

**AN ANALYSIS OF STUDENT'S DIFFICULTIES IN READING
COMPREHENSION**

(A Descriptive Study At the First Grade of SMK Negeri 1 Rasau Jaya
in the Academic Year of 2022/2023)

A THESIS

By

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**LANGUAGE AND ART EDUCATION FACULTY
INSTITUTE OF TEACHER TRAINING AND EDUCATION
TEACHER ASSOCIATIONS OF THE REPUBLIC OF INDONESIA
PONTIANAK
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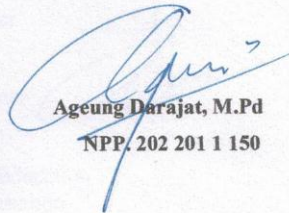
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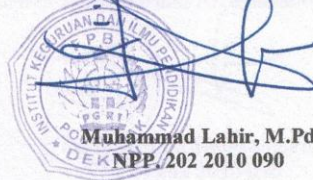
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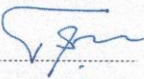

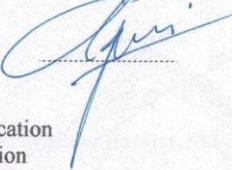


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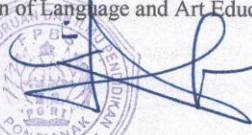
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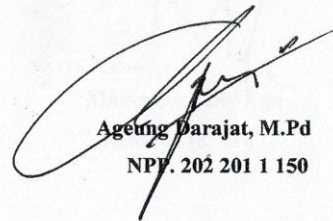
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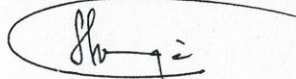
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PERNYATAAN

Dengan ini saya menyatakan bahwa dalam skripsi ini dengan judul: **“AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN READING COMPREHENSION(A Descriptive Study At the First Grade of SMK Negeri 1 Rasau Jaya in the Academic Year of 2021/2022)”** Beserta isinya adalah benar-benar karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko/sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan ada pelanggaran terhadap etika keilmuan dalam karya saya ini, atau klaim dari pihak lain atas keaslian karya saya.

Pontianak, November 2022

Yang membuat pernyataan,



Maria Geofany Ega

NIM. 321810167

DEDICATION

From my heart, this thesis is dedication to people who are sincere, caring, and help researcher. This thesis is dedication to:

1. My beloved parents, Mr. Agustinus and Mrs. Siti Sarani
2. Last but not least, a special dedication to myself who have seen strong in all things.

ACKNOWLEDGEMENT

Bismillahirrahmannirrahiim,

First of all, the researcher would like to thank Allah SWT almighty for the blessings and graces that have been given to the researcher so that she can finish this thesis with the title "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION. " The researcher also realized that without the help of other parties, this research design could not be completed. The researcher would also like to express his deepest gratitude and appreciation to:

1. Finny Anita, M.Pd, as the main supervisor for her guidance, advice, and encouragement during the writing of this thesis.
2. Ageung Darajat, M.Pd as assistant supervisor, guides, suggests, and also encourages researchers to writing this thesis.
3. Rustam, M.Pd. Kons is the Chancellor of IKIP PGRI, who has provided facilities and opportunities for researchers to complete this thesis.
4. Dr. Aunurrahman, M.Pd as Dean of the Faculty of Language and Arts Education IKIP PGRI because of his extraordinary understanding.
5. Sahrawi, M.Pd., as the Head of the English Education Study Program for his motivation and advice.
6. All English Lecturers and Staff who have provided knowledge and information to researchers.

Finally, the researcher realized that this research thesis is far from perfect. Ceitics, suggestions, and all sorts of positive feedback are expected by the researcher as a way to motivate, to learn, and to improve the researcher's ability in research as well. Last but not least, the researcher hopes this thesis can be a reference for the other researcher who want to conduct similar research.

Pontianak, November 2022

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ABSTRACT

Maria Geofany Ega (321810167). “**An Analysis of Students’ Difficulties in Reading Comprehension.** (A Descriptive Study to The First Grade of SMK Negeri 1 Rasau Jaya in the Academic Year of 2021/2022)”. (Supervisor by Finny Anita, M.Pd and Agueng Darajat, M.Pd. Education, Teacher Training and Education Institute of the Republic of Indonesia Teacher Association IKIP PGRI) Pontianak 2022.

The purpose of this study was to find out the difficulties of students in reading comprehension, and the factors of students’ difficulties in class Tenth SMKN 1 Rasau Jaya. The researcher used the descriptive quantitative method. Subject of this research were students SMKN 1 Rasau Jaya.

The data collection technique in this study was used measurement and indirect communication techniques. The instrument used are the reading test and closed-ended-questionnaire. The reasearcher gave the test 2 times, with 10 multiple choice questions for each test.

After getting the data from reading test, the researcher analyzed data by calculated the students’ reading test scores. Then the researcher categorized the students’ ability levels seen from the mean scores of students in the two reading tests. To find out students’ difficulties, the researcher calculated the percentage of students’ difficulties in five aspect of reading comprehension. Data from the closed-ended questionnaire was analyzed by calculated the percentage of answers from students.

The result of the show that tenth-grade students of SMKN 1 Rasau Jaya have difficulties in five of reading comprehension. Namely, determining the main idea, detail information, understanding vocabulary, making inference, and locating reference. The most difficult aspect for students is making inference with a percentage 30,65% and locating reference with a percentage 19,59%. Detail information 17,58%, understanding vocabulary 16,58%, Determining main idea 15,57%. The result of the questionnaire showed that students’ difficulties in reading comprehension are caused by 3 factors, namely: Lack of familiarity with reading material, difficulty in using reading strategies, and the last is limited vocabulary knowledge.

The conclusion in this research is that students fail in making inferences and locating reference. These two aspects are the most difficult aspects for students.

Keywords: *Students Difficulties, Reading Comprehension, Descriptive Quantitative Method*

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CHAPTER I

INTRODUCTION

A. Research Background

Language is the most effective way to communicate with other people. That is why language is indispensable for smooth communication between countries and the people who use it. English has become an important language in the world. It is an international language used to communicate with other countries. English is taught as a foreign language to students from junior high school to senior high school in Indonesia. English as a subject in elementary schools has been removed in the latest curriculum called the 2013 curriculum. English is very important to learn as an international foreign language. Understanding English is very useful for everyday life. English is one of the languages that must be taught from elementary school to the university level, and students are expected to master these four skills in learning English. There are four basic skills in English that students must master, namely reading, listening, writing, and speaking. Reading is an extraordinary achievement when considering the number of levels and components that must be mastered McNamara, 2007:3 as cited (Sari, 2017).

Reading is one of the important skills that students must master. Reading is a process of constructing the meaning of the written text. Reading is one of the productive skills that must be learned by students of English as a foreign language. Students' skills in understanding texts are important to achieve students in reading English texts. Reading involves the process of gaining ideas from written words. By reading, a person can relax, interact with feeling and thought, obtain information, and increase knowledge, and reading is no less important to broaden the horizons.

Reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows. Grade and Stoller (2002:119) state that reading comprehension is the ability to understand the information in a text and interpret appropriately what is meant

by the text. From the statement, without understanding, reading would serve no purpose. It means that understanding text is the most important aspect of reading. To find out information from the text read, students must understand 5 aspects of understanding, namely: Determining the main idea, detail information, understanding vocabulary, locating reference, and making inference.

However, there are still many students who have difficulty understanding reading texts. Reading difficulties is a common problem of students, Hasanah ,(2019:4). Likewise, Students in Vocational High School, also have difficulty in reading. They must also master reading skills because they will find a lot of reading material. However, getting something is not easy for students.

Student difficulties are something or problems that are not easily understood or understood. In learning, students have different levels of difficulty because the ability level of each student's understanding is not the same.

According to Brown, as cited (Sari, 2017:2), reading comprehension is the construction of the meaning of a written thought of a reciprocal interchange of ideas between the reader and the message in the particular text. In these words, the readers must be able to understand, interpret and to select actual information from the text. Reading comprehension involves the ability to find main ideas, specifics, and the meaning of words. Comprehension is a complex process, with many factors at play, including the active process of interaction between the reader and the text, understanding the language and vocabulary in the text, and learning and using specific strategies for comprehension.

The researcher conducted this research at SMKN 1 Rasau Jaya. Therefore, the researcher interviewed teacher in SMKN 1 Rasau Jaya to ensure that this research is possible to be carried out in the school. The teacher said that most of the students did not understand the reading text well. Students have difficulty what is the means of the text.

In learning reading comprehension, the teacher said that the students of SMKN 1 Rasau Jaya especially in the tenth grade major TKJ got score from 50-80 on the daily test. Considering the important of reading skills in facilitating the students' English mastery, then the students' difficulties in comprehending English reading text must be identified, and what factors make students difficult in reading comprehension. That way, teachers at school knew what students' difficulties are, and can also develop appropriate learning strategies, so that students can improve their understanding of the text they read.

There are previous studies that have similarities with this study conducted by Estika Satriani (2018). She researched "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam. She found difficulties faced by students, there were several aspects, namely, lack of motivation in reading, lack of skills, and these students did not have background knowledge, so the lessons were not studied well. The last is Saraswati, et al (2021) conducted a study on students' difficulties in reading comprehension in eight-grade students at SMPN 4 Tegallalang. The result is that students have difficulty in five aspects of reading comprehension.

From the explanation above, this study has similarities with those described above, namely the same in explaining reading difficulties. But the students and purpose in research are different. The difficulties experienced by vocational high school students, university and eight-grade students may have difference. Therefore, this research must be carried out.

Based on the description above, the researcher conducted a study on the analysis of the difficulties of learning English in class X students. Therefore, it is necessary to research "AN ANALYSIS OF STUDENT'S DIFFICULTIES IN READING COMPREHENSION (A Descriptive Study At the First Grade of SMK Negeri 1 Rasau Jaya in the Academic Year of 2022/2023)".

B. Research Questions

Related to the previous explanations above, the research problem of this research was formulated into question as follow:

1. What are the difficulties faced by the students in reading comprehension at the first-grade of SMKN 1 Rasau Jaya ?
2. What factors caused students difficulty in reading comprehension to the first-grade students of SMKN 1 Rasau Jaya?

C. Research Purposes

In relation to the research problem already stated, the purpose of this research is:

1. To find out the difficulties faced by the first-grade students at SMKN 1 Rasau Jaya in reading comprehension.
2. To find out the factors that caused students difficulties in reading comprehension first-grade SMKN 1 Rasau Jaya

D. Scope of The Research

In this study, the difficulty of students in understanding the reading text. The subjects in this study are first graders in the 2021/2022 academic year at SMKN 1 Rasau Jaya. The researcher analyzes the students' difficulties in understanding English reading texts which focus on analyzing: determining main ideas, specific information, making conclusions, and understanding the meaning of words.

1. Research Variable

Variables are characteristics or attributes of individuals and organizations studied by researchers in measuring and observing variations between individuals and organizations. In this measurement, the researcher writes down information from individuals by asking them to answer questions posed by the researcher. This study applied a single variable; the single variable of this study is the difficulty of students in reading comprehension.

2. Research Terminology

This study can describe clearly and does not cause misunderstanding of interpretation; researchers need to provide confirmation. The following are the terms contained in the title of the study as follows:

a. Difficulty in Reading

Difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher have explained. In this case, difficulty is the state that the students are hard to comprehend English reading text.

b. Reading Comprehension

Reading comprehension is explained about the students understanding of what is read. Reading comprehension also called as the complex task, because it requires the students to use their cognitive skills and abilities. Means that, reading comprehension can be understood as the process and also understand the meaning.

c. SMKN 1 Rasau Jaya

SMKN 1 Rasau Jaya is the school that located in Jl.Jenderal Sudirman No 44, Rasau Jaya Satu,Kecamatan Rasau Jaya, Kabupaten Kubu Raya,Kalimantan Barat.

E. Significances Of Research

Good research will provide important benefits and impacts for the subject, which is the researcher, environment, information, and further research. In this research, two significances obtain from the point of theory and practice.

1. Theoretical Significances

This research is expected to be useful for teachers and students regarding understanding in analyzing students' reading comprehension difficulties. And also, the benefits of this research for other researchers

are that this research can be helpful as a reference for researchers who will research analyzing the reading comprehension difficulties of first graders.

2. Practical Significances

By finishing this research, the researcher expects to provide a valuable contribution to the English teacher, the students, the readers, and the other researcher.

a. To the Students

The students can understand the reading material they read. They can apply skills in reading English text with the vocabulary they have mastered.

b. To the Teacher

This research can be helpful for improving teaching strategies or techniques in the learning process of English reading and making students active in the learning process.

c. To the Readers

Hopefully, this research can help the readers to get some information about students' difficulties in reading comprehension and learn more about it.

d. To Other Researchers

This research will provide benefits and help several other researchers. The results of this research can be used as a reference for other researchers who will research students' difficulties in comprehending reading.

CHAPTER II

STUDENTS DIFFICULTIES IN READING COMPREHENSION

A. Students' Difficulties

1. Definition of Students Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and cause of the difficulties to decline.

Below is an explanation of the difficulties according to the experts:

- a. According to Djamarah, (2002;201), difficulty is a condition in which the student does not can learn naturally,due to threats, obstacles, or distractions in the study.
- b. According to Westwood, (2008), difficulties at the word level are related to word decoding and identification skills and involve problems in understanding,sue phonic knowledge and ortographic units in words, and using analogies and contexts of sentences or paragraphs.

Based on the explanation of the difficulties from the experts above, the researcher concludes that the difficulty is a condition where students experience learning disorders, this is because students are difficult to understand words, sentence,or paragraphs in reading. So that the learning process does not go well.

2. Difficulties in Reading Comprehension

The difficulty is a situation where students cannot learn well, because of interference. In reading comprehension, there are some difficulties for students to understand the ideas. There are some difficulties for readers to understand the idea. Harmer,(1991) cited in Adriyani,(2020:18) states that the problems in reading are:

- a.Language

Students have difficulty in understanding the text because it is still limited to a foreign language or English. They find it difficult when they meet foreign words contained in the text they read. The researcher concluded that the students had difficulty in reading because they had limited vocabulary in English. As a result, they don't understand the text they are reading.

b. Topic and Genre

Students who have less knowledge will be unfamiliar with the genre or topic to be discussed. This can make them disinterested. In this case, students with limited knowledge will have difficulty understanding the main idea of reading.

c. Comprehension Tasks

Comprehension task is one of the keys to working on receptive skills. Teachers try to encourage students to improve their receptive skills by giving assignments or texts. The researchers concluded that students must understand the comprehension task given by the teacher to facilitate the reading comprehension learning process, such as being told to understand each test item. But not all students will understand. They who don't understand, it will be difficult to find the information in the text.

d. Negative Expectation

Students have low expectations of reading English texts. They think reading a foreign language is very difficult. This problem will be caused students; to be uninterested in learning English, so they don't want to do it.

3. Reading Difficulties Factors

In the teaching and learning process, the problem faced by the teacher is when students find it difficult to understand learning. This can be seen from the lack of scores on students. The difficult factors faced by students in learning are divided into two, namely internal factors and external factors.

Westwood,(2008:34) states that factors that make students difficult in reading comprehension include:

a. Difficulty in using Reading Strategies

Students do not know that reading strategies can help them understand the texts they read. They tend not to use reading strategies and have difficulty understanding the text. Based on the explanation above, the researcher concluded that this was caused by their lack of knowledge in reading strategies.

b. Limited Vocabulary Knowledge

Vocabulary knowledge is often an obstacle among students. That's because the vocabulary they know is limited, and requires them to rely on a dictionary to know what the vocabulary means. In this case, students who have limited vocabulary will have difficulty in the learning process, students may be able to read the words on the page correctly but they do not know the meaning of the text they have read.

3. Lack of Fluency

Students who read very slowly- or too soon- are often misunderstood. Slow reading tends to limit cognitive capacity in low-level letter and word processing rather than allowing full attention to high-level ideas and concepts in the text. But very fast reading can lead to inaccuracies in word recognition, and important details are ignored. The conclusion is that students are expected to correctly read every word in the text, and remember the details of the information conveyed by the author.

4. Lack of familiarity with the reading material

In this case, the researcher argues that students are much easier to read comprehension if they already know some prior knowledge. If students do not have prior knowledge, they will have problems understanding the text.

5. The problem in recalling after reading

Reading comprehension is an activity where students capture information from the text they read, and they have to remember the details of the information read from the text. The recall is dependent partly upon factors such as vividness and relevance of the information in the text, but it is also dependent upon a student's giving adequate attention to the reading task and knowing that it is important to remember details, Westwood,(2008:37). But in fact, when reading, students pay less attention to the text they read, so they do not know the clarity of the information in the text in detail. This makes it difficult for students to find out the detailed information that has been conveyed by the author in the text.

Peter,(2001:45) states that three external factors that influence the students in reading comprehension are reader environment.

a. House Environmental Factors

Environmental factors also effect the improvement of students' reading ability. Environmental factors include the background and experience of students at home and socio-economic students' families. The researcher concluded that every student needs parental attention to achieve their learning achievement. Learning without family attention can make students feel inferior and lazy so they don't care about their learning.

b. School Environmental Factors

Factors from the school environment,namely factors that come from within the school. On this factors, students' difficulties in reading could be caused by inappropriate teacher learning strategies, or due to the lack of tools, such as books and others, learning material that is not in accordance with the ability of students so that students find it difficult to understand what is conveyed by the teacher. The factors described above used to measure the factors that cause students' difficulties in reading comprehension.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is an activity in the form of seeing and reciting a text and understanding the meaning of writing to find out what information the writer wants to convey. Reading is an interactive activity to pick and understand the meanings contained in written materials. Reading means the communication process through decoding a message or information from the written words to get meaning of the text (Nuttal,1989:4),reading is done to find information conveyed by the author. Reading aims to get the latest information and add insight and knowledge. Readers usually use background knowledge ,vocabulary ,grammatical knowledge,experience with text, and other strategies to help them understand written texts. As the literature indicates,reading is the introduction of symbols of written language, a stimulus that helps the process of memorizing what is read, to build an understanding through the acquisition of experience (Smit&Feng 2018:1607). In this regard, reading aims to gain understanding and provide experience to the reader.

Reading Comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities, (Oakhill,2015:1). It means that reading comprehension is the ability to read text, process,and understand its meaning. An individual's ability to understand the text is influenced by their natures and skills,one of which is the ability to make inferences. Reading does not only mean understanding the words or the grammar,reading is a thought process, where they must know the meaning of the text.

2. Aspects of Reading Comprehension

There are several important aspects of reading comprehension that need to be studied, Nuttal, (1982:20) states that there are five aspects of

reading comprehension. These aspects must be understood by students from a text. They are :

a.Detail information

Factual information requires readers to scan specific details. This question is used to test students' ability to understand the material that is directly stated in the text. Some examples of detailed question are in the following pattern :

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

“ All of the following are the true expect”.

“ A person, date, or place is .”

In this case, detailed information is certain pieces of information in a text. To answer detailed questions,students can use scanning strategies. Students must first understand what a scanning strategy is. And if the questions are made more detailed, students can underline the keywords in the questions. This method makes it easier for students to find answers.

b.Determining the Main Idea

The main idea is the idea that becomes the core of a paragraph. Each paragraph must have the main idea so that the reader knows what the author wants to convey in writing.

In determining the main idea, students are expected to understand the topic that is told in each paragraph in the text they read. The main idea is usually located at the front, in the middle,or at the end of the paragraph. In fact,not all students can find the main idea in the reading. Students may feel confused to find where the main idea is.

c.Understanding Vocabulary

In learning English, understanding vocabulary is very important for students. They can expand their vocabulary by reading. While reading,they discover new vocabulary makes is easier for them to find

meaning in the texts they read. In the aspect of vocabulary understanding, students can develop their abilities by guessing words that are familiar or not, by connecting words that have almost the same meaning. But in reality, not all students can easily understand words in a foreign language, and that makes it difficult for them to find words that have the same meaning.

d. Locating Reference

In English, as in any other language, it can be awkward and boring to have and repeat the same word or phrase every time a reader used it. Students are expected to know what pronouns are used for it sentences. In this case, students are expected to understand the pronouns used in the reading text. Such as pronouns used to indicate people, places, or situations that are usually used in the text.

e. Making Inferences

In making inference, students must understand the text they read to conclude the statements in the text. In this aspect, understanding is very important to conclude a text, students must look for clues in the text they knowledge.

Examples of inference questions :

“ From the story above, what conclusions can we draw?”.....

“ We can conclude that the story above is “.....

From the explanation above, the researcher used the five aspects to measure students' difficulties in reading comprehensions tests.

3. Reading Comprehension Strategies

In reading comprehension, reading skills are very important. Students should practice a lot of reading English texts. And most importantly students know strategies in reading. Their ability to use strategies well can help them understand the text. Nuttal, (1982:20) classifies reading strategies into 4, namely: Skimming, scanning, extensive and intensive reading.

a. Skimming

Skimming is a useful skill to apply in reading. Skimming is used to take the essence or essence of something. The researcher concluded that skimming is a speed-reading skill by looking at and paying attention to reading material to find the main idea of reading. The way to use the skimming strategy is to read the titles, chapters, and sub-chapters of the text being read. And also read in the first or last paragraph. This strategy serves to get the main idea in the text that is read.

b. Scanning

Scanning is a reading technique to get some information without reading others. So, straight to the problem you want to find certain facts and information. From the explanation above, the researcher concluded that scanning is reading very quickly. Speed reading means reading that prioritizes speed without compromising understanding. Usually, speed is associated with the goals, needs, and means of reading materials for readers. Examples of the use of scanning strategies are when looking for words in a dictionary, and also when students want to search for a particular topic from a book by looking at the table of contents.

c. Extensive Reading

Extensive reading is a reading strategy used when reading long texts. In this case when reading extensively, the reader must understand what is being read so as not to miss the gist of the text. Extensive reading aims to get complete information from a reading. This strategy is used to search for the same topic and collect readings on the same topic from various media.

d. Intensive Reading

In intensive reading, it is used to find detailed information in short texts. The researcher concluded that this strategy is a reading strategy for details. Students usually want to find information that is implied in a reading. This intensive activity is done by reading the text carefully in each sentence and noting important things and issues in the text that is read.

4. The Lack of Reading Strategies

The lack of reading strategies is another issue that causes difficulty in reading comprehension. If readers have acquired reading skill or strategies, they can process text efficiently Alderson, (2000:50). Referred strategies as learning techniques, behaviors, problem-solving, or study skill which make learning more effective and efficient, Oxford & Crookall, (1989:404). In conclusion, the reader must know the reading strategy so that they do not have difficulty in finding the information they want to know. If they don't understand, they won't reach the comprehension of the text they read.

5. Reason of Difficulties in Reading Comprehension

In learning reading comprehension, there are several reasons for difficulty in reading comprehension.

The difficulty in reading comprehension occurs for many reasons such as the background of the learner, teaching technique, and learner's environment, Westwood, (2001:16). The first is the background of the learner, the background of the learner means something that comes from the learners. Such as students' attitude toward reading, such as interest and motivation to read as well as the prior knowledge that students have known before. The second is teaching technique, the teacher is one of the school environment that have an important role in schools to improve students achievement and interest in the learning process. The last is Learner's environment. The environment is also can influence the students' interest in the learning process.

Joseph, (2001:1172) states that the students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. In this case, difficulties in understanding the text can be caused because students do not know the meaning of the word and also cannot capture the information in the reading text. Therefore, students have difficulty understanding the meaning of words and cannot conclude information.

C. Previous of Related Study

These are some previous study that related to this research. Through the previous study can help the researcher to find out the difference of the result. The researcher took the thesis that has conducted by:

1. Nurjanah (2018) conducted her research on "Analysis of Students' Difficulties in Taking Reading Comprehension Final Tests." The researcher concluded that all students' difficulties in reading comprehension tests were caused by vocabulary, especially limited knowledge or vocabulary mastery. The subjects of this study were eight second-semester students of English Literature at Ngudi Waluyo University. This study used a final test to measure their learning progress, and the method used a multi-method strategy.
2. Larasati (2019) conducted her research " An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU MEDAN." The researcher concluded that the students' difficulty in reading comprehension was finding out the main idea, understanding vocabulary, making inferences, and detailed information. The subjects of this study were three classes of class XI students at MA LAB UIN-SU Medan, and the researchers chose one class, namely class XI Social Sciences. There are 30 students in the class, with details of 14 male students and 16 female students. Many students have difficulty in understanding the structure of the text. They have a limited vocabulary. Students cannot understand the material. They don't understand when they come across a long text. The students have problems visualizing the text or material. From the results of interview data analysis, researchers found

five factors that caused students' difficulties in understanding English reading texts.

3. Prihatini (2020) conducted her research "An Analysis Of Students'Difficulties In Reading Comprehension At SMA Negeri 1 Sukodadi Lamongan ". The researcher uses descriptive qualitative research. The subject of this research is the tenth-grade students at SMA Negeri 1 Sukodadi in Academic Year 2019/2020, and the source of data is the Students' Worksheet and interview.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher was used descriptive quantitative research. Descriptive research aims to obtain information about the actual or existing phenomena or situations at the time of the research, Sigit Santoso,(2011:59). In descriptive research, the researcher collects,analyzes,and interprets descriptive data to capture certain interesting phenomena. In this case, the phenomenon is students' difficulties in reading comprehension.

The research method only describes variabels, indications, or events, not rendering to examine some hypothesis, Arikunto,(1990:309). In a descriptive study, not treatment is necessary. Research only explained the variable and phenomena that occur in the school. The researcher had described the students' difficulties in understanding reading in the tenth-grade students of SMKN 1 Rasau Jaya.

A quantitative descriptive research method was used for this research. The quantitative descriptive research method is research that aim to describe a phenomenon, symptom,and event by using numbers that describe the subject under study. Descriptive quantitative research is a scientific investigation that explains phenomena by involving statistical processes in analyzing the data Saraswati et al, (2021:36). In this case,quantitative descriptive research is research that described the description of the phenomenon under study, and the data obtained were analyzed statistically. To get the data, the researcher used a reading comprehension test and a closed-ended questionnaire.

B. Population, Sample, and Sampling

1. Population

The population is all individuals of interest to the researcher (Marczyk *et al*, 2005:18). Population of the study is the First grade students of SMKN 1 Rasau Jaya in the academic year 2022/2023.

2. Sample and Sampling

The quantitative research will be used in this research. The researcher decided to use purposive sampling technique to obtain the sample. According to Arikunto (1990:125) said that purposive sampling is a technique used by researcher when the researcher has some specific consideration in choosing the sample.

The samples of this research are students first grade students major TKJ of SMKAN 1 Rasau Jaya and the total are 34 students.

C. Technique and Tools of Collecting Data

1. The technique of Collecting Data

In this research, the researcher was used measurement and indirect communication as the technique of collecting data. The measurement technique is a technique that is carried out by identifying how the data was collected. This study used a reading test as an instrument to collect the data on students' difficulties in reading comprehension.

The second is the indirect communication technique. Indirect communication is the process of communication that is carried out indirectly or requires the help of a communication tool whose function is as an intermediary tool. In this case, the researcher used a closed-ended

questionnaire as an instrument to get data about the factors of students' difficulties in reading comprehension.

2. Tools of Collecting Data

Tools that are used for collecting data are reading tests and closed-ended questionnaires.

a. Reading Test

The test is a questions sequence or exercise and other tools that are used to measure the skill, intelligence, knowledge, ability, or talent that own by an individual or group (Arikunto,1998:139). Based on this statement, the test technique is a data collection technique that is carried out by giving a series of questions or assignment and other tools to the subject whose data is needed. The test is used to obtain the data on students' difficulties in reading comprehension. The researcher gave a reading test to the students in individual work. The right and the wrong answer from the students are used as an indicator of whether the students find the difficulties or not.

To get maximum results,the researcher gave the test 2 times. The researcher conducted a test consisting of 10 multiple choice questions with different questions on the first and last test.

Instrument for measured students' difficulties in this research have five aspects that be an indicator of students' difficulties in reading comprehension self. The five aspects of reading comprehension are determining the main idea, making inferences, locating references, detail information, and the understanding meaning of words of vocabulary.

b. Questionnaire

The questionnaire is a research instrument consisting of a series of questions to gather information from respondents. Sugiyono, (2013:142) states that a questionnaire is a data collection technique that is done by giving a set of written questions to respondents to answer. Questionnaire are used to determine that factors of students' difficulties in reading comprehension. In this study, the researcher chose a closed-ended questionnaire, the answer is chosen by the respondent himself. The researcher adopted a questionnaire from Yolanda Melandita, (2019:63). The questionnaire has been validated by the researcher.

D. The technique of Data Analysis

1. Analysis of Reading Test

The result of the data obtained from the test is used to find out what difficulties are faced by students in learning reading comprehension. The test of this research is formulated by the concept of reading comprehension stated by Nuttal (1982). Students' correct and incorrect answers were used as an indicator of difficulty.

First, the researcher scores the results of the test using the formula below:

$$= \frac{\text{The number of right answer}}{\text{The number of question}} \times 100$$

After getting the result of students' scores, the researcher calculated the mean scores in two tests. When the researcher categorized the students' scores in two tests based on the ability level according to Arikunto, (2006:245).

Table 3.1

The Classification of Students' Reading Ability Levels

Value	Grade	Level of Achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient

40-55	D	Fairly Sufficient
<39	E	Poor

To find out what difficulties are experienced, the researcher had calculated the percent error of the five aspects of reading comprehension using the Arikunto,(2008:172) formula:

$$S: \frac{R}{N} \times 100\%$$

S: Incorrect Percentage

R: Incorrect Answer

N: Total Sample

2. Analysis of the Questionnaire

This study used a closed-ended questionnaire, where the answers are chosen by the respondents themselves. The questionnaire consists of 14 statements. To analyze research data, the researcher used the formula of Subjono,(2001:43).

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

Were,

P: Percentage

F:Frequency

N:The total number of the respondents

E. Research Procedures

1. Preparation phase

Started from the preparation of the research design, arranging permits, and preparing research equipment. After that, the researcher prepares all the instrument to collect the data.

2. The researcher conducted the research:

- a. The researcher arranged a schedule with the teacher the school, to start distributing the test.
- b. The researcher gave the 2 test. The first test and second test was on July 25,2022.
- c. The researcher distributed the reading test to the participants.
- d. The researcher gave time to work on the test for 30 minutes.
- e. After conducting the test, the researcher was distributed the questionnaire to participants.
- f. The questionnaire was given on, when students finished the test. The time given by the researcher is 20 minutes.

3. Data Analysis Stages

The data analysis stage is an attempt to find research problem. The researcher process the data, analyzes data, and then makes conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Results of Reading Test

In this research, the test was conducted to determine the students' difficulties in reading comprehension. The time given by the researcher to do the test was 30 minutes.

The researcher calculated the students' in tests. The result can be seen in the appendices. The results of the first test score with the main score of 66,4. The ability of students on the test is sufficient, then the mean score of students on the second test is 53,2 which is fairly sufficient. Based on students' abilities, this show that students have difficulty in answering question from reading comprehension. The following is an explanation of the results of the five aspects of reading comprehension.

a. Students Answering Main Idea

In this aspect, there are 2 question on the test. As a result, as 12 students answered incorrectly, and 22 students answered correctly. This means that out of 34 students,22 students no difficulty in answering this question.

The second test is given to students, this aspect contained 2 questions to see whether students who have difficulty on the first test can answer or are still having difficulty in determining the main idea. As a test

2 result 19 students answered incorrectly and test 1 12 students answered incorrectly. Below is a table of student difficulty percentages from tests.

Table 4.1 Students' Difficulties in Reading Comprehension in the Determining Main Idea

Items Test Number	The Number of Students' who Answered Incorrectly	Percentages of Students Difficulty in Determining Main Idea
Test 1	12	35,2 %
Test 2	19	55,8%

b. Students' Answering Detail Information

There are 2 question in each test to test students' understanding of detail information. The result on the test showed 20 students incorrectly answered detailed information question, test 1 students answered incorrectly 20 students and test 2 ,15 students answered correctly, which can be seen in the appendix.

Table 4.2 Students' Difficulties in Reading Comprehension in the Detail Information

Item Test Number	The Number of Students' who Answered Incorrectly	Percentage of Students Difficulty in Detail Information
Test 1	20	58,8 %
Test 2	15	44,1%

c. Students' Answering Understanding Vocabulary

Same as the previous aspect, this aspect had 2 questions in each test to be given to 34 samples. In this test 1,16 students answered incorrectly and test 2 17 students answered incorrectly.

Table 4.3 Students' Difficulties in Reading Comprehension in Understanding Vocabulary

Item Test Number	The Number of Students' who Answered Incorrectly	Percentage of Students Difficulty in Understanding Vocabulary
Test 1	16	47%
Test 2	17	50%

d. Students' Answering Making Inference

To test students' understanding of making inference, the researcher gave 2 question about this aspect in each test. The result of the test 1 showed that 33 answered incorrectly on the test. Test 2 28 students answered incorrectly on the test.

Items Test Number	The Number of Students' who Answered Incorrectly	Percentage of Students Difficulty in Making Inference
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Test 1	33	97%
Test 2	28	82,3%

Table 4.4 Students' Difficulties in Reading Comprehension in the Making Inference

e. Students' Answering Locating Reference

The last aspects is locating reference. This aspect also has 2 question on test to see students' understanding in this aspect. The test showed the result that as many as 21 respondents answered all correctly in this aspect of the test question. This student has no difficulty in answering this last aspect, but not with other students. A total test 1 of 13 respondents answered incorrectly and test 2 26 students answered inccorectly.

Table 4.5 Students' Difficulties in Reading Comprehension in Locating Reference

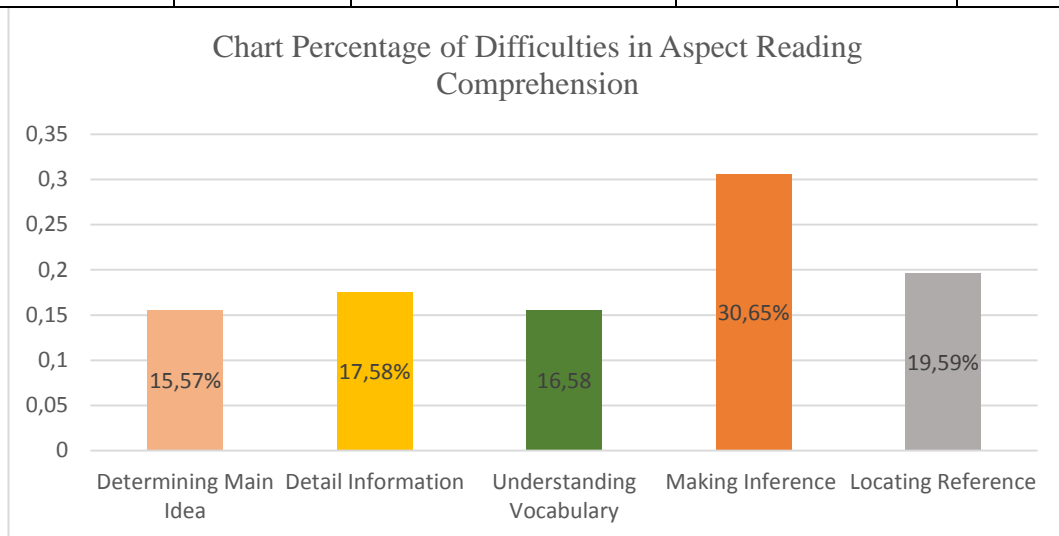
Items Test Number	The Number of Students' who Answered Incorrectly	Percentage of Students' Difficulty in Locating Reference
Test 1	13	38,2%

Aspect	Total Incorrectly		Total Incorrectly	Percentage
	First	Second test		

Test 2	26	76,4%
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Table 4.6 Average Difficulty in Reading Comprehension

	test			
Determining Main Idea	12	19	31	15,57%
Detail Information	20	15	35	17,58%
Understanding Vocabulary	16	17	33	16,58%
Making Inference	33	28	61	30,65%
Locating Reference	13	26	39	19,59%
Total	94	105	199	100%



2. Result of Questionnaire

The questionnaire is one of the data collections tools in this study. The questionnaire was used to determine the factors of students' difficulties in reading comprehension material in class Tenth SMKN 1 Rasau Jaya. When giving a questionnaire to students, the researcher gave them 20 minutes to answer it. Before starting the work, the researcher explained in advance how to fill out the questionnaire, after which the students answered it. Data from the questionnaire were analyzed using the frequency formula by the researcher in the previous chapter. Here's the explanation.

a. Students' Difficulties in Reading Comprehension on Internal Factors

Five internal factors caused students' difficulty in reading comprehension, namely: factor lack of familiarity with reading material, difficulty in using reading strategies, problem in recalling after reading, limited vocabulary knowledge, and lack of fluency.

1. Factor Lack of Familiarity with Reading Material

On the factor of lack of familiarity with reading material, there are 2 statements in the questionnaire, namely numbered 2 and 11. Below is an explanation of the results.

1. Saya tidak mempelajari materi membaca pemahaman terlebih dahulu dirumah. Saya hanya belajar dikelas dan bergantung pada instruksi guru.

The results of student answer in number 2 see table 4.6 in the appendix. students answered strongly agree with a percentage of 0%, meaning that no one students answered this statement. 15 students answered Agree (44,1%) with this statement. Students who chose neutral were 6 respondents (17,6%), Which means these students did not choose to agree or disagree with this number 2 questionnaire. In the disagree option, 12 students answered with a percentage of 35,2%. Students who chose this option did not agree with this numbered questionnaire statement. This means that they study reading comprehension material first before starting learning at school. The last option is strongly disagreed, as many as 1 students answered strongly disagree with this statement.

11) Saya belum terlalu paham dengan tipe-tipe teks yang saya baca, karena latar belakang pengetahuan saya tentang reading masih terbatas.

In this number statement, as many as 0 students answered strongly agree. In the Agree option, 24 students (70,5%) chose agree. This means that these 11 students also agree to questionnaire number 11. Furthermore, 5 students answered neutral with a percentage (14,7 %). Students who choose the neutral option are neutral. They neither agree nor disagree with this statement. Next, 4 students answered disagree (11,7%).

This means that these 4 students did not agree with this statement, and there were no students who chose strongly agree.

From the explanation of the two statements above, students in class X mostly chose to Agree with a percentage of 44,1% with a questionnaire statement number 2, and the most chosen option at number 11 was Agree 70,5%. It can be concluded that the students have difficulty with factor The lack of Familiarity with the reading material, students do not study reading comprehension material at home first, only learn in class and rely on teacher instruction, and also do not understand the type of text because the reading background is still limited.

2. Factor Difficulty in Using Reading Strategies

This factor has 2 questionnaire statements, namely number 1 and 3. The following is an explanation of the results of students' choices.

1) Saya tidak mengerti cara menggunakan strategi membaca, seperti skimming dan skanning dalam membaca pemahaman.

The results of statement number 1. There were no students who chose Strongly Agree. A 25 students (73,5 %) answered Agree with this questionnaire number 1. The neutral option was chosen by 7 students with a percentage of 20,5%. Furthermore, 2 students answered disagree, and no students who chose strongly disagree.

3) Saya mengerti strategi dalam membaca teks

Questionnaire number 3 is positive statement. The results is only 3 students answered strongly agree with a percentage of 8,8%, meaning that only the students strongly agree with this statement. 18 students answered the Agree option 52,9%. The students also agreed that they understood the strategies in reading the text. The neutral option was chosen by 4 students 11,7%. In the disagree option, 6 students 17,6% chose. This means that the students did not agree with this number statement, they did not understand the reading strategy, and 3 students answered strongly disagree 8,8%.

From the result of this factor questionnaire statement, it can be concluded that in number 1 student more choose the Agree option with the number of students answering as many as 25 respondents 73,5 %. At number 3 the most chosen were Agree 18 students 52,9%. This means that students have difficulty with reading comprehension due to the difficulty factor in using reading strategies, students do not understand how to use reading strategies, such as skimming and scanning.

3. Factor in Problem in Recalling after Reading

Similar to the previous statement, there are 2 statement to see whether students have difficulty with this factor or not.

7) Saya melupakan hal terpenting yaitu detail information didalam teks yang saya baca, dikarenakan pada saat membaca saya tidak memperhatikannya.

The results of students' answers to this number. There were no students who chose Strongly Agree. 13 students 38,2% answered Agree. 9 students answered Neutral 26,4%. This means that this student did not choose to agree with this statement or disagree. In the next option, namely disagree, 12 students chose disagree with a percentage 35,2%. and last strongly disagree no students who chose this statement.

13) Saya membaca dengan suara keras untuk membantu saya mengingat detail informasi teks dengan baik

The results of the answers to statement number 13 show, 2 students 5,8% answered strongly agree, meaning that these students strongly agree with statement number 13 which states that they read aloud to help remember detailed information well. Students who answered Agree were 10 respondents 29,4%, meaning that these students also agreed with the statement of this questionnaire. Those who answered the neutral option were 8 students 23,5% meaning they were neutral on this statement, neither chose to agree nor chose to disagree in this statement. Students who answered disagree were 14 students 41,1%, these students did not

agree with the questionnaire statement. The last strongly Disagree no were students chose this statement.

From the explanation above, more students choose Agree with a total of 13 respondents 38,2% in questionnaire number 7. And at number 13 students also choose Agree with a total of 10 students 29,4%.

The conclusion in the problem in recalling after reading factor is not a factor causing students' difficulties in reading comprehension. This means that when students' read, they do not forget the most important things in the text, and students don not read the text aloud to remember the detailed information.

4. Factor Limited Vocabulary Knowledge

To see if the students had difficulties due to this factor, the researcher gave 2 statement in number 8 and 10.

8) Saya kesulitan dalam memahami arti kata yang terdapat dalam teks membaca, dikarenakan kosakata Bahasa Inggris saya terbatas.

The result of this number statement questionnaire. 2 students 5,8% answered strongly agree. That is, these students strongly agree with statement number 8, that they have difficulty understanding the meaning of words because their vocabulary is still limited, and 30 students 88,2% answered agree, students who chose this option also agreed that they had difficulty understanding the meaning of words in the text that is read due to limited vocabulary. The next option is neutral, no were students chose this statement. In the disagree option, 2 students 5,8% answered this statement. And last, strongly disagree no were students chose this statement.

10) Pada saat membaca teks Bahasa Inggris, saya mengetahui semua arti dari teks tersebut.

Statement number 10 is positive statement. The result of student answered on number 10 showed, 2 students answered strongly agree 5,8%. The students strongly agreed that they knew all the meanings of the text read. Those who answered Agree were also 2 students 5,8%,they

also agreed to questionnaire number 10. Neutral was chosen by 12 students 35,2%. The respondents were neutral in statement number 10. Those who chose to disagree were 15 students 44,1%, meaning that students did not agree that they knew all the meanings of the English text read by them. And the last strongly disagree, chosen by 3 students 8,8%.

From the result of number 8 and 10, more students chose Agree with a total of 30 students 88,2%, which means they Agree with number 8. At number 10, the most chosen by students is the Disagree option with a total of 15 students 44,1%. This means that students disagree with this questionnaire.

The conclusion is students find it difficult to understand the meaning of words contained in the text because their vocabulary is limited. They have difficulty in reading comprehension caused by the limited vocabulary knowledge factor.

5. Factor Lack of Fluency

In this factor, the researcher gave 2 statement, namely at number 9 and 14 to be answered by students.

9) *Saya membaca teks Bahasa Inggris dengan sangat cepat dan mengabaikan detail penting dan informasi pada teks yang saya baca.*

In statement number 9, 3 students 8,8% answered strongly agree. Respondents strongly agreed that they read so fast that they overlooked important details in the text, 8 students 23,5% answered agree, which means they also agreed with the questionnaire statement. Respondents who chose neutral were 6 students 17,6%. This means that in this statement they are neutral. Students who chose to disagree were 17 respondents 50%. This means that they do not agree that they read quickly and ignore important details in the text. And the last option has strongly disagree no were students chose this statement.

4) *Saya membaca dengan pelan dan memperhatikan setiap detail informasinya*

Statement number 14 is a positive statement. The result is that no students chose this statement. Furthermore, 22 students 64,7% answered agreed with the questionnaire statement. Students who answered neutral as many as 10 respondents 29,4%. The students did not choose to agree or not to this questionnaire. The text option, there are no students who choose to disagree, 2 students 5,8% chose strongly disagree.

From the findings above, the option most chosen by students in number 9 is 17 students 50% chose disagree, and number 14 is Agree 22 students 64,7%.

It can be concluded that the lack of fluency factor is not a factor in their difficulty in reading comprehension.

2. Students Difficulties in Reading Comprehension on External Factors

In external factors, two factors caused reading comprehension difficulties, namely house, and school environment.

a. Factor House Environment

This factor also has 2 statements, namely in number 5 and 12, below are the results of student answers.

5) *Keluarga saya memberikan dukungan motivasi Ketika membaca teks-teks berbahasa inggris dirumah*

The result of students answering. 4 students chose strongly agree with a percentage of 11,7%, they strongly agreed that the family provides motivational support when reading English texts at home, and 17 students 50% answered Agree, which means these students also agree that going out provides motivational support. Furthermore, 8 students answered neutrally 23,5%, the respondents were neutral on this questionnaire statement, and in the disagree 2 students 5,8% answered, 3 students 8,8% answered strongly disagree, which means they strongly disagree that their family provides motivational support to them when reading English texts at home.

12) *Pada saat dirumah, keluarga saya tidak pernah memotivasi saya untuk belajar membaca teks berbahasa inggris.*

The result of questionnaire number 12, showed 7 students 20,5% answered strongly agree. They strongly agree that the family was never motivated to learn to read English texts. Furthermore, 3 students 8,8% answered Agree. they also agreed to questionnaire number 12. Those who answered neutrally were 6 students 17,6%, they did not take sides to agree or not with the questionnaire. The disagree option was 18 students 52,9%, they disagreed that their family never motivated them to learn to read English texts, and no students chose option strongly disagree.

From the description above, the option most chosen by students in positive statement number 5 is Agree with a total 17 respondents 50%, and disagree as many as 18 students 52,9% at number 12. It can be concluded that the house environment is not a factor in students' difficulties in reading comprehension, because they agree that the family provides motivation support when reading English texts at home.

b. Factor School Environment

This factor has 2 questionnaire statements, which are contained in number 4 and 6, below are the result of students answers.

4) *Saya tidak pernah membaca buku Bahasa Inggris yang berkaitan dengan teks membaca pemahaman ketika berada diperpustakaan sekolah.*

Statement strongly agree no were students chose this statement. Then, 16 students answered Agree 47%. 10 students chose neutral 29,4%, which means the student is neutral (not impartial). The next option, 8 students 23,5% answered disagreed with this statement. These respondents did not agree that at the time of the library, they had never read English books related to reading comprehension, as well as no students chosen statement strongly disagree with this number 4 questionnaire.

6) *Buku-buku Bahasa Inggris yang berada diperpustakaan sekolah saya tersedia lengkap*

Statement number 6 is a positive statement. As a result, 13 students answered strongly agree 38,2%. The strongly agree that in the school library, complete English language books are available, as well as 14 students 41,1% who answered Agree, they also agree with statement number 6. Furthermore, 5 students 14,7% answered neutrally, which means that they did not take sides with this questionnaire, and 2 students 5,8% answered that they did not agree that the school library was complete with English books, and finally not one students chosen statement strongly disagree with statement number 6.

From the explanation above, it can be seen that at number 4 students chose the Agree option more with a percentage 47% students 16, and at number 6 students answered more Agree 14 students 41,1%. The conclusion is, the school environment is not a factor in students' difficulties in reading comprehension.

This questionnaire concludes that 3 factors cause students' difficulties in reading comprehension, namely internal factors. The first is Lack of familiarity with Reading material, the second is difficulty in using reading strategies, and the last is Limited Vocabulary Knowledge. External factors are not a factor causing students difficulties in reading comprehension.

B. Discussion

The results of the reading comprehension test for the tenth graders of SMKN 1 Rasau Jaya showed that the students had difficulty in 5 aspects of reading comprehension. This is the same as the research conducted by Saraswati,et al . (2021:40). They researched to find students' difficulties in reading comprehension. As a result, students have difficulty in 5 aspects of reading comprehension.This aspects very important in learning reading comprehension, to facilitate students in the process of reading and answering questions.

In this research, the first grade students of Vocational High School have the most difficulty in making inferences and locating inferences.

The students found it more difficult in making elaborative inference than making coherence inference. It could be known from students' answer in reading comprehension test. A study conducted by Zuhra (2015) showed the different result which was making inference was the most difficult aspect faced by twelfth grade students of senior high school Lhoksumawe. The percentage of difficulty in making inference was 73%. It was found that all of question items in making inference were categorized difficult. The difficulty in making inference happened because of the lack of vocabulary, lack of grammar mastery, and lack of prior knowledge about the different types of reading comprehension.

A study done by Hidayati (2018) revealed the same result which first grade students of SMA N 1 Darrusalarn have difficulty in locating reference as the percentage of difficulty in locating reference was 71% which only one percent difference with this study. The percentage of difficulty in locating reference indicating that the students' have high difficulty. The difficulty faced by students happened because of students have poor mastery grammar, difficulty in understanding vocabulary, understanding long sentences, lack of media learning, less support from the family, and lack of reading strategy. These problems were found based on students' responses of the questionnaire.

Based on the explanation of the findings of the questionnaire, students have difficulty in reading comprehension caused by 3 internal factors, namely lack of familiarity with reading material, difficulty in using reading strategies, and limited vocabulary knowledge. On the external factors school and house environment theory from Peter,(2001) is not a factor causing class first students to find it difficult to understand the reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, the researcher explained that the purpose of this study was to find out the difficulties of class X students and the factors causing them. From the result of the reading test data, the researcher found that the tenth-grade students of SMKN 1 Rasau Jaya had difficult in 5 aspects of reading comprehension.

The difficulty of students in reading comprehension obtained from the test result data is that students have difficulty in 5 aspects of reading comprehension. Namely, determining the main idea with the percentage 15,57% students have difficulty, detail information with the percentage 17,58% of students who have difficulty in this aspects, understanding vocabulary with the percentage 16,58%. Making inference 30,65%, this aspects had the highest percentage of difficult students. The last aspects is locating reference with the percentage 19,59%.

The most difficult aspects experienced by the tenth graders of SMKN 1 Rasau Jaya was Making inferences and locating references. This can be seen from the very high percentage of students who are difficult in both aspects. This study also found factors that caused them to experience difficulties. The result of the questionnaire students had difficulty caused by three internal factors, namely: Lack of familiarity with reading material, difficulty in using reading strategies, and limited vocabulary knowledge.

B. Suggestion

From the conclusion above, the researcher tried to formulate some suggestion to the teacher, the students, and also the further research which can be useful for them in preparation to face the test reading comprehension.

1. To Students

They should learn more about the reading comprehension such as reading skills, reading strategies, and provide the strategy that suitable with their-self when they deal with reading comprehension test. Moreover, frequent practice in reading and doing reading comprehension test may assist the students to have reliable comprehension and be familiar with the reading test, so it may minimize the students' difficulties in reading comprehension text.

2. To the Teachers

It is expected that they teach the students how to improve their ability in reading comprehension, especially, skill and strategies in the reading comprehension test in order to help the students to overcome difficulties in reading comprehension of English text. The teacher should provide an interesting material to improve students reading ability, such as providing the students with authentic material it is suggested that teachers need to apply various teaching technique in teaching reading in order to achieve better reading comprehension. The teachers need to teach their students about the different types of reading comprehension question to make these question more comprehensible and more understood by the students.

3. To the Further Researcher

The researcher also hoped that the next researchers will continue this study by conducting the further investigation, for example: Engaging in Interactive Processes that Support Student Understanding for students' difficulties in reading comprehension and Strategies for Supporting Students Motivation in reading comprehension.

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APPENDIX 1

Blueprint the First Test

No.	Question Item	Reading Aspects
1.	1,7	Determining Main Idea
2.	2,5	Locating Reference
3.	3,8	Detail Information
4.	4,10	Understanding Vocabulary
5.	6,9	Making Inference

Aspect of Reading Comprehension by Nuttal,(1982:20)

Appendix 2

First Reading test Question

Name :

Class :

Taj mahal

Taj Mahal, an epitome of love , is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “ Taj Mahal “ was derived from the name of Shah Jahan’s wife , Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. **The mausoleum** was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade ,crystal,lapis lazuli,amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level .

Taj Mahal shows shades of magnificent beauty at different times during the day. At dawn when first rays of the sun hit the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks like milky marble, the cool moon rays reflect back from the white

marble and give the Taj Mahal a tinge of blue color. Its simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

Choose one of the correct answers based on the text!!!

1. What is the main idea of the third paragraph?
 - a. Its simply breathtaking
 - b. Taj Mahal represents the finest architectural and artistic achievement
 - c. Taj Mahal shows shades of magnificent beauty at different time during the day
 - d. At a moonlight night when the full moon rays fall on the glistening white marble
2. The word “ the mausoleum” in line 7 refers to
 - a. Mumtaz Mahal
 - b. Shah Jahan’s
 - c. Taj Mahal
 - d. River Yamuna
3. What is the height of the center dome of the Taj Mahal ?
 - a. 240 feet (73 meters)
 - b. 250 feet (73 meters)
 - c. 240 feet (72 meters)
 - d. 240 feet (73 meters)
4. The word “dome” in lines 10 means
 - a. Jump
 - b. Spring
 - c. Mosque
 - d. Vault
5. “its simply breathtaking !
The sentence above refers to.....
 - b. The beauty of Taj Mahal
 - c. Pinkish palace
 - d. Epic monument

- e. Wonders of the world
6. What can be inferred from the third paragraph?
 - a. Taj Mahal shows shades of magnificent beauty at different time during the day
 - b. The Taj Mahal exudes extraordinary beauty
 - c. Taj Mahal becomes one of the seven wonders of the world because of their beauty
 - d. Taj Mahal is actually a mausoleum
 7. What is the main idea of the second paragraph ?
 - a. The mausoleum was constructed of pure white marble
 - b. Taj Mahal represents the finest architectural and artistic achievement
 - c. Its central dome reaches a height of 240 feet (73 meters)
 - d. Her actual remains lie below, at garden level
 1. Where is the Taj Mahal standing ?
 - a. Seven Wonders of the World
 - b. Mumtaz Mahal
 - c. Shah Jahan
 - d. On the banks of river Yamuna
 9. Based on the text, we can conclude that....
 - a. Taj Mahal is actually mausoleum. Standing majestically on the banks of rivers Yamuna
 - b. Taj Mahal wa constructed Mughal Emperor Shah Jahan in the memory oof his beloved wife and queen
 - c. Taj Mahal is a tomb built by Mughal Emperor Shah Jahan so beautifully, and is one of the seven wonders of the world that must be preserved
 - d. Taj Mahal shows shades of magnificent beauty at different time during the day
 10. The word "lie" in line 12 means
 - a. Prevaricate
 - b. Speak
 - c. Honest
 - d. Break

*Adopted from Bahasa Inggris/ Kementerian Pendidikan dan Kebudayaan,
Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan (2017)*

APPENDIX 3

The Answers Key Test

1. C
2. C
3. D
4. D
5. A
6. C
7. B
8. D
9. C
10. A

APPENDIX 4

Blueprint the Second test

No.	Question Item	Reading Aspects
1.	1,6	Determining Main Idea
2.	7,10	Locating Reference
3.	8,9	Detail Information
4.	2,3	Understanding Vocabulary
5.	4,5	Making Inference

APPENDIX 5

Reading Test of the Research

Name :

Class :

Pink Beach

Pink beach or Pantai Merah Muda is one of the beaches in Komodo island , East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of **its** beach is a mixture of white sand beach colors mixed with crushed coral, shells , calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red **body shell**.

At Pink Beach, there are so many **marine** organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 **species** of sponge can be found here. Having so much marine life, this **place** is a proper spot for snorkeling and diving for sea sports lovers.

Choose one of the correct answers based on the text!!!

1. What is the main idea of the second paragraph?
 - a. It is called pink beach because the color of the sand at the beach is pink
 - b. The pink color is the mixture of chemical liquid and salt
 - c. Pink beach is located in west Nusa Tenggara
 - d. At Pink Beach, there are so many marine organisms
2. At Pink Beach, there are so many **marine** organisms. The underlined word has similar meaning with.....

- a. Little
 - b. Sea
 - c. Wild
 - d. Unique
3. The word “ species “ has similar meaning with
 - a. Variety
 - b. Kind
 - c. Style
 - d. Fashion
 4. What can be inferred from the second paragraph?
 - a. There are so many marine life, so it is suitable for divers for marine sports lovers
 - b. This place is a proper spot for snorkeling and diving for sea sports lovers
 - c. There are so many marine organisms
 - d. Having so much marine life
 5. What can be inferred from the first paragraph ?
 - a. Pink beach or Pantai merah muda is one of the beaches in Komodo Island
 - b. The beach is called Pink Beach because the sand beach is pink
 - c. Pink beach is East Nusa Tenggara have pink sand because a mixture of white sand beach colors mixed with coral fragments, shells, calcium, and foraminifera
 - d. At pink beach, there are so many marine organisms
 6. Which is the main topic of the first paragraph ?
 - a. The beach is called pink because the sand beach is pink
 - b. Pink beach or pantai merah muda is one of the beaches in Komodo island, East Nusa Tenggara
 - c. Pink beach is located on Komodo Island
 - d. This place proper spot for snorkeling
 7. This *place* is a proper spot for snorkeling and diving for sea sports lovers. The word “place “ refers to
 - a. Komodo Island
 - b. East Nusa Tenggara
 - c. Pink Beach
 - d. Pink White v
 8. Which province in this pink beach is located in ?
 - a. Komodo island
 - b. East Nusa Tenggara
 - c. Indonesia
 - d. West nusa tenggara
 9. The author mentions at Pink Beach, there are so many marine organisms EXCEPT.....

- a. Species of fish
 - b. Species of sponge
 - c. Species of shell
 - d. Species of coral
10. The word “ it’s “ in line 3 refers to
- a. Beach in East Nusa Tenggara
 - b. Komodo Island
 - c. Pink beach
 - d. White beach

*Adopted from Bahasa Inggris/ Kementerian Pendidikan dan Kebudayaan,
Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan (2017)*

APPENDIX 6

The Answer Key First Test

- 1. D**
- 2. B**
- 3. B**
- 4. A**
- 5. C**
- 6. B**
- 7. C**
- 8. B**
- 9. C**
- 10. C**

APPENDIX 7

**BLUE PRINT
QUESTIONNAIRE**

Difficulties Factors	Sub Indicators	Item Number	Total
Internal Factors	Lack of familiarity with the reading material	2,11	2
	Difficulty in using reading strategies	1,3	2
	The problem in recalling after reading	7,13	2
	Limited vocabulary knowledge	8,10	2
	Lack of fluency	9,14	2
External Factors	House environment	5,12	2
	School environment	4,6	2

Factors difficulty in reading comprehension by Westwood,(2008:34) and Peter,(2001)

APPENDIX 8

QUESTIONNAIRE

I. Identitas siswa

A. Nama :

B. Kelas :

II. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang factor kesulitan and belajar Bahasa Inggris khususnya materi tentang Reading Comprehension. Jadi ,jangan ragu menjawab setiap pertanyaan.

Jawablah pertanyaan ini sejujurnya sesuai dengan kondisi yang anda alami.

III. Petunjuk Pengisian Kuesioner

C. Saya mengharapkan anda memberikan jawaban ini secara jujur,sesuai dengan kondisi yang anda alami

D. Jawablah pertanyaan dibawah ini dengan memberikan tand checklist (v) pada salah satu pilihan yang anda anggap paling tepat dan sesuai dengan pendapatmu!

No	PERTANYAAN	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat tidak setuju
1.	Saya tidak mengerti cara menggunakan strategi membaca,seperti skimming dan scanning dalam membaca pemahaman					
2.	Saya tidak mempelajari materi membaca pemahaman terlebih dahulu dirumah. Saya hanya belajar dikelas dan					

	bergantung pada instruksi guru.					
3.	Saya mengerti strategi dalam membaca teks					
4.	Saya tidak pernah membaca buku Bahasa Inggris yang berkaitan dengan teks membaca pemahaman ketika berada di perpustakaan sekolah .					
5.	Keluarga saya memberikan dukungan motivasi ketika membaca teks-teks berbahasa Inggris di rumah					
6.	Buku-buku Bahasa Inggris yang berada di perpustakaan sekolah saya tersedia lengkap.					
7.	Saya melupakan hal terpenting yaitu detail informasi di dalam teks yang saya baca, dikarenakan pada saat membaca saya tidak					

	memperhatikannya.					
8.	Saya kesulitan dalam memahami arti kata yang terdapat dalam teks membaca,dikarenakan kosakata Bahasa Inggris saya terbatas.					
9.	Saya membaca teks Bahasa Inggris dengan sangat cepat dan mengabaikan detail penting dan informasi pada teks yang saya baca.					
10.	Pada saat membaca teks Bahasa Inggris ,saya mengetahui semua arti dari teks tersebut .					
11.	Saya belum terlalu paham dengan tipe-tipe teks yang saya baca, karena latar belakang pengetahuan saya tentang reading masih terbatas					
12.	Pada saat dirumah ,keluarga saya tidak pernah memotivasi					

	saya untuk belajar membaca teks yang berbahasa inggris.					
13.	Saya membaca dengan suara yang keras untuk membantu saya mengingat detail informasi teks dengan baik .					
14.	Saya membaca dengan pelan dan memperhatikan setiap detail informasinya.					

Adopted from Yolanda Melandita,(2019:63)

APPENDIX 9

Score Test Reading Comprehension

No.	Name	Score	
		Test 1	Test 2
1.	Ahmad Alik	60	50
2.	Ahmad Naufal Jamil	50	70
3.	Arum Wulansari	60	80
4.	Banyu Nur Sejati	60	20
5.	BAYU SAPUTRA	50	70
6.	Dahlia	50	50
7.	Della Ristia Putri	80	90
8.	Desi Suwartika	80	70
9.	Dika Saputra	80	60
10.	Dina Silviani	70	40
11.	Ellen Amelia	70	60
12.	Fathiyya Rahmadhani	80	70
13.	Giska Adelia	80	60
14.	Indah	70	80
15.	Indah Dwi Yanti	50	20
16.	Intan Andini	40	60
17.	Jaenal Arifin	80	90
18.	Junesta Alfahrezy Erwinsyah Putra	70	70
19.	Lala desira	60	40
20.	Maharani	90	50
21.	Muhammad Wildan Prasetyo	50	50
22.	PRIHATINI ESTINENG RAHAYU	50	60
23.	Puja Aprilia	70	60
24.	Rahma Windriani	60	70
25.	Restika Sari	80	70
26.	Rosiana Kristin Magdalena Sinambela	70	70
27.	SANDYA REVA MAHARANI	80	40
28.	Saskia Widyani	80	20
29.	Silviani Anggraeni	40	50
30.	Surya Agung Prayogo	70	50
31.	Tri Williyana Ningsih	50	20
32.	Veny	50	50
33.	Vika Putri	60	20
34.	Zedan Ade Zulhiz	80	30
	Score	66,4	53,2

APPENDIX 10

Aspect of Reading	Student 1	Student 2	Student 3	Student 4
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	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	1	1
Detail Information	1	1	0	2	0	2	1	1
Understanding Vocabulary	1	1	1	1	2	0	1	1
Making Inference	1	1	0	2	1	1	0	2
Locating Reference	1	1	2	0	2	0	1	1
Score	60		50		70		40	

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 5		Student 6		Student 7		Student 8	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	1	1	2	0	2	0
Detail Information	1	1	2	0	1	1	1	1
Understanding Vocabulary	2	0	2	0	2	0	2	0
Making Inference	1	1	1	1	0	2	1	1
Locating Reference	2	0	2	0	2	0	2	0
Score	80		80		70		80	

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 9		Student 10		Student 11		Student 12	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	2	0	1	1	1	1
Detail Information	2	0	2	0	1	1	2	0
Understanding Vocabulary	1	1	2	0	0	2	0	2
Making Inference	1	1	1	1	1	1	1	1
Locating Reference	1	1	0	2	2	0	1	1
Score	60		70		50		50	

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 13		Student 14		Student 15		Student 16	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	1	1
Detail Information	1	1	2	0	1	1	2	0
Understanding Vocabulary	2	0	2	0	2	0	1	1
Making Inference	1	1	1	1	1	1	1	1
Locating Reference	2	0	2	0	2	0	1	1
Score	80		90		80		60	

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 17		Student 18		Student 19		Student 20	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	1	1	2	0	2	0
Detail Information	1	1	2	0	1	1	1	1
Understanding Vocabulary	0	2	0	2	2	0	2	0
Making Inference	1	1	1	1	1	1	1	1
Locating Reference	2	0	1	1	2	0	2	0
Score	50		50		80		80	

The Result of the First Test of Students' Reading Comprehension

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 21		Student 22		Student 23		Student 24	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	1	1
Detail Information	2	0	1	1	1	1	2	0

Understanding Vocabulary	2	0	1	1	2	0	2	0
Making Inference	1	1	2	0	0	2	1	1
Locating Reference	1	1	1	1	2	0	2	0
Score	80		70		70		80	

Aspect of Reading Comprehension	Student 25		Student 26		Student 27		Student 28	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	1	1
Detail Information	1	1	0	2	0	2	1	1
Understanding Vocabulary	2	0	2	0	1	1	1	1
Making Inference	1	1	1	1	0	2	0	2
Locating Reference	2	0	2	0	2	0	1	1
Score	80		70		50		40	

The Result of the First Test of Students' Reading Comprehension

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 29		Student 30		Student 31		Student 32	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer

Determining Main Idea	2	0	2	0	1	1	1	1
Detail Information	1	1	2	0	2	0	2	0
Understanding Vocabulary	2	0	2	0	1	1	1	1
Making Inference	1	1	1	1	1	1	0	2
Locating Reference	2	0	0	2	1	1	2	0
Score	80		70		60		60	

The Result of the First Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 33		Student 34	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	2	0
Detail Information	2	0	1	1
Understanding Vocabulary	1	1	1	1
Making Inference	0	2	0	2
Locating Reference	1	1	2	0
Score	50		60	

APPENDIX 11

Aspect of Reading Comprehension	Student 1		Student 2		Student 3		Student 4	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	1	1	0	2	0	2
Detail Information	2		0	2	1	1	0	2
Understanding Vocabulary	0	2	1	1	1	1	2	0
Making Inference	1	1	0	2	0	2	0	2
Locating Reference	1	1	1	1	0	2	0	2
Score	50		30		20		20	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 5		Student 6		Student 7		Student 8	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	0	2	0	2	1	1	0	2

Detail Information	2	0	0	2	2	0	1	1
Understanding Vocabulary	2	0	2	0	1	1	1	1
Making Inference	0	2	0	2	0	2	2	0
Locating Reference	1	1	0	2	1	1	0	2
Score	50		20		50		40	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 9		Student 10		Student 11		Student 12	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	1	1	1	1	1	1
Detail Information	2	0	2	0	1	1	1	1
Understanding Vocabulary	2	0	1	1	2	0	2	0
Making Inference	1	1	2	0	0	2	0	2
Locating Reference	1	1	1	1	2	0	2	0
Score	70		70		60		60	

The Result of the Second Test of Students' Reading Comprehension

Aspect of	Student 13	Student 14	Student 15	Student 16
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Reading Comprehension	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	1	1	1	1	2	0
Detail Information	2	0	1	1	2	0	2	0
Understanding Vocabulary	0	2	2	0	1	1	1	1
Making Inference	1	1	0	2	0	2	0	2
Locating Reference	2	0	1	1	1	1	0	2
Score	60		50		50		50	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 17		Student 18		Student 19		Student 20	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	0	2	2	0
Detail Information	2	0	1	1	0	2	1	1
Understanding Vocabulary	2	0	2	0	0	2	2	0
Making Inference	0	2	1	1	0	2	2	0
Locating Reference	0	2	2	0	2	0	0	2
Score	70		80		20		70	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 21		Student 22		Student 23		Student 24	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	1	1
Detail Information	2	0	2	0	2	0	1	1
Understanding Vocabulary	1	1	2	0	2	0	1	1
Making Inference	2	0	1	1	0	2	1	1
Locating Reference	2	0	0	2	0	2	0	2
Score	90		70		60		40	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 25		Student 26		Student 27		Student 28	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0	2	0	2	0
Detail Information	2	0	2	0	0	2	2	0
Understanding Vocabulary	1	1	2	0	2	0	2	0
Making Inference	1	1	0	2	1	1	0	2
Locating Reference	0	2	1	1	0	2	2	0
Score	60		70		50		80	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 29		Student 30		Student 31		Student 32	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	1	1	2	0	1	1	2	0
Detail Information	1	1	1	1	2	0	2	0
Understanding Vocabulary	0	2	1	1	2	0	1	1
Making Inference	0	2	1	1	2	0	1	1
Locating Reference	0	2	1	1	2	0	1	1
Score	20		60		90		70	

The Result of the Second Test of Students' Reading Comprehension

Aspect of Reading Comprehension	Student 33		Student 34	
	Correct Answer	Incorrect Answer	Correct Answer	Incorrect Answer
Determining Main Idea	2	0	2	0
Detail Information	2	0	2	0
Understanding Vocabulary	1	1	0	2
Making Inference	1	1	0	2
Locating Reference	1	1	0	2

Score	70	40
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**The Result of the Second Test
of Students' Reading**

Comprehension

APPENDIX 12

The Result of Questionnaire

1. Factor Lack of Familiarity with Reading Material

Table 4.6 Students Answer item Lack of Familiarity with Reading Material

Questions item numbers	Option	Frequency	Percentage
2	Strongly Agree	0	0
	Agree	15	44,1%
	Neutral	6	17,6%
	Disagree	12	35,2%
	Strongly Disagree	1	2,9%
11	Strongly Agree	0	0
	Agree	24	70,5%
	Neutral	5	14,7 %
	Disagree	4	11,7%
	Strongly Disagree	0	0

2. Factor difficulty in Using Reading Strategies

Table 4.6 Students Answer item Difficulty in using reading strategies

Questions item numbers	Option	Frequency	Percentage
1	Strongly Agree	0	0
	Agree	25	73,5 %
	Neutral	7	20,5%
	Disagree	2	5,8%
	Strongly Disagree	0	0
3	Strongly Agree	3	8,8%
	Agree	18	52,9%
	Neutral	4	11,7%
	Disagree	6	17,6%
	Strongly Disagree	3	8,8%

3. Factor the Problem in Recalling after reading

Table 4.8 Students Answer item the problem in recalling after reading

Questions item numbers	Option	Frequency	Percentage
7	Strongly Agree	0	0
	Agree	13	38,2%
	Neutral	9	26,4%
	Disagree	12	35,2%
	Strongly Disagree	0	0
13	Strongly Agree	2	5,8%
	Agree	10	29,4%
	Neutral	8	23,5%
	Disagree	14	41,1%
	Strongly Disagree	0	0

4. Factor Limited Vocabulary Knowledge

Table 4.9 Students item limited vocabulary Knowledge

Questions item numbers	Option	Frequency	Percentage
8	Strongly Agree	2	5,8%
	Agree	30	88,2%
	Neutral	0	0
	Disagree	2	5,8%
	Strongly Disagree	0	0
10	Strongly Agree	2	5,8%
	Agree	2	5,8%
	Neutral	12	35,2%
	Disagree	15	44,1%
	Strongly Disagree	3	8,8%

5. Factor Lack of Fleuncy

Table 4.10 Students Answer item lack of fluency

Questions item numbers	Option	Frequency	Percentage
9	Strongly Agree	3	8,8%
	Agree	8	23,5%
	Neutral	6	17,6%
	Disagree	17	50%
	Strongly Disagree	0	0
14	Strongly Agree	0	0
	Agree	22	64,7%
	Neutral	10	29,4%
	Disagree	0	0
	Strongly Disagree	2	5,8%

6. Factor House Environment

Table 4.11 Students Answer item house Environment

Questions item numbers	Option	Frequency	Percentage
5	Strongly Agree	4	11,7
	Agree	17	50%
	Neutral	8	23,5%
	Disagree	2	5,8%
	Strongly Disagree	3	8,8%
12	Strongly Agree	7	20,5%
	Agree	3	8,8%
	Neutral	6	17,6%
	Disagree	18	52,9%
	Strongly Disagree	0	0

7. Factor School Environment

Table 4.1 Students Answer item school environment

Questions item numbers	Option	Frequency	Percentage
4	Strongly Agree	0	0
	Agree	16	47%
	Neutral	10	29,4%
	Disagree	8	23,5%
	Strongly Disagree	0	0
6	Strongly Agree	13	38,2%

	Agree	14	41,1%
	Neutral	5	14,7%
	Disagree	2	5,8%
	Strongly Disagree	0	0

APPENDIX 15

DOCUMENTATION

Students' activity in doing the first and second reading test



Students' activity in doing Questionnaire

