

**STUDENTS' DIFFICULTIES IN COMPREHENDING THE ENGLISH
READING TEXT AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF SMP DARUL FALAH BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fullfilment of
The Requirments for S1-Degree

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2019**

ABSTRACT

STUDENTS' DIFFICULTIES IN COMPREHENDING THE ENGLISH READING TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP DARUL FALAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. This research is about students' difficulties in comprehending the English reading text at the second semester of the eighth grade of SMP Darul Falah Bandar Lampung in the academic year of 2018/2019. This research to know the cause of difficulties faced by eighth Grade Students' at SMP Darul Falah Bandar Lampung in comprehending English reading descriptive text.

In this research, the researcher used *Survey design*. In this design, researcher used quantitative method. The sample of this study is the eighth grade students of SMP Darul Falah Bandar Lampung. The researcher was taking 3 classes consist of 74 students. In collecting data, the researcher used a 15-item questionnaire with a 5-point Likert scale was used to collect data.

Based on the statistical data, the overall result revealed that most of the respondents perceived that they were not sure whether they had difficulties in reading comprehension. Moreover, on average, the respondents completely understood that motivation may be the first obstacle affecting reading comprehension. Background knowledge and the lack of reading strategies were perceived as the second and third problems respectively.

Keywords : **difficulties, reading comprehension, descriptive quantitative research**



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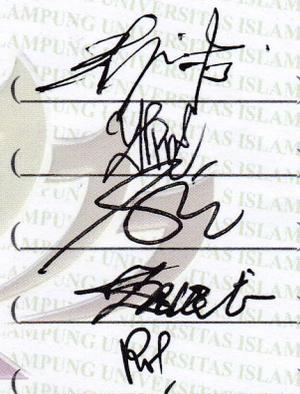
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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Artinya: *Bacalah dengan (menyebut) nama Tuhanmu yang Menciptakan, Dia Telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah yang Maha pemurah, Yang mengajar (manusia) dengan perantaran kalam, Dia mengajar kepada manusia apa yang tidak diketahuinya.*

(Q.S. AL-Alaq: 1-5)



DECLARATION

I hereby declare that this thesis entitled “Students’ Difficulties In Comprehending the English Reading Text at the Second Semester of The Eighth Grade of SMP Darul Falah Bandar Lampung in the Academic Year of 2018/2019 ” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung,

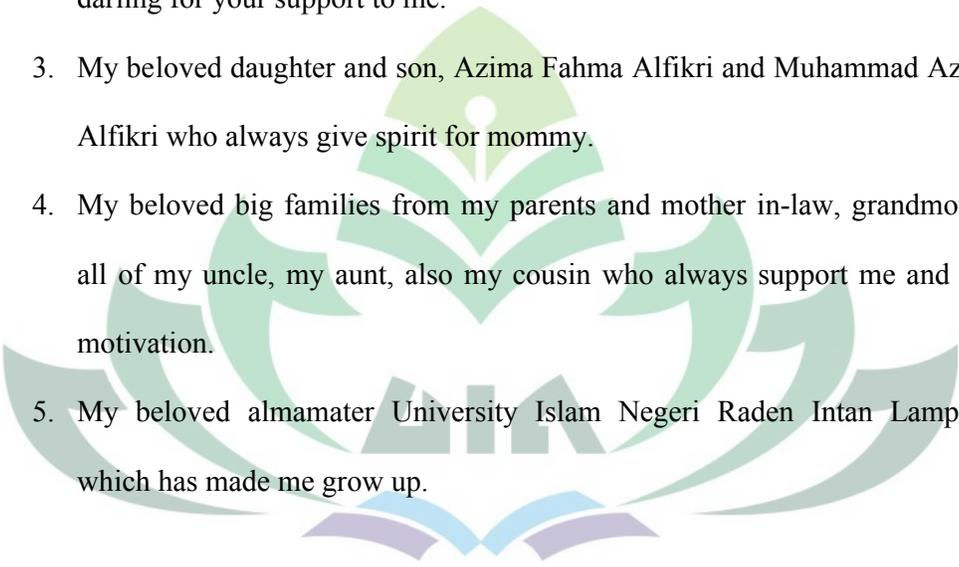
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DEDICATION

From the deep of my heart. This thesis is dedicated to one people who cares and loves me. I would like to dedicate this thesis to :

1. My beloved parents, Mr. Hartono and Mrs. Eliyanita who always love me and wish for my success. Thanks Ayah and Ibu for all the motivation.
 2. My beloved husband, Ahmad Alfikri, M.H who always love me. Thanks darling for your support to me.
 3. My beloved daughter and son, Azima Fahma Alfikri and Muhammad Azzam Alfikri who always give spirit for mommy.
 4. My beloved big families from my parents and mother in-law, grandmother, all of my uncle, my aunt, also my cousin who always support me and give motivation.
 5. My beloved almamater University Islam Negeri Raden Intan Lampung, which has made me grow up.
- 

ACKNOWLEDGMENT

First of all, praise to Allah the Almighty, the most Merciful, the Most Beneficent for his blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Students’ difficulties in comprehending the English reading text at the second semester of the eighth grade of SMP Darul Falah Bandar Lampung in the academic year of 2018/2019”. It is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. The researcher would like to thank the following people for their ideas, time and guidance for this thesis :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dekan of Tarbiyah and Teacher Training Faculty, UIN Raden Intan with all staff who give researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education study program, who has granted the permission to the researcher in doing the research.
3. Syofnidah Ifrianti, M.Pd, the first advisor for his guidance, help and countless time given to the researcher to finish this final project.
4. Rohmatillah, M.Pd the second advisor who hasless hours correcting this final project for spent countless hours correcting this final project for its betterment.

5. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
6. My beloved friends especially PBI B Class Tiara, Aulia, Denti, Luthfy and also all of friends of the English Department of UIN Raden Intan Lampung who always give suggestion and spirit in framework of writing this research.
7. My beloved almamater UIN Raden Intan Lampung, which has made me grow up and has contributed much for myself development.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, September 2019

The Researcher,

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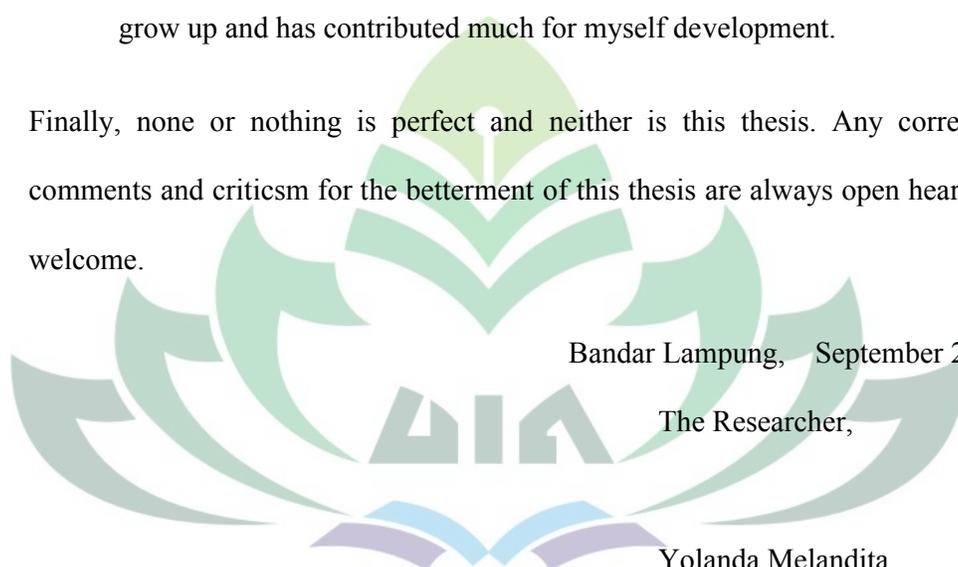


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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow stated that “reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement.”¹ Furthermore, according to Komiyama, “reading supports the development of overall proficiency and provides access to crucial information at work and in school.”² Therefore, it can be concluded that people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

Reading is important for our language capability. This statement supported by Harmer says, reading is useful for language acquisition. Provide that student more or less understand what they read, the better they get at it.³ So when people read, they must understand what the people read. When they read and do not get meaning, their activity is useless.

¹ Chaterine. Snow, *Preventing Reading Difficulties in Young Learner* (http://www.nap.edu/openbook.php?record_id=6023&page=1) accessed on February 19th 2017, 2 a.m

² Reiko. Komiyama, *CAR: A Means for Motivating Students to Read*. United States: 2009, 32. (http://americanenglish.state.gov/files/ae/resource_files/09-47-3-f.pdf) accessed on February 19th 2017, 2 a.m

³ Jeremi Harmer, *how to teach English* (China: Longman Pearson, 2007),p.99

In learning reading, the students are required to comprehend the text to get the information. Oberholzer said that “comprehending what we are reading is far more important to us than knowing the mechanical skill of reading. Without comprehending, reading would serve no purpose.”⁴ It means that understanding word is the goal of reading skill that should be achieved by the students in each levels of the language learning process.

Since English in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in comprehending reading text, it may be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. According to Nuttal, there are five problems students usually face while they are reading not in their first language, especially when they try to comprehend the text. Those problems are: the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts.⁵ All of those problems are probably because Indonesian students’ first language has different form, sound, vocabulary and structure from that of English.

⁴ Bronwen. Oberholzer, *The Relationship Between Reading Difficulties and Academic Performance* (Submitted in part fulfillment of the requirements for the degree of M Ed (Ed. Psych) in the Department of Educational Psychology at the University of Zululand, 2005), 1. (online) accessed on February 25th 2017, 8 p.m.

⁵ Christine. Nuttal, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Heinemann, 1983), 78.

Realizing that comprehending text is very important to be achieved by the students in reading skill, these difficulties in comprehending reading text should be known and solved both by the students and the teacher because the difficulties will give negative impact on the students' ability and motivation to achieve the reading target. Oberholzer stated that "difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive."⁶ Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every students' may have different difficulties in comprehending the reading text.

SMP Darul Falah Bandar Lampung was chosen with one of the considerations that this phenomenon may as well happen to the students at the school. Therefore, the researcher did the preliminary study to make sure that her research is possible to be conducted in this school. The preliminary study was done by interviewing the English teacher of eighth grade students about his class especially when the focus of the lesson is on reading.

Based on the interview, the researcher found that there was a tendency that a lot of eighth grade students at SMP Darul Falah Bandar Lampung have difficulties in comprehending the reading text especially descriptive text. According to the English teacher, until today, he still finds a lot of students who make mistakes while working on reading questions, the mistakes resulted

⁶ Bronwen. Oberholzer, op.cit.p.5

in their low reading achievement. These mistakes happened probably because they do not understand the content of the text. This study was conducted in SMP Darul Falah Bandar Lampung with several considerations. This school still lacks of professional teachers especially English teachers. The researcher hopes that she can see the reading problems faced by the students in this school clearly, so the results of this research can give contributions for the English language teacher to improve the quality of this school.

In this study, the researcher was chosen the eighth grade students of SMP Darul Falah Bandar Lampung as the research participants because based on the result of the preliminary study, they seemed to have difficulties in comprehending reading text, and the students' reading skill was still considered as low. In junior high school, the students are expected to be able to read a text based on five genres of English texts, they are: procedure, descriptive, recount, narrative, and report.

However, not all of the texts were learned by the eighth grade students' at SMP Darul Falah Bandar Lampung. They only focused on the descriptive text. In this study the researcher decided to used descriptive text as the test. The choice of this text is not only based on the syllabus of the second year students of junior high school but also the fact that the students seem to have difficulties in comprehending descriptive text more than the other genres.⁷

⁷ The students' reading score (see Appendix 1) 6

There has been a lot of research in the field which focused on difficulties in reading text, such as research from abroad which is done by Albader. In his research Albader mentions the difficulties that students' faces in reading in a second or foreign language. It covers some linguistics aspects, such as grammar, pronunciation, and meaning of words.⁸ Another research by Best, Floyd, and McNamara showed the importance of text genre and reader knowledge when examining reading comprehension abilities and difficulties.⁹

There are also some researches related with the students' difficulties in reading text done in Indonesia. Ade in 2012 conducted a research to discover the ability of students and types of difficulties faced by students in comprehending recount text. The result of this study showed that there are several common problems or difficulties faced by students such as: students still have difficulties in analyzing the text content, the students do not allocate their time to study and students have difficulties in understanding the meaning of sentences.¹⁰ Moreover, Fakhruddin also have conducted a similar research with this research. It used to find out the students' problems in comprehending English reading texts.¹¹ The findings

⁸ Yousuf B. Albader. *Difficulties in Second Language Reading*. School of Linguistics & English Language Bangor University

⁹ Rachel Best, Randy G. Floyd, and Danielle S McNamara. *Understanding the Fourth-Grade Slump: Comprehension Difficulties as a Function of Reader Aptitudes and Text Genre*. 202 Psychology Building, University of Memphis

¹⁰ Ade, *A Study On Students' Difficulties In Comprehending Recount Text; A Case Study At SMAN 1 Gangga On First Grade Academic Year 2012/2013*. (online). <http://fkip-unram.ac.id/ejurnal/index.php/inggris/article/view/222>.

¹¹ Eka. Sasmita, *Identifying Students' Abilities in Understanding English Reading Texts: A Case Study at The Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013*. (online). (<http://fkip-unram.ac.id/ejurnal/index.php/inggris/article/view/235>)

showed that the factors that may make the students have difficulties in comprehending English reading texts were related to vocabulary, grammar knowledge, and reading interest.

This research would be different from all of those researches because in this research the researcher didl analyzed the difficulties in comprehending reading text faced by junior high school students. Furthermore, this research has focus on the students' difficulties in comprehending descriptive texts. Therefore, the researcher chooses this topic with the title "Students' Difficulties in Comprehending the English Reading Text of the Eighth Grade Students of SMP Darul Falah Bandar Lampung in 2018/2019 academic year." with the expectation that the result of this research can be used by both the students and the teacher in improving the English teaching.

B. Identification of Problem

Based on the background of the study mentioned above, the researcher identified the following problems:

1. The students' reading is still low.
2. The students' have problem in comprehending skill in their reading.

C. Limitation of Problem

In this research, the researcher limits the focus of the reading text into the descriptive text because the researcher found that the students' have more

difficulties in comprehending descriptive text than when reading texts in other genres. Therefore, the researcher uses the descriptive text as a test to analyze the students' difficulties.

D. Formulation of the Problem

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

1. What are the difficulties faced by eighth Grade Students' at SMP Darul Falah Bandar Lampung in comprehending English reading text?
2. What are the factors causing the difficulties faced by eighth Grade Students' at Falah Bandar Lampung in comprehending English reading descriptive text?

E. Objectives of the research

Based on the formulation above, the objectives of research are :

1. to know the difficulties faced by eighth Grade Students' at SMP Darul Falah Bandar Lampung in comprehending English reading text.
2. to know the cause of difficulties faced by eighth Grade Students' at SMP Darul Falah Bandar Lampung in comprehending English reading descriptive text.

F. Use of the research

The researcher expects that are some uses of researcher as follows :

1.Theorytically

The result of this research are expected to improve students' ability in comprehending the English reading text and to be more active in learning English.

2.Practically

It is expected that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about the factors that cause students difficulties in comprehend the reading text.

G. Scope of the research

1. Subject of the research

The subject of this research was the student at the SMP Darul Falah Bandar Lampung in the academic year of 2018/2019.

2. Object of the research

Object of the research was used of students' comprehending skill in English reading text.

3. Place of the research

Place of the research was conducted at SMP Darul Falah Bandar Lampung.

4. Time of the research

The research was conducted at second semester of the eighth grade SMP Darul Falah Bandar Lampung in the academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading

Reading has different definition based on different people. According to Sutari “reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading is a second language that defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it.”¹ According McCradien and Walcutt, “reading is to get information of some words from turn the printed symbols into the sounds which are language. But since we get information in the same way from spoken language, this purposes does not define reading in a way that distinguishes it from talking.”² Meanly the reason we turn the print into sound is to get at the meaning. On the other hand, Harris said that “reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways.”³ From these definitions, it can be said that reading is an effort from the students to get or transfer the meaning and information from the text by understanding, grasping, translating, and giving meaning to the written form. Therefore, it can be concluded that reading is not only looking at word in the form of graphic symbols but also

¹ Sutari, *Basic Reader for Teaching*, 2000, p.20.

² McCradien and Walcutt, *Basic Reading*, California state Department of Education, 1969, p.4

³ Albert. Harris, *Effective teaching and Reading* (New York: David Mckay company, 1962), p.9.

getting meaning from word to word to understand the content of a text and to get information from the text.

Reading is only incidentally visual more information is contributed by the reader than print in the page.⁴ The meant of this statement is from the product like book have we read we have to get the conclusion there is information that we get from it. Not just read, after read we forgot all of have we read. If we just hope we can get more many knowledge just from listening and looking it is wrong because almost of knowledge is print in the textbook. And it is more simple for students because must not meet with and expert to get knowledge from she or he but we can learn from their blab our and book.

From this statement above the researcher making decision that reading is get meaning from we have written and get the information from what we have read. Reading is also connected between the writer and reader, the writer explain her statement and her knowledge and the reader accept meaning and information. Reading not only read and forgets it but also comprehension what the writer mean.

2. The Importance of Reading

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have

⁴ H.D Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Longman,2001),p.68

good reading skill. Harmer states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure.⁵ Reading and understanding are the important things that we need to use in our day life. Hudson explains that:

“Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read”.⁶

In other word, reading skill is very crucial to be mastered by language learners, especially for the junior high school students because it will be useful for them when they decide to continue their study.

3. Reading skills

Reading skills should be taught functionally. Therefore, as you as a middle or secondary school teacher must teach reading skill in your regular contents courses. Besides, learning to use these skills while reading material they must study anyway gives students a reason for trying them.⁷

Reading skills contents of :

- A. Vocabulary
 - a. Learning terms to English (e.g., apostrophe, adjective)
 - b. Learning English (literary or grammatical) meaning for common words (e.g., romantic, subject, act).

⁵ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman,1998)p.68.

⁶ As cited in M. Luthfi Ariyanto, *The Effect of Lexical Simplification in Reading Texts on Reading Ability of the Second Year Students of SMA Negeri 1 Krian* (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2011),p. 12.

⁷ Clark and Starr, *secondary and middle school teaching methods*,America, Macmillan,1986.p.271

- c. Understanding words change in meaning and pronunciation (e.g., edelweiss, croissant).
 - d. Understanding how new words are coined or how they enter our language (e.g., snafu, morpheme).⁸
- B. Comprehension
- a. Selecting significance details, classifying convergently, formulating main ideas.
 - b. Following directions.
 - c. Recognizing sequence
 - d. Inferring time, place, mood, motive of characters
 - e. Making comparisons
 - f. Responding to imagery
 - g. Recognizing semantic and literary devices
 - h. Distinguishing between fact and literary devices
 - i. Detecting fallacies of reasoning.

4. Types of Reading

Several types of reading may occur in a language classroom. One way in which these may be categorized, as follows :⁹

- A. Oral
- B. Silent
 - a. Intensive
 - 1. Linguistic

⁸ H.Douglas Brown. Op,cit. .p.

⁹ Inmon, and Lenier, *College Reading Book 2*, New York: Prentice Hall,1992.p.156-157

2. content
- b. Extensive
 1. skimming
 2. scanning
 3. global

the first distinction that can be made is whether the reading is oral or silent. Within the category of silent reading, one encounters intensive and extensive reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a means to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This layer type of specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a global or general meaning.

B. Comprehension

According to Snow, comprehension of longer texts is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition.¹⁰ Therefore, comprehension needs understanding meaning in a text because comprehension is longer text. Comprehension means making sense of what one reads. A reader who comprehends text is an active reader.

¹⁰ Catherine E. Snow, (1999), *Lessons from Preventing Reading Difficulties in Young Children for Adult Learning and Literacy*, Volume 1: Chapter Two

Comprehension is complex, yet reading researchers have developed approaches to teach students to be active readers.¹¹

This study defines that comprehension has developed for students in reading skill. According to Kirby, comprehension involves the *relating* of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas.¹²

Comprehension is the ability to actively listen to, read, and understand language. To comprehend text, one's decoding skills must allow for fluent reading (reading that is as smooth and full of expression as when we talk), thus allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. Thus, fluency is often called the "bridge" from decoding to comprehension. In addition to fluency and effective application of comprehension strategies, other key ingredients to comprehension include vocabulary knowledge and background knowledge.¹³

Therefore, comprehension text needs one's decoding skill for reading. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

¹¹ Mc.Graw Hill, *Reading Comprehension*, Research base Comprehension ,page: 2

¹² John R.Kirby, *Learned about reading comprehension* , Faculty of Education, queen's university, page: 222

¹³ <http://teachingasleadership.org/>, *Identifying the source Reading Difficulties* , chapter 1

According to Snowball defined comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text³³. In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities which the reader is engaged.¹⁴ It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, its' mean that the readers are not enough to comprehend in a text.

Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.¹⁵ it means that comprehension needs understanding words, connecting the main idea in text and remembering context.

¹⁴ Diane Snowball,(2005), *Comprehension overview*, page: 1

¹⁵ Beatrice S.Mikulecky , *Linda Jeffries, Advanced Reading Power (Extensive reading, Vocabulary Building, Comprehension Skills, Reading Faster*, Pearson: Longman, Page:73

Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads. Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text¹⁶ This means that the readers look the construct meaning in text that they found information in text.

C. Reading Comprehension

According to Woolley, reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.¹⁷ Therefore, reading comprehension has process of making meaning in a text.

According to Scoot, Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that

¹⁶ pardo, (2004), , *Guiding Comprehensi*

¹⁷ G. Woolley, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*, Chapter 2

could be allotted to deeper levels of text analysis. It is not enough to rely on context cues to predict the meaning of new words.¹⁸

According to Ulmer, Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning.¹⁹ This research shows that the readers must found background knowledge, information inferred in reading context. Besides, the researcher wants to show about the strategies in reading especially students difficulty in reading comprehension.

Brown states that reading comprehension is primary in matter of developing appropriate, efficient comprehension strategies.²⁰ It means comprehension is the ability to understand about the something and make the students are able to answer and understand a descriptive reading question forms.

These comprehension skill categories are cumulative in that one is built on other. Based on the language assessment theory by Brown, especially in reading, these are some criteria that are commonly used in measuring students reading comprehension ability. They are:

- a. Main idea (topic)
- b. Inference (implied detail)

¹⁸ Ruth McQuirter Scott, Ed.D. *Word Study and Reading Comprehension*, Brock University, Faculty of Education, page: 1

¹⁹ Constance Ulmer, *Creating Games as Reader Response and Comprehension Assessment*, page:1

²⁰ H.Douglas Brown. Op,cit. p.306

- c. Grammatical Features
- d. Detail (scanning for a specially stated detail)
- e. Excluding facts not written
- f. Supporting idea
- g. Vocabulary in Context.

To satisfy the above criteria, there are some strategies for reading comprehension some that can be used by students, they are:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)
4. Skim the text for main ideas.
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationship.²¹

Reading comprehension is a process whereby a message intended by the writer is recognized by the reader against, the background of information already stored in

²¹ H. Douglas Brown. Op, cit.p. 306.

the reader's memory. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.²²

There are some factors affecting reading comprehension, they are:

1. Text Variables

Text variables consist of some criteria, they are:

- a. Vocabulary
- b. Text type
- c. Coherence and cohesion
- d. Automaticity
- e. Syntax

2. Reader variables

Reader variables consist of some criteria, they are:

- a. Purpose of reading
- b. Interest level in the text
- c. The reader's language proficiency
- d. Culture
- e. Knowledge of the topic.

²² Ibid.,p.306

Based on explanation above, the researcher concluded that the students' reading comprehension is the interaction process between the reader and the text, comprehend the words, to relate the words with the target language and understand the purpose of the text.

D. Cause of Student's Difficulties in Reading Comprehension

When reading a text, students may encounter many factors contribute as the cause of students' difficulties in comprehending text. Some of those factors are language knowledge, learner's background knowledge, motivation, the lack of reading strategies, and reading process.²³

1. Language knowledge

It has always been expected that readers must acquire language knowledge first before they can read in second and foreign language²⁴. Word knowledge is the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to the word²⁵ that a passage with many unfamiliar words cause difficulties in comprehension.²⁶ As similar to the view Alderson struggling to read because of unknown words will obviously affect reading pleasure and comprehension.

The researcher concludes that difficulties of language knowledge are readers cannot comprehend the sentence without attaching the meaning to the word

²³ Alderson, J.C. *Assessing reading*. Cambridge University Press.2000.p.34.

²⁴ Ibid,p.36

²⁵ Devine, 1986

²⁶ Krashen,S.D.,& Terrel, T.D. *The natural approach: Language acquisition in the classroom*. Prentice Hall Europe.1998.p.67

and that a passage with many unfamiliar words cause difficulties in comprehension.

2. Learner's Background knowledge

Background knowledge is one of the research areas where investigators have attempted to find how what readers know affects what they understand. For example, if readers have limited background knowledge in reading a text, they cannot follow and understand it because they do not know what the text is about. Background knowledge is defined as the students' prior knowledge of the world, including cultural knowledge.

Readers use background knowledge to integrate new information from a text into their previous information. Moreover, an unfamiliar cultural context and differences between content knowledge of culture and knowledge of vocabulary causes reading incomprehension if readers do not completely understand other relevant cultures, in addition, an inadequate knowledge of text type or text organization is a problem in reading texts. If readers do not know what kind the text is, such as newspapers, fairy tales, or business letters, they cannot follow and understand what the text is about. Readers can understand a text well if they are familiar with the text type.²⁷

In conclusion background knowledge is defined as the students' prior knowledge of the world, including cultural knowledge. Moreover, an unfamiliar cultural context and differences between content knowledge of culture and knowledge of vocabulary causes reading in reading texts.

²⁷ Alderson, J.C. Op.Cit.p.42

3. Motivation

Readers' motivation and the reason why readers read the text affect their reading achievement. If readers are not interested in the topic they're reading. They may fail to read. That motivation of readers can affect the outcome of reading. Studies of poor readers from first and second language have shown that poor readers lack motivation to read or improve their reading abilities; as a result, less motivation becomes an obstacle to reading comprehension.²⁸

On the other hand, it has been widely known that if readers are really interested in reading content, this interest can outweigh other factors to a large extent in reading. In fact, interest in content or motivation to read may be the most important consideration affecting reading comprehension.²⁹ Research shows that positive motivation plays a significant role in reading development which promotes comprehension directly through greater amounts of extended reading.³⁰ Prior knowledge and reading strategies will become inactivated and useless if readers do not have the motivation to read.³¹ Therefore, reading fails when reading is de-motivated.

4. The lack reading strategies

The lack of reading strategies is another issue that cause difficulty in reading comprehension. If readers have acquired reading skills or strategies, they can

²⁸ Alderson, J.C. Op.Cit.p.44

²⁹ Krashen & terrel. Op.Cit.p.81

³⁰ Grabe, W. *Reading in second language: Moving from theory to practice.* Cambridge University Press.2009.p.56.

³¹ O'Donnell, M. P., & Wood, M. *becoming a reader: A development approach to reading instruction.* Boston: Pearson Education.2004.p.82.

process text efficiently.³² That reading is an active process in which the reader makes efficient use of strategies to understand printed information.³³ Moreover, reading strategies indicate how readers perceive or comprehend a task, how they can process to read, and do what they do when reading comprehension become difficult.³⁴ Referred strategies as learning techniques, behaviors, problem solving or study skills which make learning more effective and efficient.³⁵ In conclusion, if readers lack reading strategies, or fail to use the strategies, they will not have the ability to surpass reading difficulties and reach comprehension.

5. Reading process

The process of reading is the interaction between a reader and the text. During the process, there are many things happening in the readers mind when they read. While looking at the print text, readers are decoding it, deciding what it means, how parts relate to each other, or to things they know, predicting what to come next, and expecting which purpose to read for. As explained, many various things occur when a reader reads: the process seems to be dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose of reading. It is very important to understand the

³² Alderson, J.C. Op.Cit.p.50

³³ Goodman, K. S. analysis of oral reading miscues: Applied psycholinguistics. Reading Research Quarterly,1969.from <https://www.jstor.org/stable/747158>

³⁴ Singhal, M. Reading proficiency, readingstrategies, metacognitive awareness and L2 readersThe Reading Matrix.2001. From <http://www.readingmatrix.com/articles/singhal/>

³⁵ Oxford, R., & Crookall, D.1989. Research on language learning strategies: Methods, findings, and instructional issues. *The Modern Language Journal*,p.404

process of reading nature. However, it is very difficult to do so because the reading process is normally silent, internal and private.³⁶

The reading process is a psycholinguistic process in which readers do not use all the information on the page; therefore, they do not need to know every single word to comprehend the text. Although the long sentences with embedded clauses will be harder to read, second language acquisition research has indicated that readers can understand a text that is beyond their syntactic ability. They can ignore grammar difficulties and extract the meaning from other sources such as vocabulary, or context clues, and still understand a passage.

This is where readers must select the most productive language cues to determine the writer's message.³⁷ In addition reading is a complex process to reconstruct a meaning encoded by the writer.

The researcher concludes that difficulties in comprehending reading text are language knowledge, learner's background knowledge, motivation, the lack of reading strategies, and reading process. the language knowledge are readers cannot comprehend the sentence without attaching the meaning to the word and that a passage with many unfamiliar words cause difficulties in comprehension. Background knowledge is defined as the students' prior knowledge of the world, including cultural knowledge. Moreover, an

³⁶ Alderson, J.C. Op.Cit.p.55

³⁷ Goodman, K. S. psycholinguistic guessing game, from https://uascentral.uas.alaska.edu/onlinelib/Fall-2007/ED674-JD1/Goodman_article.pdf.

unfamiliar cultural context and differences between content knowledge of culture and knowledge of vocabulary causes reading in reading texts. that motivation of readers can affect the outcome of reading. If readers are not interested in the topic they're reading. They may fail to read. reading strategies indicate how readers perceive or comprehend a task, how they can process to read, and do what they do when reading comprehension become difficult. The reading process is a psycholinguistic process in which readers do not use all the information on the page; therefore, they do not need to know every single word to comprehend the text. readers can ignore grammar difficulties and extract the meaning from other sources such as vocabulary, or context clues, and still understand a passage.

F. Kind of the text

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.³⁸ These variations are known as GENRE. The researcher choose Descriptive text.

G. Descriptive text

Descriptive text is one of the texts taught in junior high school besides procedure, recount, narrative, and report text. Based on English Curriculum for Junior high School, descriptive text is defined as a text which describes something, someone,

³⁸ <https://www.google.com/amp/s/freeenglishcourse.info/kind-of-thr-text/amp/>

or place in details.³⁹ The purpose this text is to tell the reader what the writer feels.

According to Depdiknas the components of descriptive text are.⁴⁰

1. The generic structure of descriptive text:

a. Identification

It identifies things, person, or something to be described.

b. Description

It describes the characteristic of thing, person, or place.

2. Language feature

a. Using specific nouns

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

b. Using simple present tense

c. Using detailed noun phrase

It is used to give detail information about the subject. For example: it has large open rowboat.

d. Using many kinds of adjective

It is used to describe, number, and classify an object. For example: two strong hand, a smart girl, etc.

e. Using relating verbs

³⁹ As cited in Ninis Fauziyah, *Using Brochure As A Media In Teaching Reading Descriptive Text Among The Eighth Grade Students Of Smp Bilingual Terpadu, Krian* (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2012).p.14.

⁴⁰ Depdiknas, *kurikulum 2004 Standart kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS*,(Jakarta: Pusat Kurikulum Balitbang Depdiknas).p.52.

It is used to give information about the subject. For example: my sister is very beautiful.

f. Using action verbs

It is used to tell the condition clearly. For example: my dog licks my foot.

g. Using thinking verbs and feeling verbs

They are used to express the writer's personal view of the subject. For example: I think he is a kind boy.

h. Using figurative language

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

i. Using adverbials

It is used to give additional information. For example: at the big house.

Isern explains that reading a descriptive text is like drawing a picture for the readers because the writer's purpose is to paint a picture in words.⁴¹

Therefore, in reading descriptive text, the readers should be able to close their eyes and imagine what the picture described in the text, and what the picture looks like through reading the text. However, in fact, it is very difficult to imagine something which is not real. The students have to comprehend the whole content of the text in order to get the point and be able to answer the question from the text. Therefore, there are many students who have difficulties in comprehending descriptive text.

⁴¹ Kelly. Kennedy-Isern, *The write path: Basic of paragraph writing*, p.50.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study, the researcher used quantitative. The researcher choose this method because looking for the students' difficulty used respondents' needs quantitative method. Then researcher would use *Survey design*. Researcher used quantitative method in the first time to discover the important information relate to the topic. Survey was to describe the characteristics of a population. Therefore, in this design, the researcher used a quantitative.

Based on Crosswell, survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative ,number data using questionnaires (e.g., mailed questionnaires) or interviews(e.g.,one-on-one interviews)²⁶.

Also, survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior.²⁷ Survey was a research method that provides overview of the number population-sample-through the data collection

²⁶ John w.Creswell, (2012), *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, Pearson fourth edition, 375

²⁷ T. Mathiyazhagan Deoki Nandan, (2010). *Survey research method*. Media Mimansa

process by asking questionst othe populations.²⁸ Survey method gathered data from a relatively large number of cases at particular time. It was not concerned with characteristic of individual as individual.

It was concerned with the statistic that result when data were abstracted a number of individual cases. And it was essentially cross-section.²⁹ Another statement, survey research is also defined as a method of descriptive research uses for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population. This research concerned with what people think and students confession toward difficulty in reading comprehension.

From the statements above, it can be concluded that the study was categorized as quantitative descriptive survey since the study describe the students' difficulties in reading. It means that this research describe and of students' difficulties in comprehending the English reading text at second semester of the eighth grade students of SMP Darul Falah Bandar lampung in the academic year of 2018/2019.

B. Research Subject.

1. Population

The population refers to all the members of particular group. It is the group. It is group of interest to the researcher, the group of whom the

²⁸ John W. Creswell. (2002). *Research Design Qualitative & Quantitative Approaches*.

²⁹ Loc. Cit. P. 121

researcher would like to generalize the result of a study.³⁰ Population of this research is the eight year students' of SMP Darul Falah Bandar Lampung in academic year 2018/2019. It is because in fact, they have learned reading subject from reading 1 until reading 4, so in researcher opinion, they have much background knowledge and some strategy about reading comprehension. In this population, the students consist of three classes. The table below describes the number of students.

Table 3.1
Research Population

Numbers	Class	Students		Total
		Male	Female	
1	VIII ^A	11	14	25
2	VIII ^B	10	14	24
3	VIII ^C	12	13	25
Total		33	41	74

To make the researcher easier in doing the research, taking sample is very needed by her. It is because the researcher does not have enough time, money, and energy to investigate all population. According to Nasution in Ridwan, the quality of the research not only always depend on big sample but

³⁰ Fraenkel, and Wallen, *How to Design and Evaluate Research in Education*. America: Mc Graw-Hill, Inc, 1990. p.84

also depend on the basic of the research, design of the research, quality of the research process and its preparation³¹.

2. Sample

The sample of this study is the eighth grade students of SMP Darul Fallah Bandar Lampung. The researcher was taking 3 classes consist of 74 students. To make easy collecting of the data, this research was conducted in the class. In term of time, the researcher will discuss with the teacher about the best time to do the research. If the research population was less than 100, then the sample taken was all of them. On the other hand, if the research population was more than 100, then the sample taken was between 10-15% or 20-25% or more.³²

Based on that statement it is suitable to make for eighth grade students as the sample of the study. The number of sample was adequate to get information about the students' difficulties in reading comprehension. The researcher would take all of the sample size from the three classes. Quantitative research generally needs a large sample size. The larger sample was taken, the more accurate the data is also acquired.

C. Data Collecting Technique

Data collection technique is very important on the research because the main purpose of the research was collecting the data.³³ Because this study was survey research, to collect the data researcher would use some techniques like questionnaire or interview. Herbert Mc. Closky defines survey as any

³¹Ridwan, M.B.A. (2003). *Dasar-dasarStatistika*, Bandung: Alfabeta., Page. 11

³² Suharsimi Arikuntoro. (2007). *Prosedur Penelitian Suatu Pendekatan Praktek*. Hlm.134

³³ Sugiyono, (2013), *metode penelitian pendidikan.p.35*.

procedure in which data are systematically collect from a population or a sample there of through some form or direct solicitation, such as face to face interviews, telephone interviews or mail questionnaires.³⁴

Based on that statement, the data collection of this study will be conduct by using all instruments use through preliminary research, and students' answer from questionnaire.

a. Questionnaire

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. The questionnaire was most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.³⁵ The research information was attain from respondents normally from a related interest area. The dictionary definition gave a clearer definition: A questionnaire is a write or print form use in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. From the questionnaire, the writer would get more data about the students' difficulties. The reason, the information would identify the students' problem and many additional information. The research chose student's answer from questionnaire as the main instrument to collect the data because the questionnaire could be the representative for the research to collect the data fast.

³⁴ Loc. Cit p.34

³⁵ Sugiyono, (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. page: 137

Additionally, the questionnaire could be written by the data that can help the research to remain students' answer or response. The techniques of data collection using questionnaires was the most excellent technique to acquire data from a large population or from a sample, the questionnaire, researchers could obtain a variety of information relate to the research topic.³⁶ It is cause based on a questionnaire contains list of the questions that had been arrange systematically according to the research objectives that will be accomplish. The results of the questionnaire would be analyzed in the numbers, tables, statistical analysis and description as well as the conclusions of the research and analysis of quantitative data was derived from the results of the questionnaire.³⁷

D. Research Instrument

The researcher arranges and makes the instrument for her research that is used to collect the data as follow.

a. Questionnaire

The type of questionnaire here used rating scale questionnaire where the research used likert scale to get information from participant. Likert scale was a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales were a non-comparative scaling technique and are one-dimensional (only measure a single trait) in nature. Respondents

³⁶ Slatter (1990). P.62

³⁷ Singarimbun.(1989).p.175

were asked to indicate their level of agreement with a given statement by way of an ordinal scale.³⁸ These questionnaires consist of five items assessing students' difficulties. It required subject to check on a five-point scale which consists of the responses very disagree, disagree, neutral, agree and very agree. For each item, scoring was determined such the responses indicating predefined "strong" students' problem were given 5 points while those were at the other end of the scale as score 1 point. The students were given a questionnaire to answer all of the statements and questions. It was showed in the following table:

Table 3.2

Indicators of students' difficulties in reading comprehension

Difficulties	Sub indicators	Item Numbers	Total
Language knowledge	1. Lack of language knowledge about descriptive text a. Students do not know about generic structure of descriptive text b. Lack of knowledge about grammar	1, 2,	2
Learner's background knowledge	1. Lack of students prior knowledge in the world a. Unfamiliar cultural context b. Knowledge of vocabulary	3,4,5,6	3

³⁸ Dane Bertram, Likert Scales

	c. Unfamiliar with the text type		
Motivation	<ol style="list-style-type: none"> 1. Lack of motivation to learn reading <ol style="list-style-type: none"> a. No desire to read English text b. Lazy to read English text c. Readers are not interested in the topic 	7,8,9	3
The lack of reading strategies	<ol style="list-style-type: none"> 1. Lack of effective and efficient strategies <ol style="list-style-type: none"> a. Uninteresting learning technique of reading b. Read every single word to comprehend the text 	10,11,12	3
Reading process	<ol style="list-style-type: none"> 1. Lack the interaction between a reader and the text <ol style="list-style-type: none"> a. Reader can not predicting what to come next in text b. Reader miss concentration of the long sentences in text c. Reader do not use all the information on the page 	13,14,15	3

E. Research Procedure

There were some procedures to be followed during the research, in order to find out the valid data to answer the research problems.

The procedures are:

1. The researcher asking permission to the participants as the subject to do the research
2. The researcher prepares all the instruments to collect the data. There were many steps in preparing the instruments: Making the questionnaire. The questions in questionnaire relate to the students' difficulties.
3. The researcher doing the research
 - a. The researcher looking for the information where the participants have free time to answer the questionnaire
 - b. The researcher distribute the questionnaire to the participants
 - c. After getting the data, the researcher analyze the data and made the conclusion as the result of the research.

F. Validity and Reliability

1. Validity

Validity is most important characteristic a test or measuring instrument can process.³⁹ It concerned with the appropriateness of the interpretations made from test score. Validity divided into is construct validity. Construct validity is extent to which the data collection instrument provides scores that can be used to make inferences about a construct. It

³⁹ Gay.L.R. and Air Asiah. Peter. *Education Research Competencies for Analysis and Application*. Columbus. Prantice hall. 2000. P. 161

means construct validity concerned with whether the questionnaire is actually in line with the theory or not.

2. Reliability

Reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁴⁰ Reliability of the questionnaire is needed in collecting of the data to determine the reliability of the questionnaire. The questionnaire used likert scale to measure the students' difficulties in comprehending the English reading text.

The way to measure the reliability the researcher used Cronbach's Alpha by using computer program SPSS.

G. Data Analysis Technique

The researcher would analyze the questionnaire using quantitative measurement (percentage) and entered the data to quantitative findings. In Frankel and Wallen say that about "*Analyzing the data in Quantitative* researchers usually base their work one belief that facts and feelings can be separated, that the world is a *single reality* made up of facts that can be discovered. on the other hand, assume that the world is made up of *multiple realities*, socially constructed by different individual views of the same situation.

The researcher classified the data into the quantitative data. The data collected by using questionnaire had been analyzed by using quantitative method. Survey data were collected from respondents. In this part, the

⁴⁰ Ibid .p.133

researcher analyzed the data from the result data collection. Then, the researcher classified the data into quantitative data. It also helped the observer to concluded, made some decisions and answered the problem research. The data analysis procedures were defined below:

1. Questionnaire

After the researcher got the questionnaires, the researcher calculated the percentage and counted the students' answer through the total of each item was multiplied with a hundred percent then the result of it was divided with the number of the students.

To measure students' difficulties, that is used a Likert scale.⁴¹ Therefore, the researcher used the percentage result using Likert scale. It was explained as follows: Students' response questionnaire was arranged based on the Likert scale. it was assessed with the following scale⁴² this was likert scale for students' difficulties:

- | | |
|------------------|-----|
| a. Very agree | = 1 |
| b. Agree | = 2 |
| c. Neutral | = 3 |
| d. Disagree | = 4 |
| e. Very disagree | = 5 |

⁴¹ Sugiyono. (1997). P.73

⁴² Sugiyono, Statistika untuk Penelitian, (Bandung; Penerbit Alfabeta, 2010) P. 93-95

The score of students' response was calculated with the every single question by using formula as follow:

$$\% = \frac{\sum \text{SRS}}{\text{SRS maksimum}} \times 100\%$$

Information:

$\sum \text{SRS}$: the total of students' response score was gotten by calculating SRS

(VI+SRS I+SRSN+SRS U+ SRS VU)

= $\sum R$ x the best score choice (5)

The percentage result could be measured by using Likert scale. It was explained as follows:

Table 3 : Criteria of Students' Response

Percentage	Criterion
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Average
61% - 80%	Strong
81 - 100%	Very Strong

CHAPTER IV

RESULT AND DISCUSSION

A. The Situation of SMP Darul Falah Bandar Lampung

SMP Darul Falah Bandar Lampung is located on Jl. Kampung Baru, Batu Putu, Teluk Betung Barat, Bandar Lampung. Hp : 082282161372

B. Circumstances Education Facilities and Infrastructure

SMP Darul Falah Bandar Lampung has a permanent building condition and in good working order. The details can be seen in the table below :

Table 4.1

**The Building of SMP Darul Falah Bandar Lampung
In 2018/2019**

1. Rooms

The Name of room	Total	Condition
The Headmaster room	1	Good
Clases	10	Good
Teacher room	1	Good
UKS room	1	Damaged
Mosque	1	Good
Library	1	Good

2. Support Facilities

Table 4.2

The Name of Facilities	Total	Condition
Teacher Toilet	2	Good
Students toilet	5	Demaged
Lap Volley	1	Good
Lap Football	1	Demaged
Lap Ceremony	1	Good
Lap Badminton	1	Good
Parking Area	2	Good

C. Situation of the teacher and staffs of SMP Darul Falah Bandar Lampung

The condition of the teacher and staff of SMP Darul Falah Bandar Lampung 2018/2019 has 25 teachers, they are :

- The Headmaster : 1 person
- The Co-Headmaster : 2 person
- The Teacher : 20 person
- The administration staff : 2 person

D. Result of Data

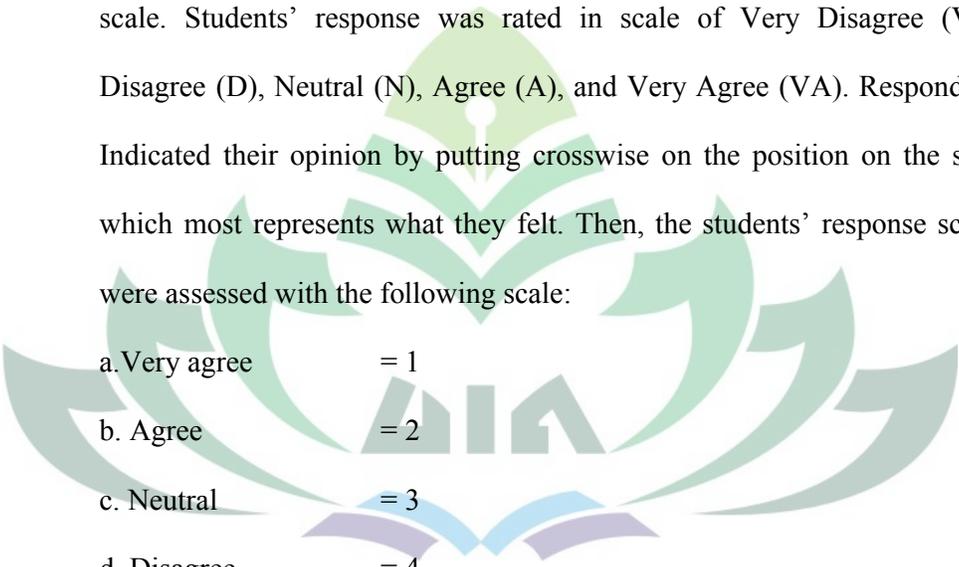
the researcher had done the research and had gotten the complete data from all the research instruments including questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and curately.

Then the data were analyzed in order to draw conclusion about the objective of the study. They would be described as follows :

1.The student's difficulties in reading comprehension

The first research question of this study was about the students' difficulties in reading comprehension. In this research, the researcher used questionnaire to get information from the respondent.

The questionnaire was arranged in form of rating scale. Students' response was rated in scale of Very Disagree (VD), Disagree (D), Neutral (N), Agree (A), and Very Agree (VA). Respondents Indicated their opinion by putting crosswise on the position on the scale which most represents what they felt. Then, the students' response scores were assessed with the following scale:

- 
- | | |
|------------------|-----|
| a. Very agree | = 1 |
| b. Agree | = 2 |
| c. Neutral | = 3 |
| d. Disagree | = 4 |
| e. Very disagree | = 5 |

Then, every single question was multiplied with score of students' response and looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table:

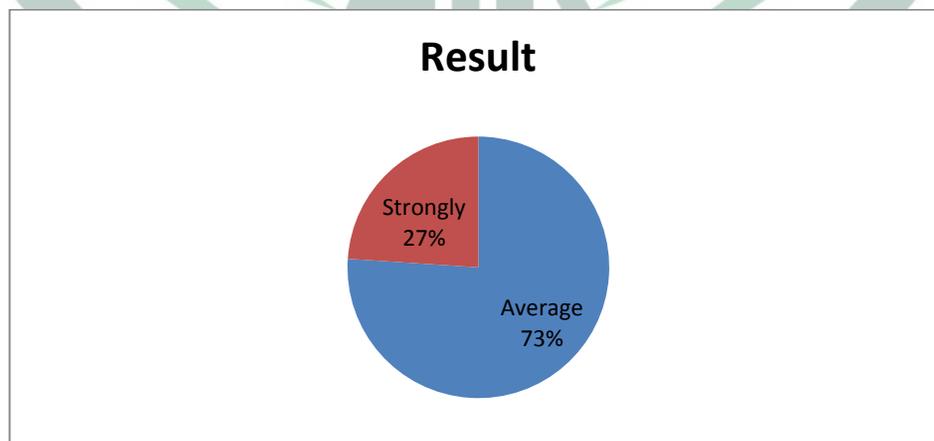
Table 4.3
Student response Criteria for students' difficulties

Percentage	Criterion
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Average
61% - 80%	Strong
81% - 100%	Very Strong

Source: Adopted by Sugiyono, Statistika untuk Penelitian, (Bandung: Penerbit Alfabeta,2010,p.93-95)

The researcher can conclude that student's difficulties in reading comprehension have 5 criterions. The conclusion can be presented below.

Figure 1 : Percentage of students difficulties in reading comprehension



From the percentage of each item above, it can be found that there were 27% of respondents favored with "AVERAGE" criterion, and 73% of respondents were favored with "STRONG" criterion. It means that the students had difficulty

1.	9.5%	28.4%	21.6%	31.1%	9.5%	61%	Strong
----	------	-------	-------	-------	------	-----	--------

Based on that percentage, students' response score had strong criterion with 61%. It shows that students Lack of language knowledge about descriptive text in reading comprehension by 31.1%. Then among of them in 9.5% felt very agree of the statement. In other hand, they got Neutral and it was indicated by 21.6%, but 9.5% of them could not agree , whether in disagree and very disagree level.

2) Saya kesulitan menguasai tata bahasa di dalam suatu teks yang di pelajari

Table 4.5
Percentage of the second statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
2.	18.9%	31.1%	21.6%	24.3%	4.1%	53%	Average

The data above shows that students felt agree of the statement and it could be known the percentage by 24.3%, and the students got very agree by 4.1% in the statment then 21.6% of students had Neutral to solve this problem. In fact, the students Disagree by percentage 31.1%, but very Disagree by 18.9%. The data also showed Average criterion with the percentage of

students response score 54% with average criterion. It means students had difficulty of knowledge about grammar.

b. Learner's background knowledge

To analyze this problem, the researcher transferred into four statements in the questionnaire number 3- 6

3) terkadang saya tahu sebagian kata yang berhubungan dengan kebudayaan pada teks,tapi saya masih kesulitan dalam memahami seluruh bagian dan memahami ide pokoknya karena latar belakang pengetahuan saya yang terbatas

Table 4.6
Percentage of the third statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
3.	31.1%	18.9%	13.5%	29.7%	6.8%	52%	Average

The data presented that 13.5% of students were Neutral in Unfamiliar cultural context and 29.7% of them had Agree in this problem and several of them got very agree in the statement by 6.8%. The opposite of it was 18.9% that students could solve this problem disagree and they rarely knew by 31.1%. From this data, it could be indicated by average criterion with the percentage of students response score 52% by Average criterion.

4) Saya kesulitan dalam memahami makna dari kosakata bahasa Inggris yang saya pelajari, jadi saya tidak paham apa yang saya baca

Table 4.7
Percentage of the fourth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
4.	17.6%	29.7%	6.8%	33.8%	12.2%	59%	Average

Based on data above, students' response score had Average criterion with, 61%. By this criterion, most of students in 6.8% had neutral and it could be known that students who did not have any strategies to solve this problem will be neutral in English reading comprehension, then among of students got 33.8% and 12.2% with agree and very agree, and 17.6% of students felt very disagree.

5) Saya kesulitan menghafal kosakata baru bahasa Inggris yang panjang dan rumit

Table 4.8
Percentage of the fifth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
5.	21.6%	20.3%	9.5%	21.6%	27%	62%	Strong

Based on the data, most of students had difficult to Knowledge of vocabulary , it could be seen in the percentage of 62% above. Then it was followed by 27% students that they were difficult in it, 21.6% of them chose agree. But the rest of students very disagree by 21.6%, and they felt agree in this situation by 20.3%.

So that way, percentage of students response score was 62% which was dominated by students who had very agree in this problem.

6) Saya belum terlalu paham dengan tipe-tipe teks yang saya baca, karena latar belakang pengetahuan saya yang terbatas

Table 4.9
Percentage of the sixth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
6.	21.6%	37.8%	13.5%	13.5%	13.5%	52%	Average

This data showed that percentage of students' response score was average criterion by 52%. All students could be known by this percentage, they mostly got disagree in the statements with percentage of 37.8%, and 21.6% of them got very disagree better than 13.5% them who had very agree. Beside this data, there percentage of 20%. By their ability, students with 13.5% percentage felt neutral in the statements.

c. Motivation

To analyze this problem, the researcher developed that theory into three questionnaire statements number 7 – 9.

7) Saya tidak suka membaca buku

Table 4.10
Percentage of the seventh statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
7.	28.4%	20.3%	8.1%	27%	16.2%	56%	Average

To measure how many percentages students faced, it could be indicated by students' response score with 56% in Average criterion. It means that students felt likes reading a book, and it could be in the top of students' very disagree by percentage of 28.4%, student who got neutral in it by 8.1%. Somehow students

still had agree in the statement by percentage of 27% above. Fortunately, one of them could find it very agree by the same percentage of 16.2%.

8) Saya malas membaca ketika teks terlalu sulit, membosankan dan tidak menarik

Table 4.11
Percentage of the eight statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
8.	24.3%	24.3%	9.5%	24.3%	17.6%	57%	Average

By counting this percentage as 57% of students' response score in Average criterion, it could be shown that 9.5% of students were neutral in motivation of reading, because they were still borred to read a long text, because students had very agree by 21.6%, then it was followed by students who got agree in it by percentage of 17.6%. In the other hand, several students could disagree by 20.3% and the rest of them was 31.1% that could find out this problem very disagree.

9) Saya menemukan banyak kesulitan ketika saya tidak tertarik dengan topic yang dibahas

Table 4.12
Percentage of the ninth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		

9.	31.1%	20.3%	9.5%	17.6%	21.6%	56%	Average
----	-------	-------	------	-------	-------	-----	---------

This data explained that students disagree and it could be known by 20.3%, then the following percentage was very agree by 21.6%. But the other students could conclude it agree by percentage of 17.6%, the rest of students whether they choose very disagree were 31.1%. So based on data above, it could be concluded that the students' responses score by 56% with the Average criterion.

d. The lack of reading strategies

To analyze this problem, the researcher developed that theory into three questionnaire statements number 10-12.

10) Saya membaca dengan suara yang keras untuk membantu saya mengingat dengan baik

Table 4.13
Percentage of the tenth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
10.	27.0%	20.3%	24.3%	17.6%	10.8%	53%	Average

To know this data, it could be seen by 53% of percentage of students' response score with average criterion. From this data above, it could be identified that students was neutral 24.3%, then it be followed by 10.8% of them who were

very agree to know it. On the other hand, students who very disagree were 27.0%, and they select agree by percentage of 17.6%.

1) Saya selalu mencari arti dari kosa kata yang tidak saya kenal dan sulit di kamus.

Table 4.14
Percentage of the eleventh statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
11.	27.0%	8.1%	18.9%	32.4%	13.5%	59%	Average

The read every single word to comprehend the text and it can be known by 32.4%. Agree, 13.5% of students felt very agree to solve it, then the following data was 27.0% of students who were very disagree. The same percentages were 18.9% for students whether neutral level. From this data above, it could be indicated by 59% of percentage of students' response score.

12) Saya membaca setiap kata perkata pada teks untuk memahami isi teks tersebut

Table 4.15
Percentage of the twelfth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
12.	14.9%	18.9%	21.6%	21.6%	21.6%	62%	Strong

This data showed that percentage of students' response score was Strong criterion by 62%. All students could be seen by this data, they mostly got neutral in memorizing many vocabularies by 21.6%, and 18.9% of them felt disagree better than 14.9% them who had very disagree in memorizing many vocabularies. In the ontrarily,

e. Reading process

To analyze this problem, the researcher developed that theory into three questionnaire statements number 13-15.

13) Ketika membaca, Saya tidak bisa memprediksi kalimat selanjutnya

Table 4.16
Percentage of the thirteenth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
13.	23.0%	18.9%	17.6%	21.6%	18.9%	59%	Average

In this data, they mostly got mistakes in predicting what to come next in text by percentage of 18.9%, then 18.9% of them were in disagree level, 17.6% for students who felt neutral, 23.0% of students still had capable of doing this statements very diagree, then it was only 18.9% of them can solve it very

disagree. Therefore, the percentage of students' response score as 59% by average criterion.

14) Saya kesulitan untuk berkonsentrasi membaca suatu teks yang panjang dan membosankan sampai akhir.

Table 4.17
Percentage of the fourteenth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
14.	18.9%	14.9%	31.1%	24.3%	10.8.%	59%	Average

To indicate how many percentages students got, it could be seen by students' response score with 59% in average criterion. It showed that students felt neutral to Reader miss concentration of the long sentences in text biggest of students' problem by percentage of 24.3%, and there were 10.8% of students were still difficult to miss concentration it. But 18.9% students were very good, 14.9% of students felt disagree this section.

15) Saya tidak memahami informasi setiap bagian, jadi saya tidak paham pesan yang disampaikan penulis

Table 4.18
Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students' reponse score	Criterion
	Very Disagree	Disagree	Neutral	Agree	Very Agree		
15.	13.5%	8.1%	36.5%	29.7%	12.2,.%	64%	Strong

This statement wanted to explore about Reader do not use all the information on the page . Based on the table, it could be analyzed that 29.7% of students got difficulty in understanding information on the page, and 12.2% of them were very difficult in it, but 36.5% of students mostly felt neutral to face the problem. In the contrarily, there were several students who had learnt the expression, and they could understand the Information on the page by percentage of 13.5%, followed by 8.1% of students who were disagree to understand the information on the page. Based on the table, it also showed that that statement had Strong criterion with the percentage 6.4%. It means that most of students did not know how to understanding the information on. After analyzing fifteen questions, the researcher found the students difficulties in reading comprehension.

Result	Percentages
Strongly	$\frac{4}{15} \times 100\% = 27\%$
Average	$\frac{11}{15} \times 100\% = 73\%$

E. DISCUSSION

this survey study focused on students perceptions of what caused difficulties in reading comprehension. Moreover the study investigated the differences of problem reading comprehension perceived by all students. The problems of reading comprehension were categorized into five main areas :

1. Language knowledge
2. Learner's background knowledge
3. Motivation
4. The lack of reading strategies
5. Reading process

the result from the average indicated how the respondents perceived overall difficulties of reading comprehension. The respondents were not sure if they had difficulties in those five categories while reading. However, there were 3 items perceived as presenting great difficulties for reading comprehension. Firstly, the respondents completely agreed that motivation was the first difficulties that could affect reading comprehension. According to Alderson, motivation of readers can

affect the outcome of reading. Studies of poor readers from first and second-language have shown that poor readers lack motivation to read or improve their reading abilities; as a result, less motivation becomes an obstacle to reading comprehension. In addition, readers identified the main idea causes of the low performance in class, which also included an insufficient number of attractive textbook, novels and cartoons or materials in English which can engage the students' interest in self-initiated learning. In other words, the teacher is the one who can motivate students to read by selecting appropriate texts for their interest. Secondly, the respondents also found a problem when they read a passage; they tend to connect its content with their own previous knowledge related to the topic, and this is sometimes different from what the author intended in the passage.

Although the respondents perceived that they were uncertain if they had the listed problems, based on the average, the higher figure it was, the more students were aware of the reading problems. From each category of overall problems, the first of the reading comprehension problems perceived uncertainly by the respondents was surprisingly not motivation but was actually background knowledge. The second problem perceived by the respondents was the lack of reading strategies, while motivation and reading process were perceived by the respondents. The last problem perceived by the respondents was language knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After collecting the data and analyzing the result of the research, the researcher had conclusion about the students' difficulties in comprehension English reading text. It was found that

The Students' difficulties about reading comprehension include: The first was difficulty in Language knowledge, the second was Learner's background knowledge, the third was motivation, the fourth was The lack of reading strategies and the last reading process. Based on the data each component has 6.7% percentages. It can be concluded the percentage had been criterion average, with the percentage of 73%, it means that the students had a quiet difficult and strong 27%, it means that the students had difficulty.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follow

a. Suggestion for the teacher

The teachers must be able to observe the difficulties of reading comprehension they had faced during this semester. In order to help them solve all of the students' problems.

Suggestion for the students

The students of eight grade of SMP Darul Falah Bandar Lampung can increase and deep their knowledge after knowing the difficulties in reading comprehension then can apply and used the strategies they had gotten. By new science they get, they will try to read a text. Therefore, the student will sharpen their knowledge when they have known how to solve the problems, especially in reading comprehension

b. Suggestion for the next 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 Student Motivation in reading comprehension

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APPENDICES

QUESTIONNAIRE

Responden : Siswa/siswi

Nama :

Kelas :

I. Penjelasan

Kuesioner ini di susun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khusus nya materi tentang belajar reading comprehension. Oleh karna itu, jangan ragu menjawab setiap pernyataan. Jawablah pernyataan ini sejujurnya dan se jelas- jelas nya.

II. Isian Kuesioner

Saya mengharapkan anda memberikan jawaban ini secara jujur dan benar dengan menceklis (√) pada pernyataan-pernyataan di bawah ini berdasarkan pendapat anda.

Keterangan :

- Jika anda **sangat setuju** pada pernyataan tersebut, ceklis (√) pada kolom 1
- Jika anda **setuju** pada pernyataan tersebut, ceklis (√) pada kolom 2
- Jika anda **netral** pada pernyataan tersebut, ceklis (√) pada kolom 3
- Jika anda **tidak setuju** pada pernyataan tersebut, ceklis (√) pada kolom 4
- Jika anda **sangat tidak setuju** pada pernyataan tersebut, ceklis (√) pada kolom 5

Bacalah dan pilihlah pernyataan-pernyataan di bawah ini dengan teliti dan pilihlah pernyataan yang sesuai dengan pendapatmu!

No	Pernyataan	Sangat setuju	setuju	netral	Tidak setuju	Sangat tidak setuju
		1	2	3	4	5
1.	Saya tidak mengetahui tentang generic structure pada teks deskriptif, jadi saya tidak bisa memahami apa yang saya baca					
2.	Saya kesulitan menguasai tata bahasa di dalam suatu teks yang di pelajari					
3.	terkadang saya tahu sebagian kata yang berhubungan dengan kebudayaan pada teks,tapi saya masih kesulitan dalam memahami seluruh bagian dan memahami ide pokoknya karena latar belakang pengetahuan saya yang terbatas					
4.	Saya kesulitan dalam memahami makna dari kosakata bahasa Inggris yang saya pelajari, jadi saya tidak paham apa yang saya baca					
5.	Saya kesulitan menghafal kosakata baru bahasa Inggris yang panjang dan rumit					
6.	Saya belum terlalu paham dengan tipe-tipe teks yang saya baca, karena latar belakang pengetahuan saya yang terbatas					
7.	Saya tidak suka membaca					

	buku					
8.	Saya malas membaca ketika teks terlalu sulit, membosankan dan tidak menarik					
9.	Saya menemukan banyak kesulitan ketika saya tidak tertarik dengan topic yang dibahas					
10.	saya membaca dengan suara yang keras untuk membantu saya mengingat dengan baik					
11.	Saya selalu mencari arti dari kosa kata yang tidak saya kenal dan sulit di kamus.					
12.	Saya membaca setiap kata perkata pada teks untuk memahami isi teks tersebut					
13.	Ketika membaca, Saya tidak bisa memprediksi kalimat selanjutnya					
14.	Saya kesulitan untuk berkonsentrasi membaca suatu teks yang panjang dan membosankan sampai akhir.					
15.	Saya tidak memahami informasi setiap bagian, jadi saya tidak paham pesan yang disampaikan penulis					

Frequency Table

Q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	7	9.5	9.5	9.5
Disagree	21	28.4	28.4	37.8
Neutral	16	21.6	21.6	59.5
Agree	23	31.1	31.1	90.5
Very Agree	7	9.5	9.5	100.0
Total	74	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	14	18.9	18.9	18.9
Disagree	23	31.1	31.1	50.0
Neutral	16	21.6	21.6	71.6
Agree	18	24.3	24.3	95.9
Very Agree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Very Disagree	23	31.1	31.1	31.1
	Disagree	14	18.9	18.9	50.0
	Neutral	10	13.5	13.5	63.5
	Agree	22	29.7	29.7	93.2
	Very Agree	5	6.8	6.8	100.0
	Total	74	100.0	100.0	

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	13	17.6	17.6	17.6
	Disagree	22	29.7	29.7	47.3
	Neutral	5	6.8	6.8	54.1
	Agree	25	33.8	33.8	87.8
	Very Agree	9	12.2	12.2	100.0
	Total	74	100.0	100.0	

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	16	21.6	21.6	21.6
	Disagree	15	20.3	20.3	41.9
	Neutral	7	9.5	9.5	51.4
	Agree	16	21.6	21.6	73.0
	Very Agree	20	27.0	27.0	100.0

Total	74	100.0	100.0
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Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	16	21.6	21.6	21.6
Disagree	28	37.8	37.8	59.5
Neutral	10	13.5	13.5	73.0
Agree	10	13.5	13.5	86.5
Very Agree	10	13.5	13.5	100.0
Total	74	100.0	100.0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	21	28.4	28.4	28.4
Disagree	15	20.3	20.3	48.6
Neutral	6	8.1	8.1	56.8
Agree	20	27.0	27.0	83.8
Very Agree	12	16.2	16.2	100.0

Total	74	100.0	100.0
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Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	18	24.3	24.3	24.3
Disagree	18	24.3	24.3	48.6
Neutral	7	9.5	9.5	58.1
Agree	18	24.3	24.3	82.4
Very Agree	13	17.6	17.6	100.0
Total	74	100.0	100.0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	23	31.1	31.1	31.1
Disagree	15	20.3	20.3	51.4
Neutral	7	9.5	9.5	60.8
Agree	13	17.6	17.6	78.4
Very Agree	16	21.6	21.6	100.0
Total	74	100.0	100.0	

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	20	27.0	27.0	27.0
	Disagree	15	20.3	20.3	47.3
	Neutral	18	24.3	24.3	71.6
	Agree	13	17.6	17.6	89.2
	Very Agree	8	10.8	10.8	100.0
	Total	74	100.0	100.0	



Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Disagree	20	27.0	27.0	27.0
	Disagree	6	8.1	8.1	35.1
	Neutral	14	18.9	18.9	54.1
	Agree	24	32.4	32.4	86.5
	Very Agree	10	13.5	13.5	100.0
	Total	74	100.0	100.0	

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	1.4	1.4	1.4

Very Disagree	11	14.9	14.9	16.2
Disagree	14	18.9	18.9	35.1
Neutral	16	21.6	21.6	56.8
Agree	16	21.6	21.6	78.4
Very Agree	16	21.6	21.6	100.0
Total	74	100.0	100.0	



Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	17	23.0	23.0	23.0
Disagree	14	18.9	18.9	41.9
Neutral	13	17.6	17.6	59.5
Agree	16	21.6	21.6	81.1
Very Agree	14	18.9	18.9	100.0
Total	74	100.0	100.0	

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	14	18.9	18.9	18.9
Disagree	11	14.9	14.9	33.8
Neutral	23	31.1	31.1	64.9

Agree	18	24.3	24.3	89.2
Very Agree	8	10.8	10.8	100.0
Total	74	100.0	100.0	

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Disagree	10	13.5	13.5	13.5
Disagree	6	8.1	8.1	21.6
Neutral	27	36.5	36.5	58.1
Agree	22	29.7	29.7	87.8
Very Agree	9	12.2	12.2	100.0
Total	74	100.0	100.0	

Criteria

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Avarage	46	62.2	62.2	62.2
Strong	27	36.5	36.5	98.6
Very Strong	1	1.4	1.4	100.0
Total	74	100.0	100.0	

Language_Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	4	5.4	5.4	5.4
	Weak	13	17.6	17.6	23.0
	Avarage	34	45.9	45.9	68.9
	Strong	21	28.4	28.4	97.3
	Very Strong	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	1	1.4	1.4	1.4
	Weak	12	16.2	16.2	17.6
	Avarage	36	48.6	48.6	66.2
	Strong	21	28.4	28.4	94.6
	Very Strong	4	5.4	5.4	100.0
	Total	74	100.0	100.0	

Learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Weak	3	4.1	4.1	4.1
	Weak	12	16.2	16.2	20.3
	Avarage	30	40.5	40.5	60.8

Strong	20	27.0	27.0	87.8
Very Strong	9	12.2	12.2	100.0
Total	74	100.0	100.0	

Reading_Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	1	1.4	1.4	1.4
Weak	10	13.5	13.5	14.9
Avarage	34	45.9	45.9	60.8
Strong	25	33.8	33.8	94.6
Very Strong	4	5.4	5.4	100.0
Total	74	100.0	100.0	

Reading_Process

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Weak	3	4.1	4.1	4.1
Weak	6	8.1	8.1	12.2
Avarage	27	36.5	36.5	48.6
Strong	31	41.9	41.9	90.5
Very Strong	7	9.5	9.5	100.0
Total	74	100.0	100.0	

