the background stated previously, the research question is formulated as follows "What are the barriers faced by the students in using the *Stories for You Aided with Vocabulary* textbook for reading comprehension?"

C. The Aims of the Study.

Following the research question, the aim of this study is "To figure out the barriers faced by students Oemar Diyan barriers in using the *Stories for You Aided with Vocabulary* textbook for reading comprehension".

D. Scope of the study

This study took place at Oemar Diyan Islamic boarding school with the aim of knowing the weaknesses or barriers faced by students in understanding reading comprehension from the *Stories for You Aided with Vocabulary* textbook. The participants of this study were second grade of junior high school students which have been using the *Stories for You Aided with Vocabulary* textbooks in reading lessons.

E. Significance of the Study

The result of the research is expected to be beneficial for several parties, including English teachers, English learners, and educational institutions. For English teachers, it can serve as a reference to understand the barriers students may encounter in reading comprehension class, and may later assess reading comprehension material. Furthermore, for the students, this research will be useful to improve the students' activity in reading class and to help students solving problem in reading activities.

Specifically, the result of the research is also beneficial for educational institution, especially Oemar Diyan, for the learning process in order to becomes more interesting and interactive, the quality of student learning can be improved, and the teaching and learning process can be carried out anywhere and at any time, reducing student increasing and interest in the material being delivered.

F. Terminology.

To clarify the key terms used in the research, definitions of terminologies related to this research are provided below:

1. Reading comprehension

According to Wahyuni (2019), reading comprehension is an activity of gaining information from text. Therefore, the students are As a result, the students practice reading for informational purposes in order to learn more about the text's content. Reading is established to comprehend the meaning of words, sentences,

and paragraphs as well as sense connections among the concepts (Simanjuntak, 2003).

2. Students' barriers

A barrier is an object, thing, action, or condition that creates a difficulties. Barrier is anything which makes it difficult process for students to do something especially in learning process (Astuti, 2018). It is anything which makes it difficult for someone to do something, especially for students to understanding the materials. Therefore, students' barrier in this research is defined as problems that probably occur in reading classroom.

3. "Stories for You Aided with Vocabulary" textbook

A textbook is a collection of paper or other material that is bound together at one end and contains writing or knowledge material or pictures. Textbooks are also a learning tool for every lesson used in the learning process. In this research, the researcher tried to find out whether barriers faced by students Oemar Diyan in the use of the reading textbook *Stories for You Aided with Vocabulary* designed by Mustolah Maufur, M.A. which had been used as a reading comprehension textbook for about five years in the school.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories related to the topic of this study. It covers the discussions about reading comprehension, students' barriers, and textbook.

A. Reading Comprehension

1. Definition of reading comprehension

The ability to read, process, and comprehend literature is referred to reading comprehension. According to Simanjuntak (2003), reading comprehension is established to understand the meaning of word, sentence, and paragraph as well as a sense connection among the ideas. Furthermore, according to Wahyuni (2019), Understanding a text's meaning and all of its information about a certain subject is the process of reading comprehension. In actuality, pupils often struggle to understand English texts because it's a foreign language. Students must be able to comprehend what they read so that they can make a connections between what they read and what they already know and to think carefully about what they have read in order to effectively understand written material.

The previous definition can be used to draw the conclusion that, in contrast to other types of reading, reading comprehension requires critical reading, making the rules of reading comprehension essential to reading skill. Additionally, reading comprehension is a cognitive process that builds meaning through a variety of interactions, such the relationship between the reader and the text.

According to Nuttal (1982), there are five aspects of reading comprehension which students should comprehend well, which include determining the main idea, locating reference, making references, detailed information, and understanding the vocabulary. In order to successfully comprehend the text, readers need to be able to master these five aspects. However, reading comprehension is a complex process and it is not easy to understand all aspects aforementioned.

2. Types of Reading Comprehension

According to Astuti (2018, p.10-11), there are four categories of reading comprehension they are literal reading, interpretive reading, critical reading, and creative reading. The following subsections discuss about these in more details.

a. Literal reading

Acquiring knowledge from a selection that is directly stated requires reading for literal comprehension. Answering the question literally just requires the pupils to recall what the text says. The lowest level of comprehension is literal comprehension.

b. Interpretive Reading

The interpretive process involves identifying meaning in what isn't explicitly mentioned in the text but is instead indicated or implied. Reading comprehension develops beyond literal understanding at the interpretive levels.

c. Critical Reading

According to Burn, the most important reading is evaluating the concepts in the texts using accepted standards and drawing conclusions about their accuracy and appropriateness. A reader must gather, examine, and synthesize the material during a critical reading.

d. Creative Reading

The students must think as they read and use their imaginations in order to participate in creative reading, which involves going beyond the author's material. When reading creatively, the reader strives to come up with a fresh or different response to the author's ideas.

Based on the elaboration above, it can be inferred that each form of reading comprehension is crucial for assisting readers in fully comprehending the meaning of a text. There are some characteristics that impact how effectively someone will understand material, such as prior topic knowledge, a developed language, and the capacity to draw conclusions from methodical questioning and monitoring understanding.

3. Strategies for Reading Comprehension

According to Astuti (2018, p.11-14), there are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies are elaborated below.

a. Identifying the purpose in reading.

According to Brown (2001), efficient reading consists of clearly identifying the purpose in reading something. It means, to find out what information will be taken of the text, the reader have to determine their purpose in reading.

b. Skimming the text for main ideas.

Skimming means going through a long piece of writing (such an essay, article, or chapter) fast for the main points. The benefit of skimming is that it allows the reader to foretell the passage's goal. In other words, skimming is fast reading a text to determine its important points. Additionally, the reader can determine the text's content through skimming.

c. Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. According to Brown (2001), the purpose of scanning is to extract specific information without reading through the whole text. It means, scanning is reading the text quickly to find specific information without reading every word in the text.

d. Guessing when the readers are not certain

By encouraging students to employ successful compensatory strategies—in which they fill in competence gaps by making thoughtful attempts to use any available clues—teachers can support students in becoming accurate guessers. As a result, when students have trouble guessing, teachers can assist them by giving them appropriate clues based on the material.

e. Analyzing vocabulary

When they do not even instantly recognize a word, learners can benefit from guessing by analyzing it in light of what they already know about it.

a) Search for prefixes like co-, inter-, etc. that could provide hints.

b) Search for suffixes that may denote the part of speech (such as -tion, -ally, etc.).

d) Search for recognizable roots.

d) Pay attention to grammatical situations that might be informational cues.

e) Search the topic for hints.

f. Predicting

According to Farrell (2002), formulating a prediction involves guessing what will happen next in the text and requesting that the reader consider their prior knowledge of the subject before reading. It might be claimed that before reading, readers must make connections between the topic and their prior experiences in order to predict what will happen next in the text.

g. Identifying topics and main idea

The reader should follow the following developmental order to practice identifying subjects and primary ideas:

Finding the topic from a collection of words, determining the topic of a paragraph, and determining the passage's major idea are all examples of finding the topic.

Finding the topic and important points is difficult. Finding the theme and primary concepts of the text might be challenging for many readers. It is because the

readers are unable to locate it. The reader should be aware of the topic and primary ideas' developmental order.

The definitions of the four above-mentioned methods can help readers better understand the material. To maintain interest in their studies and actively evaluate what they are reading, students need to have the ability to read comprehension. Therefore, the readers will be easy to understand the content of what they read. Based on previously stated that reading strategies are essential for students to comprehend the text, students must be able to understand and analyze the text then the information obtained can be delivered. furthermore, according to Duarte (2005), Students who are unfamiliar with reading techniques like skimming and scanning will feel depressed and upset because they lack the tools necessary to pass on a reading comprehension test. Students who lack reading strategies frequently struggle to understand the material.

B. Barriers in Reading Comprehension

1. Definition of barrier

According to Astuti (2018), barrier is a condition that makes it difficult to make progress or achieve an objective. Furthermore, she states that barriers in learning are anything that prevents the learners from being fully involved in the learning process. In teaching, students' barriers can be seen from students' mistakes or errors in learning process. A person or even a group of people, affected by a learning barrier feel frustrated and unable to achieve their learning goals.

Barriers can come in various patterns depending on its type. According to Astuti (2018), there are four types of barriers: physical barriers, communication barriers, systemic barriers, and attitudinal barriers. Physical barriers refer to accessing a certain place or service. Meanwhile, the communication barrier is unable to access information in an accessible fashion. Such things as pronunciation, reading, printed text, closed-captioned videos, and computer diskettes are examples of alternative modes of communication. Systemic barriers occur when procedures or guidelines are implemented that exclude people basis on their identity from certain activities and attitudinal barriers is an assumptions or judgments regarding a person's ability that is based on a lack of assumptions and direct knowledge, since the majority of other barriers also have attitudes at their core, this kind of barrier affects accessibility on all aspects, even though we have the most influence over them, these might be the most difficult to address.

Specifically in learning reading, many students often find difficulties in the reading comprehension. These difficulties result in students' poor performance in reading. Matthew (2020) states that many students struggle with reading comprehension and this can put a serious strain on the students throughout the reading comprehension classroom. Students who struggle with reading comprehension frequently fall significantly behind with their classmates academically in a variety of subjects since understanding the academic information needs reading in some way.

2. **Types of barriers in reading comprehension**

The barriers in reading comprehension can come in form of difficulties in establishing a context, understanding words, putting words into sentences, and also using words in context (Astuti, 2018). Furthermore, Fajar (2009) also suggests that difficulty in understanding long sentence and text, difficulty caused by limited background knowledge, and difficulty in using reading strategies and difficulty in concentration are also parts of barriers in reading comprehension. In addition, Wahyuni (2019) states that the types of barriers in comprehending the text are main idea, locating references, making inferences, detailed information, and understanding vocabulary, those barriers are elaborated on below.

The main idea is a statement that tells the author's point about the topic. According to Longan (2002), finding the main idea is keys to understanding a paragraph or short selection. The first sentence of a paragraph is typically where the primary concept is found, although it can also be the middle or the last sentence (Vener, 2002). Consequently, this may make it more challenging to identify the key theme. The kids could find it difficult to determine a passage's key idea and where it is located.

Reference is the antecedent of a pronoun. A pronoun's antecedent is the word or phrase it refers to (Sharpe, 2005). Students are expected to comprehend how pronouns, such as those used to show individuals, places, or situations, are utilized in sentences when recognizing references.

The student increases their vocabulary while reading something by, for example, looking up new terms in a dictionary and inferring their meaning from

context. Students can guess the meaning more broadly when they have context (Sharpe, 2005). Making inferences based on the context can enable pupils to comprehend a passage's meaning without having to stop and look up each new word in a dictionary. One of the reasons readers have trouble understanding the content is a lack of language.

Students are expected to understand the material in order to draw conclusions from the assertions in the text while drawing an inference. According to Kopitski (2007), readers must have practice making inferences by fusing textual evidence with their prior knowledge. It means that pupils will be able to form hypotheses and reach conclusions with the aid of the textual cues. to be able to respond to the inquiries.

3. Factors of barrier in reading comprehension

According Slameto (2003), there are five factors of reading comprehension influencing students, they are:

1. Background knowledge

Understanding reading requires the strong background knowledge. Students use their prior knowledge to make connections between what they already know and the content they are reading in order to understand it. Making connections between background knowledge and texts encourages kids to read more actively and increases reading comprehension.

2. Vocabulary

Whether or whether students are able to comprehend what they read depends on their language knowledge. Students should be able to comprehend a word they are familiar with and how it relates to other words in the text. To properly study vocabulary, one must observe how it functions in a sentence as well as view a portion of a sentence, an explanation, and any relevant background information. These wordplay strategies can enhance comprehension.

3. Fluency

Fluency assists students to memorize material more quickly, precisely, and expressively. Fluency in reading is a skill that may be cultivated with repetition. Less time will be spent trying to understand the meaning of words as students grow better at it, and more time will be spent thinking about the meaning of sentences.

4. Active reading

Beginners often turn to more experienced pupils to help them navigate the text. Beginners can, however, keep note of their reading comprehension as they grow and change. By detecting cognitive issues as they develop, students can direct their own self-study. By remembering what they have read, asking themselves questions, or reading the text, students may solve comprehension issues.

5. Critical thinking

When students are competent at critical thinking, they can respond powerfully to a well-written material. Students can understand the primary idea, supporting information, the order of events, and the overall text structure as they read. Additionally, students will be able to name textbooks and their influence on the text. A student's comprehension of the book increases and their reading experience is improved while they are learning meditation techniques.

4. The Impact of Barriers in reading comprehension

The impact of students' barriers in reading comprehension made a negative effect on them in understanding the content of the text. Some of the barriers to effective students' reading comprehension are as follows (Novita, 2021).

a. Lack of grammatical and linguistic competence

Many people struggle to read effectively because they are unable to decipher the grammatical and lexical components of the text. They are unable to recognize and understand the words, sentences, and phrases used in the text. It makes reading more difficult. If the reader cannot understand the text grammatically, he may stop reading.

b. Lack of motivation:

Motivation and discipline are needed to read for information and knowledge. A lot of people think that reading is a time-consuming and uninteresting activity. Reading difficulties can result from a lack of appropriate motivation and goals.

c. Lack of concentration:

If the reader lacks concentration while reading, the student just will turn page after page without much comprehension. Reading is a psycholinguistic process. It requires the careful attention of the reader.

d. Narrow eye span

Many readers read the text with independent eye shifts between every word. They have narrow eye spans. It not only slows down reading speed but also has an impact on understanding. For readers to increase their eye span, suitable guidance and approaches are essential. eye span, suitable guidance and approaches are essential.

C. Textbook

1. Definition of textbook

Textbooks are a learning tool for every lesson used in the learning process. According to Richards (2001), there are various ways that textbooks are used in language programs. For instance, a reading textbook could serve as the foundation for a course on reading techniques, offering sets of reading texts as well as activities for practicing techniques.

Celce-Murcia (2001), states that a textbook is categorized well if it is viewed from the whole aspects of the textbook. The aspects of the good textbook are subject matter, vocabulary and structure, exercise, illustration, and physical appearance.

a. Subject matter

The subject matter used to covers a variety of topics according to the curriculum and student needs, and also the material is arranged sequentially and the material is accurate and up to date.

b. Vocabulary and structure

Vocabulary and structure are used according to the level of students, vocabulary items can be controlled from simple word to higher words, and new vocabulary can be used to repeat in the next chapter to strengthen students' memory.

c. Exercise

Exercise is used to develop comprehension and test knowledge of main ideas and to involve vocabulary, structures, and language skills which build up the students' ability.

d. Illustration.

Illustrations can create interesting content and images to help students understand the text.

e.   Physical appearance

The appearance of the textbook is also very helpful in attracting students' interest and attention.

2.   The role of textbook in teaching

According to Siya (2021), the use of textbooks is every day in most education systems. A textbook contains the primary content that is taught in a classroom. Learning the main ideas in textbooks is assumed to be the equivalent of acquiring basic knowledge in a given topic. Thus, textbooks play a critical role in education by controlling the quantity of information and maintaining instructional, testing, and interpretational standards while facilitating the systemic transfer of fundamental ideas to younger generations.

Although textbooks might be repetitive and challenging, there are several qualities in textbooks that are not necessarily present in books, essays, or other sorts of materials. And offer a variety of details and hints regarding the text. Before beginning to teach, a teacher should always spend a few minutes previewing a chapter or part so they can acquire a concept of the key ideas. This will make it easier for the teacher to extract the main points from the reading and give them a clearer direction and purpose before beginning.

3. Stories for You Aided with Vocabulary

The textbook *"Stories for You Aided with Vocabulary"* was designed by Mustolah Maufur, M.A. which had been used as a reading comprehension textbook for about five years in the Oemar Diyan Islamic Boarding School. The textbook *Stories for You Aided with Vocabulary* was initially created exclusively for students at the boarding school Darussalam Gontor in reading comprehension lessons as required courses. Furthermore, Oemar Diyan Islamic Boarding School also used it as a teaching tool in reading comprehension classes to help students learn and retain the vocabulary they have read, this book offers reading material in the form of narrative text that is supported by vocabulary notes. This book is 97 pages long overall, containing 93 reading passages and 93 vocabulary notes.
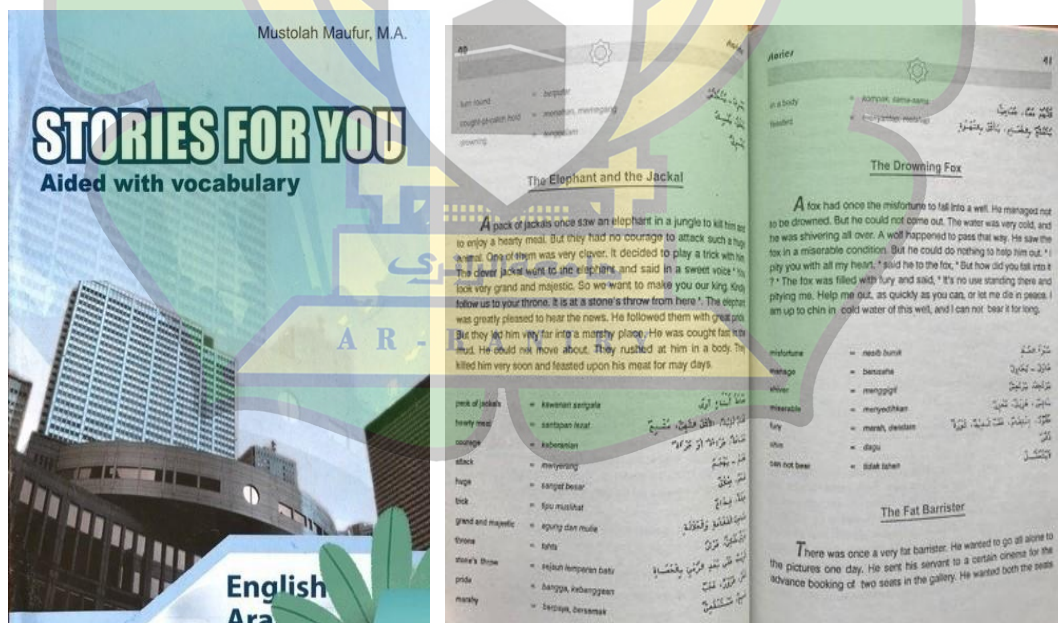
Considering the textbook's offering of vocabulary notes, vocabulary plays a crucial part in reading comprehension. Muddin (2018), states that vocabulary is an

important thing in the process of learning English, when reading, kids may have trouble comprehending or interpreting a text if they are unfamiliar with the vocabulary in the text. Additionally, grammar plays a significant influence in reading comprehension and book use in addition to the importance of vocabulary. In the otherwise Adri (2018) states that grammar can be defined as a set of shared assumptions about how language works. Especially in the context of teaching and learning English the use of the Stories for You Aided with Vocabulary textbook should be integrated into the development of reading comprehension. Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning.
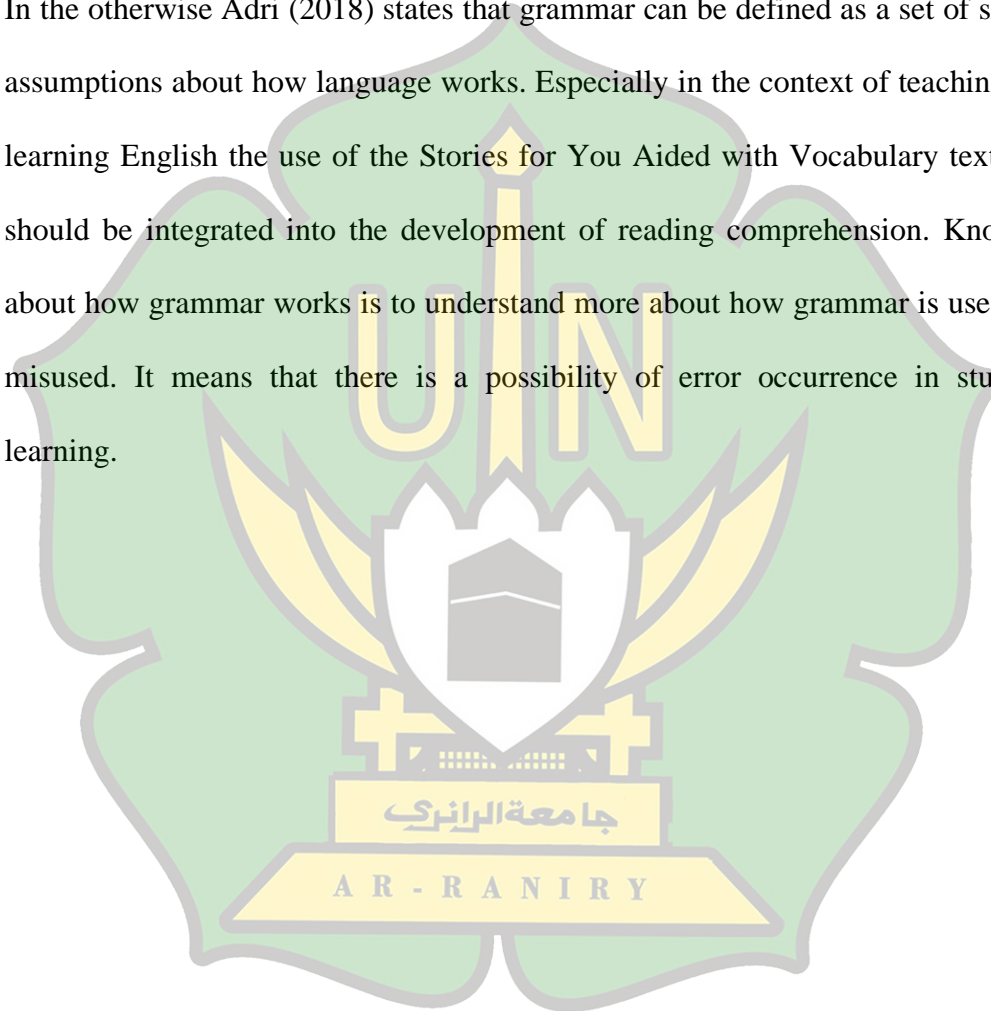
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methods that was used in this study. It covers the discussions about research design, research participants, research instrument, and data analysis.

A. Research Design

This study was conducted using the mixed methods as the research design. According to Cresswel (2018), mixed method is an approach to a problem by collecting and analyzing quantitative and qualitative data especially to answer research questions. This study used an explanatory sequential design. Explanatory sequential is the used of quantitative research to collect and analyse data first, followed by qualitative data to explain and contextualize the quantitative findings. Both designs (qualitative and quantitative) were also kept independent both in data analysis. Furthermore, questionnaire as one of the instruments of quantitative method was used in this study. Then, interview as one of the instruments of qualitative method that was used too in this study for collecting data in order to explore participants' opinions.

Specifically, this study was implemented qualitatively and quantitatively to determine the perceptions of English language education students at Oemar Diyan Islamic Boarding School towards the use of *Stories for You Aided with Vocabulary* textbook in developing their reading skills. The interview and

questionnaire was held in order to gain the information from participants with the aim to complete the study.

B. Research Location

This study took place at junior high school MTsS at Oemar Diyan Islamic Boarding School, Krueng Lamkareung, Aceh Besar. The school was established around 1990 and officially inaugurated on 27 October 1990. Oemar Diyan is a modern Islamic boarding school and one of favorite boarding schools in Aceh Besar. The school has two levels of education, namely junior high school (MTsS) and senior high school (MAS).

C. Research Participants

1. Population

According to Handayani (2020), population is the element to be studied which has the same characteristics; it can be individuals from a group, event, or something to be studied. The population of this research were the second grade students of junior high school Oemar Diyan Islamic Boarding School. Specifically, there are 5 classes and 182 Students of grade two.

2. Sample

According to Siyoto (2015), sample is part of the number and characteristics possessed by the population, or a small part of the population members. Since this study used mixed method; thus, there are two samples used in this study. The first sample was 40 respondents for the questionnaire who were selected by using random sampling. Following Arikunto (2012), if there are more than 100 populations, quantitative studies can choose 10-15% or 20-25% of the overall

population, therefore, students from two classes was chosen to be the respondents of the questionnaires. Furthermore, 5 participants were selected for the interviews by using the purposive sampling technique which focused on two criteria:

a. Students whose total score in answering the questionnaire reached more than 40.

b. Have 5 barriers or more in using the *Stories for You Aided with Vocabulary* textbook.

D. Research instrument

The purpose of this study is to determine whether the use of *Stories for You Aided with Vocabulary* textbook in the learning activities of student in Oemar Diyan Islamic Boarding School can help them in developing their reading comprehension. To complete the aims of this study, the data was obtained through questionnaire and interview. The techniques were used in this study described in detail as follows:

a. Questionnaire

The first instrument that was used in this study is questionnaire. According to Singh (2006) questionnaire is a form prepared by the researcher and then distributed for the purpose of obtaining responses. Questionnaire was distributed to second grade of junior high school students to identify the students' barriers in understanding the materials from the *Stories for You Aided with Vocabulary* textbook.

b.   Interview

The second instrument that was used in this study is interview. The interview was conducted after the questionnaire. Therefore, this study was in-depth interview to gain data regarding the student barriers in using the *Stories for You Aided with Vocabulary* textbook in reading comprehension class and the aim was to completing and strengthening the data obtained from the results of questionnaire.

E.   Data Analysis

After collecting the data, the researcher was analysing gained data. Williamson (2018), states that data analysis is the process of analysing the acquired data and converting the data into conclusions. As this study has two instruments in the data collection, thus, the data analysis also has two processes: one is for the data from the questionnaire, and the other one is for the data from the interview.

Firstly, the data analysis process was focus on the data from the responder of questionnaire. This study was conducted the distribution of the questionnaire on the different day of the interview in which the questionnaire was held one day before the interview. Following the distribution of the questionnaires, the researcher created inquiries based on the findings for using in interviews with the students to support the data from the questionnaire.

In analyzing questionnaire, the researcher created an emergent theme distinguishing one data from another (Zacharias, 2013). The perception was

distinguished into two categories: positive and negative. For the positive category include Strongly Agree (SA) and Agree (A). Then for the negative category include Disagree (D) and Strongly Disagree (SD). The students who have positive perception will choose agree or strongly agree. On the contrary, the students who have negative perception will choose disagree or strongly disagree. For the result of the data is counted based on the percentage. Then the data will be concluded and explained into paragraphs. The percentage formula that will be used is a follows:

$$P = \frac{F}{N} X100$$

Annotation:

P: Percentage

F: Frequency of the respondents

N: The number of respondents

In addition, to analyzed the data from descriptively by transcribing the answer of the respondent into narration. After the questionnaire, the researcher was formulated the questions for the interview based on data from questionnaire. Interviews was held a day after the questionnaire. After the interview, the data gained from that then was analyzed based on the steps purpose by Sugianto (2005) data reduction, data display, and conclusion drawing.

1. Data reduction

Data reduction is summarizing, choosing the main material, focusing on the important things. Miles (2014), describes that first of their three elements of

qualitative data analysis is data reduction. The process of selecting, concentrating, reducing, abstracting, and manipulating data found in written field notes is known as data reduction.

2. Data display

After reducing the data, the data will be described with a brief description in the narrative text. This will make it easier to understand the research location and the next steps to be taken. According to Sugianto (2005), data display as a collection of structured information that gives the possibility of drawing conclusions and actions.

3. Conclusion drawing

In this conclusion or verification, the researcher tries to draw conclusions from the research location on the data obtained so that can be answer the problems formulated in the research. Finally, the researcher creates the report to the simply data.

At the end of collecting the data from the questionnaire and interview the researcher was combined the data from the both of two instruments based on blueprint. Then the researcher was made the conclusion and transcribed the data into paragraphs.

CHAPTER IV

FINDING AND DISCUSSION

This chapter highlights the results of the data analysis answering the research questions of this study. Specifically, this chapter is divided into two parts: A). findings, concerning with the results; and, B). discussion, elaborating the implication of the findings and how they are related to the existing theory.

A. Findings

This study was conducted at Oemar Diyan Islamic Boarding School. The data were gained by applying two techniques which were distributing questionnaires and conducting interviews. To be specific, the questionnaires were distributed on March 15, 2023; which comprised 40 participants from two classes. After that, the result of the questionnaires was firstly analyzed and then it became the foundation for interview questions as the purpose of the interview was to strengthen data obtained from the questionnaires. The interview was conducted on March 17, 2023; where 5 participants were selected with the criteria mentioned previously in chapter III.

1. The Results of the Questionnaire

Following the research question, the questionnaire was distributed to answer the research question concerned with the barriers faced by students Oemar Diyan in using the *Stories for You Aided with Vocabulary* textbook for reading comprehension. Specifically, the questionnaire consisted of 12 statements; 7 statements focused on the difficulties that students faced in reading texts in the selected textbook whereas the rest 5 statements were concerned with evaluating

the weakness of the materials provided in the textbook. As the questionnaire followed the pattern of the likert scale, thus, the indicators for each statement include Strongly Agree (SA) and Agree (A), Disagree (D) and Strongly Disagree (SD). Below there are the result of each statement provided in the questionnaire.

a. Statement 1

"I face problems in comprehending a text from Stories for You Aided with Vocabulary textbook because I cannot get its main idea."

Table 4.1

Scale	Frequency	Percent
Strongly Agree	28	70
Agree	9	22.5
Disagree	1	2.5
Strongly Disagree	2	5
Total	**40**	**100**

b. Statement 2

"I face problems in comprehending texts from Stories for You Aided with Vocabulary textbook even if I know the meaning of all words."

Table 4.2

Scale	Frequency	Percent
Strongly Agree	15	37.5
Agree	22	55
Disagree	1	2.5
Strongly Disagree	2	5
Total	**40**	**100**

c. Statement 3

"I face problems in comprehending texts from Stories for You Aided with Vocabulary textbook if the text is long."

Table 4.3

Scale	Frequency	Percent
Strongly Agree	8	20
Agree	29	72.5
Disagree	1	2.5
Strongly Disagree	2	5
Total	**40**	**100**

d. Statement 4

"I face problems in comprehending texts from Stories for You Aided with Vocabulary textbooks because I do not have sufficient English vocabulary."

Table 4.4

Scale	Frequency	Percent
Strongly Agree	26	65
Agree	9	22.5
Disagree	2	5
Strongly Disagree	3	7.5
Total	**40**	**100**

e. Statement 5

"I face problems in comprehending texts from Stories for You Aided with Vocabulary textbook because of my weakness in grammar."

Table 4.5

Scale	Frequency	Percent
Strongly Agree	6	15
Agree	23	57.5
Disagree	9	22.5
Strongly Disagree	2	5
Total	**40**	**100**

f. Statement 6

"I face problems in comprehending texts from the Stories for You Aided with Vocabulary textbook because I do not know sentence structures."

Table 4.6

Scale	Frequency	Percent
Strongly Agree	4	10
Agree	8	20
Disagree	22	55
Strongly Disagree	6	15
Total	**40**	**100**

g. Statement 7

"I face problems in comprehending texts from Stories for You Aided with Vocabulary textbook if I cannot translate every single word."

Table 4.7

Scale	Frequency	Percent
Strongly Agree	6	15
Agree	16	40
Disagree	14	35
Strongly Disagree	4	10
Total	**40**	**100**

h. Statement 8

"After reading the materials from the Stories for You Aided with Vocabulary textbook, I think the information is useless and unmotivated."

Table 4.8

Scale	Frequency	Percent
Strongly Agree	1	2.5
Agree	9	22.5
Disagree	18	45
Strongly Disagree	12	30
Total	**40**	**100**

i. Statement 9

"The material contained in the Stories for You Aided with Vocabulary textbook is not easy to understand."

Table 4.9

Scale	Frequency	Percent
Strongly Agree	6	15
Agree	8	20
Disagree	15	37.5
Strongly Disagree	11	27.5
Total	**40**	**100**

j. Statement 10

"There are no exercises in the Stories for You Aided with Vocabulary textbooks to improve students' comprehension of material."

Table 4.10

Scale	Frequency	Percent
Strongly Agree	29	72.5
Agree	7	17.5
Disagree	3	7.5

Scale	Frequency	Percent
Strongly Disagree	1	2.5
Total	**40**	**100**

k. Statement 11

"There should be a more fascinating genre for the reading comprehension exercises in the Stories for You Aided with Vocabulary textbooks."

Table 4.11

Scale	Frequency	Percent
Strongly Agree	4	10
Agree	13	32.5
Disagree	13	32.5
Strongly Disagree	10	25
Total	**40**	**100**

l. Statement 12

"The Stories for You Aided with Vocabulary textbook does not organize the reading materials in order of increasing difficulty."

Table 4.12

Scale	Frequency	Percent
Strongly Agree	3	7.5
Agree	13	32.5
Disagree	13	32.5
Strongly Disagree	11	27.5
Total	**40**	**100**

Based on the results of distributing the questionnaire in this study, it can be concluded that 12 statements used in the questionnaire instrument all focused on the barriers in the used of the *Stories for You Aided with Vocabulary* textbook in reading comprehension. Mostly all values strongly agree and agree which can be

concluded that the textbook analyzed in this study had many problems experienced by students in reading comprehension class.

Conclusively, the result of the questionnaire is presented in the table below.

Table 4.13

No	Statement												Total
	s 1	s 2	s 3	s 4	s 5	s 6	s 7	s 8	s 9	s 10	s 11	s 12	
AA	3	3	3	3	4	4	2	3	1	3	2	2	32
AD	4	4	3	4	3	2	2	3	1	4	1	1	32
AF	4	3	3	4	2	1	2	2	2	4	3	2	32
AH	4	3	3	3	3	2	1	3	2	1	3	2	30
AN	4	4	3	4	3	2	3	1	1	3	1	1	30
ANI	4	4	3	4	3	2	2	2	3	3	3	3	36
AR	4	4	3	1	1	1	3	2	3	4	2	2	30
ARN	3	3	3	3	3	2	1	1	2	3	3	3	29
AY	4	3	4	4	3	2	3	3	4	4	3	4	41
DF	4	4	4	4	3	3	3	2	1	4	2	2	36
DFR	4	4	3	3	3	2	2	2	1	4	1	1	30
DM	4	3	4	4	3	2	3	2	2	4	3	3	37
DMA	3	3	3	4	4	2	2	1	4	4	2	1	33
FAZ	1	1	1	1	1	2	4	2	1	4	1	1	30
FH	2	2	2	2	2	2	2	2	2	2	2	2	24
FN	4	3	3	3	3	2	2	2	2	3	1	1	39
FNH	3	4	3	4	4	3	4	1	4	4	1	1	35
IK	4	4	4	4	3	3	3	3	2	2	2	2	36
ISS	4	3	4	4	3	2	3	2	2	4	3	3	35
LAS	4	3	3	4	2	2	2	1	1	4	4	3	33
LH	4	3	3	4	3	2	2	2	2	4	2	2	33
MAA	4	3	3	4	2	2	2	1	1	4	3	3	32
MAY	4	3	3	4	3	3	3	3	2	4	4	3	39
MDP	4	4	4	4	3	3	4	2	4	4	2	2	40
MFA	3	3	3	3	4	4	2	2	2	4	2	2	34
MFA	1	1	1	3	3	1	3	1	1	4	1	4	24
MFS	4	4	3	2	2	1	1	1	3	4	3	3	31
MJ	3	3	3	3	3	2	3	2	3	2	2	3	32
MN	3	3	3	3	3	3	3	3	3	3	3	3	36
MSM	3	3	3	4	3	3	2	2	2	4	3	3	35
NA	3	3	4	4	2	4	3	3	4	4	4	2	40
NDP	4	4	3	1	2	1	3	2	2	3	4	4	34
ND	4	4	3	4	3	1	1	1	1	4	2	3	31
RA	4	3	3	4	3	2	2	2	1	4	1	1	30
RMI	4	4	3	4	2	2	3	1	3	4	1	1	32
RM	4	3	3	4	3	2	4	2	2	4	1	1	33
SB	4	4	4	4	2	2	4	1	4	4	2	1	36
SBR	4	3	3	4	4	4	4	3	3	4	3	3	42
SY	4	3	3	4	3	2	3	1	3	4	2	2	34
ZZ	4	4	3	4	4	3	3	4	2	4	3	2	50
TOTAL	143	130	123	138	108	90	104	81	92	144	92	88	

From the result of the questionnaire above, it can be seen that there are 7 statements whose total result reached more than 100 which are statement 1, 2, 3, 4, 5, 7, and 10. Those statements are considered problematic since most of the

students chose strongly agree and agree towards the problem mentioned in the statements. Of all those statements, five highest ones were chosen as the main focus for interview question. They include difficulty in finding the main idea, difficulty in understanding the meaning of the word, difficulty in understanding a long text, difficulty in recognizing vocabulary from the textbook, and students' barrier in the concerned with evaluating the weakness of the materials provided in the textbook. Furthermore, from table 13, it also indicates that there are some students whose total score in answering the questionnaire reached more than 40; they are AY, NDP, NA, SB and ZZ. As their response towards the questionnaire are relatively high and indicating that they have a lot of problems with reading comprehension, therefore, they were selected as the participants for the interview since they can provide more information regarding difficulty in understanding reading comprehension material from the S*tories for You Aided with Vocabulary* textbook. The elaboration of data analysis from the interview is provided in the next part of this chapter.

2. The Result of the Interview

The identical set of questions must be answered by each participant and they have between 5 and 10 minutes to do so. In addition, further questions are asked to go deeper into the subject based on the interviewee's agreement with the problem. The interviewer's comments were captured by the researcher using an audio recorder. Students were asked questions about their barriers in understanding reading comprehension material from the *Stories for You Aided with Vocabulary* textbook. Based on interview data from five students as the

participants, all students considered that their barriers in understanding reading comprehension materials from the *Stories for You Aided with Vocabulary* textbook. Regarding the analysis of the data, this study presents the questions of the interview elaborate below.

a. Question 1

"Have you ever had difficulty finding the main idea in reading comprehension? What is the cause that makes you difficulty in finding the main idea from the Stories for You Aided with Vocabulary textbook?"

Regarding this question the participants agree that finding the main idea is the one of their barriers in understanding reading comprehension, as mentions by AY that:

> *"Finding the main idea adalah salah satu hambatan saya in understanding reading comprehension materials, terutama pada finding the main idea in paragraph pada materi yang ada di buku Stories for You Aided with Vocabulary, dan juga sering terdapat text yang not easy to conclude and comprehends."* [AY]

From the statement of AY was also supported by NDP who said that:

> *"saya tidak dapat menemukan main idea dengan easly. I have difficulty finding the main idea kalau textnya panjang. Saya berpikir bahwa text yang saya baca semuanya penting, so I have difficulty finding main idea yang lebih cocok.*" [NDP]

From that answer of the participants can be conclude that many students faced difficulty in the finding the main idea in reading comprehension. This is evidenced by several participants who said that finding the main idea is not easy because they cannot conclude the main idea before they read more than twice and finding a more suitable main idea.

a. Question 2

"Have you ever had difficulty understanding the meaning in the reading comprehension? Why the Stories for You Aided with Vocabulary textbook are difficult to understand the reading materials even if you know the meaning of the words?"

Regarding this question the participants agree that they have difficulty in understanding the meaning of the words from the reading material, as mentions by SB that:

> *"The meaning of the text it's not easy for me to understand secara keseluruhannya dengan mudah. Saya harus membaca beberapa kali untuk dapat memahami maksud dari text tersebut."* [SB]

From the statement of SB was also supported by ZZ, she said that:

> "*Saya mengalami kesulitan dalam memahami teks terutama kata-kata, padahal saya tahu arti dan semua kata, menurut saya ini terjadi karena saya tidak tahu arti atau alur teks atau juga karena saya tidak terlalu tertarik dengan materi dari Stories for You Aided with Vocabulary buku teks."* [ZZ]

Interview results show that many students faced difficulty in understanding the meaning in the reading comprehension. This is evidenced by several participants show that they do not really know the meaning of the text so they have to repeat to read the text and also cause of less interested in the material from reading comprehension textbook.

b. Question 3

"Are you facing difficulties in understanding the reading comprehension materials from Stories for You Aided with Vocabulary textbook even is a long text, why?"

Regarding this question the participants agree that they faced difficulty in understanding the reading comprehension materials with the long text and do not interested in reading cause do not know a lot of English words. As mention by AY that:

> *"I do not like reading long text, so I am lazy and not interested in reading. Sometimes we read the long texts but do not know what it means and do not like to look for in the dictionary."* [AY]

Another student also stated the similar perception about the difficulties in understanding the reading comprehension from the textbook with the long text. As NDP stated that:

> *"saya kesusahan memahami the material from Stories for You Aided with Vocabulary textbook jika textnya panjang, may be it is because I have a hard time to understanding the text. Apalagi kalau teksnya panjang, banyak kata yang saya tidak mengerti, selain itu teksnya panjang, bacanya juga lama."* [NDP]

The findings of the interviews indicate that many students have problems comprehending the long material. Students who struggle with reading comprehension often struggle with long texts because they contain many unfamiliar words and dislike looking up definitions in dictionaries. Additionally, because the material is long, reading it takes a lot of time.

c. Question 4

"Did you find it difficult to recognize vocabulary in the Stories for You

Aided with Vocabulary textbook? What is your opinion about the unfamiliar

with the vocabulary in the Stories for You Aided with Vocabulary textbook the

biggest barrier to understanding reading comprehension for you?"

Regarding this question the participants agree that they faced difficulty to

recognize vocabulary from the textbook and this is also one of their biggest

barriers in understanding reading comprehension materials from the textbook. As

mention by NA that:

> *"I face difficulty in remembering the vocabulary that I know*
> *meskipun masih banyak kosakata yang perlu saya ketahui lebih banyak*
> *dan bahkan buku teks pun menyediakan catatan kosakata tetapi I still need*
> *vocabulary more than it to help me in understanding reading*
> *comprehension materials. And this is salah satu hambatan terbesar saya."*
> [NA]

Another student also stated the similar perception about the difficulties the

unfamiliar with the vocabulary in the *Stories for You Aided with Vocabulary*

textbook and it is the biggest barrier to understanding reading comprehension.

This statement was also supported by ZZ said that:

> *"Saya tidak menguasai kosa kata dengan baik dan juga kosa kata*
> *yang ada di buku teks Stories for You Aided with Vocabulary sangat asing,*
> *banyak sekali kosa kata yang jarang saya lihat sebelumnya. Menurut*
> *pendapat saya, kurangnya kosa kata adalah kendala terbesar saya dalam*
> *memahami pemahaman bacaan."* [ZZ]

According to the findings of the interviews, many students have problem in

understanding the vocabulary used in the *Stories for You Aided with Vocabulary*

textbook material. They all agree that recognize the vocabulary is the one of their main barriers to understanding reading comprehension material. Furthermore, although the textbook including vocabulary notes, it may be concluded from the participant's statement that the student found the textbook's vocabulary was unfamiliar.

    d. Question 5

"Do you find it difficult to test your understanding after read the reading comprehension material from the Stories for You Aided with Vocabulary textbook? Do you think if the exercise is important for you to know the ability in understanding reading comprehension, why?"

Regarding this question the participants agree that the exercise is important for students to know the ability in understanding reading comprehension, as mentions by AY and ZZ that:

> *"I think the Stories for You Aided with Vocabulary textbook perlu menyediakan latihan atau exercise untuk test student after they read the reading material to know and untuk meningkatkan their reading comprehension."* [AY]

> *"Menurut saya buku teks perlu menyediakan latihan dalam buku teks untuk menguji dan mengevaluasi kemampuan kita setelah membaca materi dari buku teks dan kita dapat mengetahui kemampuan kita dan juga latihan yang dapat kita lakukan sebagai latihan sehari-hari.."* [ZZ]

Another student also stated the similar perception about the the exercise is important for you to know the ability in understanding reading comprehension. This statement was also supported by NA said that:

> *"I face difficulty to test kebiasaan saya in understanding reading comprehension from the Stories for You Aided with Vocabulary textbook,*

biasanya kita diuji dengan pertanyaan seperti "mengerti teksnya?" dan pelajaran apa yang kamu dapat dari teks di atas?"by the teacher, so in my opinion we need the textbook menyediakan latihan teks di setiap bagian materi." [NA]

Based on the interview result in the use of the *Stories for You Aided with Vocabulary* textbook shows that the testing or exercising students' reading comprehension skills can be challenging and this is one of students' barrier in the concerned with evaluating the weakness of the materials provided in the textbook. All participants have same answer that the textbook need to provide the exercise for the testing and evaluated student abilities after reading the material from the textbook and the student can know their abilities in understanding reading comprehension. Furthermore, it can be help student reading comprehension ability as daily practice.

B. Discussion

This discussion is divided into two general things, the first discusses the result of the interview, and after that a brief discussion on the result of the questionnaire. This study focuses to know the students' barrier in understanding reading comprehension materials from the *Stories for You Aided with Vocabulary* textbook. Based on the background of this study there are two reasons for choosing the textbook, firstly, in that school, there is a special class focusing on reading comprehension designed by the school. Secondly, textbooks for reading comprehension classes in that school have been changed from *English Lesson* textbooks to *Stories for You Aided with Vocabulary* textbooks. This caused the need for further assessment of barriers to understanding reading comprehension.

The major barriers in understanding reading comprehension materials from the textbook that were found in this study are related to the main idea, the meaning of the text, understanding the long text, vocabulary, and the exercise of understanding the materials.

Following the instrument of this study, the discussions of the findings are focused on two general things which are the result of the interview as the primary one and the result of the questionnaire as the secondary one. The result of the interview will be explained respectively below.

a.   Difficulty in finding the main idea

Based on the interview result most of the students faced that finding the main idea is one of their barriers to understanding reading comprehension also consistent with Wahyuni's (2019) findings state that the types of barriers to comprehending the text are the main idea. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located. This is evidenced by several participants, such as 5 participants who said that difficulty finding the main idea is because the text is not easy to conclude and comprehends it.

b.   Difficulty in understanding the meaning of the sentence

Most of the participants faced difficulty in understanding the meaning of the sentence from the *Stories for You Aided with Vocabulary* material because the students need to know more vocabulary before reading and comprehending the text and students do not have enough vocabulary to know the whole meaning of the sentences. This result is in accordance with Astuti's (2018) findings

mentioning that the barriers to reading comprehension can come in the form of difficulties in establishing a context, understanding words, putting words into sentences, and also using words in context. However some students also indicates that difficulty in understanding the meaning of the sentence also caused of her barriers from the internal factors such as less interest in reading comprehension.

c. Difficulty with the long text

Following the data show that students need assistance to help comprehend the material, some students said "If one of her barriers in understanding reading comprehension materials is because she had a hard time to understand the text", especially if the text is too long, there are many words that she does not know, and it takes a long time to read it. As the findings of Fajar (2009) also suggest that difficulty in understanding long sentences and text, difficulty caused by limited background knowledge, difficulty in using reading strategies, and difficulty in concentration are also parts of barriers to reading comprehension.

d. Difficulty to remember or recognize the vocabulary

Difficulty to remember or recognize the vocabulary is also one of the barriers that most students faced in understanding reading comprehension material from the *Stories for You Aided with Vocabulary* textbook. Vocabulary is one of the five issues cited by Slameto (2003) to be a barrier to understanding reading comprehension, following the result of the questionnaire and the interview data show that difficult-to-recognize vocabulary is the biggest barrier to understanding reading comprehension by using *Stories for You Aided with Vocabulary* even

though the textbook provided the vocabulary notes. Furthermore, most of the students felt there was a lot of vocabulary that they had rarely seen before.

e. Difficulty with the exercise to evaluate students' barriers

Regarding the students understanding of reading comprehension materials Richards (2001), states that a reading textbook might be the basis for a course on reading skills, providing both sets of reading texts and exercises for skills practice. Students' barrier in understanding reading comprehension materials from *Stories for You Aided with Vocabulary* textbook is that the students need to evaluate their ability in comprehending the material. Difficulty with the exercise to evaluate students' barriers was because the textbook does not provide exercises as a means of measuring student understanding in the using the reading comprehension textbook and also as students' daily practice.

From the results of the questionnaire, it is also known that from the 12 statements provided in the questionnaire, there are 7 statements which were slightly chosen by students, the barriers chosen by these students are also an illustration of their barriers in understanding reading comprehension material where the barriers are: grammatical confusion, the structure of the sentences, translating the words, the materials are useless and unmotivated, difficult to understand the material, kind of genres found in the reading materials, and the textbook does not organize the reading materials in order of increasing difficulty. Those statements are seen as problematic since the majority of students selected strongly agree and agree with the problem mentioned. The five most important of those statements were chosen as the main topic of the interview questions are:

finding the main idea, understanding the meaning of the sentence, recognizing vocabulary from the textbook, understanding a long text, and evaluating the strengths and weaknesses of the materials provided in the textbook are among the challenges that students' experience.

The study's finding also indicates that the problems in understanding reading comprehension materials from *Stories for You Aided with Vocabulary* textbooks are not only caused by the textbook used in the classroom. However, to conclude that the problem from the textbook is somehow a little bit unfair well sometimes students' of themselves also have problems in they are internal factors such as less interest in reading comprehension. The less interest in reading comprehension affects students' understanding of the material from the textbook. Furthermore, the factor of interest in understanding reading comprehension material is very essential because it can be affect the results of students' comprehension.
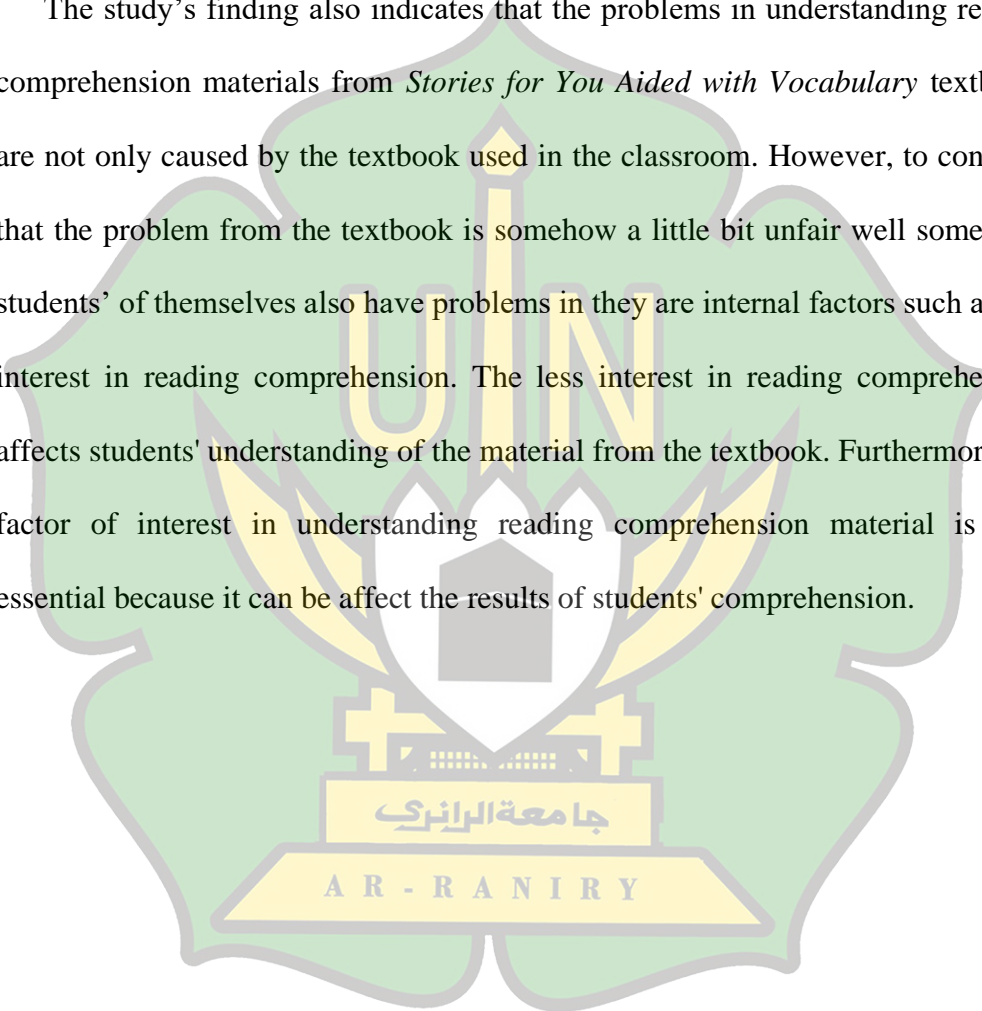
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, conclusion and suggestions. This study was conducted to find out students' barriers to understanding reading comprehension material from the *Stories for You Aided with Vocabulary* textbook. A questionnaire and in-depth interviews with students in the second grade of junior high school at Oemar Diyan Islamic Boarding School were used to obtain the research question's insert.

A. Conclusion

This study attempts to analyze students' barriers in understanding reading comprehension materials from the *Stories for You Aided with Vocabulary* textbook. Following the results of the questionnaire and the interview presented in the previous chapter, it indicates that the students encountered problem in learning reading comprehension using the *Stories for You Aided with Vocabulary* textbook.

The questionnaire were concerned with difficulties in learning reading comprehension using the *Stories for You Aided with Vocabulary* textbook, and the statements were measured by strongly agree, agree, disagree, and strongly disagree indicators. Based on the result of the data analysis of the questionnaire, it was found that all of twelve statements provided in the questionnaire were considered problematic by the students. It was proven by the results of the data analysis that showed that the value indicated strongly agree and agree and only a

few chose to disagree and strongly disagree. Therefore, still from the questionnaire analysis, it was found that finding the main idea, understanding the meaning of the sentence, recognizing vocabulary from the textbook, understanding a long text, grammatical confusion, the structure of the sentences, translating the words, the materials are useless and unmotivated, difficult to understand the material, weaknesses of the materials provided in the textbook are among the challenges that students' experience, kind of genres found in the reading materials, and the textbook does not organize the reading materials in order of increasing difficulty are included as difficulties in learning reading comprehension.

Furthermore, from the questionnaire it was also found that those statements are seen as problematic since the majority of students selected strongly agree and agree with the problem mentioned. The five most important of those statements were chosen as the main topic of the interview questions are: finding the main idea, understanding the meaning of the sentence, recognizing vocabulary from the textbook, understanding a long text, and evaluating the strengths and weaknesses of the materials provided in the textbook are among the challenges that students' experience.

However, even though the *Stories for You Aided with Vocabulary* textbook has many problems that the students may encounter when trying to understand reading comprehension, students can still do this with the teacher's assistance. As a result, the teacher must use a variety of strategies to assist students in

understanding the reading comprehension materials from the *Stories for You Aided with Vocabulary* textbook.

B. Suggestions

Having completed this study, I found that the use of the *Stories for You Aided with Vocabulary* textbook is causing many problems in learning reading comprehension. It was found that there are a number of barriers that occur to students in understanding the reading materials from the book. However, there are many deficiencies in conducting this study. I would like to suggest a few things to readers and future researchers interested in the same topic. For future researchers, it would be a good idea to do research students' barriers that focus on analyzing textbooks used in reading comprehension. This research is also expected to be a reference for teachers and future researchers so that they can better overcome various kinds of students' barriers to understanding reading comprehension. For readers, this research is expected to add insight to readers. Understanding and interest in the same study so that there will be more sources of knowledge about students' barriers in understanding reading comprehension material from *Stories for You Aided with Vocabulary* or the other textbook. In addition, this research is also expected to be a source that can assist further research with various improvements and new ideas in writing, research methods, research instruments, and a complete review of the literature. Lastly, I realize that this study is not perfect; Therefore, I hope and appreciate any suggestions and constructive comments from readers of this study.

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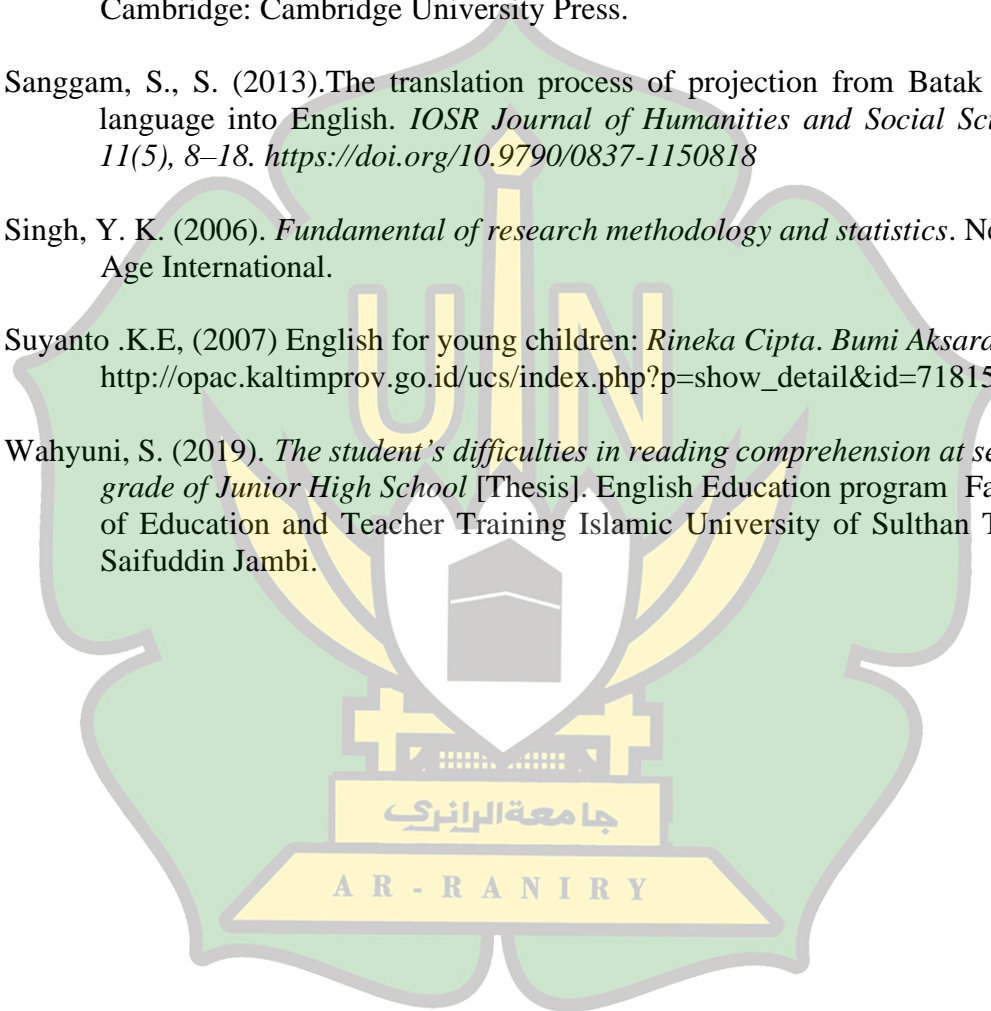
APPENDIXES

Appendix 1:

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 1004/Un.08/FTK/KP.07.6/01/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL,00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-15372/Un.08/FTK/KP.07.6/12/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **21 Oktober 2022**

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-15372/Un.08/FTK/KP.07.6/12/2022** tanggal **1 Desember 2022**

KEDUA : Menunjuk Saudara:
1. Prof. Dr. Muhammad AR., M. Ed. Sebagai Pembimbing Pertama
2. Fera Busfina Zalha, M.A. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Mustika Hanim**
NIM : **180203055**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students Barriers in Understanding Reading Comprehension Material from Textbook " Stories for You Aided With Vocabulay"**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2023/2024
KELIMA : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 11 Januari 2023
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

Appendix 2 :

Questionnaire

Name: **Class:**

The purpose of this instrument is to know and to analysis students' barriers in the use *Stories for You Aided with Vocabulary* textbook in Reading Comprehension class.

Please choose the answer according to your level agreement based on the statement below.

Notes: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

a. **Read the following statement carefully.**
b. **Please choose the most appropriate response that applies to you.**

No	Statements	SA	A	D	SD
1.	I face problems in comprehending a text from *Stories for You Aided with Vocabulary* textbook because i cannot get its main idea.				
2.	I face problems in comprehending texts from *Stories for You Aided with Vocabulary* textbook even if i know the meaning of all words.				
3.	I face problems in comprehending texts from *Stories for You Aided with Vocabulary* textbook if the text is long.				
4.	I face problems in comprehending texts from *Stories for You Aided with Vocabulary* textbook because I do not have sufficient English vocabulary.				
5.	I face problems in comprehending texts from *Stories for You Aided with Vocabulary* textbook because of my weakness in grammar.				
6.	I face problems in comprehending texts from the *Stories for You Aided with Vocabulary* textbook because i do not know sentence structures.				
7.	I face problems in comprehending texts from *Stories for You Aided with Vocabulary* textbook if i cannot translate every single word.				
8.	After reading the materials from the *Stories for You Aided with Vocabulary* textbook, I think the information is useless and unmotivated.				
9.	The material contained in the *Stories for You Aided with Vocabulary* textbook is not easy to understand.				
10.	There are no exercises in the *Stories for You Aided with Vocabulary* textbooks to improve students' comprehension of material.				
11.	There should be a more fascinating genre for the reading comprehension exercises in the *Stories for You Aided with Vocabulary* textbooks.				
12.	The *Stories for You Aided with Vocabulary* textbook does not organize the reading materials in order of increasing difficulty.				

Adapted from: Taha Ahmed Hezam (2022) and Arif Kurnianto (2016)

Appendix 3 :

Interview List

1. Have you ever had difficulty finding the main idea in reading comprehension?? What is the cause that makes you difficulty in finding the main idea from the Stories for You Aided with Vocabulary textbook?
2. Have you ever had difficulty understanding the meaning in the reading comprehension? Why the *Stories for You Aided with Vocabulary* textbook are difficult to understand the reading materials even if you know the meaning of the words?
3. Are you facing difficulties in understanding the reading comprehension materials from *Stories for You Aided with Vocabulary* textbook even is a long text, why?
4. Did you find it difficult to recognize vocabulary in the Stories for You Aided with Vocabulary textbook? What is your opinion about the unfamiliar with the vocabulary in the *Stories for You Aided with Vocabulary* textbook the biggest barrier to understanding reading comprehension for you?
5. Do you find it difficult to test your understanding after reading material from the Stories for You Aided with Vocabulary textbook? Do you think if the exercise is important for you to know the ability in understanding reading comprehension, why?
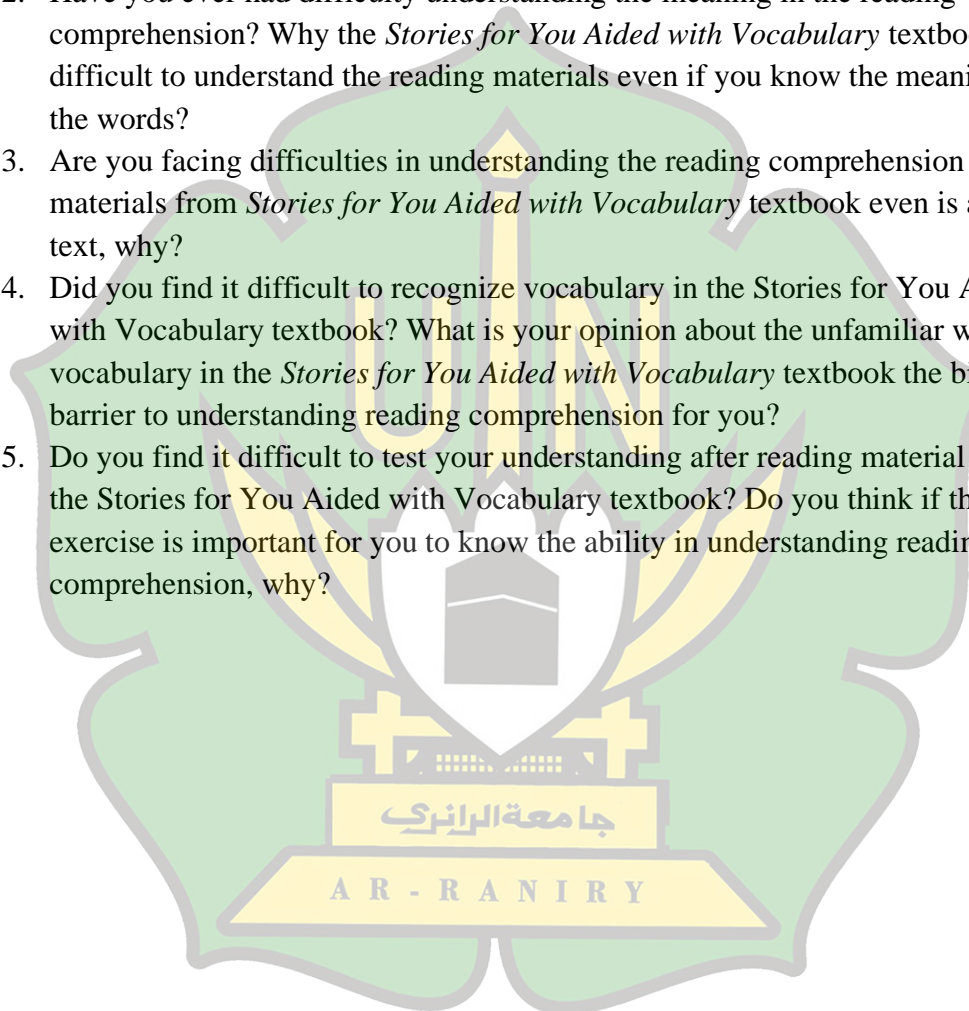
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