AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING READING COMPREHENTION AT SMA N 3 SIMEULUE TENGAH

THESIS

Submitted in Partial Fulfillment of the Requirement for the degree

of "Sarjana Pendidikan" (S1)

By:

CICI LUSIANINGSI

1911060036

ENGLISH LANGGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
GETSEMPENA DEVELOPMENT UNIVERSITY
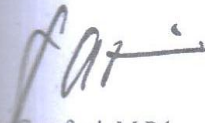**BANDA ACEH**
2023

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING READING COMPREHENTION AT SMA N 3 SIMEULUE TENGAH

Di ajukan sebagai salah satu syarat untuk memperoleh gelar
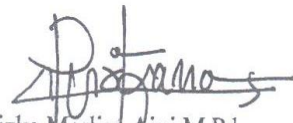Sarjana Pendidikan

Oleh
Cici Lusianingsi
1911060036

Skripsi ini telah di uji pada tanggal 19 Maret 2024 dan telah di sempurnakan berdasarkan saran dan masukan komisi penguji.
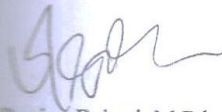
Ketua sidang/ pembimbing I

Dr. Syarfuni, M.Pd
NIDN. 0128068203

Sekretaris sidang/ Pembimbing II

Rizka Marlisa Aini,M.Pd
NIDN. 1313038901

Penguji I

Regina Rahmi, M.Pd
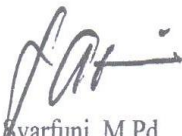NIDN. 0103038204

Penguji II

Dr. Sariakin, M.Pd
NIDN. 0012106813

LEMBARAN PERSETUJUAN

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING READING COMPREHENTION AT SMA N 3 SIMEULUE TENGAH

Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Banda Aceh, 7 Agustus 2024

Pembimbing I

Dr. Syarfuni, M.Pd
NIDN. 0128068203

Pembimbing II

Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

Menyetujui
Ketua Prodi Pendidikan Bahasa Inggris

Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

Mengetahui
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

Dr. Syarfuni, M.Pd
NIDN. 0128068203

PENGESAHAN TIM PENGUJI

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING READING COMPREHENTION AT SMA N 3 SIMEULUE TENGAH
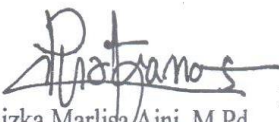
Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena

Banda Aceh, 7 Agustus 2024

Tanda Tangan

Pembimbing I : <u>Dr. Syarfuni, M.Pd</u>
NIDN. 0128068203 ( )

Pembimbing II : <u>Rizka Marlisa Aini,M.Pd</u>
NIDN. 1313038901 ( )

Penguji I : <u>Regina Rahmi, M.Pd</u>
NIDN. 0103038204 ( )

Penguji II : <u>Dr. Sariakin, M.Pd</u>
NIDN. 0012106813 ( )

Menyetujui
Ketua Prodi Pendidikan Bahasa Inggris

<u>Rizka Marlisa Aini,M.Pd</u>
NIDN. 1313038901

Mengetahui
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena

<u>Dr. Syarfuni, M.Pd</u>
NIDN. 0128068203

v

PENGESAHAN KELULUSAN
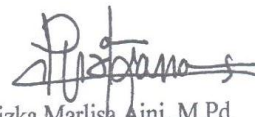
Skripsi Dengan Judul "an analysis of students'difficulties in mastering reading comprehention at SMA N 3 simeulue tengah" Telah Di Pertahankan Dalam Ujian Skripsi Oleh Cici Lusianingsi, 1911060036, Program Studi Pendidikan Guru Pendidikan Bahasa Inggris. Universitas Bina Bangsa Getsempena Banda Aceh Pada , 19 Maret 2024.

Menyetujui

Pembimbing I

Dr. Syarfuni, M.Pd
NIDN. 0128068203

Pembimbing II

Rizka Marlisa Aini, M.Pd
NIDN.1313038901

Mengetahui
Ketua Prodi Pendidikan Bahasa Inggris

Rizka Marlisa Aini, M.Pd
NIDN.1313038901

Mengetahui
Plt. Dekan FKIP

Dr. Syarfuni M.Pd
NIDN. 0128068203

ABSTRACT

Cici Lusianingsih, 2022. The Effectiveness of Task-Based Language Teaching in Teaching Speaking at SMAN 3 Simeulue Tengah, University of Bina Bangsa Get Sempena, Advisor I. Dr. Syarfuni, M.Pd., Advisor II. Rizka Marlisa Aini, M.Pd

This Research was entitled An Analysis of Students' Difficulties in Mastering Reading Comprehension at SMAN 3 Simeulue Tengah. This research was inspired by the circumstances of SMAN 3 Simeulue Tengah in English class, especially in reading class. The purpose of this study was to investigate the difficulties faced by the students at SMAN 3 Simeulue Tengah in mastering reading comprehension. Knowing the difficulties will help students to deal with their problems. The method used in this study was a Quantitative study involving 30 students as the subject of the research to be investigated. Based on the result and discussion in the previous chapter elaborated by the writer, the researcher concluded some points of conclusion. Firstly, the students actually love learning English. It all happens because of external and internal factors. The external factor is the teachers' competency in teaching English, while the internal factor is the position of the English itself as one of the prestigious lessons. However, the students have low interest in reading English text for some reason, such as difficult pronunciation, uncommon vocabulary, and so on. Moreover, those reasons become their difficulties in learning to read English texts.

Keywords: Effectiveness, Difficulty, Reading Comprehension

ACKNOWLEDGEMENT

Alhamdulillah, praise to the almighty Allah because of his blessing the researcher is able to finish this thesis with the title "An Analysis of Students' Difficulties in Reading Comprehension At SMAN 3 Simeulue Teungah". Peace and blessing upon our prophet Muhammad SAW who has guide us from the darkness to the brightness, who have being motivation, imnspiration and encouragement in order to the researcher could do the final project. This thesis is presented to English Department of Universitas Bina Bangsa Getsempena as partial fulfillment of the requirement for degree of Sarjana Pendidikan (S1).

This thesis cannot be completed without a great deal of help from many people, especially to Miss Rizka Marlisa Aini, as the advisor I and Sir Syarfuni, M.Pd, as the advisor II who always give their help, guidance, correction and suggestion for the completion of this thesis. Furthermore, the researcher wants to express gratitude to all of lecturers of Universitas Bina Bangsa Getsempena exactly English Department who always give their knowledge and advise me during the learning process and also outside of the learning process.

In this opportunity , the researcher also would like to say thanks to people who have helped the researcher in finishing this thesis, they are :

1. My beloved parents, M.Yan and Lusfanida, who are the main reason for me to fight so far, thank you for everything. May Allah grant you the most beautiful place in heaven. I will always love you endlessly

2. My beloved brother and sister, Dinul Hidaya and Refi Selfia Neli, who have endlessly prayed for me, encouraged me and loved me throughout my life.

3. Dr. Syarfuni, M.Pd, as the dean of teacher training and education collage who has provided opportunities and direction during education, research, and writing this thesis.

4. Rizka Marlisa Aini, M.Pd, as the head master of English Department who always advise me and helps me in every occasion .

5. Dr Syarfuni, M. Pd, as the advisor I who patiently provided guidance and direction from the beginning to the completion of this thesis.

6. Rizka Marlisa Aini, M.Pd, as supervisor II in the midst of his busy life has provided guidance in writing this thesis from the beginning to the end of the thesis.

7. All the lecturers of Universitas Bina Bangsa Getsempena that advise and knowledge while studying.

Finally , the researcher realized that this thesis is still far from perfect Therefore , the suggestion and criticisms are always welcome to improve the quality of the thesis in the future.

Banda Aceh, January 22rd ,2024
The Researcher

Cici

LIST ON CONTENT

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Globalization has made English the world's most widely spoken language for trade, education, business, and tourism. This means that English is used by people of different mother tongues and countries of origin as a language of contact in immediate interactions (Fitriani, 2018, p. 741). In Indonesia, English has become a compulsory subject taught at elementary school to university level. It has been explicitly stated in several official documents released by the government, especially those related to education. This language can become a tool to achieve the goals of the economy, the relationships among countries, the social-cultural process, and the career development of people in education.

Reading is one of the four language skills taught in the English language learning process, as well as speaking, listening, and writing (Elin, 2016). According to Grabe and Stoller, Reading can be taught as a way to draw information from text and form an interpretation of that information. This means that Reading is also a gateway for students to get information and knowledge during the educational process. Reading comprehension is the ability to understand the idea and information in the reading text. Besides, Reading is important for the students in order to find out the available information in a passage. The ability to read will stay longer than the other skills, and it is the skill that will be most convenient starting from senior high school up to university (Rosdiana, 2016).

According to Maulizan (2020), reading comprehension is a thought process through which reader become aware of an idea, understand it in terms of their experimental background, and interpret it in relation to their own needs and purposes.

Based on the explanation above, reading comprehension is important in language because the student can get information, ideas, and knowledge. It can be explained that Reading is the combination of word recognition, intellect, and emotions interrelated with prior knowledge to understand the text.

Currently, the implementation of Curriculum 2013 for senior high school is ready to be applied; Curriculum 2013 is very different from other curricula. Curriculum 2013 for the senior high school began to be implemented from the eleventh grade of senior high school. The purpose of the study of the curriculum 2013 in the classroom is not only based on what students learned from the curriculum but also it is hoped to achieve certain values. The religious values and some character-building values in the student's character are also taught in the classroom.

Teaching and learning methods also comprehensively changed into student centers. In the 2013 curriculum, English skills became the main priority in teaching and learning English for students, as the activities in the 2013 curriculum are expected to make students use the English language as often as possible, with various themes, contexts, and topics. In this case, the student's use of skill communication becomes the main priority for the curriculum 2013 in terms of communication purposes.

The research conducted in SMAN 3 Simeulue Tengah showed that the school is one of the schools that already implemented the 2013 curriculum in the academic year of 2019/2020. SMAN 3 Simeulue Tengah become an important language besides the Indonesian language. For students, English sometimes becomes the most dreadful subject because the students have different intelligences, so they produce different Comprehension, especially reading comprehension of the text. They still have difficulties in reading and comprehending text, especially the reading material of the English curriculum 2013. The researcher focuses on students' difficulties in comprehending English reading text.

Based on the researcher's preliminary research at SMA Negeri 3 Simeulue Tengah on August 30, 2023, the grade of the students in Reading was low because they did not understand the material. When the researcher gave some questions regarding a text, the students were not able to identify the main social idea, social function, language features, and generic structures of the text. It was proven by their daily score, and many of them were not able to reach the KKM. This means that the purpose of learning to read was failed.

Moreover, this is amplified by the result of an interview conducted by the researcher with some students; the researcher found that the students agreed that reading comprehension is difficult. As a result, the learning objectives cannot be achieved.

Hence, the difficulties should be investigated in order to know the factors that cause them so it will be easier to manage and determine the solution to deal

with the problems faced by the students in the classroom. That is why the researcher wanted to know deeply about students' difficulties in comprehending English Reading text, which was the reading materials on the descriptive text faced by the eleventh-grade students of SMAN 3 Simeulue Tengah so the difficulties can be minimized by conducting research entitled "An Analysis of Students' Difficulties in Mastering Reading Comprehension at SMAN 3 Simeulue Tengah".

There are some previous studies related to this research conducted by Saraswati et al. (2021) with the title "An Analysis of Students' Reading Comprehension Difficulties." This study aimed to investigate the reading comprehension difficulties of eighth-grade students at SMP N 4 Tegallalang. This study used a descriptive quantitative method. To run this research, 129 eighth-grade students of SMP N 4 Tegallalang in the academic year 2020/2021 were chosen as the sample. The data on students' reading comprehension difficulties was collected through reading comprehension tests. The result of the student's reading comprehension test indicated that eighth-grade students of SMP N 4 Tegallalang have difficulty in all five aspects of reading comprehension. Those were determining the main idea, locating references, understanding vocabulary meaning, making

Inferences, and finding specific information. Determining the main idea was the most difficult aspect faced by students, which got 72% of the percentage of difficulty. It was followed by locating references, which got 70%. For students' difficulty in understanding vocabulary and finding specific information, the

percentage of difficulty was 68% and 67%, which was only a one percent difference. Meanwhile, students' difficulty in making inferences got the lowest percentage difficulty, 63%.

The next research is by Fifin (2019). The title of the research is "An Analysis of Students' Difficulties in Comprehending Reading Text." This research was qualitative research and used descriptive methods to expose the data, which was collected by questionnaire and analyzed using Like scale. The sample was comprised of third-year students of SMAN 10 Pekan Baru in the 2019-2020 academic year. The questionnaire consisted of 15 statements related to their opinion on difficulties in comprehending reading text. The other 20 statements were related to their strategies for overcoming difficulties, namely metacognitive and cognitive.

The data revealed that 75% of the students had strong and 5,6% of students had very strong Comprehension. This meant that the students had good or very good reading comprehension ability, but some students still had difficulties. Besides 2, 8% of the students had weak Comprehension, and 16 6% had an average level of Comprehension or had a bit of difficulty. In using the two strategies, the students had an Average criterion (55,5%). They mostly tended to use metacognitive strategies (78%) in reading comprehension. The last one is "An Analysis of Students' Difficulties in Reading Comprehension," conducted by Lestari (2020). Abstract Reading is one of the most fundamental components of the learning process.

Meanwhile. Comprehension is synonymous with understanding. Thus, reading comprehension means understanding what we read. As EEL learners. Students still have difficulties with reading comprehension. This study focused on analysts of students ' difficulties in reading comprehension. Ibis study was held in one of the senior high schools in Garut. His study aimed to find out the student's difficulties in reading comprehension and strategies to improve their reading comprehension ability. The method of this study was qualitative, using descriptive analysis as the research design. The participants of this study were chosen by using purposive Reading; research was conducted on 32 students in senior high school in Gann enrolled in the 20192020 academic year. The data were gained through reading comprehension.

The result found that the most common difficulty often faced by students in reading comprehension is a lack of relevant vocabulary. The students to not understand the meaning of the whole passage. Furthermore, the student's strategies to improve their reading comprehension ability are comprehension monitoring. Predicting, generating, and asking questions, activating and using background knowledge, and making inferences. Summarizing and visualizing. the dominant strategy used by the students is comprehension monitoring

1.2 The Problem of Study

Based on the background of study above, the researcher tries to answer the following questions:

1. What difficulties are faced by the Eleventh Grade Students in Mastering reading at SMAN 3 Simeulue Tengah?

1.3 The Objective of Study

Derived from the questions of research problem, this study aims:

1. To find out the difficulties faced by the Eleventh Grade Students of SMAN 3 Simeulue Tengah in comprehending English reading text.

2. To know the factors that are influencing to the students' difficulties in comprehending English reading text at SMAN 3 Simeulue Tengah.

1.4 The Significance of Study

There are two benefits of this of this research, namely theoretical and practical benefits. The expected results of this both theoretically and practically are:

1.4.1 Theoretical Significance

1. Giving the description for any further researcher who wants to study the same case, hopefully, this research becomes the source of information and reference.

2. Giving the description of the factors that influence the students' difficulties in comprehending English reading text at eleventh grade of SMAN 3 Simeulue Tengah.

1.4.2 Practical Significance

1. For Teacher

This research will be useful for the teachers to diagnose the students' difficulties in reading comprehension.

2. For Students

This research will be applicable for students to help them to be active to do their reading and to motivate them in reading as often as possible.

3. For Future Researchers

This research will be useful for the future researcher who wants to conduct a reasearch in English teaching-learning process to get references.

1.5 The Scope of Study

The researcher limits this research on the students' difficulties in comprehending English reading text, especially the difficulties of students on reading text that the materials in the descriptive text. The researcher limits the problem only at the eleventh-grade students of SMAN 3 Simeulue Tengah.

The researcher would like to analyze the difficulties that faced by students in comprehension English reading text in the descriptive text focuses to analyze: Determining main idea, Understanding Vocabulary, making inference, Detail Information and the factors of contributing the students' difficulties in comprehending English reading text at eleventh grade students of SMAN 3 Simeulue Tengah

CHAPTER II

LITERATURE REVIEW

2.1 The General Overview of Reading

Commonly, Reading is a basic skill that helps one understand written material. It is also considered as one of the most important skills in today's educational development. According to Mikulecky and Jeffries, Reading has the power to help readers improve their general language skills in English. It helps the readers learn to think in English and enlarge their English vocabulary. Besides that, Reading can also help readers improve their writing and speaking abilities. By Reading, the reader is ready to discover new ideas, facts, and experiences.

Reading is also essential to all learning; it includes both learning in general and the acquisition of languages. Braten and Stromso Elin (2016:7) claimed that nowadays, society highly depends on knowledge and information. Those can be found in numerous forms and from numerous sources, whether in a traditional printed form such as books, newspapers, or magazines or in a modern form such as e-books, e-journals, and other digital sources. It indeed requires several skills, such as the ability to manage the text of those numerous sources. The reader needs to acquire the ability to read, integrate, combine information, and comprehend that written   text.

2.2 Notion of Reading Comprehension

Reading comprehension is a complex developmental process that calls on the coordination of cognitive, language, social, and text-specific processes (Nicole, 2018:8). Based on this statement, reading comprehension is the ability to

read, process, and understand its meaning. Although this definition may seem simple, teaching, learning, learning, or practicing is not necessarily straightforward. An individual's ability to comprehend text is influenced by their traits and skills, including the ability to make inferences. If word recognition is complex, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading comprehension needs to be improved, including vocabulary and reading strategies.

Reading is when readers learn something from what they read and involve it in an academic context as a part of education (William, 2009:5). In the classroom. Some teachers often use texts or books as media to deliver material on a subject. Furthermore, the teacher asks the students to read the texts to grab information and understand the material.

Other experts define reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge. Thus, the readers do the activity as they want to get information and knowledge from the text; meanwhile, the readers have their background knowledge. They automatically connect their knowledge with new knowledge from what they are reading. By doing this, sometimes the readers will get a new conclusion as a new knowledge for them.

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to perceiving how written symbols

correspond to one's spoken language. Lems, Miller, and Soro stated, "Word recognition is a process of accessing and recognizing individual words."

(Kristin, 2010:65). comprehension is understanding meaning or information. According to the Cambridge Dictionary (2019), comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Meanwhile, comprehension is making sense of words and sentences, connecting grammatical knowledge and experience with text, and other strategies to help them understand written text. Reading becomes an involving between a text and the reader's background knowledge.

Here are the lists of skills of reading comprehension according to Brown:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.

3. Process writing should be done at an efficient rate of speed to suit the purpose.

4. Recognize a core of words and interpret word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses (Brown, 2004:187)

In the academic field, reading aims to learn some new things. Learning will be successful when there is a change of mind by learning something from the unknown. After learning something, students must understand the subject to apply the knowledge in real life or pass their school exams. To gain this successful process, the students should have a skill to bring them good comprehension in reading a text.

2.3 Levels of Reading Comprehension

According to Brassel, there are three levels of taxonomy of reading comprehension, namely 1) literal comprehension, 2) inferential comprehension, and 3) critical comprehension.

1. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes mainly from the text itself. Recall comprehension can quickly be evaluated. In responding to a literal question, the reader can recall information from the text, or they cannot.

2. Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character expects rain. Inferential Comprehension is more sophisticated than literal comprehension because it requires the orchestration and

manipulation of information from the text and data that resides within the reader's background knowledge.

3. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their action? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Due to responses to the inferential and essential questions of level being highly dependent on the reader's background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is difficult (Bressel, 2008:17).

2.4 The Difficulties in Mastering Reading Comprehension

According to Nuttal, there are four aspects of reading comprehension. The students should comprehend a text well, such as determining the main idea, understanding vocabulary, making inferences, and detailed information. These aspects are regarded as difficulties the students encounter in comprehending the text.

1. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. Longan said finding the main idea is critical to understanding a paragraph or short selection. The main idea is usually located in a sentence, usually the first sentence, but it can be in the middle or the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused about what the main idea of a passage is and where the main idea is located.

2. Understanding Vocabulary

The student expands their knowledge of vocabulary while reading a passage, such as by finding new words meaning in the dictionary and guessing the meaning from the context. Context helps students make a general prediction about the meaning. It means that predicting the context will help students understand the meaning of a passage without stopping to look up every new word in a dictionary. One of the problems readers have with understanding material is that they need more vocabulary.

3. Making Inference

In making inferences, the students are expected to comprehend the text to find the conclusion of the statements. Readers need to practice combining clues from the text with their background knowledge to make inferences. This means that the clues in the text will help students build assumptions and draw conclusions to answer the questions. These questions are often stated in one of the following forms:

"From the passage, we can conclude that.", "It can be inferred from the passage...", "What the meaning of the statement above?"

Therefore, sometimes, the students find it challenging to find the conclusion of the text because the statement's meaning is not written in the text.

4. Detail Information

The last type of question usually found in reading tests is a detailed explanation. This question checks students' ability to understand the material directly stated in the text. Some examples of detail questions fall into the following pattern:

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

"All of the following are the true except." "A person, date, or place is…"

The students can use a scanning strategy to understand and answer detailed questions. In addition, to find out the answer to a detailed question, the reader can note or underline the keywords in the question and then scan the passage for the word synonym.

2.5 Factors of Reading Comprehension

The difficulty is something complicated to analyze. It will be seen from students' mistakes or errors in the learning process. Many senior high school students often find difficulties in reading comprehension. These difficulties result in the student's poor performance in reading tests. Thus, some problems in reading comprehension arise from these factors.

According to Rahim, the difficulties faced by students are divided into external and internal. Internal factors include physics, intellectual, and psychological. External factors include family and school environments (Rahim,

2006:7). Rahim states some internal factors influence the students in reading comprehension that are generally found by the reader during reading, namely difficulty in understanding a long sentence in the text, inadequate instruction presented by the teacher, difficulty in understanding vocabulary, house environment, and school environment.

1. Difficulty in understanding long sentences in the text

A common problem is that most students need help understanding long sentences with complicated structures. This is supported by the report by Barfield (1999), which shows that almost 12 percent of required study studies help understand long sentences in graded stories and 20 percent in academic texts. Therefore, the effect of this problem is the students who need help comprehending long sentences fail to understand the main idea presented in the text.

2. Inadequate Instruction Presented by Teacher

Its practice includes:

1. Selecting the wrong skill to emphasize.

2. Presenting it too rapidly for groups or individuals to grasp it adequately.

3. Neglecting to evaluate progress adequately.

3. Difficulties in Understanding Vocabulary

An excessive vocabulary burden causes the reader to rely on the dictionary or bypass many essential words. When any appreciable number of words is left out, understanding must suffer.

4. House environment

It must be addressed that parents play an essential role in the home. Freeman and Long (1990) stated that every student needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesian, children need their parents' or their families' attention to learn about English. Learning reading without family attention will make students find it challenging to learn. They can feel down if no one supports them to learn English text.

5. School environment

The school environment can also cause students to have difficulties in reading comprehension, such as a school needing more learning media. The need for learning media, such as English books, magazines, or newspapers, makes the learning process ineffective and impedes students from understanding the material.

2.6 Reading Comprehension of the Text

Oakhill, Cain, and Elbro state that reading comprehension is essential for understanding the text, broader learning, and success in education and employment (Larasati, 2019). Meanwhile, Grellet Francois also stated that reading comprehension is the understanding of a written text means extracting the required information from it as efficiently as possible; further, locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that reading purpose in each case has been successfully fulfilled. That complex task requires orchestrating many different

cognitive skills and abilities. It requires comprehension of the individual words and the sentence.

Based on the explanation above, it means that comprehension of the text is very important to be achieved by the students because reading is not simply about mechanical skills. It helps the readers to understand the world, learn about the past, and plan for the future.

2.7 Concept of Difficulties in Reading Comprehension

The difficulty is the basis of error. It occurs because the students need clarification to learn or understand the material text. As a result, they produce errors later. It is the main factor that causes students to make mistakes. According to Richards, the source of errors or difficulty can be divided into two kinds (Larasati, 2019).

1. Interlingual Difficulty

Interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual difficulty from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This difficulty is caused by interference from the student's native language. Possible interference can be predicated partly on the knowledge of differences between first and second languages.

2. Intralingual Difficulty

The intralingual difficulty reflects the general characteristics of rule learning, such as factual generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

This type of difficulty reflects the grammar characteristic of the learning rules. Based on the explanation above, the difficulty is complicated to do. It will be seen from students' mistakes or errors in the learning process. Complex is the primary form of error and mistakes which the students in the teaching and learning process make.

2.8 The Teaching of Reading Comprehension in Indonesian EFL Context

2.8.1 Reading Comprehension at Senior high school

Reading comprehension problems have been a prevalent issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students need help comprehending English texts. As cited in Chen and Chen, Vogel has said that about 52% of adults with L2 reading comprehension problems had difficulties learning a foreign language. In this sense, EFL students may encounter several reading problems. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom, such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills, and lack of schemata (Grabe, Birch, Alyousef, Rahman, Fitriani).

Those problems are found in several situations. For example, the EFL reader may need help differentiating between the various meanings of the same

word, e.g., to distinguish between homonyms or homophones. The word "left" has more than one meaning, and the word pronounced "rite" has four spellings, viz., rite, write, right, and wright, and a host of meanings. In this sense, the EFL reader who only knows one meaning of the word right may easily misunderstand the meaning of a sentence with right in it. On the other hand, knowledge about collocations, idioms, and proverbs is also essential to be learned by the EFL reader. If they translate it literally, the reader will not get the real meaning of an idiom or a proverb. Nuttal has mentioned that complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases tend to cause many problems in reading comprehension. Those elements make texts more complicated and challenging for EFL students to understand. In other situations, a reader may not understand a text because she may lack background knowledge about what she is reading. Goodman has said that even the most excellent readers frequently have difficulty connecting what they already know before they read something. Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems (Usman, 2017).

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, teaching English in the school was not satisfying, even though the teaching reading process is continuously taught within three years at senior high school. Reading makes students enjoy their learning process and gives them several advantages in finding needed information. It is an unlimited area that allows students to learn about

many things, such as education, diplomacy, society, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at senior high schools, teaching reading intends to develop students' reading comprehension skills. Based on the basic competence 2013 of the eleventh-grade senior high school, the students are expected to comprehend social function, text structure, and language features in reading descriptive, narrative, recount, expository texts, and so on in the oral and written form. However, the students do not achieve the curriculum expectations and have lower reading comprehension abilities. In addition, to overcome the difficulties students experience in reading, teachers must first discover or know what difficulties students experience during the reading process and the factors that cause difficulty.

2.8.2 Genres of English Reading

2.8.2.1 Definition of Genre

Saville Troike in Swales (1990:39) in Larasati (2019), states that genre is the type of communicative event and offers the example as follows: jokes, stories, lecture, getting and conversation. Kinds of the genre:

a. Descriptive text

b. Recount text

c. Narrative text

d. Discussion text

e. Exposition (Analytical) text

f. Exposition (hortatory) text

g. Explanation text

h. New Item text

i. Report text

j. Anecdote

k. Review text

l. Procedure text

In Senior high school, especially in the eleventh-grade students, based on syllabus there are two genres like descriptive text and report text. The researcher used the material only focus on descriptive text.

2.8.2.2 Descriptive Text

English Curriculum for SMA N 3 Simteng in eleventh grade students, descriptive text is defined as a text which describes something, someone or places more details. The purpose this text is to tell the reader what the writer feels. According to Hammond the components of descriptive text are:

a. Generic Structure of Descriptive Text

The general structure is a system of arranging a written text. The generic structures of descriptive text are:

1. Identification: which identifies the person, place, or thing to be descriptive

2. Description: describe parts, qualities, and characteristic

b. Language Feature

1. Descriptive often use "be" and "have"

2. Focus on specific participants for example: My English teacher, Andini's cat, My favorite place etc.

3. Using specific nouns, the noun is something that will be described in the text. For example: my home, teacher, cat etc.

4. Using simple present tense

5. Using detailed noun phrase, it is used to give detail information about the subject for example: it has the large open rowboat, a very beautiful scenery, a sweet young lady, very thick fur etc.

6. Using many kinds of adjective, it is used to describe, number, and classify an object. For example: two strong hands, a smart girl, a handsome boy, strong legs, white fangs etc.

7. Using relating verbs It is used to give information about the subject. For example: my sister is very beautiful, etc.

8. Using action verbs, It is used to tell the condition clearly. For example: my dog licks my foot, it eats grass, it runs fast etc.

9. Using thinking verbs and feeling verbs They are used to express the writers personal view of the subject. For example: I think he is a kind boy.

10. Using figurative language Descriptive used figurative speech such as simile, metaphor. For example: the young lady is white as a chalk

11. Using adverbials It is used to give additional information. For example: at the big house, fast, at tree house etc.

Based on the explanation of descriptive text such as drawing a picture for the reader because the researcher purpose is to paint a picture with words.

Therefore, in reading the descriptive text, the reader should be able to imagine what the picture is described in the text, and what the pictures look like

by reading the text. However, in reality it is very difficult to imagine something unreal. The students have to understand the entire contents of the text to earn points and be able to answer questions from the text. Therefore, there are many students who have difficulty in comprehending of the descriptive text.

c.   Example of the descriptive text

Khatmah states the example of descriptive text such as: My Cute Cat, Spot I have a cat. Its name is Spot. A Spot is a one-year-old regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning, I give Spot milk. Spot does not like rice, so I give him cat food. A Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. A Spot usually sleeps on the sofa in the living room or sometimes under the table (Yuli, 2014:194).

2.8.2.3 Related Study

In this research, the first entitled An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among the eighth-grade students at MTs Miftahul Ulum, Madura in the year of 2012/2013) by Mashula (2012). The research is coming to Mashula of English Education Department. Faculty of Education Department, Faculty of Educational and Teacher Training in State Islamic University of Sunan Ampel Surabaya. This result of this research showed that the majority of the students find difficulties in identifying the main idea of the text, more than half of the students' made mistakes in identifying the specific word in the text and many cannot understand

the structure of the text. While the factor causing the students difficulties in understanding English reading descriptive text.

The second research, Entitled Student's Ability and Problem in Reading Comprehension at The Eighth Grade Students of MTs N 1 Surakarta in The Academic Years 2014/2015 (Nurina, 2014). The research conducted by Nurina Elvandari of English Education, Islamic Education and Teacher Training Faculty in The State Islamic Institute of Surakarta. The result of this research showed that the student problem in reading comprehension at the eighth-grade students and difficulties in reading comprehension.

The third research, Entailed A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research at eleven grade students of XI IPA SMA Model Kabila).26 The research conducted by Sepdian Ningsih Paituntu 2009 of English Education, Letter and Culture Faculty in Gorontalo State University. This result of this research showed that the students' difficulties in reading narrative text are categorized into the low level.

2.8.2.4 Conceptual Framework

From third studies reviewed above, the researcher can conclude that difficulties in understanding the reading text are very important to be known by the students and the teacher. Since every student probably has different difficulties in understanding the reading text, the researcher got an inspiration to do research based on this topic.

However, the problems faced by the students in one school might be different from the other schools. This research will differ from all of those

previous researches from some aspects. First, in this research the researcher emphasized on the difficulties in understanding reading text faced by senior high school students. This is important to help the teachers be aware of the problems and consequently try to solve the problems in the earlier level of study and improve the students' reading competence.

Second, this research will focus on the students' difficulties in understanding descriptive text. This was based on the preliminary study result that there are many students who still face difficulty in understanding the descriptive text. Moreover, the differences are also about data collection technique and the data analysis used in this research. Teaching or learning English must be fun, enjoyable, and entertaining for both teacher and students. Because teaching reading comprehension should use interesting, amusing and entertaining material to attract the students in teaching learning process. The teacher and the students must be cohesive in the learning process, in order to get the expected goals.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher used descriptive quantitative research. Sugiyono (2017) states that quantitative analysis involves numerical data that is systematically organized and analyzed. In other words, quantitative research is the collection, analysis, and interpretation of numerical data to gain insights into a particular phenomenon of interest. The purpose of quantitative research is to measure and quantify the relationships, patterns, and trends among variables systematically and objectively. In this research, a descriptive approach was used to systematically describe the facts and characteristics of the subject (the students of SMAN 3 Simeulue Tengah).

3.2 Research Subject

3.2.1 Population

The population of the subjects of this research is the 11-grade students at SMAN 3 Simelue Tengah in the Academic Year 2019/2020 because, based on the preliminary study, they tend to have difficulties comprehending the reading text. According to Sugiono (2019), population is a generalization area consisting of objects or subjects that have specific quantities and characteristics determined by the writer to be studied and draw the conclusion.

3.2.2 Sample

There are three classes of eleventh-grade students at SMAN 3 Simeulue Tengah, and the researcher chooses one class, which is the XI IPA class. There are

30 students in the classroom, with 14 male and 16 female students. The researcher chose this class because this class in English subject has studied descriptive text.

3.3 Research Setting

3.3.1 Place of the Research

This study took place at SMAN 3 Simeulue Tengah. It is located on Jln. Tgk, Di Ujung Desa Lambaya. In this school English on the 3rd class was hold three times a week, Tuesday, Thursday and Friday. There is one English teacher in the school. Every meeting is hold for 70 minutes (2x35 minutes/ meeting).

3.3.2 Time of the Research

The research is conducted at eleventh grade students of SMAN 3 Simeulue Tengah in the academic year of 2022/2023. It is carried out from in September-October 2023.

3.4 Technique of Collecting Data

In this research, the writer collected data by using reading comprehension questionnaire as the instrument to collect the data.

a. Question

The questionnaire is conduct by the researcher to all of students in the second grade at SMAN 3 Simeulue Tengah. Generally, most of the researcher use questionnaires as a method to collecting the data Arikunto (2020: 224) said that a questionnaire is a number or written question which is used to get some information from the respondent as the personal report about what they known. It can be concluded that questionnaire is the best way to get the data about the personal report of what students felt.

3.5 Technique of Analyzing Data

The researcher categories the student comprehension of the reading text with getting the appropriate percentage from the student comprehension of the reading text. To get the percentage the researcher uses the following formula

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

(Sudijono, 1987:20)

Notes:

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

CHAPTER IV

RESULT AND DISCUSSION

On this chapter, the data obtained through the research will be elaborated and discussed by the researcher. The data obtained by the researcher is from the respondents and or participants who become the subjects of the research.

4.1 Result

Table 4.1 Result of Questionnaire

No	Question	Yes	No	Sometimes	Not at all
1	Do you like English lesson?	19	6	5	0
2	Do you like reading text?	10	15	5	0
3	Do you read English text every day?	9	9	12	0
4	Do you think English texts are easier to read than other reading material?	7	11	12	0
5	Do you think English reading texts are difficult to understand?	15	5	10	0
6	Do you have difficulties in reading?	30	0	0	0
7	Do you feel confident when your teacher asks you to read an English text?	2	20	2	6
8	When the teacher asks you to read in front of the class, are you feel afraid?	19	1	6	4
9	Do you feel embarrassed when you make a mistake in reading text?	20	2	7	1
10	Do you feel that you are fluent in reading text?	1	22	6	1

4.1.1   Interest in English Lesson

From question 1, nineten people do like English, with a percentage of 63,33%, and six students do not like English, with a rate of 20%. Meanwhile, five

students opted for "sometimes' as their answer on the respondent with a percentage of 16,66%, and no one did not like English at all, so the rate is 0%. From the elaboration, we can see that the respondent loves studying English.

4.1.2 Interest of Reading English Text

From the question number 2 we know that there 10 students who like reading text with the percentage 33,33%. In contrast, there are 15 students who do not like reading text with the percentage 50%. Meanwhile, there are 5 students who sometimes like reading text with the percentage 16,66% and no one of the students who do not like reading text at all so the percentage is 0%. From the explanation above, we can conclude that there are more students who do not like reading text and the rest does.

4.1.3 The Frequency of Reading English

From the third question "Do you read English text every day?" the 9 respondents got "Yes" and 9 students got "No" for the answer of the questionnaire so each of both options has the percentage of 30%. Meanwhile, the rest of the respondents opted "Sometimes" to indicate how often they read text with the percentage 40%. It shows you that the frequency of the students in reading text is low compared to the number of the students who often read text.

4.1.4 The Easiness of Reading

In the question number four which is "Do you think English texts are easier to read than other reading material?" there are 7 respondents got "Yes" and 11 students got "No" for the answer of the questionnaire so the percentage is 23,33% for Yes and 36,66% for No, that is 30%. Meanwhile, the rest of the

respondents opted "Sometimes" to indicate that English is easier to read rather than others with the percentage of 40%. It shows you that rate of difficulty of English text is a bit higher than other reading text.

4.1. The Students' Understanding of Reading

From the question number 5 "Do you think English reading texts are difficult to understand?" got 15 students who said "yes" with the percentage is 50% and only 5 students who said "No" with the percentage of 16,66%. On the other hand, there are 10 students who said "Sometimes" with the percentage 33,33% while 0 students who answered "No at all" for the question so the percentage is 0%. From the previous explanation, we can infer that the number of students who consider that reading English text is difficult is more than the students who do not think that reading English text is difficult.

4.1.6 The Students' Difficulty

In the question number six regarding the difficulty that reads "Do you have difficulties in reading?" all of the respondents admitted that they have any hardness or obstacle in reading English text. It shows that all of the students face the difficulty in reading English text.

4.1.7 The Students' Confidence

The question that reads "Do you feel confident when your teacher asks you to read an English text?" regarding the self-confidence of the student when they are being asked to read English reading text. From the table we can see that there are only 2 students who feel confident in reading English text when they are being asked by their teacher to read a particular English text. On the contrary, 20

students feel unconfident in reading English text when they are told to read an English text by their English teacher.

4.1.8   The Students' Afraidness

In term of afraidness, 19 students say "Yes" and only one person who say "No" for the question "When the teacher ask you to read in front of the class, are you feel afraid?". Meanwhile, 6 students who choose "Sometimes" and the rest choose "No at all". From the percentage above, it can be inferred that the most of the respondent feel afraid of reading English text when they teacher assign them to do so.

4.1.9   The Students' Bravery

The next is the question "Do you feel embarrassed when you make a mistake in reading text?" discussing about students' rudency also prove the equivalent case with the previous cases that have been explained above. 20 students feel embarrassed while 2 students do not. Meanwhile, 7 students feel sometimes they feel embarrassed and only 1 individual that feel not embarrassed at all in reading English text if being assigned by the teacher to readi it. From the data above, I can be stated that most of the students feel embarrassed when they are asked to read an English text.

4.1.10 The Students Fluency

Discussing about fluency, the data collected from the questionnaire that has been submitted by the respondents, there are only 1 student who consider that she or he has fluency in reading English text. On the other hand, there are twenty students who do not consider that they are fluent in reading English text. There are

6 students who answered "sometimes" and 1 person with option "No at all". From the data itself, the researcher can take the conclusion that the fluency of the students in reading English text is still low because they consider that they are not fluent in reading English text.

4.2 Discussion

4.2.1 The interest of learning English

From the data in the previous section, the interest of the student toward English is high. It can be seen from the number of students who like English is higher than the number of students who do not like English. It it amplified by the disparity of the percentage between who like and dislike. Moreover, the percentage of students who do not like learning English at all is 0%. It can be

4.2.2 The Interest of reading English text

The interest of students in learning English is high. However, the number of the students' interest in reading English text shown by the data cannot show the significant result. It is strengthened by the percentage of the students who do not like reading English text is even higher than the percentage of the students who like reading English text. It means that, there are more students who do not like reading English.

4.2.3 The Frequency of Reading English Text

Similar to the case of the students' interest in learning English, the frequency of reading English conducted by the students is also low. The percentage shows that more students who sometimes read English text. Comparatively, only 30% of students who frequently read English text.

Meanwhile, the majority do not like reading English book and do not often read English text.

4.2.4 The Students Ability in Reading Text

Based on the data, most of students consider that reading English text is difficult to read while only 23,33% who consider that English text is easier to read. It means that more than 70% who consider that English text is easier. The 76,66% itself consists of 36,66% who said "No" and 40% who said "Sometimes". It means that reading English text is not easier to read for the majority of the students in the school.

4.2.5 The Students' Understanding

According to data obtained from the questionnaire submitted by the respondents, the rate of understanding of the students in reading English text is higher than the rate of the students who do not understand. Meanwhile, the percentage of students who said sometimes is 23,33% where it can refer to both yes and no. the researcher analyzes that the percentage of the students who can understand the English reading text is high.

4.2.6 Students' Difficulties in Reading

According to the submission of the respondents regarding their difficulties in reading English text, the researcher found out that all of students say that they have and face difficulties in reading English text. The researcher analysis is based on the percentage of the students who admit having the problem in learning English is 100%. It indicates that no one of the students who do not have any difficulty in reading English text at all.

4.2.7 The Students' Confidence

The researcher analyzes that the self-confidence of the students in reading English text is severely low compared to the number of the students who are confident to be asked to read an English text. The data analysis is based on the percentage of the students who say that they are not confident is 73,33%. Moreover, the percentage of students who are not confident at all is 20% become the amplification of the low rate of students' confidence in reading English text. The percentage of the students who feel confident in reading English text is only 6.66% that indicates a very low rate of self-confidence.

4.2.8 The Students' Afraidness

Based on the data submitted by the respondents on the questionnaire, the result shows that the students' afraidness is significantly high rather than not. From 100% of students who become the respondents on the research, only 3,33% of students that is not afraid of reading English text. On the othe hand, there is 63,33% of students that feels afraid of reading English text. It can be inferred that the rate of afraidness is significantly high so the disparity of percentage between the percentage of the students who are afraid and not is extremely high.

4.2.9 The rate of Bravery

This question tries to find out how afraid the students are when they are obliged by the teacher to read an English reading text. Based on the data, the result is surprising where the majority of thes students feel embarrassed to read an English text. About 66,66% the students feel embarrassed when they are asked by their English teacher to read an English text. There are only 3,33% of students

who do not feel embarrassed in reading English text. Meanwhile, 23,33% of students who submitted sometimes on the questionnaire. Almost all students feel embarrassed in reading English text when they are asked by their teacher to read particular English text.

4.2.10 The Students' Fluency

On this question, the researcher try to investigate the students perception about their fluency in reading English text. Based on the result that the researcher obtained submitted by the respondents, 73,33% of students think that they cannot read English text fluently. The rest of percentage consists of 3.33% of students who can read fluency, 20% of students who said sometimes and 3,33% with "Not at all". The gap between the students with fluency in reading English text and with no fluency is also extremely high. It indicates that the majority of respondents cannot read an English text fluently.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. The conclusion contains of the final result of the research while the suggestion contains the things that the writer recommends toward the readers.

5.1 Conclusion

Based on the result and discussion in the previous chapter elaborated by the writer, the researcher concluded some points of conclusion. Firstly, the students actually love learning English. It all happens because of the external factor and internal factor. The external factor is the teachers' competency in teaching English while the internal factor is the position of the English itself as one of the prestigious lessons. However, the students have low interest in reading English text because of some reasons, such as the difficult pronunciation, uncommon vocabularies, and so on. Moreover, those reasons become their difficulties in learning reading English text. Hence, those reasons make them not really excited in learning reading English. Similarly, the students feel embarrassed, unconfident, and afraid of reading English text because of their inability and low fluency in reading.

However, the students already try to solve their problems by doing some alternative, such as using their mobile phone to find sources of learning, reviewing their material, taking some course, start loving the reading activity itself et cetatera. Finally, the difficulty of reading absolutely exist among the students

but there has been solution initiated by the students to run in order to cope with the   hardness

5.2 Suggestions

5.2.1 Students

From the conclusion, the researcher suggests the students to be more creative to find the solution in solving the difficulty that they have in the learning reading English. Moreover. The researcher also suggests the students to be braver and more confident in reading English by increasing the fluency and confidence in English.

5.2.2 Teachers

The researcher noticed that the teacher plays very important role in making the class as enjoyable and effective so the researcher suggest the teacher to be more creative in running the class and increase the teaching competence. As the result, the learning objectives can be achieved effectively and efficiently.

5.2.3 Readers

All of readers are also suggested to be more aware of the possible difficulties and obstacle that might happens to every individual in reading English text due to the fact that English is not the mother tongue for the foreign learners.

5.2.4. Institutions

The researcher also suggests the school to push the teacher to expand the capacity in teaching. Besides, the school also need to facilitate the students with

the motivation and adequate facility so the students will be triggered to learn

English especially in reading

REFERENCES

Brown, H. Douglas. 2004. Language Assessment: Principles and Classroom Practices. New York: Pearson Education, Inc

Dictionary. Cambridge. Org/ dictionary/English/ comprehension. Accessed on Sunday, January 20, 2019, 02.21 pm

Moleong, L. 2014 *Metodologi Penelitian Kualitatif.* Edisi Revisi, Bandung : PT Remaja Rosdakarya.

Maulizan, Z. A. (2014). The Implementation of Communicative Approach In Teaching Reading Comprehension. *Getsempena English Association Jurnal, 1*(1), 1-12.

Maulizan, Z. A. (2015).Teaching Reading Comprehension to EFL Junior High School Students. *English Education Journal 6 (3), 370-382.*

Mashula. 2012. *An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among the eighth grade students at MA Miftahul Ulum, Madura.*

Rosdiana, R. (2016). An Overview of Critical Reading Strategies to Elf Students. *Getsempena English Education Journal, 2 (2), 217636*

Sudijono, Anas. 1987. *Pengantar Statistik Pendidikan. Jakarta: Rajawali Pers.*

Sugiyono, (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R & d. Bandung : Alfabeta, CV

Sugiyono, (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R & d. Bandung : Alfabeta, CV

Sugiyono, (2011). Metode Penelitian Kuantitatif, Kualitatif, dan R & d. Bandung : Alfabeta, CV

Sudjono. 2008. *Pengantar Statistik Pendidikan.* Jakarta : PT Raja Grafindo

Khatmah, Yuli, R dkk. 2014. *When English Ring a Bell kelas 7.* Jakarta: Kemendikbud

Danny, Brassel and Timothy Rasinski. 2008. *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension. Shell Education*: Huntington Beach