AN ANALYSIS OF STUDENTS' BARRIERS IN READING SKILL AT SMPN 35 MAKASSAR

SKRIPSI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
UNIVERSITY OF BOSOWA
2023

AN ANALYSIS OF STUDENTS' BARRIERS IN READING SKILL
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SKRIPSI
**Submitted in Partial Fulfilment of the Requirement for the Degree of
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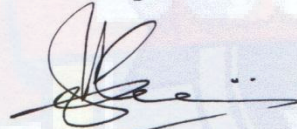AT SMPN 35 MAKASSAR

Submitted by

SILVI AULIA
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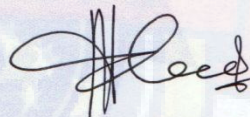September 22th, 2023

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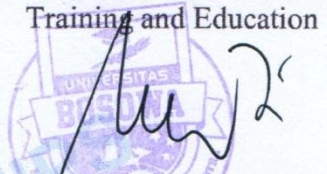NIDN. 0907096901

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PERNYATAAN KEASLIAN SKRIPSI

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ABSTRACT

Silvia Aulia. 2023. *An Analysis of Students' Barriers in Reading Skill at SMPN 35 Makassar*. English Education Study Program Skripsi, Faculty of Education and Literature, Bosowa University (supervised by Hj. St. Haliah Batau, S.S., M. Hum and Dr. Muliati, S.Pd., M. Hum., M. Ed).

The purpose of this research was to find out what barriers students' experience in reading skill of second grade students' of SMPN 35 Makassar. This research method was a descriptive quantitative with a likert scale design. This research conducted in two steps, namely observation and giving questionnaire. There were 15 statements with used percentage of data frequency to calculated the questionnaire. This research was conducted on second grade students of SMPN 35 Makassar. The samples of this research consisted of 20 students of class VIII-5 for the 2023/2024 academic year. Researcher analyzing data from questionnaires distributed to students. The result of the research can be seen that barriers experienced by students in reading skill constain of self-confidence, students' interest and environment.

Keywords: students' barriers, reading skill, self-confidence, students' interest, environment
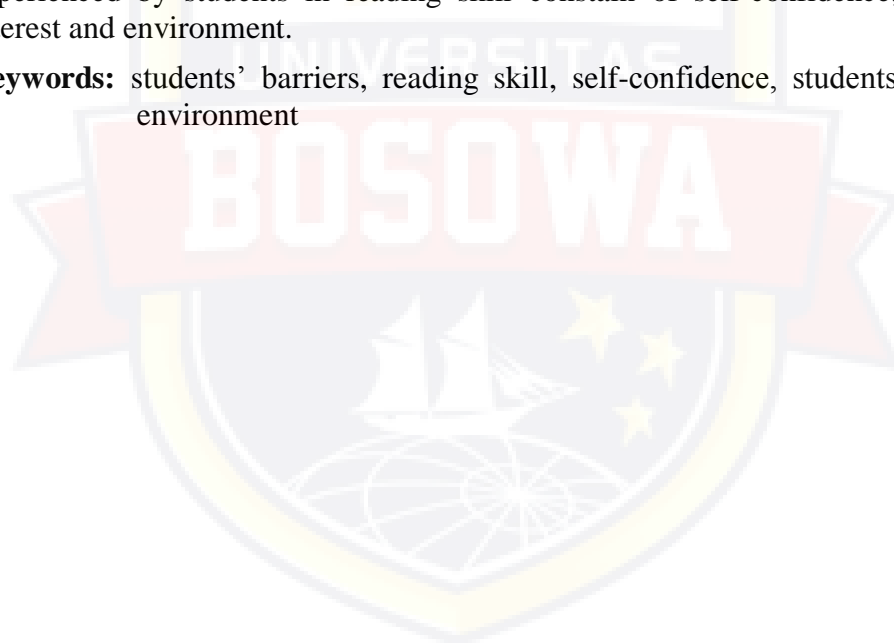
ABSTRAK

Silvi Aulia. 2023. *An Analysis of Students' barriers in Reading Skill at SMPN 35 Makassar*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Sastra, Universitas Bosowa (dibimbing oleh Hj. St. Haliah Batau, S.S., M. Hum dan Dr. Muliati, S.Pd., M. Hum., M. Ed).

Tujuan penelitian ini adalah untuk mengetahui hambatan apa yang dialami siswa dalam keterampilan membaca siswa kelas dua SMPN 35 Makassar. Metode penelitian ini adalah kuantitaf deskriptif dengan desain skala likert. Peneltian ini terdiri dari dua tahap yaitu observasi dan pemberian kuesioner. Terdapat 15 pernyataan dengan menggunakan percentase frekuensi untuk menghitung kuesioner . Penelitian ini dilakukan pada siswa kelas dua SMPN 35 Makassar. Sample penelitian ini berjumlah 20 siswa kelas VIII-5 tahun ajaran 2023/2024. Peneliti menganalisis data dari lembar kuesioner yang dibagikan kepada siswa. Hasil penelitian menunjukkan bahwa hambatan yang dialami siswa yaitu dalam keterampilan membaca terdiri dari kepercayaan diri, minat siswa dan lingkungan.

Katakunci: hambatan siswa, keterampilan membaca, kerpercayaan diri, minat siswa,lingkungan

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Hopefully, this skripsi can helps the readers and give a positive contribution to the educational development or those who want to carry out further research.

Makassar, August, th 2023

The Writer

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CHAPTER I

INTRODUCTION

This chapter contains of background, identification of the problem, scope of the research, research of question, objective of the research, and significant of the problem.

A. Background

Education is the learning of the knowledge, skill, and habits of a group of people passed down from one generation to the next through teaching, training, or research. Education is a form of help or guidance provided by people who are capable, mature and have knowledge of the development of others to reach maturity with the aim that the educated person has sufficient skill in carrying out all the needs of his life independently (Husamah. et al., 2019:32). Education as an activity means efforts that are consciously designed to assist a person or group of people in developing a view of life, attitude to life, and life skill, both manual (practical instructions) and mental, and social (Ridwan, 2021:130).

English has become an important language that must be mastered well except for the national language or the Indonesian language. According to Faliyanti (2015) as international language, students study English in Indonesia from elementary school to university. Therefore, the government established this doctrine English is one of the compulsory subjects in secondary schools, high schools and universities.

In learning English, the students must master four basic skills. These skills are listening, speaking, reading and writing. As EFL learners, students are challenged to acquire these skills. Students must master these skills because each of them has aan important task to improve students' English language skills (Princess, 2018)

Reading is an activity that involves vision, memory, intelligence, and understanding to obtain information conveyed by the writer through symbols through the sense of sight (Abd. Syakur et al., 2020: 486). Reading is not an activity that stands alone, but is the result of various processes that are incorporated into an active reader attitude. Reading is the process of obtaining information from written symbols which can greatly expand your vocabulary. Reading is a communication process requiring a series of skill. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind (Tarihoran & Rachmat, 2019 : 3). Reading is one of the language skills, which is imperative in English learning and the requirement for exploring the effect of instructional strategies on instructing reading to the students have elevated in recent years (Sadeghi & Izadpanah, 2018 : 295).

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a

purpose for reading, whether it is for entertainment, information, or research. Reading for a purpose provides motivation - an important aspect of being a good reader. It is interactive activity - the reader makes use of information from his/her background knowledge as well as information from the printed page; reading is also interactive in the sense that many skills work together simultaneously in the process. The reader typically expects to understand what s/he is reading. Reading is flexible, meaning that the reader employs a range of strategies to read efficiently. According to Dalman (2014: 5) states "Reading is an activity or cognitive process that seeks to find various information that is in writing. It means that reading is a thought process understand the content of the text read. Therefore, reading is not just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that reading is an activity understand meaningful symbols/signs/writing so that the message is conveyed by the author can be accepted by the reader. The Reading is a complex process of a group of operations represented by a group of integrated stages, and each stage represents in preparation for what comes next, it is not just deciphering written codes, but rather requires understanding, linking, conclusion, evaluation and criticism of what the individual has read (Barghouth & Al-Khalidi, 2021: 73).

Reading skill is a complex mental process whose hierarchical form involves thinking at its various levels, which build on each other. The reading process is similar to all the processes that a teacher does in education, it requires understanding, connection and inference. A good reader must have the mental skills of reading technique, an abundance of vocabulary, understanding layers of

meaning, revealing the purpose and meaning of the author, and the ability to criticize reading. In the process of introductory reading, students must understand the text completely and deeply. In-depth understanding is not only understanding the facts, but also the cause-and-effect relationships, ideas, and intentions of the author of the author. However, this does not mean that when reading, students must understand the meaning of every word and memorize all the facts, as reading comprehension is reading in which information gained from reading is not used or shared further (Raxmatullayevna, 2023:153).

Sri Astuti & Shinta Sari (2021) in their research entitled ―Analysis of Difficulty Reading English Text in Students of Mathematics Education Studies Program IKIP PGRI Pontianak Corresponding‖ This study aims to analyze the difficulties and factors that influence the reading comprehension of students in the Mathematics Education Study Program. The method used in this research is descriptive to describe the difficulties faced by students. A total of 28 students were taken as a sample to take a multiple-choice test to find out the extent of reading comprehension and a questionnaire to find out the difficulty factors of reading comprehension. The researcher found that the most difficult difficulties faced by students were in determining main ideas, making inferences, and obtaining detailed information. Then the most dominant factor in difficulty understanding reading is the psychological factor. Abstract The purpose of this research is to analyze the difficulties and factors that influence students in reading comprehension in the Mathematics Education Study Program. The method of this research is descriptive to describe the difficulties faced by the students. A total of

28 students were taken as samples. They do multiple-choice tests to determine difficulty in reading comprehension and fill out a questionnaire to determine the factors that influence students' reading comprehension. The researcher found that the most difficulties faced by the students were in determining the main idea, making inferences, and providing detailed information. Then the factors that influenced students in reading comprehension were the most dominant psychological factors.

Based on the results of interviews conducted with class VIII students of SMPN 35 Makassar, they said that they still experienced barriers in their skill to read texts in English lessons. This problem is caused by the ineffectiveness of the learning methods used in the learning process. Teachers in general are still subject-oriented. To practice students' English skill, the teacher gives topics to students, after which students present the topics they learn in front of the class.

Based on the evaluation results obtained from the student interviews, many complaints were found from the students that using such a method made them feel depressed, scared and finally struggling with their ideas. this method also reduces their motivation to learn English.

This research was conducted because previously researchers had conducted mini-research on students at the school, where there were still many students who experienced barriers in reading skill, causing hampering the learning process.

As we know English is an international language but there are still many students who are not able to master the language which is one of the reasons researchers research this problem because there are still many students who

experience barriers in reading skill, especially in school which will have a long-term effect so that more students will not want to learn English to make students in Indonesia look stupid and lagging behind with other neighboring countries.

Thus this research was conducted so that researcher and readers can find out what hinders students in reading skill so that they can find out how to overcome this and get good results and have a positive impact on students, schools and the country. Where if schools or agencies can overcome this, students will find it easier to understand the lesson. Therefore researchers took and researched with that title **An Analysis of Students' Barriers in Reading Skill at SMPN 35 Makassar.**

B. Identification of the Research

In connection with the background of the research above, the following problems can be identified:

1. Students experience barriers in reading skill.
2. Students do not have interest in reading English.
3. The teacher does not know the proper teaching techniques or methods.

C. Scope of the Research

In line with the identification of the problem, the study focused on students' barriers in reading skill of the eighth grade at SMPN 35 Makassar. The decision was taken by considering the importance of to know what are the students barriers in reading skills so that students, teachers and other can overcome these and improve their..

D. Research of Question

By considering the limitations of the problem above, the researcher formulated this study, namely what are the students' barriers in reading skill at the grade eight SMPN 35 Makassar?

E. Objective of the Research

Based on the research of the questions, the purpose of this research is to find out the barriers of students' reading skill at SMPN 35 Makassar.

F. Significance of the Research

The results of this research activity are expected to provide both theoretical and practical benefits.

1. Theoretical Benefits

    The theoretical benefits of this research is find out what it students barriers in reading skill, so that they can easily find solutions to these problem and quickly develop educational knowledge related to improving students' reading skill and students' participation in the learning process.

2. Practical Benefits.

    a. For Schools

        Useful for related parties,especially for SMP 35 Makassar to improve the quality of teachers and staff in engish teaching.

    b. For Teachers

        To provide a learning model that can make students comfortable in class for learning.

c. For Students

To provide knowladge of what are the inhibiliting factors in reading skill order to overcome these barriers.

d. For Researchers

How to apply knowledge gained in lectures in the form of theory and praktek, especially those related to the English language. As a future teacher, learn to know what the students barriers experience so they can deal with these problem.
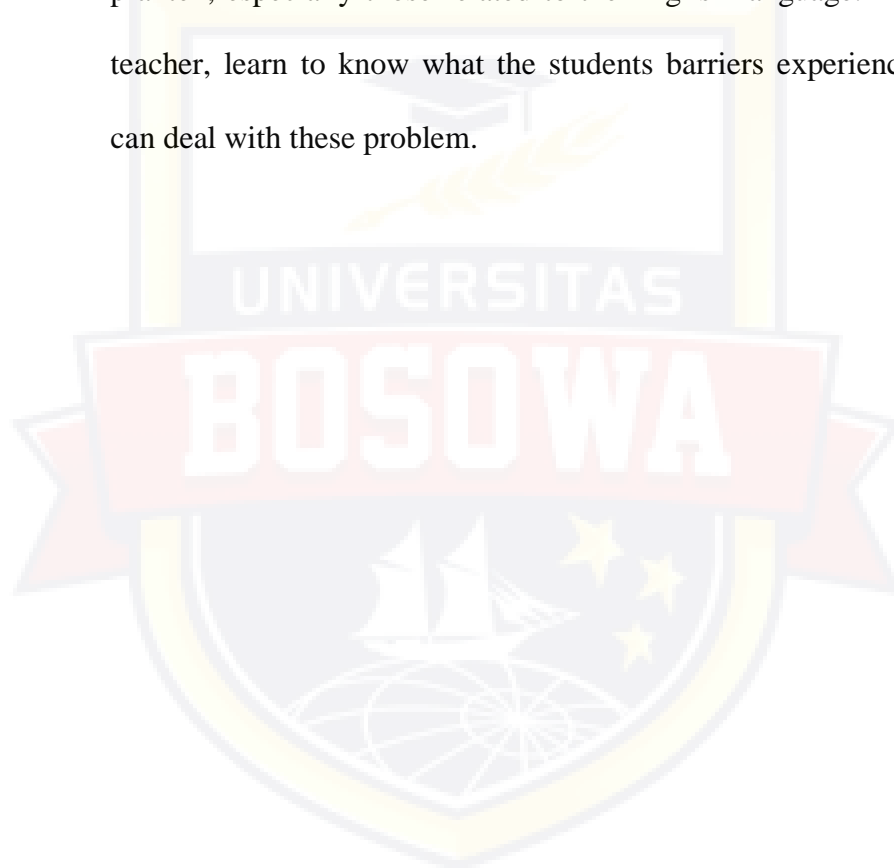
CHAPTER II

REVIEW OF LITERATURE

This chapter consist of theorical review, the previous of research and conceptual framework.

A. Theorical Review

In this section consist of concept of reading, review of reading barriers analysis.

1. Concept of Reading

a. The nature of reading skill

As a result of the abundance of information available to pupils from a variety of sources, reading is one of the critical abilities that must be acquired. Reading is one of the activities that can increase pupils' knowledge and skills, hence it is crucial for students should read more. The statement has supported by Kusumawanti and bharati (2018:3) reading ability is the most significant English proficiency in students' learning achievement because reading activity initiates and develops overall learning activities. Reading may provide a lot of information. Reading can help someone to find the information he/she needs with specific information. Clarke et al. (2014 : 13) Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers". In fact, in teaching reading the students have some problems. Rakhmawati (2015 : 44) affirmed that as their reading materials become more diverse and challenging students need to learn new tools for comprehending these text.

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Reading is receptive skill to understand printed words likes discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction. And also the researcher can say that reading is an ability to understand written English as it is presented in textbooks, newspaper, magazine, menu, massages and in academic materials‖ (Ismail et al., 2017 : 126).

Based on the theories above, it can be concluded that reading Reading is a crucial skill for students to acquire, as it helps them understand and interpret information from various sources. It is a complex process that can be challenging for some students. As reading materials become more diverse and challenging, students need to learn new tools to comprehend them. Reading is a receptive skill that helps students understand printed words, making inferences, comparisons, and making predictions. It is also essential for understanding written English presented in textbooks, newspapers, magazines, and academic materials.

b. The classification of reading

Reading skill affects a child's reading ability - in other words, how well they can read and understand what they read. Children develop and develop a variety of reading skill both in and out of elementary school.

These essential reading skill make up the majority of a child's reading. Generally, they aim to give children the skills to understand what they read. This is not only necessary for their English classes and other school subjects, but also in all areas of their lives outside of education. These skills can be divided into four main categories: decoding, fluency, vocabulary and sentence comprehension.

According to Gordana (2021:5) If you want to delve into the specific types of reading skills that students need to employ and educators need to teach, those would be :

1. Decoding

   Decoding or phonemic awareness is the first skill you learn when you go to school. It is the ability to make out words, phrases, and sentences. If you are a high school student or you've already embarked on your college journey, you are employing the skill of decoding unconsciously. You need this skill to be a critical reader. For example, you may stumble upon an unknown word while you are reading. You don't know its meaning, but you do know how to pronounce it by decoding the letters and the sounds they make when they are arranged in a specific order.

2. Vocabulary range

   Using your vocabulary knowledge means you can decipher meaning from the words and phrases you're reading. You should improve your vocabulary regardless of your age or education level. Language is a living thing, which means that new vocabulary is being invented and acquired naturally all the time. Whether you are a straight-A student or are struggling to break through your reading barriers, your vocabulary should be evolving constantly. Vocabulary is also closely related to concept development. What this means is that the richer your vocabulary is, the broader your understanding of the world is. Vocabulary isn't just a skill that helps you become a proficient reader, but it can also improve your prospects of studying any given major.

3. Fluency

Reading fluency means you can read any text without difficulty, regardless of whether you are familiar with the topic or not. Fluency in reading is reflected in how much you have to pause while reading to understand what's written.

A neat way you can gauge your reading fluency is by clocking your reading time. You don't have to use a stopwatch each time you sit down to enjoy a good book. You can instead time how many minutes it takes you to get through a paragraph or even one sentence of an unfamiliar text.

4. Language conventions

Language conventions refer to your knowledge of grammar, spelling, and punctuation. While spelling words correctly can fall under vocabulary skills, being familiar with various grammar constructions and standard punctuation rules deserves a special mention. If you can understand a text that has complex sentence structures, you possess one reading comprehension skill. You can say that you possess this skill when you are comfortable with using more than several grammatical constructions in your writing. This is one way in which writing and reading skills are interconnected. When you know how professional authors employ different writing strategies to express certain ideas or convey a specific tone, you can read their texts with ease and understand them perfectly.

5. Attention

Poor readers have short attention spans. They cannot focus on a lengthy passage without being distracted—oftentimes, by their own thoughts. It's why attention while being a cognitive skill essentially, is also a part of proficient reading comprehension. If you are struggling to focus on the text you are reading, you should practice broadening your attention span. There are many ways to accomplish that. For example, you can set a specific time during the day that will be devoted to reading. To get started, 15 minutes of uninterrupted reading is enough. See if, after several days, you can broaden that timespan to 25 minutes or a whole hour. Another cognitive skill that is relevant for reading is memory. Proficient readers won't forget what they've absorbed as soon as they are occupied by a different activity. That is called retention, and not only does it help you study better, but it also lets you truly enjoy the reading material and absorb new ideas from it.

6. World knowledge

Drawing on your background knowledge of the world is another skill you use unconsciously while you read. In practice, you are relating what you already know to what you are reading. For example, let's say you are reading Jane Austen's classic Pride and Prejudice. The iconic opening sentence goes, it is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.‖ Your knowledge of the period and its societal conventions helps you see that Austen was poking fun at it. The more you read, the more knowledge of the world you gain. You

use the knowledge you acquired to infer meaning from other texts. This is a good example of how you employ all the different reading skills simultaneously.

c. The technique of reading

Reading is a receptive skill. Readers or students may be required to succeed where they are like an expert in everything most skills and apply it to mastery good reading skills a text. The reason scientists choose these technologies arise from this need a study analyzing students reading technique difficulties in calculation text. The defendants who are the third semester students also came consider because four techniques are compatible with this they are needed in academic reading. According to (Riphah, 2019 : 3) there are four tecniques of reading :

1. Skimming

   Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You might typically skim to search for a name in a telephone directory. You can reach a speed count of even 700 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

2. Scanning

    Picture yourself visiting a historical city, guide book in hand. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle (move rapidly) across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts. Something students do not give enough importance to illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

3. Intensive reading

    You need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming.

    a) If you need to list the chronology of events in a long passage, you will need to read it intensively.

    b) This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context.

    c) It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

d) This is one reason why reading huge amounts of information just before an exam does not work very well.

e) When students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

4. Extensive reading

a) Extensive reading involves reading for pleasure.

b) Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like.

c) It also requires a fluid decoding and assimilation of the text and content in front of you.

d) If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

d. The theoretical of reading

Reading patterns are a tool used to guide reading. Reading is a core value for life skills, including pleasure, career and education. What makes this skill universal is that aspects of reading are part of everyday life where written communication is constant. Reading is a complex skill that involves a process that often involves aspects such as word recognition, syntax and comprehension.

Acoording to Yumul (2020 : 274) there are three models of reading strategies namely :

1. Bottom-up

   Bottom-up theories hypothesize that learning to read progresses from children learning the parts of language (letters) to understanding whole text meaning. Much like solving a jigsaw puzzle, boom-up models of the reading process say that reading puzzle is solved by beginning with an examination of each piece of the puzzle   and then putting pieces together to make a picture.

   Teachers who believe that bottom-up theories fully explain how children become readers often teach sub skills first: they begin instruction by introducing letter names and letter sounds, progress to pronouncing whole words, then show students ways of connecting word meanings to comprehend texts. Although bottom-up theories of the reading process explain the decoding part of the reading process rather well, there is certainly more to reading than decoding. To become readers, students must compare their knowledge and background experiences to the text in order to understand the author‖s message. Truly, the whole purpose of reading is comprehension.

2. Top-down

   Top-down reading models teach students to read by introducing them to literature as a whole. Instead of teaching students to read by sounding

out each word in a sentence, teachers read whole passages of a text. Students begin to use context clues to decipher unfamiliar words. The top-down reading model theory encourages students to focus more on understanding the main ideas of a passage than understanding every word. Even if students do not understand each word, they are likely to grasp the meaning of a text as a whole. The top-down reading model encourages students to rely on their own knowledge and use context clues to understand new concepts or words. The teaching model allows students choose books to read based on their own interests. Teachers urge students to select materials of personal interest so they are more likely to be motivated to read it. Instead of assigning one book for an entire class to read together, the teacher might take the entire class to the library and allow them to choose their own books, New readers will begin to understand new vocabulary and increase reading fuency as they read engaging and interesting books. Teachers will encourage readers to develop speaking and listening skills by reading aloud to the class or to a smaller group of students. Instead of stopping students to correct a pronunciation mistake, the teachers will urge the reader to continue reading, even if struggling with a particular passage.

3. Interactive model

The model combines both surface structure systems the sensory, bottom-up portion of reading with deep structure systems the thinking & or top-down, aspects of reading to build meaning and memory for all

learners, Readers use both knowledge of word structure and background knowledge to interpret the te!ts they read, For example, a student who encounters an unknown word might use surface structure systems like graph phonic, or letter-sound, knowledge to decode the word. A different student might find it easier to use deep structure systems like semantic knowledge, such as meaning and vocabulary, to decode the same unknown word. each student makes connections in different ways. This process validates and supports both methods of understanding, realizing that individual's process information in very different ways. The most evident benefit of this model is the opportunity for the differentiation that it provides students. Students are not required to fit into a set mold or have identical skill sets to decode and interpret text. They are encouraged to use their own strengths to gain understanding and new information. When used in the classroom setting, students should be encouraged to share their knowledge with classmates or peers. This model allows the reader to bring his own background knowledge to reading and to interact with others to build meaning and memory from the text.

e. The component of reading

Reading is an amazingly complex cognitive process. Meanwhile we often think of reading as an action, our brain is actually multi-tasking when we sit down with a book. It has five aspects reading process: phonetics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together

to create a reading experience. How children learn to read, they need to develop skills in all five areas become a successful reader. According to (Mehta et al., 2023) commitment to deliver reading programs based on research-based instructional strategies, Read Naturally's programs develop and support the five (5) components of reading identified by the National Reading Panel phonemic awareness, phonics, fluency, vocabulary, and comprehension :

a) Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

b) Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

c) Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

d) Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

e) Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of

techniques, including answering questions (quizzes) and summarization (retelling the story).

2. Review of Reading Barriers Analysis

a. Definition of the analysis of barriers

According to Septiani et al. (2020:133) Analysis is a thinking activity to decipher or solve a land problem from the largest unit to the smallest unit. According to Magdalena et al. (2020:314) Analysis is the investigation of the causes of gaps in an event.

Based on opinion, it the above can be concluded that Analysis is an activity to investigate the causes of events to solve from the largest unit to the smallest unit.

Hidajat (2022:22) said that thinking barriers are conditions where the internal knowledge that students already have in solving problems from a particular context cannot support or is difficult to modify in order to obtain solutions to problems with new contexts. According to Firmansyah (2017:115) barriers to learning are barriers that slow the focus of effort in receiving knowledge.

Based on several opinions, mentioned it can be concluded that student barriers are negative conditions where the internal knowledge where students find it cannot support of difficult to receive or complete knowledge in lessons.

b. The factors barriers in reading skill

According to Sandra (2023 : 235) said that internal factors are factors related to self-conditions that do not support student reading activities. factors can be:

1) The Environment

   The environment has greatly influenced English language skills. Children born in England will soon be able to speak English. It's different from people outside of England. For those of you who want to be able to speak English well, then you should make your environment supportive to learn English.

2) Grammar/Structure

   Not less important than environmental factors, grammar/grammar is often this is a great opportunity for beginners who want to learn English. In fact, at first you don't have to be too overwhelmed with grammar issues. Per you already know that the seller in Bali isn't too hard in terms of grammar But they can have a conversation with white people.

3) Ashamed

   Ashamed to ask astray on the road. This is a slogan that has often been heard since childhood. However, on in fact, shame becomes an obstacle to the practice and practice of English. I think your treasures are very good. But the question is, have you practiced it? Are you ashamed to talk to

strangers? When the answer is ―Yes. Please remove this embarrassment, for your success in speaking English.

4) Lazy

Can't learn English, because it's not learning a foreign language. It is natural. compared to straight. Not learning is not possible. If you want to be able to speak English, you have to hit the lazy of learning. You start spending time learning English. Take 15 minutes a day to read a book in English.

5) Minimum vocabulary

A little bit of vocabulary really affects you to be able to speak England is good. You need to multiply your vocabulary every day. You can start by memorizing 3-5 words a day.

6) Not focus

A lot of stuff to learn in English is a little bit barriers in learning English. There are few beginners who do not focus on learning English. Currently learning listening, 1 month later already switched learning grammar, the next month learning pronunciation, and others. It's hard to learn English but not focus. So, you should focus on one area first, then learn the next stage when the previous material you already master well.

7) No commitment

One of the motivators defining commitment is difficult to be happy to want do it. There is no commitment to learning English, making you not enthusiastic about practicing, studying or reading English books.

c. **The barriers of reading**

Gejir et al. (2017:12) said that a person's failure to achieve learning goals occurs quite often, this is due to the occurrence of barriers in learning. These learning barriers can come from within or from outside the individual.

1) Barriers from within, can be in the form of:

a. Biological barriers, such as bodily defects (imperfections in organs, for example blind, deaf, polio, and others). This situation often makes a person frustrated and low self-esteem, which in itself affects the learning atmosphere. A person's health also affects the learning environment, for example flu, runny nose, fatigue, drowsiness, and others.

b. Psychological barriers, are psychological barriers, such as low intelligence, talent discrepancy, lack of interest in learning, especially in certain fields, attention is not thorough.

2) Barriers from the outside, can be in the form of:

a. Family circumstances, such as economic factors, unsupportive family atmosphere, and others.

b. School conditions, such as the condition of school buildings, school time, learning methods, homework, learning tools, school environment.

Based on the description above, it can be concluded that there are several kinds of barriers experienced in learning, namely from within, namely biological and psychological, while external barriers, namely family conditions and school conditions.

d. The solutions for reading barriers

In order to develop potential, each student has different student abilities. There are students who can achieve it without barriers but not a few students who experience many barriers. As an educator, it is often found that some of the problems that exist in students such as being lazy, easily discouraged, not caring about attitudes against the teacher are part of student learning problems. Yuliana (2022 : 234) The following are efforts to overcome student learning barriers, including:

1. Provide learning motivation

   Motivation or encouragement towards students is very important for the achievement of student performance or achievement. The teacher also provides motivation in the form of input to students in the form of positive words, for example, you can progress and succeed in the future if you want to study diligently and earnestly.

2. Vart learning methods

   As teachers we must be able to create a comfortable and not boring learning atmosphere such as group discussions, question and answer methods or with games, children will definitely feel interested and pay attention to the

lesson. In addition, we can also use existing media such as LCD, we can show videos related to lessons so that children do not feel bored.

3. Provide sufficient and repetitive exercise

    Learning it should be a lot of practice to find out students' understanding of the subject matter. The more and stronger the exercise, the better. The provision of exercises in the form of questions should be given in stages, for example from very easy to easy rather difficult to difficult questions.

    Based on the result solutions of reading barriers is providing learning motivation, vart learning methods, and provide sufficient and repetitive exercise.

    According to Yulianah et. al (2020 : 738) there are solution of reading skills namely:

1. Technology stuttering and media availability experienced by teachers Researchers conducted interviews by asking several questions to one of the teachers. The first question that is asked is, "Where do you usually use teaching materials when learning to read?" The teaching materials used by the teacher in learning to read come from textbooks used by the school. The problems in reading competence described above, of course, just need a solution to overcome them. The first solution, the government, universities, and schools should work together to hold basic training on matters related to computers and the internet to overcome technology failure so that teachers can access various information from the internet such as accessing news videos which can be used as teaching material in learning to read, especially in suburban schools that are far from adequate

facilities. Through this training, school teachers can gain additional knowledge related to computers and the use of the internet. The second solution, the teacher is expected to be able to create their own media, such as 3D media, to attract students' attention.

2. Improper Reading Techniques

Based on observations, there are still many students who do not understand reading techniques well. There are still many mistakes students make during the reading process. If you maintain a terrible habit of reading, your reading speed will be disturbed. The following are some of the bad habits identified during the study.

a) Vocalization The student habit that was discovered for the first time was reading aloud. Apart from affecting reading speed and comprehension, this habit will also irritate other students. However, if while reading aloud, this habit should be made so that the listener can hear well.

b) Lip movement Some students moved their lips while reading. This habit will also affect comprehension and reading speed.

c) Head movement When reading, many students also move along word for word in the reading material so that the head regularly moves from left to right, then returns to the left, and so on. This habit will hamper reading speed because head movement is far less than eye movement.

d) Regression (backwards) They often do repetition while reading. For example, reading a sentence or paragraph, then being unsure of its content or feeling that you don't understand it, then the reader returns and repeats the sentence or paragraph, so a lot of time is wasted. Some students do not focus on and lack concentration, so they do regression or backward repetition.

Thus, it can be concluded that there are several methods to overcome barriers to learning, namely providing learning motivation, providing versatile teaching methods, providing adequate and repetitive training, technical stuttering and the perceived media availability of teachers, and improving reading technique.

B. The Previous of Research

In this study, the writer refer to previous studies that are relevant to this study. Previous studies are used by the writer as guide to make predictions about the study. For this reason, the writer tries to find previous research that has a strong connection to the study. The following are related research results that are used as educational material for researchers. Some research relevant to this study are:

1. Relevant research has been conducted by Sri Astuti & Shinta Sari (2021) entitled "Analysis of Difficulty Reading English Text in Students of Mathematics Education Studies Program IKIP PGRI Pontianak Corresponding". The purpose of this research is to analyze difficulties and factors which is influenced students in reading comprehension of the Mathematics Education Study Program. The method of this research is

descriptive to describe the difficulties faced by the students. A total of 28 students were taken as samples. They do multiple choice test to determine difficulties in reading comprehension and fill in a questionnaire to determine the factors which is influenced students in reading comprehension. The researcher found that the most difficulties faced by the students were in determining the main idea, making inferences and detailed information. Then the factors which is influenced students in reading comprehension were the most dominant is from the psychological factor.

The similarity of previous research with researchers was to find out what constraints prevented students from reading the number of samples they studied. The difference lies in the location of the research. Where previously the researchers conducted research at the university level. Although the researchers did this at the high school level.

2. Relevant research has been conducted by Suyedi & Idrus (2019) entitled "Learning Barriers That Affect Student Learning Outcomes in The Learning Course of Basic Design Department of Ikk Fpp Unp" This research was motivated by ineffective lecture time, which can be seen from the frequent absence of lecturers in the teaching and learning process. Differences in perceptions between lecturers and teaching assistants that result in students becoming confused about what to do. The material provided by teaching assistants when studying Basic Design courses is difficult for students to understand and there is no learning media that is

standard in learning. This type of research is descriptive quantitative. The results showed that the learning barriers of students in basic design learning at the FPP UNP IKK Department, seen from the interests of the willingness to do the task, the willingness to ask questions, activeness in discussion, taking advantage of opportunities to ask, lack of attention to material, willingness to increase knowledge outside learning, less serious, not making marginal notes, recording information and underlining notes. Whereas from learning readiness, the inhibiting factors are health conditions, sluggish students, lack of desire in learning, lack of confidence and lack of reading books.

The similarity between previous research and research by researchers is that each addresses the barriers experienced by students. At the same time, at the research site.

3. Relevant research has been conducted by (Inka Aprilia et al., 2021) entitled ―Analysis of Reading Difficulty in Class 1 Students‖ Lack of ability to perform visual and auditory perception will make children less able to integrate visual and auditory discrimination. This study aims to analyze the early reading difficulties and the inhibiting factors of early reading difficulties in the first grade students of MI. This research uses qualitative research with descriptive method. The subjects in this study were the first grade teacher and five first grade students who were identified as having difficulty reading at the beginning. Data collection techniques in this study are observation, interviews, and documentation.

The results showed that the initial reading difficulties experienced by grade I students were difficulty distinguishing letters with almost the same shape, difficulty reading combinations of consonants, and difficulty reading one consonant and one vowel. The inhibiting factors for early reading difficulties are low intelligence, not optimal body health, students' interest in early reading is still low, students' motivation in early reading is also low, parents pay less attention to students' reading activities, and activities in the student community are too many activities. so that students' learning to read is neglected. So, it can be concluded that grade I students have difficulty reading the beginning. The implications of this research are expected to be an evaluation in overcoming students' initial reading difficulties.

The difference is in the location of the research and the research method used, namely quantitative. Considering some of the previous studies, the writer can concluded that the results of all of the previous studies have a positive connection. This can serve as a guide and prediction for the author to carry out this research.

C. Conceptual Framework

Students' barriers in reading skill

↓

The factors in reading

↓

Analysis

↓

Finding
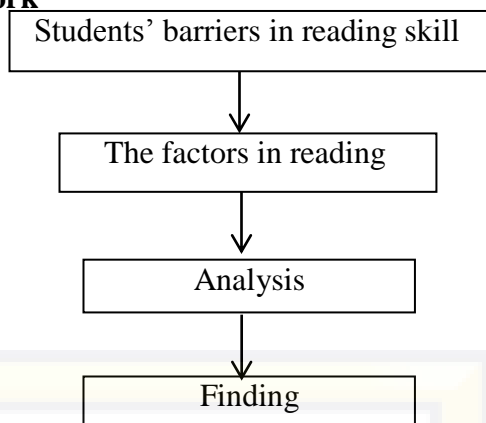
Chart 1. Conceptual Framework

At the beginning of the meeting the researchers observed phenomena that indicated the possibility of barriers in reading skills affecting students. The researchers filled out the observation sheets independently which student assessments during class. Then given a questionnaire sheet to each student. Students who experience bariers in reading skills can be seen from the factors in the learning process, namely self confidence, students' interest and environment. From here the researcher then analyzed what students barriers experienced in reading skill.

CHAPTER III

RESEARCH METHOD

This chapter consist of research design, location dan time of the research, population and sampel, research variable and operational definition (research focus), the procedure of collecting data and technique of data analysis.

A. Research Design

The research method used a quantitative descriptive. The instrument used were obsevation and questionnaire of reading activities. This research used data analysis techniques by percentage of data frequency.

B. Location and Time of the Research

This research was conducted in the even semester of the 2022/2023 academic year at SMPN 35 Makassar. The research was conducted in the last week of June to early July.

C. Population and Sample

1. Population

   The population in this study were all VIII students of SMPN 35 Makassar, grade eighth totaling 125 students who had learned English.

2. Sample

   The researcher used data collection techniques, namely probability sampling by simple random sampling chosen class VIII-5 with the 20 students.

D. Research Variable and Operational Definition (Research Focus)

The focus of this resarch was analyzed students' barriers in reading skills of grade VIII students of SMPN 35 Makassar. Therefore, to avoid misinterpretation, an operational definitions for existing research variables, namely : The reading barriers referred to this study was anything that hinders or slows down students' in reading English skill.

E. Instrument of the Reaserch

Instrument is crucial elements in conducting research which was used to measure the variables of the research. The instrument of the research which was used in collecting the data was questionnaire and documentation.

1. Observation

Observations were conducted to collect data on students' activities while process of learning English on class.

2. Questionnaire

In this section there are three indicators namely self confidence, students' interest and environment. This questionnaire consist of 15 items. Here are the indicators of learning styles' questionnaire, as shown on the table below:

Table 3.1 Styles of Questionnaire

No.	Categories	Total	Key number
1.	Self confidence	5	1,2,3,4,5,
2.	Students' interest	5	6,7,8,9,10
3.	Environment	5	11,12,13,14,15

Total	15

The questionnaire was used a Likert Scale Form with the aim of testing the validation and reliability of the researcher questionnaire. There were five points of the scale range used, namely: Strongly Agree (Sangat Setuju, SS), Agree (Setuju, S), Neutral (Netral, N), Disagree (Tidak Setuju, TS), and Strongly Disagree (Sangat Tidak Setuju, STS). The degree of scale was described in the table below:

Table 3.2 Score of Questionnaire

Scale	Score
SA (Strong Agree)	5
A (Agree)	4
N (Netutral)	3
D (Disagree)	2
SD (Strongly Disagree)	1

Sugiyono (2017: 94)

3. The validation of questionnaire

Validity test is a tool which is used to confirm that something is valid or invalid in a questionnaire. According to Ghozali (2018:51) the validity test is used to determine whether a questionnaire is valid or not. A statement or question is considered valid if the value (r count) > (r table), as is the vice versa.

The criterion level of the validity test results of this study using a significance of 5% is 0.468 referring to the distribution of (r table) with N-2, known N or the number of samples was 20 students. So that the reference to reading the value (r count) seen at 5% significance is 20-2=18, then the (r table) is 0.468.

The results of the analysis shows that there were 15 statements, where 12 statements are valid and 3 the rest were rejected, namely statement numbers 5, 10 and 13. These items were rejected because the total score was below 0.468. Thus, the questionnaire has 15 items to test students' barriers in reading skills.

Table 3.3 Validity of Questionnaire

Item No.	R_{table}	R_{value}	Status
Self-confidence (*kepercayaan diri*)			
Q 1	0,468	0,611	Valid
Q 2	0,468	0,496	Valid
Q 3	0,468	0,545	Valid
Q 4	0,468	0,653	Valid
Q 5	0,468	0,423	Invalid
Students' interest (*minat siswa*)			
Q 6	0,468	0,552	Valid
Q 7	0,468	0,585	Valid
Q 8	0,468	0,642	Valid
Q 9	0,468	0,532	Valid
Q 10	0,468	0,459	Invalid
Environment (*lingkungan*)			
Q 11	0,468	0,607	Valid
Q 12	0,468	0,701	Valid
Q 13	0,468	0,456	Invalid
Q 14	0,468	0,601	Valid
Q 15	0,468	0,485	Valid

4. The realibility of questionnaire

According to Indrawan and Yaniawati (2016:125) reliability is: Reliability basically measures the reliability of an instrument device. A

measurement is said to be reliable if it is producing consistent results. Reliability is support necessary for validity, but not a sufficient condition for the validity.

Reliability testing determines the consistency of standard measuring instruments using questionnaires. This reliability test is a continuation of the validity test where the test items are only valid items.

Table 3.4 Realibility of Questionnaire

Classification	R table	R alpha	Status
Self confidence *(kepercayaan diri)*	0,06	0,751	Reliable
Students' interest *(minat siswa)*	0,06	0,757	Reliable
Environment *(lingkungan)*	0,06	0,763	Reliable

Reliability tests were conducted on 20 students of SMPN 35 Makassar. Using SPSS 29.0 for windows, variables are declared reliable based on the following criteria :

1. If r-alpha is positive and greater than r-table (r alpha > r table) then the statement is reliable.

2. If r-alpha is negative and smaller than r-table (r alpha < r table) then the statement is not reliable.

   a) If Cronbach's Alpha value > 0.6 then reliable.

   b) If Cronbach's Alpha value < 0.6 then it is not reliable.

A variable is good if it has a Cronbach's Alpha value of > of 0.6 (Priyatno, 2013: 30).

From the above it can be concluded that the above items are declared reliable because each Cronbach Alpha produced is greater than the r-table value of 0.06.

F. The Procedure of Collecting Data

The techniques used in collecting data in this study were as follows: The data collection techniques used by researchers in this study were doing observation and giving questionnaire. The steps (procedures) for data collection were as follows:

1. Obsevation

   Observation is a complex process, concentrate from many different biologic and psychologic processes, of which two are the most important. The process of remembering and observing. In this step, the writer identified and tried to find barriers experienced by students and tried to analyze the data objectively as possible.

2. Questionnaire

   It is an effective data collection technique if the researcher knows it with measurable variables and knows what is expected of respondents. The questionnaires were used by the researcher was a statement that is distributed to students as the respondents.

3. Documentation

In this step, the researcher collects information within the frame of picture or documentation that will be employments to supply prove or reports related to the research conducted as well as data that can boister theinquire about.

G. Technique of Data Analysis

In this study, researcher used quantitative descriptive analysis where the percentage of data frequency was divided by the number of students or samples, by using formula:

$$P = f/n \times 100\%$$

Where: P   : Percentage

     f   : Frequency of respondent

     n   : Number of sample

     100   : Constants value

The formula was applied to measure the percentage of students' barriers in reading skills, seen from factors, namely self confidence, student interest and environment which are calculated by thematic questionnaires.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion of the findings. The finding that writer analyzed in this research are based to the data collected through questionnaires.

A. FINDINGS

This segment presents the results of the questionnaire and data analysis. This questionnaire was used to find out the barriers that students' encounter in reading skill at SMPN 35 Makassar. This questionnaire accord of three parts, which are self-confidence, students' interest and environment factors. The sample of this study consisted of 20 students of class VIII-5 the following shows the percentage of completion of the questionnaire.

1. Self-confidence

Reading with confidence is important. Developing reading skill is essential for overall success in school and students' who hesitate to read may face greater barriers in the future. To nurture a students' self-confidence, it is important for parents to be patient and supportive. The results of the self-confidence questionnaire can be seen in the table as follows :

4.1 list of students' questionnaire

Questionnaire Number	Statements	Classification				
Q1	I dare to read the result of	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

	group discussions in front of friends and my					
Q2	I feel uncomfortable when reading if many people see	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q3	I always want to develop my reading English text, to be more confident	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q4	I feel confident in my competence in reading English text	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q5	I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The following presentation shows the simple details about the following items of questionnaire:

The first item asked to students about "their self-confidence in class" The result of the test can be seen in the table 4.2 below:

4.2 Percentage of Students' Statement

No.item	Classification	Frequency	Percentage (%)
Q1	Stongly agree	2	10%
	Agree	14	70%
	Neutral	4	20%
	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100

Source: SMPN 35 Makassar

Table 4.2 explain that there 14 students' (70%) out of 20 students' Agreed on the statement of "*I dare to read the result of group discussions in front of friends and my teacher*". Out of 20 students there no students Disagree and Strongly disagree of the statement table 4.2.

The second item asked students' about "their self-confidence in class" The result of the test can be seen in the table 4.3 below:

4.3 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q2	Stongly agree	2	10%
	Agree	12	60%
	Neutral	6	30%
	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100

Source: SMPN 35 Makassar

Table 4.3 explain there no students Disagree and Strongly disagree on the statement of *"I feel uncomfortable when reading if many people see"* out of 20 students'. There was 12 students' (60%) Agree out of 20 students' and there 6 students' (30%) Neutral of the statement table 4.3.

The third item to students' about "their self-confidence in class" The result of the test can be seen in the table 4.4 below :

4.4 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q3	Stongly agree	11	55%
	Agree	6	30%
	Neutral	1	5%
	Disagree	1	5%
	Strongly disagree	1	5%
Total		20	100

Source: SMPN 35 Makassar.

 From the table 4.4 indicates that there 11 students' (55%)   out of   20 students' who Strongly agreed on *"I always want to develop my reading English text, to be more confident."*

The fourth item on this questionnaire asked students' about "their self-confidence in class" The result of the test can be seen in the table 4.5 below:

4.5 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q4	Stongly agree	-	-
	Agree	7	35%
	Neutral	8	40%
	Disagree	3	15%

	Strongly disagree	2	10%
	Total	20	100

Table 4.5 shows that there no students out of 20 students' strongly Agreed on the statement of *"I feel confident in my competence in reading English text."* There 8 students' (40%) Neutral out of 20 students' the statement table 4.5.

The fiveth asked to students' about "their self-confidence in class" The result of the test can be seen in the table 4.6 below:

4.6 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
	Stongly agree	1	5%
	Agree	14	70%
Q5	Neutral	4	20%
	Disagree	1	5%
	Strongly disagree	-	-
	Total	20	100

Table 4.6 indicates that there 14 students' (70%) out of 20 students' agreed on the statement of *"I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension."*

2. Students' Interest

Reading interest is the process of reading for the purpose os absorbing the content of the text. The higher the reading skill, the more diligently a person reads, the higher their interest in reading, which can be expressed through the

level of comprehension. Increased interest in reading improves content skill. The

results of the students' interest questionnaire can be seen in the table as follows:

4.7 list of students' questionnaire

Questionnaire Number	Statements	Classification				
Q6	I don't like English lessons	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q7	I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q8	I'm not interested in reading English texts if they're too long. So my understanding of the text is poor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q9	I am interested in books in English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q10	I am always eager to read English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The sixth asked to students' about "their students' interest in class" The result of the test can be seen in the table 4.8 below:

4.8 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q6	Stongly agree	3	15%
	Agree	7	35%
	Neutral	5	25%
	Disagree	4	20%
	Strongly disagree	1	5%
	Total	20	100

Source: SMPN 35 Makassar

Table 4.8 displays that 1 student (5%) out of 20 students' Strongly disagreed, there were 4 students' (20%) disagree out of 20 students' on the statement of *"I don't like English lessons."*

The seventh item asked to students' about "their students' interest in class" The result of the test can be seen in the table 4.9 below:

4.9 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q7	Stongly agree	-	-
	Agree	10	50%
	Neutral	6	30%
	Disagree	4	20%
	Strongly disagree	-	-
	Total	20	100

Source: SMPN 35 Makassar

From table 4.9 reveals that there 10 students' (50%) out of 20 students' Agreed on the statement of *"I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad"*

The eighth item asked to students' about "their students' interest in class" The result of the test can be seen in the table 4.10 below:

4.10 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q8	Stongly agree	2	10%
	Agree	7	35%
	Neutral	5	25%
	Disagree	4	20%
	Strongly disagree	2	10%
Total		20	100

Source: SMPN 35 Makassar

Table 4.10 reveals that there 7 students' (35%) out of 20 students' who Agreed on *"I'm not interested in reading English texts if they're too long. So my understanding of the text is poor"* 5 students' (25%) Neutral out of 20 students' on the statement before.

The nineth item asked to students' about "their students' interest in class" The result of the test can be seen in the table 4.11 below:

4.11 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q9	Stongly agree	2	10%
	Agree	11	55%
	Neutral	5	25%
	Disagree	2	10%

	Strongly disagree	-	-
	Total	20	100

Table 4.11 explain that 11 students' (55%) out of 20 students' agreed, there no students' Strongly disagree out of 20 students' on the statement of *"I am interested in books in English."*

The tenth item asked to students' about "their interest in class" The result of the test can be seen in the table 4.12 below:

4.12 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
	Stongly agree	-	-
	Agree	10	50%
Q10	Neutral	8	40%
	Disagree	2	10%
	Strongly disagree	-	-
	Total	20	100

Table 4.12 represent the 10 students' (50%) out of 20 students' Agreed, and then 2 students' (10%) Disagreed out of 20 students' on the statement of *"I am always eager to read english text."*

3. Environment

Many factors can hinder effective reading. Some of these are common sense and can be easily canged. Others are more subtle and many recquie long and patient efforts to overcome. A poor physical environment can make reading much

more difficult than it needs to be, but a little planning can avoid most of the harmful elements you are likely to find, it is a question of motivation.

4.13 list of students' questionnaire

Questionnaire Number	Statements	Classification				
Q11	I find it difficult to read English text when the room is too dim or bright	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q12	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q13	I will find it difficult to read English texts if there is compulsion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q14	I often get laughed at when I read English texts	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Q15	I have a hard time reading English text if it's too noisy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The eleventh item asked to students' about "environment of students" The result of the test can be seen in the table 4.14 below:

4.14 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q11	Stongly agree	3	15%
	Agree	12	60%
	Neutral	8	40%
	Disagree	2	10%
	Strongly disagree	-	-
	Total	20	100

Source: SMPN 35 Makassar

Table 4.14 retrieved that there no student out of 20 students' Strongly disagreed on statement of *"I find it difficult to read English text when the room is too dim* or *bright."* There 3 students' (15%) out of 20 students' Srongly agreed on the statement table 4.14.

The twelfth item asked to students' about "environment of students" The result of the test can be seen in the table 4.15 below:

4.15 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
Q 12	Stongly agree	5	25%
	Agree	9	45%
	Neutral	6	30%

	Disagree	-	-
	Strongly disagree	-	-
	Total	20	100

Table 4.15 retrieved that there 9 students' (45%) out of 20 students'
Agreed, there (25%) 5 students' out of 20 students Strongly agreed on the
statement of *"I often worry about English reading activities with limited time in
the classroom. because, it interferes with my reading skills of the text."*

The thirteenth item asked to students' about "environment of students" The
result of the test can be seen in the table 4.16 below

4.16 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
	Stongly agree	1	5%
	Agree	11	55%
Q13	Neutral	5	25%
	Disagree	2	10%
	Strongly disagree	1	5%
	Total	20	100

Table 4.16 explain that there 1 student (5%) out of 20 students' Strongly
agreed and there (5%) 1 student out of 20 students' Strongly disagree on
statement of *"I* will *find it difficult to read English texts if there is compulsion."*

The fourteenth item asked to students' about "environment of students" The
result of the test can be seen in the table 4.17 below:

4.17 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)

	Stongly agree	1	5%
	Agree	7	35%
Q14	Neutral	9	45%
	Disagree	2	10%
	Strongly disagree	1	5%
Total		20	100

Source: SMPN 35 Makassar

Table 4.17 explain that there (5%) 1 student out of 20 students' Strongly agreed, (5%) 1 student Srongly disagreed out of 20 students'.on "*I often get laughed at when I read English texts.*"

The fiveteenth item asked to students' about "environment of students" The result of the test can be seen in the table 4.18 below:

4.18 Percentage of students' statement

No.item	Classification	Frequency	Percentage (%)
	Stongly agree	5	25%
	Agree	11	55%
Q15	Neutral	4	20%
	Disagree	2	10%
	Strongly disagree	-	-
Total		20	100

Source: SMPN 35 Makassar

Table 4.18 explain that there (55%) 11 students' out of 20 students' while no student out of 20 students' Strongly disagreed on the statement of *"I have a hard time reading English text if it's too noisy."*

B. DISCUSSION

This section presents the results of questionnaires out of 20 students in Analyzing of Students' Bariers in Reading Skill at SMPN 35 Makassar. The following is a description of the results of the research has been conducted.the results of the analyzing there were 20 students then in obtained data on students facing barriers to reading skills. Based on the these results, it can be seen that the level of beginning reading in class VIII.5 SMPN 35 Makasaar is classified as "good".

This research also involved students in class VIII.5 of SMPN 35 Makassar in the academic years 2023/2024. SMPN 35 Makassar has 125 students for grade eight consist of five classes. This school has several facilities such as laboratories, library, basketball courts, internet, and parks.

In the aspect of self-confidence in the first statement, the finding data shows that there are 14 students' agreed out of 20 students' who dare to read out the results of group discussions in front of friends and teachers, some of them, namely 2 students' strongly agreed and 4 students choose neutral on their courage to read out the results of discussions in front of friends and teachers.

The results of the second students' statement shows that there are many students' who feel uncomfortable when reading many people who see it. This can be seen in table 4.5 where there are no students who choose to disagreed and strongly disagreed with the statement.

The third statement shows that many students' want to develop their reading skill to be more confident, but there are still 1 student choosing disagreed and 1 strongly disagreed on the third statement.

The results of the fourth statement shows that out of 20 students' in class VIII-5 there are 7 students' who Agreed on their English skill and even 8 neutral students' which is very inversely proportional to strongly disagreed where no students' choose Strongly agreed, the rest there are 3 students' who Disagreed and 2 students' Strongly disagreed from 20 students' in class VIII-5.

The results of the fifth statement of self-confidence shows that out of 20 students' in class VIII-5 there are 14 students' who Agreed and no student' who Strongly Disagreed regarding students' feeling insecure about reading texts so that it makes students' distracted in reading English texts.

Furthermore, the aspect of students' interest in the sixth statement shows that in class VIII-5 students' interest in English lessons is still low, this is shown by the fact that there are only 3 Stronglv agreed students', students' who Agreed out of 20 students' in the VIII-5 class.

The seventh statement shows that 10 students' Agreed that their ignorance of text pronunciation makes students' uninterested in reading English texts. 6 students' were Neutral and only 4 students' opposed the statement out of 20 students' in class VIII-5.

The eighth statement shows that out of 20 students' in class VIII-5 there are only 4 students' Disagreed and 2 Strongly disagreed about the eighth statement

which discusses students' are not interested in reading long texts because it makes their understanding of the text poor. some of them there are 7 students' Agreed on the eighth statement.

The results of the ninth statement shows that out of 20 students' in class VIII-5, it turns out that many are interested in English textbooks, this is shown in table 4.12 that there are 11 students' Agreed and only 2 students Disagreed out of 20 students' on the statement.

The tenth statement shows that out of 20 students' in class VIIL-5, 10 students' Agreed and only 2 students Disagreed that students' are always eager to read English text. And there was no student' out of 20 students' who Strongly agreed and Strongly disagreed.

The last aspect, namely the environment in the eleventh statement, shows that in class VIII.5 many students' find it difficult to read English texts when the room lighting is too dim or bright, this is shown in table 4.14.

The twelfth statement shows that students' feel disturbed at the given study time. this is shown in table 4.15 where none of the students who have Disagreed or Strongly disagreed with the statement.

The thirteenth statement shows from 20 students' in class VIII-5 that the number of students' who Agreed that students' have difficulty reading texts if there is coercion in it. even besides learning whatever it is if forced the end result will not be satisfactory.

Furthermore, the fourteenth statement where class VIII-5 experiences barriers is often laughed at by their environment when reading English texts. This was shows in the table 4.17 where there was 1 student strongly agreed and 7 students' agreed out of 20 students' in class VIII-5 to these statement.

The fifteenth statement shows that class VIII-5 finds it barriers if the environment around them is too noisy when reading it can be seen in table 4.18.

Based on the discussion and theory described above, then in my view as a researcher regarding reading ability. The solution that can be used to overcome barriers in reading skill is that teachers must be creative and innovative in developing teaching materials, especially in reading texts that are difficult for students to pronounce in class using suitable methods in teaching reading unfamiliar texts. Teachers must be creative and innovative in developing teaching materials, especially in reading texts that are difficult for students to pronounce in class using suitable methods in teaching reading unfamiliar texts.

In addition, inviting children to play while learning will liven up the atmosphere in the classroom so that children do not have to worry about reading. In addition, invite children to play while learning will liven up the atmosphere in the classroom so that children do not feel bored and bored, and also always make the time available efficient without having to make students feel disturbed while learning.

In addition, what can be used to overcome students' barriers in reading skills is the role of the class teacher who prioritizes children who experience barriers. A

good working relationship between the class teacher and parents, parents should pay more attention, always monitor their children in learning to read, students' interests must be developed and trained continuously.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of two parts. The first deals with the conclusion of the findings and then second deals with suggestion.

A. CONCLUSION

This study consisted of two instruments. The first was an observation that helped the author to identify students' activities in learning especially reading skill and the second was a questionnaire that helped the author to identify students' barriers in learning to read based on their personality. Sampling was conducted in class VIII.5. The sample taken by the researcher was 20 students.

Based on the results and analysis from previous chapter that has been, in terms of :

1. The self confidence category factor is included in the less category. This shows that students experience barriers both in terms of the courage of students reading in front of their friends and teachers, the discomfort of reading when many people are watching, the desire to improve their English to be more confident, confidence in their reading ability, self-confidence so that it interferes with their understanding. From the aspect of selfconfidence including the low category, this means that students pay enough attention during the learning process.

2. The students' interest factor falls into the moderate category. This shows that students' interest in English affects the absorption of lessons. The lack of fluency in the mention of a word makes students uninterested in learning. Texts or readings that are too long make it difficult for students to understand how to read a text. But the fact that many students like English books shows that this category is sufficient to support students' reading skill. And supported by students showing enthusiasm in reading English texts.

3. Environmemt Factors, included in the low category. This shows that the environment has supported the student learning process. The existence of student reading activities in the environment affects student reading results. For example, students' rooms that are too dim or bright make students find it difficult to read because it affects students' vision. Inefficient study time restrictions are also very influential on student reading even though there are students who understand the reading or text more quickly. The existence of coercion when studying on students affects students' reading comprehension is hampered. Students get from their friends also greatly affect students' reading skill so that students do not want to do the same thing to avoid being laughed at by their friends. Coupled with this very noisy room, it is very disturbing to read.

B. SUGGESTION

There are several suggestions that the researcher can propose after conducting the research as follows:

1. After knowing the results regarding reading skill, it is hoped that students will diligently learn to read to increase knowledge of a text and not be surprised when they see a reading text.

2. The teacher must provide various exercises to students in reading a text.

3. The teacher must find some information about strategies or methods in teaching reading that can make students interested in reading texts, and that will overcome the problems students face in reading English texts

4. The researcher only examined students' barriers in reading skill. It is suggested to other researchers to investigate more barriers in reading English texts, and to investigate strategies for teaching reading in class.

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APPENDIX

Appendix 1 Observation

Class/semester   : VIII.5

Date and time   : 24 july 2023

No.	Statement	Answer		Descriptions
		Yes	No	
1.	Students' come to class on time			
2.	Students pay attention when the teacher is explaining			
3.	Students reading text with the help of the teacher			
4.	Students write in their notebooks			
5.	Students use media to help in learning english			

(Fajriyah, 2013)

Appendix 2 Questionnaire

Instructions (petunjuk) :

1) This questionnaire is written for collecting data of the research purpose only. *(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitianilmiah).*

2) This questionnaire does not influence your score, so please answer each question honestly. *(Angket ini tidak mempengaruhi nilai anda, diharapkan untuk menjawab setiap pertanyaan dengan jujur).*

3) You are required to circle (O) each statement on the answer that you think appropriate for your choice. *(Berikan tanda lingkaran (O) pada setiap pernyataan yang menurut anda sesuai dengan pilihan anda).*

4) Thank you for your participation. *(Terimakasih atas partisipasi anda).*

The Description of Scale

Choice	Category
STS	Sangat tidak setuju *(strongly disagree)*
TS	Tidak setuju *(disagree)*
N	Netral
S	Setuju *(agree)*
SS	Sangat setuju *(srongly agree)*

Nama   :

Class   :

No.urut absen :

No.	Pernyataan	SS	S	N	TS	STS
	Self confidence (kepercayaan diri)					
1.	I dare to read the result of group discussions in front of friends and my teacher *(Saya berani membaca hasil diskusi kelompok di depan teman-teman dan guru saya)*					
2.	I feel uncomfortable when reading if many people see *(Saya merasa tidak nyaman ketika membaca jika banyak orang melihat)*					
3.	I always want to develop my reading English text, to be more confident *(Saya selalu ingin mengembangkan teks bahasa Inggris bacaan saya, agar lebih percaya diri)*					
4.	I feel confident in my competence in reading English text *(Saya merasa yakin dengan kompetensi saya dalam membaca teks bahasa Inggris)*					
5.	I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension *(Saya merasa tidak percayadiri, ketika mencoba membaca teks dalam belajar bahasa Inggris, sehingga mengganggu pemahaman bacaan saya)*					
	Students' Interest (minat siswa)					
6.	I don't like English lessons *(Saya tidak menyukai pelajaran bahasa Inggris)*					
7.	I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad *(saya tidak tertarik membaca teks bahasa inggris ketika pelafalannya tidak saya ketahui. Sehingga membaca bahasa inggris saya buruk)*					
8.	I'm not interested in reading English texts if they're too long. So my understanding of the text is poor *(saya tidak tertarik membaca teks bahasa inggris jika terlalu panjang. Sehingga pemahaman saya tentang teks buruk).*					

9.	I am interested in books in English *(Saya tertarik dengan buku yang berbahasa inggris)*					
10.	I am always eager to read eglish text *(Saya selalu bersemangat dalam membaca teks berbahasa inggris)*					
Environment (lingkungan)						
11.	I find it difficult to read English text when the room is too dim or bright*(saya kesulitan membaca teks bahasa inggris apabila kondisi ruangan terlalu redup atau terang)*					
12.	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text*(saya sering khawatir tentang kegiatan membaca bahasa inggris dengan waktu yang terbatas di ruangan kelas, karena, itu mengganggu keterampilan membaca saya terhadap teks tersebut)*					
13.	I will find it difficult to read English texts if there is compulsion *(saya akan sulit membaca teks bahasa inggris apabila terdapat paksaan)*					
14.	I often get laughed at when I read English texts*(Saya sering ditertawakan jika membaca teks bahasa inggris)*					
15.	I have a hard time reading English text if it's too noisy *(Saya sulit membaca teks bahasa inggris jika terlalu ribut)*					

(Ervian, 2020 : 156)

Appendix 3 Result of observation

LEMBAR OBSERVASI DAN ANGKET KESULITAN BELAJAR SISWA DI SEKOLAH

A. Students activities obsevation sheet

Class/semester : VIII.5

Date and time : 24 july 2023

No.	Statement	Answer		Descriptions
		Yes	No	
1.	Students come to class on time	√		After the bell rang for class entry, each student swiftly entered class before the teacher. In class, the students began to be prepared by the leader. After that, the teacher took over the class by greeting students and then asking about last week's material that students had learned next material.
2.	Students pay attention when the teacher is explaining	√		Students pay attention when the teacher explains after entering the class the students pay attention to the teacher's explanation even though there are 1-2 students chatting while the student is in progress, but the teacher can discipline them by reprimanding the student concerned so as not to make noise and disturb other students.
3.	Students reading text with the help of the teacher	√		During the lesson the teacher helps read the English text then the students read after the teacher finishes reading After that the students are appointed to read the text that was read before.
4.	Students write in their notebooks	√		To remember the material learned that day students are required to write down the text they have read together. So students can repeat and read the material at any time.
5.	Students use media to help in learning english	√		The teacher used a media to assist in learning English Students in the class, so that can be said to be comfortable because of the availability of supporting media used in the learning process, namely the use of electronic media in the form of LCD so that it helps the learning process run smoothly and students easily understand.

Appendix 4 questionnaire

B. Angket Pertanyaan

Instructions (petunjuk) :

1) This questionnaire is written for collecting data of the research purpose only. *(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitianilmiah).*

2) This questionnaire does not influence your score, so please answer each question honestly. *(Angket ini tidak mempengaruhi nilai anda, diharapkan untuk menjawab setiap pertanyaan dengan jujur).*

3) You are required to circle (O) each statement on the answer that you think appropriate for your choice. *(Berikan tanda lingkaran (O) pada setiap pernyataan yang menurut anda sesuai dengan pilihan anda).*

4) Thank you for your participation. *(Terimakasih atas partisipasi anda).*

The Description of Scale

Choice	Category
STS	Sangat tidak setuju *(strongly disagree)*
TS	Tidak setuju *(disagree)*
N	Netral
S	Setuju *(agree)*
SS	Sangat setuju *(srongly agree)*

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Nama : Nur Syisa Azzahra
Class : VIII. 5
No.urut absen : 22

No.	Pernyataan	SS	S	N	TS	STS
	Self confidence (kepercayaan diri)					
1.	I dare to read the result of group discussions in front of friends and my teacher *(Saya berani membaca hasil diskusi kelompok di depan teman-teman dan guru saya)*		✓			
2.	I feel uncomfortable when reading if many people see *(Saya merasa tidak nyaman ketika membaca jika banyak orang melihat)*			✓		
3.	I always want to develop my reading English text, to be more confident *(Saya selalu ingin mengembangkan teks bahasa Inggris bacaan saya, agar lebih percaya diri)*		✓			
4.	I feel confident in my competence in reading English text*(Saya merasa yakin dengan kompetensi saya dalam membaca teks bahasa Inggris)*		✓			
5.	I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension*(Saya merasa tidak aman ketika mencoba membaca teks dalam belajar bahasa Inggris, sehingga mengganggu pemahaman bacaan saya)*		✓			
	Students' Interest (minat siswa)					
6.	I don't like English lessons*(Saya tidak menyukai pelajaran bahasa Inggris)*					✓
7.	I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad *(saya tidak tertarik membaca teks bahasa inggris ketika pelafalannya tidak saya ketahui. Sehingga membaca bahasa inggris saya buruk)*				✓	
8.	I'm not interested in reading English texts if they're too long. So my understanding of the text is poor *(saya tidak tertarik membaca teks bahasa inggris jika terlalu panjang. Sehingga pemahaman saya tentang teks buruk).*				✓	

No.	Statement				
9.	I am interested in books in English *(Saya tertarik dengan buku yang berbahasa inggris)*	✓			
10.	I am always eager to read eglish text *(Saya selalu bersemangat dalam membaca teks berbahasa inggris)*	✓			
	Environment (lingkungan)				
11.	I find it difficult to read English text when the room is too dim or bright*(saya kesulitan membaca teks bahasa inggris apabila kondisi ruangan terlalu redup atau terang)*			✓	
12.	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text*(saya sering khawatir tentang kegiatan membaca bahasa inggris dengan waktu yang terbatas di ruangan kelas, karena, itu mengganggu keterampilan membaca saya terhadap teks tersebut)*		✓		
13.	I will find it difficult to read English texts if there is compulsion *(saya akan sulit membaca teks bahasa inggris apabila terdapat paksaan)*		✓		
14.	I often get laughed at when I read English texts*(Saya sering ditertawakan jika membaca teks bahasa inggris)*			✓	
15.	I have a hard time reading English text if it's too noisy *(Saya sulit membaca teks bahasa inggris jika terlalu ribut)*		✓		

(Ervian, 2020 : 156)

9.	I am interested in books in English *(Saya tertarik dengan buku yang berbahasa inggris)*	✓				
10.	I am always eager to read eglish text *(Saya selalu bersemangat dalam membaca teks berbahasa inggris)*		✓			
	Environment (lingkungan)					
11.	I find it difficult to read English text when the room is too dim or bright *(saya kesulitan membaca teks bahasa inggris apabila kondisi ruangan terlalu redup atau terang)*		✓			
12.	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text *(saya sering khawatir tentang kegiatan membaca bahasa inggris dengan waktu yang terbatas di ruangan kelas, karena, itu mengganggu keterampilan membaca saya terhadap teks tersebut)*	✓				
13.	I will find it difficult to read English texts if there is compulsion *(saya akan sulit membaca teks bahasa inggris apabila terdapat paksaan)*		✓			
14.	I often get laughed at when I read English texts *(Saya sering ditertawakan jika membaca teks bahasa inggris)*		✓			
15.	I have a hard time reading English text if it's too noisy *(Saya sulit membaca teks bahasa inggris jika terlalu ribut)*			✓		

(Ervian, 2020 : 156)

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B. Angket Pertanyaan

Instructions (petunjuk) :

1) This questionnaire is written for collecting data of the research purpose only. *(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitianilmiah).*

2) This questionnaire does not influence your score, so please answer each question honestly. *(Angket ini tidak mempengaruhi nilai anda, diharapkan untuk menjawab setiap pertanyaan dengan jujur).*

3) You are required to circle (O) each statement on the answer that you think appropriate for your choice. *(Berikan tanda lingkaran (O) pada setiap pernyataan yang menurut anda sesuai dengan pilihan anda).*

4) Thank you for your participation. *(Terimakasih atas partisipasi anda).*

The Description of Scale

Choice	Category
STS	Sangat tidak setuju *(strongly disagree)*
TS	Tidak setuju *(disagree)*
N	Netral
S	Setuju *(agree)*
SS	Sangat setuju *(srongly agree)*

Nama   : Gilang Ramadhan
Class   : VIII.5
No.urut absen : 07

No.	Pernyataan	SS	S	N	TS	STS
	Self confidence (kepercayaan diri)					
1.	I dare to read the result of group discussions in front of friends and my teacher *(Saya berani membaca hasil diskusi kelompok di depan teman-teman dan guru saya)*		✓			
2.	I feel uncomfortable when reading if many people see *(Saya merasa tidak nyaman ketika membaca jika banyak orang melihat)*		✓			
3.	I always want to develop my reading English text, to be more confident *(Saya selalu ingin mengembangkan teks bahasa Inggris bacaan saya, agar lebih percaya diri)*	✓				
4.	I feel confident in my competence in reading English text*(Saya merasa yakin dengan kompetensi saya dalam membaca teks bahasa Inggris)*			✓		
5.	I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension*(Saya merasa tidak aman ketika mencoba membaca teks dalam belajar bahasa Inggris, sehingga mengganggu pemahaman bacaan saya)*		✓			
	Students' Interest (minat siswa)					
6.	I don't like English lessons*(Saya tidak menyukai pelajaran bahasa Inggris)*	✓				
7.	I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad *(saya tidak tertarik membaca teks bahasa inggris ketika pelafalannya tidak saya ketahui. Sehingga membaca bahasa inggris saya buruk)*		✓			
8.	I'm not interested in reading English texts if they're too long. So my understanding of the text is poor *(saya tidak tertarik membaca teks bahasa inggris jika terlalu panjang. Sehingga pemahaman saya tentang teks buruk).*	✓				

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No.	Statement					
9.	I am interested in books in English *(Saya tertarik dengan buku yang berbahasa inggris)*	✓				
10.	I am always eager to read eglish text *(Saya selalu bersemangat dalam membaca teks berbahasa inggris)*		✓			
	Environment (lingkungan)					
11.	I find it difficult to read English text when the room is too dim or bright*(saya kesulitan membaca teks bahasa inggris apabila kondisi ruangan terlalu redup atau terang)*		✓			
12.	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text*(saya sering khawatir tentang kegiatan membaca bahasa inggris dengan waktu yang terbatas di ruangan kelas, karena, itu mengganggu keterampilan membaca saya terhadap teks tersebut)*	✓				
13.	I will find it difficult to read English texts if there is compulsion *(saya akan sulit membaca teks bahasa inggris apabila terdapat paksaan)*		✓			
14.	I often get laughed at when I read English texts*(Saya sering ditertawakan jika membaca teks bahasa inggris)*		✓			
15.	I have a hard time reading English text if it's too noisy *(Saya sulit membaca teks bahasa inggris jika terlalu ribut)*			✓		

(Ervian, 2020 : 156)

63

B. Angket Pertanyaan

Instructions (petunjuk) :

1) This questionnaire is written for collecting data of the research purpose only. *(Angket ini hanya bertujuan untuk mengumpulkan data dan penelitianilmiah).*

2) This questionnaire does not influence your score, so please answer each question honestly. *(Angket ini tidak mempengaruhi nilai anda, diharapkan untuk menjawab setiap pertanyaan dengan jujur).*

3) You are required to circle (O) each statement on the answer that you think appropriate for your choice. *(Berikan tanda lingkaran (O) pada setiap pernyataan yang menurut anda sesuai dengan pilihan anda).*

4) Thank you for your participation. *(Terimakasih atas partisipasi anda).*

The Description of Scale

Choice	Category
STS	Sangat tidak setuju *(strongly disagree)*
TS	Tidak setuju *(disagree)*
N	Netral
S	Setuju *(agree)*
SS	Sangat setuju *(srongly agree)*

64

Nama : Hanifah nur mutmainnah
Class : 8.5
No.urut absen : 8

No.	Pernyataan	SS	S	N	TS	STS
	Self confidence (kepercayaan diri)					
1.	I dare to read the result of group discussions in front of friends and my teacher *(Saya berani membaca hasil diskusi kelompok di depan teman-teman dan guru saya)*		✓			
2.	I feel uncomfortable when reading if many people see *(Saya merasa tidak nyaman ketika membaca jika banyak orang melihat)*		✓			
3.	I always want to develop my reading English text, to be more confident *(Saya selalu ingin mengembangkan teks bahasa Inggris bacaan saya, agar lebih percaya diri)*	✓				
4.	I feel confident in my competence in reading English text *(Saya merasa yakin dengan kompetensi saya dalam membaca teks bahasa Inggris)*		✓			
5.	I feel insecure when I try to read texts in learning English, so it disturbs my reading comprehension *(Saya merasa tidak aman ketika mencoba membaca teks dalam belajar bahasa Inggris, sehingga mengganggu pemahaman bacaan saya)*		✓			
	Students' Interest (minat siswa)					
6.	I don't like English lessons *(Saya tidak menyukai pelajaran bahasa Inggris)*				✓	
7.	I'm not interested in reading English text when I don't know the pronunciation. So my reading English is bad *(saya tidak tertarik membaca teks bahasa inggris ketika pelafalannya tidak saya ketahui. Sehingga membaca bahasa inggris saya buruk)*		✓			
8.	I'm not interested in reading English texts if they're too long. So my understanding of the text is poor *(saya tidak tertarik membaca teks bahasa inggris jika terlalu panjang. Sehingga pemahaman saya tentang teks buruk).*					✓

9.	I am interested in books in English *(Saya tertarik dengan buku yang berbahasa inggris)*		✓			
10.	I am always eager to read eglish text *(Saya selalu bersemangat dalam membaca teks berbahasa inggris)*		✓			
	Environment (lingkungan)					
11.	I find it difficult to read English text when the room is too dim or bright*(saya kesulitan membaca teks bahasa inggris apabila kondisi ruangan terlalu redup atau terang)*	✓				
12.	I often worry about English reading activities with limited time in the classroom. because, it interferes with my reading skills of the text*(saya sering khawatir tentang kegiatan membaca bahasa inggris dengan waktu yang terbatas di ruangan kelas, karena, itu mengganggu keterampilan membaca saya terhadap teks tersebut)*		✓			
13.	I will find it difficult to read English texts if there is compulsion *(saya akan sulit membaca teks bahasa inggris apabila terdapat paksaan)*	✓				
14.	I often get laughed at when I read English texts*(Saya sering ditertawakan jika membaca teks bahasa inggris)*			✓		
15.	I have a hard time reading English text if it's too noisy *(Saya sulit membaca teks bahasa inggris jika terlalu ribut)*	✓				

(Ervian, 2020 : 156)

Appendix 5 Score of questionnaire

No.	Name Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
1	Student 1	4	3	4	3	4	1	2	2	4	3	2	3	3	2	3	43
2	Student 2	3	4	3	1	3	4	2	3	2	3	3	3	4	3	4	45
3	Student 3	4	4	5	3	4	5	4	5	5	4	4	5	4	4	3	63
4	Student 4	4	4	5	4	4	2	4	1	4	4	5	4	5	3	5	58
5	Student 5	4	3	4	3	3	2	4	4	4	3	3	4	3	4	4	52
6	Student 6	3	4	4	4	4	2	2	2	3	3	3	4	3	3	3	47
7	Student 7	4	3	4	3	4	3	3	4	4	4	3	4	4	1	5	53
8	Student 8	3	3	1	2	4	4	4	2	2	2	4	5	2	4	5	47
9	Student 9	4	4	5	2	4	5	3	2	4	4	5	3	1	3	4	53
10	Student 10	4	4	5	4	3	3	4	4	4	4	3	4	3	3	4	56
11	Student 11	3	3	5	1	3	5	4	4	3	3	5	5	4	4	4	56
12	Student 12	5	4	5	2	4	4	4	3	4	3	3	4	4	3	4	56
13	Student 13	5	4	5	4	4	4	3	5	4	4	4	4	4	5	4	63
14	Student 14	4	5	5	4	4	4	4	3	4	3	4	5	4	4	5	62
15	Student 15	4	4	5	4	4	4	3	4	3	2	4	3	3	3	4	54
16	Student 16	4	4	5	3	4	4	4	4	5	4	4	5	4	4	4	62
17	Students 17	4	4	4	4	4	3	3	3	4	4	3	3	2	2	3	50
18	Students 18	4	3	4	3	2	2	2	1	3	3	4	4	4	3	5	47
19	Students 19	4	5	2	3	4	3	4	4	3	4	4	4	4	4	4	56
20	Students 20	4	4	5	3	5	3	3	3	4	4	3	3	4	3	4	55

Appendix 6 Permission research

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.453/FKIP/UnibosVII /2023
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 35 Makassar
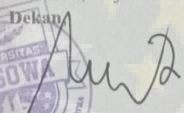di –
    Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : SILVI AULIA
NIM   : 4519101014
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                 Universitas Bosowa

Judul Penelitian :

An Analysis of Student's Barriers in Reading Skills at SMPN 35 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 14 juli 2023
Dekan

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

Appendix 7 Administration

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 35 MAKASSAR

Alamat :Jalan Telegraf Utama No. 1 Kompleks .perumahan Telkomas . Telp: 0411-8959567 Makassar- 90241

KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 800/159/UPT SPF SMPN 35/VIII/2023

Yang bertanda tangan di bawah ini, Kepala UPT SPF SMP Negeri 35 Makassar bahwa :

N a m a	:	**SILVI AULIA**
N I M	:	4519101014
Fakultas	:	Ilmu Pendidikan dan Sastra
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Sukamaju 2 Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMP Negeri 35 Makassar tanggal 17 Juli s.d. 03 Agustus 2023 dengan judul :

"AN ANALYSIS OF STUDENTS' BARRIERS IN READING SKILLS AT

DI UPT SPF SMP NEGERI 35 MAKASSAR"

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

Makassar, 04 Agustus 2023
Kepala UPT SPF SMPN 35 Makassar

Parenrengi, S.Pd., M.Pd
Pangkat: Pembina Utama Muda
NIP. 19650915 198812 1 002

Appendix 8 Documentation

Picture 1. The researcher was observing in the reading process in the classroom

Picture 2. The students' were paying attention to the teacher explanations in the classroom

Picture 3. The researcher was explaining how to fill out the questionnaire to students'

Picture 4. The researcher was administering students' the questionnaire

BIOGRAPHY

Silvi Aulia was born in Pamalaliang on 7th August 2001 from the marriage of her parents, Kaco Yusuf and Saenab. She has 2 sisters named Mulyana and Rahmawati and 5 brothers named Anwar, Mulyadi, Syah M. Alauddin, Reza Alkadri and Rahmat Hidayat. She started her education at Elementary School in 2007 at SDN Inpres Mandar Pituh and graduated in 2013. Then, she continued her study at SMPN 1 Papalang and graduated in 2016. In the same year, she continued her study at SMAN 1 Mamuju and finished in 2019. After graduating, she continued her study at Bosowa University in English Education Language Study Program, Faculty of Education and Literature. She is a student who is quite active in campus by joining organizations. In 2022 the become a member of the regeneration field at the English Language Education Study Program Association at Bosowa University. She finished her study in 2023. The writer also often participats in several seminars on and off campus, both national and international seminars or webinar such as The 1st Multidiciplines Bosowa International Conference (MBIC), *Etika Berkomunikasi antara Dosen dan Mahasiswa*. A part from attending seminars, she take an activitie students is an organizing such as up grading, follow-up organized by one of the associations in the Bosowa University.