STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT THE EIGHTH GRADE OF SMP N 2 WERU IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements for the degree of Undergraduate

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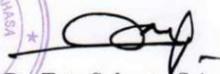
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Subandi and Mrs. Suparni, who always give me support and pray for me, so I can finish this thesis.
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MOTTO

1. Trust Allah for everything, no matter what.
2. Just do your best and leave the rest in the hands of Allah swt.
3. "Allah does not require of any soul more than what it can afford." (Al Baqarah: 286)
4. "You are strong, even before you know you are strong." (Sada)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

"Students' Difficulties in Reading Comprehension at Eighth Grade of SMP N 2 Weru 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 my thesis and academic degree.

Sukoharjo, 8 Mei 2023

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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.

Sukoharjo, 23 Mei 2023

The researcher

Sayekti Dwi Safitri

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ABSTRACT

Sayekti Dwi Safitri. 2023. *Students' Difficulties in Reading Comprehension at Eighth Grade of SMP N 2 Weru in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor: Dr. Rochmat Budi Santoso, S.Pd., M.Pd.

This study has objectives to analyze the aspect of difficulties faced by the students in reading comprehension and factors causing the students' difficulties in reading comprehension at the eighth grade students of SMP N 2 Weru Sukoharjo.

This study was used descriptive qualitative method. The subjects of this study are the eighth grade students of SMP N 2 Weru, Sukoharjo in the 2022/2023 academic year. The data are results of the tests and information about the students' difficulties in reading comprehension and factors causing students difficulties in reading comprehension. Source of the data were from students. The data were collected by using reading test, questionnaires and interviews. Trustworthiness of the study was used triangulation method. The steps to analyzing the data for the first is data collecting, the researcher collecting the data from the students. The second is data reduction, the researcher classifies and reduces the data based on focus. Third is data display, the researcher arranging the information described in order to draw the conclusion. The researcher presents the data from the difficulties in comprehending English reading text and factors causing students difficulties in reading comprehension.

As a result, the difficulties faced by the students are difficulty in answering main idea questions (43.33%), locating reference questions (48%), understanding vocabulary (56%), making inferences questions (49.33%), and finding detailed information (44%). Therefore, the most difficult aspect faced by the students is reading for understanding vocabulary (56%). For the factors causing students' difficulty in reading comprehension there are five factors namely, learners' background, limited vocabulary knowledge, inadequate material presented by the teacher/teaching method, inadequate use of effective reading strategies and students' environment.

Keywords: reading, difficulties, reading comprehension

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is a very important skill that students must master because reading cannot be separated from the process of teaching and learning. According to Yang (2016), reading is one of the most important means by which it required knowledge or information from our surroundings. Moreover, Mardianti and Ohoiwutun (2014) states that the teaching of reading is very important because it helps the students develop more skills in comprehending and interpreting the content of an English text. Through reading, learners can build vocabulary and sentences that help them improve their listening and speaking skills as well. It means that reading can develop other skills in language learning.

Reading is an active process, it involves interpreting passages, not just receiving a message. It is reasonable that reading is one of the most basic ways of acquiring information. Reading is a part of receptive skills. According to Masduqi (2013), reading is a receptive skill that does not require students to produce language. This skill requires students to receive and comprehend what they read. Students are expected to know more than just the text. They must also understand the text's content. They can understand the text's content by understanding the words in it. Based on this statement, students will get a lot of

information about everything they did not know or see before by reading. The information obtained by students will be more detailed than just listening to the radio or watching television. By reading, students can find some specific information, understand the whole story, and be entertained by reading.

Understanding information in a text and correctly interpreting what it means is referred to as reading comprehension (Grabe and Stoller, 2002). The ability to read text, assimilate it, and comprehend its content is what is meant by reading comprehension. Snow (2002), defined reading comprehension as the process of simultaneously extracting and constructing meaning using interaction and involvement with written language. It deals with the process of extracting ideas and meaning from textual material. A learner could read for information or to confirm prior understanding of the language being read. It implies that the reader can learn from what they read and apply what they learn through reading comprehension.

Many EFL students are still having trouble reading because of the lengthy text and limited vocabulary (Alderson, 2010). Additionally, according to Moghadam, Zainal, and Ghaderpour (2012), when a reader is unfamiliar with many of the words in a text, this circumstance would impede the efficacy and efficiency of text processing, which would make it difficult for the reader to understand the text. Davoudi and Yousefi (2015) also noted a number of reading issues and challenges faced by EFL learners, including inadequate reading methods, deficits in vocabulary and background knowledge, problems

with grammatical understanding, and issues with problems with background knowledge. Furthermore, Chen & Chen (2015) claim that the majority of learners struggle with reading because they lack the specialized skills required for effective reading.

Most of the Indonesian students might not understand what they read in various English texts even though they have been learning English (Dahliana, 2016; Moriyanti, Muna, & Ismail, 2019; Syatriana, 2013; Usman, Fata, & Pratiwi, 2018). Moreover, Jayanti (2016) reveals that Indonesian secondary students often find difficulties in reading the information from texts. In contrast to the condition above, the newest Indonesian curriculum, the 2013 curriculum under the Regulation of the Ministry of Education and Culture 2013 of the Basic Competence of Senior High School and Junior High School mandates that Indonesian secondary students must comprehend various English texts such as recount, report, narrative and descriptive texts effectively (Ministry of Education and Culture, 2013).

Besides, previous studies have shown several causes and effects of poor reading comprehension. For instance, Hamra and Syatriana (2010) contend that poor reading comprehension among Indonesian secondary learners occurs due to students' lack of vocabulary, learning support, and reading motivation. Whereas, Cahyono and Widiati (2006) conclude that poor prior knowledge also contributes to the low level of reading comprehension. In relation to the adverse effects of the related problem, Karanja (2015) reports that poor readers often

have low self-esteem which results in their decreasing learning achievement. Also, poor reading comprehension can hinder problem-solving skills as well because people need to fully understand what they read in order to be competent problem solvers (Ozdemir, 2009). Ultimately, Cordeur (2010) and Park (2020) note that reading comprehension is the ability to remember important details and draw conclusions.

Aradi (2021) conducted a study, eighth-grade students at SMP Bukit Raya Pekanbaru had difficulty understanding English reading texts, especially when attempting to identify the main concept, locate supporting details, and comprehend vocabulary. However, the students only occasionally have trouble finding references and drawing inferences.

Hidayati (2018), also conducted research about students' difficulties and factors faced by the students in reading comprehension at the first grade students of SMA N 1 Darussalam, Aceh Besar. The results showed that most of the first grade students of SMA N 1 Darussalam Aceh Besar had difficulty answering the main idea, making conclusions, and looking for reference questions. The most difficult aspect faced by students is finding the main idea questions, because the location of the main ideas is difficult to find. In addition, they mostly have difficulty in understanding vocabulary, poor grammar mastery, difficulty understanding long sentences, lack of learning media, lack of support from family, lack of knowledge about strategies in reading comprehension.

Based on the observations made by the researchers at SMP N 2 Weru, especially in class 8E, the researchers found problems in learning English in that class. The reason the researcher chose this class was because half of the students in the class scored below the passing grade (KKM). The passing grade is 75. This class consists of 30 students, with 13 male students and 17 female students. When discussing English questions, some students answered incorrectly, which is by default simple. Even in the description questions, many students choose to leave the answer sheet blank. Students do not appear to be enthusiastic or motivated to work on English questions. This relates to the statement from Kuswidyastutik (2013) that someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions.

From the observations made by the researcher, students had difficulties in reading comprehension, such as; understanding the meaning of words; locating reference; making inference; finding detail information; lack familiar with English material and the lack of vocabulary they mastered. The level of difficulty in comprehending English text is literal and inferential.

When students read the questions, then the teacher asked them to translate the meaning, the students just stayed silent and relied on the direction of the teacher. In addition, from the results of their work on the questions, many

of them misunderstood the meaning of the answer options, so that their answers were wrong. For example, in the matter of invitation expression, the context of the statement indicates that a friend cannot attend a friend's event. In this case, the answer should be the expression refusing the invitation, but some students still answered it wrongly. Students are also less familiar with English material. This is demonstrated when the researcher enters the 8E class room and the teacher greets students with English expressions such as "hello students, good morning, how are you today?" The students appear confused and respond with perfunctory responses.

Based on the explanation above, the researcher saw that the 8E students' ability in reading comprehension was still low. This can be seen in reading activities, students have difficulty in comprehending English text. The researcher concludes from the observations that have been made, are due to the following factors: lack of motivation to reading, background knowledge, students do not accustomed to writing down the meaning of words that had been told by the teacher, and students did not like English lessons. Due to this situation, the researcher is interested in identifying students' difficulties in reading comprehension and what factors affect students' difficulties in reading comprehension at eighth grade students of SMP N 2 Weru Sukoharjo.

B. Identification of the problem

Referring to the background above, the problem can be identified as follows:

1. Some students are lazy to read English texts.

2. Some students do not understand what they read.

3. Some students not have the initiative to write down the meaning of the word when they have been told by the teacher.

4. Some students find it difficult to concentrate when asked to comprehend English texts.

5. Students' vocabulary and critical reading skills are low.

C. Limitation of the problem

After identifying the problem stated above, the researcher has to limit the problems of this research. The problem is students' difficulties in reading comprehension and factors causing the students difficulties in reading comprehension, especially at the literal and inferential level, in the eighth grade students of SMP N-2 Weru in the academic year 2022-2023.

D. Formulation of the problems

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

1. What are students' difficulties in reading comprehension at the eighth grade students of SMP N 2 Weru Sukoharjo?

2. What are the factors causing the students' difficulties in reading comprehension faced by the eighth grade students of SMP N 2 Weru Sukoharjo?

E. Objectives of the study

Derived from the above questions, this study aims:

1. To identify the aspect of difficulties faced by the students in reading comprehension at the eighth grade students of SMP SMP N 2 Weru Sukoharjo.

2. To identify factors causing the students' difficulties in reading comprehension at the eighth grade students of SMP N 2 Weru Sukoharjo.

F. Significance of the study

This research is expected to benefit students, teachers, and future researchers:

1. Theoretical Significance

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

   b. Giving the description of the factors of causing the students difficulties in comprehending English reading text at eighth grade of SMPN 2 Weru.

2. Practical Significance

    a. For Teacher

    This research will be useful for the teachers to identify the students difficulties in reading comprehension especially recount text.

    b. For Students

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

    c. For Future Researchers

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

G. Definition of Key terms

To avoid misunderstanding on this research, the researcher needs to describe some terms used. Some terms are: difficulty and reading comprehension.

1. Difficulty

According to Djamarah (2011), difficulty is a condition where students cannot learn naturally because of threats, obstacles, or distractions in learning. Westwood (2008) further states that difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, demanding knowledge of phonics and orthographic units in words, and using analogies and the context of sentences or paragraphs.

2. Reading comprehension

According to Halik (2016), reading is the activity between the reader and the writer's idea, where the writer sends his idea in the written symbols and then the reader catching the idea in it. In addition, Asmawati (2015) states reading is one activity that cannot be released in our life to search for information or knowledge from textbooks, articles, or magazines written in English. Furthermore, Kirmizi (2010) state that reading comprehension is the process of constructing meaning by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood.

CHAPTER II

LITERATURE REVIEW

A. Reading

a. Definition of Reading

Reading involves interpreting communicated information and concepts as well as the quick recognition of distinct written symbols and their simultaneous association with prior knowledge. This indicates that a reader's comprehension of message is the consequence of combining past knowledge with visual (written) information when they interact with print media. Therefore, reading is actually a communication between the author and the reader. According to Moreillon (2007), reading is making meaning from printed and visual information. However, reading is not an easy task. Reading is an active process that necessitates a great deal of practice and skill. Reading is the outcome of the interaction between the perception of graphic symbols that constitute a language and general knowledge of the outside world. The reader attempts to synchronize their perception with the writer's perception during this process.

According to Walker (2000) reading is a functioning cycle wherein readers shift between wellsprings of data, elaborate significance. Reading is a process of negotiating meaning, according to Brown (2004). In order to

understand the content they read, he also adds that readers need employ their prior language throughout the following stage of the reading process. Reading can be regarded as an interactive process since, in order to grasp the author's intention, the reader uses preliminary analysis and vocabulary during the reading process. This indicates that in order to grasp written materials, readers utilize a variety of strategies including context knowledge, vocabulary, knowledge of grammar, experience with texts, and others. The reader must be able to recognize the main idea, any supporting details, relevant facts, and word meanings in order to master this skill.

According to Patel (2008) reading is an active process which consists of recognition and comprehension skill. In addition to using print and illustrations, readers also incorporate their prior experiences and worldview into the reading process. Usually, by talking to other people and listening to radio or television, people can gain knowledge or information. However, the amount of information from the previously mentioned sources would not be as perfect as when someone reads. Through reading activities, readers can find reasons, explanations, summaries, and comments on the news they read.

From some of the definitions above, the researcher can conclude that reading is one of the actions that doing by somebody to get data or information from the text and through the ability of reading.

b. Purpose of Reading

People do their goals, one of the goals is to get information. Such information is usually obtained in written form. According to Grabe and Stoller (2013), the purpose of reading is:

1. Reading for the purpose of gathering information

    Reading for the purpose of gathering information is a common reading ability. The reader only skimmed the surface in order to find basic information without having to think deeply about the material. The reader typically scans the text for a specific piece of information or a specific word when reading to search.

2. Reading to learn from the text

    Reading to learn is most common in academic and professional settings where a person needs to learn a large amount of information from a text. The reader recalls the main ideas as well as the number of details, supporting ideas, and rhetorical frames constructed to organize the information in the text.

3. Reading to integrate information, write, and critique text

    Reading to integrate information necessitates additional decisions about the relative importance of complementary, mutually supportive, or contradictory information from various sources. These abilities necessitate a circle evaluation of the information being read in

order for the reader to decide what information to integrate and how to integrate it for the reader's goal.

4. Reading for general understanding

    Reading for general comprehension is the most fundamental purpose of reading. Reading for comprehension is more difficult to master than reading for learning. Reading for general understanding as to the most complex, the reader it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of word, a general meaning representation of the main idea.

    Based on the explanation above, the researcher can conclude that the purpose of reading is to seek simple information; by reading the text, students learn from it, integrate information, write and critique it, and read for general understanding.

c. **Types of Reading**

    There are several types of reading, according to Patel and Praveen (2008), and they are as follows:

1. Intensive reading

    Intensive reading entails reading shorter passages of text in order to extract specific information. This activity is more likely to emphasize the accuracy activity of reading for detail. The scanning

process takes precedence over the skimming process. The reader is attempting to absorb all of the information, such as when reading medication dosage instructions. During intensive reading, students typically read a page to investigate the meaning and become acquainted with the writing mechanisms.

2. Extensive reading

According to Brown (2001), extensive reading is designed to acquire a general understanding of a text. According to Long and Richards (1971), extensive reading occurs when students read a significant amount of high interest material, usually outside of class, focusing on meaning (reading for main point) and ditching unfamiliar words.

3. Aloud reading

Reading aloud, according to M, Jean Praveen (2008), is part of reading skills related to students' experience mastering spoken language. He went on to say that reading aloud means reading in a loud and clear voice.

4. Silent reading

The silent reading activity is intended to train students to read without using their voices so that they can concentrate their attention or think to comprehend the texts, the reader reading a text by heart.

Based on the explanation above, it can be concluded that there are four types of reading, they are; intensive reading, extensive reading, aloud reading and silent reading.

d. Definition of Reading Comprehension

Reading comprehension is an excellent way to develop and derive meaning from written language, including books and other forms of written language, as well as to construct meaning from written language. Reading comprehension is an active cognitive process that involves interacting with print and monitoring comprehension in order to determine meaning. According to Mozayan (2012: 2423), the more someone reads, the more they pick up items of vocabulary and grammar from text, often without realizing it, and this broadening language knowledge appears to increase their overall linguistic confidence, which then influences and improves their skill in other language areas.

According to Brassell (2008), reading comprehension is the ability to demonstrate knowledge or understanding of information from written texts. When a reader is able to act, respond to, or change information from a text, this is referred to as comprehension. This means the reader is expected to draw conclusions from the text. Readers can also give feedback on what they've read.

Meanwhile, according to Klingner (2015), reading comprehension is a

process of creating meaning by coordinating a number of complex processes such as word reading and word knowledge, fluency, and the construction of ideas and concepts. Reading comprehension is a process in which the reader must choose linguistic symbols and reconstruct and reconstruct them into the author's intended whole. Recognizing and comprehending the main idea and related details is part of comprehension.

Furthermore, Wooley (2011:15) claims that understanding the interaction of various cognitive skills and processes is difficult on many occasions, which can lead to failure of understanding. Moreover, according to Lehr (2013), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The researcher concludes from the above explanation that reading comprehension is the process of obtaining the meaning of the content as well as all information about the topic in the text. Understanding an English text is difficult for students because English is a foreign language. Because of the limitations of thinking and analyzing the meaning of words and sentences, many readers are unable to grasp the author's idea. As a result, in order to understand the author's idea, the reader must pay close attention while reading.

e. Level of Reading Comprehension

Reading comprehension is an active activity that incorporates a number of elements; some require prior knowledge and effective student techniques to achieve a specified goal. Consequently, it can be to responsible for the inequality in reading comprehension levels.

According to Richard (2010), reading comprehension is classified into four levels based on its purpose:

1. Literal comprehension: reading to understand, remember, or recall the information explicitly contained in a passage. Its means reading to know information in general. It means the students can catch information in general from the text. The students can also recall the information from the text that they get from beginning to end.

2. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring. It means the students aim at findings specific information of the texts. Inferential comprehension helps students to finding the information from the long texts.

3. Critical or evaluate comprehension: reading to compare information in a passage with the reader's own knowledge and values. It means the students compare and conclude their own knowledge and values of the texts. In this comprehension the students are required to be more critical

in understanding a text.

4. Appreciate comprehension: reading to again an emotional or other kind of valued response from a passage. It means brings the students to go within an emotional response from a text. In this comprehension is different from the three previous comprehensions that discusses comprehend of the text. Appreciate comprehension more emotional readers.

Based on the statement above, the researcher got conclusion was there were four levels of reading comprehension, such as: literal comprehension, inferential comprehension, critical or evaluate comprehension, and appreciate comprehension. Each student has different level to get information from the text. In this study, the students are in the level of literal and inferential.

f. Components of Reading Comprehension

According to Nuttal (2000), there are five aspects of reading comprehension in which students have to comprehend the text well, such as determining main idea, locating reference, understanding vocabulary, making inference, detail information. This aspect can be used as step or strategies for students on reading comprehension.

1) Determining main idea

The writer's main idea is the main point of the topic under

discussion. Finding the main idea, according to Longan (2002), is essential for understanding a paragraph or short selection. The main idea is in the first sentence, but it can also be in the middle or end of the sentence (Vener, 2002). This aspect can be used as the first strategy to help students understand the text more easily.

2) Locating references

A pronoun's antecedent is a reference. As a pronoun, the antecedent is a word or phrase (Sharpe, 2005). Students must understand the purpose of pronouns in sentences that are used to show people, places, or situations when identifying reference.

3) Understanding Vocabulary

Background knowledge of the students, particularly in mastering vocabulary, is important for comprehending the text; for example, guessing or determining the meaning of a new word from context aids the students in general prediction. Context assists students in making broad predictions about the meaning (Sharpe, 2005). As a result, by making predictions, students can be more effective and efficient in understanding the text.

4) Making inference

Students are expected to be able to clearly comprehend the text in order to draw conclusions from the statements in each paragraph.

According to Kopitski (2007), in order to make inferences, readers must practice combining clues from the text with their prior knowledge. It means that the clues assist students in developing assumptions that lead to the conclusion.

5) Detail Information

There are questions in the reading test to assess students' comprehension of the material. It means that questions are created to assess students' ability to comprehend the text. Reading comprehension can be concluded from the information presented above as a complex process involving active reading activities that combine background knowledge, critical thinking, and the purposes of reading the text.

According to the statement above, students need to comprehend the five components of reading, which are as follows; finding detail information, main idea, meaning of vocabulary, locating reference and making inference. Students should indeed master all components in order to extract information from the text.

g. **Strategies of Reading Comprehension**

Brown (2001:306) stated that developing appropriate and efficient comprehension strategies is the primary goal of reading comprehension. He went on to explain ten strategies that can be used in a reading classroom, which are as follows:

1. Identify the purpose in reading

2. Use grapheme rules and patterns to aid in bottom-up decoding

3. Use efficient silent reading strategy for relatively rapid comprehension

4. Skim the text for main ideas

5. Scan the text for specific information

6. Use semantic mapping or clustering

7. Guess when you are not certain

8. Analyze vocabulary

9. Distinguish between literal and implied meaning

10. Capitalized on discourse makers to process relationship

According to the above classification, reading comprehension is a process in which readers use a variety of strategies and combine them with their knowledge to comprehend something they read or comprehend what they have read. Students must understand which strategies and skills are suitable for this type of text and exactly how to apply them to achieve reading goals in order to develop students' understanding.

h. Assessment of Reading Comprehension

Teachers must use a variety of methods to assess students' reading comprehension. According to Sally and Katie (2008), the following assessments can be used to assess reading comprehension:

1. Gap filling

A single word, phrase, sentence, or paragraph is removed from text or diagrams in this type of reading comprehension test. This fill-in-the-blanks task can also be used to assess grammar and vocabulary.

2. WH questions

WH questions are those that begin with the letter WH, such as "where," "why," "who," "when," and "how." These questions can help learners gain a literal understanding of a text as well as help them recognize information in the text.

3. Multiple choice questions

This is the most common type of reading assignment for students. It is made up of text of any type, accompanied by one or more multiple choice items. A statement, a question with an answer, or an incomplete statement with a choice of phrases or words are all options. In most cases, there are three or four options, and only one is correct.

4. True or false questions

This is another type of reading test that most students are familiar with. It is made up of text that is accompanied by a series of statements. Students must decide and state whether the given statements are true or false based on the text.

5. Yes or no questions

These are questions that should be answered yes or no. Teachers are advised to follow up these questions with other types of questions

to ensure that students have understood the text because Yes/No questions can be answered correctly by chance.

6. Open-ended questions

These questions are used in standardized tests. They are useful in assessing comprehension component skills such as learners' ability to draw inferences from text.

7. Matching

A matching task requires students to select from a list of prompts. Statements, headings, or question completion may be used as prompts. Learners may be asked, for example, to match a description to the suitable paragraph or to match phrases and words to their meanings.

There are 7 reading comprehension assessments that can be applied by teachers during the learning process, namely; gap filling, WH questions, multiple choice, true or false, yes or no, open-ended questions and matching.

i. Difficulties in Reading Comprehension for EFL Learners

Many studies investigated reading comprehension difficulties among students. Chawwang, (2008) investigated English reading problems among Thai EFL learners. The study found that most of the students face difficulties in reading English texts. Inadequate vocabulary knowledge was recognized as one of the main issues (Gunning, 2002). Vocabulary

knowledge is essential for comprehending complicated reading materials such as textbooks, particularly those containing technical terms (Carlisle, 2000). This is due to the difficulty students with low vocabulary knowledge have understanding technical phrases such as superordinate, synonyms, antonyms, or words with various connotations.

The complexity of the text influences reading comprehension. That is, learners' linguistic proficiency allows them to have a more in-depth knowledge of literature. As a result, oral ability is important in determining how competent a reader can be because pupils learn new language by hearing. Having a large vocabulary assists students in understanding unfamiliar words by connecting them to the context in which they are used (Dennis, 2008).

Another issue that EFL students have is the capacity to interpret complicated sentences in reading comprehension. Complex sentences are composed of numerous clauses and may include conjunctions such as although, since, additionally, and however. Coordinating conjunctions, prepositional phrases, participial phrases, and nominalizations are further reasons of reading comprehension issues in EFL learners. They exacerbate reading comprehension difficulties by making compositions more complex and harder to understand (Nuttall, 2000). However, Trehearne and Doctorow (2005) identified additional aspects such as good reading

comprehension tactics, relevant learning approaches, reading habits, and text form.

According to Davoudi and Yousefi (2015), environmental, educational, and biological factors all contribute to reading difficulty for many students. The author suggested that learners who have reading issues have comprehension problems for one cause or another, and that for certain students, these comprehension problems may be related to imprecise or inadequate word recognition and decoding procedures. The learners' reading comprehension is influenced by their surroundings. They may struggle to interpret reading content in a disorderly atmosphere. Those who live in a tranquil and controlled atmosphere, on the other hand, may be able to read more effectively. Students who live in an unsafe environment find it difficult to concentrate on their studies. However, when kids are in a safe atmosphere, their reading comprehension efficiency improves.

Some studies have found that students' ability to identify and rectify syntactic faults is connected to their reading comprehension. Syntax is commonly demonstrated via subject-verb agreement. It illustrates how words (subjects and verbs) work together to construct sentences (Franck et al., 2007). For example, Cain (2007), established a link between syntactic awareness and reading comprehension. The author claims that this association was mediated by vocabulary, grammatical understanding, and memory.

According to Zhang & Shanshan (2011) background knowledge is required for learners to gain global comprehension and fill relative gaps in the write-up. If the learners' background knowledge is poor and deficient in this situation, their readings will contradict the information in the text. Background knowledge is essential for developing reading comprehension skills. It plays a dynamic function in text comprehension, and its absence can have a negative impact on reading comprehension. Nguyen (2007) found that learners with prior knowledge quickly absorb reading materials.

Several cognitive processes are involved in reading comprehension. Good vocabulary abilities are required for students to read competently (Taylor et al., 2009). Unfortunately, most students avoid reading because they find it difficult to read. Furthermore, Cain and Oakhill (2011) discovered that reading increases vocabulary improvement, since learners who do not read regularly had lower vocabulary skills. According to research, the extent of vocabulary knowledge has the greatest influence on reading comprehension.

According to several research, grammatical knowledge has a significant impact in reading comprehension. EFL learners' comprehension of text is influenced by their level of grammar expertise. Learners who lack grammar skills sometimes struggle with reading comprehension. As a result, grammar knowledge is required for EFL learners to comprehend the meaning of expressions in passages (Koda, 2005). According to research,

there is a link between grammar expertise and reading comprehension. The grammatical level of EFL learners is an important factor in a thorough written composition. Bernhardt (2000) demonstrated that the reading ability of EFL learners is largely determined by their grammatical skills. According to the preceding discussion, second language learners' reading comprehension is determined by aspects such as their vocabulary, cognitive ability, text complexity, nature of the setting, background information, and prior knowledge. It is also considered that once the students have a sufficient vocabulary, their language skills will increase.

j. Factors Causing Students' Difficulties in Understanding English Texts

According to Westwood (2001), the factors that cause students' difficulties understanding texts are partly in the students' backgrounds, partly in the teaching techniques, and partly in the students' environment.

1) Learner's background.

Background knowledge is a critical component of achieving reading comprehension ability; it plays a dynamic role in text comprehension, and its absence can negatively affect reading comprehension. According to Hudson (2007), the students' backgrounds are something that comes from the students themselves. The students' backgrounds are related to their interests, motivations, and attitudes toward reading.

2) Teaching methods.

Teachers are one of the school environment factors that can help improve student achievement. According to Westwood (2001), teachers are subjects in education who have a duty to transfer knowledge to students because teachers determine whether or not their students become good readers. Teachers must exercise caution when selecting teaching techniques. When the teacher is unable to select the appropriate technique for teaching the material, the students' difficulties are exacerbated.

3) Student environment

Environmental factors can also have an impact on students' ability to learn and master English. Someone who lives in a reading-friendly environment will be indirectly supported by their surroundings. Practice and application of English outside of school will assist students in fully comprehending English. There are two types of student environments that can have an impact on their reading achievement. Namely: (1) The Home Setting. According to Freeman and Long (1990), every student requires parental attention to achieve their learning goals. To learn English, children require the attention of their parents or family. Students will struggle to learn to read without the attention of their families. They may become depressed if no one encourages them to learn English. (2) The School Setting. Schools that

lack learning media such as English books, magazines, or newspapers make reading learning ineffective and hinder students' understanding of the material.

Some factors of causes of poor comprehension followed by Westwood (2008) are:

1) Limited vocabulary knowledge

Vocabulary is the most important component in creating meaning. That is because the texts consist of several words namely vocabulary. Is a student has difficulty understanding what he or she is reading, it is worth consider whether there is a serious mismatch between the students' own knowledge of word meanings and the word used in the text.

2) Lack of fluency

Some students often find these difficulties because they are not reading well. Students who read very slowly or faster often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low level processing of letters and words rather than allowing full attention to be devoted to higher order ideas and concepts within the text. But very fast reading may result in accurate word recognition and important details being overlooked.

3) Lack the familiarity with the subject matter

Commonly, at the first meeting the teacher directly gives apperception from the school textbook. Whereas it is better to provide information first by other terms like video, posters, mini lecture, etc. But in fact, many teachers give introduction theory use school textbook directly. It makes the students poor in comprehension.

4) Difficulty level of the text (reliability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. It means that the students have to read based on their level. For example the students at eight grades are taught narrative text, it also taught at the ninth grade. But the level of the text is different.

5) Inadequate use of effective reading strategies

This causes of difficulties which always happened in teaching and learning process. Actually the students need variety strategies from the teacher, because the teachers as the facilitator and the manager in the classroom. Strategy in reading in extremely needed for enhancing their comprehension. Unfortunately, there is evidence that reading is not being taught as a thinking activity and many

teachers do not spend much time instructing students in the use of comprehension strategies.

6) Weak verbal reasoning

This difficulty is caused by poor students' connection between new information and their existing knowledge. But it depends on the students' ability to reason while reading process. It determined by an individual's level intelligence.

7) Problems with processing information

Everybody has different working memory capacity. Whereas in reading process, the reader should has enough memory for receiving message. In order to maintain the meaning of text as the sentence and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connection between ideas. Therefore, the implication of teaching are that slow readers should be encouraged re read the material, several times if necessary, in order to process the information successfully.

8) Problems in recalling information after reading

Recall depends on the students giving adequate attention to reading task and knowing that is important to remember details. Commonly the students found these problems which make the difficulties in comprehending the text. That is because students poor in attention while reading. Recall is strongest when readers connect

new information in the text to their previous knowledge and experience, and when they rehearse key points from the texts. Using mind map or graphic organizer can help students to recall information from the texts.

B. Genre of text

a. Genre of reading text

Kinds of the genre of the text, according to Mark and Kathy (1997), as follow:

1. Descriptive text; is a genre that serves the social function of describing specific people, places, or things.

2. Recount text; is a type of genre with a social role to reinterpret an event in order to inform or entertain.

3. Narrative text is a type of genre that serves a social function by entertaining, entertaining, and dealing with real-life experiences in a unique way.

4. Discussion text; is a genre that serves the purpose of presenting at least two points of view on a topic.

5. Exposition text (analytic); is a genre with the social role of convincing the reader or audience that something is true.

6. Exposition text (hortatory); is a genre with the social function of persuading the reader or listener that something is true.

7. News item text; is a type of genre that serves a social function by informing readers about noteworthy events of the day.

8. Report text is; a type of genre that describes the way things exist in the environment by referring to a variety of man-made nature and social phenomena.

9. Anecdotal text is; a social genre that retells an event with a humorous twist.

10. A review text is; a genre that serves a social function by criticizing people, places, or things.

11. A procedure text; is a genre with a social function that describes how something is accomplished through a series of actions or steps.

12. Explanatory text; is a genre with the social function of explaining the processes involved in the formation or operation of natural or socio-cultural phenomena.

b. **Recount Text**

a) **Definition of Recount Text**

According Pardiyono (2007), recount is text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. According to Anderson (1997), a recount is a piece of text that retell past events, usually in order in which they happened. The

purpose of a recount is to give the audience a description of what occurred and when it occurred. It means that recount text is retelling the experiences in the past and give information to the readers about the past events.

Based on the definitions above, the researcher can conclude that recount text is a kind of text which retells past events or experiences in the order they happened. The purpose of the recount text is to inform the reader about what had happened in the past. In this research, the recount text was used as the reading material.

b) Generic Structure of Recount Text

According to Gerot and Wignellthe (1994) generic structures of recount consist of orientation, events, and Re-orientation.

1. Orientation : Provides the setting and introduces participants

2. Events : Tell what happened, in what sequence.

3. Re-orientations : Optional-closure of events.

c) Language Features of Recount Text

1. Introducing personal participant (I, my group, etc,)

2. Using chronological connection (First, then, next, etc,)

3. Using linking verb ; (Was, were, saw, heard, etc,)

4. Using action verb ; (Walked, visited, swam, played, brought, bought etc,)

5. Using simple past tense ; (S + V2),saw, went, etc.

d) Example of Recount Text

Last week, my family went to Yogyakarta. We visited many places there. **(Orientation)**

First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, monkey, bird collection, etc. We looked around in that zoo, and also took pictures of those animals. After from Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Yogyakarta, the facilities made me comfortable during I stayed there. **(Events)**

In the next day, we went to Siung beach. Siung beach was very beautiful. I played the white sands, I swam there and I saw some people practiced rock climbing there. Siung beach was in Gunung Kidul, about 2 hours from the center of Yogyakarta. I played for some hours until I felt tired and decided to go back to our car. After that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy street, there were many sellers, we finished **our** dinner, we decided to go home. **(Events)**

For me, that was a good moment because I could spend my time with my family. We really enjoyed it. **(Re-orientation)**

C. Previous Related Studies

The first is a thesis titled An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among eighth grade students at MTs Miftahul Ulum, Madura in the 2012/2013 school year). The research was conducted by Mashula of English Education Department Faculty of Education Department, Faculty of Educational and Teacher Training in State Islamic University of Sunan Ampel Surabaya. The findings of this study revealed that the majority of students have difficulty identifying the main idea of the text, that more than half of the students made errors in identifying specific words in the text, and that many cannot understand the structure of the text. While the factor causing students' difficulty understanding English reading descriptive text.

The second research, a thesis entitles Student's Ability and Problem in Reading Comprehension at The Eight Grade Students of MT's N1 Surakarta in The Academic Years 2014/2015. The research conducted by Nurina Elvandari of English Education, Islamic Education and Teacher Training Faculty in the State Islamic Institute of Surakarta. The result of this research showed that the students problem in reading comprehension at the eighth grade students and difficulties in reading comprehension.

The third study is a thesis by Aradi (2021) conducted a study entitles An Analysis of Students' Difficulties in Comprehending English Reading Text

at SMP Bukit Raya Pekanbaru. According to the study's findings, eighth- grade students at SMP Bukit Raya Pekanbaru had difficulty understanding English reading texts, especially when attempting to identify the main concept, locate supporting details, and comprehend vocabulary. However, the students only occasionally have trouble finding references and drawing inferences.

The fourth study is a thesis entitles An Analysis of Students' Difficulties in Comprehension Narrative Text at Senior High School 8 Mandau. The research was conducted by Novita, Dian Hervi (2019). This study was a descriptive research. The subject of this research was the first grade students of Senior High School 8 Mandau while the object of this research was students' difficulties in reading narrative text. Based on data analysis, the researcher found that the highest difficulty in reading narrative text was identifying generic structure.

Next, journal entitles An Analysis of Students' Difficulties in Comprehending Narrative Text were conducted by Sapitri Desi et al. from English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir Kayuagung, South Sumatera. Based on the result, it was found that the percentage of difficulty in indicator not clearly stated information was 55.90%, the percentage of difficulty in indicator reference of the text was 59.54%, the percentage of difficulty in indicator find moral value of the text was 64.23%, the percentage of difficulty in indicator find the deducing meaning was 55.27%, the percentage of difficulty in indicator find the specific

information was 56.35%, the percentage of difficulty in indicator find the detailed information was 67.05%, and the percentage of difficulty in indicator find the main idea was 54.81%.

Moreover, Hidayati (2018) conducted a study entitles *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar.* This study was carried out at SMAN 1 Darussalam Aceh Besar. The study's objectives were to identify the difficulties encountered by first-grade students at SMAN 1 Darussalam in Aceh Besar, as well as the factors causing difficulties in reading comprehension. The descriptive quantitative method was used in this study, with the test and questionnaire serving as data collection instruments. The test included 20 question items divided into five types: main idea, detail information, making inferences, locating reference, and vocabulary. The test results revealed that the majority of the first grade students at SMAN 1 Darussalam, Aceh Besar struggled with answering main idea, making inference, and locating reference questions. Finding main idea questions was the most difficult aspect that the students of SMAN 1 Darussalam, Aceh Besar encountered, because the located main idea was difficult to find. Furthermore, based on the responses provided by the students in the questionnaire, they mostly had difficulties understanding vocabulary, poor mastery of grammar, difficulty understanding long sentences, lack of media learning, less support from the family, and a lack of knowledge of reading comprehension strategies.

Based on the previous studies, this research has different and similar aspects to be researched. The different from those researchers, dealing with objective, theme and subject, this research focus on English recount text. The subject of this research is the eighth grade students' SMP N 2 Weru in the Academic year 2022/2023. Thus, it is clear that this research is different from those previous research.

Table 2.1 The Similarities and Differences Previous Studies

No.	Previous	Similarity	Differences
1.	Mashula (2013). *An Analysis of Students' Difficulties in Understanding English Reading Text (Case study of descriptive text among eighth grade students at MTs Miftahul Ulum, Madura in the 2012/2013 school year)*	The object of the study is focused on students' difficulties in comprehending reading text and factors causing the students difficultiesin understanding English reading text.	The subject of the study is different, the previous study was conducted at MTs Miftahul Ulum, while this study will be conducted at SMP N 2 Weru. This study focus on recount text.
2.	Nurina Elvandri (2014) *Student's Ability and Problem in*	Both of the researcher is focused on reading skill to do the research.	The previous study focused on students ability in reading comprehension,

	Reading Comprehension at The Eight Grade Students of MT's N1 Surakarta in The Academic Years 2014/2015		while in this study researcher focused on students' difficulties in reading comprehension.
3.	*Aradi Prima (2021) An Analysis of Students' Difficulties in Comprehending English Reading Text at SMP Bukit Raya Pekanbaru*	Both of the study aims to identify the students' difficult aspects of the eighth grade students in comprehending English reading texts and factors causing the students' difficulties in comprehending English reading texts at the eighth grade students in Junior High School.	Data analysis that used, this study use descriptive qualitative method.
4.	Novita, Dian Hervi (2019) *An Analysis of Students' Difficulties in Comprehension Narrative Text at Senior High School 8 Mandau*	Both of the study have same objectives.	The previous study only focused on narrative text.

5.	Sapitri Desi et al. (2020) *An Analysis of Students' Difficulties in Comprehending Narrative Text (Journal)*	Method that was used by both researcher is descriptive qualitative. Both of the researcher focused on students' difficulties.	Previous study only focus on Descriptive text. While this study focus on recount text.
6.	Dasrul Hidayati (2018) *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*	Both of the researcher is focused on students' difficulties in reading comprehension.	The subject of the study is different, the previous study was conducted at SMA N 1 Darussalam (Senior High School), while this study will be conducted at SMP N 2 Weru (Junior High School). This study will use descriptive qualitative method, while previous study was used descriptive quantitative.

CHAPTER III
RESEARCH METHODHOLOGY

A. Research Design

The researcher employed a qualitative descriptive research method in this study. Qualitative research employs methods such as participant observation or case studies to generate narrative and descriptive explanations of a setting or practice (Parkinson & Drislane, 2011). Furthermore, according to Denzin and Lincoln (2005), qualitative research is an activity that immerses the observer in the world. It is a collection of interpretive material practices that make the world visible. These practices have an impact on the world. They abstract the world into a series of representations such as field notes, interviews, conversations, photographs, recordings, and self-memo. Qualitative research at this level entails an interpretive and naturalistic approach to the world. This means that qualitative researchers investigate phenomena in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people assign to them.

According to Moleong (2013), "descriptive research" is a research method that attempts to describe and interpret objects as they are. So, descriptive research is a study that is carried out with the goal of trying to describe the facts and features of the subject in a systematic way. In this study, researcher employed a descriptive design to focus on specific phenomena in the

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school environment concerning students' difficulties understanding English reading texts. Based on the definition of descriptive qualitative research provided above, the researcher employs a descriptive research method to describe each type of difficulties involved faced by learners at SMP N 2 Weru, as well as the factors that contribute to it.

B. Research Setting

1. Place

    The research was conducted at SMP N 2 Weru. It is located on Jl. Watukelir-Karangtengah, Karangwuni, Weru, Sukoharjo, Central Java. The researcher chose this school for research for several reasons. The first is that the school is one of the favorite schools in the sub-district. Actually, the reputation of this school is good, it's just that the more students come here the more lazy they are in studying especially in English. Most of the students said that they were not interested in learning English because it was difficult. So this is what affects low student scores. The second reason is that students' English grades are low, and level of reading comprehension of students is very low. The third is students' interests and motivations are low.

2. Time

    The research was carried out on eighth-grade students at SMP N 2 Weru during the academic year 2022/2023. This study was take place from

December 2022 to July 2023. It is carried out in accordance with the following timetable:

Table 3.1 Timetable Research

No.	Activities	Month							
		Dec	Jan	Feb	Mar	Apr	May	June	July
1.	Writing Research Proposal	■	■						
2.	Seminar Proposal			■					
3.	Conducting the Research			■	■				
4.	Data Analysis				■	■			
5.	Data display					■	■		
6.	Analysis and Conclusion						■	■	
7.	Munaqosyah							■	■

C. Research Subject

The subjects of this study are the eighth grade students of SMP N 2 Weru, Sukoharjo in the 2022/2023 academic year because based on preliminary research there were signs that students had difficulty understanding English texts. The class used was grade 8 E, with 30 students consisting of 13 male students and 17 female students. The reason the researcher chose this class was because almost half of the students from that class scored below the KKM in English subject.

D. Data and Source of the Data

According to Lofland (cited in Moleong, 2010), the sources of primary data in qualitative research are words and actions. The words or actions observed or interviewed are written down in notes or recorded on audio or video tapes, photographs, or movies (Moleong, 2010). The data in this study are the results of information from tests and questionnaires as well as interviews conducted with grade 8E students regarding students' difficulties in understanding English texts and factors causing students difficulties in reading comprehension. While the data sources are students and teacher of English class 8E.

E. Research Instrument

According to Suharsimi Arikunto (2013), data collection instruments are tools chosen and used by researcher in collecting activities in order for these activities to become systematic and facilitated. Furthermore, a tool is a suggestion that can be realized in objects, such as a questionnaire, match list, scale, interview guide, observation sheet, exam questions, and so on. In the descriptive qualitative, the researcher is the main instrument. In this study, the researcher used reading comprehension test, questionnaires via Google Form and interview guide.

F. Techniques of Collecting the Data

1. **Test**

    In this research, the researcher used the test as a technique for collected the data. According to Brown (2004), test means a method measuring of a person's ability, knowledge or performance. The researcher gave reading test to the students to measure the students' comprehensibility in reading. By giving the reading test, the researcher tried to find out whether the students can answer the test well or not. The right and the wrong answer from the students were used as an indicator whether the students find the difficulties or not. The researcher conducted a test which consists of 25 multiple choice questions. The researcher also used five aspects of reading comprehension in this test. The five aspects of reading comprehension according to Nuttal (2000) namely; determining main idea, understanding vocabulary, locating reference, making inference and finding detail information.

2. **Questionnaire**

    The questionnaire was a data collection technique in which the researcher asked the respondent to answer a written question. According to Sugiyono (2014), a questionnaire is a technique for collecting data by asking the respondent questions. The questionnaire is designed to learn about a specific group of people's experiences, beliefs, perceptions, and

feelings. It consists of items to find out the participants' opinions or views about factors causing students' difficulties in reading comprehension. It will be delivered to 30 students in 8E. Questionnaire was delivered to students via Google form. It is consists of close-ended question.

3. **Interview**

In Sugiyono (2011: 231), Esterberg (2002) defines an interview as a meeting between two people to exchange thoughts and information through question and answer, tends to result in communication and the construction of shared meaning about a specific topic. Researchers use interviews to gain a better understanding of a subject. According to Moleong (2010: 56), the conversation in interview sessions is carried out by two parties: the interviewer who asks questions and the interviewee who responds to these questions. The purpose of the interview is to gain information from students 8E related their difficulties and factors causing students difficulties in reading comprehension. The interview sessions in this research was conducted verbally with all informants in Indonesian.

G. **Trustworthiness of the Data**

According to Cresswell (2012: 259), triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and

themes in qualitative research. Triangulation is a data validation technique that uses everything outside of the data to be re-examined or compared to the data that has been obtained (Moleong, 2010). This is done to ensure and develop the validity of the collected data.

According to Moleong (2014: 330), "there are four types of triangulation, namely triangulation of sources, methods, researchers, and theories." Researchers can double-check their findings by comparing them to multiple sources, methods, researchers, and theories. The first source triangulation, namely sources from multiple data sources that are useful in understanding a phenomenon. The use of multiple research methods to study a phenomenon is the second method of triangulation. The third type of researcher triangulation is the use of multiple researchers in data collection and interpretation. The final type of theory triangulation is the use of multiple theories and perspectives to interpret and explain data.

The validity of the data will be determined using triangulation methods in this study. Compare and validate the data collected using various data collection times and techniques. The researcher evaluates the data gathered through tests, questionnaires and interviews. The researcher spoke with the students in class about their difficulties understanding the reading text. As part of the triangulation method, the researcher will use data from questionnaires and interviews.

H. Techniques of Analyzing the Data

According to Bogdan, as cited by Sugiyono (2014: 244), data analysis in qualitative research is the process of systematically searching and compiling interview transcripts, field notes, and other materials that can be collected to increase the researcher's own understanding and allow researchers to present what has been learned to others.

In qualitative research, data analysis is done inductively to determine the sequence of the data that has been collected and synthesize it. Miles and Huberman's interactive model was used to analyze qualitative data (in Sugiyono, 2014: 246). The following are the components of data analysis:

1. Data Reduction

It is a selection process that focuses on simplifying, abstracting, and transforming hard data found in the field into written records. Data reduction is a type of analysis that involves sharpening, categorizing, directing, removing, and organizing data in order to obtain conclusions and evidence. This means that researcher select the most important data that has been gathered. The researcher then categorizes the data pertaining to the difficulties encountered by students and the factors that contribute to students' difficulties in comprehending English reading texts in the eighth grade of SMP N 2 Weru during the 2022/2023 academic year. Data

collected through interviews and documents. In this case, the researcher abstracts data.

2. Data Displayed

The data is then displayed after being reduced to the most important information. The data is presented in a narrative format. Data narratives enable the discussion of research findings. The researcher describes the data in the form of a description or narrative when presenting it. The researcher classifies students' comprehension of the reading text by calculating the appropriate percentage of students' answers of the questionnaires. To calculate the percentage of researchers, use the formula;

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

(Sudijono, 2012: 40)

Notes:

P = Percentage of students who have difficulty in each indicator

F = Number of the students who answer the item incorrect

N = The total number of students

And classification for index of difficulty adopted in Arikunto (2010) as follow:

0-30   : Easy

31-70   : Fair

71-100   : Difficult

The researcher also measured the average percentages of incorrect answer by using measurement of the mean:

$$A = \frac{\sum p}{N}$$

Where,

A = Average

$\sum p$ = The total percentage of incorrectness

N = The total of question per item

3. Conclusion

The final step in data analysis is to draw conclusions. The researcher began to examine the data at this point. Research conclusions can be drawn based on the data displayed. Analytic induction, or drawing preliminary conclusions, is a feature of qualitative research. The researcher arrived at a conclusion after describing and interpreting the data. The study produced a description of the analysis of students' difficulties understanding English reading texts at SMP N 2 Weru during the academic year 2022-2023.

When discussing the findings of this study, preliminary conclusions are drawn from the data presented. The researcher then gathers supporting and counter-evidence for the initial conclusion. If the evidence against it outweighs the evidence for it, the initial conclusion must be revised.

However, if there is more supporting evidence than unsupported evidence, the conclusion is confirmed and becomes the study's final conclusion.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Based on the results of the recount text reading comprehension test that was carried out by the researcher on 8E students at SMPN 2 Weru. Out of a total of 30 students, only 4 students achieved the minimum pass mark (KKM). The lowest score of the minimum criteria of completeness (KKM) is 75 and the highest score is 100. The following is a presentation of the results of reading comprehension texts and questionnaires as well as interviews that have been carried out by the researchers:

1. **Students' Difficulties in Reading Comprehension at the eighth grade of SMPN 2 Weru**

   a. **Students' Difficulty in Answering Main Idea Questions**

   The researcher created five questions for finding main ideas of the passages. The question items for getting the main idea are questions 1, 9, 14, 16 and 24.

Table 4.1 Students' Difficulty in Answering Main Idea Questions

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for main idea difficulty
1.	1	6	20%	
2.	9	9	30%	
3.	14	16	53%	43,4%
4.	16	20	67%	
5.	24	14	47%	

The result reveals that 6 of the students (20%) answered question number 1 incorrectly. It shows that the questions are categorized easy. Furthermore, it is 9 of the students (30%) answered question number 9 incorrectly. It means that it is categorized easy. Moreover, 16 (53%) of the students answered question number 14 incorrectly. It means that it is categorized fair. Question number 16 are answered by 20 of the students (67%). It means that it is categorized fair. Then, 14 (47%) of the students answered question number 24 incorrectly. It is categorized fair. Based on the calculation of percentage of difficult, it found that the difficult item percentage for this type of question is 43,4% out of five questions items. It means that the questions are categorized fair for students in answering main idea questions.

b.   **Students' Difficulty in Answering Locating Reference Questions**

For locating reference questions, there are five questions. The questions items for locating reference appeared in question 4, 10, 13, 19 and 21. For detail, it is at the following table.

Table 4.2 Students' Difficulty in Answering Locating Reference Questions

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for locating reference difficulty
1.	4	8	27%	
2.	10	12	40%	
3.	13	20	67%	48,2%
4.	19	15	50%	
5.	21	17	57%	

The result shows that 8 of the students (27%) answered question number 4 incorrectly. It means that the level of difficulty is easy. Otherwise, 12 (40%) of the students answered question number 10 incorrectly. It means that the questions is fair to answer for the students. Besides, question number 13 could not be answered correctly by 20 of the students (67%). It means that the questions is fair to answer. For the question number 19, 15 (50%) students could not answered correctly the question. Then, 17 (57%) of the students answered question number 21 incorrectly. Based on the table 4.2, the difficulty item percentage

that the students have for locating reference is 48,2% of five question items. It can be concluded that the questions are fair for students in answering locating references.

c. **Students' Difficulty in Answering Vocabulary Questions**

      There are five question items asking the students to find out the most similar or antonym words which could replace the words presented in the passages. For the calculation of percentage of difficulty for understanding vocabulary questions, the result is presented in the following table.

Table 4.3 Students' Difficulty in Answering Vocabulary Questions

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for understanding vocabulary difficulty
1.	3	7	23%	
2.	8	25	83%	
3.	15	24	80%	56%
4.	17	6	20%	
5.	22	22	73%	

      The percentage of the students' difficulty in understanding vocabulary of the passage varied from 20% to 83%. There are 7 of the students (23%) answered question number 3 incorrectly. It means that the question is categorized easy for students. Otherwise, 25 of the students (83%) answered question number 8 incorrectly. It means that

the question is categorized difficult. Besides, 6 of the students (20%) answered number 17 incorrectly. It means that the question is categorized easy question for students. 22 of the students (73%) answered question number 22 incorrectly. It means that it is categorized difficult question for the students. There are 24 (80%) of the students answered question number 15 incorrectly. It is also categorized difficult question. In short, it is 56% of difficulty faced by the students in understanding vocabulary of reading comprehension. It can be concluded that the questions are categorized fair questions for students in answering vocabulary questions.

d. Students' Difficulty in Answering Making Inference Questions

The researcher provided five question items to find out the difficulty in making inference of the passage. The question items number for making inference appeared in question 5, 7, 11, 18 and 25. The following table presents the difficult item percentage for making inference questions.

Table 4.4 Students' Difficulty in Answering Making Inference Questions

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for making inference difficulty
1.	5	8	27%	
2.	7	18	60%	
3.	11	11	37%	49,6%
4.	18	17	57%	
5.	25	20	67%	

The result shows that 8 of the students (27%) answered question number 5 incorrectly. It means that the question is categorized easy. Otherwise, 18 of the students (60%) answered question number 7 incorrectly. It means that the question is fair question for students. There is question number 11 could not be answered correctly by 11 of the students (37%). It means that the question is categorized fair. Furthermore, 17 of the students (57%) who answered question number 18 incorrectly. It means that the question is also categorized fair question. Besides, there are 20 of students (67%) that could not answered correctly question number 25. It is categorized fair question. Moreover, the percentage of difficult item for this type is 49,6% of five question items. It means that the question is categorized fair. It can be concluded that the students have fair level of difficulty in answering making inferences questions.

e. Students' Difficulty in Answering Finding Detail information

For detail information, there are five questions provided by the researcher (question 2, 6, 12, 20 and 23). The following table provides the percentage of difficulty item for finding detail information questions.

Table 4.5 Students' Difficulty in Answering Finding Detail information

No.	Question items' number	The number of incorrect answer	Percentage of difficulty per question item (%)	The percentage of reading for finding detail information difficulty
1.	2	4	13%	
2.	6	17	57%	
3.	12	17	57%	44%
4.	20	18	60%	
5.	23	10	33%	

Based on the table above, it found that 4 of the students (13%) answered question number 2 incorrectly. It means that the question is easy for students. There are 18 of the students (60%) answered the question number 20 incorrectly. It means that the question is fair question. Moreover, question number 6 and 12 got the same percentage 57% (17 of students). It means that the level questions of difficulty is fair. Furthermore, there are 10 of students (33%) answered question number 23 incorrectly. The calculation of the percentage of difficult

item that the students have for detail information questions is 44% of five question items. It means that the level difficulty of students in answering detail information questions are fair.

Based on the presentation of the results of the reading comprehension test above, many students still have difficulty determining the main idea with a percentage of 43.4%, placing references as much as 48,2%, the most dominant is difficulty in understanding vocabulary which is as much as 56%, then difficulty in making inference with the percentage 49.6% and difficulties in finding detailed information as much as 44%. This shows that the level of reading comprehension at the literal and inferential levels of 8E SMPN 2 Weru students is classified as low based on the results of each answer they choose.

2. Factors causing students' difficulties in comprehending English texts

To answer the second problem formulation, namely the factors that influence students' difficulties in understanding English texts, the researcher asked grade 8E students of SMPN 2 Weru to fill out a questionnaire via Google forms that had been distributed via WhatsApp. There are 5 factors, all of which are theories from Westwood (2001 & 2008), each factor consists of 3 statements pertaining to these factors. The following is the presentation of the results of the questionnaire in this study.

a. **Learners' background**

1. "*Saya tidak tertarik membaca teks bahasa Inggris*"
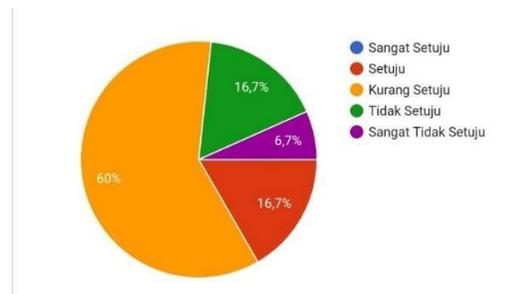
Figure 4.1 Learners' background Diagram 1

For the first statement in the learners' background factor, 60% of students stated that they did not agree with this statement. And the same percentage of 16.7% for agree and disagree options. Few (6.7%) of the students who chose the option strongly disagreed with this statement. The results of interviews with 10 students in grade 8E only 3 students said that they were interested in learning English, and the rest said that they were not interested in learning English because it was difficult and they did not know the meaning of words in English.

Researcher : "*Apakah kamu tertarik dan termotivasi untuk mempelajari bahasa Inggris? Alasannya apa?*

Student VS : "*Iya mbak tertarik. Ya karena ingin lebih bisa berbahasa Inggris dan pengen kuliah di luar*

negeri, jadi kan harus bisa bahasa Inggris dulu

gitu mbak"

Researcher   : "Apakah kamu tertarik dan termotivasi untuk

mempelajari bahasa Inggris? Alasannya apa?"

Student APS   : "Tidak mbak, susah nggak tahu artinya."

2. "*Saya kurang familiar dengan teks bahasa Inggris*"
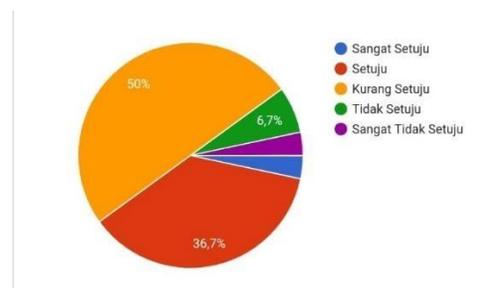
Figure 4.2 Learners' Background Diagram 2

In this statement 50% of 8E students chose the less agree option. And 36.7% of students agreed that they were not familiar with English texts. Only 6.7% of students disagreed.

3. "*Saya tidak pernah berlatih memahami bacaan teks bahasa inggris di rumah*"
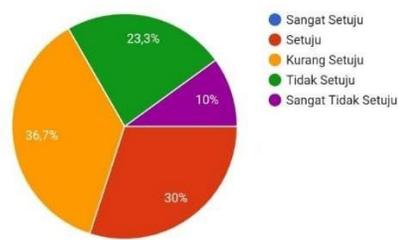
Figure 4.3 Learners' Background Diagram 3

The percentages on this statement are complex. 30% of students agreed that they never practice understanding English texts at home. On the other hand, 36.7% of students said they disagreed with this statement. Then 23.3% of students disagree with this statement. And the rest (10%) chose the strongly disagree option. Furthermore, the results of the interviews showed that they only read English texts if there was homework or orders from the teacher.

Researcher   : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student APS : "Kadang-kadang mba, kalau ada PR atau pas disuruh bu guru, hehe"

b. Limited Vocabulary Knowledge

4. "*Saya kesulitan dalam menerjemahkan kosa kata bahasa inggris ke dalam bahasa Indonesia*"
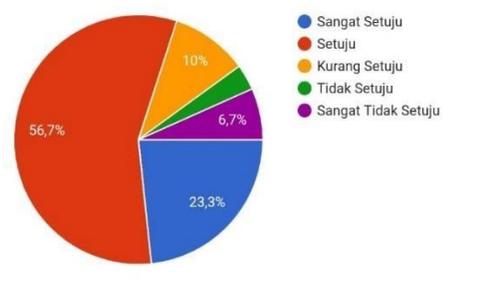
Figure 4.4 Limited Vocabulary Knowledge Diagram 1

There were 23.3% of students who strongly agreed with the statement that they had difficulty translating English vocabulary into Indonesian. And as many as 56.7% of students chose the option to agree with this statement. 10% of students stated that they did not agree, and 6.7% stated that they strongly disagreed.

Results of interviews with student DANS:

Researcher   : *"Apakah kamu menemui kesulitan terkait vocabulary?"*

Student DANS   : *"Iya mbak, sulit kalau sudah mencari artinya nanti lupa lagi kalau lanjut baca"*

5. *"Saya harus membuka kamus untuk memahami makna bacaan teks bahasa Inggris"*
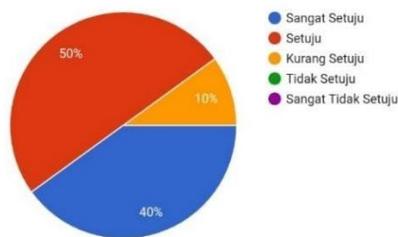
Figure 4.5 Limited Vocabulary Knowledge Diagram 2

In this statement 40% of students stated that they strongly agreed that they needed to open the dictionary first to understand the meaning of the English text. And 50% of students agreed, the remaining 10% said they did not agree.

6. "*Saya kesulitan mengingat kosa kata baru dan membedakan arti dari setiap kata karena dalam bahasa Inggris satu kata bisa memiliki lebih dari satu arti*"
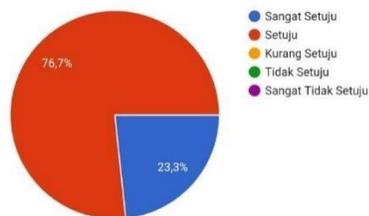
Figure 4.6 Limited Vocabulary Knowledge Diagram 3

As many as 76.7% of students stated that they agreed that they had difficulty remembering new vocabulary and distinguishing the meaning of each word. The remaining 23.3% stated that they

strongly agreed with this statement. This statement is supported by the results of interviews with student DANS:

Researcher : *"Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"*

Student DANS : *"Iya mbak, suka lupa kalau sudah mencari artinya di kamus, jadi nanti pas jawab bingung lagi dengan artinya."*

c. **Teaching method**

7. "*Metode pengajaran yang diterapkan oleh guru kurang menarik*"
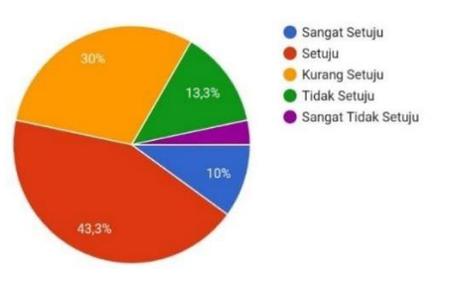
Figure 4.7 Teaching method Diagram 1

In this statement, 10% of students chose the option of strongly agreeing to the statement that the teaching methods used by the teacher were less attractive. As many as 43.3% chose the agree option, while for the less agree option there were 30% of students. Then 13.3% of students said they disagreed with this statement.

Research : *"Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"*

Student RMP : *"Iya biasanya cuma suruh mengartikan mbak"*

8. *"Modul pembelajaran bahasa inggris tidak mudah dipahami"*
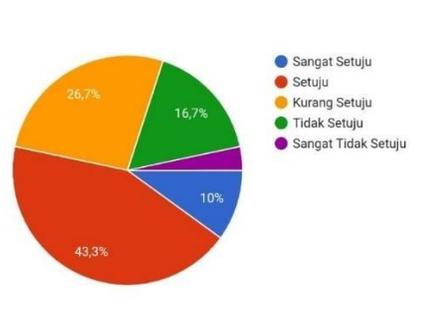
Figure 4.8 Teaching method Diagram 2

As many as 43.3% of students agreed with the statement that learning English modules was not easy to understand. And 10% of students stated that they strongly agreed. On the other hand, there were 26.7% of students who disagreed. Then, 16.7% chose to disagree with this statement.

On the other hand, the results of interviews with teachers obtained the following statements:

Researcher : *"Menurut ibu, apakah modul/lks/paket yang digunakan untuk pembelajaran bahasa inggris di kelas 8E apakah sudah sesuai dengan kemampuan para murid?"*

> *Teacher* : *"Harusnya sudah mbak, tapi kan kemampuan dan kecerdasan anak-anak itu berbeda-beda kan mbak, pribadi anaknya yang susah mba, sebagian besar tidak dapat mengikuti materi pada modul."*

9. *"Guru menjelaskan materi dengan penjelasan yang mudah dicerna dan dipahami"*
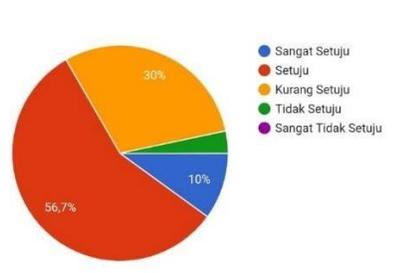
Figure 4.9 Teaching Method Diagram 3

In this statement, as many as 56.7% of students agreed that the teacher explained the material with easy-to-understand explanations. And the option strongly agree is filled with a percentage of 10%. However, on the other hand 30% of students stated that they did not agree with this statement.

d. Inadequate use of effective reading strategies

10. *"Saya faham betul mengenai strategi membaca sehingga saya dapat memahami bacaan bahasa inggris dengan mudah"*
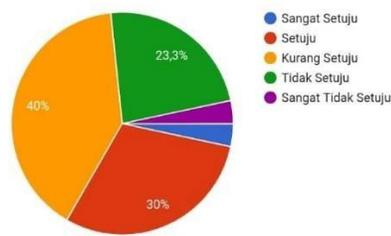
Figure 4.10 Reading Strategies Diagram 1

As many as 40% stated that they did not agree that they understood reading strategies so they could understand English texts easily. And 23.3% of students disagree with this statement. On the other hand, there are 30% of students who agree with this statement.

11. "*Guru memberikan latihan kegiatan berpikir kritis untuk strategi pemahaman teks bahasa inggris*"
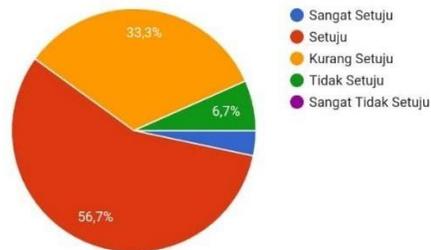
Figure 4.11 Reading Strategies Diagram 2

In the statement that the teacher provides critical thinking activities for strategies for understanding English texts, 56.7% agree with this statement. And as many as 33.3% of students did not agree, then 6.7% said they did not agree.

12. "*Saya tidak mengetahui strategi pemahaman membaca yang benar sehingga saya tidak dapat menemukan informasi pada sebuah teks bahasa inggris*"
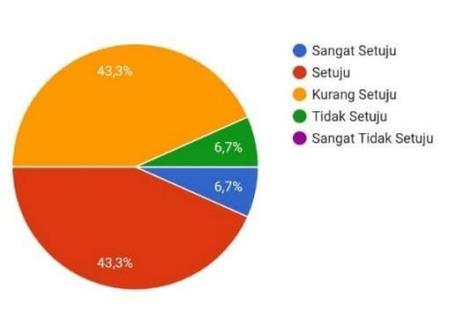
Figure 4.12 Reading Strategies Diagram 3

In this statement, the same percentage was obtained for agree and disagree options, namely 43.3%. And the percentage of options that strongly agree and disagree also has the same percentage, which is 6.7%.

e.   **Students environment (school and home)**

13. "*Orang tua mendampingi saya ketika belajar membaca bahasa Inggris di rumah*"
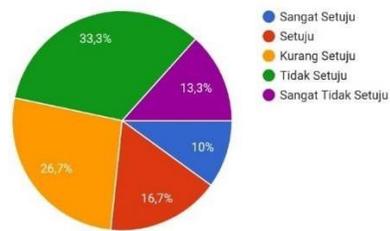
Figure 4.13 Students environment Diagram 1

In terms of parental supervision or assistance to children when learning English at home, only 10% of students stated that they strongly agreed, and 16.7% chose the agree option while the percentage disagreed more, namely 33.3%. In addition, there were 26.7% who disagreed and 13.3% strongly disagreed with this statement.

14. "*Ketika menemui kesulitan dalam mengerjakan soal bahasa Inggris saya berdiskusi dengan teman yang lain untuk menemukan solusi*"
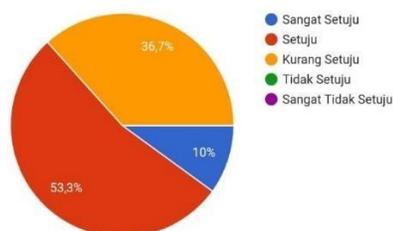
Figure 4.14 Students environment Diagram 2

In this statement, 53.3% of students chose the agree option that when they encountered difficulties in working on English questions,

they discussed with other friends to find solutions. Furthermore, 10% of students stated that they strongly agreed. And the remaining 36.7% said they did not agree with this statement.

15. "*Perpustakaan sekolah tidak menyediakan buku bacaan bahasa Inggris*"
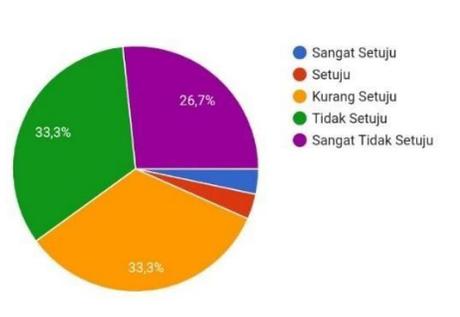
Figure 4. 15 Students environment Diagram 3

    The last statement in this questionnaire was related to the provision of facilities from the school, and the responses from the students indicated that the library at their school provided English reading books. It is evident from the responses as much as 33.3% of students disagreed and 26.7% strongly disagreed that the school library does not provide English reading books. And 33.3% of students answered that they did not agree.

Based on the research results through questionnaires and interviews, the researcher knows several factors that influence students' difficulties in understanding English texts including the learner's background,

limited vocabulary knowledge, inadequate material presented by the teacher/teaching method, inadequate use of effective reading strategies and students' environment (school and home).

B. Discussions

a. Students Difficulties in Comprehending English texts

The results of the test to 30 of the second year students of SMPN 2 Weru showed that the students had difficulty answering the reading comprehension test. In general, from the results of the students' test score only one student could answer correctly 25 question items with the test score of 100. And 2 other students with scores above the KKM were 76 and 80. Meanwhile, most students from the class received the score is below 75. The average test score is 51.87. This shows that the reading comprehension level of 8E students is low.

Based on the calculation of index difficulty of each question item it is found that there are 6 question items categorized as easy questions, 16 question items categorized as fair questions and 3 questions items categorized as difficult questions. More specifically, the 3 difficult questions include numbers 8, 15 and 22. These three questions are part of questions related to difficulties in understanding vocabulary. However, there were some students who were able to answer correctly.

The results of the eighth-grade students' reading comprehension test at SMPN 2 Weru above showed that students had difficulty in 5 aspects of reading comprehension. This is in line with the research conducted by Saraswati, et al. (2021:40). They researched to find students' difficulties in reading comprehension. As a result, students have difficulty in 5 aspects of reading comprehension. This aspect is very important in learning reading comprehension, to facilitate students in the process of reading and answering questions. Malinda et al. (2022) conducted a research and the test results from their research showed that class VII students at SMPN 05 Tanah Pinoh Barat had difficulty in five aspects of reading comprehension. Namely, main ideas, supporting details, vocabulary, inferences, and references. The most challenging aspects for students were vocabulary with a percentage of 58%, and references with 62%. The main ideas with the percentage of student difficulty 38%, supporting details 38%, and 42% inference.

The results of these tests show in line with the researchers' theory regarding the five components in reading comprehension based on Nuttal's theory (2000), namely five aspects of reading comprehension in which students must comprehend the text well, such as determining main idea, locating reference, understanding vocabulary, making inference, and finding detailed information.

The results of this study indicate that the eighth grade students of SMPN 2 Weru have difficulties in understanding reading texts in English, especially in identifying main ideas, locating reference, making inferences and understanding vocabulary. On the other hand, students only had a little difficulty in finding detailed information. These results are almost the same as the previous study by Aradi (2021), from his research he stated that grade 8 students of SMPN Pekanbaru had difficulties understanding English reading, especially in finding main ideas and understanding vocabulary.

b. **Factors causing students difficulties in comprehending English texts**

From the results of the questionnaire and interview above, it shows several factors that cause students difficulties in understanding English texts. And this is in accordance with the theory mentioned by the researcher in chapter two, theory by Westwood (2001 & 2008), there are 5 factors that are in line with the theory, namely, learners' background, limited vocabulary knowledge, teaching method, reading strategies and students' environment.

However, the main factor that causes difficulties in understanding reading texts in English is because students lack vocabulary. Thus, they find it difficult to understand the meaning of the text. Finally, they are not able to understand the text well. The results of this study also identified that students were less motivated and less interested in learning English. Some of them only learn English because they have to. This result is also in line with the results of research conducted by Aradi (2021). While another study

conducted by Malinda et al. (2022), stated that the results of their research were not in line with Westwood's theory, namely the factors that cause students' difficulties in understanding English texts. Only 2 factors were found in line with Weswood's (2008) theory. Then, the researcher also found that the teacher did not give the students a way to understand the text well. The teacher only asks students to interpret the text. Based on the results of the research above, the researcher recommends that teachers use appropriate strategies to increase students' motivation to read and develop their ability to understand reading texts in English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In the previous chapter the researcher had stated that purpose of this research was to find out the difficulties faced by the eighth grade students of SMPN 2 Weru and the factors causing students' difficulties in reading comprehension. The students' difficulties were related to the question types of reading comprehension test. After analyzing the data gained from the test, the researchers concluded that the second grade students of SMPN 2 Weru had difficulties in answering the reading comprehension test.

The difficulties faced by the students are difficulty in answering main idea questions (43.4%), locating reference questions (48,2%), understanding vocabulary (56%), making inferences questions (49.33%), and finding detailed information (44%). Therefore, the most difficult aspect faced by the eitghth grade students is reading for understanding vocabulary with (56%). As a result, most of the students had difficulty achieving the standard grade for reading comprehension test. This can be seen from the mean score of the students (51,87) for the reading comprehension test.

For the factors causing students' difficulty in reading comprehension there are five factors namely, learners' background, limited vocabulary

knowledge, inadequate material presented by the teacher/teaching method, inadequate use of effective reading strategies and students' environment (school and home). The most factor that caused the students' difficulties for the eighth grade students of SMPN 2 Weru in comprehending the English text was because they had a lack of vocabulary. So, they are difficult to understand the meaning of the text. Finally, they can't comprehend the text clearly. However, this research also indicates that the students have less motivation and interest in learning English. Some of them just learn English just because they have to. Then the researcher also indicated that the teacher didn't give the students the tips to comprehend the text clearly. The teacher only asked the students to translate the text.

B. Suggestions

1. To Teacher

    a. It is expected of teachers to educate students how to improve their reading comprehension ability, particularly skill and methods in reading comprehension tests, in order to assist students in overcoming obstacles in reading comprehension of English text.

    b. In order to improve reading comprehension, teachers must employ a variety of teaching strategies.

c. Teachers must teach their students about the many sorts of reading comprehension questions in order to make these questions more clear and understandable to the students.

2. To students

a. Students should learn more about reading comprehension, such as reading skills, reading techniques, and reading test-taking tactics that might be effective when dealing with reading comprehension tests.

b. Frequent reading practice and reading comprehension exam administration may help students to have dependable comprehension and become comfortable with the reading test, hence reducing the students' difficulties in the reading comprehension test.

c. Students should pay more attention to the teacher's explanation of the lesson.

d. Students should be more engaged in class in order to provide feedback to the teacher.

3. To School

a. Even though the school library has provided English reading books, students' interest in reading is still low. In this case, schools are expected to implement routine/appreciation activities to increase students' interest in visiting the library.

4. To researchers

    a. The researcher recommends that future researchers investigate students' difficulty in comprehending English reading text using a deeper analysis, a different research design, a diverse set of participants, and more valid instruments.

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APPENDICES

Score of Reading Comprehension Test

No.	Indicators in Reading Comprehension	Number of Item
1.	Determining main idea	1, 9, 14, 16, 24
2.	Locating reference	4, 10, 13, 19,21
3.	Vocabulary knowledge	3, 8, 15, 17, 22
4.	Making inference	5, 7, 11, 18, 25
5.	Finding detail information	2, 6, 12, 20, 23

Total questions: 25

Score: number of correct answers X 4 = 100

No.	Name	Result					Score
		Main Idea	Reference	Vocabulary	Inference	Detail Information	
1.	AF	5	1	2	2	1	44
2.	ADA	2	1	2	1	3	32
3.	AH	4	5	1	3	4	68
4.	APS	5	3	4	2	4	72
5.	CSA	2	3	2	4	2	52
6.	DTP	2	4	4	2	1	52
7.	DANS	4	4	3	4	4	76
8.	FHP	1	1	4	2	2	40
9.	FRS	2	2	4	4	4	64
10.	HKA	4	0	3	2	3	48
11.	IR	2	1	2	2	1	32
12.	MZS	2	2	1	3	2	40
13.	NP	2	1	2	2	1	32
14.	NGP	2	2	5	3	2	56
15.	NARB	3	3	2	3	3	56
16.	NGM	2	2	2	2	3	44
17.	NFA	1	3	2	2	3	44
18.	NRK	3	3	2	3	3	56
19.	NRN	2	1	1	0	1	20
20.	NDSS	4	4	1	2	4	60
21.	OTP	3	4	1	3	3	56

22.	RFK	5	5	1	4	5	80
23.	RMP	3	1	0	3	2	32
24.	RA	1	2	1	1	2	28
25.	RSA	2	1	2	0	1	24
26.	ST	2	2	2	3	3	48
27.	VS	5	5	5	5	5	100
28.	YAS	3	5	2	4	5	76
29.	ZSA	3	4	1	2	4	56
30.	ZBP	4	3	3	3	3	64

Transcript Interviews

Interview with Teacher S

Researcher : "Assalamu'alaikum ibu, sebelumnya terima kasih sudah berkenan menjadi responden dalam penelitian saya"

Teacher S : "Wa'alaikumussalaam, iya mbak"

Researcher : "Baik bu, langsung saya mulai ya interviewnya. Yang pertama, apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang main idea?"

Teacher S : "Tentu saja, konsep main idea ini masih sulit dipahami oleh siswa mbak. Jadi tentu sudah pasti ada kesulitan."

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan reference?"

Teacher S : "anak-anak juga kesulitan, makna kata reference ini masih asing di telinga anak-anak"

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan inference?"

Teacher S : "inference sendiri anak-anak juga belum paham, jadi anak-anak perlu diberi pemahaman dulu inference itu seperti apa"

Researcher : "Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang vocabulary?"

Teacher S : "Iya pasti mba, mereka kesulitan dalam mencari makna kata, menguasai kosa kata yang sulit."

Researcher : "Bagaimana tingkat motivasi dan ketertarikan murid ibu dalam belajar bahasa Inggris?"

Teacher S : "secara global tingkat ketertarikannya rendah, hanya ada beberapa siswa saja yang sangat antusias, ada yang biasa-biasa saja, da ada yang antusiasnya sangat rendah dan ini lebih banyak."

Researcher : "Bagaimana sikap murid ibu pada pelajaran bahasa Inggris?"

Teacher S : "Kalau sikap dengan mata pelajarannya sebenarnya anak-anak itu nggak ada pikiran negatif tapi cuma anaknya yang tidak bisa, tidak paham sama pelajarannya."

Researcher : "Bagaimana strrategi/teknik ibu dalam mengajar bahasa Inggris? Misalnya buat jawab main idea, jawab pertanyaan reference, inference, detail informasi, sama vocabulary, apakah ada teknik tersendiri yang ibu bagikan ke siswa?"

Teacher S : "Untuk main idea, diberi pemahaman dulu, oo main idea itu apa, setelah itu diberikan dulu contoh satu paragraf dengan bahasa Indonesia trus dittunjukkan main idea itu apa, ide pokok, nah anak-anak suruh berpikir, kalau seperti ini itu apa, ide pokok itu intisari yang penting dalam sebuah teks. Ya begitu tadi mba anak-anak diberi pemahaman melalui paragraf tadi. Kemudian untuk menjawab pertanyaan reference,

juga diberikan pemahaman melalui paragraph tadi misalnya lewat, kata ganti orang, kata ganti benda, ditunjukkan dulu contohnya, termasuk juga inference. Lalu, untuk menjawab pertanyaan terkait detail information, informasi-informasi apa saja yang terdapat dalam paragraf tadi diberitahukan dulu, atau bisa ditulis dulu di papan tulis. Kemudian, untuk soal vocabulary, ini banyak sekali cara, anak suruh menghafalkan kosa kata, mengamati benda-benda di ruang kelas atau sekitarnya kemudian nanti disuruh mencari bahasa Inggrisnya, anak disuruh mengamati teman sebangkunya trus menyebutkan ciri-ciri fisiknya dan dicari bahasa Inggrisnya. Anak-anak juga bisa mengamati di luar kelas. Lalu guru menyebutkan benda dan meminta anak untuk menyentuh benda tersebut misalnya "point the mirror" "open the door", nanti anak berlari melakukan."

Researcher : "Apakah murid ibu mendapatkan dukungan dari orang tuanya untuk mempelajari bahasa Inggris?"

Teacher S : "Sebagian kecil iya, tapi kebanyakan orang tua mereka kurang begitu memberikan dukungan karena mungkin faktor lingkungan, keluarga, latar belakang pendidikan orang tua juga, banyak sekali faktornya. "

Researcher : "Apakah para murid mempunyai kebiasaan untuk membaca, bu?"

Teacher S : "Kebiasaan literasinya masih kurang, sangat kurang mba"

Researcher : "Apakah sekolah menyediakan bacaan dalam bahasa Inggris?"

Teacher S : "Buku bacaan dalam bahasa Inggris banyak sekali, tapi minat baca anaknya yang rendah"

Researcher : "Menurut ibu, apakah modul/lks/paket yang digunakan untuk pembelajaran bahasa inggris di kelas 8E apakah sudah sesuai dengan kemampuan para murid?"

Teacher S : "Harusnya sudah mbak, tapi kan kemampuan dan kecerdasan anak-anak itu berbeda-beda kan mbak, pribadi anaknya yang susah mba, sebagian besar tidak dapat mengikuti materi pada modul."

Researcher : "Sejauh mana tingkat penguasaan vocabulary pada siswa kelas 8E?"

Teacher S : "Tiap grade kan ada targetnya ya mba, kalo untuk anak-anak kelas 8E ini masih tergolong sedikit penguasaan kosa katanya"

Researcher : "Baik ibu, terima kasih atas waktu yang diberikan kepada saya"

Teacher S : "Iya mbak sama-sama"

Interview with student RFK (Score : 80)

Researcher : "Assalamu'alaikum adik, sebelumnya terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student RFK : "Wa'alaikumussalaam, ya mba"

Researcher : "Oke kita mulai ya dik. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student RFK : "Tidak mba, mudah itu.

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student RFK : bisa mba

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student RFK : "sedikit sulit mba, menentukannya itu mba, karna ada yg tersirat dalam teks."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student RFK : tidak mba, mudah

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student RFK : jarang mba

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student RFK : sedikit malas mba

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student RFK : iya mba pengen bisa

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student RFK : bisa mba, tapi kalau di ssekolah tergantung kondisi kelas

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student RFK : iya mba diajari

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student RFK : iya mba

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student RFK : iya diajarkan

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student RFK : permah diajari

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Sinonim itu apa coba dik?"

Student RFK : "sinonim persamaan kata, antonym lawan kata"

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student RFK : "Belum pernah"

Researcher : "Belum pernah dik? Kalau di rumah diawasi nggak belajarnya?"

Student RFK : "Enggak mbak."

Researcher : "Belajar sendiri brarti?"

Student RFK : "Iya mbak, belajar sendiri."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student RFK : "Kadang-kadang mbak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student RFK : "Iya ada."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student RFK : "Lumayan mbak."

Researcher : "Oke sudah selesai, terima kasih ya, silahkan kembali ke tempat duduknya."

Interview with student APS (Score : 72)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student APS : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student APS : "Iya mba,

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student APS : "lumayan sulit mbak."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student APS : "kadang susah, kadang ngga, tergantung bacaannya"

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student APS : "enggak kesullitan mba

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student APS : "tergantung kata-katanya mba"

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student APS : "Tidak mbak "

Researcher : "Gitu ya menurut kamu?"

Student APS : "Ya ngerasanya gitu sih mbak"

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student APS : "Susah mba, rame kalo di kelas."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student APS : "diajari mba"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student APS : "iya diajari

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student APS : "diajari"

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student APS : "diajari"

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Sinonim itu apa coba dik?"

Student APS : "kalau nyari sinonim di bahasa Indonesia gampang mbak, tapi kalo di bahasa Inggris sedikit kesulitan."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student APS : "Tidak."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student APS : "Tidak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student APS : "Ada."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student APS : "Tidak terlalu."

Researcher : "Kalau habis nyari makna kata kamu tulis tidak di bacaannya tadi?"

Student APS : "Jarang mbak."

Researcher : "Oke dik, sudah selesai, terima kasih ya."

Interview with student DANS (Score : 76)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student DANS: "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student DANS: "sulit"

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student DANS: "jarang, masih bisa mba"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student DANS: "susah"

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student DANS: "Iya mbak, soalnya suka lupa kalau sudah mencari artinya di kamus, jadi nanti pas jawab bingung lagi dengan artinya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student DANS: "Iya mbak, sulit kalau sudah mencari artinya nanti lupa lagi kalau lanjut baca"

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?alasannya apa?"

Student DANS: "termotivasi sekali. Dari kecil suka bahasa inggris mba."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student DANS: "rada susah kalau di kelas mba soalnya temen-temen rame."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student DANS: "iya mba diajari"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student DANS: "pernah mba"

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student DANS: "enggak mbak kayaknya"

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student DANS: "kayaknya pernah mbak"

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student DANS: "belum mba, belajar sendiri"

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student DANS: "Iya mba, aku ikut les bahasa Inggris."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student DANS: "Iya mba, banyak tapi seringnya novel."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student DANS: "Ada mbak."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student DANS: "Sedikit, heheh"

Researcher   : "Ok, makasih yaa."

Interview with student YAS (Score : 76)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student YAS : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student YAS : "Susah, karena nggak bisa, nggak tahu artinya."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student YAS : "Lumayan bisa mbak."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student YAS : "Bisa mbak."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student YAS : "Bisa mbak."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student YAS : "Lumayan bisa."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student YAS : "Tidak, karena susah."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student YAS : "Tidak."

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student YAS : "Bisa mbak."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student YAS : "Iya mbak, bu guru selalu menjelaskan terlebih dahulu dengan bahasa Indonesia jadi saya lebih paham sama maknanya"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student YAS : "Iya mbak diajarin."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student YAS : "Pernah diajarin mbak."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student YAS : "Enggak mbak."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Sinonim itu apa coba dik?"

Student YAS : "Tidak mbak"

Researcher   : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student YAS : "Nggak tahu, belajar sendiri di rumah mbak."

Researcher   : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student YAS : "Kalau ada PR mbak."

Researcher   : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student YAS : "Ada mbak kayaknya."

Researcher   : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student YAS : "Lumayan mbak."

Researcher   : "Ok terima kasih dik."

Interview with student VS (Score : 100)

Researcher   : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student VS   : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya yang pertama, apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student VS : "Mungkin pernah nemuin kesulitan mbak, tapi seringnya bisa ngerjain."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student VS : "Tidak mbak."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student VS : "Nggak tahu mbak"

Researcher : "Lho tapi punyamu kemarin benar semua dik."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student VS : "Tidak mba, bisa ngerjain"

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student VS : "Kadang-kadang"

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris? Apa alasannya?"

Student VS : "Iya mbak, karena ingin lebih bisa berbahasa Inggris dan pengen kuliah di luar negeri, jadi kan harus bisa bahasa Inggris dulu gitu mbak."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student VS : Iya mbak lumayan tertarik.

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student VS : "Saya bisa fokus dalam keadaan rame maupun sepi mbak.

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student VS   : "ngajaarin"

Researcher   : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student VS   : "diajarin kayaknya"

Researcher   : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student VS   : "diajarin mbak"

Researcher   : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student VS   : "nggak tahu i mbak"

Researcher   : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student VS   : "diajarin"

Researcher   : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student VS   : "enggak"

Researcher   : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student VS   : "tidak mbak."

Researcher   : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student VS   : "ada mbak"

Researcher   : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student VS   : "Lumayan"

Researcher   : "Sudah selesai, makasih ya dik"

Interview with student RSA (Score : 24)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student RSA : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student RSA : "Iya mba"

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student RSA : "Iya mbak"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student RSA : "Iya mbak"

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student RSA : "Iya,

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student RSA : "iya mbak, susah mengartikan, susah nyarinya di kamus."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris? Apa alasannya?"

Student RSA : "Tidak, susah aja bacanya."

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student RSA : "Tidak mbak"

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student RSA : "Kadang bisa kadang nggak"

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student RSA : "iya mbak diajarin"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student RSA : "diajarkan juga mba"

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student RSA : "Iya mba"

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student RSA : "Iya mba"

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Sinonim itu apa dik?"

Student RSA : "….."

Researcher : "sinonim tu persamaan kata, kalau antonym lawan kata ya."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student RSA : "Tidak mbak."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student RSA : "Iya mbak."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student RSA : "Ada mbak."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student RSA : "Sedikit mbak."

Researcher : "Ok terima kasih ya waktunya."

Interview with student RMP (Score : 32)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student RMP : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student RMP : "Iya mba,

Researcher   : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student RMP : "enggak kesulitan mba"

Researcher   : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student RMP : "kesulitan mba"

Researcher   : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student RMP : "Iya mbak"

Researcher   : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student RMP : "Iya mba,

Researcher   : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student RMP : "iya mba, biar bisa."

Researcher   : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student RMP : "iya mba."

Researcher   : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student RMP : "kalo temennya rame ikut rame mba."

Researcher   : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student RMP : "iya biasanya cuma suruh mengartikan mbak."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student RMP : "iya

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student RMP : "enggak mbak

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student RMP : "enggak juga."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Sinonim itu apa coba dik?"

Student RMP : "lawan kata mba"

Researcher : "kebalik ya, sinonim itu persamaan kata, kalo antonym itu lawan kata."

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student RMP : "enggak mbak"

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student RMP : "iya mbak"

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student RMP : "iya ada"

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student RMP : "Tidak mbak.

Researcher : "sudah, makasih yaa"

Interview with student RA (Score : 28)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student RA : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student RA : "Iya mba, susah karena harus nentuin di awal/akhir paragraf"

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student RA : "susah mbak, harus memahami dulu."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student RA : "tidak terlalu kesulitan mbak"

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student RA : "Lumayan susah mbak."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student RA : "Lumayan susah mbak, biasanya pake kamus dulu."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student RA : "enggak mbak, susah og"

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student RA : "enggak mbak, biasanya dapet kata bahasa inggris di game."

Researcher : "o dari game, ok lanjut ya. Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student RA :

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student RA : "Tidak mbak."

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student RA : "Tidak mbak."

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student RA : "Tidak mbak."

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student RA : "belum pernah kayaknya mbak, soalnya asing dengan kata inference itu tadi."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym? Antonym itu apa coba dik?"

Student RA : "itu mbaa….."

Researcher   : "lawan kata, kalau sinonim persamaan kata."

Researcher : "Lanjut, apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student RA   : "Tidak mbak, didukungnya lebih ke bidang olahraga, kayak futsal."

Researcher : "Oalah gituu, ok. Apakah kamu membaca buku bahasa Inggris di rumah?"

Student RA   : "Tidak mbak."

Researcher   : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student RA   : "nggak tahu mbak"

Researcher   : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student RA   : "Nggak mbak, cuma sedikit."

Researcher   : "Yaudah kalau begitu terima kasih ya atas waktunya."

Interview with student NP (Score : 32)

Researcher : "Assalamu'alaikum adik, sebelumnya terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student NP   : "Wa'alaikumussalaam, iya"

Researcher : "Oke langsung aja kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks?"

Student NP   : "Iya mba,

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?"

Student NP : "susah mba"

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student NP : "iya mba kesulitan"

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student NP : "Enggak mbak."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student NP : "Enggak mbak"

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student NP : "Tidak mbak, susah mengartikannya"

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student NP : "di rumah bisa focus sih mba, kalau di sekolah kalah rame sama anak-anak lain."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student NP : "Iya mbak"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student NP : "iya mba diajarin"

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student NP : "Tidak mbak"

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student NP : "sepertinya tidak mbak."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student NP : "iya mba pernah diajarin"

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student NP : "Tidak mbak, saya belajar sndiri di rumah."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student NP : "iya mbak kalo disuruh bu guru"

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student NP : "ada mbak."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student NP : "sedikit mba."

Researcher : "Ok terima ksih dik

Interview with student NRN (Score: 20)

Researcher : "Assalamu'alaikum adik, terima kasih sudah berkenan menjadi responden dalam penelitian mba fitri ya"

Student NRN : "Wa'alaikumussalaam, iya mba"

Researcher : "Oke kita mulai ya. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?"

Student NRN : "Masalah? Ada mbak, susah nemuinnya itu."

Researcher : "Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference? Tahu nggak reference itu apa?"

Student NRN : "Tidak tahu mbak."

Researcher : "Yang kayak gini dik contoh soalnya."

Student NRN : "Ohh ini susah banget mbak."

Researcher : "Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?"

Student NRN : "Nggak mbak."

Researcher : "Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?"

Student NRN : "Iya mak, susah memahaminya."

Researcher : "Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?"

Student NRN : "Tidak kesulitan mba."

Researcher : "Apakah kamu termotivasi untuk belajar bahasa Inggris?"

Student NRN : "Tidak mbak"

Researcher : "Apakah kamu tertarik untuk mempelajari bahasa Inggris?"

Student NRN : "sedikit mba

Researcher : "Apakah kamu bisa fokus dalam belajar bahasa Inggris?"

Student NRN : "nggak mbak, karena males. Kalau di kelas rame juga nggak bisa focus."

Researcher : "Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?"

Student NRN : "iya diajarin"

Researcher : "Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?"

Student NRN : "iya"

Researcher : "Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?"

Student NRN : "iya

Researcher : "Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?"

Student NRN : "kayaknya iya

Researcher : "Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?

Student NRN : "Iya mbak."

Researcher : "Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?"

Student NRN : "Iya mba"

Researcher : "Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?"

Student NRN : "Iya mbak."

Researcher : "Brarti kalau di rumah diawasi ya belajarnya?"

Student NRN : "Iya mbak."

Researcher : "Apakah kamu membaca buku bahasa Inggris di rumah?"

Student NRN : "Iya mbak, kalau ada PR."

Researcher : "Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?"

Student NRN : "Iya ada mbak di perpustakaan."

Researcher : "Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?"

Student NRN : "Sedikit mbak."

Researcher : "Oke dik, sudah selesai. Terima kasih ya."

Reading test instruments

Name : Rodo SEKAR ASMATA

Class : (VIII E // 27)

Score : (24)

READING COMPREHENSION TEST

Read the following text to answer the questions below!

Last week, my family went to Yogyakarta. We visited many places there.

First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, monkey, bird collection, etc. We looked around in that zoo, and also took pictures of those animals. After from Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Yogyakarta, the facilities made me **comfortable** during I stayed there.

In the next day, we went to Siung beach. Siung beach was very beautiful. I played the white sands, I swam there and I saw some people practiced rock climbing there. Siung beach was in Gunung Kidul, about 2 hours from the center of Yogyakarta. I played for some hours until I felt tired and decided to go back to our car. After that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy street, there were many sellers, we finished **our** dinner, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

1. What is the main idea of the text?

   a. The writer's holiday experience in Yogyakarta.
   b. The writer buy souvenirs at Prambanan temple.
   c. Siung beach is about 4 hours from the center of Yogyakarta.
   d. Sahid Raya hotel service is very bad.

2. Where did the writer spent the time to take a rest?

a. Sarilla hotel
(b) Sahid Raya hotel
c. Malioboro
d. Gembira Loka zoo

3. "the facilities made me **comfortable** during I stayed there." The underlined word has a similar meaning...

a. inconvenient
b. troublesome
c. enjoyable
d. bored

4. "we finished **our** dinner" The underlined word refers to...

a. seller
b. animals
c. the writer
d. the writer and family

5. From the passage, we can conclude that...

(a) The writer enjoyed holiday in Yogyakarta with the family.
b. The writer went to Prambanan temple.
c. Malioboro is a quiet street.
d. After from Gembira Loka zoo, the writer went to Siung beach.

The following text is for questions 6 to 10.

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew.

Well, I lost **it** I thought. Then I had an idea. I asked my brother to call my cell phone. **To my surprise**, I heard it ringing in my jacket. My cell phone was there.

6. How did the writer get his phone cell back?

a. He asked his friend.
b. He called his friend.
c. He asked his brother to call his number phone.
d. He put it on jacket.

7. It can be inferred that the writer is a ... person

a. Diligent
b. Humble
c. Careful
d. Forgetful

8. "**To my surprise**, I heard it ringing in my jacket". The underline expression above means to...

a. Curious
b. Proud
c. Happy
d. Shocked

9. What is the main idea of second paragraph?

a. The writer felt tired after hanging out with his friends.
b. The writer asked everyone in the house about his phone.
c. The writer found his phone in his jacket after asking his brother to call his number.
d. The writer looked for his phone but he couldn't find it.

10. "Well, I lost **it** I thought". The underlined word refers to...

a. Cell phone
b. Jacket
c. Friends
d. His brother

The following text is for questions 11 to 15.

It was nine in the evening, I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to bed and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half asleep when I heard a scream from the living room. It was about two in the morning. I jumped out of bed and rushed towards the voice. In the living room, I found Aldo crying. His right hand was on his right ear. He said, "Help, help, help. It hurts!" Then, he told me that an insect had entered his ear. I was quite sorry for the insect. I figured out it was an ant. I imagined how **miserable** the ant was. Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after cur arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. "I was so surprised to see the insect. It wasn't an ant. It was a young cockroach Gosh!" It was as big as a baby's little finger.

From then on, Aldo never slept in front of the television anymore.

11. What happened to Aldo?

a. An insect bit him.
b. He felt pity for the insect.
c. An insect entered his ear
d. He was imagining an insect.

12. How did the doctor help him?

   a. He took the insect out, using pincers.
   b. He used pincers to kill the insect.
   c. He repaired the pincers.
   d. He charged Aldo.

13. "**It** was as big as a baby's little finger." The underlined word refers to . . .

   a. the ant
   b. Aldo's ear
   c. the young cockroach
   d. the baby's little finger

14. What is the main idea of paragraph three?

   a. The insect was not an ant.
   b. Aldo was taken to the hospital.
   c. The insect was a young cockroach.
   d. A doctor used a pair of pincers to take the insect out.

15. "I imagined how **miserable** the ant was." The underlined word has an antonym to...

   a. Sad
   b. Tragic
   c. Poor
   d. Great

The following text is for questions 16 to 20.

The holidays had come. At first, I didn't know how to spend my long holiday I didn't have any plans because my parents were very busy. My father was finishing his project, while my mother was taking care of my little sister. **She** was just five months old.

Fortunately, one of my friends, Zaky, didn't have any plans either. So we spent the holiday together. During the holiday, he came to my house almost every day.

We did a lot of things. On the first day, we rode a bicycle and went around the city. We stopped at some shops and enjoyed window-shopping. The second day, I taught Zaky how to play basketball. We spent three days just to get him able to shoot well. In the last two days, we visited museums. in our city; they were Ronggowarsito and Mandala Bakti We learnt a lot from the collections in the museums.

16. Why didn't the writer have plans for his vacation?

   a. He was very busy.
   b. His parents were busy.
   c. He didn't know that the vacation had come.

d. He wanted to spend the vacation at home.

17. How did the writer feel to learn that Zaky didn't have any plans either?

a. Sad.
b. Sory.
c. Guilty.
d. Happy.

18. Which statement is **TRUE** according to the text?

(a) The writer went around the city by bicycle.
b. Zaky learned how to play volleyball from the writer.
c. The things displayed in the museums were boring.
d. The writer and Zaky visited three museums during the vacation.

19. "**She** was just five months old." The underline word refers to…

a. Zaky's little sister
b. Mother
c. Father
(d) The writer's little sister

20. How many days did Zaky practise to serve well?

a. Four.
b. Three.
c. Two.
d. One.

Read the following text to answer questions 21 to 25.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let **him** choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store **looking** for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

21. "I let **him** choose one." Pronoun "him" refers to…

a. The writer's mother.
(b) The writer's friend.
c. The shop keeper.
d. The manager.

22. "She said that he was in the department store **looking** for me" The underline word has the synonym to...

    a. Get
    b. Catch
    c. Search
    d. Arrive

23. Why did the writer could not call his friend?

    a. Because the writer not ride the motorcycle.
    b. Because the writer left his friend.
    c. Because the writer at home
    d. Because the writer's phone was broken.

24. What is the main idea of the first paragraph?

    a. His friend was at the writer's home.
    b. A friend asked the writer to accompany him to buuy a new shirt at a department store, but he couldn't find him.
    c. The writer's mom asked him to come back to department store
    d. The writer was very angry

25. "I was very angry..." The expression of the statement means...

    a. The writer was mad.
    b. The writer was happy.
    c. The writer was glad.
    d. The writer was proud.

Name : Vivid Saraswati

Class : 8E/29

Score : (100)

READING COMPREHENSION TEST

Read the following text to answer the questions below!

Last week, my family went to Yogyakarta. We visited many places there.

First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, monkey, bird collection, etc. We looked around in that zoo, and also took pictures of those animals. After from Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Yogyakarta, the facilities made me **comfortable** during I stayed there.

In the next day, we went to Siung beach. Siung beach was very beautiful. I played the white sands, I swam there and I saw some people practiced rock climbing there. Siung beach was in Gunung Kidul, about 2 hours from the center of Yogyakarta. I played for some hours until I felt tired and decided to go back to our car. After that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy street, there were many sellers, we finished **our** dinner, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

1. What is the main idea of the text?

   X. The writer's holiday experience in Yogyakarta.
   b. The writer buy souvenirs at Prambanan temple.
   c. Siung beach is about 4 hours from the center of Yogyakarta.
   d. Sahid Raya hotel service is very bad.

2. Where did the writer spent the time to take a rest?

   a. Sarilla hotel

   ~~b. Sahid Raya hotel~~

   c. Malioboro

   d. Gembira Loka zoo

3. "the facilities made me **comfortable** during I stayed there." The underlined word has a similar meaning...

   a. inconvenient

   b. troublesome

   ~~c. enjoyable~~

   d. bored

4. "we finished **our** dinner" The underlined word refers to...

   a. seller

   b. animals

   c. the writer

   ~~d. the writer and family~~

5. From the passage, we can conclude that...

   ~~a. The writer enjoyed holiday in Yogyakarta with the family.~~

   b. The writer went to Prambanan temple.

   c. Malioboro is a quiet street.

   d. After from Gembira Loka zoo, the writer went to Siung beach.

The following text is for questions 6 to 10.

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew.

Well, I lost **it** I thought. Then I had an idea. I asked my brother to call my cell phone. **To my surprise**, I heard it ringing in my jacket. My cell phone was there.

6. How did the writer get his phone cell back?

   a. He asked his friend.

   b. He called his friend.

   ~~c. He asked his brother to call his number phone.~~

   d. He put it on jacket.

7. It can be inferred that the writer is a ... person

   a. Diligent

   b. Humble

   c. Careful

   ~~d. Forgetful~~

8. "**To my surprise**, I heard it ringing in my jacket". The underline expression above means to…

   a. Curious
   b. Proud
   c. Happy
   X. Shocked

9. What is the main idea of second paragraph?

   a. The writer felt tired after hanging out with his friends.
   b. The writer asked everyone in the house about his phone.
   X. The writer found his phone in his jacket after asking his brother to call his number.
   d. The writer looked for his phone but he couldn't find it.

10. "Well, I lost **it** I thought". The underlined word refers to…

    X. Cell phone
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15. "I imagined how **miserable** the ant was." The underlined word has an antonym to...

a ~~a.~~ Sad

b. Tragic

c. Poor

~~d.~~ Great

The following text is for questions 16 to 20.

The holidays had come. At first, I didn't know how to spend my long holiday I didn't have any plans because my parents were very busy. My father was finishing his project, while my mother was taking care of my little sister. **She** was just five months old.

Fortunately, one of my friends, Zaky, didn't have any plans either. So we spent the holiday together. During the holiday, he came to my house almost every day.

We did a lot of things. On the first day, we rode a bicycle and went around the city. We stopped at some shops and enjoyed window-shopping. The second day, I taught Zaky how to play basketball. We spent three days just to get him able to shoot well. In the last two days, we visited museums. in our city; they were Ronggowarsito and Mandala Bakti We learnt a lot from the collections in the museums.

16. Why didn't the writer have plans for his vacation?

a. He was very busy.

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20. How many days did Zaky practise to serve well?

a. Four.
b. Three.
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    c. The writer's mom asked him to come back to department store
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25. "I was very angry..." The expression of the statement means...

    ~~a.~~ The writer was mad.
    b. The writer was happy.
    c. The writer was glad.
    d. The writer was proud.

Name : Zudho bayu P

Class : VIII E /32

Score : 64

READING COMPREHENSION TEST

Read the following text to answer the questions below!

Last week, my family went to Yogyakarta. We visited many places there.

First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, monkey, bird collection, etc. We looked around in that zoo, and also took pictures of those animals. After from Gembira Loka zoo, we went to Sahid Raya hotel to take a rest. Sahid Raya was a famous hotel in Yogyakarta, the facilities made me **comfortable** during I stayed there.

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   b. troublesome
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5. From the passage, we can conclude that…

   a. The writer enjoyed holiday in Yogyakarta with the family.
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The following text is for questions 6 to 10.

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   a. Diligent
   b. Humble
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15. "I imagined how **miserable** the ant was." The underlined word has an antonym to...

   a. Sad

   b. Tragic

   c. Poor

   d. Great

The following text is for questions 16 to 20.

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We did a lot of things. On the first day, we rode a bicycle and went around the city. We stopped at some shops and enjoyed window-shopping. The second day, I taught Zaky how to play basketball. We spent three days just to get him able to shoot well. In the last two days, we visited museums. in our city; they were Ronggowarsito and Mandala Bakti We learnt a lot from the collections in the museums.

16. Why didn't the writer have plans for his vacation?

   a. He was very busy.

   b. His parents were busy.

   c. He didn't know that the vacation had come.

d. He wanted to spend the vacation at home.

17. How did the writer feel to learn that Zaky didn't have any plans either?

a. Sad.
b. Sory.
c. Guilty.
d. Happy.

18. Which statement is **TRUE** according to the text?

a. The writer went around the city by bicycle.
b. Zaky learned how to play volleyball from the writer.
c. The things displayed in the museums were boring.
d. The writer and Zaky visited three museums during the vacation.

19. "**She** was just five months old." The underline word refers to...

a. Zaky's little sister
b. Mother
c. Father
d. The writer's little sister

20. How many days did Zaky practise to serve well?

a. Four.
b. Three.
c. Two.
d. One.

Read the following text to answer questions 21 to 25.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let **him** choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store **looking** for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

21. "I let **him** choose one." Pronoun "him" refers to...

a. The writer's mother.
b. The writer's friend.
c. The shop keeper.
d. The manager.

22. "She said that he was in the department store **looking** for me" The underline word has the synonym to...

    a. Get
    b. Catch
    c. Search
    d. Arrive

23. Why did the writer could not call his friend?

    a. Because the writer not ride the motorcycle.
    b. Because the writer left his friend.
    c. Because the writer at home
    d. Because the writer's phone was broken.

24. What is the main idea of the first paragraph?

    a. His friend was at the writer's home.
    b. A friend asked the writer to accompany him to buuy a new shirt at a department store, but he couldn't find him.
    c. The writer's mom asked him to come back to department store
    d. The writer was very angry

25. "I was very angry..." The expression of the statement means...

    a. The writer was mad.
    b. The writer was happy.
    c. The writer was glad.
    d. The writer was proud.

Interview Guide

1. Apakah kamu pernah mendapatkan permasalahan dalam menjawab pertanyaan seperti menemukan main idea dari sebuah teks? Seperti apa?
2. Apakah kamu mempunyai masalah dalam menjawab pertanyaan reference?
3. Apakah kamu mengalami kesulitan dalam menjawab pertanyaan inference?
4. Apakah kamu memiliki masalah dalam menjawab pertanyaan seperti mengenai bagian inti dari informasi saat membaca teks bahasa Inggris?
5. Apakah kamu memiliki permasalahan dalam menjawab pertanyaan terkait vocabulary?
6. Apakah kamu termotivasi untuk belajar bahasa Inggris?
7. Apakah kamu tertarik untuk mempelajari bahasa Inggris?
8. Apakah kamu bisa fokus dalam belajar bahasa Inggris?
9. Apakah guru kamu mengajarkan cara agar kamu bisa dengan mudah memahami bacaan dalam bahasa Inggris?
10. Apakah guru kamu mengajarkan cara menemukan main idea dari satu teks?
11. Apakah guru kamu mengajarkan cara menjawab pertanyaan reference?
12. Apakah guru mengajarkan kamu cara menjawab pertanyaan inference?
13. Apakah guru kamu mengajarkan kamu untuk mendapatkan informasi detail dari teks?
14. Apakah guru kamu mengajarkan kamu tentang vocabulary, seperti unfamiliar words, sinonim, dan antonym?
15. Apakah orang tuamu mendukung kamu untuk mempelajari bahasa Inggris?
16. Apakah kamu membaca buku bahasa Inggris di rumah?
17. Apakah di sekolahmu menyediakan buku-buku untuk dibaca? Khususnya buku yang berbahasa Inggris?
18. Apakah kamu banyak menguasai kata-kata dalam bahasa Inggris?

Interview Teacher

1. Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang main idea?
2. Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan reference?
3. Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan inference?
4. Apakah murid ibu mengalami kesulitan dalam menjawab pertanyaan tentang vocabulary?
5. Bagaimana tingkat motivasi dan ketertarikan murid ibu dalam belajar bahasa Inggris?

6. Bagaimana sikap murid ibu pada pelajaran bahasa Inggris?
7. Bagaimana strrategi/teknik ibu dalam mengajar bahasa Inggris? Misalnya buat jawab main idea, jawab pertanyaan reference, inference, detail informasi, sama vocabulary, apakah ada teknik tersendiri yang ibu bagikan ke siswa?
8. Apakah murid ibu mendapatkan dukungan dari orang tuanya untuk mempelajari bahasa Inggris?
9. Apakah para murid mempunyai kebiasaan untuk membaca, bu?
10. Apakah sekolah menyediakan bacaan dalam bahasa Inggris?
11. Menurut ibu, apakah modul/lks/paket yang digunakan untuk pembelajaran bahasa inggris di kelas 8E apakah sudah sesuai dengan kemampuan para murid?
12. Sejauh mana tingkat penguasaan vocabulary pada siswa kelas 8E?