

**AN ANALYSIS OF STUDENTS' READING
COMPREHENSION ABILITY ON NARRATIVE TEXT BASED
ON THE FOUR LEVELS COMPREHENSION SKILLS AT
THE TENTH GRADE OF SMAN 2 PUNDUH PIDADA
IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
S1-Degree**

By

**NELA SARI
NPM. 1711040099**

**Study Program : English Education
Advisor : Dewi Kurniawati, M. Pd.
Co-Advisor : M. Sayid Wijaya, M. Pd.**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1442 H / 2021 M**

ABSTRACT

Levels of comprehension skills could be used to figure out the meaning of the text. In addition, each level of comprehension skills had indicators and it played an important role in discovering the meaning of the narrative text. The objectives of this research were to describe the students' reading comprehension ability on narrative text based on the four levels of comprehension skills and the most mastered level of comprehension skills in comprehending narrative text for the tenth graders of SMA Negeri 2 Punduh Pidada.

This research used descriptive quantitative method. The population of this research was students in the tenth grade of SMAN 2 Punduh Pidada. Cluster random sampling was used to take the sample which consisted of 28 students of the class X IPA. In collecting the data, the reading test was used to acquire data.

The result showed that for each level of comprehension skills, there were different percentages of the students' correct answers. The percentage of the literal level was 32% correct answer, interpretative level was 25%, critical level was 23%, and creative level was 20% correct answer. The score distribution in comprehending narrative text based on literal level, most of the students fell into the "Moderate" category, and most of the students in the interpretative, critical, and creative level fell into the "Low" category. It means that most of the students were able to answer the questions at the literal level. While, most of the students were unsuccessful in answering the questions in interpretative, critical, and creative levels. It means that the most mastered level comprehension skill in comprehend narrative text for literal levels.

Keywords: *Narrative text, Reading comprehension, The four levels comprehension skills*

FREE PLAGIARISM LETTER

I hereby declared that this thesis entitled “Students’ Reading Comprehension on Narrative Text Based on the Four Levels Comprehension Skills at the Tenth Grade of SMA Negeri 2 Punduh Pidada” is completely my own work and is based on research. I also declared that I have quoted some statements and theories from various sources in the preparation of this thesis, from books, articles, and any other kinds of documents and they are properly acknowledged in the text.

Bandar Lampung, October 2021

Declared by,



NELA SARI

NPM. 1711040099



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame, Bandar Lampung Telp. (0721) 703260

APPROVAL

Title : AN ANALYSIS OF STUDENTS' READING COMPREHENSION ABILITY ON NARRATIVE TEXT BASED ON THE FOUR LEVELS COMPREHENSION SKILLS AT THE TENTH GRADE OF SMA NEGERI 2 PUNDUH PIDADA IN THE ACADEMIC YEAR OF 2020/2021

Student's Name : Nela Sari

Student's Number: 1711040099

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in examination session
at Tarbiyah and Teacher Faculty,
State Islamic of University Raden Intan Lampung

Advisor,

Dewi Kurniawati, M. Pd.
NIP. 198006012006042047

Co-Advisor,

M. Savid Wijaya, M. Pd.
NIP. 198803172015031006

**The Chairperson of
English Education Program**

Meisuri, M.Pd.
NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721)703260

ADMISSION LETTER

A thesis entitled: **“AN ANALYSIS OF STUDENTS’ READING COMPREHENSION ABILITY ON NARRATIVE TEXT BASED ON THE FOUR LEVELS COMPREHENSION SKILLS AT THE TENTH GRADE OF SMAN 2 PUNDUH PIDADA IN THE ACADEMIC YEAR OF 2020/2021”**, written by: **Nela Sari, NPM: 1711040099**, Study Program: **English Education**, has been **successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Thursday, October 7th, 2021.**

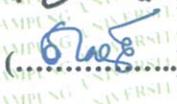
Board of Examiners:

The Chairperson : Meisuri, M.Pd 

The Secretary : Dian Reftyawati, M.Pd 

Primary Examiner : Satria Adi Pradana, M.Pd(.....)

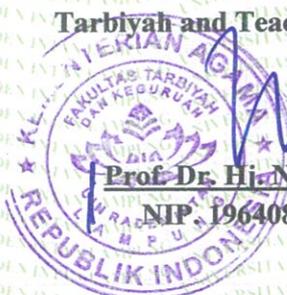
The First Co- Examiner : Dewi Kurniawati, M.Pd 

The Second Co- Examiner : M. Sayid Wijaya, M.Pd 

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002



MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease! Indeed, with hardship
(will be) ease”

(Q.S. Al-Insyirah: 5-6)¹

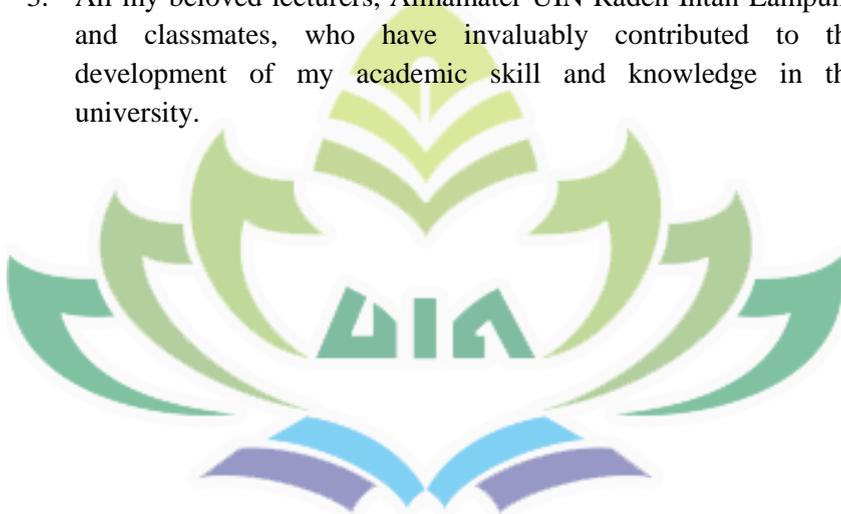


¹ Abdullah Yusuf 'Ali, *The Holy Qur'an Arabic Text with English Translation*, (New Johar Offset Printers, India: 2006), p. 1219

DEDICATION

Praise and gratitude to Allah the almighty for abundant blessing and mercy to me and from the depth of my heart, I would like to dedicate this thesis as follows:

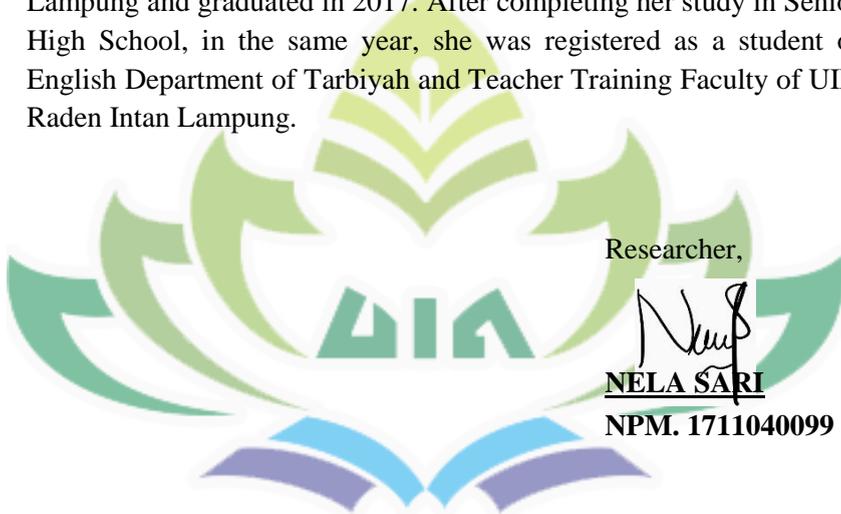
1. The greatest inspirations in my life are my beloved parents, Mr. Kaspin and Ms. Sri Lestari who have always prayed and supported for my success of my life and advised me.
2. My beloved sister, Siti Nurbayati, elder brother, Prayitno and younger brother, Yoga Raditya, who have always cared, supported me and cheered me up until the completion of this thesis.
3. All my beloved lecturers, Almamater UIN Raden Intan Lampung and classmates, who have invaluable contributed to the development of my academic skill and knowledge in the university.



CURRICULUM VITAE

Nela Sari was born in Bawang on March 20th 1999. Nela is the third child of Mr. Kaspin and Ms. Sri Lestari. She has one beloved sister, elder brother and younger brother. Their names are Siti Nurbayati, Prayitno and Yoga Raditya. She lives in Bangun Rejo, Pesawaran, Lampung.

She began her study at SDN 1 Bawang in 2005 and graduated in 2011. She continued her study at SMPN 2 Punduh Pidada and graduated in 2014. After that, she continued her study at SMAN 12 Bandar Lampung and graduated in 2017. After completing her study in Senior High School, in the same year, she was registered as a student of English Department of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



Researcher,

Nela Sari
NELA SARI

NPM. 1711040099

ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah Ta'ala, the almighty God. For blessing Me with mercy and guidance to completion of my study at the State Islamic University of Raden Intan Lampung. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She decided to give her recognition to a few of them who have helped her in specific ways. They are:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her staff, who have given an opportunity and the help to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd., as the chairperson of English Education study program UIN Raden Intan Lampung.
3. Dewi Kurniawati, S.S., M.Pd., the advisor who has contributed and guided the researcher in the accomplishment of this thesis.
4. M. Sayid Wijaya, M.Pd., the co-advisor, who always patiently guided, helped and given countless time for the researcher until the completion of this thesis.
5. Satria Adi Pradana, M.Pd. as the primary examiner, has provided guidance, advice and assistance in completing this thesis.
6. All lecturers of English Education Department of UIN Raden Intan Lampung, who have given education, knowledge and experience to the researcher.
7. Abdul Roni, S.Pd., the headmaster of SMAN 2 Punduh Pidada, Akhmad Amri, S.Pd., the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction

and for giving contribution while she was conducting the research there.

8. Students of the class X IPA at SMAN 2 Punduh Pidada for giving nice participation and great attention during the process in this research.
9. My beloved friends, Nurul Ahya, Melinia, Nurul Rahmah, Oktaviani Dia Prastika, and Novita Sari who always help me and cheer me up when I am down.
10. The last, thanks to all friend C class of English Education Department 2017, who cannot be mentioned individually, I am thankful for your supports and for our friendship.

Finally, it is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expected critical feedback for the betterment of this thesis.

Bandar Lampung, October 2021

Researcher,



NELA SARI

NPM. 1711040099

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
FREE PLAGIARISM LETTER	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii

CHAPTER I INTRODUCTION

A. Title Affirmation.....	1
B. Background of the Problem.....	2
C. Identification of the Problem.....	6
D. Limitation of the Problem.....	6
E. Formulation of the Problem.....	6
F. Objective of the Research.....	6
G. Significance of the Research	7
H. Relevance Studies.....	8
I. Systematic Discussion	9

CHAPTER II REVIEW OF LITERATURE

A. Concept of Reading	11
B. Types of Reading.....	11
C. Concept of Reading Comprehension.....	14
D. Text.....	15
E. Narrative Text.....	18
F. Levels of Comprehension skills	21

CHAPTER III RESEARCH METHOD

A. Time and Place of Research 25
B. Research Design 25
C. Population, Sampling, and Sample..... 25
D. Data Collection and Instrument 27
E. Research Procedure 29
F. Data Analysis..... 31

CHAPTER IV RESULT AND DISCUSSION

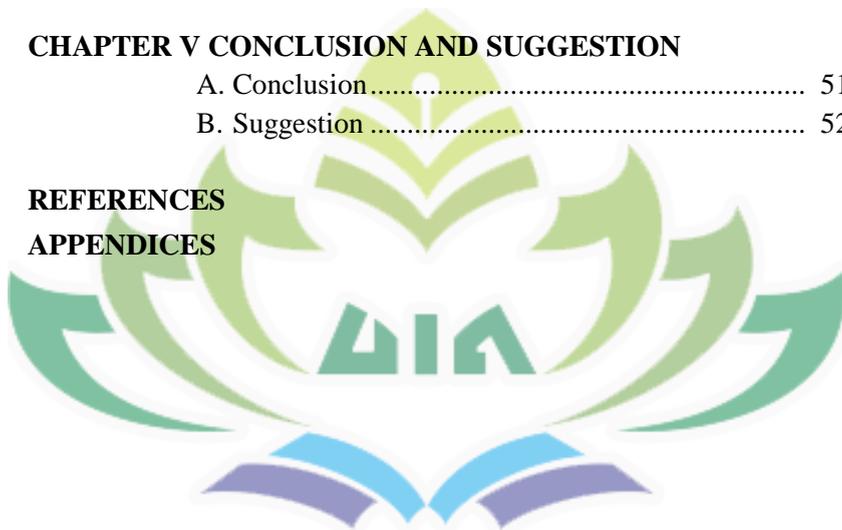
A. Data Description 33
B. Discussion of Research Results and Analysis 38

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 51
B. Suggestion 52

REFERENCES

APPENDICES

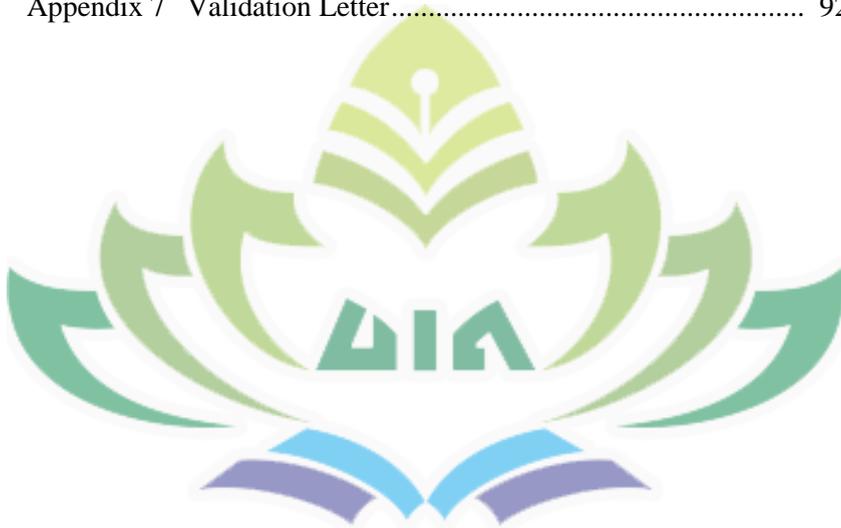


LIST OF TABLES

	Page
Table 3.1 Total of Students of the Tenth Grade at SMAN 2 Punduh Pidada.....	26
Table 3.2 Blueprint of Levels Comprehension Skills	28
Table 4.1 The Students' Correct Answer based on Four Levels Comprehension	34
Table 4.2 The Test Scores of Students based on Four Levels of Comprehension.....	35
Table 4.3 The Percentage of the Students' Correct Answer.....	37
Table 4.4 The Students' Score of Test based on the Literal Level	39
Table 4.5 The Score Distribution based on the Literal Levels	40
Table 4.6 The Students' Score of Test based on the Interpretative Level.....	41
Table 4.7 The Score Distribution based on the Interpretative Level.....	43
Table 4.8 The Students' Score of Test based on the critical Level	44
Table 4.9 The Score Distribution based on the critical Level	46
Table 4.10 The Students' Score of Test based on the Creative Level.....	47
Table 4.11 The Score Distribution based on the Creative Level.....	48
Table 4.12 The Score Distribution based on the Four Levels Comprehension Skills.....	49

LIST OF APPENDICES

	Page
Appendix 1 Preliminary Research's Interview.....	59
Appendix 2 Instrument.....	61
Appendix 3 List Students Name of Class X IPA SMAN 2 Punduh Pidada	78
Appendix 4 Students' Answer Sheet	79
Appendix 5 Raw score Data.....	89
Appendix 6 Research Letter.....	90
Appendix 7 Validation Letter.....	92



CHAPTER I

INTRODUCTION

A. Title Affirmation

There were several important terms in the title of this thesis, it is essential to explain some of these terms so as not to avoid misunderstanding. The title of the thesis in the question is An Analysis of Students' Reading Comprehension on Narrative Text Based on the Four Levels of Comprehension Skills at the Tenth Grade of SMA Negeri 2 Punduh Pidada in The Academic Year of 2020/2021. Some of the terms contained in the title of this thesis have the following meanings:

Analysis is the process of studying or examining something in an organized way to learn more about it, or a specific study of something.¹

Reading comprehension is the process of making meaning from text. As a result, rather than attempting to interpret isolated words or sentences, the goal is to get a general understanding of what is stated in the text.²

A narrative text is a type of text that entertains or informs readers or listeners by telling a story about a particular event.³ The text consists of orientation, complication, or problems and resolution.

There are a few levels of reading comprehension which could be used to figure out the meaning of text. There are four levels of comprehension skills in reading comprehension. The four levels are: literal, interpretative, critical, and creative.⁴

Based on that explanation, what this title means was to analyze students' reading comprehension ability of narrative text based on the four levels comprehension skills. The researcher

¹ *Cambridge Dictionary*

² Woolley, Reading Comprehension: Assisting Children with Learning Difficulties. (New York: Springer, 2011), p.15.

³ Mark Anderson, & Kathy Anderson, *Text Types in English 2*. (South Yarra, Vic: Macmillan, 2003)

⁴ Burns, Roe & Ross in Resniaty, "The Effect Of Semantic Mapping Strategy On Students' Reading Comprehension At The Ninth Grade Students Of SMP Raksana Medan." *KAIROS ELT JOURNAL*, Vol. 1, No. 2.

examined four levels of comprehension skills: literal, interpretative, critical, and creative in this study.

B. Background of the Problem

Reading requires creative thinking and activity. This activity requires knowledge and skills that are important for the reader. Furthermore, Harmer stated reading is benefit for other purposes as well. Any exposure to English students, as long as they understand it less, is beneficial to language students. A few of the language remains in their heads as part of the language acquisition process, and acquisition is more likely to be successful if reading text is particularly engaging.⁵

Harmer expressed reading is a receptive skill. The mechanisms in which people extract meaning from the language they see or hear are known as receptive skill.⁶ It indicates that a receptive skill in which people receive information through their eyes and brain defined as reading.

Furthermore, Gambrell and Dromsky in their book *A cognitive-constructivist view of reading* that reading is a process in which readers actively seek out and develop meaning for themselves in what they read.⁷ It implies, the sole goal of reading is to comprehend an information contained within text.

The process of extracting significant and relevant information from written text is also known as reading.⁸ Goodman in Burt, Peyton, and Adam stated reading is necessary to learn because it (1) helps readers learn to think in the new language, (2) helps readers build a better vocabulary, (3) makes readers more comfortable with written English, and (4) can help people plan to

⁵Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p.99.

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.283.

⁷ Peter Weswood, *Reading and learning difficulties (approach to teaching and assessment)*, (Australia: acer press, 2001), p.10

⁸ Miriam Burt, Joy Kreeft Peyton and Rebecca Adams, *Reading and Adult English Language Learners : A Review of the Research*, (Washington D . C : CAL , Center for Applied Linguistics and National Center for ESL Literacy Education, 2003) p.24.

study in an English-speaking country.⁹ Because they have a larger vocabulary in context, students who have acquired reading abilities will find it easier to understand English texts.

Meanwhile, reading entails not just to read each sentence in a paragraph but also comprehending the text's contents. Comprehension is the process of understanding words, phrases, grammatical knowledge, and experience with texts, as well as other ways to assist readers comprehend written texts. Comprehension is also a creative activity wherein students use their background knowledge to create meaning.¹⁰ It signifies that a process through which a reader can understand the meaning presented in a text and construct their own meaning based on their prior knowledge defined as comprehension.

Furthermore, reading comprehension is the search meaning, which involves actively applying our knowledge of the world and of texts to comprehend each new thing we read.¹¹ As a result, the more the reader's knowledge, the more probable the material will be understood.

Woolley revealed reading comprehension is a process of making meaning from text. As a result, rather than attempting to decode isolated words or sentences, the aim is to gain a general understanding of the topics covered in the text.¹² It means that reading comprehension is described as the process of comprehending a text. Readers read to get ideas or opinions, and they try to understand what the text tells about.

In the tenth grade of senior high school, there are a variety of texts that should be taught and mastered, one of which is narrative text. Anderson declared narrative text is a piece of text which tells a

⁹Peyton M. Burt, J.K., & Adams, R, Reading and Adult English Language Learners: A Review of the Research. (Washington: Center for Applied Linguistics, 2003). p.33

¹⁰ Thomas Gunning, Reading Comprehension Boosters, (New York: Jossey-Bass, 2010), p.1.

¹¹ Jean Wallace Gillet and Charles Temple, Understanding Reading Problem Assessment and Instruction, (USA: Harper Collin College Publisher, 1994), p.40

¹² Garry Woolley, Reading Comprehension: Assisting Children with Learning Difficulties, New York: Springer Science, 2011), p.15.

story and in doing so, entertains the audience, as noted in Marzona.¹³ According to Grace, the text's generic structure includes orientation, complication, resolution, and re-orientation.¹⁴ It implies that a narrative text is a form of text that tells a story and involves events to amuse readers or listeners. Orientation, complication, resolution and re-orientation are all part of the generic structure.

However, when students learn about narrative text there are some difficulties faced by students. Based on the preliminary research conducted through an unstructured interview with an English teacher of the tenth grade of SMAN 2 Punduh Pidada, students had some difficulty with reading activities, especially it was about the narrative text. Some of the difficulties were find the main ideas, finding details, making inferences, and as a result, students got difficulty in retelling or transferring the information from the text. Students' difficulties were related to levels of comprehension skills.

Furthermore, there was some previous research related to this research. The first, Permata Sari's research. In her research, she found that only a few students were successful in answering the interpretative and critical level questions.¹⁵ It indicates students are more comprehensive when dealt with English language at literal and creative levels than when confronted with text on the interpretive and critical levels.

Second, Aisah Aminah's research. According to her research, which showed that the students' difficulties is Critical Comprehension that was 40.77%. Because, it necessitates a high level of interaction between textual content, the reader, and potentially other people with whom the reader has interacted, as

¹³ Yessy Marzona, An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau, (Universitas Ekasakti: Jurnal JIPS Vol.3 No.1, 2019).

¹⁴Th. M. Sudarwati and Eudia Grace, Look Ahead Book 2 An English Course, (Jakarta: Erlangga, 2007), p. 154

¹⁵Dian Permata Sari, An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015), (Bengkulu: University of Bengkulu, 2014)

well as possibly other texts that the reader has read.¹⁶ It implies that critical comprehension is difficult for the reader.

Third, research by Suhadi. In his research, he discovered that more students master the literal level of reading comprehension than the inferential level.¹⁷ It means that more of students felt difficult in identifying main idea and specific words.

Fourth, Larasati's research. In her research, she discovered that when students are presented with English text on a literal level rather than an interpretive level, they are more comprehensive.¹⁸ It means that there are more students who are having trouble on comprehending making inference from text.

The last, the research of Octavia and Jufri's. In their research, they found that inferential level students outnumber critical level students.¹⁹ It means that many students were unsuccessful in answering the questions of critical comprehension.

Based on the previous research, it's safe to presume that students have difficulty to comprehend the text. Student difficulties include identifying main ideas and specific information, making inference, understanding vocabulary of the text, comprehending long sentence in the text, and so on. It makes students are unable to extract meaning from text. The difficulties these students have are related to levels comprehension skills. Each levels comprehension skill has different indicators. Regarding the case, this research would like to analyze students' reading comprehension abilities on narrative texts based on the

¹⁶Siti Aisah Aminah, *An Analysis of Students' Difficulties In Reading Comprehension On Narrative Text (A Case Study at the Second Grade of Ma Sholatiyah Petir-Serang District)*, (Banten: UIN Sultan Maulana Hasanuddin, 2017)

¹⁷Suhadi, *Exploring Literal and Inferential Reading Comprehension On Eight Grade Students (A Case Study at Eight Grade of SMP PGRI Karangampel)*, (Cirebon: IAIN Syekh Nurjati, 2016)

¹⁸Dwi Larasati, *An Analysis of Difficulties In Comprehending English Reading Text At The Eleventh Grade Students Of MA LAB UIN-SU Medan*, (Medan: UIN Sumatera Utara, 2019)

¹⁹Shanty Octavia and Jufri, *An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang*, *Advances in Social Science, Education and Humanities Research*, Vol. 411

four levels of comprehension skills at the tenth grade of SMA Negeri 2 Punduh Pidada in the academic year of 2020/2021.

C. Identification of the Problem

Based on the background of the problem, the problems have been identified as follows:

1. The students have difficulties comprehending narrative text.
2. The students lack mastery of levels comprehension skills.

D. Limitation of the Problem

Based on the background of the problem, this research focused on analyzing students' reading comprehension on narrative text based on the four levels comprehension skills at the tenth grade of SMA Negeri 2 Punduh Pidada. This research focused on analyzing four levels of comprehension skills based on Burns, Roe & Ross's theory. There are four level comprehension skills, they were literal, interpretative, critical, and creative.

E. Formulation of the Problem

Based on the limitations of the problem, formulate the problem as follows:

1. How is students' reading comprehension ability on narrative text based on the four levels comprehension skills at the tenth grade of SMA Negeri 2 Punduh Pidada in the academic year of 2020/2021?
2. What is the most mastered level comprehension skill in comprehending narrative text for the tenth graders of SMA Negeri 2 Punduh Pidada?

F. Objective of the Research

Based on the formulation of the problem, the objectives of the research were as follows:

1. To describe the students' reading comprehension ability on narrative text based on the four levels of comprehension skills

at the tenth grade of SMA Negeri 2 Punduh Pidada in the academic year of 2020/2021.

2. To describe the most mastered level of comprehension skills in comprehending narrative text for the tenth graders of SMA Negeri 2 Punduh Pidada.

G. Significance of the Research

The results of this research were expected to be beneficial as follows:

1. Theoretical Contribution

This research can be used to provide more information about students' reading comprehension ability on narrative text based on the four levels comprehension skills at the tenth grade of SMA Negeri 2 Punduh Pidada in the academic year of 2020/2021. This research can be the reference for further research about levels of comprehension skills.

2. Practical Contribution

The research was expected to be useful for SMA Negeri 2 Punduh Pidada or others who want to know how the students' reading ability in comprehending English text, especially narrative text, based on four levels of comprehension skills. So, the English teacher can know what level of comprehension skills the students have reached.

- a. The teacher

The results of this research were expected that the teacher knows the students' reading comprehension ability on narrative text based on the four levels comprehension skills and the teacher knows which level of comprehension skill students have reached.

- b. The students

The results of research were expected to motivate the students' comprehension of narrative text.

- c. The researchers

This research was expected to be a reference for other researchers who want to study leveled comprehension skills further.

H. Relevance Studies

There was some previous research related to this research. An Analysis of Students' Reading Comprehension Based on The Four Levels of Comprehension Skills (A Study of the Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015), was conducted by Permata Sari. The study's main focus was to describe what levels of comprehension skills most students achieve in their second year of senior high school. The sample was taken by random sampling. The descriptive quantitative method was applied in this research. The researcher conducted a reading test with the four-level comprehension skills to collect data. A small percentage of students were successful in answering questions on an interpretive and critical level.

Aisah Aminah's research. An Analysis Of Students' Difficulties In Reading Comprehension Of Narrative Text (A Case Study At The Second Grade Of MA Sholatiyah Petir-Serang District) was the focus of her research. The research investigates students' difficulties with reading comprehension, especially of narrative text. This research employs a qualitative method. The data was collected using a 25-question multiple-choice test and an interview with the students. Qualitative analysis is used to analyze the data. Critical Comprehension, which accounts for 40.77% of the students' difficulties. This is because this level requires a lot interaction between textual information and the reader, possibly other individuals with whom the reader has interacted, or even other texts the reader has read.

Research by Suhadi, Exploring Literal and Inferential Reading Comprehension in Eighth Grade Students (A Case Study in Eighth Grade of SMP PGRI Karangampel). This research attempts to explore students' levels of literal and inferential comprehension skills, as well as their problems in understanding English reading texts. The research approach used in this research was qualitative

research. The test and the interview were the instruments used to collect data for this research. This research showed more students master the literal level of reading comprehension than the inferential level.

Larasati's research, *An Analysis Of Difficulties In Comprehending English Reading Text For The Eleventh Grade Students Of MA LAB UIN-SU Medan*. The goal of this research is to identify the difficulties faced by eleventh grade students, as well as the elements that contribute to students' difficulties in comprehending English reading texts. This research is qualitative research. Data was gathered using two techniques: interviews and testing. This research showed that students were more understand when confronted with English text on a literal level than when confronted with English text on an interpretive level.

An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at the English Department of FBS Universitas Negeri Padang, was conducted by Octavia and Jufri. The research purpose is to analyze the students' abilities in comprehending texts of seventh semester students. This research was descriptive research. Cluster random sampling was used to choose research samples. A reading test was used to collect data. According to the findings, more students master the inferential level than the critical level.

Some of the differences between previous research and this research were the researcher analyzed students' reading comprehension abilities on narrative text based on the four levels of comprehension skills and the most mastered level of comprehension skills in comprehending narrative text among the tenth graders of SMA Negeri 2 Punduh Pidada. The research centered on analyzing the four levels of comprehension skills: literal level, interpretive level, critical level, and creative level. This research used the descriptive quantitative method. The sample was taken through cluster random sampling. A reading test was used to collect data.

I. Systematic Discussion

The systematic discussion that were the steps in the research process were as follows:

CHAPTER I INTRODUCTION

This chapter describes the title affirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance studies, and systematic discussion.

CHAPTER II REVIEW OF LITERATURE

This chapter describes a review of several theories and references those as the basis for supporting studies in this research. The theory used in this research is concept reading, types of reading, concept of reading comprehension, text, narrative text, and level of comprehension skills.

CHAPTER III RESEARCH METHOD

This chapter covers the following topics: time and place of research, research design, population, sampling, samples, data collection and instrument, research procedure, and data analysis.

CHAPTER IV RESULT AND DISCUSSION

This chapter discusses data description and discussion of research results and analysis.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter contains the conclusions of the research that has been carried out and suggestions.

CHAPTER II

REVIEW OF LITERATURE

A. Concept Reading

Reading is one of the basic skills in language that everyone should have. Reading is one of the key skills in language learning. Reading is the key of knowledge because the biggest source of knowledge are in written form. Reading means to understand the meaning of printed words i.e written symbols.²⁰It means that reading is to find out the message or information the author is putting in the text as efficiently as possible.

According to Richard and Julian, reading is the construction of meaning from a printed or written passage.²¹ It means that the most important thing when the reader reads the text is how the reader can understand what is in the text or how the reader gets information from the text.

Furthermore, Grabe says that reading is the ability to draw meaning from the printed page and interpret the information appropriately.²² It means that in reading, the reader needs the ability to draw and getting out the information correctly contained in the text.

Based on the explanation, it can be concluded that reading is a process that needs the ability to describe the meaning by paying attention to the words in the text, then interpreting the information correctly.

B. Types of Reading

1. Intensive Reading

Intensive reading is usually an activity-oriented in the classroom. Students focus on the linguistic or semantic details of a section. Intensive reading calls student attention to

²⁰M.F Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), p.113

²¹ Jack C. Richard & Julian Bamford, Extensive Reading in the Second Language Classroom, (Edinburgh: Cambridge Language Education, 2010) p.12

²²William Grabe & Frederica L. Stoller, Teaching and Researching Reading, (London: Routledge,2002), p.3

grammatical forms, discourse markers, and other surface structure details to understand literal meaning, implications, rhetorical relationships, and the like.²³ According to Harmer, Intensive reading means to read shorter texts to extract specific information.²⁴ It means that intensive reading is the reader activity to read a short text to get information.

a. Types of Intensive Reading

1. Reading Aloud

Reading aloud has an important role in teaching English. Practice to read aloud should be given at the primary level because it is the basis for pronouncing words. Only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.²⁵ It means that reading aloud is one type of reading by using a loud voice when reading text. The primary level suitable for practicing this type of reading.

2. Reading Comprehension

Intensive reading can aim to understand a particular text. Reading comprehension is the process of constructing meaning by coordinating some complex operations that include word reading, word and world knowledge, and fluency.²⁶ It means that reading comprehension is a complex process of transferring information from the writer to the reader so that they understand what the writer means.

3. Reading Speed

Reading speed is affected by a range of factors including the purpose of the reading and the difficulty

²³ H. Douglas Brown. Language Assessment Principle and Classroom Practices, (New York: Longman Person, 2014), p.186

²⁴Jeremy Harmer, How to Teach English, (Harlow: Longman Pearson, 2007), p. 99

²⁵ M.F Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), pp.120-121

²⁶ Paula J Clarke and Dean Cheshier - Developing reading comprehension, (New York : The Guilford Press, 2014), p.1

of the text.²⁷ Text difficulty is influenced by discourse, grammatical construction, vocabulary, and background knowledge.

2. Extensive Reading

According to Brown, Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read outside a classroom hour.²⁸ It means that extensive reading is carried out to achieve a general understanding of the normally longer text. The purpose of extensive reading is to train students read directly and fluently in the target language for enjoyment, without the help of the teacher.²⁹ It means that extensive reading is a reading activity to obtain information, in addition to understanding all the meaning components of a longer reading material.

a. Type of Extensive Reading

1. Silent Reading

Silent reading means reading completely silently, without even moving the lips. Silent reading is done to acquire a lot of information.³⁰ It means that silent reading is a type of reading whose purpose is to get more information contained in the text in a silent way when reading.

²⁷I.S.P. Nation, Teaching ESL/EFL Reading and Writing, (New York and London: Routledge, 2009), p. 27

²⁸ H. Douglas Brown. Language Assessment Principle and Classroom Practices, (New York: Longman Person, 2014), p.186

²⁹ M.F Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), p.119

³⁰M.F Patel and Praveen M. Jain, English Language Teaching (Methods, Tools & Techniques), (Jaipur: Sunrise Publisher & Distributors, 2008), pp.122-123

C. Concept of Reading Comprehension

Comprehension is the center reading.³¹ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from move the words on the page to the meaning in the mind, recognize individual words using memory and knowledge of letter and sound patterns, match the resulting pronunciations with meanings, and finally connect these words into idea units.³² It means a person's ability to understand context based on what is read or heard.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.³³ It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.

According to Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences.³⁴ It can be said that reading comprehension is the process to make sense as a whole what is described in the text.

Furthermore, Brown classifies eight aspects of reading comprehension, namely:

- a. Main idea
- b. Expression/idiom/phrases in context
- c. Inferences (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding fact not written (unstated details)

³¹Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

³² Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guild Press, 2008), p.5

³³ Paula J Clarke and Dean Chesher, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

³⁴ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

- g. Supporting ideas
- h. Vocabulary in context.³⁵

Based on the explanation, it can be concluded that reading comprehension is a process of interaction between the reader and the text, understanding the meaning and purpose contained in the text. So, the reader knows about main idea, expression/idiom/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting ideas, and vocabulary in context.

D. Text

1. Definition of Text

Text is a human-readable sequence of characters and the words it forms can be encoded into a computer-readable format. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.³⁶ It means that text is a cohesive unit which has the meaning in the context.

In other words, a text can be any linguistic unit, it can be a word, sentence, paragraph, then it can be text that is bigger than a paragraph. According to Siahaan, text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. A text of language is unique. Some languages may have some similarities in a text and they also have some differences.³⁷ It means that text has the meaningful in linguistic and unique language.

Based on the explanation, it can be concluded that the text is a linguistic unit that is meaningful, coherent and appropriate in a context. In addition, text is a meaningful

³⁵ H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Longman Person, 2014), p.206

³⁶ Rudi Hartono, *Genres of Text* (Semarang: UNNES, 2005), p4

³⁷ Sanggam Siahaan, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p 1-2

in linguistic, it can be in the form of words, sentences, or discourse.

2. Types of Text

Text in English are divided into several types, namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item. These variations are known as genre:

a. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, and reorientation.

b. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount are orientation, event (s), reorientation.

c. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structure of descriptive text are identification, description.

d. Report

Report text is a text to presents information about something, as it is. The generic structure are general classification, description.

e. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structure are general statement, explanation, closing.

f. Analytical exposition

Analytical exposition text is text to reveal the readers that something is the important case. The generic

structure are thesis, arguments, reiteration or conclusion.

g. Hortatory exposition

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be done. The generic structure are thesis, arguments, recommendation.

h. Procedure

Procedure text is a text to help readers how to do or make something completely. The generic structure are goal/aim, materials/ equipment, step or method.

i. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue (“For/Pros” and “Against/Cons”). The generic structure are: issue, arguments for and against, conclusion.

j. Review

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structure are orientation, evaluation, interpretative recount, evaluation, evaluative summation.

k. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, coda.

l. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structure are orientation, event (s), twist.

m. News item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The Dominant generic structure are news worthy event (s), background event (s), sources.³⁸

³⁸ Sanggam Sihaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

Based on the explanation, it can be concluded that text is text is a unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme, a word, a phrase, a morpheme, a clause, a sentence or a discourse. Furthermore, students have to know that text in English are divided into several types, namely narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The following will be explanation about narrative text.

E. Narrative Text

Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.³⁹ It means that narrative text is a type of text in English to tell a story that has a series of interconnected events. It presented to entertain readers or listeners.

Narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative tells about something that happened in the past.⁴⁰ Moreover, narrative is a text that contains stories such as folk tales, fables, legends, etc. Which is a narrative text that contains a story by presenting a sequence of events and the characterized actors. as a hero or a coward. It can be concluded that the narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

Narrative text consists of generic structure as follow:

1. Orientation

It introduces the story to the participants and informs the setting. Usually, the writer explains when the story happened and where it happened.

³⁹Anderson, Mark and Anderson, Kathy. Text Types in English 2, (South Yarra: Macmillan Education Australia PIY LTD,1997), p. 8

⁴⁰ Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, Creative English: Workbook, (Jakarta: Penerbit Erlangga, 2008), p.8

2. Complication

It tells the escalating crisis from the event. This is the climax of the narrative. In the middle of the story, the narrator generally shows its complication. Complications make the story more interesting because the main character is prevented from achieving what he or she wants. In this section, the narrator raises issues that occur in the story. A complication is a description of real life and tells the reader that any problem can be resolved.

3. Resolution

After spelling out the many problems in the narrative climax, the narrator then tells the reader about solving the problem. A resolution is a crisis that is resolved, good or bad. A satisfying narration will provide the reader with a resolution to a problem or complication. Generally, the resolution is placed at the end of the narration, but sometimes the narrator will place a problem or other complication after he or she conveys the resolution of the problem. It is used so that the story does not come to an end. In short, resolution is the end of the story.

4. Re-orientation

Re-orientation is optional of generic structure of narrative text. So, sometimes there is a re-orientation and sometimes it is not in the narrative text. Usually at the end of the story or the closing of the event.⁴¹

The language features of narrative text as follow:

1. Using noun and pronoun to identify people, thing, animals involved. For example: Queen, princess, she, he, etc.
2. Specific participant is special characteristics object. For example: Aladdin, Cinderella, etc.
3. Using adjective are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

⁴¹Peter Knap and Megan Watkins, Genre, text, grammar: technologies for teaching and assessing writing. (Australia: University of New South Wales. 2005) p.223

4. Using time connective and conjunction to sequence the events. For example: however, when, then, suddenly, etc.
5. Using adverb and adverbial phrases to indicate time and place. For example: once upon a time, there, here, at home, etc.⁴²

The example of narrative text:

The Story of Toba Lake⁴³

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

Orientation

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Complication

Few years later, this daughter would help bringing lunch to her father out in the fields. One day,

⁴² Fatuni'mah, The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/2016. Islamic University of Semarang, p.35

⁴³Narrative text, available on: <https://freeenglishcourse.info/story-of-narrative-text/>. Accessed on March, 22nd, 2021. At 03.00 p.m.

his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Resolution

F. Levels of Comprehension Skills

Burn in Kadir classifies four levels of comprehension skills, they are:

1. Literal

Literal reading refers to the straight forward meaning of the text, such as facts, vocabulary, times, and locations. Question of the literal comprehension can be answered directly and explicitly from the text. In our experience working with the teacher, we have found that they often check on literal reading first to make sure that their students have understood the basic or surface meaning of the text. This level is crucial to all reading skills at any level because a reader must first understand what the author said before can draw inference or make an

evaluating. Sample phrases or questions for literal level are as follows:

- a. Where....
- b. When ...
- c. Who
- d. The antonym/synonym of the words

2. Interpretative

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills used in the interpretative level include, identifying the main idea, understanding the author's purpose, determining point-of-view, predicting or summarizing events. Sample phrases or questions for interpretative level are as follows:

- a. What is the main idea of....
- b. What is the purpose of....
- c. In what point of view....
- d. What you can conclude

3. Critical

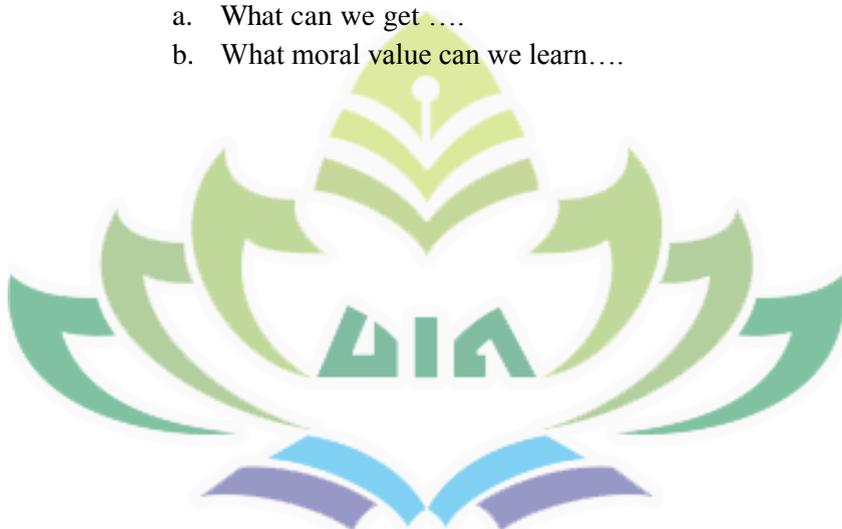
Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. They are moving further beyond the text and making judgments as they read. Students at this level make decisions, such as whether the text or author is accurate and reliable, or discern if a statement is a fact or opinion. Sample phrases or questions for critical level are as follows:

- a. Why
- b. How would you describe
- c. Which statement....
- d. What do you think will happen if....

4. Creative

Creative involves going beyond the material presented by the author. Creative requires readers to think like reading only critical reading is done, and it also requires readers to use their imagination. In creative, readers try to find new alternative solutions or responses that the author makes.⁴⁴ At this level, students use their understanding of a topic and think creatively about how to use and apply information to their lives or the real world. Sample phrases or questions for creative level are as follows:

- a. What can we get
- b. What moral value can we learn....



⁴⁴ A. Nurfadillah Kadir, *Improving Students Reading Comprehension Through Q Space Strategy (Question, Silence, Probe, Accept, Clarify, And Elaborate)*, (Makassar: Universitas Muhammadiyah, 2019), p.7



REFERENCES

- Aisah Aminah, Siti. 2017. *An Analysis Of Students' Difficulties In Reading Comprehension On Narrative Text (A Case Study at the Second Grade of MA Sholatiyah Petir-Serang District)*. Banten: UIN Sultan Maulana Hasanuddin.
- Aliaga, M. and Gunderson, B. 2002. *Interactive Statistics*. [Thousand Oaks]: Sage Publications.
- Anderson, M. & Kathy. 1997. *Text Types in English 2*. South Yarra: Macmillan Education Australia PIY LTD.
- _____. 2003. *Text Type In English*. Australia: Macmillan Education.
- Ary. 2010. *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Ary, Donald. Et al. 2010. *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education.
- Brown, H. Douglas. 2014. *Language Assessment Principle and Classroom Practices*. New York: Longman Person.
- Burns, Roe & Ross (1984:177-191) in Resniaty Situmorang (2017: 54).
- Caldwell, JS. 2008. *Comprehension Assessment a Classroom Guide*. New York: The Guild Press.
- Clarke, PJ, and Dean Cheshier, 2014. *Developing reading comprehension*. New York: The Guilford Press.
- Fatuni'mah. 2015. *The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016*. Semarang: Islamic University of Semarang.
- Gay, L.R. 1987. *Educational Research: Competencies for Analysis and Application, Third Edition, Columbus Toronto*. London and Melbourne: Merrill Publishing Company
- Gbollie, Charles and Shaoying Gong. 2013. *The Essence of Foreign Language Learning in Today's Globalizing World: Benefits*

- and Hindrances*, Vol.19, New Media and Mass Communication.
- Grabe, W. Stoller and Fredericka, F.L. 2002. *Teaching and Researching Reading*. London: Routledge.
- Gunning, Thomas. 2010. *Reading Comprehension Boosters*. New York: Jossey-Bass.
- Harmer, Jeremy. 2007. *How to Teach English*. Harlow: Longman Pearson.
- Hartono, Rudi. 2005. *Genres of Text*. Semarang: UNNES.
- Knap, Peter and Megan Watkins. 2005. *Genre, text, grammar: technologies for teaching and assessing writing*. Australia: University of New South Wales.
- Larasati, Dwi. 2019. *An Analysis Of Difficulties In Comprehending English Reading Text At The Eleventh Grade Students Of MA LAB UIN-SU Medan*. Medan: UIN Sumatera Utara.
- Miriam Burt, Joy Kreeft Peyton and Rebecca Adams. 2004. *Reading and Adult English Language Learners: A Review of the Research*, (Washington D . C .: CAL , Center for Applied Linguistics and National Center for ESL Literacy Education).
- M. Ngalim Purwanto. 2013. *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Marzona, Yessy. 2019. *An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau*. Universitas Ekasakti: Jurnal JIPS Vol.3 No.1.
- Narrative text, available on: <https://freeenglishcourse.info/story-of-narrative-text/>. Accessed on March, 22nd, 2021. At 03.00 p.m.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York and London: Routledge.
- Ng Foo Mun, et.al. 2008. *Creative English: Workbook*. Jakarta: Penerbit Erlangga.
- Nurfadillah Kadir, A. 2019. *Improving Students Reading Comprehension Through Q Space Strategy (Question, Silence, Probe, Accept, Clarify, And Elaborate)*. Makassar: Universitas Muhammadiyah.

- Patel, M. F. & Jain, Praveen M, 2008. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publisher & Distributors.
- Permata Sari, Dian. 2014. *An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMAN 10 Bengkulu Academic Year 2014/2015)*. Bengkulu: University of Bengkulu.
- Ricard, Jack C & Julian Bamford. 2010. *Extensive Reading in the Second Language Classroom*. Edinburgh: Cambridge Language Education.
- Shanty Octavia and Jufri. *An Analysis of Ability in Comprehending Reading Text of Seventh Semester Students at English Department of FBS Universitas Negeri Padang*, Advances in Social Science, Education and Humanities Research, Vol. 411.
- Siahaan, Sanggam. 2007. *Generic Text Structure*. Pematangsiantar: Graha Ilmu.
- Siahaan, Sanggam, Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Suhadi. 2016. *Exploring Literal and Inferential Reading Comprehension On Eight Grade Students (A Case Study at Eight Grade of SMP PGRI Karangampel)*. Cirebon: IAIN Syekh Nurjati.
- Tankersley, Karen. 2003. *Threads of Reading: Strategy for Literacy Development*. Beaugard: Library of Congress Cataloging in Publication Data.
- Woolley, Gary. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer Science

