STUDENTS' READING COMPREHENSION AT MA AL-ISLAM JAMSAREN SURAKARTA IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
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has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain a Bachelor Degree in English Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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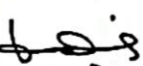
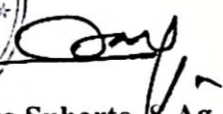|			
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DEDICATION

This thesis dedicated to:

1. My Almamater UIN Raden Mas Said Surakarta.
2. All lecturers of English Education Study Programs, especially Mrs. Nestiani Hutami, M.A., Mrs. Budiasih, S.Pd., M.Hum., Mrs. Maria Wulandari, M.Hum. as my Examiners.
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MOTTO

-QS. Al Hadid (57): ayat 4-

"Dan Dia bersama kamu dimana saja kamu berada. Dan Allah Maha Melihat apa yang kamu kerjakan"

-QS. Ali Imron (3): ayat 173-

"Cukuplah Allah menjadi Penolong kami dan Allah adalah sebaik-baik Pelindung"

-Ali bin Abi Thalib-

"Jadilah orang yang bermartabat, jujur, dan selalu menyampaikan kebenaran"

-Walt Disney-

"If you can dream it, you can do it"

PRONOUNCEMENT

Name   : Galuh Ajeng Saputri
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I hereby sincerely state that the thesis entitled "Students' Reading Comprehension at MA Al-Islam Jamsaren Surakarta in Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing in my thesis and academic degree.

Sukoharjo, November 11th 2022

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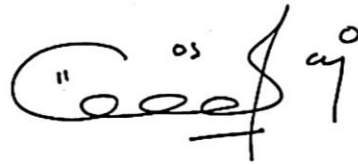
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

Galuh Ajeng Saputri

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ABSTRACT

Galuh Ajeng Saputri. 2022. *"Students' Reading Comprehension at MA Al-Islam Jamsaren Surakarta in Academic Year 2022/2023"*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is motivated by differences in students' ability to read English texts at MA Al-Islam Jamsaren Surakarta. In essence, reading is not only about being able to pronounce the words and symbols contained in the text but also about comprehending the meaning contained therein. This study discusses students' reading comprehension skills based on Barrett's Taxonomy. The aspects of reading comprehension include literal, reorganization, inferential, evaluation, and appreciation.

The formulation of the problem in this study is "What is the level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023?". This research aims to describe students' reading comprehension level at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023 in May-October 2022. This research uses descriptive qualitative research. Data sources in this study were students of class XI Social 2 MA Al-Islam Jamsaren Surakarta, totaling 20 students, and a teacher of English subjects. Data collection techniques using tests and interviews. Data analysis technique using source triangulation.

The research results show that the percentage of the average score obtained at the literal level is 85%, at the reorganization level is 59%, at the inferential level is 76%, at the evaluation level is 54%, and at the appreciation level is 22%. Based on interviews with students, it concludes that several things affect reading comprehension, including 1) environmental factors; 2) intellectual factors; 3) psychological factors; 4) physiological factors. Based on the above, the ways to get good reading comprehension are maximizing the environment and facilities while at school, increasing reading of English texts regularly, and improving intention.

This study concludes that the level of reading comprehension ability of class XI Social 2 students at MA Al-Islam Jamsaren Surakarta is at the inferential level. It means that most students have good inferential abilities in comprehending reading by connecting other sources outside the text. Then the most influencing factor in students' reading comprehension lies in the psychological factors from the interest and motivation of students. In advice given is the existence of good cooperation between teachers, parents, and students so that learning to read comprehension will run well.

Keywords: *Reading, Comprehension, Taxonomy Barrett.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the process of capturing the ideas contained in the reading text. This process is essential for students to master the material and get new information. In English subjects, reading is one of the basic skills that rely on students' cognitive abilities to understand the author's intent. According to Brown (2017), reading is necessary because it can provide insight and an overview of the material. The primary purpose of reading is to understand all the information in the reading text and develop the intellectual ability of the reader. Therefore, to understand the reading contents, it is necessary to have reading comprehension ability.

According to Grabe and Stoller (2013), reading comprehension is the ability to process words, interpret meaning, and integrate with what the reader already knows. Reading comprehension is part of the reading skills that use to understand the information delivered in written form. Higher-order thinking skills are needed to understand the intent in-depth and thoroughly. In English subjects, students must have the reading comprehension ability to work on the questions given by the teacher. The essential of students having reading comprehension ability is that students can determine the purpose, intent, and point of view of the writers and conclude the text.

In language classes, not all students have the same reading comprehension ability. This difference is also influenced by the reading experience of each

student. Lack of vocabulary is one of the trigger factors that often make students difficult in the process of understanding a reading text. As a result, there will be differences in the abilities of each student. To overcome this gap, Thomas C. Barrett (1972) developed a taxonomy that aims to provide levels during the reading comprehension process. These levels referred to Barrett's taxonomy.

That is not foreign anymore that Barrett's taxonomy is one of taxonomies used to measure reading comprehension ability. This taxonomy contains cognitive and affective dimensions at each level. Hopefully, this taxonomy can be a supplement to develop the reading comprehension ability of each student and can improve reading intelligence. According to Thomas C. Barrett, this taxonomy includes five categories: (1) Literal, (2) Reorganization, (3) Inferential, (4) evaluation, and (5) Appreciation. According to Snow (2002), these five categories can help students with thinking processes, understanding, and interaction with discourse starting from the explicit meaning to the stage of interpreting it into the surrounding environment. The emergence of reactions to information messages in the reading text is also a real aspect expects to occur from each student. Therefore, the level of reading comprehension is essential to see each student's reading ability and overcome difficulties experienced. And then can provide direction according to the portion of each student if the students found it difficult during the reading comprehension.

Based on previous research, several studies focus on reading comprehension. First, Surtantini (2019) examined reading comprehension question levels and revealed that levels of reading comprehension questions would train students to get used to critical thinking. Second, Fitri and Rozimela (2020) conducted a study

related to Barrett's taxonomy and found that students have good abilities at the evaluation level and tend to have difficulty at the inference stage. Meanwhile, the research conducted by Kismadayanti and Zainil (2021) revealed that every level of reading comprehension requires higher-order thinking skills to understand the meaning of texts and discourses in depth. In that study, some researchers provided information related to reading comprehension and the use of Barrett's taxonomy. However, as far as previous research, there is no information on the importance for students of knowing the levels of reading comprehension. For this reason, this research should be donning so that students can see their abilities and the aspects needed to realize the need to develop this ability.

Based on the pre-research, the researcher has found several phenomena wherein the reading class. Many students have difficulty comprehending the meaning of the reading text. That is because of a lack of reading experience. Although high school students, some students are able even though they only have a little-known vocabulary. In addition, the facts received by the researcher are in the form of conclusions that the reading comprehension levels of high school students are still unsatisfactory and must be improved.

Because of those reasons, the researcher decided to do research at the high school level to be the object of the research. At the high school level, usually, students have fairly-good reading comprehension. The researcher chose MA Al-Islam Jamsaren Surakarta because seeing the strategy and methods used by the teacher in teaching reading class is very interesting and creative. In this study, the researcher took one class as the research subject which is XI Social 2, in the first semester.

In the education circle, reading is an important aspect to note. Then, in the language aspect, reading is basic competency in the school curriculum. In English, reading is one of the basic skills delivered to students at school. The importance of students having this skill is to obtain the expected learning objectives. Reading comprehension is about knowing and understanding the information in the discourse or reading. But sometimes, a lack of experience can cause problems for students in this process. On the other hand, every level of reading comprehension could be giving an impact on students. The higher the level of understanding, the more insight and information received. So, this will change the way students think to be more organized and focused. For this reason, the researcher aimed to examine the level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta with the title "Students' Reading Comprehension at MA Al-Islam Jamsaren Surakarta in Academic Year 2022/2023".

B. Identification of the Problems

Based on the background study above, the researcher identifies the problems as follows:

1. Students' reading comprehension level is still not deep.

2. Lack of student experience in interpreting information in the reading.

3. Low awareness of students about knowing is the level of reading comprehension.

C. Limitation of the Problems

To get the specific purpose of the study, the researcher focused on students reading comprehension levels using the theory of Thomas C. Barrett (1972). Then

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the factors affecting students' reading comprehension with Lamb and Arnold's (1980) theory. The research conducts in class XI Social 2 of MA Al-Islam Jamsaren Surakarta in the first semester. The researcher compiled an instrument in the form of test questions by taking sources from the internet.

D. Formulation of the Problems

1. What is the level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023?

2. What are the factors affecting students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023?

E. Objectives of the Study

1. To describe the level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023.

2. To identify the factors affecting students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023.

F. Benefits of the Study

The researcher hopes that the results of this research can provide benefits in teaching and learning process, both theoretically and practically.

1. Theoretical Benefits

    a. This research hopes to contribute to the researcher and readers. It can provide understanding in teaching reading, especially the level of students' reading comprehension.

b. The results of this study can be used as a reference for those who want to conduct research in the teaching and learning process of English, especially in teaching reading.

2. Practical Benefits

a. For English teachers, this research can provide a reference to measure the level of students' reading comprehension.

b. For students, this research will help students solve problems when reading English texts. Students can also find out how to have good reading comprehension skills.

c. For readers, this research can use a reference for another researcher who wants to research the level of students' reading comprehension.

G. Definition of Key Terms

1. Reading

Reading is an activity of interaction between readers and writers through writing. This interaction is communication in which one aims to transfer information or ideas in the reading text. According to Perfetti (1985), reading is an activity to understand the meaning contained in a reading. So, reading activities are not only knowing a reading but can understand the means in the reading text.

2. Comprehension

Comprehension is a cognitive activity that requires knowledge and experience. According to Pearson and Johnson (1978), comprehension is a

meeting between new information and known experiences so that it will produce an interpretation based on the level of comprehension.

3. Taxonomy Barrett

Barrett's taxonomy is a taxonomy used to measure the level of reading comprehension. According to Thomas C. Barrett (1972), this taxonomy consists of five levels, namely: (1) Literal, (2) Reorganization, (3) Inferential, (4) evaluation, and (5) Appreciation. This taxonomy can improve reading intelligence if implemented according to the portion of students.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading

a. The definition of reading

Reading is a means to retrieve information contained in written language. This activity aims to gain knowledge and new things that have never been known before. A person will get extensive experience and insight while doing reading activities. Therefore, reading is a window to the world. It means that all the information obtained from reading activities. Thus, reading has a very important position for readers around the world.

According to Anderson (2018), the definition of reading is the process of matching letters and pronouncing symbols in written or written language. On the other hand, Finnochiaro and Bonomo (1973) complete a more in-depth definition of reading that reading is an activity to understand the meaning contained in a reading. Reading activities are not only knowing a reading but can understand the means contained in the reading text. In the opinion of Goodman (1967), that reading is a process of understanding the meaning of reading, both explicit and implicit meanings. The primary source the reader must have is the experience he has. The goal is to make it easier for readers to interpret every writing they read. Thus, reading is a very complex activity.

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Gillet and Temple (1982) give a broader definition of reading as the process of giving meaning to the sentence that is in a text. That means requiring the reader to know the meaning and understand the intent of the reading, to be able to provide an overview of the concepts contained in the reading text. Reading is a substantial element that includes words, phrases, clauses, sentences, paragraphs, and discourse. In types of reading texts written based on the form, reading comprehension skills were needed to provide meaning and retrieve information according to the author's purpose. Besides that, reading comprehension is an ability that continuously.

b. Reading purpose

In general, the purpose of the reading is to obtain information related to the content of a reading text and to understand the meaning contained in the text. As stated by Anderson (1972), there are several purposes for reading, namely:

1) *Readings for details or facts*. Its purpose is to obtain the details and authenticity of the information.

2) *Readings for main ideas*. The goal is to get points from the material, topics in the text reading, subject matter, moral values, experiences from characteristics, and a summary of ideas from characters to achieve their goals.

3) *Readings for sequence or organization*. It aims to ask the reader to know the composition of the text reading and the organization of the existing text. The goal is to discover the text, the problems

from the first, second, and third, to the stages in solving problems, and the coda.

4) *Readings for inference*. It asks the reader to conclude and provide responses to the text reading. The goal is to find the background of the existing characters, why the author presents these characters to the reader, and the reasons the characters make success or failure.

5) *Readings for classification*. To discover and find out the unusual of the characters, what is the fun of the story, the truth of the story or not trues by classifying information.

6) *Readings to the evaluation*. The goal is to figure it out. For example, to find out the success of a character or assess the content of life. Provide an example and doable for the reader.

7) *Readings to compare or contrast*. The aim is to show character changes, the lives of characters in the story and the lives of current readers, how the two stories have similarities, etc.

c. Types of reading

Reading skills has two types of reading that students usually do during the reading process. Types of reading include:

1) Reading aloud

Reading aloud is an activity that is a tool for teachers, students, or readers together with other people or listeners to capture information and understand the thoughts and feelings of the author. In language classes, reading aloud is an activity that contributes to students. Moreover, when reading English texts. Reading a foreign

language can increase students' self-confidence. According to Patel and Jain (2008, p.121) the reading aloud, students must understand the meaning contained in the text. So, knowing the symbols of reading is very important in this activity.

2) Read silently

Silent reading is reading silently without making a sound, without noise, without moving the head and lips. Generally, enjoy the digested meaning of the reading that is read silently by heart. Reading with three words in each eye movement and relying solely on eye movements whose speed depends on the difficulty in the text. According to Patel and Jain (2008, p.123), silent reading skills are activities that only need visual memory by involving eye and memory activation. Based on the form of reading, reading-silently divided into two categories, namely:

a) Extensive reading

Extensive reading means reading widely. Read as much text as possible in the shortest possible time. The purpose of extensive reading is to obtain information quickly and efficiently. Extensive reading includes survey reading, skimming, and shallow readings.

- Reading surveys

Reading a survey is an activity to examine the reading text studied. In reading surveys, the speed and accuracy of

the reading are necessary to determine the success or failure of a person in his studies.

- Skimming

    Skimming is reading using eye movements done quickly to get the gist of the reading text. Skimming aims to find a general impression of the reading text, certain things in reading, and the specific text used to place it in the library.

- Shallow reading

    Shallows reading is reading the text lightly and not too deeply. Generally, shallow reading by readers to obtain simple information. In addition, it is usually done in spare time to get pleasure from the text. Examples are novels, short stories, etcetera.

b) Intensive reading

    Intensive reading is a schematic study, a content study, and details treatment carried out in class on a short task of about two to four pages every day. Intensive reading techniques include questionnaires, sentence pattern exercises, vocabulary exercises, word studies, dictation, and general discussion. The intensive reading process includes content and language studies.

    Reading the content review consists of:

- Careful reading

Careful reading is reading in detail. Skills are necessary for this process. Usually repeatedly by reading paragraphs for detail. It aims to find the connection between the text.

- Reading comprehension

According to Clarke and Chesher (2014, p.1), reading comprehension is a skill that aims to find out the content of a text, literary norms, critical reviews, and fiction patterns.

- Critical reading

Critical reading is a skill that is most often used and is very important in reading activities. Its processes are in-depth, considerate, wise, evaluative, and analytical.

- Reading ideas

Reading ideas is an activity in taking and utilizing the main idea contained in the reading text.

- Creative reading

Creative reading is a reading activity that is not only to understand the meaning of reading texts but can apply the points referred to in reading in everyday life.

Meanwhile, reading language study consists of:

- Reading languages

The purpose of reading language is to strengthen and develop vocabulary.

- Reading literature

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Reading literature is the compatibility of the language and the literary works in reading literature. The goal is to maintain the conformability of the beauty in the form and the beauty of the content.

2. **Reading Comprehension**

a. The definition of reading comprehension

In Collins English Learner's Dictionary, reading comprehension is texts that use to help improve reading skills. With this skill, students can answer questions related to that text. Reading comprehension is also often used as material for tests or exams on reading skills. Reading is not just knowing the logos or symbols in the text. But also, about the ability to build comprehension in reading. Comprehension is the main focus of reading activities. Reading comprehension can be seen if students can understand the text they have read, remember the information found, and interpret messages the text read. So, this requires skills in reading, referred to as reading comprehension skills.

According to Rubin (1994), reading comprehension is a complex intellectual process that involves several abilities. The meaning of words and verbal reasoning are two patent things that must exist in this process. Without these two things, there will be no reading comprehension. So, without reading comprehension, there will be no reading process. Reading is an activity that aims to get information. Comprehending is necessary to obtain this information from the text. In reading activities, comprehension is related to the deep meaning of a text. The depth of comprehension

ability will help students in the process of finding information, exploring meaning, and examining the content of a text. Therefore, students have expected to capture ideas and the messages expressed by the writer.

In Longmans dictionary comprehending is the ability to understand something with full knowledge and meaning. This ability to comprehension of the written text and understand its content. Extracting the means of written material with full knowledge will facilitate students' reading comprehension. Thus, reading and comprehension are an activity that can't separate. Another opinion confirmed by Smith (2012) is that reading comprehension is a reading activity carried out by students by connecting new information with old information. It aims to gain new knowledge, to gain a thorough comprehension. To get good reading comprehension, students need the knowledge and experience they already have.

That is in line with the opinion of Woolley (2011) that reading comprehension is a process of making meaning from texts. That is, students should comprehend that already every word has a context, and every context has a means. Reading comprehension means understanding the intent and meaning of the text reading. In this process, students must master the language used in the text. By knowing the language, students will easily catch the message of information the writer wants to express through writing. To gain reading comprehension or understanding of the content of the text read, students must have good reading comprehension skills. In reading activities, comprehending is an important aspect used in

reading. On the other hand, reading activities can improve reading comprehension skills. So, it can conclude that reading skill is the ability to comprehend the reads.

Reading comprehension is a process that aims to comprehend, not speed. Perfetti and Hogaboam (1975), three skills that occur during reading comprehension are recording, decoding, and meaning. Recording is a process of recording words or sentences, then associated with a sound according to the writing. Decoding is the process of translating a graphic seen into words or sentences. The meaning is the process of comprehending each word or sentence. This process is complex because it uses higher-order thinking to understand the intents, content, and deep means.

Generally, the processes of recording and decoding occur in the lower class, and meaning appears in the upper class. So, from this process comes the level of reading comprehension. Differences in the ability of students in reading comprehension create gaps during reading classes. So, Barrett's taxonomy can measure students' reading comprehension ability of the levels.

b. Factors affecting reading comprehension

Lamb and Arnold (1980) stated that success in reading comprehension influences by four factors, namely:

1) Environment

The environment is one of the factors that have many influences on the ability to read and comprehend. It is visible from

experiences in daily life, background, and social economy. Other influences are class conditions, the atmosphere of the place around students, and the facilities available during the reading comprehension process. If all of this is in good condition, the students can likely develop their abilities. Students can read comprehension to the fullest and get the desired result.

2) Intellectual

Intellectual is an essential thinking activity during the reading comprehension process. This activity also includes responding to a question appropriately. Intellectual is one of the factors related to a student's ability to understand the reading. Therefore, this factor candetermine the success or failure of students during the reading comprehension process. Intellectual reading is a process of thinking and solving problems. Unfortunately, lower intellectuals will make it difficult for students in the process of comprehension and vice versa due to the different abilities of each student.

3) Psychological

Psychology is a factor related to students' motivation and interest. It is visible from several aspects like the desire to learn, the strength of attention in a learning condition often called concentration, and reactions that arise during the reading comprehension process. The existence of motivation will lead to more interest in the process of reading comprehension. For this reason, it is necessary to have some interest in learning during the

reading comprehension process. So that it will make the level of calm in understanding to be full of focus and according to purpose.

4) Physiology

Physiology is a factor that also influences the achievement of reading comprehension goals. These factors are related to gender, physical health, and neurological development. Some experts also state that neurological retardation will cause students' failure to develop reading comprehension skills. For this reason, the normality of the body's organs is an essential factor in the reading comprehension process.

c. Indicators of reading comprehension

According to Somadayo (2011), students' reading comprehension is visible from the indicators below:

1) *Capture the meaning of words*, namely the ability of students to know the means of each word from the language used. Students must have many vocabularies to make it easier to comprehend the reading. In addition, students can obtain vocabulary if they are diligent in reading.

2) *Capture implicit and explicit meanings*, namely the ability of students to digest every word in the text. This indicator guides students to comprehend each word in sentences based on its implicit or explicit meaning. So, the content of each word has the context intended by the writer.

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3) *Make conclusions*, namely the ability to interpret the meaning of writing based on their language. Students who can extract the essence of writing are trusted to fulfil their skills in reading comprehension. Thus, students consider capable if they have arrived at this indicator.

3. Taxonomy Barrett

At first, to measure the level of reading comprehension, a person often uses Bloom's taxonomy. This taxonomy is very well known and widely used in education. There are six essential aspects in this taxonomy such as (1) Knowledge, (2) Understanding, (3) Appreciation, (4) Analysis, (5) Synthesis, and (6) Evaluation. Then in 1968, this taxonomy was adapted by a scientist named Thomas C. Barrett. The taxonomy developed into cognitive and affective dimensions focused on skills in reading comprehension. The taxonomy is Barrett's Taxonomy. It is specifically only to measure the level of reading comprehension ability (Barrett, 1972). This taxonomy has five categories, namely:

a. Literal

Literal is the ability to capture information explicitly. At this level, students can find ideas or ideas through reading clearly and writing in text. Students are also able to respond to questions ranging from simple to complex. At this level, students have seen to recognize and remember facts or single events chronologically. The reason is two ideas raised at this level, knowing and remembering. These two ideas are the key to this activity. The development of these two ideas includes:

1) Recognition and Recall of Details

In this stage, students can identify facts such as the names and characteristics of the perpetrators, types of events, places of occurrence, time of occurrence, and causes of events.

Recognition:

- *What's this?*

- *Who? What? Where? Why?*

Recalls:

- *Write/tell me a list of all the details you can remember*

2) Recognition and Recall of Main Ideas

In this stage, students have to identify explicit and implicit statements that are the main ideas in the reading text.

Recognition:

- *What happened when or during ____?*

- *Find out what ____ is going to do*

Recalls:

- *What happened to ____?*

3) Recognition and Recall of a Sequence

At this stage, students can sequence the chronology of events in the reading text stated explicitly.

Recognition:

- What did ____ do first/next/last?

Recalls:

- *Tell in the correct order*

- *Look at the illustrations and retell the story*

4) Recognition and Recall of Comparison

Students must have the skill to identify and find differences like the actor, time, and place stated explicitly in the reading text.

Recognition:

- *Find/tell me the differences between____ and ____*

- *Are ____ and ____ the same?*

- *Find metaphors | find similes*

Recalls:

- *How was this ____ different from the others?*

- *In what ways were ____ and ____ similar/different?*

5) Recognition and Recall of Cause & Effect Relationships

Students can find the cause or reason for an event or action stated explicitly in the reading text.

Recognition:

- *Find out the reasons for ____?*

- *What caused ____?*

Recalls:

- *Why was ____ so determined to ____?*

- *What was the purpose of ____?*

6) Recognition and Recall of Character Traits

At this stage, students must find written statements that distinguish or recognize the nature and type of actors told in the reading text.

Recognition:

- Find/tell me the words and phrases which describe the characters

Recalls:

- -

b. Reorganization

Reorganization is the ability to arrange ideas in the reading text explicitly. At this level, students can analyse and synthesize texts. The target achieved at this level is that students can convey their understanding of the ideas or information found in the reading text. Therefore, at this level, students use the ability to paraphrase sentences from reading texts using their language. The aim is to improve students' understanding ability. The processes that students must go through at this level are:

1) Classifying

    At this stage, students can classify figures/characters, objects, times, and events in the reading text.

    - *Which of the following are ____?*
    - *Which of the following ____ does not belong?*

2) Outlining

    As the name implies, students ask to have the ability to compile information in the form of an outline through direct statements or the results of student paraphrasing.

    - *Divide the story into ____ parts*

3) Summarizing

At this stage, students hoped to summarize the information in the reading text by writing direct statements or the results of student paraphrasing.

- *What has happened up to this point?*

- *Tell the story in your own words*

4) Synthesis

This stage is the final process of the reorganization level in the form of students' ability to validate texts found through various sources.

- *How long did the entire _____ last?*

- *How many times did _____ take place?*

- *On what day did _____ happen?*

c. Inferential

Inferential is the third level of Barrett's taxonomy which requires good comprehension skills. Students can make conclusions from the information received. Students should be able to make hypotheses from their previous knowledge. Generally, the thinking process that occurs at this level is in the form of using students' intuition or imagination. So that this process has been hoped to support the main idea and supporting details. The stages that occur in this level are students' abilities in:

1) Supporting Details

This stage is the student's ability to connect additional facts perhaps given by the author to add to the impression so that reading is more interesting, informative, and fun.

- *Did he realize ____?*

- *Do you think ____?*

2) Play ideas

At this stage, students can find the main ideas, themes, and moral values in implicitly written reading texts. Thus, it requires understanding and reasoning of the text reading.

- *What is the main idea of this ____?*

- *Discuss the significance of ____.*

3) Sequence

It is the ability where students can relate actions or events that may occur in both events. Students are also to make hypotheses about what might happen if the end of the problem is unresolved.

- *What will happen next?*

- *What happened before ____ and ____?*

- *Please that ____ in a logical order*

4) Comparison

As the name implies, comparisons are students' ability to conclude the similarities and differences of characters/characters, characteristics of actors, time, and place in the reading text.

- *How does ____ resemble ____?*

- *Compare ____ with ____*

- *Are ____ and ____ related?*

5) Cause and Effect Relationship

At this stage, students can hypothesize about motivation, background, and character/character regarding the time and place of the incident. Students also relate the writer's reason to include ideas, words, and characterizations, as well as facts and actions or events written in the reading text.

- *What was necessary to ____?*
- *How did ____ know ____?*
- *What is the result of ____?*

6) Character Traits

At this stage, students can hypothesize about the characteristics of characters, events, or actions based on the clues found in the reading.

- *What did ____ prove about their attitudes toward ____?*
- *What does ____ tell us about her?*
- *What kind of person is ____?*

7) Predicting Outcomes

This stage relies on the ability of students to predict the outcome and the final event in the reading text.

- *Do you think ____ will ____?*
- *What do you think will happen?*

8) Figurative Language

Students can find the literal meaning of the figurative language used in the reading text.

- *What is meant by the phrase ____?*

d. Evaluation

Evaluation is the fourth level that asks students to make decisions. This level shows students' ability to check facts and opinions on the information received in the reading text. Students can make judgments based on texts and previous experiences. Students can also compare ideas or information in the reading text using other sources. The stages of developing this level include:

1) Judgments of Reality or Fantasy

At this stage, students can make the assessment based on their knowledge and experience by questioning the events or actions described by the author in the text that happened or was just fantasies.

- *Is ____ imaginary?*
- *How many unreal things can you find?*
- *Did ____ happen?*
- *Is ____ fact or fiction*
- *Is ____ possible*

2) Judgments of Fact or Opinion

At this stage, students can make the assessment based on their knowledge and experience with enough supporting evidence or is just playing with students' thoughts by explaining odd or rational things.

- *Do you think ____ had anything to do with ____?*
- *Which ____ seems to be correct?*

3) Judgments of Adequacy or Validity

Students can make an assessment based on their knowledge and experience by questioning the validity of whether the information read in the text is original or imitates other sources.

- *Did ____ ever actually ____?*
- *Is ____ really ____?*

4) Judgments of Appropriateness

Students can make the assessment based on their knowledge and experience by asking how the reading text shows the character/character, the nature of the actor, the time, and the place of the incident.

- *What part of the story best describes the main character?*

5) Judgments of Worth, Desirability, and Acceptability

Students can make the assessment based on their knowledge and experience by questioning whether the perpetrator is right/wrong and whether the actions described are right/wrong or good/bad.

- *Do you like this character?*
- *How do you feel about this character?*
- *Why was it wrong for ____ to ____?*

e. **Appreciation**

Appreciation is the last level in Barrett's taxonomy. At this level, students have emotional sensitivity to the text they read. Students can also express their thoughts and feelings after discussing the received reading

text. The focus at this level is to appreciate the author's intentions in reading texts in the form of emotions and sensitivity to aesthetics like psychological and artistic values. The stages in this level are:

1) Emotional Response to the Content

   At this stage, students can express their feelings and opinions about things such as interest, joy, anxiety, surprise, hatred, and lethargy related to the emotional impact of reading texts.

   • *Are you surprised?*

   • *Why do you like or dislike this selection?*

2) Identification with Characters or Incidents

   At this stage, students can show the ability of sensitivity, empathy, and sympathy for the characters/characters, events, and factors that arise in the reading text.

   • *What words will describe the feelings of _____?*

   • *What would you do if you were _____?*

3) Reactions to the Author's Use of Language

   The ability to respond to the language used by the author in the reading text is knowing the language from the semantic dimension, word choice, connotation, and denotation meaning.

   • *Why is _____ a good term?*

   • *How did the author express the idea of _____?*

4) Imagery

   Students have been able to express feelings related to artistic abilities. Students can feel the atmosphere, situation, or item with

words that can be felt and heard without having to see and experience it.

- *Dramatize the story.*

- *Read/say the part the way the character might have spoken.*

- *How does _____ make you feel?*

B. Previous Related Studies

This research includes research that conducts previously to be used as a relevant reference as follows:

1. Hana Junika (2018) This study discusses reading comprehension with the title "*An Analysis of Students' Reading Comprehension in Recount Text of Barrett Taxonomy at the Eight Grade of SMP Negeri 4 Siak Hulu*". The main focus is to know the ability of students reading comprehension levels and to find the difficulties experienced based on taxonomy Barrett. The fact found in this study is that the levels of reading comprehension of students fall into the poor category. It founds difficulties experienced by students during the reading comprehension process. Another fact revealed in the taxonomy that considers the most difficult is the level of appreciation. The advice in this research is to ask teachers to be more creative in teaching and students to be more active during reading comprehension.

2. Ardhy Meylana (2019) This research discusses reading comprehension with the title "*Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class*". The main focus is to

determine the reading comprehension skills and the factors that influence reading comprehension skills. The facts found in this study are that there are several differences between students at low and high levels. It is visible from students' reading interest that proportional to reading comprehension ability. The higher the student's reading interest, the higher the level of students' reading ability. The advice given in this study is that students can carry out conversations using English when learning reading in class. Another suggestion is that students can use a dictionary if there is an unknown foreign vocabulary.

3. Frida Fortuna Rohman (2020) This research discusses reading comprehension with the title "*Ability to Read Comprehension Based on Barrett's Taxonomy for Class IV Students Mi Nurul Hikmah Pesawahan Probolinggo*". The main focus is to be able to describe students' reading comprehension skills based on Barrett's taxonomy and its inhibiting factors. The fact found in this study is that the level of students' reading comprehension falls into enough categories. However, there are several obstacles in this study, including 1) the reading frequency of students is low, 2) many students just read without understanding, 3) students are in a low literacy environment, 4) teachers are less competent, 5) there are low reading interest, 6) inadequate facilities.

4. Nela Sari (2021) with the title "*An Analysis of Students' Reading Comprehension Ability on Narrative Text Based on the Four Levels Grade Comprehension Skills at the Tenth Grade of SMAN 2 Punduh Pidada in The Academic Year of 2020/2021*". The thesis aims 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. The result showed each level of comprehension skills. There were different percentages of the students' correct answers. Research finds the literal level was (32%), the interpretative level was (25%), the critical level was (23%), and the creative level was (20%) correct answer. So, students were unsuccessful in answering questions on interpretative levels, critical levels, and creative levels. The most mastered level is comprehension skill in comprehending narrative text for the literal level.

2.2 Table of Similarities and Differences

NO.	RESEARCHER	SIMILARITIES	DIFFERENCES
1.	Hana Junika (2018) **Title:** *"An Analysis of Students' Reading Comprehension in Recount Text of Barrett Taxonomy at the Eight Grade of SMP Negeri 4 Siak Hulu"*	✓ Researching students' reading comprehension ✓ Using Barrett's Taxonomy	✓ The study discusses students' reading comprehension levels and finds the difficulties experienced ✓ This study discusses students' reading comprehension levels and finds the affecting factors

2.	Ardhy Meylana (2019) **Title:** *"Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class"*	✓ Discussing reading comprehension ability	✓ The study looked at students' reading comprehension ability from the taxonomy Anderson's ✓ This study looks at students' reading comprehension ability from the taxonomy Barrett
3.	Frida Fortuna Rohman (2020) **Title:** *"Ability to Read Comprehension Based on Barrett's Taxonomy for Class IV Students Mi Nurul Hikmah Pesawahan Probolinggo"*	✓ Researching students' reading comprehension ✓ Using Barrett's Taxonomy	✓ The study links the relationship between student's reading comprehension levels with obstacle factors ✓ While this study links the student's reading comprehension levels with affecting factors
4.	Nela Sari (2021) **Title:** *"An Analysis of Students' Reading Comprehension Ability on Narrative Text Based on the Four Levels Grade Comprehension Skills at the Tenth Grade of SMAN 2 Punduh Pidada in The Academic Year of 2020/2021"*	✓ Discuss the implementation of students reading comprehension.	✓ The research focuses on the narrative text in reading comprehension skill ✓ This research focuses on the text in reading comprehension skill, such as: descriptive text, recount, narrative, explanation, etc.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative research design. According to Cresswell (2008), qualitative research is an approach or search that aims to explore and understand a central phenomenon. This study describes the tasks and attitudes of students during learning activities in class. In conducting the research, the method used by the researcher is descriptive qualitative. This research is descriptive qualitative research to describe students' reading comprehension levels. Corbin and Strauss (2014) stated that descriptive qualitative research aims to explain a practice, how students learn, and what the class looks like at the time and place.

The descriptive analysis involves describing the general characteristics of the data. Qualitative research can provide important information about the average group of students. This study limits the scope of this research by using case studies. The researcher chose descriptive analysis for the reasons:

1. Some symptoms indicate a learning approach by the education unit.

2. This study reveals various questions related to "what, why, and how" and the mechanism of the learning process.

3. There are perceptions regarding the quality of reading skills from different points of view.

Then the steps taken by the researcher were to collect data, analyse, and conclude data containing the phenomena that occurred during class learning activities. Based on the background of the problem raised by the researcher, a

qualitative research design is to explore students' reading comprehension at MA Al - Islam Jamsaren Surakarta in the Academic year 2022/2023.

B. Research Setting

1. Place of the Research

The research has been conducted at MA Al-Islam Jamsaren Surakarta that resides on Jl. Veteran No.263, Serengan, Surakarta, Central Java, 57155.

2. Time of the Research

The research was conducted from May to Oct 2022. In this study, there are five activities to do by the researcher. In the first activity, the researcher conducted pre-research. The second was to arrange a thesis proposal. Third, the research did by the researcher after the proposal seminar. Fourth, the researcher compiled a thesis. Fifth, the researcher included chapters IV and V. More details on the schedule of research activities can be in the table below:

Table 3.1 Schedule of Research Activity

NO	ACTIVITIES	MAY	JUN	JUL	AUG	SEP	OCT
1.	Pre-research	■					
2.	Proposal Research	■	■	■			
3.	Developing Research Instrument			■	■		
4.	Arranging Thesis				■	■	
5.	Analysing the Data & Writing Final Report					■	■

C. Research Subject

The subjects of this study were students of MA Al-Islam Jamsaren Surakarta. This research is devoted to the students of class X1 Social 2, totalling 20 students. The researcher chose the subject because class XI Social is a class that excels in language aspects compared to other classes. In this study, the teacher of English subjects in class XI Social 2 will also be used as a resource about students' attitudes and behaviour when doing reading activities in class. The aim is to provide valid supporting data for this research.

D. Data and Source of the Data

1. Data of the Research

   Data is a file of information that contains facts that occurred and can use as evidence. According to Bowen (2009), data is a field note based on observations presented in numbers or facts. The data is students' reading comprehension test results, result of interview with each research subject and teacher. The test used by the researcher is a reading comprehension test in the form of description questions. The test results are the students' answers when working on reading comprehension questions in class XI Social 2 at MA Al-Islam Jamsaren Surakarta. Interview data in the form of questions and answers between the researcher and students and the researcher with teacher.

2. Data Source

   According to Ary et al. (2018), the data source is the subjects for obtaining research data. The data source in question is the subject as a respondent in the study. Respondents function to provide information related to the facts in the field. The results collected will be used as data by

the researcher. The data sources referred to in this study were students of class XI Social 2 MA Al-Islam Jamsaren Surakarta and teachers of English subjects.

E. Research Instrument

A research instrument is a tool used to get research data. The data instrument used in this study was a reading test question. This test is related to the level of reading comprehension in Barrett's taxonomy, namely:

1. Literal comprehension test, consisting of reintroduction of cause and effect, as well as recalling details of the reading.

2. The reorganization comprehension test consists of analysing, organizing, synthesizing, or organizing information.

3. Inferential comprehension test consists of concluding written facts connecting with known sources of information.

4. Evaluation comprehension test, namely conducting an evaluation based on the information presented in the reading.

5. The appreciation comprehension test is related to the psychological and aesthetic impact expression has on the type of text, identification of actors or events, and realization of the author's language.

F. Techniques of Collecting the Data

In the techniques of collecting data, the research used test and interviews. As in the study the research used data collection methods as follows:

1. Test

According to Brown (2004), the test is a method to assess the ability, knowledge, skill, intelligence, or talent of an individual or group. In this study, the researcher used a written test of multiple choice and short answer questions. The researcher gave 15 multiple choice questions & 10 short-answer questions compiled based on the criteria in Barrett's taxonomy covering literal, reorganized, inferential, evaluation, and appreciation.

2. Interview

An interview is a conversation activity with a specific purpose between the researcher and the object under study. The interview is a way to get data from other individuals by giving questions designed to answer the problems in the research. Creswell (2008) states that the interview method is a personal relationship or dialogue between data collectors and data sources. This method serves to find out something in-depth from the respondent to obtain information.

The data collection by interview did after the researcher applied for permission in advance. After getting permission from the institution, the researcher approached the key informant, namely the principal. Then interviews were conducted after obtaining an agreement from the principal regarding the time and interview procedure in this research.

The researcher started the interview by providing question points related to the focus of the research. The researcher developed questions based on the research focus. In this study, the researcher conducted interviews with students and English teacher. This study uses interviews to

identify the level of students' reading comprehension ability and the factors that affect it.

G. Trustworthiness of the Data

In research, the validity of the data is necessary as proof of the validity data. For this reason, a checking technique by several criteria had needed. Creswell (2008) divided the criteria for checking the validity of the data into four. There are credibility, transferability, dependability, and confirmability.

Checking credibility is done in several ways. There are increasing persistence, discussing with colleagues, and making triangulation. According to Marshall and Rossman (2014), using triangulation is used by the researcher to check the data from various sources and at different times. Triangulation was done by comparing and matching data and information using various tools and times.

Marshall and Rossman (2014) divide triangulation into three. There are (1) triangulation of sources, (2) triangulation of techniques, and (3) triangulation of time. Source triangulation is done by looking for data from various sources that are still related. Technical triangulation did by the researcher using many techniques to reveal data carried out on data sources. Time triangulation is done by researcher by collecting data based on different times.

In this study, the researcher chose triangulation of sources to check the validity of the data. The method used by the researcher is recording the data collection process in the field. The source triangulation was used by checking the reading comprehension test results for class XI Social 2. This study used two data sources, where the first data source would be triangulating against the second

data. So, the teacher interview would be triangulated with the test result and student interviews.

Transferability conducts the researcher by presenting research reports with easy to read, systematic, reliable, and complete. *Reliability* was conducted by auditing the entire research process. *Confirmability* was done by auditing the research results with the research process. So, the data can be obtained and traced to the truth.

H. Techniques of Analyzing the Data

Data analysis in this study began during and after data collection. The data collected is in the word. The researcher collected the data through recording, typing, and editing.

According to Miles et al. (2014), In conducting data analysis, in three activities, namely:

1. Data reduction

    The researcher conducted this research using the data reduction stage. Data reduction is selecting, simplifying, abstracting, and transforming the rough data contained in field data records. The researcher collects data and then chooses data that provide valuable information. Thus, the researcher conducts data reduction to analyse the data. The function of data reduction is to sharpen, classify, direct, filter, and organize data to draw conclusions and verify them. The researcher conducted data reduction by describing students' reading comprehension levels. The first step in data reduction was identifying the data obtained from interview transcripts and test results. The second was to choose data focusing on the data needed. The

last was to make a summary of the data. Data reduction was conducted continuously until the research ends.

2. Data display

    The researcher conducted the display of data by compiling data and information that aims to draw conclusions or take action. The researcher arranged the data descriptively. This research describes the data after being reduced to the form of paragraphs. The researcher combined the information and then describes the data and conclusions and further analyses. This research would display data on the levels of students' reading comprehension and the factors affecting students' reading comprehension.

3. Concluding/verification

    This study concluded and verifies based on reading comprehension test results and interviews about the factors that affect reading comprehension. Drawing conclusions and verification need to be re-checked and validated data to strengthen the finding and be more trusted. For this reason, this study must have a relation between the data and theory. This study concluded on the levels of students' reading comprehension and the factors affecting students' reading comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023

In this section, the researcher focuses his study on the level of reading comprehension ability of students in class XI Social 2 MA Al-Islam Jamsaren Surakarta. To obtains research data, the researcher used a survey method by distributing test questions to all students of class XI Social 2 MA Al-Islam Jamsaren Surakarta and conducting interviews with English teachers. In measuring students' reading comprehension levels, the researcher uses five competencies that refer to a taxonomy, namely Barrett's Taxonomy. These competencies include literal, reorganization, inferential, evaluation, and appreciation.

These five competencies use by the researcher to measure students' reading comprehension levels through test questions distributed to students and during interviews with English teachers. The researcher obtained research results based on the five competencies in Barrett's Taxonomy to measure the level of reading comprehension as follows:

a. Literal

The literal level is the most basic level in reading comprehension. This level focuses on students' competence in understanding the text according to the facts in the reading. This research has found that

literal level students' competence has higher results than other levels. Revealed by the English teacher during the interview, namely as follows:

> "Di kelas ini kemampuan siswa cukup bagus dalam menjawab pertanyaan-pertanyaan sederhana. Apalagi pada saat menemukan kata yang sering dijumpai. Tetapi, jika menemukan kesulitan dalam mangartikan kata biasanya siswa bertanya pada guru. Nah disitulah siswa merasa enjoy dalam mengerjakan tugas".

Based on the interview above, the researcher found that the student's abilities in reading comprehension of English texts tend to be capable. Students can also work on reading questions if they are still in the easy stage, especially if students come across words from the familiar to them. There is also proven in the students' reading comprehension test results as follows:

4.1 Table of Literal Level Reading Comprehension Test Results

Total questions	0	1	2	3	4	5
Total students	-	-	-	4	7	9
Total = 85						

Based on the results of the reading comprehension test at the literal level containing five questions, 9 of the students answered all the questions correctly. These 9 of the students can capture information explicitly well. By the indicators expressed by Somadayo (2011) that in reading comprehension, there are activities in the form of capturing the meaning in the text explicitly and implicitly. However, at this level, students only focus on explicit reading comprehension. It means that

these 9 of the students are capable find ideas or ideas that are written clearly in the reading.

Then, the researcher also found that 7 of the students competent to answer 4 of the questions correctly. These 7 of the students tend to have good skills in reading comprehension. The results prove that in reading comprehension tests at the literal level, the students can answer questions on tests ranging from simple to complex. These 7 of the students have seen to recognize and remember single facts or events chronologically contained in the reading. Unfortunately, they answered only 4 of the questions due to a lack of focus in working on the test questions.

Then, the researcher also found that 4 of the students answered 3 of the literal-level questions correctly. Judging from the results of the reading comprehension test at the literal level. 4 of these students need to develop their abilities in reading comprehension. These 4 of these students the researcher found that one of the obstacles students experienced at this level was that students did not have much vocabulary in English.

From some of the facts found, the researcher concluded that students' reading comprehension skills at the literal level were fairly-good. Almost (50%) of students in one class answered questions of this level correctly. That is, most students have been able to know and remember well the information conveyed in the reading text.

b. **Reorganization**

The reorganization level is the second level in reading comprehension skills. This level focuses on students' competence in understanding texts and can process each word in their language. This research has found the fact that the ability of students at the level of reorganization is sufficient and still needs to be increasing. Revealed by the English teacher during the interview, namely as follows:

> "Dalam tingkat reorganisasi kemampuan siswa di kelas dapat dikatakan sebanding, maksudnya ada siswa yang mampu mengerjakan dan ada juga siswa yang masih belum bisa mengolah teks dengan bahasanya sendiri. Nah, uniknya terkadang temannya saling mengajari, sehingga para siswa bisa menjelaskan maksud teks yang sedang ia baca dengan bahasanya walaupun sedikit terbata-bata."

Based on the interview above, the researcher found the fact that the student's ability in reading comprehension of English texts can be said to be good, but still needs to be improved. There are most of the students have been able to work, although there are some who still do not master this competency. There is also proven in the students' reading comprehension test results as follows:

4.2 Table of Reorganization Level Reading Comprehension Test Results

Total questions	0	1	2	3	4	5
Total students	-	1	5	8	6	-
Total = 59						

Based on the results of the reading comprehension test at the reorganization level containing five questions, 6 of the students answered 4 of the questions correctly. They are good enough when composing ideas in explicit reading texts. It means they are quite

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capable of analyzing and synthesizing the text contained in the problem.

On the other hand, the researcher also found that 8 of the students answered 3 of the questions correctly. These students tend to have sufficient and still need to develop their ability in reading comprehension further. The results prove that in reading comprehension tests at the reorganization level, the students can deliver their understanding of ideas contained in reading texts even though they need improvement. These 8 of the students were also quite capable of understanding the text and processing each word in their language. Unfortunately, they answered only 3 of the questions because fooling by the same answer choices on the test questions.

Then, the researcher also found that 5 of the students answered only 2 of the reorganization-level questions correctly. Judging from the results of the reading comprehension test at the reorganization level, 5 of the students need to develop their reading comprehension skills. The researcher found that one of the obstacles experienced was that students did not have much vocabulary in English. It is in line with the indicators of reading comprehension expressed by Somadayo (2011) that students must know the meaning of each word to gain good reading comprehension skills. Therefore, students need to increase their vocabulary, especially in English. Furthermore, the researcher also found that there was 1 of the students was only able to answer 1 question correctly.

From some of the facts found, the researcher concluded that the student's reading comprehension skills at the reorganization level were sufficient and still needed development. Only (30%) of students in one class are competent to answer questions at this level correctly in a total of 4 of the questions. About (70%) of students need to improve reading comprehension skills at a good reorganization level and increase reading practice.

c. Inferential

The inferential level is the third level in reading comprehension. This level focuses on students' competence in comprehending the text and relating other facts outside the text. The existence of student experience is also an additional factor that can support this ability. This study has found that the inferential level students' is at the highest number second. It means that students in class XI Social 2 have good inferential abilities in reading class. Revealed by the English teacher during the interview, namely as follows:

> "Dalam kompetensi ini, kemampuan para siswa dapat dikatakan baik. Siswa cenderung menyukai teknik puzzling dalam reading. Artinya siswa lebih senang menghubungkan makna dalam suatu bacaan menggunakan fakta-fakta yang ia dapat dari pengalaman maupun lingkungan sekitar. Menurut saya siswa sangat menyukai kegiatan yang berhubungan dengan inferenting."

Based on the interview above, the researcher found that the student's ability to read and comprehend English texts was fairly-good. Students like activities such as connecting other facts outside the text so that it supports student competence at the inferential level. That is

also proven in the students' reading comprehension test results as follows:

4.3 Table of Inferential Level Reading Comprehension Test Results

Total questions	0	1	2	3	4	5
Total students	-	-	3	7	1	9
Total = 76						

Based on the results of the reading comprehension test at the inferential level containing five questions, 9 of the students answered all the questions correctly. These 9 of the students have good abilities in understanding the text and connecting other facts outside the text. It means they can make hypotheses from their previous knowledge well.

Furthermore, the researcher also found that there was 1 of the students was able to answer 4 of the questions correctly. The fact that research found that this student has good inferential abilities. It is just that he was not careful when working on the test questions.

On the other hand, the researcher also found that 7 of the students answered 3 test questions correctly. These 7 of the students tend to have good skills in reading comprehension. The results prove that in reading comprehension tests at the inferential level, these students can conclude from the information received in the text.

Then, the researcher also found that 3 of the students answered 2 of the inferential-level questions correctly. Judging from the results of the reading comprehension test at the inferential level, 3 of these students need to develop their abilities in reading comprehension. The

researcher found that one of the obstacles experienced by the three students at this level was that students did not have much experience in reading English texts. It is in line with the indicators of reading comprehension expressed by Somadayo (2011) that students must be able to conclude after carrying out reading activities to obtain good reading comprehension. Therefore, students need to increase their reading experience, especially in English.

From some of the facts found, the researcher concluded that the student's reading comprehension ability at the inferential level was fairly-good as at the literal level. Almost (50%) of students in one class answered questions of this level correctly. Students' thinking processes using intuition and imagination can develop well based on their experiences in reading English texts.

d. **Evaluation**

The evaluation level is the fourth level in reading comprehension. This level focuses on students' competence in comprehending the text and can assess the text they read. This study has found that the evaluation level of students' abilities is lacking and needs many improvements. Revealed by the English teacher during the interview, namely as follows:

> "Untuk tingkat ini, kemampuan siswa terlihat kurang. Banyak siswa yang tidak terbiasa membaca teks bahasa Inggris secara mendalam, sehingga banyak siswa yang kurang bisa melakukan penilaian terhadap suatu teks. Nah ini juga yang masih menjadi kesulitan guru dalam mengerjakan materi reading. Tapi biasanya guru punya inisiatif untuk membuat teks dengan kalimat yang tidak terlalu panjang dan dengan kata yang paling mudah dimengerti."

Based on the interview above, the researcher found that the student's ability in reading comprehension of English texts could be said to be lacking and needed to develop. Many students are not accustomed to reading texts in depth, thus making students need to practice a lot in this competency. That is also proven in the students' reading comprehension test results as follows:

4.4 Table of Evaluation Level Reading Comprehension Test Results

Total questions	0	1	2	3	4	5
Total students	-	6	3	4	5	2
Total = 54						

Based on the results of the reading comprehension test at the evaluation level containing five questions, 2 of the students answered all the questions correctly. These 2 of the students have good skills in checking facts and opinions on information received in reading texts. It means they can make assessments based on text and previous experience well.

Furthermore, the researcher also found that 5 of the students answered 4 of the test questions correctly. The researcher found that these students had good evaluation abilities in comparing ideas or information in reading texts using other sources.

On the other hand, the researcher also found that 4 of the students answered 3 test questions correctly. These 4 of the students tend to have good skills in reading comprehension. It is evidenced by the results of the reading comprehension test at the evaluation level, these

students are quite capable of understanding the texts they read, even if they are simple. These 4 of the students were also good enough at assessing the text when working on questions at this level. Then, the researcher also found that 3 of the students only answered 2 of the evaluation-level questions correctly. Judging from the results of the reading comprehension test at the evaluation level, these three students need to develop their abilities in reading comprehension. The researcher found that one of the obstacles experienced by the three students at this level was the lack of students' ability in this competency. So, they needed to read a lot to understand the sentences well.

Furthermore, the researcher also found that 6 of the students answered 1 of the question correctly. This amount is quite much for students at this level who require the development of reading materials, especially in English texts.

From some of the facts found, the researcher concluded that students' reading comprehension skills at the evaluation level were lacking and still needed much improvement. About (10%) of students in a class can answer questions correctly at this level. Meanwhile, (25%) of students answered 4 of the questions correctly and have moderate abilities in asses the text. The remaining (65%) of students lack competence at this level. It is visible when the student making decisions in conducting assessments are still in a simple and less in-

depth stage. The student's critical thinking needs to be honed and improved again, especially at the evaluation level.

e. **Appreciation**

The appreciation level is the fifth level in reading comprehension. This level focuses on students' competence in comprehending texts and expressing feelings related to reading the texts, like providing explanations for expressions in the text. It takes deep understanding and high focus to have this ability. The experiences of the students and the supportive environment are very influential at this level. This research has found that students' abilities in appreciation level rank the lowest of the five reading comprehension levels. It means that the student of class XI Social 2 saw the poorest appreciation skills and still needs many improvements. Revealed by the English teacher during the interview, namely as follows:

> "Kalau untuk tingkat ini, kemampuan siswa dapat dikatakan kurang. Pada saat mengerjakan soal reading banyak siswa yang masih berfokus pada kosa kata. Siswa masih belum bisa mengambil inti dari bacaan dan ekspresi apa yang sedang diungkapkan penulis dalam teks bacaan, walaupun sebenarnya ada beberapa siswa yang mungkinmengerti hanya saja kurang dapat membedakan ekspresi mana yang lebih cocok terkait teks yang dibacanya."

Based on the interview above, the researcher found the fact that the student's ability in reading comprehension of English texts could be said to be very lacking. Many students have not been able to examine the contents of the reading text, so they cannot provide an overview of the expressions in the reading. That is also evidenced in the results of the student's reading comprehension test as follows:

4.5 Table of Appreciation Level Reading Comprehension Test Results

Total questions	0	1	2	3	4	5
Total students	7	5	7	1	-	-
Total = 22						

Based on the results of the reading comprehension test at the appreciation level containing five questions, the researcher found that none of the students answered all 5 of the test questions correctly. It is not surprising that this level looks quite hard. It requires a deep understanding and high focus to have this ability. In this study, there was a student who was able to do 3 test questions correctly was the highest achievement at this level. This student has emotional sensitivity and can be said to be good when reading a text. It means they can understand and express feelings related to the reading text.

Then, the researcher also found that 7 of the students answered 2 of the questions correctly. The fact researcher found that these 7 of the students had less ability to express their thoughts and feelings after discussing the reading texts they received. The researcher found that many students did not understand the reading text and did not categorize the expressions contained in the text. Many students have difficulty distinguishing between the different types of expression because they rarely read a lot, so they don't have many experiences expressing a text.

Furthermore, the researcher found that 5 of the students only answered 1 test item correctly. These 5 of the students have low

reading comprehension skills. It is evidenced by the results of the reading comprehension test at the appreciation level, these students tend to find it difficult to express their feelings. It is because they do not know the meaning delivered in the text. The obstacle experienced by students are limited vocabulary. What's more, the appreciation level test questions require high-level thinking from students.

Then, the researcher also found that 7 of the student not capable answer all the questions correctly at this level. This amount is quite a lot. The student's ability at this level needs special treatment. So can improve their reading comprehension skills at the level of appreciation well.

The researcher concluded that students' reading comprehension skills at the appreciation level were very lacking and needed treatment on an ongoing basis to achieve the expected targets. About 5% of students in a class can answer questions of this level with 3 of the correct answer. The littlest amount compared to another level. The remaining (95%) of students have less ability and need special treatment at this level. That is, the focus at this level lies in students' competence to appreciate the author's intent in the form of emotion and sensitivity to aesthetics like psychological and artistic values. Therefore, the ability to read comprehension of English texts for class XI Social 2 needs special attention at the appreciation level.

2. **The factors affecting students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023**

In this section, the researcher focuses on the factors affecting students' reading comprehension in class XI Social 2 MA Al-Islam Jamsaren Surakarta. To obtains research data, the researcher interviewed all students of class XI Social 2 MA Al-Islam Jamsaren Surakarta. The researcher uses four factors from Lamb and Arnold's (1980) theory to know the factors affecting students' reading comprehension. These factors include environmental, intellectual, psychological, and physiological.

These four factors were used by the researcher to know any affecting students' reading comprehension through interviews with students. The researcher obtained research results based on the four factors as follows:

a. **Environmental**

Environmental factors can affect students' reading comprehension. This factor comes from the environment around students' wherever they are. Every student has a different environment that is supportive or not. Unfortunately, not all students are facilitated with a supportive environment. Following the results found by the researcher through interviews with students:

S1 : "Saya suka bahasa Inggris karena saya sering **membaca buku bahasa Inggris dan menonton film dengan subtitel Inggris**."

S10 : "Saya suka bahasa Inggris karena **kakak saya mengajari bahasa Inggris di rumah**."

S4 : "**Saya jarang belajar, dan belajar hanya disekolah,** jadi pertama kali saya melihat teks pada soal, saya langsung merasa bingung karena kurang mengetahui artinya."

Based on the interview results, the researcher found that environmental factors greatly influenced students' reading comprehension. It is visible from the interview results with (S1) that he likes English because he often reads English books and watches films with English subtitles. The environment experienced by (S1) is very influential in English skills. The impact that arises from the habit that is carried out (S1) is that it will increase the vocabulary in English. It is also in line with the theory of factors affecting reading comprehension from Lamb and Arnold (1980) that the experience in everyday life will influence students' ability to comprehend the reading.

Next, the researcher interviewed (S10), who said that when working on questions in English, she often was taught by his brother. This kind of environment also affects students' reading comprehension skills. A supportive environment and adequate facilities will create a high curiosity about the material they studied.

Then, the researcher interviewed (S4), who felt confused because she did not know the meaning of the words in the text, so she could not understand the content of the text. Please notes that not all students have the same learning environment. The thing that can be done (S4) is to improve the learning situation and atmosphere. If she is in an environment that less supportive, so she can maximize his learning while at school. Asking English subject teachers is one of the best efforts to get the expected learning environment and atmosphere.

Based on the interview above, the researcher concluded that environmental factors were the main influences on the ability of students of class XI Social 2 MA Al-Islam Jamsaren Surakartaislam. Students in a good environment and facilities will be directly proportional to their reading comprehension ability. As for some students who are in a less supportive environment and facilities, it also affects their reading comprehension ability. It means that it takes more effort from students to improve their abilities by maximizing the environment and facilities that exist when they are at school. There is no doubt that the best environment for students is when they are at school.

b. **Intellectual**

Intellectual factors can affect students' reading comprehension. This factor is an activity using students' cognitive involves higher-order thinking. Each student has a different intellectual. Unfortunately, not all students can gain understanding quickly. Following the results found by the researcher through interviews with students:

S18 : "Tes ini sangat menantang karena **saya bisa melakukan perbandingan** dengan pengalaman yang pernah saya miliki."

S12 : "Memahami bacaan dalam bahasa Inggris menurut saya **sangat sulit**. Terkadang saya malah salah mengartikan suatu kata atau kalimat sehingga membuat saya salah dalam memahami teks."

S6 : "**Saya bingung mengerjakan soal** ini karena tidak mengetahui setiap kata yang ada. Saya juga tidak memahami maksud dari soal tersebut, sehingga saya mengerjakan dengan sepemahaman saya."

Based on the interview results, the researcher found that intellectual factors greatly influence students' reading comprehension. It is visible from the interview results with (S18) who can solve the problems in the questions well. High intellectual will affect students' thinking patterns in comprehending a text. When working on test questions (S18) uses his way to solve the problems by comparing a text with his experience from other sources. It is an essential thinking process for every student to have. It will obtain this ability if students practice a lot of reading comprehension in English. The impact of the method used (S18) is that it will expand his ability to comprehend texts, especially English texts. It is also in line with the theory of factors affecting reading comprehension from Lamb and Arnold (1980) that intellectual is a process of thinking to solve problems.

Then, the researcher conducted an interview with (S12), who said that he felt confused when understanding English texts. The confusion is a sign that he lacks mastery of a skill. The intellectual factor visible in this case is the lack of ability in the students' thinking processes. It makes them wrong in interpreting and understanding the reading on the test questions. This kind of thinking process also affects students' reading comprehension skills. High intellectual will lead to a broad insight that makes students comprehend the text's meaning confidently.

Then, the researcher conducted an interview with (S6), who said that he did not know the vocabulary in the text. Please notes that not

all students have the same intellect. The thing required to do (S6) is to hone the ability in reading comprehension. When finding out difficult to accept material quickly, one must learn from the simple things first and read English texts routinely. That way, they will get various insights related to English texts. It will trigger students' ability to understand a text.

Based on the interview above, the researcher concluded that intellectual factors had quite an effect on the competence of students of class XI Social 2 MA Al-Islam Jamsaren Surakarta. There are a large proportion of students who have high intellect, which is directly proportional to students' abilities in reading comprehension. As for some students who have moderate intellectual, it also affects their reading comprehension ability. It means that it takes more students effort to sharpen their intellectuality by reading more English texts regularly to gain broad experience. Experience does not have to come from what we do but can also come from what we read.

c. **Psychological**

Psychological factors can affect students' reading comprehension. This factor is closely related to student motivation and interest. Motivation will generate interest. Interest was leaded to the deep desire to understand. that desire will turn into a focus that makes students able to concentrate and understand well. Each student has different interests and motivations. The following are the results that the researcher found through interviews with students:

S7	:	"Saya kurang bisa mengerjakan soal bahasa Inggris karena **kurang begitu menyukai**, sehingga saya menjawab sesuai dengan kemampuan saya."
S5	:	"Soal ini menurut saya sangat menyenangkan, apalagi saya sering membaca buku dan **menyukai bahasa Inggris**, jadi menurut saya ini sangat mudah."
S14	:	"Saya mengerjakan sebaik-baiknya, walaupun saya tidak banyak mengerti kosa kata yang ada dalam teks tetapi saya tetap **berusaha untuk memahaminya**."

Based on the interview results, the researcher found that psychological factors greatly influenced students' reading comprehension. The results from the interview with (S5) showed that she was happy when working on test questions. S5 was interested and enthusiastic about solve immediately of the questions when receiving the test questions. (S5) seems to have high motivation and interest in English subjects. It is also in line with the theory of factors affecting reading comprehension from Lamb and Arnold (1980) that psychology has a close relationship with motivation and interest. So, students need to know and familiarize themselves with something related to English to generate high motivation.

Then, the researcher also interviewed (S14), who always tried to work the best on the test questions. The researcher found that (S14) had high motivation in working on the test questions. (S14) always tried to comprehend the meaning in the text though sometimes constrained by the vocabulary in English. The psychological factor visible in this case is the existence of motivation in students, although constrained by reading comprehension ability. In essence, high

motivation will generate interest. That interest leads to a deep desire to understand. That desire will turn into a focus that makes students able to concentrate and understand well. Therefore, high motivation will influence students' ability in reading comprehension.

Then, the researcher conducted an interview with (S7), who said that he could not do English questions because he did not like it. Please notes that not all students have the same motivation and interests. The thing to be done by (S7) is to increase interest in reading activities, especially English. Interest in reading comes from the intention that is within the student. That way, students will be motivated to further explores the meaning contained in the text. It will trigger students' ability to understand a text.

Based on the interview above, the researcher concluded that psychological factors greatly influence the ability of students of class XI Social 2 MA Al-Islam Jamsaren Surakarta. The dominant psychological factor lies in the student's motivation and interest in reading comprehension. Students with high motivation will be directly proportional to their ability in reading comprehension. As for some students who have less interest, it will also affect their reading comprehension. It means that the students must have an effort to increase motivation. The essence of success in this factor lies in the student's intention.

d. **Physiological**

Based on the results of interviews, physiological factors can also affect students' reading comprehension. However, the researcher did not find that this factor affected the reading comprehension ability of class XI Social 2 students at MA Al-Islam Jamsaren Surakarta. During the research, the researcher noticed that all students who were the research subjects answered test questions and interviews well and had no physical deficiencies. So, the researcher concluded that physiological factors were not the influence on students' ability to read comprehension.

B. Discussion

Based on the results of this research, the researcher will present a discussion of the student's reading comprehension skills in class XI Social 2 MA Al-Islam Jamsaren Surakarta. This research discussion about students' reading comprehension of the level based on the findings during the research as well as factors that affect students' reading comprehension ability. The discussion in this study will also be juxtaposed with several other relevant sources to prove that the results of this study are valid. The following are the results of the discussion presented by the researcher about the student's reading comprehension skills in class XI Social 2 MA Al-Islam Jamsaren Surakarta.

1. **The level of students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023**

Based on the theory presented by Thomas C. Barrett (1972), there is a taxonomy that can measure the level of reading comprehension ability.

This taxonomy is known as Barrett's taxonomy. These five levels in this taxonomy include literal, reorganization, inferential, evaluation, and appreciation.

Based on the findings in this study, the researcher found that students of class XI Social 2 MA Al-Islam Jamsaren Surakarta had varying reading comprehension skills. There are several levels used to measure students' understanding when reading. From the results of tests and interviews, most students have good reading competence but do not understand the meaning of the text in depth.

a. Literal

Based on the test results, the researcher found that students' reading comprehension skills at the literal level had great results among other levels. Generally, students' reading comprehension ability at the literal level focuses on the student's ability to find facts or information written in the text. Thus, the ability to read comprehension at this level can be achieved by all students if they can understand the meaning of the reading.

In Barrett's taxonomy, the literal level is the simplest and easiest level for students to understand. Usually, the questions given to students at this level are questions with short answers. In this study, most students can do well on the test questions at the literal level. This student's reading comprehension develops according to expectations in remembering the information conveyed. It was reinforced by the

opinion of the English teacher, who stated that students had a fairly-good ability to answer simple questions.

b. Reorganization

. Based on the test results, the researcher found that the student's reading comprehension skills at the reorganization level had sufficient results and still needed to develop. Generally, students' ability in reading comprehension at the reorganization level focuses on the ability to analyze and synthesize written readings in explicit texts. Thus, the students reading comprehension at this level can be achieved by all students if they have a large vocabulary in English.

In Barrett's taxonomy, this level requires analysis related to the order and chronology of the readings. Usually, the questions that are given to students at this level are about a chronology that ranges from simple to complex. In this study, most of the students were unable to do well on the test questions at the reorganization level. It means the students' ability to understand reading needs to be improved in processing text using their language. It is also reinforced by the opinion of English subject teachers who state that students' abilities at this level are comparable. It means that some students have good competence in composing ideas in reading texts, and some students need to improve their abilities by increasing reading practice.

c. Inferential

Based on the test results, the researcher found that the student's reading comprehension skills at the inferential level had good results.

Generally, students' reading comprehension skills at the inferential level focus on connecting other facts outside of the text. It can be achieved optimally if students have many experiences in reading English texts.

In Barrett's taxonomy, the inferential level is a level that is quite challenging for students because it focuses on student's ability to make hypotheses from prior knowledge. Usually, the questions given to students at this level ask students to make conclusions from the information received in the text. In this study, most of the students were able to do well on the test questions at the inferential level. That is students' reading comprehension develops according to expectations as seen from the process of thinking using intuition and imagination. This is also reinforced by the opinion of the English subject teacher who states that students have a good ability to relate the meaning of a text using facts that they get from the experience and the surrounding environment.

d. Evaluation

Based on the test results, the researcher found that students' reading comprehension skills at the evaluation level had poor results and still needed to develop. Generally, students' reading comprehension skills at the evaluation level focus to check facts and opinions on the information received in the reading. Thus, the ability to read comprehension at this level can be achieved by all students if they have high focus and concentration when reading English texts.

In Barrett's taxonomy, the level of evaluation is a level that is quite difficult for students to understand. Usually, the questions given to students at this level require a high level of critical thinking. In this study, some students were unable to do well on the test questions at the evaluation level. Students can make decisions and make conclusions but still needs further improvement. It was also reinforced by the opinion of the English subject teacher who stated that the student's abilities at the evaluation level were seen to be lacking. Many students are not accustomed to reading English texts in depth, so many students are unable to evaluate a text.

e. Appreciation

Based on the test results, the researcher found that students' reading comprehension skills at the appreciation level had very poor results and had not developed as expected. Generally, students' reading comprehension skills at the appreciation level focus on the ability to express their feelings regarding the text. Thus, the ability to read comprehension at this level can be achieved by all students if they have higher-order thinking skills.

In Barrett's taxonomy, the level of appreciation is the most difficult level for students to understand. Usually, the questions given to students at this level require good emotional sensitivity in reading the text. In this study, some students were not able to do the test questions at the appreciation level well. That is, students' ability at this level needs special treatment to improve their ability to read

comprehension properly. It was also reinforced by the opinion of the English subject teachers who stated that students' abilities at the level of appreciation were still lacking. Many students tend to find it difficult to express their feelings because they do not know the meaning delivered in the text.

2. **The factors affecting students' reading comprehension at MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023**

Based on the theory of Lamb and Arnold (1980), four factors can affect the ability to read comprehension, namely the environment, intellectual, psychology, and physiology.

Based on the findings in this study found that the level of reading comprehension ability of students of class XI Social 2 MA Al-Islam Jamsaren Surakarta has different from one another. It is due to several factors that affect students' competence in reading comprehension.

a. Environment

This study has found that the factors that influence students' reading comprehension skills lie in the environment. This is to the theory presented by Lamb and Arnold (1980) that students who have a high level of reading comprehension are students who are in a supportive environment. The school environment where the research takes place is an environment that supports students in developing their abilities.

In the school environment students have adequate facilities to develop their abilities, one of which is the teacher. The teacher is the

first facilitator for students at school. As for other facilities that students can receive at schools, such as reading books that have been provided at school, the atmosphere around students, etc. Unfortunately, the environment around students is not only at school, but the environment that comes from outside the school can also affect students' ability to read comprehension. Environmental factors at MA Al-Islam Jamsaren Surakarta can be said to be good because the teacher always tries to create a supportive atmosphere, as well as maximize the facilities that students will use properly.

b. Intellectual

Based on the study result, the researcher found that intellectual factors can affect students' ability in reading comprehension. This is to the theory presented by Lamb and Arnold (1980) that intelligence is the ability to think, process, and digest something one reads. During reading activities, students will experience a process that will involve a thought. Critical thinking will make it easier for students to understand a text. Meanwhile, in reading activities, students are asked to digest a sentence that contains a meaning intended in the reading. This ability is important for every student to have during reading activities to gain a good understanding.

It is undeniable that reading comprehension requires a high intellectual from students. Intellectuals can be obtained by reading a lot and practicing questions. Students who have reading habits will have broad insights, so they will know a lot of various kinds of

information. This will make it easier for students to understand the text they read. Based on the results of the study, it was found that most of the students had the low intellectual ability when reading English texts. Many students experience difficulties in working on reading comprehension test questions. Students experience confusion in understanding the meaning of the text listed in the questions. The other obstacle also lies in the vocabulary in English.

In this study, the intellectual factors that affect the level of reading comprehension of class XI Social 2 students still need to be improved. It takes much practice to hone students' intellect. Students are required to practice focus and concentration when working on reading comprehension test questions.

c. Psychology

Based on the study results, the researcher found that psychological factors influence students' reading comprehension skills. According to the theory by Lamb and Arnold (1980), this factor is visible in students' motivation and interest. Students who have high motivation and interest will be able to comprehend reading well. In this study, most of the students who had motivation in reading would be interested and enthusiastic about understanding the questions on the test. Even though some students are less able to work on English questions, if they have the high motivation they will try to work on the test questions well. That is, motivation is very influential on students'

ability to read comprehension. In this study, some students looked capable but lacked motivation toward English subjects.

As a result, most students get unsatisfactory test results. It is necessary to have an interest in students to increase their motivation in English texts. In this study, the most dominant psychological factor affecting the level of reading comprehension of class XI Social 2 students lies in students' motivation and interest. It is necessary to have efforts to have motivation and interest during the reading process to get the expected comprehension.

d. Physiology

The last factor lies in physiology. This factor can also affect the level of students' reading comprehension ability. But as far as the research, no students had problems with this factor. So, that physiological factors are related to the physical. In this study, no students had physical deficiencies or mental retardation. That is, this factor does not affect students' reading ability while at school or outside of school.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results in chapter four, this study concludes a students' reading comprehension in class XI Social 2 at MA Al-Islam Jamsaren Surakarta is at the inferential level. It means that most students have good inferential abilities in comprehending reading by connecting other sources outside the text. This study also found that the students of class XI Social 2 MA Al-Islam Jamsaren Surakarta had difficulties working on the appreciation level.

The test results from 5 of the reading comprehension levels found that the 20 students involved in the study answered with a total number of correct answers indicating a percentage of (85%) at the literal level. The results found that the student's ability to comprehend the meaning of the text using their language showed a percentage of (59%) at the reorganization level. Results of the study found that the student's ability to understand the text by connecting other sources showed (76%) at the inferential level. Results of the study found that students' reading comprehension skills in assessing a text showed a percentage of (54%) at the evaluation level. Finally, the results found that the student's reading comprehension ability in providing the type of expression conveyed in the reading text showed a percentage of (22%) at the level of appreciation. Based on the results above, it concluded reading comprehension

of students in class XI Social 2 MA Al-Islam Jamsaren Surakarta lies at the inferential level. Students get the lowest score at the level of appreciation.

The researcher has found several factors that affect students' reading comprehension levels there is environmental, intellectual, psychological, and physiological. But the most influencing factor in students' reading comprehension lies in the psychological factor from the interest and motivation of students.

B. Suggestions

From the findings presented in chapter four, some suggestions taken as consideration in the teaching and learning process, especially in learning a foreign language, as follow:

1. For Teachers

The teacher is one of the factors affecting students' reading ability. The teacher is an essential role in the classroom. The teacher also has a bigger influence over other factors. For this reason, the position of the teacher is the key so that students feel satisfied when learning in class. Teachers must control the classroom atmosphere to improve their reading ability and comprehend English texts, especially in the reading class. It means that the teacher must give positive vibes to their students when studying in class. The teacher can teach by providing adequate learning facilities. Then motivating students is a form of teacher attention. Next, the teacher can help students to solve problems faced. Then, playing an active and interactive role for all students. In addition, when delivering the subject matter, it should be presented in simple sentences so students can

easily understand. Then the teacher also uses easy methods that students can accept, such as practical formulas. It makes students easily remember the subject matter.

2. For Students

To improve students' reading comprehension skills towards English texts, as students, they should in still the principle that learning is mandatory. Studying at school is a means to achieve goals. For this reason, students must be serious about learning in class, especially in reading. The student must be serious about learning to pay attention to what the teacher delivers the material in the classroom. Then, doing the assignments given by the teacher, asking if there is a subject matter that is not understood, using learning facilities properly, and being responsible for yourself and others. Students will have more value in the class when all these things were doing. Students were able to feel satisfied when learning by themselves because these students can master the subject matter well. That will also contribute to the future.

3. For Other Researchers

For other researchers, who will carry out research with the same theme, this research can be supporting information. It this hoped that further research will run better and can develop this research.

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APPENDIX

APPENDIX 1
PERMISSION SHEET

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3131/Un.20/F.V/PP.00.9/07/2022   20 Juli 2022
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala MA Al Islam Jamsaren Surakarta
di
   Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam
Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama   : **GALUH AJENG SAPUTRI**
NIM   : 183221316
Program Studi : Pendidikan Bahasa Inggris
Semester   : 9
Judul Skripsi : STUDENTS READING COMPREHENSION AT MA AL ISLAM
                JAMSAREN SURAKARTA IN ACADEMIC YEAR 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 28 Juli 2022 sampai tanggal 3 September 2022.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan
terimakasih.
Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
NIP. 19710403 199803 1 005

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APPENDIX 2
PARTICIPANT NAME INFORMATION

Ket:

S1 = Mahendra Bayu Aji

S2 = Mus'ab

S3 = Fitri Wulandari

S4 = Ferdiana Izma Pramestiasari

S5 = Debby Noviana Putri

S6 = Abyan Muhammad Arkan

S7 = Ivan Putra Arivsty

S8 = Azivatul Jannah

S9 = Muhammad Sirojudin

S10 = Jovan Galuh Noviana Az'zahra

S11 = Fikria Asma Nadia

S12 = Khoirunnisa Mufidah

S13 = Humairatu Aisyah A. I.

S14 = Rafidah Khairu Alfiah

S15 = Amalia Wahyu Putri

S16 = Malikhata A'yunin N. H.

S17 = Naufal Farid Giovani

S18 = Aristiya Makrifah

S19 = Niken Widya Ning Tyas

S20 = Tri Respati Utaminingsih

	SOAL TES KEMAMPUAN MEMBACA SISWA MA AL-ISLAM JAMSAREN SURAKARTA TAHUN AKADEMIK 2022/2023
	Nama :
	Kelas :
	No. Absen :

READING COMPREHENSION TEST

✦ **Multiple Choice**

A. **Choose the correct answer by crossing a, b, c, d, or e!**
   The following dialogue is for number 1-3

   Clay   : "What do you think about Lampung?"
   Tommy: "In my opinion, Lampung is the beautiful city. There are so many beautiful beaches there. Lampung is also famous with its tapis or songket. It is traditional cloth in Lampung."
   Clay   : "How about its food? Do you think it is delicious?"
   Tommy: "I think…. Yes! Do you know seruit? It's delicious."
   Clay   : "Yes, I know seruit. By the way…. Which one is more delicious? Seruit or sate of mushroom?"
   Tommy: "According to me, seruit is more delicious than sate of mushroom."
   Clay   : "I don't think so. I think saste of mushroom is more delicious than seruit because sate of mushroom is my favorite food."
   Tommy: "So we have different favorite foods then."
   Clay   : "I think so."

   1. What is the name of the region discussed between Clay and Tommy?
      a. Lampung
      b. Semarang
      c. Jakarta
      d. Surabaya
      e. Denpasar

   2. What does Tommy think about Lampung?
      a. It is a beautiful city
      b. It is the ugly city
      c. It is a city full of crime
      d. It is a bad city
      e. It is a small city

   3. What kind of food liked by Tommy according to the dialogue above?
      a. Seruit

b. Mushroom satay
c. Soup
d. Pizza
e. Burger

B. Read the passages and answer the follow-up questions according to the readings.
The following text is for number 4-5

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed.

Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

4. The text is about …
   a. The cacao tree
   b. The cacao beans
   c. The raw chocolate
   d. The making of chocolate
   e. The flavour of chocolate

5. The third paragraph focuses on …
   a. The process of producing chocolate
   b. How to produce the cocoa flavour
   c. Where chocolate comes from
   d. The chocolate liquor
   e. The cacao fruit

6. Which of the following expressions are the expression of Leave Takings, except!
   a. It's nice to meet you
   b. I'll talk to you later
   c. Sorry, I got to go now

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d. See you

e. Take care

7. Louise : "Vincent, what seems to be the problem?"

Vincent : "Well, I have a bad cold and the doctor gave me some medicine."

Louise : "Listen! Forget about the medicines. Try this herbal one."

Vincent : "Oh, no, thanks."

What does Louise offer?

a. Herbal medicine

b. Some medicine

c. Fresh herbal

d. Cool drink

e. The doctor

8. Briant: "Why don't you take the bus to work? The driving is rushing out and the traffic is terrible."

Raffy: "I would, but I'm afraid that there won't be any seats left for the time the bus comes to my stop."

Why does Raffy not want to go by bus?

a. Raffy takes the bus to work

b. Raffy wants Briant to go with him

c. Briant prefers driving in the rush hour

d. Briant wants to ride to work with Raffy

e. Raffy has to stand on the bus if he takes it to work.

9. Teacher: "What's the matter with you?"

Student: "I am sorry, ma'am, I didn't Know."

Teacher: "I'm sure you didn't study last night. What did you do?"

Student: "...."

How might the student respond to the teacher's question?

a. The movie was interesting

b. I wasn't busy last night

c. I studied too late last night

d. I watched an interesting movie until late last night

e. The movie was easy to understand

C. **Based on the Text above, please answer the questions by choosing and giving the cross mark to the best answer according to you.**

The Story of Toba Lake

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.

One day, while the man was do 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 felt 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.

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

10. What is the complication in paragraph 3?
    a. The mother started crying, felt sad that her husband had broken his promise
    b. His daughter would help bringing lunch to her father out in the fields
    c. His daughter was so hungry and she ate his father's lunch
    d. The daughter ran home and asked her mother
    e. The man shouted and be furious

11. Finally, what did happen to the man?
    a. He sunk
    b. He turned into a lake
    c. He turned into a fish
    d. He turned into an island
    e. He attacked by earthquake

12. What can we learn from the text above?
    a. We must obey our parents
    b. We must not break our promise
    c. We must not eat our father's meal
    d. We must go fishing to find a golden fish
    e. We must run to the hill if there is earthquake

D. **Questions 13 to 15 refer to the following text!**

My first day on a snowboard started well. The bright sunshine made the snow sparkle. Being outside in that crisp mountain air was exhilarating. I liked the look of my board and had a little problem mastering the process of strapping it. To do this, I learned to sit off the side of the run, hold both feet in front of me, lean over, and strap my front in first. After that, I tried to stand up. I tugged and pulled, and finally wobbled

up to a position that I looked a bit like standing. In order to get moving, I tried a few tentative hops. This brought on my first crash of the morning.

During the next twenty minutes, I went almost nowhere and crashed about ten more times. After hours of effort, I managed to ride about fifteen feet down the hill. I could execute a passable turn on my toe edge. I could occasionally complete a heel-edge turn without landing on my backside. I could almost ride the tow rope to the top of the bunny heel.

13. What is the text about?
    a. One's snowboard
    b. One's new experience
    c. A snowboard riders accident
    d. Ones experience in teaching snowboard
    e. Second's snowboard

14. What adjective best describes the writer?
    a. Honest
    b. Creative
    c. Optimistic
    d. Persistent
    e. Lazy

15. What did the writer finally feel?
    a. Satisfied
    b. Confident
    c. Surprised
    d. Astonished
    e. Sadness

✦ **Essay**

A. Read the following dialogue and then answer the questions!

The following dialogue is for number 16-20

Santi : "What do you think about the causes of flood, Nike?
Nike : "I think the citizen can't keep the area clean."
Santi : "What is the cause of the occurance?"
Nike : "Because the citizens throw rubbish in the river."
Santi : "I think so. What do you suggest for the citizens?"
Nike : "They must throw rubbish in the dust plant around."
Santi : "Okay, I think we must do it."

Nike   : "Yes, of course."

Santi   : "See you there."

Nike   : "See you."

16. What does Nike think about the occurance?

Answer:

_____

_____

_____

17. What causes the occurance above?

Answer:

_____

_____

_____

18. What is Nike's suggestion to the citizen in there?

Answer:

_____

_____

_____

19. Do they keep the environment clean?

Answer:

_____

_____

_____

20. Write the sentence showing about suggestion the dialogue!

Answer:

_____

_____

_____

B. Read the following dialogue and then answer the questions!

The following text is for number 21-25

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept in the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as a culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view of other visitors. They took a photo with their style as I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.

21. What did the writer do on the first day?

Answer:

_____

_____

_____

22. Please tell the story in your own word!

Answer:

_____

_____

_____

23. What is the meaning of "private activities" in the 2nd paragraph?

Answer:

_____

_____

_____

24. Why was the writer scare with "Ebeg"?

Answer:

_____

_____

_____

25. What would you do if you saw "Ebeg"?

Answer:

_____

_____

_____

~Alhamdulillah~

THE RESULTS OF TEST READING COMPREHENSION

UIN RADEN MAS SAID SURAKARTA

HASIL TES KEMAMPUAN MEMBACA PEMAHAMAN SISWA DI MA
AL-ISLAM JAMSAREN SURAKARTA TAHUN AKADEMIK 2022/2023

TABEL REKAP HASIL NILAI TES KELAS READING COMPREHENSION

No.	Nama	Taxonomy Barrett's										Total
		L		R		I		E		A		
		MC	E	MC	E	MC	E	MC	E	MC	E	
1.	Humairatu Aisyah A. I.	3	2	2	2	3	2	3	2	0	2	21
2.	Fikria Asma Nadia	3	2	2	2	3	2	2	2	0	2	20
3.	Jovan Galuh Noviana A.	3	2	2	2	3	2	2	2	0	2	20
4.	Amalia Wahyu Putri	3	2	2	2	3	2	2	2	0	2	20
5.	Rafidah Khairu Alfiah	3	2	2	0	3	2	3	2	1	2	20
6.	Aristiya Makrifah	3	2	2	2	3	2	2	2	0	2	20
7.	Debby Noviana Putri	3	2	1	2	3	2	1	2	0	2	18
8.	Ferdiana Izma P.	3	2	2	0	3	2	2	2	0	2	18
9.	Malikhata A'yunin N. H.	3	1	2	2	3	2	1	1	0	1	16
10.	Mahendra Bayu Aji	3	2	1	2	2	1	2	1	0	1	15
11.	Fitri Wulandari	3	1	2	0	3	1	1	1	0	1	13
12.	Tri Respati Utaminingsih	3	1	2	0	2	1	2	1	1	0	13
13.	Khoirunnisa Mufidah	3	1	1	2	2	1	2	0	0	0	12
14.	Mus'ab	3	1	1	0	2	0	2	1	0	1	11
15.	Azivatul Jannah	3	1	1	2	2	1	0	1	0	0	11
16.	Naufal Farid Giovani	2	1	2	1	2	1	1	0	0	0	10
17.	Ivan Putra Arivsty	2	1	2	1	2	1	1	0	0	0	10
18.	Abyan Muhammad Arkan	2	1	2	1	2	1	1	0	0	0	10
19.	Niken Widya Ning Tyas	3	1	1	1	0	2	0	1	0	0	9
20.	Muhammad Sirojudin	2	1	2	1	2	1	1	0	0	0	9
	TOTAL	85		59		76		54		22		

Ket:

L = Literal   MP = Multiple Choice
R = Reorganization   E = Essay
I = Inferential
E = Evaluation
A = Appreciation

NO.	Question	Teacher Answer
1.	Bagaimana kemampuan membaca pemahaman siswa kelas XI Social 2 pada tingkat literal? Bagaimana keadaan siswa pada saat mengerjakan soal tingkat ini?	"Di kelas ini kemampuan siswa cukup bagus dalam menjawab pertanyaan-pertanyaan sederhana. Apalagi pada saat menemukan kata yang sering dijumpai. Tetapi, jika menemukan kesulitan dalam mangartikan kata biasanya siswa bertanya pada guru. Nah disitulah siswa merasa enjoy dalam mengerjakan tugas."
2.	Bagaimana kemampuan membaca pemahaman siswa pada tingkat reorganisasi? Bagaimana cara siswa apabila mengerjakan soal pada tingkat ini?	"Dalam tingkat reorganisasi kemampuan siswa di kelas dapat dikatakan sebanding, maksudnya ada siswa yang mampu mengerjakan dan ada juga siswa yang masih belum bisa mengolah teks dengan bahasanya sendiri. Nah, uniknya terkadang temannya saling mengajari, sehingga para siswa bisa menjelaskan maksud teks yang sedang ia baca dengan

		bahasanya walaupun sedikit terbata-bata."
3.	Bagaimana kemampuan siswa pada saat membaca teks tingkat inferensial? Bagaimana keadaan siswa pada saat mengerjakan soal tingkat ini?	"Dalam kompetensi ini, kemampuan para siswa dapat dikatakan baik. Siswa cenderung menyukai teknik puzzling dalam reading. Artinya siswa lebih senang menghubungkan makna dalam suatu bacaan menggunakan fakta-fakta yang ia dapat dari pengalaman maupun lingkungan sekitar. Menurut saya siswa sangat menyukai kegiatan yang berhubungan dengan inferenting."
4.	Bagaimana kemampuan membaca pemahaman siswa pada tingkat evaluasi?	"Untuk tingkat ini, kemampuan siswa terlihat kurang. Banyak siswa yang tidak terbiasa membaca teks bahasa Inggris secara mendalam, sehingga banyak siswa yang kurang bisa melakukan penilaian terhadap suatu teks. Nah ini juag yang masih menjadi kesulitan guru dalam

		mengerjakan materi reading. Tapi biasanya guru punya inisiatif untuk membuat teks dengan kalimat yang tidak terlalu panjang dan dengan kata yang paling mudah dimengerti."
5.	Bagaimana kemampuan membaca pemahaman siswa pada tingkat apresiasi?	"Kalau untuk tingkat ini, kemampuan siswa dapat dikatakan kurang. Pada saat mengerjakan soal reading banyak siswa yang masih berfokus pada kosa kata. Siswa masih belum bisa mengambil inti dari bacaan dan ekspresi apa yang sedang diungkapkan penulis dalam teks bacaan, walaupun sebenarnya ada beberapa siswa yang mungkinmengerti hanya saja kurang dapat membedakan ekspresi mana yang lebih cocok terkait teks yang dibacanya."

INTERVIEW TRANSCRIPTS WITH STUDENTS

Ket:

R   = Researcher

S1   = Mahendra Bayu Aji

R   :   "Apakah kamu suka membaca?"

S1 :   "Ya, saya suka"

R   :   "Apakah setiap hari kamu membaca buku?"

S1 :   "Lumayan sering"

R   :   "Apakah kamu mempunyai buku bacaan di rumah?"

S1 :   "Punya"

R   :   "Apa saja?"

S1 :   "Komik anak kecil"

R   :   "Apa tugas dari guru sering kamu kerjakan?"

S1 :   "Selalu"

R   :   "Siapa yang membimbing kamu belajar di rumah?"

S1 :   "Tidak ada"

R   :   "Apakah membaca itu sulit?"

S1 :   "Ezz"

R   :   "Bagaimana dengan memahami bacaan, apakah sulit?"

S1 :   "Kadang-kadang"

R   :   "Apakah kamu suka membaca bahasa Inggris?"

S1 :   **"Saya suka bahasa Inggris karena saya sering membaca buku bahasa Inggris dan menonton film dengan subtitel Inggris"**

R   :   "Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension? Apakah kamu suka?"

S1 :   **"Saya sangat menyukai bahasa Inggris, namun ketika saya mengerjakan soal tes ada beberapa soal yang membuat saya bingung untuk memahami maksudnya."**

Ket:

R = **Researcher**

S2 = **Mus'ab**

R	:	"Apakah kamu suka membaca?"
S2	:	"Tidak suka"
R	:	"Apakah setiap hari kamu membaca buku?"
S2	:	**"Saya jarang membaca dan saya kurang suka kegiatan membaca"**
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S2	:	"Punya"
R	:	"Apa saja?"
S2	:	"Komik anak kecil"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S2	:	"Selalu"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S2	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S2	:	"Tidak"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S2	:	**"Saya mengalami kesulitan karena saya tidak banyak memiliki pengalaman dalam membaca, sehingga saya merasa bahasa Inggris merupakan mata pelajaran yang menakutkan"**
R	:	"Apakah kamu bisa mengerjakan bahasa Inggris?"
S2	:	**"Saya tidak bisa bahasa Inggris karena saya jarang belajar, sehingga saya mengerjakan dengan kemampuan yang saya bisa."**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension? Apakah kamu suka?"
S2	:	**"Saya merasa kesulitan dalam mengerjakan soal yang ada dalam teks karena saya tidak bisa memahaminya"**

R   :   "Apakah kamu suka membaca?"

S3 :   "Suka"

R   :   "Apakah setiap hari kamu membaca buku?"

S3 :   "Ya"

R   :   "Apakah kamu mempunyai buku bacaan di rumah?"

S3 :   "Punya"

R   :   "Apa saja?"

S3 :   "Novel"

R   :   "Apa tugas dari guru sering kamu kerjakan?"

S3 :   "Iya"

R   :   "Siapa yang membimbing kamu belajar di rumah?"

S3 :   "Umi dan kakak"

R   :   "Apakah membaca itu sulit?"

S3 :   "Sulit"

R   :   "Bagaimana dengan memahami bacaan, apakah sulit?"

S3 :   "Iya"

R   :   "Apakah kamu bisa mengerjakan soal bahasa Inggris?"

S3 :   **"Biasanya saya bisa mengerjakan dengan baik soal bahasa Inggris, tetapi tadi saya kurang fokus karena salah membaca teks cerita"**

R   :   "Bagaimana   perasaanmu   ketika   mengerjakan   soal   tes   reading comprehension? Apakah kamu suka?"

S3 :   **"Saya kurang tertarik dengan bahasa Inggris karena menurut saya merupakan pelajaran yang sulit. Saya juga kurang bisa membaca teks bahasa Inggris karena tidak terbiasa. Apalagi memahami bacaan dalam bahasa Inggris yang membuat saya bingung."**

Ket:

R = **Researcher**

S4 = **Ferdiana Izma Pramestiasari**

R	:	"Apakah kamu suka membaca?"
S4	:	"Kadang"
R	:	"Apakah setiap hari kamu membaca buku?"
S4	:	"Tidak selalu"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S4	:	"Punya"
R	:	"Apa saja?"
S4	:	"Novel"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S4	:	"Ya"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S4	:	"Orang tua"
R	:	"Apakah membaca itu sulit?"
S4	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S4	:	"Lumayan"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S4	:	**"Saya kurang terbiasa membaca teks bahasa Inggris, jadi pertama kali saya melihat teks pada soal, saya langsung merasa bingung karena kurang mengetahui artinya"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S4	:	**"Saya kurang bisa memahami teks bahasa Inggris karena banyak kosa kata yang tidak saya ketahui."**

R : "Apakah kamu suka membaca?"

S5 : "Yes, I love it"

R : "Apakah setiap hari kamu membaca buku?"

S5 : "Yep"

R : "Apakah kamu mempunyai buku bacaan di rumah?"

S5 : "Yep"

R : "Apa saja?"

S5 : "Buku pelajaran sama novel"

R : "Apa tugas dari guru sering kamu kerjakan?"

S5 : "Yes, I do. If I remember it"

R : "Siapa yang membimbing kamu belajar di rumah?"

S5 : "My self dan kakak"

R : "Apakah membaca itu sulit?"

S5 : "Nope"

R : "Bagaimana dengan memahami bacaan, apakah sulit?"

S5 : "Lumayan"

R : "Apakah kamu bisa mengerjakan soal bahasa Inggris?"

S5 : **"Soal ini menurut saya sangat menyenangkan, apalagi saya sering membaca buku dan menyukai bahasa Inggris, jadi menurut saya ini sangat mudah."**

R : "Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"

S5 : **"Saya menyukai bahasa Inggris namun saya kurang bisa memahami bacaan dalam bahasa Inggris. Saya selalu berusaha untuk melatih diri saya walaupun terkadang ketika sedang diajari oleh teman-teman dan kakak, saya masih sedikit kebingungan.**

R	:	"Apakah kamu suka membaca?"
S6	:	"No"
R	:	"Apakah setiap hari kamu membaca buku?"
S6	:	"Iya"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S6	:	"Ada"
R	:	"Apa saja?"
S6	:	"Buku pelajaran"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S6	:	"Selalu"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S6	:	"Belajar sendiri"
R	:	"Apakah membaca itu sulit?"
S6	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S6	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S6	:	**"Saya menyukai soal ini, karena saat di sekolah pak guru pernah mengajarkan soal semacam ini, jadi saya bisa mengerjakan soal ini walaupun ada beberapa yang membuat saya kesulitan karena keterbatasan kata-kata yang saya miliki."**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S6	:	**"Saya bingung mengerjakan soal ini karena tidak mengetahui setiap kata yang ada. Saya juga tidak memahami maksud dari soal tersebut, sehingga saya mengerjakan dengan sepemahaman saya."**

R	:	"Apakah kamu suka membaca?"
S7	:	"Tidak"
R	:	"Apakah setiap hari kamu membaca buku?"
S7	:	"Jarang"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S7	:	"Ada"
R	:	"Apa saja?"
S7	:	"Novel dan buku berita"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S7	:	"Selalu"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S7	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S7	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S7	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S7	:	**"Saya kurang bisa mengerjakan soal bahasa Inggris karena kurang begitu menyukai, sehingga saya menjawab sesuai dengan kemampuan saya"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S7	:	**"Saya mengalami kesulitan ketika harus mengerjakan soal bahasa Inggris dan saya kurang tertarik karena bingung menentukan jawaban dari soal tersebut"**

Ket:

R = Researcher

S8 = Azivatul Jannah

R	:	"Apakah kamu suka membaca?"
S8	:	"Sangat suka"
R	:	"Apakah setiap hari kamu membaca buku?"
S8	:	"Tidak"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S8	:	"Punya"
R	:	"Apa saja?"
S8	:	"Novel"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S8	:	"Iya"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S8	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S8	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S8	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S8	:	**"Saya mengerjakan soal yang menurut saya terlihat mudah. Namun ada kalimat yang membuat saya dilema dalam memilih jawaban yang tepat"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S8	:	**"Saya kurang bisa memahami teks bahasa Inggris. Apalagi memahami bacaan membuat saya merasa cepat bosan dan mengalami kesulitan dalam memahami maksud dalam soal tes tersebut"**

Ket:

R = **Researcher**

S9 = **Muhammad Sirojudin**

R	:	"Apakah kamu suka membaca?"
S9	:	"Suka"
R	:	"Apakah setiap hari kamu membaca buku?"
S9	:	**"Saya juga jarang membaca karena saya mudah bosan apabila membaca teks terlalu lama"**
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S9	:	"Punya"
R	:	"Apa saja?"
S9	:	"Novel"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S9	:	"Always"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S9	:	"Sendiri"
R	:	"Apakah membaca itu sulit?"
S9	:	**"Saya jarang membaca buku ataupun lainnya, sehingga dalam memahami teks bahasa Inggris saya merasa kesulitan"**
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S9	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S9	:	**"Ada banyak kosa kata yang tidak saya ketahui, sehingga saya tidak bisa mengerjakan soal reading dengan baik"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S9	:	**"Saya kesulitan dalam memahami setiap kalimat dalam bahasa Inggris. Menurut saya perlu banyak berlatih membaca, padahal saya jarang belajar karena tidak terlalu minat."**

R : "Apakah kamu suka membaca?"

S10 : "Tidak"

R : "Apakah setiap hari kamu membaca buku?"

S10 : "Iya"

R : "Apakah kamu mempunyai buku bacaan di rumah?"

S10 : "Punya"

R : "Apa saja?"

S10 : "Buku pelajaran"

R : "Apa tugas dari guru sering kamu kerjakan?"

S10 : "Selalu dong"

R : "Siapa yang membimbing kamu belajar di rumah?"

S10 : "Kakak"

R : "Apakah membaca itu sulit?"

S10 : "Tidak"

R : "Bagaimana dengan memahami bacaan, apakah sulit?"

S10 : "Agak sulit"

R : "Apakah kamu suka mengerjakan soal bahasa Inggris?"

S10 : **"Saya suka bahasa Inggris karena kakak saya mengajari bahasa Inggris di rumah."**

R : "Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"

S10 : "Menyenangkan"

Ket:

R = Researcher

S11 = Fikria Asma Nadia

R : "Apakah kamu suka membaca?"

S11 : "Yes, I like it"

R : "Apakah setiap hari kamu membaca buku?"

S11 : "Iya"

R : "Apakah kamu mempunyai buku bacaan di rumah?"

S11 : "Punya"

R : "Apa saja?"

S11 : "Novel, komik"

R : "Apa tugas dari guru sering kamu kerjakan?"

S11 : "Always if I remember"

R : "Siapa yang membimbing kamu belajar di rumah?"

S11 : "Aplication and my self"

R : "Apakah membaca itu sulit?"

S11 : "Honestly, yes. If I belum nemu kata itu"

R : "Bagaimana dengan memahami bacaan, apakah sulit?"

S11 : "My answer same"

R : "Apakah kamu bisa mengerjakan soal bahasa Inggris?"

S11 : **"Sebenarnya saya sudah mengerjakan dengan maksimal, tetapi ada beberapa kata yang sulit saya mengerti. Dalam memahami teks saya cenderung mengerti namun kurang bisa membuat kalimat menggunakan bahasa Inggris."**

R : "Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"

S11 : "Senang dan seru"

R   : "Apakah kamu suka membaca?"

S12 : "Kadang-kadang"

R   : "Apakah setiap hari kamu membaca buku?"

S12 : "Kadang-kadang"

R   : "Apakah kamu mempunyai buku bacaan di rumah?"

S12 : "Ada"

R   : "Apa saja?"

S12 : "Buku cerita"

R   : "Apa tugas dari guru sering kamu kerjakan?"

S12 : "Tentu"

R   : "Siapa yang membimbing kamu belajar di rumah?"

S12 : "Mandiri"

R   : "Apakah membaca itu sulit?"

S12 : "Enggak kok"

R   : "Bagaimana dengan memahami bacaan, apakah sulit?"

S12 : "Kadang-kadang"

R   : "Apakah kamu suka membaca teks bahasa Inggris?"

S12 : **"Saya kurang suka membaca bahasa Inggris, karena tidak mengetahui artinya. Saya hanya belajar ketika di sekolah, jadi saya bisa bertanya pak guru apabila tidak mengetahui kosa katanya"**

R   : "Bagaimana   perasaanmu   ketika   mengerjakan   soal   tes   reading comprehension?"

S12 : **"Memahami bacaan dalam bahasa Inggris menurut saya sangat sulit. Biasanya saya dibimbing kakak, tetapi terkadang saya malah salah mengartikan suatu kata atau kalimat sehingga membuat saya salah dalam memahami teks"**

Ket:

R   = Researcher

S13 = Humairatu Aisyah A. I.

R	:	"Apakah kamu suka membaca?"
S13	:	"Ya"
R	:	"Apakah setiap hari kamu membaca buku?"
S13	:	"Ya"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S13	:	"Punya"
R	:	"Apa saja?"
S13	:	"Novel dan ensiklopedia"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S13	:	"Yes"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S13	:	"Sendiri"
R	:	"Apakah membaca itu sulit?"
S13	:	"Tidak"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S13	:	"Kadang-kadang"
R	:	"Apakah kamu suka membaca teks bahasa Inggris?"
S13	:	**"Saya menyukai bahasa Inggris karena menurut saya bahasa asing membuat saya tertantang untuk mencoba. Di rumah saya juga mengikuti pelajaran tambahan sehingga saya merasa mudah ketika mengerjakan soal ini"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes ini?"
S13	:	**"Saya menyukai bahasa Inggris karena menurut saya menyenangkan. Saya juga terbiasa mengecek kembali soal yang sudah saya kerjakan. Apabila merasa kesulitan mengerjakan soal di sekolah, saya biasanya bertanya kepada guru les dan membahasnya bersama ketika di rumah"**

R	:	"Apakah kamu suka membaca?"
S14	:	"Tidak"
R	:	"Apakah setiap hari kamu membaca buku?"
S14	:	"Tergantung mood"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S14	:	"Punya"
R	:	"Apa saja?"
S14	:	"Komik dan novel"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S14	:	"Iya"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S14	:	"Sendiri"
R	:	"Apakah membaca itu sulit?"
S14	:	"Tidak"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S14	:	"Tidak"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S14	:	**"Saya mengerjakan sebaik-baiknya, walaupun saya tidak banyak mengerti kosa kata yang ada dalam teks tetapi saya tetap berusaha untuk memahaminya"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S14	:	**"Saya merasa bingung ketika sedang mengerjakan soal tes. Pada saat membaca soal saya tidak terlalu mengerti maksudnya, sehingga saya menjawab berdasarkan pemahaman yang saya mampu"**

R	:	"Apakah kamu suka membaca?"
S15	:	"Ya, tergantung apa yang dibaca"
R	:	"Apakah setiap hari kamu membaca buku?"
S15	:	"Tidak"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S15	:	"Tidak punya"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S15	:	"Always"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S15	:	"Kakak"
R	:	"Apakah membaca itu sulit?"
S15	:	"Rada susah"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S15	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S15	:	**"Saya suka membaca bahasa Inggris, biasanya saya sering mengkritisi tentang teks yang saya baca. Nah, menurut saya soal tes ini sangat menyenangkan untuk dikerjakan karena saya dapat menggunakan pengalaman saya untuk mengerjakan tes ini."**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S15	:	"Menarik"

R	:	"Apakah kamu suka membaca?"
S16	:	"Tidak"
R	:	"Apakah setiap hari kamu membaca buku?"
S16	:	"Jarang"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S16	:	"Punya"
R	:	"Apa saja?"
S16	:	"Ensiklopedia"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S16	:	"Kerjakan dong"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S16	:	"Proud of my self"
R	:	"Apakah membaca itu sulit?"
S16	:	"Tidak"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S16	:	"Biasa aja"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S16	:	**"Saya mencoba mengerjakan soal bahasa Inggris dengan kata-kata yang saya pahami, namun ada satu soal yang menurut saya sulit karena menggunakan parafrase"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S16	:	**"Menurut saya mengungkapkan perasaan yang ada dalam teks merupakan hal yang sulit bagi saya, terkadang saya bingung memahami maksud dalam soal ini, terlebih saya kurang banyak mengerti kosa kata dalam bahasa Inggris"**

Ket:

R   = Researcher
S17 = Naufal Farid Giovani

R	:	"Apakah kamu suka membaca?"
S17	:	"Tidak"
R	:	"Apakah setiap hari kamu membaca buku?"
S17	:	"Jarang membaca buku"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S17	:	"Tidak punya"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S17	:	"Selalu"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S17	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S17	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S17	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S17	:	"Insya Allah"
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S17	:	**"Pada saat mengerjakan soal bahasa Inggris saya kurang memahami kalimat yang maknanya hampir sama"**

R	:	"Apakah kamu suka membaca?"
S18	:	"Yes, I really like it"
R	:	"Apakah setiap hari kamu membaca buku?"
S18	:	"No"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S18	:	"Yes, I have"
R	:	"Apa saja?"
S18	:	"Dignitate and Novel"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S18	:	"Yes, I do it always"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S18	:	"Nothing"
R	:	"Apakah membaca itu sulit?"
S18	:	"No, I really like it."
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S18	:	"No, because I have my own kamus"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S18	:	"Lumayan"
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S18	:	**"Tes ini sangat menantang karena saya bisa melakukan perbandingan dengan pengalaman yang pernah saya miliki."**

R	:	"Apakah kamu suka membaca?"
S19	:	"Sangat suka"
R	:	"Apakah setiap hari kamu membaca buku?"
S19	:	"Jarang"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S19	:	"Tidak punya"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S19	:	"Tidak selalu"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S19	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S19	:	"Sulit"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S19	:	"Sulit"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S19	:	**"Saya jarang sekali membaca apalagi dengan teks berbahasa Inggris, jadi itu yang membuat saya selalu tertinggal pada mata pelajaran bahasa Inggris"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S19	:	"Lumayan bingung"

R	:	"Apakah kamu suka membaca?"
S20	:	"Ya"
R	:	"Apakah setiap hari kamu membaca buku?"
S20	:	"Ya"
R	:	"Apakah kamu mempunyai buku bacaan di rumah?"
S20	:	"Punya"
R	:	"Apa saja?"
S20	:	"Lupa"
R	:	"Apa tugas dari guru sering kamu kerjakan?"
S20	:	"Iya"
R	:	"Siapa yang membimbing kamu belajar di rumah?"
S20	:	"Tidak ada"
R	:	"Apakah membaca itu sulit?"
S20	:	"Iya, karena nggak tau artinya"
R	:	"Bagaimana dengan memahami bacaan, apakah sulit?"
S20	:	"Iya"
R	:	"Apakah kamu bisa mengerjakan soal bahasa Inggris?"
S20	:	**"Dalam soal yang saya kerjakan, saya sedikit kesulitan memilih jawaban antara satu dengan yang lainnya"**
R	:	"Bagaimana perasaanmu ketika mengerjakan soal tes reading comprehension?"
S20	:	**"Saya kurang mengerti teks bahasa Inggris, saya juga jarang berlatih soal sehingga saya mengalami sedikit kesulitan walaupun ada beberapa kata yang sedikit saya pahami"**