JURNAL AKADEMIK FKIP UNIDAYAN

PENERBIT

Alamat

TEACHER'S STRATEGY TO OVERCOME STUDENTS' DIFFICULTIES IN LEARNING READING AT SMP SATAP NEGERI 4 KULISUSU BARAT

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Abstract

The problem statement in this researh How are the Teacher's Strategy to Overcome Students' Difficulties in Learning Reading at SMP Satap Negeri 4 Kulisusu Barat?. Objective in this research was to know Teacher's Strategy to Overcome Students' Difficulties in Learning Reading at SMP Satap Negeri 4 Kulisusu Barat. The research was descriptive qualitative research. The subjects of this study were 1 English teacher and 30 grade students at class VIII of SMP SATAP Negeri 4 Kulisusu Barat. The data collection techiniques was interview and test. The data was analyzed three steps are adopted from Miles and Huberman; data reduction, data display and drawing conclusion. Based on the results of the study that students of SMP SATAP Negeri 4 Kulisusu Barat had difficulty learning to read, it was seen that the dominant students' difficulties in the Making Inference with good presentation were 7%, low 13%, and very low 80%. Detailed Information with good presentation of 7% and very low 93%. To overcome students' difficulties, the teacher uses student training strategies, question and answer relationship strategies (QARS), memorize strategies, and assignment methods to translate a reading in groups, in learning reading.

Abstrak

Rumusan masalah dalam penelitian ini adalah bagai mana strategi guru mengatasi kesulitan siswa dalam belajar membaca di SMP SATAP Negeri 4 Kulisusu Barat? Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam mengatasi kesulitan siswa dalam belajar membaca di SMP SATAP Negeri 4 Kulisusu Barat. Penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah 1 orang guru bahasa inggris dan 30 siswa kelas VIII SMP SATAP Negeri 4 Kulisusu Barat. Teknik pengumpulan data adalah wawancara dan tes. Data dianalisis menggunakan tiga langkah yang diadopsi dari Miles dan Huberman: reduksi data, penyajian

data, dan penarikan kesimpulan. Berdasarkan hasil penelitian menunjukan bahwa siswa SMP SATAP Negeri 4 Kulisusu Baratmengalami kesulitan dalam pembelajaran membaca. Terlihat bahwa kesulitan siswa yang dominan adalah dalam membuat inferensi dan menentukan rinci. Presentase siswa yang memperoleh nilai baik dalam membuat inferensi adalah 7%, rendah 13%, dan sangat rendah 80%. Sedangkan dalam menentukan inferensi rinci terdapat 7% siswa yang memperoleh nilai baik, dan 93% siswa mendapatkan nilai sangat rendah. Untuk mengatasi kesulitan siswa, guru menggunakan strategi pelatihan siswa, strategi hubungan tanya jawab (QARS), strategi menghafal, dan metode penugasan menerjemah suatu bacaan berkelompok dalam pembelajaran membaca.

INTRODUCTION

Language, people will be easy to express their ideas, opinions, feelings etc. There are many language used as international language, as iternasional languag, English very important and as many inter relationship with various aspects of life owned by human being. [1] state that English is an international language. International English is the concept of English as means of global communication in various dialects, as well as movements towards international standards for the language. In learning English, there are four skills must be mastered by students, they are listening, speaking, reading, and writing. These four skills must be involved by the teacher in the process of learning in the classroom.

Reading, as one of the four language skills that must be improved and mastered by students, reading is the main capital of the most stable, durable foreign language and English is the international language that students learn. "With good reading skills, students will make great progress and achieve great development in all academic areas" [2].

The main goal of teaching reading is understanding what has been read and described again according to the reader's understanding. Furthermore, based on the National Curriculum 2013, students of junior high school are expected to be able to comprehend texts and develop their ability both oral and written to achieve informational level which they are capable of accessing language ability in daily and academic context.

There are five text types which are taught in the Junior High School, one of which is Narrative Text. It is a text that tells a written story in order to gain readers' interest by entertaining them. It is supported [3] who states that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or a listener.

Based on experience in carrying out Field Practice activities (PPL2). Most of the students of SMP SATAP Negeri 4 Kulisusu Barat, have difficulty in reading English texts which affect their lack of confidence in reading texts or sentences in learning English. Based on my observation that they also lack vocabulary so they do not understand what they are reading, that is what causes the students' lack of interest in reading. So, researchers or teachers need to find out how to overcome students' difficulties in learning to read at SMP Negeri 4 Kulisusu Barat. Students who have high reading motivation will have a broad level of knowledge and insight in obtaining the required information. Thus, a researcher or teacher must be good at choosing strategies to overcome what difficulties students face in reading English texts and know what strategies are suitable for teachers to use to overcome these difficulties according to students' needs.

The most basic problem found in most students is vocabulary mastery and different ways of learning students. most students easily forget the meaning of words because they do not use English as their daily routine. And also there are only a few activities that can support and help students build their vocabulary. In addition, many students think that learning to read English text is a difficult task. Students do not understand what they read. Their lack of exposure in acquiring English words and grammar makes them not sufficiently prepared to deal with text genres. For this reason, helping children with reading difficulties build their sight vocabulary needs to be given high priority. Increasing children's reservoir of sight words

aids the development of overall automaticity in processing print [4].

To overcome these problems, the teacher's strategy plays a very important role in helping students overcome students' reading difficulties. Teachers need to find the right technique to make students understand the text such as the ability to recognize and conclude the meaning of English words, and the ability to understand the structure of the text. According to [5] strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is a remedy the teacher in making system are that happend to process teaching learning.

There have been a number of research projects concerning on reading difficulties. One of them was a case study conducted by [6] to find out students' difficulties in answering multiple-choice questions in narrative text. This study focuses on the difficulties faced by the students in the National Exam. It is found that the students' difficulty is their inability to access the content in a text and the most challenging type of task in the worksheet is questions about word meaning.

Previous studies such as those mentioned above investigated students' difficulties in answering multiple choice questions, but no strategies were offered by teachers to help them. To enrich the reference on teaching reading methodology, this research focuses on the teacher's strategies in overcoming students' reading difficulties. Thus, the purpose of this study is to see what difficulties students face in reading comprehension of narrative texts and to find out what strategies are used by teachers to overcome these difficulties. Narrative text was chosen because it was to determine students' understanding of what they had read, especially in learning English. According to [7] is a story or in general means telling a story. Stories generally have events or several events that run according to time chronology and the events are conveyed through several media.

From the description above, the researcher is interested in to conduct the research under the title : Teacher's Strategy to Overcome Students' Difficulties in Learning Reading at SMP Satap Negeri 4 Kulisusu Barat.

1. **READING**
    a. **Definition**

Reading is the most important skill for almost of students of English through out the word. Reading is the ability of an indifidual to recognize a visual from with a sound or meaning acquire in the past, and on the thesis of the past experience, understanding and interpreting it's meaning. They use their knowledge and interpretation to draw the meaning of the text [8]. In the engagement, the reader could understand well what the writer mean in his or her writing. The readers dominantly use the brain when they read latter, a story and other texts which dominate feeling. When the reader read a newspaper or religious book, they should use their belieft in order that they can understand the meaning well abd will not happen misinterprestation.

Reading is the process of not only acquiring information but also improving the ability of learning as stated [9]. There are various good reasons for teaching reading. Students may need to read for their work

Other expert define of reading, According to [10], reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mindset, and reasoning ability as they anticipate meaning on the basis of what has been read. In other words, the theories above explain that the term of reading can be defined as an active process of getting the meaning of printed words or verbal symbols in written text. In order to get the intended mea ning from the text, a

reader has to comprehend what they have read. Duringthis process, a reader combines this language skill and background knowledge of the world to grasp the meaning.

Reading is a process of seeking information to increase students' knowledge in achieving maximum learning achievement, in the process of learning a language the teacher gives students an understanding of what they have read. In learning a foreign language (English) by reading students get new vocabulary. According to [11] reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. According to [12] reading is a constant process of guessing, and what one brings to the next is oftent more important than what one finds in it in reading, the students should be taught to use what they know to understand unknow elements, whether these are ideas or simple word.

b. Types of Reading

Reading can be classified into two types of activity. They are intensive and extensive reading [1].

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learned read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

2) Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as when they are able to read without any difficulties.

c. Benefit of Reading

In general, there are some benefits that can readers get from reading. Here are some of those benefit.
a. Reading can a provide a number of information and knowledge thst is very useful in the practice everyday life.
b. Reading can make you communicatite with the tought, message and the impression of great thinkers from all over the world.
c. Reading can follow development of cutting-edge science and tegnology world.
d. Reading can know the great events of history, citilication, cultural of nation.
e. Reding an solve the problem of life and take you to be smart, intelligent and wise in attitude.

d. Purpose of Reading

The primary purpose of reading is to seek and obtain information, including the content, understand the significance of reading. Meaning, sense (meaning) is intimately related to the purpose or our

intensive reading. [13] put forward seven kinds of the purpose of reading, namely:

a. Reading to get the facts and details.
b. Obtain the main ideas.
c. Determine the sequence/order of the essay structure.
d. Conclude.
e. Grouping/classifying.
f. Asses and evaluate.
g. To compare or contrast.

e. Reading Technique

[5] define tehnique as specific activities manifested in the lassroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing tasks or exercises to realize lesson objectives. The activities can help teacher and student in many subjects in the cassroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills (listening, writing, speaking, and reading.)

In the reading activity, the teacher has to understand that reading is not a simple activity because student have to grab a new knowledge in a passage by using their, eyes, brain, and emotion. It does outline a few characteristics of eye-brain function that make critical differences to reading. Three important imlications for reading, and for learning to read:

1) Reading must be fast
2) Reading must be selective
3) Reading dependent on what the reader already knows.

Reading depends on some information getting throught the eyes to the brain, this can be called visual information . activitie reading, students could have a wealth of visual information in a text before they open eyes and still not be to read. Furtheremore, the reading technique is the activities which are done in the classroom to help the teacher and the students in the teahing learning process of reading wich were consistent and harmonius with a method and approah so that the students can comprhend a passage well. A technique of reading which is usd in the classroom should be chosen based on the students' need and capability in order they can enjoy evry activity in the classroom. It also aims the purpose if the teaching learning process.

2. Definition of Strategy

The word strategy comes from the Latin strategya, which means the art of using plans to achieve goals. Strategy according to [14] is 'a conscious action that learners take to improve their language learning'. Observable strategies such as; observe someone taking notes during a lecture to remember information better, or they can be 'mental', such as thinking about what someone already knows about a topic before reading a text in a textbook. because to the conscious strategy, there is an active involvement of the language learner in its selection and use.

The term strategy according to [15] defines language learning strategies as "thoughts and actions, consciously selected and operationalized by language learners, to assist them in carrying out various tasks from the beginning of learning to the highest level of target language performance". According to [16] , the definition of teaching strategy is "the whole method and procedure that focuses on student activities in the teaching and learning process to achieve certain goals". [17] is a condition created by the teacher intentionally so that participants are facilitated in achieving the learning objectives that have been set. From the definition of the experts above, I conclude, strategy is an act of a teacher consciously to determine the methods / strategies used in learning to assist students in achieving maximum learning goals.

a. Types of Learning Strategies

According to Oemar Hamalik, introducing four types of learning strategies that teachers should know, are as follows:

1. Learning reception (reception learning)

Broadly speaking, with this strategy the teacher plays an active role in presenting information to students, namely from general things to more specific things. After that, students are given the opportunity to think about the application of the concepts they are learning. This type of strategy requires a teacher to play a more active role in obtaining information to be taught to students.

2. Discovery learning

Broadly speaking, with this strategy the teacher exposes realities, cases or problems to students. They then understand and solve it. Starting from this activity, students find and put forward ideas, concepts and ideas that can be brought into a broader study. This type of strategy requires students to be more active and creative.

3. Master learning

Basically, with this strategy the teacher guides students to master a stage of learning before moving on to the next stage. If students have not shown mastery of knowledge and skills at a certain stage, they are not allowed to participate in further learning activities.

This type of strategy requires the teacher to be more patient, this strategy is suitable to be applied to the learning process outside of school, for example tutoring.

4. Integrated learning (unit learning)

Broadly speaking, with this strategy the teacher guides students to understand a unit of cases or events from various aspects or points of view so that they have a thorough and integrative understanding.

3. Reading Difficulties

Learning is done by every person in their life. They learn everything to know what they don't know before. Learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction [5]. It is not uncommon to find that a teacher believes a child's reading difficulty is due to problems with eyesight but the vast majority of reading difficulties are not caused by vision impairment or by visual perceptual anomalies [18]. This is not to say that in individual cases of learning failure vision may not be implicated in some way [19].

Learning difficulty is a neurological condition that infers with a person's ability to store, process or produce information. [20] states "Learning difficulty can affect one's ability to read, write, speak, spell, compute math, reason also affect a person's attention, memory, coordination, social skill and emotional maturity". Learning difficulty is not always caused of low intelligence factor, but it can be caused of non-intelligence factor. Thereby, has a high IQ can not guarantee someone to be success student [21]. Because of that in giving appropriate learning guidance to the student, so the teacher should understood the problems deal with student learning difficulty.

Learning difficulties are manifested in terms of the competencies. More specifically, they affect students' ability to read, communicate verbally or in writing, and use mathematics. Learning difficulties generally arise in cases where students have problems using cognitive and metacognitive strategies and properly applying certain cross-curricular competencies. From the statement above, the writer can conclude that students face learning difficulties usually they difficult in communicating, reading and everything related to the number or computing. Learning difficulties sometimes originate in the school environment, but can also be present before the children begin to school.

a. Language Learning Difficulties

Difficulties in langauge indicate the first learning difficulties face by the children. The people who face kind of this difficulties will be difficult in producing precise sound, communicate with other people, and understanding what other people said [20].

b. Difficulties in Reading

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read. The number of children failing to reach a satisfactory standard of literacy has been a matter of some concern in the United States, Britain, New Zealand and Australia. Efforts to improve literacy skills in some countries have resulted in national initiatives such as specific policies and government directives on literacy teaching, regular monitoring of literacy standards, 'whole school approaches' to support children with literacy problems, the introduction of a daily 'literacy hour' in schools and increased attention given to early identification and intervention for children at risk of failure [18] From the explanation above, it can be concluded that the importance of learning to read and finding the right strategy as an effort to overcome reading difficulties experienced by students in language learning.

Given these very important affective influences on learning to read, the primary aim for the teaching of any child with a learning difficulty is to help that child become a more confident, effective and self-regulated learner. Assisting children with learning difficulties requires more than simply 'skills' training. [18]. Recognise this problem and advise that instructional planning for children with reading difficulties must give high priority to restoring confidence and maintaining positive attitudes towards reading [22].

The most obvious problem that all children with reading difficulties exhibit is a serious deficiency in swift and accurate word identification. The most obvious problem that all children with reading difficulties exhibit is a serious [23]. This problem is due to several contributory factors including poor phonic skills, a limited sight vocabulary and inefficient use of context to support word recognition. Slow and inaccurate word identification leads directly to the second most obvious weakness, poor comprehension.

In order to examine these difficulties in more detail it is relevant to consider some of the underlying areas of knowledge and skill that are necessary to support word identification and the understanding of text. The general problem areas having impact on these aspects of reading can be summarised as follows:

1. Determining main idea According to [24], said that the main findings Ideas are the key to understanding a short paragraph or selection. Main The idea usually lies in a sentence, usually the first sentence but it can be in the middle or in the last sentence [25]. Therefore, this makes the main idea difficult to find. Students confused to see what the main idea of the passage is, and where the main idea.

2. Locating reference. Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers [26]. In identifying reference, the students are expected to understand for what the pronouns in the sentence are used such as the pronouns that are used to show people, place or situation.

3. Understanding vocabulary. The students expand heir knowledge of vocabulary while reading a passage, such as by finding out new words

meaning in dictionary and guessing meaning from the context. Context help students making a general prediction about the meaning [26]. It means that making prediction from the context will help students understand a meaning of a passage without stopping looks up every new word in dictionary. In fact, one of the problems readers have difficulties in understanding materials is that they have lack of vocabularies.

5. Making inference. Making inferences, students are expected to understand text to find conclusions from the statements in the text.
   "From the passage, we can conclude that...",
   "it can be deduced from that passage..",
   Therefore, sometimes students have difficulty finding conclusions te text because the meaning of the statement is not written on text.

6. Detail information. The last type of question usually found in reading tests is a question or detailed information. These questions are used to check students' ability to understand the material which is directly stated in the text. Some examples of detail questions fall into the following pattern:
   "According to that passage, who is fighting for conversation in the forest?",
   "All of the following are true, except...",
   "A person, date, or place is...",
   In addition, to find out the answers to detailed questions, readers can note or underline the keywords in the question, then scan section for synonyms of that word.

These four areas are not mutually exclusive. Difficulties in one area frequently spill over into one or more of the other areas. For example, weaknesses in aural–oral language tend also to delay acquisition of phonemic awareness and limit vocabulary development. This, in turn, makes phonic decoding and word identification difficult to achieve. Poor word identification then impairs the reader's ability to understand what is being read.

This type of difficulties also called dyslexia. In fact this difficulties face around 2-8 percent in the school [20]. This problem need intensive interaction berween various nerve cell as the connector to the brain related to the sight function, language, and remember. The students who face this this difficulties they will forget what have already they read.

4. Review of Related Study

First, the research conducted by [27] TEACHER'S STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES IN READING COMPREHENSION OF NARRATIVE TEXTS (A Case Study at a Boarding School in Bandung Regency). The research design of this study is a qualitative design and case studies are used in this study. To investigate the students' difficulties in reading comprehension of narrative texts To investigate the teachers' strategies in overcoming students' difficulties in reading comprehension of narrative texts. The participants involved in this study were an English teacher and a class consisted of 20 students of second grades in Junior High School. From the participants, 15 students were taken as the sample and they represented the three categories of low, middle, and high achiever. The students have been chosen as the participants because they have learned narrative text.

Second, the research conducted by [28]. Student's Learning Difficulties and The Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumbergempol Tulungagung. Thesis. English Education Department. State Islamic Institute (IAIN) of Tulungagung. Advisor: Arina Shofiya, M.Pd. In this research the researcher uses qualitative approach because the data were not in form of number, but the data derived from observations, interviews and documentations. So, the purpose of qualitative

research was to describe the empirical reality behind the phenomenon in depth and detailed. The researcher focus on student's learning difficulties and how they overcome. The research is conducted to know how the eighth grade students' at SMPN 1 Sumbergempol learn English skills and which one the most difficult skill. To conduct the research, the researcher focus on what kinds of learning strategies employed by good students in mastering English, especially for four skills and how the students improve their skill. The result of this study is intended to find out the students' difficulties in learning English and their learning strategies to overcome. For selecting subject of research who face difficulties in learning English, the researcher decided to do observation. Before that the researcher discussed with English teacher Eighth grade of SMPN Sumbergempol. Through that process the researcher got some informations about eighth grade students. The researcher set some criteria of the selected subject, they were : (1). the students who have the same difficulties with their friends in learning English (2). the students who got lower score in English. The score were taken from English teacher files. (3). the students recommended by English teacher.

METHOD

This study used a qualitative design with the qualitative descriptive method.

Time and Place of the Research
This research conduct in SMP SATAP Negeri 4 Kulisusu Barat.

Subject of the Research
The subjects of this study were 1 English teacher and 30 grade students at class 8 of SMP SATAP Negeri 4 Kulisusu Barat..

Procedure
This research Conduct ini SMP SATAP Negeri 4 Kulisusu Barat. used a qualitative design with the qualitative descriptive method.

In this study was used a diagnostic test where this test is used to find out for the students who have difficulty learning to read, the diagnostic test in this study is given to class 8. used was to find information about teacher's strategy to overcome students' difficulties in learning reading.

Instrument and Technique of Data Collection
Instrument and Technique of Data Collection.

1. **Diagnostic Test**
   Test are generally measuring, although some forms of tests are mostly descriptive, but lead to certain characteristics or qualifications so that they are similar to the interpretation of the measurements results. In this study was used a diagnostic test where this test is used to find out for the students who have difficulty learning to read, the diagnostic test in this study is given to class 8 of SMP SATAP NEGERI 4 KULISUSU BARAT.

2. **Interview**
   The interview method used was to find information about teacher's strategy to overcome students' difficulties in learning reading. The information data obtained is from interviews with respondents the teachers and students at SMP SATAP Negeri 4 Kulisusu Barat..

Technique of Data Analysis
Data analysis is the process of searching and systematically data obtained from interview, field notes, and other materials, so it could be easily understood and findings could be informed to others. Data analysis is done by organizing the data, organizing into patterns, choosing which ones are important and that will be learned and making conclusions that can be told to others. In addition, in analyzing the data during the field, researcher using reference analysis according to Miles and Huberman. According [29] There are three inner activities

analysis according to Miles and Huberman in [30] sugest that inner activity of qualitative data analysis is done interactively and continously until the data is completely saturated.

In technique of data analysis, the researcher was given a test namely test of multiple choice. The categories are if the student's answer is correct then they are given a score of 1 and if the student'sanswer is wrong they will be givena score of 0. From these scores the researcher was determined the student's final score by usingthe formula:

$$Final\ score = \frac{raw\ score}{ideal\ maximum\ scorer}\ x\ 100$$

Meanwhile, to determine the level of students' learning difficulty in English, the researcher use the following criteria:

Table 1. Classifying Scoring of Students' difficulty in learning reading

Score range	Criteria
86 – 100	Very good
71 – 85	Good
56 – 70	Low
0 – 55	Very low

After determining the level of students' difficulties, the researcher was conducted qualitative analysis by giving interview to the students who have low score from test result.

Qualitative

From qualitative analysis, the research classifies students' problems in learning vocabulary. Analyzed by using [29] in this procedure the data collected from students and teacher are data reduction, data display andconclusion drawing and verification.

a) Data reduction

As long as the researchers are in the field the data gathered would progressively and complicated hence the researcher must analyze the data with reducing data. According [30] "Reduce data means summarize, choosing key points, focusing on what matters, looking for themes and pattern". Therefore, the researcher select a range of assessed represetive data with the formulation of the problem, which is related to the problems of teaching English faced by teacher and students.

b) Data display

After reducing the data, the next step is data presentation. According to [30] "in qualitative research, the presentation of data will be done in brief description forms, charts, relationship between categories, flowchart, and so on". [30] also revealed that "in performing data display, in addition to narrative text, as will as can be graphs, matrices, networks, and charts".

c) Data Conclusion

The final step indata analysis by Miles and Huberman in [30] is conclusion drawing or vertification. The initial conclusion put forward is still temporary, and would change when no strong evidence was found to be supporting on next data collection phase. But, if the conclusion put forward an early stage supported by valid evidence and consistent when researcher return to the field of collecting data, then the conclusion is a credible conclusion.

RESEARCH FINDING AND DISCUSSION

Data Test

In this section, student descriptions are presented achievement test. from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 32,73 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 3 below.

Table 2. Score Category of the Reading Test

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	0	0%
2	71 – 85	Good	1	3%
3	56 – 70	Low	3	10%
4	0 - 55	Very low	26	87%
Total			30	100%

Table shows that the level of understanding of students in learning to read is very low, with a good category of 3% with a frequency of 1 student, 10% in the low category with a frequency of 3 students, 87% in a very low category with a frequency of 26 students, and no students get very good category. It can be concluded that students have difficulty in learning to read, because most of the students belong to the very low category.

1. Determine Main Idea

In this section, student descriptions are presented achievement test in determining the main idea. from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 34.83 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 3 below.

Table 3. Diagnostic results determine the main idea

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	11	37%
2	71 – 85	Good	0	0%
3	56 – 70	Low	11	37%
4	0 – 55	Very low	8	26%
Total			30	100%

Table 3 shows that the level of students' understanding in determining the main idea is very good (37%) with a frequency of 11 students. There are 11 students (37%) in low category. and there are 26% in the very low category with 8 frequencies, and there are no students who get good category. It can be concluded that students have difficulty in determining the main idea in learning to read, because most of the students students are included in the low category.

2. Locating Inference

In this section, student descriptions are presented achievement test in locating inference from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 52.43 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 4 below.

Table 4. Locating inference diagnostic results

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	5	17%
2	71 – 85	Good	0	0%
3	56 – 70	Low	11	37%
4	0 - 55	Very low	14	46%
Total			30	100%

Table 4 shows that the level of students' understanding in locating inference is very good (17%) with a frequency of 5 students. There are 11 students (37%) in low category. and there are 46% in the very low category with 14 frequencies, and there are no students who get good category. It can be concluded that students have difficulty locating inference in learning to read, because most of the students students are included in the low category.

3. Understanding Vocabulary

In this section, student descriptions are presented achievement test in understanding vocabulary from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 48.56 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 5 below.

Tabael 5. Understanding   vocabulary
diagnostic results

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	0	0%
2	71 – 85	Good	9	30%
3	56 – 70	Low	5	17%
4	0 – 55	Very low	16	53%
Total			30	100%

Table 5 shows that the level of students' vocabulary understanding is good (30%) with a frequency of 9 students. There are 5 students (17%) in the low category. and there are 53% in the very low category with 16 frequencies, and there are no students who get the very good category. It can be concluded that students have difficulty in understanding vocabulary learning to read, because most of the students are in the low category.

4.   Making Inference

In this section, student descriptions are presented achievement test in making inference from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 35.6 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 6 below.

Table 6. Diagnostic results of making inference

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	0	0%
2	71 – 85	Good	2	7%
3	56 – 70	Low	4	13%
4	0 - 55	Very low	24	80%
Total			30	100%

Table 6 shows that the level of students' making inference is good (7%) with a frequency of 2 students. There are 4 students (13%) in the low category. and there are 80% in the very low category with 24 frequencies, and there are no students who get the very good category. It can be concluded that students have difficulty in making inference in learning to read, because most of the students are in the low category.

5.   Detail Information

In this section, student descriptions are presented achievement test in detail information from the test results show that the highest score is 85 and the lowest score is 55, the mode is 55 and the median is 65. Based on statistical calculations the mean value of 30.87 students and standard deviation 9.64. Detailed information about the frequency distribution can be seen in Table 7 below.

Table 7. Diagnostic results detail information

No	Score	Category	Frequency	Percentege
1	86 – 100	Very good	0	0%
2	71 – 85	Good	2	7%
3	56 – 70	Low	0	0%
4	0 - 55	Very low	28	80%
Total			30	100%

Table 7 shows that the level of Detail Information of students is good (7%) with a frequency of 2 students. there are no students in the low category. and there are 93% in the very low category with 28 frequencies, and there are no students who get the very good category. It can be concluded that students have difficulty in Detail Information in learning to read

Based on the diagnostic test data above, it can be concluded that the most dominant student difficulty with a very low category is in making inference with a frequency of 24 students, 80% precentage, and detailed information with a frequency of 28 students, 80% precentage.

Description of Interview Result
1.   Determine the main idea
Based on the results of interviews with students, out of 6 students admitted that they had difficulty in determining the main idea. This is shown by the respondent's statement below.

Do you have difficulty in determining the main idea? *(Apakah Anda mengalami kesulitan dalam menentukan ide pokok?*

Respondent 1:
Yes.
Respondent 2:
Yes.
Respondent 3:
Yes.

Based on interview data, the teacher uses the Learner Training strategy to overcome difficulties in determining mine ideas in an English reading. This is shown by the respondent's statement below.

"(Strategi yang saya gunakan dalam mengatasi kesulitan determining main idea yaitu menggunakan Leaner Training). The strategy I use in overcoming the difficulty of determining the main idea is to use *Leaner Training*.

2. Locating inference

Based on the results of interviews with students, out of 6 students admitted that they had difficulty in locating inference. This is shown by the respondent's statement below.

Apakah Anda mengalami kesulitan dalam menentukan ide pokok, menemukan inferensi, memahami kosakata, membuat inferensi, dan informasi detail?) Do you have difficulty in determining the main idea, locating inference, understabding vocabulary, making inference, and detail information?
Respondent 1:
Yes.
Respondent 2:
Yes.
Respondent 3:
Yes.

Based on interview data, the teacher uses a question answer relationship (QARS) strategy to overcome students' difficulties in an English reading. This is shown by the respondent's statement below.

"Untuk locating inference saya gunakan strategi question answer relationship (QARS)". For locating inference, I use a question answer relationship (QARS) strategy.

3. Understanding vocabulary

Based on the results of interviews with students, out of 6 students admitted that they had difficulty in understabding vocabulary. This is shown by the respondent's statement below.

Apakah Anda mengalami kesulitan dalam menentukan ide pokok, menemukan inferensi, memahami kosakata, membuat inferensi, dan informasi detail?) Do you have difficulty in determining the main idea, locating inference, understabding vocabulary, making inference, and detail information*?*
Respondent 1:
Yes.
Respondent 2:
Yes.
Respondent 3:
Yes.

Based on interview data, the teacher uses the assignment method of memorizing 5 vocabularies for each English lesson to overcome students' difficulties in understanding English reading vocabulary. This is shown by the respondent's statement below.

"Untuk understanding vocabulary saya memberikan tugas untuk menghafal 5 kosa kata baru yang siswa temukan dalam teks bacaan". For understanding vocabulary, I gave an assignment to memorize 5 new vocabularies that students found in the reading text.

4. Making inference

Based on interview data, to overcome students' difficulties in making inferences, and detailed informationmen, the teacher assigns students to translate an English reading in groups. This is shown by the respondent's statement below.

"Untuk making inference, yaitu dengan cara penugasan untuk mengartikan suatu bacaan secara berkelompok". For making inferences, and namely by way of assignments to interpret a reading in groups.

Based on interview data, the strategy used by the teacher is quite good, to overcome students' difficulties in learning to read, This is shown by the respondent's statement below.

"Menurut saya strategi yang di gunakan guru suda cukup bagus" (I think the strategy used by teacher is quite good) R4

"Menurut saya strategi yang guru gunakan sudah cukup bagus" (I think the strategy that the teacher uses is quite good) R6.

5. Detail Information

Based on interview data, to overcome students' difficulties in detailed information, the teacher assigns students to translate an English reading in groups. This is shown by the respondent's statement below.

"Untuk Detail Information, yaitu dengan cara penugasan untuk mengartikan suatu bacaan secara berkelompok". For Detail Information, and namely by way of assignments to interpret a reading in groups.

Based on interview data, the strategy used by the teacher is quite good, to overcome students' difficulties in learning to read, This is shown by the respondent's statement below.

"Menurut saya strategi yang di gunakan guru suda cukup bagus" (I think the strategy used by teacher is quite good) R4

"Menurut saya strategi yang guru gunakan sudah cukup bagus" (I think the strategy that the teacher uses is quite good) R6.

Based on the results of interviews with teachers regarding the effectiveness of the strategies used in learning, according to the teacher learning is less effective because it has various obstacles in the form of difficulties in encouraging students to have the desire and interest in learning English. in reading and, interest in learning English grammar, and difficulties in overcoming students who do not know how to communicate in English in terms of reading even though the learning method used is very practical and easy to understand.

Based on the results of interviews conducted with students, it was found that the teacher's strategy in teaching English was quite good. In understanding the material, many students sometimes understand and sometimes do not understand the material that has been given.

The researcher also found that some students lacked English vocabulary. Then students also experience obstacles during the learning process, especially the lack of dictionary facilities. This is indicated by the respondent's statement below.

"saya memahami materi yang suda diberikan". (I understand the material hiven) R4

"saya memahami materi tetapi terkadang saya tidak paham tentang materi yang diberikan guru". (I understand, but sometimes I don't understand about the material given by the teacher) R5

Discussion

In this study, the researcher discussed the strategies used by the teacher to overcome students' difficulties in learning reading. Based on the results of research that has been carried out at SMP SATAP Negeri 4 Kulisusu Barat,

Based on the results of the tests that have been carried out, basically students have difficulties in Determining Main Idea is very good (37%) with a frequency of 11 students. There are 11 students (37%) in low category. and there are 26% in the very low category with 8 frequencies. Locating Inference is very good (17%) with a frequency of 5 students. There are 11 students (37%) in low category. and there are 46% in the very low category with 14 frequencies. Understanding Vocabulary is good (30%) with a frequency of 9 students. There are 5 students (17%) in the low category. and there are 53% in the very low category with 16 frequencies. Making Inference is good (7%) with a frequency of 2 students. There are 4 students (13%) in the low category. and there are 80% in the very low category with 24 frequencies. Detail Information of students is good (7%) with a frequency of 2 students. there are no students in the low category. and there are 93% in the very low category with 28 frequencies.

Based on interviews conducted, researchers found that grade 8 teachers at SMP SATAP Negeri 4 Kulisusu Barat used learner training strategies, question answer relationship (QARS) strategies, memorization

strategies, and assignment methods to translate a reading in groups, in learning to read.

To overcome students' difficulties in reading the material, the teacher uses a learner training strategy to overcome students' difficulties in determining the main idea of a reading. According to training is a planned and systematic effort to adjust and develop knowledge, skills and attitudes through learning experiences to realize effective performance in an activity or series of activities. Meanwhile, according to [31] education is the entire process, technique and method of teaching and learning in order to transfer knowledge from one person to another according to predetermined standards.

To overcome students' difficulties in reading material, the teacher uses a question answer relationship (QARS) strategy to overcome students' difficulties in locating inference of a reading. [32], conducted a study to improve reading comprehension skills in English in grade 8 MTs Miftahul Huda Curugbitung, revealing the use of QAR strategies helps students: 1) improve vocabulary mastery, 2) increase initial knowledge, 3) apply higher order thinking, 4) increase student interest and participation in the teaching and learning process. Furthermore, he suggested conducting the same research in different levels of research in different settings, subjects, abilities, types of texts and other media.

To overcome students' difficulties in reading material, the teacher uses a rote strategy to overcome students' difficulties in understanding the vocabulary of a reading. This strategy is in line with research by [33] that they found Chinese students mostly memorized word lists when they learned vocabulary.

To overcome students' difficulties in reading material, the teacher provides directions for translating an English reading using a group assignment strategy to overcome students' difficulties in making inferences, and detailed information in reading. translation according to [34] is the process of re-disclosing messages that have the closest meaning and style of language from one source language into the target language.

CONCLUSION

Based on the results of the study that students of SMP SATAP Negeri 4 Kulisusu Barat had difficulty learning to read, it was seen that the dominant students' difficulties in determining Meking Inference with good presentation were 7%, low 13%, and very low 80%. Detailed Information with good presentation of 7% and very low 90%. To overcome students' difficulties, the teacher uses student training strategies, question and answer relationship strategies (QARS), memorization strategies, and assignment methods to translate a reading in groups, in learning reading.

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